

1985 HAND BOOK

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# LINCOLN INSTITUTE OF HEALTH SCIENCES

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# **Lincoln Institute of Health Sciences Handbook 1985**

**Lincoln: An Institute in action**

**The information in this book is correct as at August 1984.**

# Officers of the Institute

## 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.*, M.A.C.E.

## Vice-Principal (Administration)

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

## Registrar

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

## Heads of Schools

**Behavioural Sciences:** P. Foreman, B.Sc. (Hons) *Melb.*, M.A.Ps.S.

**Biological Sciences:** Appointment pending.

**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:** H. Batten, B.Sc., B.Ed. *Melb.*, Ph.D. *Stir.*

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

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

**Orthoptics:** Appointment pending.

**Physiotherapy:** P. Cosh, M.B.E., Dip.Physio, T.T.T.C., M.A.P.A.

**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.

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

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## An Introduction by the Director:



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

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. Prior to that, the three independent schools were accommodated in what is now Building A of the Institute. Since 1973, further professional schools have been initiated by the Institute, and in 1977 the College of Nursing (Australia), which pioneered college-based nursing in this country, merged with the Institute to add a School of Nursing. One result of the growth of the Institute outlined above, has been a scattered campus on three sites, in Carlton, Abbotsford and St Kilda Road. The provision of appropriate permanent accommodation for the work of the Institute is still unresolved, but we are hoping that in the long term the whole Institute will be sited on the Abbotsford campus.

The Institute caters for a range of interests in the education of health professionals. A significant and still developing aspect of our work is the provision of graduate diplomas and 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 Master's degree by research.

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.

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 diverse needs.

A handwritten signature in cursive script that reads "Bernard Rechter".

Bernard Rechter  
Director

# Principal Dates for 1985

## Term Dates

Institute re-opens for 1985	January 7
Orientation Week	February 18 - 22
Term 1 begins	February 25
Term 1 ends	May 3
Term 1 Examination Week	May 6 - 10
Term 1 Vacation	May 13 - 24
Term 2 begins	May 27
Term 2 ends	July 26
Term 2 Examination Week	July 29 - August 2
Term 2 Vacation	August 5 - 23
Term 3 begins	August 26
Term 3 ends	October 25
Term 3 Study Week	October 28 - November 1
Term 3 Examination Week	November 4 - 8

School of Nursing course dates vary in some instances from the above, please refer to page 61 of Nursing School Section.

**Graduation** Monday April 15

**Open Day** Sunday July 7

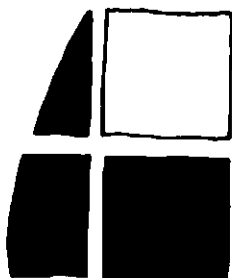
**Public Holidays** - observed by the Institute are:

New Year's Day	Tuesday January 1
Australia Day	Monday January 28
Labour Day	Monday March 11
Easter	April 5 - April 9 inclusive
Anzac Day	Thursday April 25
Queen's Birthday	Monday June 10
Christmas Day	Wednesday December 25
Boxing Day	Thursday December 26

The Institute will be closed from December 24, 1985 to January 5, 1986. It will reopen on January 6.

# Contents

	Page
Officers of the Institute .....	2
Introduction .....	3
Principal Dates .....	4
Maps .....	6
General Information .....	7
Regulations .....	21
Schools, Staff and Course Structures .....	51
Postgraduate Studies .....	76
Subject Details .....	95





**Lincoln Institute of Health Sciences is at three locations; the addresses are as follows:**

**Main Carlton campus:**

625 Swanston St., Carlton 3053 Phone: 342 0222

**School of Nursing:**

School of Nursing, 2-6 Slater St., Melbourne 3004  
Phone: 269 1700

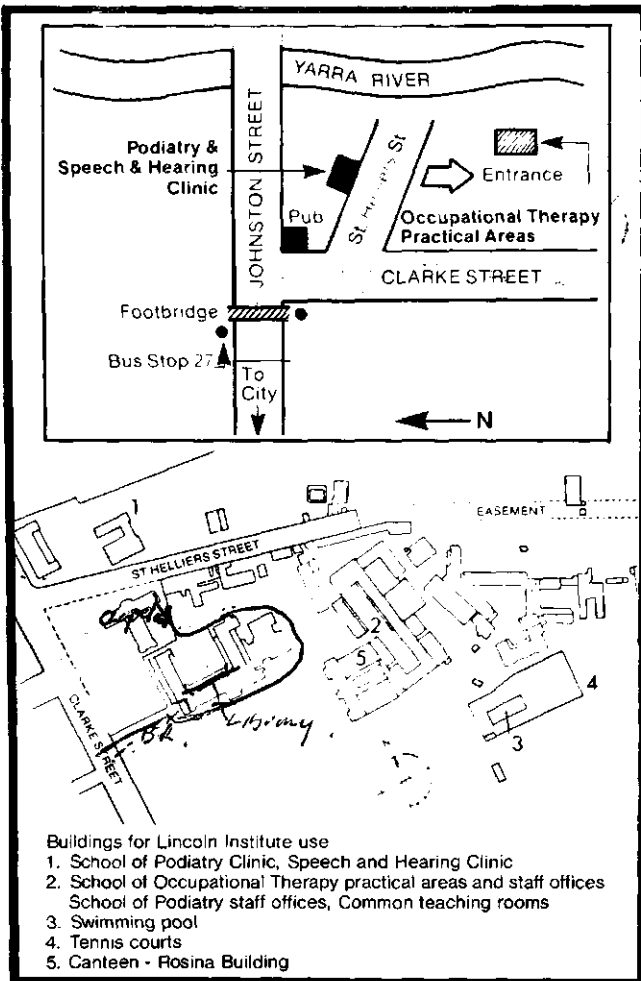
**Abbotsford campus:**

School of Podiatry and Speech and Hearing Clinic.  
St Helliers St., Abbotsford 3067 Phone: 419 2977

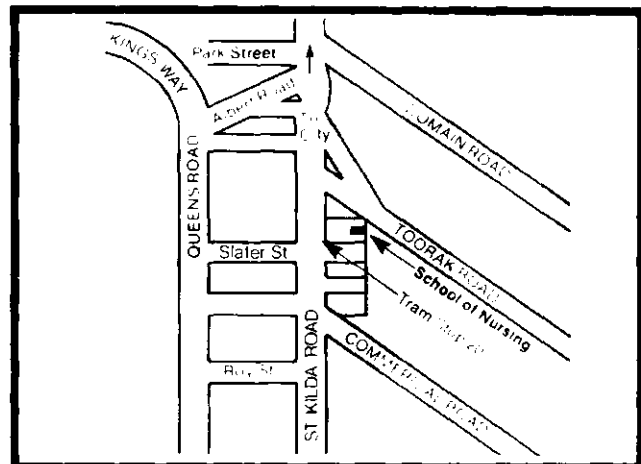
**Enquiries about courses should be directed to:**

Student Administration and Admissions Office.  
Lincoln Institute of Health Sciences, 625 Swanston St.,  
Carlton 3053 Phone: 347 6088

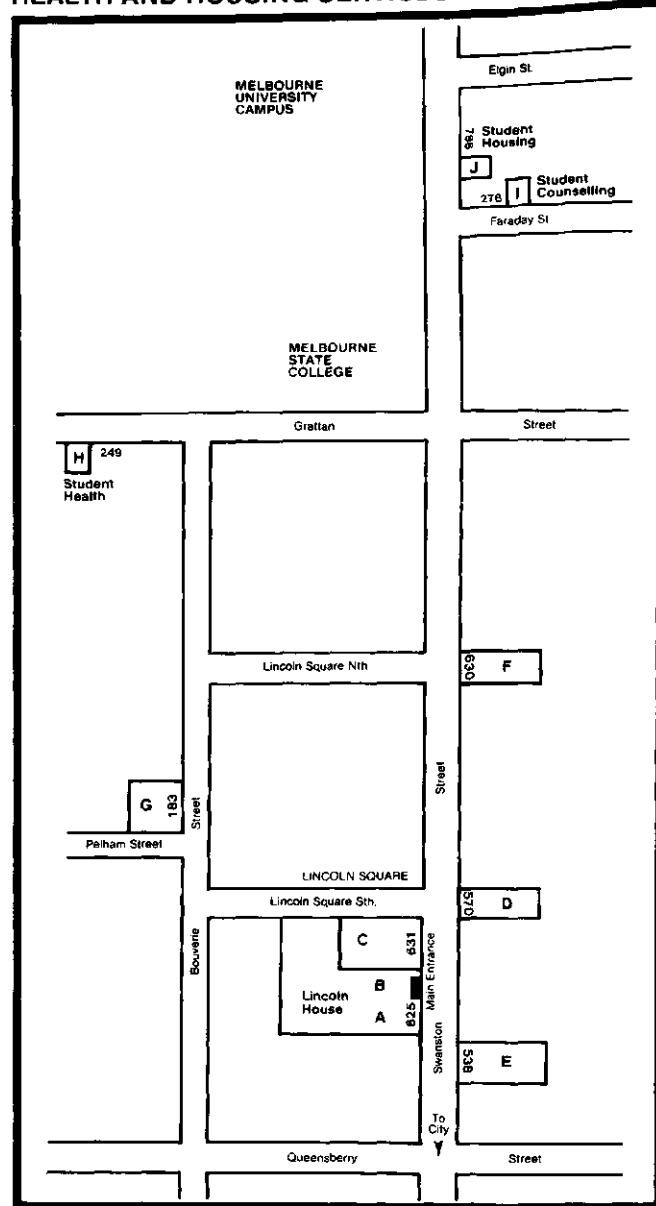
**ABBOTSFORD CAMPUS**



**SCHOOL OF NURSING**



**CARLTON CAMPUS, LINCOLN INSTITUTE OF 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  
School of Behavioural Sciences

Second Floor

**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**

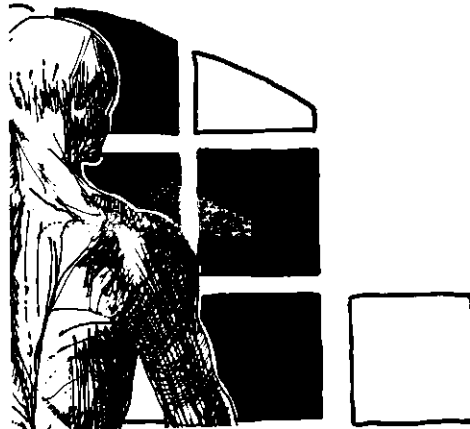
Student Counselling

**BUILDING J**

Student Housing

# General Information

	Page
Council .....	8
Standing Committees of Council .....	8
Board of Studies .....	8
Administration Staff .....	9
Library Staff .....	11
Admissions .....	12
General Information .....	15
Student Services .....	17
Library .....	19
Media Services .....	19
Awards .....	20



# Lincoln Institute Council and Committees

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## Council

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### 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.

#### Director

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

#### Members

##### Head of School

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

##### Elected by the Academic Staff of the Institute

Felicity Allen, M.Sc. *Melb.*, M.A.Ps.S.

##### 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.Manip.Ther., 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.

Professor Derek Melville Prinsley, M.D., B.S. *Durh.*, F.R.C.P. *Edin.*, F.R.A.C.P., F.R.S.H.

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. O.T., 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

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.

Ian Langlands, O.B.E., B.E.E., M.Mech.E. *Melb.*, Hon.L.L.D. *Monash*, Hon.F.I.E.Aust., F.T.S., F.A.I.B.

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

##### Elected by the Students of the Institute

Mr Andrew L. Dowling, B.Sc. (Hons.) *Melb.*

##### Secretary to Council: The Registrar

Mr Peter Bailie, B.Com. *Melb.*

---

## Standing Committees of Council

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

Council has the following standing committees:

Board of Studies  
Buildings and Site Committee  
Employment Experience Fund Committee  
Finance Committee  
Safety Committee  
Staffing 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.

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## Board of Studies

---

### Chairman

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.

### Deputy Chairman

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

### Director

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

### Head of Schools

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

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.

P. Cosh, M.B.E., Dip.Physio., T.T.T.C., M.A.P.A.

P. Foreman, B.Sc. (Hons.) *Melb.*, M.A.Ps.S.

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

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

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

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

### Members Appointed by Council

W.S. 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.

One vacancy

### Academic Staff, Elected by the Academic Staff.

P. Bingham, B.Sc., M.A., D.Phil. *Oxon.*

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

M. Nayler, M.A. *Melb.*, Dip. Physio., M.A.P.A.

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

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

Five vacancies to be filled late 1984.

### Elected by the Students

E. Bland

A. Dowling, B.Sc. (Hons.) *Melb.*

### Secretary

H. Russell, Cert.Bus.Studies (Secretarial) *R.M.I.T.*

---

## Committees of the Board of Studies

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### Academic Committees

There is an *Academic Committee* in each School.

### Standing Committees

Academic Planning and Resources Committee  
Committee on Admissions, Assessment, and Academic Progress  
Committee on Graduate Courses  
Library Committee  
Development Committee  
Research and Higher Degrees Committee.

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



# Administration Staff

## Student Affairs Unit

### Assistant Registrar

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

## Student Administration

### Deputy Head of Student Affairs

Helen Davis, B.Sc. *Melb.*

### Admissions Officer

Margaret Rendell, Dip.Teach.Cert. *M.C.A.E.*

### Administrative Assistant

Maria Serratore

### Secretaries

Heidi Bacher, Pat Reid

### Receptionist/Typist

Lee Byrne

## Student Services

### Student Services Co-ordinator:

Vacant

### Typist:

Nanette Watson

## Student Association

### Administrative Officer

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

## Printing

### Printing Manager

John Novis

### Printing Assistants

\*Rhonda Brown, Mario Frosi, \*Margaret Soulsby, Margaret Warland

\* Denotes part-time.

## Director's Office

### Director

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

### Secretary

Cate Domini

## Central Administration

### Vice-Principal (Administration):

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

### Secretary

Judy Page

## Registry Branch

### Registrar

Peter Bailie, B.Com. *Melb.*

### Secretary

Judy Page

## Computing and Statistical Services Unit

### Computer Manager

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

### Administrative Analyst/Programmer

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

### Academic Analyst/Programmer

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

## Staffing and Secretariat Unit

### Assistant Registrar

Vacant

### Secretary

Carolyn Kelly

### Deputy Head of Unit

Heather Russell, Cert.Bus.Stds. (Secretarial) *R.M.I.T.*

### Administrative Officer

Wendy Berriman, *A.I.P.S.*

### Central Filing and Timetable Office Staff

\*Lorna McMaster, Wendy Lord

### Receptionists

Carla Santalucia, Shirley D'Cruz

---

## School Administrative Officers

---

### **Behavioural Sciences**

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

### **Biological Sciences**

Kate Jagodzinski

### **Communication Disorders**

Barbara Willis, B.A. *Monash*

### **Health Administration and Education**

Maree Morrissey

### **Nursing**

Wendy Adams, J.P.

### **Occupational Therapy**

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

### **Physiotherapy**

\*Garth Thomas, D.Phil. & Litt. *Brussels*

### **Typist/Clerk**

\*Bobbie Kelly

### **Payroll Assistant**

Despina Mouratidis

### **Caretakers**

Tony Zraybi – Carlton

Ted Gray – Nursing

### **Maintenance Officer**

Don May

### **Gardener**

Alison Milsom (M.C.A.E. - I.E.C.D.)

### **Courier/Porter**

Norman Imbesi

### **Cleaning Staff**

Marie Albadine, Jim Gowen, Sylvia Byrne, Antonio Gomez, Isabelino Gradin, Carlos Guerra, Abdel Jattas, Karl Kemper, Mary Lia, Georgia Romanos, Barry Ruskin, Voula Stavropoulos, Filomena Tirabassi, Angela Vassiliou, Terry Patropoulos, Joe Garry.

---

## Cafeteria

---

### **Catering Manager**

Evelyn Brewer

### **Catering Staff**

Marlene Coleman, Pauline Egan, Mary Warren, Margaret Wills.

---

## Media and Technical Services

---

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

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.*

Kay Schweitzer

Joanne Waite, Grad.Dip. Art & Design *R.M.I.T.*

John Yelland, B.Tech. *Adel.*

## Finance and Services Branch

### **Business Manager**

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

### **Budget Officer**

Ian Dodman

### **Buildings Officer**

Valentin Rosalion

### **Accountant**

Vacant

### **Assistant Accountant**

Michael O'Leary, Dip.Bus.Studies (Accounting) *Chisholm*

### **Assistant Works/Safety Officer**

Stuart Bennion

### **Staffing Clerk**

Peg Lansdell

### **Payroll Officer**

Joyce Henderson

### **Purchasing Officer**

\*Ruth Andrew

### **Accounting Staff**

Lorraine Bright, Lily Chiu, Marlene Kerr, Sharon Ciantar

---

\* 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.*

Liz McArthur, B.A. *Swinburne*, Dip.Lib. *R.M.I.T.*, Grad.Dip.D.P.

*Chisholm*, A.A.F.V.L., A.S.E.T.

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

### Library Technicians

\*Noeline Sherwin, Lib.Tech.Cert.

\*Jill Staff, Lib.Tech.Cert.

### Library Clerks

Lynette Brown

Jo Espie

Jennie Kendrick

Sandra Krasts, B.A. *La T.*

Connee Maggio

Gaetano Raiti, Dip.Lib. *Ballarat*

Heather Roberts

Glenys Simpson

Julieanne Slattery

---

## Slater Street Campus Library

---

### Librarian-in-Charge

Barbara C. Jacoby, B.S. *Nebr.*, M.L. *Kansas*, A.L.A.A.

### Librarians

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

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

### Library Technician

Gwenda Pittaway, Lib.Tech.Cert.

### Library Clerks

Helena Sakkis

Barbara C. Toward

Dusan Viola



# Admissions

## Undergraduate Courses

### Entrance Requirements

#### Eligibility

To be eligible for admission to an undergraduate course of the Institute an applicant must satisfy the following requirements:

- (a) Applicants must satisfactorily complete the Victorian Higher School Certificate or its equivalent with appropriate passes in at least four of Group 1 subjects including subject prerequisites. Applicants with Group 2 subjects or combinations of Group 1 and Group 2 subjects will be considered. Such people are advised to discuss their application with the relevant School prior to submitting an application. (Full-time HSC students must complete their HSC in one year)
- (b) The minimum age of entry varies from course to course. Minimum age requirements are as follows:
  - (i) Applicants for the Orthoptics, Physiotherapy, Podiatry and Prosthetics and Orthotics courses must be at least 17 years of age by March 31 in the first year of the course.
  - (ii) Applicants for the Medical Record Administration course must be at least 18 years of age by June 30 in the first year of the course.
  - (iii) There is no minimum age requirement for Nursing, Speech Pathology and Occupational Therapy applicants.
- (c) Applicants who have attained the age of 21 by December 31 of the year in which they first presented for an HSC subject or subjects must pass three Group 1 HSC subjects, with at least two at one sitting. Subjects must include English and appropriate prerequisites.
- (d) Applicants who are unable to undertake the HSC full-time, because of circumstances such as disability or being engaged in full-time employment or full-time domestic duties, may seek recognition of HSC completed within a period of four years. Subjects passed must include prerequisites.
- (e) Applicants may fulfil 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 when they apply for admission; and
  - (ii) have not attempted the Victorian HSC or its equivalent and will be aged at least 20 years on January 1 in the year of commencing the course; or have failed the Victorian HSC or its equivalent at least five years prior to December 31 of the year preceding that in which they wish to commence the course
- (f) Applicants may fulfil the requirements of the Institute's Participation and Equity Entrance Program (PEEP Scheme) which is open to persons:
  - i) who are currently attempting to gain the Victorian HSC at the time when they apply for admission and would normally satisfy the prerequisite subject requirements for admission to the various Lincoln courses; and
  - ii) who are an Australian citizen or have permanent residence status in Australia; and
  - iii) whose education may have been affected by factors such as language background, financial difficulties and restricted access to schooling or study opportunities; and
  - iv) who satisfy the criteria for inclusion in the scheme in so far as their admission would fulfil the objectives of improved access for a broader range of students.
- (g) Persons may be eligible for admission to undergraduate courses who have such other qualifications and/or experience as may be deemed by the appropriate School to be equivalent to the requirements outlined in the preceding paragraphs.

#### 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.

#### Prerequisites

The following are the Year 12 subject prerequisites for entry to the Institute's undergraduate courses. These prerequisites do not apply to Special Entry applicants, but do for PEEP applicants.

##### COMMUNICATION DISORDERS (SPEECH PATHOLOGY)

There are no prerequisites for entry to this course. (Refer to the statement below on assumed science knowledge.) Applicants who have completed the HSC or its equivalent in a year prior to the current year and who have not pursued academic study at a tertiary level may be requested to sit a special aptitude test administered by the Institute. This test is primarily intended for applicants who completed HSC more than three years prior to application and who have no history of tertiary level education. Late applications in this category will not be considered for the special aptitude test.

Prospective students fluent in one or more languages, other than and in addition to English, are advised to notify the School in writing identifying the language(s) and specifying the level of competence. Overseas applicants who do not have English as their first language must supply evidence satisfactory to the School of their ability in spoken and written English. Information as to the nature of the required evidence is available on request from the School. Such requests should reach the School by the end of October.

##### MEDICAL RECORD ADMINISTRATION

It is recommended that students have studied Biology and, in addition, have completed studies in a branch of Mathematics at a minimum of Year 11 level.

##### NURSING

A pass in HSC English Expression. Recommended: HSC Biology, Physics, Physical Science and Chemistry. Priority is given to applicants who have gained a pass in at least one of these. Documentation is required that the applicant has attained a satisfactory standard, Year 10 level or above, in Mathematics.

##### OCCUPATIONAL THERAPY

There are no prerequisites for entry to this course. However, students with a science background will have an advantage in coping with the course. (Refer to the statement below on assumed science knowledge.)

##### ORTHOPTICS

One HSC science subject, preferably Biology. Recommended: a knowledge of physics and/or mathematics to Year 11 level.

##### PHYSIOTHERAPY

A pass at HSC in two of the following: Biology; Chemistry; Physics; Physical Science; Computer Science (sat no earlier than 1984) or any branch of mathematics. Both Computer Science and any branch of mathematics cannot be counted in the prerequisite subjects.

##### PODIATRY

A pass in HSC Biology and preferably in one of Chemistry, Physics, Physical Science, or General Mathematics (or any two of these at Year 11 level).

##### PROSTHETICS AND ORTHOTICS

A pass at HSC in one of Physics, Chemistry or Physical Science.

#### Assumed Science Knowledge

Prospective students are advised that where no formal prerequisites of HSC science subjects are required for entry into Institute courses some knowledge of secondary school chemistry, physics and mathematics is assumed for all coursework. A detailed statement of assumed knowledge and skills is given to all students when they first enrol. Copies of this statement may be obtained from the Student Administration Office.

Students who lack an appropriate background in the basic sciences are offered help in the form of a supplementary tutorial programme concurrent with their first year studies. Advice about the background knowledge required and the tutorial programme can be obtained from the School of Biological Sciences.

## Advanced Standing

The Institute accepts applications for Advanced Standing admission to the following courses: Medical Record Administration, Occupational Therapy, Orthoptics, Physiotherapy, Podiatry and Speech Pathology. Advanced Standing is intended for persons who hold an approved associate diploma, diploma or other appropriate award and who wish to obtain a diploma or degree in the same discipline.

## How to Apply

### (a) Persons Holding or Attempting Victorian HSC

Application for admission to all undergraduate courses must be made to the Victorian Universities Admissions Committee (VUAC). VUAC information and admission procedures are detailed in its *Guide for Prospective Students*, which is available at all schools or direct from the VUAC, 40 Park Street, South Melbourne 3205. The closing date for VUAC applications is normally the first Friday in October of each year. A more accurate date may be obtained by contacting VUAC or the Institute. VUAC 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 *VUAC Guide for Prospective Students* and are also available from the Student Administration and Careers 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. Applicants for the Nursing course are also required to complete the special Lincoln Institute form referred to above. Forms for Nursing applicants are available at a Nursing course information session or, upon receipt of a written request, from the School of Nursing, 2 Slater Street, Melbourne, 3004. The closing date for Lincoln Institute of Health Sciences applications (other than Special Entry applications but including PEEP applications) is the closest Friday to October 31 of each year.

### (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. In addition, overseas applicants should contact the Student Administration Office of the Institute as early as possible to obtain details of application procedures. VUAC requirements for overseas applicants are detailed in the *Guide for Prospective Students* available from the VUAC, 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 which is 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 VUAC.

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

PEEP applicants must apply for entry through the Victorian Universities Admissions Committee (VUAC) 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 Friday closest to October 31 of each year.

## Deferment

- An applicant who is selected for admission to a course of the Institute may apply on the appropriate form to the Head of School for permission to defer enrolling in the course until the following year.
- The application to defer must be lodged by the date of enrolment specified at the time of the offer.
- 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.
- It is the applicants' responsibility to 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.

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.

## Enrolment

Applicants offered a place in an undergraduate course of the Institute must attend for enrolment at the time, date and venue detailed on their VUAC offer letter. (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 (1985) of \$100 for full-time students and \$50 for part-time students must be paid at the time of enrolment.

## 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 by returning completed re-enrolment papers and the general service fee to the enrolment centre of the Institute on the date specified in their re-enrolment instructions.

# Post-Registration Nursing Courses

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## Entrance Requirements

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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.

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## How to Apply

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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, 2-6 Slater Street, Melbourne 3004, telephone (03) 269 1700. For further information on entrance requirements and pre-course preparation, see pages 61 to 63 of this handbook.

# Postgraduate Courses

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## Entrance Requirements

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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 page 76 of this handbook.



# General Information

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## 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;
  - (v) 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.

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## Fees 1985

A general service fee must be paid by students at the time of enrolment. The fee provides for the operation of the Lincoln Institute Association of Students, certain student union facilities, and other student requirements. The 1985 general service fee for full-time students is \$100, and for part-time students \$50. 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 \$25 per subject, per term. Preliminary studies for Graduate Diploma Courses is defined as a single subject for this purpose.

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## Uniforms

Students in some courses will need a prescribed uniform for hospital and clinical activities. Details of these requirements will be issued at the beginning of first term.

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## 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 \$2.

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## 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.

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## 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.

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## 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 subjects, 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.

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## **Part-time Studies**

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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 officers. Application for part-time studies at the Institute must be made through VUAC. Other courses may also offer facilities for part-time study and those interested should contact the course authorities.

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## **Open Day**

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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 1985 Open Day will be held on Sunday, July 7, and will be widely publicised in daily papers and at schools and colleges.

Further details are available from the Student Administration Office of the Institute.

# Student Services

## Student Services Office

The Student Services Office provides information about student counselling, health and housing services, advises on the availability of financial assistance, gives information on any aspect of Institute activity and generally seeks to assist students in making effective use of student amenities and facilities at Lincoln.

The general service fee is used to provide various student amenities and to finance the Lincoln Student Union and its clubs and societies. The Student Services Committee is a Standing Committee of the Institute Council with a membership of students and staff. The following services are available to Lincoln Institute students.

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## Student Counselling Service

The Student 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 students 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 341 6927/8/9.  
Monday to Friday, 9.00 - 6.00 pm.

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## 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. Investigations and referrals to outside specialists are arranged as necessary. 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.

249 Grattan Street, Carlton, telephone 341 6904/5.  
Monday to Friday, 9.00am - 5.00pm.

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## Student Housing Service

The Student Housing 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 accommodation problems, including setting up house, budget, domestic management and advice on any legal matters associated with leasing accommodation. The service has lists of rooms, houses, flats and full-board facilities available. 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 Services Offices 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 Service

786 Swanston Street, Carlton, telephone 341 6930/6901.

Monday to Friday, 9.00am - 1.00pm, 2.00pm-5.00pm.

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## Financial Aid

### Bursaries and Scholarships

Information or 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 a Student Loan Fund available to assist students in particular situations of hardship. Students can borrow up to \$1000 per year and in exceptional circumstances up to \$3000 per year. Short-term loans of up to \$20 are also available. For details, see the Student Services Co-ordinator in the Student Services Office (Carlton), or the Administrative Officer (School of Nursing).

### Tertiary Education Assistance Scheme

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 the School of Nursing, 2-6 Arthur Street, Melbourne, 3004. All students considering applying for TEAS should consult the Student Services Co-ordinator.

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## Child Care

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

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## Employment Service

The Employment Service maintains a register of part-time, casual and vacation work available to students, as well as a wealth of information on employment practices and advice on employment traps. It is located with the Student Services Office, 1st Floor, Building B, telephone 342-0226.

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## Travel Concessions

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

# Lincoln Institute Student Union

All students at Lincoln Institute become members of the Lincoln Institute Student Union (formerly the Lincoln Institute Association of Students) on payment of the general service fee. The Union Executive, elected by and from the student body, is the recognised means of communication between students and other parts of the Institute. The Union's prime function is to act as the representative of the students' interests which it does in a variety of ways.

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## Student Union

The Union is funded from the General Service fee. These funds are allocated by the Executive in the following general areas:

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## Activities

Social activities, Union Nights, Balls and lunchtime entertainment are organised through Union by an activities officer.

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## Contact

A free tea and coffee service for students is available in the student lounge. Contact also has information on a wide variety of issues of relevance to students, as well as magazines, newspapers and games.

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## Second-Hand Book Service

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

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## 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. Nursing students should contact their School Office concerning the allocation of lockers.

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## 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 Students Diary and during Orientation Week.

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## Student Newspaper

The student newspaper, *Missing Linc* is published periodically during term by students and the Union.

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## Equipment Hire Service

The Union operates an equipment hire 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 the Contact Office for further information.

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## 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.

## 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, Slater St, Melbourne. The Library offers material in a variety of formats to support teaching programmes, and also material of general interest. It contains some 70,000 print volumes, and receives over 850 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 45 and 46.

## 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.

# Awards

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## Institute Awards

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### **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 \$100.

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 – \$100.

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 for two years. Value – not less than \$4,000 plus some travel expenses.

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## School-Based Awards

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### **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.

### **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.

## **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 \$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.

### **Schering Corporation U.S.A. Prize**

Awarded to the top final year student in the subject Dermatology. Value – \$50.

### **Victorian Podiatry Association Merit Award**

Awarded annually to a final year student for excellence in all final year results in Podiatry. Value – \$25.

### **Victorian Podiatry Association Prize**

Awarded annually to a final year student for excellence in third year clinical practice. Value – \$25.

## **PROSTHETICS AND ORTHOTICS**

### **C.E. Heath Underwriting Postgraduate Scholarship in Prosthetics and Orthotics**

The Scholarship is to provide postgraduate clinical training for diplomates of the Prosthetics and Orthotics course. Value – up to \$6,000.

Applications open in early August and close September 15.

### **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 subject PO320 Prosthetics and Orthotics III.

### **Australian Orthotic Prosthetic Association (AOPA) Prize**

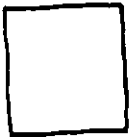
The prize, "Atlas of Orthotics-Biomechanical Principles and Application" is presented to the most outstanding student the final year unit, Design and Development Project.

### **Australian Orthopaedic Association (AOA) Prize**

The annual award of this prize is presented to the most outstanding second year student in the subject PO220 Prosthetics and Orthotics II.

# Regulations

	Page
Constitution of Council .....	22
Board of Studies .....	23
School Regulations .....	24
Elections .....	25
Degree and Diploma .....	28
Assessment and Examination Regulations .....	43
Appeals Committee .....	44
Discipline .....	44
Sexual Harassment .....	44
Library .....	45
Student Loans .....	46
Travelling Scholarships .....	47
Student Workload .....	47
Withdrawal/Deferral from Clinical Placement .....	48
Computer Usage .....	49
Academic Dress .....	49
Staff Appeals .....	50
Procedures Conduct of Staff Appeals .....	50





# 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 —
- (a) 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;
- (b) academic staff establishments of Schools and policy on academic staff appointments, academic promotions, and on staff development;
- (c) the distribution of financial and other resources allocated for academic purposes;
- (d) the use and location of Institute facilities, including the Library, for academic purposes;
- (e) the priorities for new developments within funds available to the Institute;
- (f) 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**
- 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 among 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

## 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.(Phty));
  - (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,

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.

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.

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

# 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



## 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 —

- successfully complete the assessment in, or be granted exemption from, each subject of that year; or
- 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
- 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

- 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, pass by compensation, fail.
- 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.
- 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

- These regulations govern the Diploma in Applied Science, Community Health Nursing (Maternal and Child Health) (Dip.App.Sc.(CHN)) (hereinafter called 'the Diploma').
- 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 —

- have gained passes in at least four subjects including English of the Victorian Higher School Certificate examination or its equivalent; or
- complete satisfactorily an education entrance test paper set by the School, and
- complete satisfactorily an assignment based on a prescribed course of reading, and
- 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
- be currently registered with the Victorian Nursing Council as a general and midwifery nurse and hold a current practising certificate; and
- 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.

## 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

- 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.

- 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

- 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:
  - an outline of subject content;
  - the method of assessment.
- 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.
- A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
- The Academic Committee may where necessary schedule \*clinical placement 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 course of study identical or substantially equivalent to the course requirement or requirements concerned.
- 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

- 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.
- 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.
- 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) (B.App.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.  
Critical Care Nursing – one year of recent experience, or a certificate, in critical case 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.  
Operating Room Nursing – one year of recent experience, or a certificate, in operating room nursing.  
Psychiatric Nursing (leading to registration with the VNC

as a Psychiatric nurse) – no additional requirements.  
Psychiatric Nursing (Advanced) – registration with the VNC as a psychiatric nurse, and one year of recent experience 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.

Developmental Disability 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/maternity nursing prerequisite to registration in infant welfare nursing.

Maternal and Child Health Nursing (Advanced) – registration with the VNC as an infant welfare nurse.

Occupational Health Nursing – no additional requirements.

Primary Health Care Practitioner Nursing – an interview and appraisal of previous nursing experience.

School and 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 62).

### (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.

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

## 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. Deferral

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:
  - (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) 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:
  - (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 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).

- (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 subsection 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 subsection 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.

## 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 –
  - (a) recommend to the Academic Committee on the academic policy for the Graduate Diploma;

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

\* 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

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.

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## Regulations for the Graduate Diplomas in the School of Physiotherapy

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#### 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

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.

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## **Regulations for the Graduate Diploma in Community Health**

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#### **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.

#### **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 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 Diploma in Ergonomics for the Health Sciences

### 1. Preamble

- (1) These regulations govern the Graduate Diploma in Ergonomics for the Health Sciences (Grad.Dip.Erg).
- (2) In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in Ergonomics for the Health Sciences 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

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 he 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 co-ordinator.
- 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, 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.

### 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 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 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 –
- 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;
  - complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
  - 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 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 –
- the year of the course in which the subject is to be undertaken;
  - the prerequisites for the subject;
  - the corequisites for the subject;
  - the objectives of the subject;
  - an outline of subject content;
  - 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 –
- successfully complete the assessment in or be granted an exemption from each subject of that year; or
  - 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 –
- 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
  - 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.

### **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 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 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.

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## Regulations for the Graduate Diploma in Neurosciences

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### 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

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 he 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.

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## Regulations for the Degree of Master of Applied Science

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### 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 may be lodged at any time.
- (3) The Committee shall consider each application and shall recommend to the Board whether –
  - (a) the applicant should be admitted to full candidature; or
  - (b) the applicant should be admitted to provisional candidature; or
  - (c) the applicant should not 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. Provisional Candidature

- (1) A candidate admitted to provisional candidature shall –
  - (a) undertake such coursework or other work as may be prescribed by the Committee;
  - (b) prepare a plan of a research project for consideration by the Committee.
- (2) Upon successful completion of the requirements for provisional candidature, a candidate may apply to the Committee for admission to full candidature pursuant to section 4.

### 6. Full Candidature

A person admitted to full 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.

### 7. 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.

### 8. Duration of Candidature

- (1) Except with the approval of the Committee –
  - (a) a person admitted to full 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 full candidature;
  - (b) a person admitted to full 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.

### 9. 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.

### 10. 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 no 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.

### 11. 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 amend-

ments 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.

## **12. 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.

# 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.

### 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 participation 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 membership of the Board of Examiners shall include the Subject Examiners of all subjects in respect of which results are to be determined.
- (3) The Board of Examiners shall determine whether a candidate who has failed in a subject may be awarded a supplementary examination, and whether any candidate may be awarded a special examination on grounds of special consideration.
- (4) The Board of Examiners shall consider all relevant information in respect of a candidate's performance when determining final results for that candidate.
- (5) The Board of Examiners shall refer to a Committee to Review Unsatisfactory Progress the name of 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.
- (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(5).
- (3) Where a Board of Examiners refers a student to the Committee pursuant to sub-section 7(5), 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) 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) recommended 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.

- (6) Notwithstanding the provisions of sub-section (5) 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.
- (7) 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.

### 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 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.

### 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.

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## Library Regulations

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### 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 Slater Street 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. Before the commencement of each academic year each school shall present to the Committee on Admissions, Assessment and Academic Progress (hereinafter called 'the Committee') complete information for that year on all commit-

ments within each undergraduate course for which the School is responsible. The information shall be presented by subject within each course and it shall be subdivided as follows:

- (a) total scheduled hours, which shall specify 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;
  - (b) the total scheduled hours for the peak day(s) of the course;
  - (c) the total scheduled hours for the peak week(s) of the course;
  - (d) the number and length of pieces of work to be submitted as part of the continuous assessment of the course;
  - (e) the hours of examination scheduled for end of term and final examination periods;
  - (f) any changes which have been made to the programme from the previous year.
2. The workload referred to in section 1 shall be so structured as to ensure 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. The workload presented in section 1 shall be so structured as to ensure 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 overall course workloads as indicated in paragraphs 1.(a), 1.(d), and 1.(e);
  - (b) the ratio of a 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 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 Board of Studies for an exemption from the relevant section(s). The Board of Studies shall grant exemptions only if satisfied that circumstances prevail which cannot be resolved other than by the granting of an exemption.
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 co-ordinating 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 when he finds that no contravention exists, inform the student accordingly.
- (2) A School or a student may appeal to the Committee against any finding of the Registrar concerning a complaint about an alleged breach of these Regulations.

## 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 Lincin 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; reports on the student's attendance and progress in relevant pre-clinical units of study;
  - (iv) 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.

## Rules Governing Computer Use for Lincoln Institute Computer Facilities

1. **Preamble.**  
In these rules:
  - (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 divulged to any other person.
3. Any software developed through the use of computer facilities shall become the property of the Institute except where an agreement to the contrary between the Institute and a computer user has been executed by both parties.
4. 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.

5. 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.
6. A computer user agrees to pay the charges for the use of the computer facilities 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.
7. The Institute reserves the right to withdraw the availability of any of the computer facilities due to hardware or software failure without notice and without penalty under the terms of any agreement concerning use of the computer facilities.
8. 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.
9. 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.
10. By use of the Institute computer facilities the computer user agrees to abide by the above rules.

## 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.

## 5. 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.

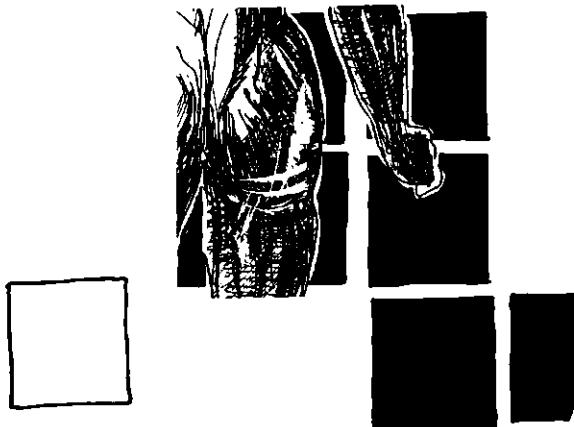
- 1.2 The following sections set out guidelines under which appeals by staff will be considered and appeals hearings will be conducted.

### 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.

# Schools, Staff and Course Structures

	Page
Behavioural Sciences .....	52
Biological Sciences .....	54
Communication Disorders .....	56
Health Administration and Education .....	58
Nursing .....	60
Occupational Therapy .....	67
Orthoptics .....	69
Physiotherapy .....	70
Podiatry .....	73
Prosthetics and Orthotics .....	75



# School of Behavioural Sciences

## Staff

### Chairman

Peter Foreman, B.Sc. (Hons) *Melb.*, 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

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

Bill Hart, M.B., B.S. *Monash*, Grad.Dip.Comm.Health.

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

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

Felicity Allen, M.Sc. *Melb.*, M.A.Ps.S.

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

Jacqui Costigan, B.A. (Hons), Dip.Soc.Stud., Dip.Tert.Ed. *Melb.*, S.R.N. (D.C.)

Joanne Finkelstein, B.A. (Hons), *La T.*, M.Ed. *Monash*, Ph.D. *U.I.V.C.*

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

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

Christina Lee, B.A. (Hons), Ph.D. *Adef.*, M.A.Ps.S.

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.

Steve Polgar, B.Sc. (Hons) *N.S.W.*, M.Sc. *Melb.*

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

Marcelle Schwartz, B.Sc. (Hons) *Melb.*, Ph.D. *Monash*, M.A.Ps.S.

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

### Senior Tutors

Paul Hammond, B.B.Sc., M.A. (Psych) *La T.*

\*Janette Graetz Simmonds, B.A. *Flin.*, M.Ed. *Rutgers*, M.A.Ps.S.

Eric Timewell, B.A. *Melb.*

### Administrative Officer

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

### Secretary

Rhonda Spalding

### Typist/Receptionist

Lynne Barrow

### School Aide

Mary Saksida

## 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

Schools. Through these programmes the School aims to provide professional 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 two postgraduate courses: Graduate Diploma in Community Health, Graduate Diploma in Rehabilitation Studies, and is responsible, jointly with the School of Biological Sciences, for a Graduate Diploma in Neurosciences. Details of the requirements for these graduate diplomas are given on pages 28 to 40.

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 Chairman 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

**ID 103** The Health Team—An Interprofessional Community Health Project

**BS 100** Introduction to Behavioural Sciences

**BS 101** Introduction to Behavioural Sciences

**BS 102** Communication Skills in Clinical Practice

**BS 105** Introduction to Research

**BS 106** Data Analysis

**BS 120** Psychological Aspects of Health Care

**BS 130** Developmental Psychology I

**BS 140** Sociological Aspects of Health Care

**BS 150** Behavioural Sciences in Nursing

**BS 151** Personality Theory and Therapies

**BS 201** Psychological Aspects of Nursing A

**BS 202** Sociological Aspects of Nursing A

**BS 230** Developmental Psychology II

**BS 234** Human Development II

**BS 235** Child Development

**BS 250** Research Evaluation

**BS 261** Sociology and Psychology of Health

**BS 270** Psychology of Illness, Disability and Rehabilitation

**BS 280** Interpersonal Helping Skills

**BS 301** Psychological Aspects of Nursing B

**BS 302** Sociological Aspects of Nursing B

**BS 331** Abnormal Psychology: Psychological and Social Approaches

**BS 333** Neuropsychology

**BS 340** Communication and Interpersonal Helping Skills in Clinical Practice

**BS 351** Measurement and Test Theory I

**BS 355** Research Design Seminar

† **BS 357** Introduction to Qualitative Research

**BS 358** Research Design

**BS 385** Interpersonal Helping Skills: Theory and Practice

\*Denotes part-time

† Not offered in 1985.

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## Behavioural Sciences Electives

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- BS 410 Sexual Counselling
- BS 414 Personal Development and the Therapist
- BS 420 Psychological Processes in Child Development with Special Reference to the Handicapped Child
- BS 432 The Politics of Health
- BS 435 Clinical Decision Making
- † BS 441 Behavioural Techniques in Health Care
- BS 442 Issues in Medical Ethics
- † BS 444 Fashions in Health Care
- † BS 451 Health, Healers and History
- BS 454 Dynamics of Marriage and the Family
- BS 455 Psychobiology of Pain
- † BS 457 Cultural Comparisons of Health Care Systems and Beliefs
- BS 460 Introduction to Computers
- BS 465 Adulthood: Psychosocial Perspectives
- BS 466 Genetic Counselling
- BS 471 Drugs and Behaviour A Social, Clinical and Political Approach
- BS 474 Sports Psychology
- BS 477 Psychology of Ageing
- † BS 480 Behaviour Therapy
- † BS 485 Developmental Neuropsychology
- † BS 494 Environmental and Socio-Political Aspects of Health and Illness
- BS 495 Psychosocial Aspects of Death, Dying and Bereavement

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

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- NB 102 Interpersonal Communication Skills
- NB 112 Political Studies
- NB 122 Analysis of Organisations A
- NB 132 Analysis of Organisations B
- NB 142 Analysis of Organisations C
- NB 162 Computer Based Information Systems
- NB 351 Health Team Functioning
- NB 612 Behavioural Aspects of Midwifery A
- NB 622 Behavioural Aspects of Midwifery B

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## Postgraduate Subjects in the School of Behavioural Sciences

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- BS 501 Introduction to Graduate Research Skills
- BS 503 Empirical Case Design
- BS 504 Survey and Interview Techniques
- BS 505 Computers in Health Care
- BS 506 Influences on Health
- BS 507 Professional Roles
- BS 508 Interprofessional Functioning
- BS 509 Client-professional Interactions
- BS 514 Interpersonal Skills in Clinical Practice
- BS 515 Interpersonal Helping Skills for Health Professionals A
- BS 516 Interpersonal Helping Skills for Health Professionals B
- BS 517 Individual and Organisational Stress Management and Conflict Resolution
- BS 520 Rehabilitation Studies
- BS 521 Rehabilitation Administration
- BS 522 Evaluative Field Experience
- BS 523 Rehabilitation Psychology
- BS 524 The Rehabilitation Client in Society
- BS 525 Socio-Political Factors in Rehabilitation

- BS 526 Interpersonal Counselling Skills in Rehabilitation
- BS 530 Casework Management
- BS 531 The Roles of Professionals in the Rehabilitation Team
- BS 532 Rehabilitation Assessment
- BS 533 Research and Evaluation in Rehabilitation
- BS 540 Community Health Theory and Practice I
- BS 541 Community Needs Assessment I
- BS 543 Health Promotion I
- BS 550 Community Health Theory and Practice II
- BS 551 Community Health Research and Evaluation
- BS 552 Community Needs Assessment II
- BS 553 Health Promotion II
- BS 554 Health and the Australian Political System
- BS 560 Sexuality Counselling
- BS 561 Vocational Counselling
- BS 562 Motor Skills
- BS 563 Group Processes for Health Professionals
- BS 565 Behavioural Counselling
- BS 566 Organisational Psychology
- BS 567 Supervised Community Health Research Project
- BS 568 Epidemiology in Ergonomics
- BS 569 Occupational Health
- BS 570 Perception for Ergonomics
- BS 571 Learning and Skilled Performance
- BS 572 Introduction to Psychology for the Neurosciences
- BS 573 People at Work
- BS 575 Regulatory Systems
- BS 576 'Higher Function' Systems
- BS 577 Psychological Processes in Ageing
- BS 581 Introduction to Behavioural Techniques in Physical Therapy
- BS 590 Introduction to Research and Statistics
- BS 591 Introduction to Behavioural Sciences
- BS 595 Death, Dying and Bereavement
- BS 600 Research Methodology for Master of Applied Science Programme
- BS 601 Methodological Evaluation Seminar
- BS 602 Measurement and Test theory II
- BS 603 Statistical Analysis of Complex Designs
- BS 604 Applied Computing
- BS 605 Advanced Issues in Research Design
- BS 606 Research Proposal Seminar
- BS 607 Reading Unit
- BS 610 Brain Dysfunction in the Individual A — Morphological Disorders
- BS 611 Brain Dysfunction in the Individual B — Biochemical Disorders
- BS 612 Working with the Brain Impaired individual
- BS 614 Single Case Studies Seminar

Details of subjects offered by the School are listed on pages 114 to 135 under BS coding, and pages 144 and 145, under NB coding.

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† Not offered in 1985



# School of Biological Sciences

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## Staff

### Acting Head of School

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

### Senior Lecturers

Jill R. Keen, B.A. (Hons) *N.S.W.*, M.A. *Melb.*

### Lecturers

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

Timothy Michael Bach, M.Sc. *Simon Fraser.*

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

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

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

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

Richard Gilbert, B.M., B.S. *Flinders*

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

Mark Hennessy, B.Sc. (Hons) *Melb.*

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

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

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

A. 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*

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

### Principal Tutor

\*Robyn Ruth Gibson, B.Sc. *Monash*, M.Sc. *Melb.*

### Senior Tutors

Michael I. Allnutt, B.Sc. (Hons), Ph.D. *London*, Grad.Cert.Sci.Ed.

James Hale, B.Sc. (Hons) *Melb.*

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

### Tutor

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

### Administrative Assistant

Kate Jagodzinski

### Typist

Audrey Sungaila

### Technical Officer

Brian Rice

### Technician

Grant Perry

---

## Introduction to Biological Sciences

The School of Biological Sciences teaches programmes in physics, chemistry, human biology, histology, physiology, anatomy and biomechanics. It also offers programmes in pathology and other areas of medical sciences. The aim of the programmes 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 programmes in 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 clinical subjects studied in the School programmes.

\* Denotes part-time.

The subject programmes are taught by means of lectures, tutorials, laboratory classes and demonstrations. Details of each individual programme are available on the School noticeboard. 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 examination, essays, seminar papers and practical assignments. Details of assessment in each subject programme are available on the School noticeboard from the beginning of the academic year, or at the beginning of each academic term.

### Prescribed Texts:

The textbooks prescribed will be fully discussed during the first teaching session of each programme.

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## Graduate Diploma in Ergonomics for the Health Sciences

The course deals especially with themes in two key areas of health care: prevention and rehabilitation. 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, students should be well equipped to make a valuable specialist's contribution to any health care team.

Details of the requirements for the graduate diploma are given on page 36.

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## 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 college or university 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.

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## 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 \*

**BL 112** Physiology 112  
**BL 121** Human Biology  
**BL 125** Human Bioscience I  
**BL 151** Basic Physical Science  
**BL 152** General Science  
**BL 155** Applied General Science  
**BL 160** Science for Physiotherapy  
**BL 161** Principles of Biology  
**BL 162** Histology  
**BL 163** Applied Physics  
**BL 165** Physical Science for Podiatry  
**BL 166** Cell Biology and Histology for Podiatry  
**BL 182** Anatomy 182  
**BL 184** Anatomy 184  
**BL 215** Physiology 215  
**BL 222** Neurosciences  
**BL 225** Human Bioscience II  
**BL 253** Biomechanics for Prosthetics and Orthotics  
**BL 254** Biomechanics for Podiatry  
**BL 271** Introduction to Medical Science  
**BL 274** Medical Science for Prosthetics and Orthotics  
**BL 276** Medical Science I  
**BL 310** Physiology 310  
**BL 325** Human Bioscience III  
**BL 370** Medical Sciences for Orthoptics  
**BL 376** Medical Science II  
**BL 425** Applied Human Bioscience for Midwifery  
**\*BL 511** Neurophysiology A  
**\*BL 512** Neurophysiology B  
**\*BL 513** Respiration and Circulation A  
**\*BL 514** Work Physiology  
**\*BL 515** Physiology 515  
**\*BL 516** Respiration and Circulation B  
**BL 517** Growth Development and Ageing  
**\*BL 518** Muscle Physiology  
**\*BL 521** Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate  
**\*BL 522** Human Reproductive Physiology and Anatomy  
**BL 524** Introduction to Ergonomics (Biological)  
**BL 525** Biological Bases of Ergonomics  
**BL 526** Introductory Applied Human Bioscience  
**BL 527** Applied Human Bioscience A  
**BL 528** Applied Human Bioscience B  
**BL 530** Ergonomics I  
**BL 531** Theory and Rationale of Ergonomics  
**BL 532** Ergonomics in the Workplace  
**BL 533** The Working Environment  
**\*BL 540** Physiology and Pathophysiology of Ageing  
**BL 551** Introduction to Ergonomics (Physical Sciences)  
**BL 555** Applied General Science  
**\*BL 560** Arthrology  
**BL 569** Genetics and Embryology  
**\*BL 571** Introduction to Neurobiology  
**\*BL 573** Sensory Systems  
**\*BL 574** Motor Systems  
**\*BL 580** Human Embryology  
**\*BL 584** Histology  
**BL 585** Anthropometry  
**BL 599** History and Philosophy of Science  
**\*BL 615** Research Evaluation Seminar  
**BL 626** General and Clinical Pathology A  
**BL 627** General and Clinical Pathology B  
**BL 630** Ergonomics II  
**BL 631** Work Systems  
**BL 632** Information Processing  
**BL 633** Applied Ergonomics Seminars  
**BL 634** Directed Project  
**\*BL 641** Working Posture  
**\*BL 642** Physically Demanding Work  
**\*BL 643** Displays and Controls  
**\*BL 644** Ergonomics in Design  
**\*BL 645** Ergonomics in Health Care Practice  
**\*BL 646** Fundamentals of Occupational Health and Safety Practice  
**\*BL 647** Job Analysis and Design  
**\*BL 648** Consultancy Management  
**\*BL 649** Independent Study

Details of subjects offered by the School are listed on pages 102 to 113 under BL coding.

# 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

Kate Hutchison, M.A. *R'dg.*, L.A.C.S.T., M.A.A.S.H.  
Moira 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 Glezy, B.App.Sc. (Sp.Path.), M.A.A.S.H.  
Janet Doyle, B.A. *Macq.*, Dip.Aud. *Melb.*, M.Aud.S.A.  
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., M.A.A.S.H., M.S.R.C.D.  
\*Felicia Schmamman, B.A., B.A. (Sp. & H.) *Witw.*

### Principal Tutors

Louise Brown, B.App.Sc. (Sp.Path.), M.A.A.S.H.  
Megan Major, B.App.Sc. (Sp.Path.), M.A.A.S.H.

### Senior Tutors

\*Georgia Dacakis, B.App.Sc. (Sp.Path.), M.A.A.S.H.  
Margaret Gibson, L.A.C.S.T.  
Richard Osborn, B.Sc., Dip.Ed. *La T.*, Dip.Aud. *Melb.*

### Administrative Officer

Barbara Willis, B.A. *Monash*

### Administrative Assistant

Susan Brown, B.A. *La Trobe*

### Secretary

Joan Levecke

### Clerical Assistants

Patricia Craven

### Typists

\*Helen Cairns  
\*Judy Purvis

## Speech and Hearing Clinic - Abbotsford

### Clinician-in-Charge

\*Pam Pearce, B.App.Sc. (Sp.Path.), L.A.C.S.T., M.A.A.S.H.

### Clinicians

\*Athina Georgiou, B.App.Sc. (Sp.Path.), M.A.A.S.H.  
\*Jan Mackenzie, L.A.C.S.T.  
\*Michelle Taylor, B.App.Sc. (Sp.Path.), M.A.A.S.H.

### Receptionist

\*Gena Richards

## Bachelor of Applied Science (Speech Pathology)

### Introduction to Speech Pathology

Communication by means of speech is an essential part of man's relationship with his world, and any difficulty in freely expressing 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 is the professional body in Australia. Speech pathologists with the degree of Bachelor of Applied Science (Speech Pathology) are able to practise in the United Kingdom. Although formal reciprocity with Canada and the United States is not established, many Australian speech pathologists have worked in these countries. The Australian Association of Speech and Hearing is affiliated with the International Association of Logopaedics and Phoniatrics and members may attend its conferences.

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 full-time course extending over four consecutive years. Some provision has been made for the first three years of the full-time course to be undertaken on a part-time basis.

### Award

Bachelor of Applied Science (Speech Pathology)

### Lectures and Clinical Practice

The majority of lectures are held at Lincoln 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 at Lincoln Institute. Courses of remediation will be prescribed for 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 procedure.

\* Denotes part-time.

## 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 year of the course is normally dependent upon satisfactory completion of the respective previous year.

## Course Outline

At the time of going to press a curriculum rationalisation was nearing completion. Some change may result from this process and the following course outline is provided for guidance only.

### First Year

**CD 120** Language Development  
**CD 150** Acoustics and Introduction to Hearing Assessment  
**CD 160** Phonetics  
**CD 170** Syntax  
**CD 190** Clinical Orientation (Clinical Practicum I)  
**BS 100** Introduction to Behavioural Sciences.  
**BS 105** Introduction to Research  
**BS 130** Developmental Psychology I  
**BL 112** Physiology 112  
**BL 184** Anatomy 184

### Second Year

**CD 210** Disorders of Phonology  
**CD 220** Disorders of Language  
**CD 230** Disorders of Voice and Laryngectomy Rehabilitation  
**CD 240** Assessment and Planning  
**CD 250** Basic Audiology  
**CD 290** Clinical Practicum II  
**BS 230** Developmental Psychology II  
**BS 250** Research Evaluation  
**BS 351** Measurement and Test Theory I  
**BL 222** Neurosciences 222

### Third Year

**CD 310** Communication Disorders of Neurological Origin  
**CD 320** Stuttering  
**CD 340** Therapeutic Processes  
**CD 350** Aural Rehabilitation  
**CD 380** Orofacial Disorders  
**CD 390** Clinical Practicum III  
**BS 331** Abnormal Behaviour: Psychological and Biochemical Aspects  
**BS 333** Neuropsychology  
**BS 385** Interpersonal Helping Skills: Theory and Practice  
**plus electives**  
**BS 355** Research Design Seminar  
or  
**BS 400** Behavioural Science Seminar

### Fourth Year

**CD 420** Child Language Seminar  
**CD 440** Professional Issues  
**CD 490** Clinical Practicum IV  
**plus electives**  
**CD 480** Literature Review Project  
or  
**CD 481** C.D. Directed Research Project  
or  
**BS 350** Directed Research Project

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## Graduate Diploma in Communication Disorders

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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. Full details of the course structure are on pages 78 and 79.

## Subject Details

Details of subjects offered by the School are listed on pages 135 to 139 under CD coding.

# School of Health Administration and Education

## Staff

### Head of School

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

### Deputy Head of School

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

### Education Studies

#### Senior Lecturer

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

#### Lecturers

Helen Edwards, M.A. *Aberd.*

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

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*

### Medical Record Administration

#### Head of Department

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

#### Lecturers

Beverley Laing, Grad.Dip.Comm.Health, R.M.R.A.

\*Anne Peek, R.M.R.A.

Dianne Simpson, Assoc.Dip.M.R.A., Grad.Dip.Erg., R.M.R.A.

#### Tutors

\*Lynette Freijah, Assoc.Dip.M.R.A.

\*Carol McBain, R.M.R.A.

Josephine Raw, Assoc.Dip.M.R.A.; R.M.R.A.

#### Honorary Staff

Elizabeth Owen, B.A. *Melb.*, Assoc.Dip.M.R.A., R.M.R.A.

#### Administrative Officer

\*Maree Morrissey

#### Secretary

Angie Gay

Alison McRoy

## 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:

- Associate Diploma in Medical Record Administration
- Graduate Diploma in Health Administration
- Graduate Diploma in Health Education

\* Denotes part-time.

- 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

### Associate Diploma 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.

A Medical Record Administrator:

- obtains complete records of individual patients 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

- AE 110 Medical Record Management I
- AE 120 Fundamentals of Medicine and Surgery
- AE 125 Australian Health Care System
- BL 121 Human Biology
- AE 130 Disease/Operation Classification I
- AE 140 Health Statistics I

**BS 101** Introduction to Behavioural Sciences

**AE 150** Professional Practice I

### Second Year

**AE 210** Medical Record Management II

**AE 265** Medical Ethics and Law

**BL 276** Medical Science I

**AE 230** Disease/Operation Classification II

**AE 270** Quality Assurance in Health Care I

**AE 280** Medical Information Processing I

**AE 250** Professional Practice II

**BS 105** Introduction to Research

### Third Year

**AE 310** Medical Record Management III

**AE 330** Disease/Operation Classification III

**AE 340** Health Statistics II

**BL 376** Medical Science II

**AE 370** Quality Assurance in Health Care II

**AE 380** Medical Information Processing II

**AE 390** Health Care Services

Elective Studies 20 hrs. x 2 = 40 hrs.

**AE 350** Professional Practice III

**AE 355** Professional Practice

(for Advanced Standing Assessment only)

**AE 315** Individual Study Project

(for Advanced Standing Assessment only)

Details of subjects offered by the School are listed on pages 96 to 102 under AE coding and pages 102 to 113 for BL coding and page 114 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.

### Undergraduate

**AE005** Undergraduate Study Skills Acquisition

**AE010** Principles of Management A

**AE020** Principles of Management B

**AE030** Principles of Management C

**AE050** Principles and Practice of Health Education A

**AE060** Principles and Practice of Health Education B

**AE070** Principles and Practice of Health Education C

### Postgraduate

**AE500** Postgraduate Study Skills Acquisition

**AE501** Quality Assurance in Health Care

**AE502** Legal and Ethical Elements of Professional Practice

**AE503** Foundations of Teaching and Learning

**AE504** Implementing Change

**AE505** Models of Health Care Organisation

## 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 of the course structure are on page

## 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

# School of Nursing

## Staff

### Head of School

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

### Senior Lecturers

Virginia Bonawit, B.A. Ph.D., Dip. Nurs. N.Y., R.N., F.C.N.A.

June Buckingham, B.A., M.Ed. (UNE), D.N.Ed., R.N. S.C.M., F.C.N. (N.S.W.)

Joseph Martin, M.A. Brun., R.N.T., D.N. Lond., R.P.N., R.N., 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

Audrey Grant, B.Sp.Ed., Monash, R.N., S.C.M., F.C.N.A.

Joan Heath, B.A., M.A. Melb., Dip.Crim. Melb., Dip.N.Ed., R.N., S.C.M., F.C.N.A.

Thomas Ho, B.Sc. (Hons.), R.P.N., R.N., M.B.P.S., F.C.N.A.

Olga Kanisaki, Dip.Hosp.Nurs. & Ward Mgt., B.App.Sc. (Adv. Nurs.), R.N., S.C.M., F.C.N.A.

Elizabeth Lavender, B.Soc.Sc. (Nurs.) Natal, R.N.

Sally McManamy, Dip.N.Ed., R.N., F.C.N.A.

Mary Magennis, M.Sc. (Nurs.), B.App.Sc. (Adv.Nurs.), Dip.N.Ed., R.N.

Anne Nolan, B.S.N., M.S., R.N.

Barbara Paterson, B.Ed. La T., Dip.N.Ed., R.N., S.C.M.

Kenneth Sellick, B.B.Sc., M.Psych., Dip.N.Ed., R.P.N., R.N., M.A.Ps.S., F.C.N.A.

Aloisia Sledzik, B.Ed., Grad.Dip.Couns.Psych. G.I.A.E., Dip.N.Ed., R.N., S.C.M., F.C.N.A.

Margaret Strang, Dip.N.Ed., Dip.Hosp.Nurs. & Ward Mgt., B.Ed. La T., R.N., F.C.N.A.

Catherine Taylor, Dip.Clin.N.Ed. Edin., R.C.T., R.N.

Joanne Wilkinson, B.H.A. N.S.W., D.P.H.N.I. Tor., Dip.N.Ed., R.N.

### Senior Tutors

Yuet Oi Chee, B.App.Sc. (Adv.Nurs.), R.N., S.C.M., F.C.N.A.

Eileen Cutliffe, Dip.N.Ed., R.N., F.C.N.A.

Ida Guley, Dip.App.Sc., CHN, Grad.Dip.Ed., R.N., S.C.M.

Julie Stepnenson, Dip.App.Sc.(N.Ed.), B.Ed., R.N., F.C.N.A.

Grace Tham, B.App.Sc. (Adv.Nurs.), M.Ed.St., R.N., F.C.N.A.

### Administrative Officer

Wendy Adams, J.P.

### Administrative Assistant

Dina Biancotto

### Secretary to Head of School

Marea Johannesen

### Secretary, Post-Registration Courses

Glennis Fricker

### Secretary, Basic Course

Adriana Mead

### Typist: Post-Registration Courses

Julie Burton

### School Typist

Sharon Meehan

### Receptionist/Typist

Trish Hobbs

## 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 latter stream prepares nurses for registration in midwifery.  
— a three-year course when two of the above major streams of study are undertaken.
- Diploma in Applied Science, Community Health Nursing (Maternal and Child Health)  
— a one year course to prepare registered nurses for registration as Infant Welfare Nurses.

### Location

The School of Nursing is situated at the College of Nursing, Australia Building, 2 Slater Street, Melbourne 3004.  
Telephone 269 1700.

## 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

### First Year

Orientation Week	18 February
Term 1 begins	25 February
Examinations	6 - 10 May
Vacation	13 - 24 May
Term 2 begins	27 May
Examinations	29 July - 2 August
Vacation	5 - 16 August
Term 3 begins	19 August
Study Leave & Examinations	28 October - 8 November
Term 3 ends	22 November
Vacation	25 November

## Second Year

Term 1 begins	11 February
Examinations	13 - 17 May
Vacation	20 - 24 May
Term 2 begins	27 May
Examinations	5 - 9 August
Vacation	12 - 16 August
Term 3 begins	19 August
Study Leave & Examinations	28 October - 8 November
Term 3 ends	22 November
Vacation	25 November

## Third Year

Term 1 begins	4 February
Examinations	13 - 17 May
Vacation	20 - 24 May
Term 2 begins	27 May
Examinations	5 - 9 August
Vacation	12 - 16 August
Term 3 begins	19 August
Study Leave & Examinations	18 - 29 November
Vacation	2 December

## 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 Secretary, Diploma in Applied Science, Nursing Course, School of Nursing, Lincoln Institute of Health Sciences, 2 Slater Street, Melbourne 3004.

## 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

BL 125 Human Bioscience I	(5.0 points)
BL 155 Applied General Science	(2.0 points)
BS 100 Introduction to Behavioural Sciences	(4.5 points)
BS 105 Introduction to Research	(2.0 points)
NO 100 Nursing I	(10.0 points)
NO 101 Applied Microbiology I	(2.0 points)
NO 119 Clinical Practice I	(7.5 points)
Total points =	33

### Second Year

BL 225 Human Bioscience II	(4.5 points)
BS 201 Psychological Aspects of Nursing A	(2.0 points)
BS 202 Sociological Aspects of Nursing B	(2.0 points)
BS 357 Participant Observation	(0.5 points)
NO 200 Nursing II	(8.0 points)
NO 201 Applied Microbiology II	(2.0 points)
NO 202 Community Health Nursing II	(4.0 points)
NO 203 Legal Ethical & Professional Issues	(1.5 points)
NO 219 Clinical Practice II	(11.0 points)
Total points =	35.5

### Third Year

BL 325 Human Bioscience III	(2.0 points)
BS 301 Psychological Aspects of Nursing B	(2.0 points)
BS 302 Sociological Aspects of Nursing B	(2.0 points)
ID 103 Interdisciplinary Studies	(1.0 point)
NO 300 Nursing III	(7.0 points)
NO 302 Community Health Nursing III	(3.0 points)
NO 304 Developmental Disability Nursing	(6.0 points)
NO 305 Maternity Nursing	(4.0 points)
NO 306 Operating Room Nursing	(3.0 points)
NO 307 Paediatric Nursing	(3.0 points)
NO 308 Psychiatric Nursing	(7.0 points)
Total points =	40

Total points for course = 108.5

## 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 all major streams, is expected to be available in 1985.

### 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 School of Nursing prepares qualified nurses to:

- increase their understanding of current and developing theories in the practice of nursing in a variety of health care settings;
- develop a basic knowledge of research methods and acquire the ability to interpret and utilise nursing research findings and identify areas where nursing research is needed;
- expand their knowledge and skills in a selected area(s) of clinical nursing practice;



- (d) increase their skills in clinical teaching and health education;
- (e) broaden and deepen their knowledge of relevant sciences and related fields of study;
- (f) prepare for leadership roles in clinical practice in hospital/ community settings, in administration and in education;
- (g) examine issues related to health care delivery systems and consider implications both for nursing and for recipients of health care services;
- (h) develop abilities to utilise resources effectively and efficiently in the provision of appropriate quality care;
- (i) increase knowledge and skills in planning, implementing and evaluating change;
- (j) broaden and deepen their understanding of current and developing theories in administration and education; and
- (k) develop skills in collaborative and collegial relationships.

#### **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 and it is anticipated that a clinical practice option for general registered nurses leading to registration in psychiatric nursing will be offered in 1985.

#### **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 procedures aim to ensure that all applicants have an ability to comprehend nursing and related literature, to write coherently and develop a theme or concept, and to have sufficient knowledge of the biological sciences to enable them to cope with the required units of study in the programme.

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## **Bachelor of Applied Science (Advanced Nursing) Course - Summary of Eligibility Requirements**

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### **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 or as a mental health 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

**Critical Care Nursing:**  
1 year's recent experience, or a certificate, in Critical Care 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

**Operating Room Nursing:**  
1 year's recent experience or a certificate, in Operating Room Nursing

**Psychiatric Nursing:**  
(leading to registration with the VNC as a Psychiatric Nurse)  
none

**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

**Developmental Disability 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 evidence of a VNC approved major component in Maternity Nursing

**Maternal and Child Health Nursing (Advanced):**  
registration with the VNC as an Infant Welfare Nurse

**Occupational Health Nursing:**  
none

**Primary Health Care Practitioner Nursing:**  
an interview and appraisal of previous nursing experience

**School and 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, and 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

#### **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 indepth knowledge and skills in selected areas of interest.

#### **Year I**

The curriculum in Year I is designed around two core components:

##### **A. NURSING STUDIES**

This component is designed to provide students with:

- an introduction to conceptual approaches to nursing;
- a basic knowledge of research methods;
- the ability to interpret and utilise nursing research findings;
- 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.

## 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 11 - 15
First Term	February 18 - April 26
Study Leave (or field experience)	April 29 - May 3
Examination Week	May 6 - 10
Field Experience (or some vacation)	May 13 - 24
Second Term	May 27 - July 26
Examination Week	July 29 - August 2
Field Experience	August 5 - 16
Vacation	August 19 - 23
Third Term	August 26 - October 25
Study Leave	October 28 - November 1
Examination Week	November 4 - 8
Field Experience-MCH students	November 11 - 22
Field Experience-MID students	November 11 - December 11
MCH Final examination in the week	November 25 - 29

### Unit Scheme

#### UNIT CODING

All School of Nursing units are prefixed with a five character code, followed by the unit title. The following example indicates the meaning of each character for post-registration course units.

<b>N1072</b>	ADVANCED NURSING A
<b>N</b>	SCHOOL OF NURSING
<b>1</b>	COURSE/STREAM INDICATOR
<b>0</b>	
<b>7</b>	UNIT NUMBER
<b>2</b>	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
- 7 = Units specific to Diploma in Applied Science, Community Health Nursing (Maternal and Child Health) Course.

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 144 and 145, for N coding refer pages 146 to 157.

#### 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. This is because of the unique nature of the clinical experience involved.

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 units totalling 54 points.

## Course Outline

### Year I

#### UNITS COMPULSORY TO ALL MAJOR STREAMS

- N 1014** Nursing Research
- N 1042** Legal Studies (Students in the Community Health Nursing major stream will normally undertake this subject in Year II)
- NB 102** Interpersonal Communication Skills (2 points)
- BL 527** Applied Human Bioscience A (2 points)
- BL 528** Applied Human Bioscience B (1 point)
- BS 120** Psychological Aspects of Health Care (2 points)
- BS 140** 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 - AN
- BL 555** Applied General Science (2 points)
- N 2002** Maternity Nursing (restricted to students intending to proceed to the midwifery major stream in Year II)

Students undertaking the psychiatric nursing option (leading to registration with the Victorian Nursing Council as a psychiatric nurse) commencing in 1985 on a part-time basis in 1985 will also be required to enrol in:

- NB 123** Psychiatric Nursing
- BS 332** Abnormal Behaviour: Psychoneurological and Biochemical Aspects (to be taken in 1986)
- N 1403** Field Experience 1-PSYCH

#### COMMUNITY HEALTH NURSING MAJOR STREAM:

- N 3334** Community Health Nursing Studies A
- N 3362** Health Education I
- N 1332** Family Dynamics
- N 1031** Microbiology

Clinical Practice Options.

Students enrolled in the Community Health Nursing major stream will enrol in one of the following options and one unit of Field Experience.

- N 1313** Maternal and Child Health Nursing Seminars
- N 1912** Community Health Nursing Seminars
- N 1203** Field Experience - CHN
- N 1303** Field Experience - MCH

#### NURSING ADMINISTRATION MAJOR STREAM:

- N 1072** Advanced Nursing A
- N 1082** Advanced Nursing B
- N 1092** Advanced Nursing C
- N 1022** Educational Functions of Health Professionals
- N 1103** Field Experience - AN

#### NURSING EDUCATION MAJOR STREAM:

- N 1072** Advanced Nursing A
- N 1082** Advanced Nursing B
- N 1092** Advanced Nursing C
- N 1022** Educational Functions of Health Professionals
- N 1103** Field Experience - AN
- BL 555** 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.

- N 2622** Nursing of Children A
- N 2632** Nursing of Children B
- N 2642** Advanced Midwifery A (for registered midwives)
- N 2652** Advanced Midwifery B (for registered midwives)
- N 1682** Gerontological Nursing A
- N 1692** Gerontological Nursing B
- N 2702** Psychiatric Nursing A (for registered psychiatric nurses)
- N 2712** Psychiatric Nursing B (for registered psychiatric nurses)
- N 2122** Critical Care Nursing A
- N 2132** Critical Care Nursing B
- N 2142** Operating Room Nursing A
- N 2152** Operating Room Nursing B
- N 2662** Adult Nursing A
- N 2672** Adult Nursing B

*Plus*

- N 2212** Clinical Teaching A
- N 2222** Clinical Teaching B
- N 2232** Management of the Clinical Unit
- N 2242** Issues in Clinical Nursing
- NB 122** Analysis of Organisations A (2 points)
- NB 132** Analysis of Organisations B (2 points)
- NB 142** Analysis of Organisations C (2 points)
- N 2443** Field Experience II — ACN
- BL 626** 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:

- N 3002** Maternal and Child Health Nursing IIA
- N 3012** Maternal and Child Health Nursing IIB
- N 3182** Developmental Disability Nursing A
- N 3192** Developmental Disability Nursing B
- N 3202** School and Adolescent Health Nursing A
- N 3212** School and Adolescent Health Nursing B
- N 3222** Occupational Health Nursing A
- N 3232** Occupational Health Nursing B
- N 3242** Community Mental Health Nursing A
- N 3252** Community Mental Health Nursing B
- N 1682** Gerontological Nursing A
- N 1692** Gerontological Nursing B
- N 3162** Primary Health Care Practitioner Nursing A
- N 3172** Primary Health Care Practitioner Nursing B

*Plus*

- N 1462** Nursing Research Project
- N 3142** Advanced Community Health Practice
- N 3132** Health Education II A
- N 3272** Health Education II B
- NB 351** Health Team Functioning (1 point)
- NB 122** Analysis of Organisations A (2 points)
- NB 132** Analysis of Organisations B (2 points) (or elective)
- NB 142** Analysis of Organisations C (2 points)
- N 3453** Field Experience II — CHN
- BL 626** General and Clinical Pathology A (2 points)
- BS 151** Personality Theory and Therapies (1 point)

#### NURSING ADMINISTRATION MAJOR STREAM

- N 4402** Nursing Administration A
- N 4412** Nursing Administration B
- N 4423** Nursing Administration C
- N 4022** Health Services Administration
- N 4032** Financial Management
- N 4042** Industrial Relations
- NB 122** Analysis of Organisations A (2 points)
- NB 132** Analysis of Organisations B (2 points)
- NB 142** Analysis of Organisations C (2 points)
- N 4463** 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

- N 5002** Educational Psychology A
- N 5012** Educational Psychology B
- N 5022** Curriculum Theory
- N 5031** Nursing Curricula - Development and Implementation
- N 5043** Curriculum Development Projects
- N 5054** Teaching — Theory and Practice
- NB 122** Analysis of Organisations A (2 points)
- NB 132** Analysis of Organisations B (2 points)
- NB 142** Analysis of Organisations C (2 points)
- N 5473** Field Experience II — N ED
- BL 626** 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

- BL 425** Applied Human Bioscience for Midwifery
- NB 102** Interpersonal Communication Skills (2 points)
- NB 612** Behavioural Aspects of Midwifery A
- NB 622** Behavioural Aspects of Midwifery B
- N 1442** Nursing Research: Quantitative Methods
- N 3361** Health Education
- N 6012** Care During Normal Pregnancy and Labour
- N 6022** Care During Normal Puerperium
- N 6112** Care of Mother and Foetus at Risk During Pregnancy A
- N 6121** Care of Mother and Foetus at Risk During Pregnancy B
- N 6132** Care of Mother and Foetus at Risk During Labour
- N 6142** Care of Mother and Foetus at Risk During Birth
- N 6152** Care of Mother and Infant at Risk During Puerperium and Neo-natal Period
- N 6321** Trends in Midwifery Practice
- N 6311** Legal Aspects of Midwifery Practice
- N 6000** Final Midwifery Examination
- N 6100** Clinical Experience — Midwifery

#### *Elective Units*

Elective units may normally be selected from among the following: (Not all units will be offered in each year.)

- N 1031** Applied Microbiology
- N 1032** Applied Microbiology Project
- N 1052** Sexuality and Nursing
- N 1452** Advanced Clinical Nursing Elective
- N 1462** Nursing Research Project
- N 1491** Human Ecology
- N 1502** Educational Technology
- N 1511** Nursing and Literature A
- N 1522** Nursing and Literature B
- N 1682** Gerontological Nursing A
- N 3182** Developmental Disability Nursing A
- N 3242** Community Mental Health Nursing A
- N 4022** Health Services Administration
- N 4032** Financial Management
- N 4042** Industrial Relations
- N 4052** Issues In Management
- NB 112** Political Studies (2 points)
- NB 162** Computer Based Information Systems (2 points)
- BL 517** Growth Development and Ageing (1 point)
- BL 569** Genetics and Embryology (2 points)
- BL 599** History and Philosophy of Science (2 points)
- BL 627** General and Clinical Pathology B (2 points)
- BS 400** Behavioural Science Seminar(s) (1 or 2 points)

In 1985 BS 400 will also be available as 27 hr (2 point) units.

#### SECOND MAJOR STREAM

Students planning to complete requirements for a second major stream of study are advised to undertake units from within the second major stream instead of normally listed electives.

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## Diploma in Applied Science, Community Health Nursing (Maternal and Child Health)

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This course of one full academic year is designed to prepare suitably qualified nurses to function in the maternal and child health care area within a community health context. It leads to a diploma qualification and registration as an Infant Welfare Nurse with the Victorian Nursing Council, and may serve as a basis to continue into a first degree programme with advanced standing.

### Entrance Requirements

Applicants must hold a Higher School Certificate, or its equivalent with a pass in English, or complete satisfactorily an education entrance test. In addition applicants must complete satisfactorily an assignment based on a prescribed course of reading. Applicants must be qualified nurses and have had at least twelve months experience since graduation, hold a midwifery certificate and be registered in Victoria as general and midwifery nurses.

### Programme Design

During this one year course many core units are shared with degree course students. These include social and behavioural sciences, community health nursing studies, health education, interviewing skills and microbiology. Further subjects are taken that are specific to community health nursing and maternal and child health. They are epidemiology and biostatistics, introduction to applied bioscience, issues in nursing management, community health nursing and maternal and child health nursing.

### Term Dates

The term dates for this course are the same as for the degree course. See page 61.

### Unit Scheme

For an explanation of unit coding and weighting see page . Twenty-seven points are required for eligibility for the award of Diploma in Applied Science, Community Health Nursing (Maternal and Child Health).

### Course Outline

**NB 102** Interpersonal Communication Skills (2 points)  
**N 3334** Community Health Nursing Studies A  
**N 7032** Community Health Nursing Studies B  
**N 7042** Issues in Nursing Management  
**N 1313** Maternal and Child Health Nursing  
**N 7001** Epidemiology and Biostatistics  
**N 3362** Health Education I  
**N 1031** Applied Microbiology  
**N 7073** Field Experience  
**BL 526** Introductory Applied Human Bioscience (2 points)  
**BS 120** Psychological Aspects of Health Care (2 points)  
**BS 140** Sociological Aspects of Health Care (2 points)  
**BS 150** Behavioural Sciences in Nursing (1 point)

# School of Occupational Therapy

## Staff

### Head of School

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

### Senior Lecturers

Loris Alexander, M.A. *Melb.*, B.App.Sc. (Occ.Ther.)  
Sue Holliday, Dip.O.T. *Edin.*, B.App.Sc. (Occ.Ther.)  
Linda Horne, Dip.O.T. *Lon.*, B.App.Sc. (Occ.Ther.)  
George Mocellin, B.App.Sc. (Occ.Ther.), Dip.Psych.Nurs.

### Lecturers

Pamela Champion, B.Ed. *La T.*, B.App.Sc. (Occ.Ther.)  
Barbara Davison, B.App.Sc. (Occ.Ther.)  
Susan Esdaile, B.App.Sc. (Occ.Ther.)  
Kerry Ferguson, B.App.Sc. (Occ.Ther.)  
Wendy Hogg, B.App.Sc. (Occ.Ther.), Grad.Dip.Rehab.Stud.  
Primrose Lentin, B.App.Sc. (Occ.Ther.)  
Ian Rogers, B.Ed. *La T.*, Cert.Bus.Admin. *S.A.I.T.*,  
Dip.Ind.Design *R.M.I.T.*  
Stuart Sime  
Sue Sloan, B.App.Sc. (Occ.Ther.) M.Sc. (Clin-Neuropsych.)  
Angela Wood, Dip.O.T.

### Tutors

Johanne Bull, B.App.Sc. (Occ.Ther.), Grad.Dip.Rehab.Stud.  
\*Jill Chapman, Cert.Hand.Ther. *Mayo Clinic*, B.App.Sc. (Occ.Ther.),  
Grad.Dip.Rehab.Stud.  
Louise Farnworth, Dip.Crim. *Melb.*, B.App.Sc. (Occ.Ther.)  
\*Lorraine Grimwood, B.App.Sc. (O.T.) *Cumberland*  
\*Ruth Holan, Dip.O.T.  
\*Linsey Howie, B.A. *Melb.*, Dip. O.T.  
Vicki McConville, H.D.T.S., B.Ed. *Melb.C.A.E.*  
Lynette Sandford, Dip.O.T. *N.Z.*  
Leeanne Willey, B.App.Sc. (Occ.Ther.)  
Jeanette Young, Dip.Mov.& Dance *Melb.C.A.E.*, B.App.Sc. (Occ.Ther.)  
\*Jack Miller  
Irene Pagram, H.D.T.S., B.Ed. *Melb.C.A.E.*

### Administrative Officer

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

### Assistant Administrative Officer

Kay deKroo

### Secretary to Head of School

\*Jess Clark, Dip.Rad. *R.M.I.T.*

### School Secretary

\*Joan Henry, S.R.N. *U.K.*

### Typist

\*Marian Neal

### School Aide

Julie Mandarino

## Bachelor of Applied Science (Occupational Therapy)

### Introduction to Occupational Therapy

Occupation, through involvement in tasks, activities or employment, is fundamental to man's continuing development and achievement throughout his total life span. Occupational therapy, through the use of therapeutic occupation or media, assists people to regain lost function and to develop their existing or potential abilities. They are then better able to cope with those areas of their lives which may have been disrupted by factors such as an accident, illness, developmental deficits or social disadvantage.

The term 'media' encompasses a wide spectrum of skilfully selected, graded and controlled activities which are employed to achieve a precise therapeutic result. This range may include everyday activities such as eating, dressing and personal care, creative activities, specific work-related tasks, activities involving social and inter-personal relationships and/or recreational pursuits.

Occupational therapists utilise their professional skills to ascertain, in close association with the patient or client, particular areas of need, e.g. physical, emotional, vocational or social. They devise media-related programmes which will operate on these needs, thus enabling people to achieve not only a greater degree of function, but also to lead a life which is perceived as having direction and purpose.

### Course of Study

Occupational Therapy is a full-time degree course with limited provision for part-time study in the first two years of the course.

### Award

A degree in applied science, Bachelor of Applied Science (Occupational Therapy), is awarded by the Lincoln Institute of Health Sciences to students on successful completion of the course. The School is recognised by the World Federation of Occupational Therapists and graduates may apply for membership of the Victorian Association of Occupational Therapists.

### Lectures and Clinical Education

Lectures are held at Lincoln Institute and at the University of Melbourne. Clinical education is undertaken at selected teaching hospitals.

### Term Dates

The term dates for years 1 and 2 are the same as those shown on Principal Dates page 4.

### Third Year

First Term	February 4 - April 26
Study Week	April 29 - May 3
Examinations	May 6 - 11
Vacation	May 13 - 24
Clinical Placement	May 27 - July 17
Clinical Placement	July 29 - September 20
Clinical Placement	September 30 - November 22

### Fourth Year

Academic Week	February 26 - March 1
Clinical Placement	March 4 - May 10
Vacation	May 11 - May 27
Academic Term	May 27 - August 9

### 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.

### 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 the intellectually handicapped. Occupational therapists are also becoming increasingly involved in the development of community health services and are being called upon to act as consultants and co-ordinators in specialised aspects of community care.

\* Denotes part-time.

### Assessment

Student performance is assessed through a variety of methods such as examinations, assignments, practical work. Details of assessment in each subject area are available on the School noticeboards from the beginning of the academic year.

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## Admission by Advanced Standing

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### 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.

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## Graduate Diploma in Occupational Therapy

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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.

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## Bachelor of Applied Science (Occupational Therapy)

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### 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

OT 110 Principles of Occupational Therapy	49 hours
OT 120 Intervention Processes I	40 hours
OT 130 Anatomy - Pure and Applied	125 hours
OT 134 Human Development I	36 hours
OT 180 Ergonomics I	44 hours
OT 190 Activity and Technical Skills	97 hours
BL 113 Physiology I	72 hours
BS 100 Introduction to Behaviour and Sciences	81 hours

#### Second Year

OT 213 Assessment, Treatment and Rehabilitation (Physical Dysfunction)	115 hours
OT 214 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction)	80 hours
OT 220 Fundamental Principles and Practice of Occupational Therapy II	132 hours
BS 105 Introduction to Research	40 hours
BS 234 Human Development II	25 hours
BS 280 Interpersonal Helping Skills	13½ hours
OT 240 Neurosciences	32 hours
OT 250 Clinical Medicine	48 hours
OT 260 Clinical Psychiatry	24 hours
OT 270 Clinical Education	63 hours

#### Third Year

OT 313 Assessment, Treatment and Rehabilitation (Physical Dysfunction)	47 hours
OT 314 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction)	47 hours
OT 315 Management	50 hours
OT 325 Design and Development	15 hours

OT 330 Occupational Psychology	20 hours
BS 250 Research Evaluation (Part B)	8 hours
OT 370 Clinical Education	756 hours

#### Fourth Year

OT 415 Management	17 hours
OT 416 Applied Occupational Therapy	80 hours
OT 425 Design and Development	
OT 460 Clinical Psychiatry	24 hours
OT 470 Clinical Education	310 hours
BS 351 Measurement and Test Theory I	9 hours

### Subject Details

Details of subjects offered by the School of Occupational Therapy are listed on pages 160 to 164 under coding OT.

# School of Orthoptics

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## Staff

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### Head of School

Appointment pending

### Lecturers

- \* Faye 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.
- \* Julie Green, Assoc.Dip.Orthop., D.O.B.A., Dip.App.Sc. (Orthop)
- \* Linda McKenzie, D.O.B.A., Dip.App.Sc. (Orthop)
- Jean Pollock, 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. *Lond.*, 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.

### Secretary

Betty Bibb

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## Diploma of Orthoptics

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### Introduction to Orthoptics

Orthoptists are allied health personnel working in the area of applied ocular physiology as part of the eye health care team.

As health care professionals, orthoptists work in a supportive role to ophthalmologists who are doctors specialising in disorders of the eyes and vision.

The orthoptist provides specialist services in investigation and treatment of disorders of eye movements, initiates and implements visual rehabilitation programmes and provides ancillary investigation, ancillary diagnosis and eye care in such areas as visual field testing, glaucoma investigation, preventive visual screening and areas related to applied ocular electro-physiology. The orthoptist also assists in patient education and counselling.

Orthoptists form part of the medical team in larger hospitals or are employed in private practice. It is possible for the diplomates in orthoptics to extend their knowledge by working and undertaking post-graduate courses overseas.

### Course of Study

Orthoptics is a full-time course of three years' 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

- BL 112 Physiology
- BL 151 Basic Physical Science
- OR 110 Ocular Anatomy
- BS 100 Introduction to the Behavioural Sciences
- OR 120 Ocular Motility I
- OR 130 Orthoptic Clinical Practice I

### Second Year

- BL 211 Neurosciences for Orthoptics
- OR 242 Optics
- OR 212 Ocular Physiology
- BS 105 Introduction to Research
- BS 235 Child Development
- BS 270 Psychology of Illness, Disability and Rehabilitation
- BS 280 Interpersonal Helping Skills
- OR 222 Ocular Motility II
- OR 250 Ophthalmology I
- OR 232 Orthoptic Clinical Practice II

### Third Year

- OR 300 Ocular Motility III
- OR 301 Surgical Techniques
- OR 302 Electrodiagnosis
- OR 303 Optics II
- OR 304 Pharmacology
- OR 305 Microbiology
- OR 307 Commonly Seen Eye Disorders and Ocular Emergencies
- OR 308 Research Design
- OR 309 Objective and Subjective Testing
- OR 310 Examination of Fundus and Media
- OR 311 Major and Minor Surgery
- OR 312 Orthoptics — Investigation and Management
- BL 370 Medical Science for Orthoptics
- BS 250 Research Evaluation
- BS 400 Behavioural Science Seminar
- ID 103 The Health Team

Details of subjects offered by the School of Orthoptics are listed on pages 157 to 160 under coding OR.

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\* Denotes part-time.



# School of Physiotherapy

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## Staff

### Head of School

Patricia Cosh, M.B.E., Dip.Physio., T.T.T.C., M.A.P.A.

### Assistant Head of School

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

### Senior Lecturers

Jancis Dennis, B.A. *Swinburne*, B.App.Sc. (Phy), M.A.P.A.  
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. (Phy), M.A.P.A.  
Deirdre Jones, B.A. (Hons) *La T.*, B.App.Sc. (Phy), M.A.P.A.  
Barry Stillman, Dip.Physio., F.A.C.P., M.A.P.A., M.C.S.P.

### Lecturers

Patricia Bate, B.App.Sc. (Phy), M.A.P.A.  
Margaret Best, B.App.Sc. (Phy), M.A.P.A.  
\*Elizabeth Burman, B.App.Sc. (Phy), M.A.P.A.  
Joy Clayfield, B.Ed. *La T.*, Dip.Gen.Stud. *Chisholm*, B.App.Sc. (Phy), M.A.P.A.  
Elizabeth Kerr, B.App.Sc. (Phy), M.A.P.A.  
\*Prudence McCahey, B.App.Sc. (Phy), 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. (Phy), M.A.P.A.  
Angela Summers, B.Sc. (Hons) *N.S.W.*, Grad. Dip.Physio. *Cumberland*, M.A.P.A.  
Dorothy Wilson, B.Sc. (P.T.) *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. (Phy), M.A.P.A.

### Senior Tutors

\*Dawn Best, B.App.Sc. (Phy), M.A.P.A.  
\*Prudence Brugler, B.App.Sc. (Phy), M.A.P.A.  
\*Olga Cransie, B.App.Sc. (Phy) *Cumberland*, D.A.T.C. *Larnock*, M.A.P.A.  
Rosemary Cummins, B.Physio (Hons) *Qld.*, M.A.P.A.  
\*Jennifer Ferguson, Dip.Physio., M.A.P.A.  
\*Angela Gale, Dip.P.O. *Calif.*, B.App.Sc.(Phy), M.A.P.A.  
\*Patricia Goldie, B.App.Sc. (Phy), M.A.P.A., M.A.S.M.F.  
\*Helen Hands, Dip.Physio., M.A.P.A.  
Gilda Hausstock, B.Sc. *N.S.W.*, Grad.Dip.Physio. *Cumberland*, M.A.P.A.  
\*Elaine Hatfield, B.App.Sc. (Phy), M.A.P.A.  
Helen Lane, B.A., B.Ed. *La T.*, B.App.Sc. (Phy), M.A.P.A.  
\*Jane Morley, B.App.Sc. (Phy), M.A.P.A.  
Wendy Nickson, Dip.Physio., M.A.P.A., M.A.S.M.F.  
Caroline Nicolson, Dip.Physio., M.A.P.A., M.C.S.P.  
\*Barabra Rix, T.T.T.C., Dip.Physio., M.A.P.A., M.M.T.A.A.  
\*Pearl Stock, B.A. (Hons), B.Ed. *Melb.*, Dip.Ed. *Monash*, Dip. Physio., M.A.P.A.  
\*Diane Svendsen, B.App.Sc. (Phy), M.A.P.A.  
\*Elizabeth Tully, Dip.Physio., M.A.P.A.  
\*Prudence Weeks, B.App.Sc.(Phy), Grad.Dip.Manip.Th., M.A.P.A.  
\*Eda Wyse, Dip.Physio.

### Tutors

Jillian Brown, B.App.Sc. (Phy), M.A.P.A.  
\*Roslyn Lurati, B.App.Sc. (Phy), M.A.P.A.

### Administrative Staff

Administrative Officer: \*Garth Thomas, D.Phil.&Litt. *Brussels*  
Administrative Assistant: Susan Hannah  
Secretary: Irene Bruhn  
Receptionist/Typist: \*Anne Owens  
Typists: Shirley Birchell, Clarice Price  
School Aide: Pauline Lionnet

---

## Sessional Staff

### Anatomy

Members of the University of Melbourne Department of Anatomy:  
Christopher Briggs, M.A., Ph.D. *Orgeon*, Dip. Phys. Ed. *Exe*.  
Norman Eizenberg, 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.*  
Graeme Ryan, M.D., B.S., Ph.D. *Melb.*, F.R.C.P.A., F.R.A.C.P.  
Mary Wheeler, B.Sc., M.B., B.S. *Melb.*

### Physiotherapy

Michael Fogarty, M.B., B.S. *N.Z.*, F.R.C.S. *Edin.*, F.R.A.C.S.  
Graham Lowe, M.B., B.S. *Melb.*, F.R.A.C.S.  
David McIntosh, M.B., B.S. *Melb.*, F.R.C.S. *Lond.*, F.R.A.C.S.  
J. Barrie Morely, M.B., B.S. *Melb.*, F.R.C.P. *Edin.*, F.R.A.C.P.  
John O'Brien, M.B., B.S. *Melb.*, F.R.A.C.S.  
Laurence Simpson, M.B., B.S. *Melb.*, M.D. *Seoul*, F.C.C.P. *Chic.*, F.R.A.C.S.  
Edmond Tai, M.B., B.S. *Melb.*, F.R.A.C.P.

### Nursing Procedure

Members of the Institute's School of Nursing.

### Orthotics

Members of the Institute's School of Prosthetics and Orthotics.

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## Bachelor of Applied Science (Physiotherapy)

The programme of studies for 1985 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  
Austin Hospital (general hospital and spinal injuries centre)  
Ballarat Base Hospital

Bendigo and Northern District Base Hospital  
 Bethlehem Hospital  
 Box Hill and District Hospital  
 Caulfield Hospital  
 Centennial House – Freemasons' Homes  
 Coonac Rehabilitation Centre  
 Dandenong Hospital  
 Early Childhood Development Programmes  
 Fairfield Hospital  
 Frankston Community Hospital  
 Geelong Hospital  
 Glen Waverley Rehabilitation Centre  
 Grace McKellar House, Geelong  
 Greenvale Geriatric Centre  
 Hampton Hospital  
 Independent Living Centre  
 Kingston Centre  
 Latrobe Valley Hospital, Moe  
 Manvantara  
 Maroondah Hospital  
 Mercy Maternity Hospital  
 Mont Calm  
 Montefiore Homes for the Aged  
 Mount Eliza Geriatric Centre  
 Moorabbin Hospital  
 Mount Royal Hospital  
 Preston and Northcote Community Hospital  
 Prince Henry's Hospital  
 Queen Elizabeth Geriatric Centre  
 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  
 Shepparton/Goulburn Valley Base Hospital  
 St George's Hospital  
 St Nicholas Hospital  
 St Vincent's Hospital  
 Wangaratta and District Base Hospital  
 Warrnambool Base Hospital  
 Williamstown Hospital  
 Western General 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 Education block in November  
 Fourth Year: Clinical blocks 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 I

**P1700** PHYSIOTHERAPY I

**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 I

**BS100** Introduction to Behavioural Sciences  
**BS105** Introduction to Research

### Second Year

**P2600** ANATOMY II

**P2700** PHYSIOTHERAPY II

**P2721** Therapeutic Movement and Kinesiology  
**P2722** Electrotherapy  
**P2770** Child Development

**P2800** CLINICAL STUDY

**P2801** Nursing Procedure  
**P2802** Preliminary Clinical Studies

**BL215** PHYSIOLOGY II

**BL271** INTRODUCTION TO MEDICAL SCIENCE

**BS025** BEHAVIOURAL SCIENCES II

**BS250** Research Evaluation  
**BS261** Sociology and Psychology of Health

### Third Year

**P3700** PHYSIOTHERAPY III

**P3701** Seminar Programme  
**P3702** Ethics and Professionalism  
**P3730** Cardiothoracic Physiotherapy  
**P3740** Physiotherapy in Neurology  
**P3750** Physiotherapy in Orthopaedics  
**P3760** General, Special and Preventive Medicine  
**P3770** Physiotherapy in Paediatrics  
**P3780** Physiotherapy in Obstetrics and Gynaecology  
**P3790** Physiotherapy in Rehabilitation Geriatrics and Orthotics

**P3800** CLINICAL STUDY

**ID103** THE HEALTH TEAM

**BS340** COMMUNICATION AND INTERPERSONAL HELPING SKILLS IN CLINICAL PRACTICE

Elective Study in one (1) of the following:

**P3600** ANATOMY III  
**BL310** PHYSIOLOGY  
**BS035** BEHAVIOURAL SCIENCES III

either group A

**BS358** Research Design  
 and

**BS400** Behavioural Science Seminars (one only)  
 or group B

**BS400** Behavioural Science Seminars (four)

### **P3900 COMPOSITE ELECTIVE**

Students may choose any four units (or equivalent) from the P3920 series and the BS400 seminars.

### **P3920 PHYSIOTHERAPY ELECTIVE**

- P3921** Introduction to Creative Movement
- P3923** Occupational Health
- P3924** Elective Project

### **Fourth Year**

### **P4800 PHYSIOTHERAPY IV**

#### **Compulsory Units**

In units P4830, P4840 and P4850 students attend a metropolitan teaching hospital and spend four weeks on each unit. Experience is gained in treatment under supervision of a wide range of medical and surgical conditions presenting in both wards and outpatient departments. Opportunity is given to discuss and evaluate assessment and treatment, attend appropriate ward rounds and case conferences, observe some surgical procedures and participate in tutorials.

- P4801** Independent Study
- P4802** Ethics and Professionalism
- P4830** Cardiothoracic Physiotherapy
- P4840** Physiotherapy in Neurology
- P4850** Physiotherapy in Orthopaedics

#### **Elective Units**

Two (2) of:

- \***P4871** Physiotherapy in Paediatrics: General
- \***P4872** Physiotherapy in Paediatrics: Mental and Physical Retardation
- \***P4873** Physiotherapy in Paediatrics: Special Schools
- P4891** Physiotherapy in Rehabilitation
- P4892** Physiotherapy in Geriatrics
- \***P4893** Physiotherapy in Spinal Paralysis

Plus one (1) of:

- P4821** Physiotherapy in Rural Health
- P4822** Physiotherapy Private Practice
- P4823** Physiotherapy in Community Health
- P4824** Physiotherapy in Mental Health
- P4825** Overseas Work Experience
- P4831** Physiotherapy in Cardiothoracic Rehabilitation
- P4880** Physiotherapy in Obstetrics and Gynaecology
- 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 165 to 174 under coding P.

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## **Admission by Advanced Standing**

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### **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 34 and 35 for the Graduate Diplomas in the School of Physiotherapy, and also page 83 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.

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\* Only one of these may be taken.

# School of Podiatry

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## Staff

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### Head of School

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

### Lecturers

Patricia Boyd, Cert.Chir. *Edin.*, Cert.Teach. *Glas.*, M.Ch.S., B.App.Sc. (Pod.)

Jeffrey Ferguson, M.A.Pod.A., B.Ed. *La Trobe*, B.App.Sc. (Pod.)

E. Dermot Patton, M.Ch.S., M.A.Pod.A.

### Senior Tutor

Mark Higham, Dip.Chir. *W.A.I.T.*, M.A.Pod.A., B.App.Sc. (Pod.)

### Tutors

Meredith Wilkinson, Dip.App.Sc. (Pod.), M.Ch.S., B.App.Sc. (Pod.)

Mike Nichol, M.Ch.S., Cert.Ed. *Univ. of London*

### Secretary

Gwenda Legge

### Receptionist

Kim Wilde

### Laboratory Assistant

\* Lucy Minuzzo

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## Sessional Staff

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### Dermatology

Martin Haskett, M.B., B.S. *Melb.*

### Microbiology

Jan Fraillon, M.B., B.S. *Melb.*, F.R.A.C.G.P.

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## Bachelor of Applied Science (Podiatry)

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### 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 \$180. In addition, 2 white coats for clinical use are required and a third (coloured) coat for appliance work.

### 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

**BL 165** Physical Science for Podiatry

**BL 166** Cell Biology & Histol for Podiatry

**BL 182** Anatomy 182

**BS 101** Introduction to Behavioural Sciences

**BS 102** Communication Skills in Clinical Practice

**CH 110** Therapeutics & Pharmacology I

**CH110b** Microbiology

**CH 130** Podology I

**CH 140** Clinical Practice I

**CH 150** Orthotics I

### Second Year

**BL 215** Physiology 215

**BL 254** Biomechanics for Podiatry

**BL 271** Introduction to Medical Science

**BS 105** Introduction to Research

**CH 200** Kinesiology

**CH 210** Therapeutics & Pharmacology II

**CH230a** Podology II

**CH230b** Pathomechanics

**CH 240** Clinical Practice II

**CH 250** Orthotics II

**CH 260** Anaesthesiology

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\* Denotes part-time.

**Third Year**

**BS 250** Research Evaluation  
**CH 310** Therapeutics III  
**CH 330** Podology III  
**CH 340** Clinical Practice III  
**CH 350** Orthotics III  
**CH 360** Surgery  
**CH 370** Orthopaedic Surgery  
**CH 380** Dermatology  
**CH 390** Medicine  
**CH 400** Podiatry Elective

Details of subjects offered by the School are listed on pages 139 to 142 under coding CH.

# School of Prosthetics and Orthotics

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## Staff

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### 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.

### Senior Tutor

Les Barnes, Dip.App.Sc. (P & O), M.I.S.P.O.

### Technical Instructor

L. Barry Wollmer, L.Th. M.C.D., M.A.Pod.A.

### Senior Secretary

Heather Inglis

### Laboratory Technician

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## Diploma in Applied Science (Prosthetics and Orthotics)

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### 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 tests, 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

**BS 100** Introduction to Behavioural Sciences  
**BS 102** Communication Skills in Clinical Practice  
**BL 152** General Science  
**BL 182** Anatomy for Prosthetics and Orthotics  
**PO 120** Prosthetics and Orthotics I

#### Second Year

**BS 106** Data Analysis  
**BS 270** Psychology of Illness, Disability and Rehabilitation  
**PO 220** Prosthetics and Orthotics II  
**PO 225** Clinical Education II  
**PO 240** Introduction to Design and Development  
**PO 241** Nursing Procedures  
**ID 103** The Health Team  
**BL 112** Physiology  
**BL 253** Biomechanics for Prosthetics and Orthotics  
**BL 274** Medical Sciences for Prosthetics and Orthotics

#### Third Year

**BS 400** Behavioural Science Seminars  
**PO 320** Prosthetics and Orthotics III  
**PO 325** Clinical Education III  
**PO 330** Administration and Management  
**PO 340** Design and Development Project

The course is currently under review and some changes may be made to this outline. Details will be circulated before the commencement of the course in 1985.

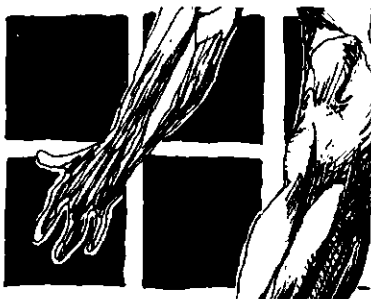
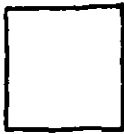
Details of subjects offered by the School are listed on pages 174, 175 under coding PO.

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\* Denotes part-time.

# Post Graduate Studies

	Page
Master of Applied Science .....	77
Diploma:	
Behavioural Studies in Health Care .....	78
Communication Disorders .....	78
Community Health .....	79
Ergonomics for the Health Sciences .....	79
Exercise for Rehabilitation .....	80
Gerontology .....	80
Health Administration .....	81
Health Education .....	81
Manipulative Therapy .....	82
Neurosciences .....	82
Occupational Therapy .....	83
Physiotherapy .....	83
Rehabilitation Studies .....	84



# Master of Applied Science

The Institute offers a programme of study leading to the award of the degree of Master of Applied Science. Currently a student may complete the degree by thesis only, although there is a proposal for the introduction of a coursework Masters.

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 40, 41 and 42.

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



# Graduate Diploma Courses

## Introduction

Graduate diploma courses at Lincoln Institute currently being offered are:

*Behavioural Studies in Health Care	
Communication Disorders	(Communication Disorders)
Community Health	(Behavioural Sciences)
Ergonomics for the Health Sciences	(Biological Sciences)
Exercise for Rehabilitation	(Physiotherapy)
*Gerontology	
Health Administration	(Health Administration and Education)
Health Education	(Health Administration and Education)
Manipulative Therapy	(Physiotherapy)
Neurosciences	(Behavioural Sciences)
Occupational Therapy	(Occupational Therapy)
Physiotherapy	(Physiotherapy)
Rehabilitation Studies	(Behavioural Sciences)

## 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.

**POSTGRADUATE 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 on pages 95 to 175 in the subject details section.

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## Graduate Diploma in Behavioural Studies in Health Care

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A Graduate Diploma in Behavioural Studies is in the process of being accredited. This will be a two year part-time course for health science and psychology graduates who wish to develop basic knowledge, attitudes and skills in behavioural psychology applied to health care.

Interested individuals should contact the School of Behavioural Sciences for details about this course.

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## Graduate Diploma in Communication Disorders

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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 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. There will be no new intake for this course in 1985.

## Admission Requirements

An applicant for admission to the Graduate Diploma shall:

- 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
- hold a Licentiate of the former Australian College of Speech Therapists or a qualification deemed equivalent by the Academic Committee; and
- provide evidence that the theoretical and clinical prerequisites of the course as determined by the Academic Committee are met;
- provide evidence of appropriate writing ability and fluency in spoken English.

An applicant who does not hold the qualifications described in paragraphs (a) and (b) above may be admitted provided that such an applicant holds a degree or graduate diploma in a discipline (e.g. aural rehabilitation, audiology, psychology, linguistics, and special education) related to speech pathology deemed appropriate by the Academic Committee and meets the requirements of paragraphs (c) and (d) above. Such an applicant, or an applicant who is admitted under paragraph (b) above may have such conditions imposed upon his admission and be required to undertake such preliminary studies as the Academic Committee deems appropriate.

## Preliminary Studies

Selected students may be required to take some or all of the following prior to commencement of the academic year:

**BS590** Introduction to Research and Statistics

**BS591** Introduction to Behavioural Sciences

**AE500** Post Graduate Study Skills

**CD500** Preliminary Postgraduate Studies in Communication Disorders.

## Course Structure

The course is offered on a part-time basis over a period of two years. There is NO provision for full-time study. Normally the course will be completed in not less than two consecutive years of part-time study. For the most part students will be required to attend two evenings per week (5-7 hours per week). Attendance at two or three full day seminars during the course is also a requirement.

The sequence of the subjects may vary. However, students usually start the course by taking three hours per week in the basic studies area and three hours per week in the specialist core studies area. The course will progress to completion by students working on their specialist core paper and electives.

## Course Outline

The content of the course consists of 60 six-hour modules. Each student must take subjects in three major areas outlined below:

### BASIC STUDIES

Basic studies consist of three major subject areas:

#### RESEARCH AND EVALUATION

**BS501** Introduction to Graduate Research Skills

**BS503** Empirical Case Design

#### HEALTH AND HEALTH CARE

**BS506** Influences on Health

**AE501** Quality Assurance in Health Care

#### PROFESSIONAL FUNCTIONING

**AE502** Legal and Ethical Elements of Professional Practice *plus any two modules from the following:*

**BS507** Professional Roles

**BS508** Interprofessional Functioning

**BS509** Client-Professional Interactions

## SPECIALIST CORE STUDIES

The specialist core consists of a two-subject sequence (total of 22 modules) in communication disorders followed by a literature evaluation paper (10 modules), giving a total of 32 modules (192 hours). The following subjects are to be offered in 1985 (subject to sufficient student enrolments); select one stream.

**CD518** Aural Rehabilitation (22 modules)

or

**CD520** Language Disorders in Children: Cognitive, Linguistic and Pragmatic Systems (11 modules)

and

**CD521** Language Disorders in Children: Assessment and Intervention (11 modules)

**CD580** Literature Evaluation (10 modules)

## ELECTIVE STUDIES

A comprehensive list of approved electives will be published at a later date. The confirmed elective is:

**CD561** Readings in Communication Disorders (1-13 modules)

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## Graduate Diploma in Community Health

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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

**AE500** Academic Skill Acquisition

### 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 Technique

#### HEALTH AND HEALTH CARE

**BS506** Influences of Health

**AE505** Models of Health Care Delivery

## 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 Evaluation

**BS552** Community Needs Assessment II

**BS553** Health Promotion II

## ELECTIVE STUDIES

Students must undertake 78 hours (13 modules) of elective studies. Details of elective subjects will be negotiated with individual students.

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† Second Year only running in 1985.

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## Graduate Diploma in Ergonomics for the Health Sciences

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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, 1983, and 1984.

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

##### Basic Studies

**BS501** Introduction to Graduate Research Skills

**BS504** Survey & Interview Techniques

**BS507** Professional Roles

or

**BS508** Interprofessional Functioning

**BS568** Epidemiology for Ergonomics

##### Specialist Core Studies

**BL530** ERGONOMICS I comprising ...

**BL531** Theory and Rationale of Ergonomics

**BL532** Ergonomics in the Workplace

**BL533** The Working Environment

**BL525** Biological Bases of Ergonomics

Incorporating

**BL524** Introduction to Ergonomics (Biological Sciences)

**BL551** Introduction to Ergonomics (Physical Sciences)

**BL585** Anthropometry

**BS570** Perception for Ergonomics

**BS571** Behavioural Bases of Skilled Performance

**BS573** People at Work

#### SECOND YEAR

##### Specialist Core Studies

**BL630** ERGONOMICS II comprising ...

**BL631** Work Systems

**BL632** Information Processing

**BL633** Applied Ergonomics Seminars

**BL634** Directed Project

##### Elective Studies

Students choose 7 elective studies from –

**BL641** Working Posture

**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 & Design

**BL648** Consultancy Management

**BL649** Independent Study

**AE504** Implementing Change

Other elective studies may be approved by the co-ordinator.

## Graduate Diploma in Exercise for Rehabilitation

Co-ordinator: Dierdre 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 Footscray 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 130 hours of field/clinical experience in the second year of the course.

#### Subjects offered

**BS508** Interprofessional Functioning

**BS512** Health Care Organisation and Methods of Delivery

\***BS562** Motor Learning

**ER970** Introduction to Graduate Research

\***ER973** Applied Physiology I

**ER974** Applied Physiology II

\***ER975** Biomechanics I

**ER976** Biomechanics II

†**ER977** Introduction to Medical Sciences

†**ER978** Rehabilitation Psychology

**ER980** Introduction to Rehabilitation

**ER981** Cardiorespiratory Rehabilitation

**ER983** Rehabilitation in Orthopaedic Disorders

**ER985** Rehabilitation in Neurological Disorders

**ER987** Rehabilitation Seminars

**ER989** Field work

**ER990** Exercise Programming

**ER992** Movement and Adapted Exercise

**ER994** Games, Recreational Activity, Water Activities & Athletics

**ER996** Dance and Movement

**ER997** Relaxation

**ER998** Interpersonal Communication Skills

**ER999** Research and Evaluation in Rehabilitation Exercise

\* Undertaken by Physiotherapists only.

† Undertaken by Physical Educators only.

#### Electives

Students have the opportunity to pursue in particular areas of rehabilitation by choosing a relevant topic in the research project, through the rehabilitation seminars and through an elective area of clinical field work.

## Graduate Diploma in Gerontology

A Graduate Diploma in Gerontology is in the process of being accredited. This course will introduce students to the rapidly expanding body of knowledge in research, policy and planning, and implementation in the field of Gerontology and develop their skills in the evaluation of problems related to ageing processes and existing services and devise possible solutions to be enacted in the workplace. The course is equivalent to one academic year of full time study.

Interested individuals should contact the School of Behavioural Sciences for details about this course.

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## Graduate Diploma in Health Administration

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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 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.

### 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

**AE500** Post Graduate Study Skills

### Course Outline

Subjects taken in the course are set out below:

## First Year

### BASIC STUDIES

Basic Studies consists of three major areas:

#### RESEARCH AND EVALUATION

**AE507** Research for Health Administrators/Educators I

#### HEALTH AND HEALTH CARE

**AE505** Models of Health Care Organization

**AE501** Quality Assurance in Health Care

#### PROFESSIONAL FUNCTIONING

**AE502** Legal and Ethical Elements of Professional Practice

**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** Administrative Tools, Techniques and Information Systems

**AE604** Implications for Client Management

### ELECTIVE STUDIES

Students must undertake 90 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

**AE630** Health Care Economics and Planning

**AE503** Foundations of Teaching and Learning

**AE504** Implementing Change

Health Education and Management Seminar Programme  
(**AE610** Series)

(Details of individual subjects within this programme to be finalized before enrolment)

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## Graduate Diploma in Health Education

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Co-ordinator: Rae Walker (Health Administration and Education)

### Introduction

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.

### 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

**AE500** Post Graduate Study Skills

### Course Outline

Subjects taken in the course are set out below:

## First Year

### BASIC STUDIES

Basic Studies consists of:

**AE507** Research for Health Administrators/Educators I

**BS506** Influences on Health

**BS508** Interprofessional Functioning

**AE505** Models of Health Care Organisation

**AE502** Legal and Ethical Elements of Professional Practice

### 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 and the Community
- AE602** Administration of Health Care Delivery

### Elective Studies

Students must undertake 90 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
- AE630** Health Care Economics and Planning
- AE504** Implementing Change
- Health Education and Management Seminar Programme (**AE610** Series)

(Details of individual subjects within this programme to be finalized before enrolment.)

For details of **AE** subjects see pp.96.

For details of **BS** subjects see pp.114.

## Graduate Diploma in Manipulative Therapy

Co-ordinator: Dierdre 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 1985.

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
- P5561** Theory and Management of Pain
- P5562** Biomechanics and Kinesiology
- P5661** Anatomy
- P5704** Independent Research Project
- P5761** Theory and Practice of Manipulative Therapy
- P5762** Theory of Manipulative Therapy
- P5763** Practice of Manipulative Therapy
- BL515** Physiology of Neurological and Musculo-Skeletal Systems
- BL584** Histology
- BS514** Interpersonal Skills in Clinical Practice
- BS581** Introduction to Behavioural Techniques in Physical Therapy

## Graduate Diploma in Neurosciences

Co-ordinator: Dr Jon Russell, School of Behavioural 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. See subject description for details.

### 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:

## † First Year

**BL571** Introduction to Neurobiology

**BS572** Introduction to Psychology

**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

+Second Year only running in 1985

## 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 single case design  
**BS504** Survey and interview techniques
- ii) HEALTH AND HEALTH CARE  
**BS506** Epidemiology influences on health  
**BS512** Health care organization and models of delivery  
**MR501** Quality Assurance in health care
- iii) PROFESSIONAL FUNCTIONING  
**MR502** Legal and ethical elements of professional practice  
**PG901** Professional roles  
**PG902** Interprofessional functioning  
**PG903** 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: Dierdre Jones (Physiotherapy)

The programme of studies for 1985 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

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 on 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  
**BS504** Survey and Interview Techniques

#### PROFESSIONAL FUNCTIONING

**BS507** Professional Roles  
**BS508** Interprofessional Functioning  
**BS509** Client-Professional Interactions

#### SPECIALIST CORE STUDIES

Students select one of the major study streams. Each stream comprises 228 hours not including clinical education and are 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
- P5741** Physiotherapy in Neurology
- P5742** Physiotherapy in Neurology: Medical Management
- P5743** Physiotherapy in Neurology: Theory of Movement Re-education
- P5744** 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
- P5751** Physiotherapy in Orthopaedics (Sports)
- P5752** Physiotherapy in Orthopaedics (Sports): Theory
- P5753** Physiotherapy in Orthopaedics (Sports): Clinical
- BL514** Work Physiology
- BL515** Physiology of the Neurological and Musculo-skeletal System
- BL560** Arthrology
- BS562** Motor Skills

## CARDIOTHORACIC PHYSIOTHERAPY

- P5433** Medical Sciences: Cardiothoracic
- P5435** Diagnostic Procedures
- P5582** Relaxation
- P5631** Anatomy and Kinesiology of Thorax
- P5702** Literature Review
- P5731** Cardiothoracic Physiotherapy
- P5732** Cardiothoracic Physiotherapy: Theory A
- P5733** Cardiothoracic Physiotherapy: Theory B
- P5734** Cardiothoracic Physiotherapy Clinical
- BL513** Respiration and Circulation A
- BL514** Work Physiology
- BL516** Respiration and Circulation B

## OBSTETRICS AND GYNAECOLOGY

- P5435** Diagnostic Procedures
- P5481** Medical Sciences: Obstetrics and Gynaecology
- P5561** Theory and Management of Pain
- P5581** Sexuality in Pregnancy and the Post Partum
- P5582** Relaxation
- AE503** Foundations of Learning
- P5702** Literature Review
- P5781** Physiotherapy in Obstetrics and Gynaecology
- P5782** Physiotherapy in Obstetrics and Gynaecology: Theory
- P5783** 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
- P5772** Physiotherapy in Paediatrics: Theory
- P5773** 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
- P5743** Hydrotherapy
- P5772** 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
- AE500** Academic Skills Acquisition

#### 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 Delivery
- or
- AE501** Quality Assurance in Health Care

## 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 (13 modules) of elective studies. Details of elective studies are still to be finalised. However, they could include topics such as:

Independent Project

Medical Aspects of Disability

Group Processes for Health Professionals

Vocational Psychology

Sexuality Counselling

Behavioural Counselling

Advanced Interpersonal Functioning

Individual and Organisational Stress Management and

Conflict Resolution

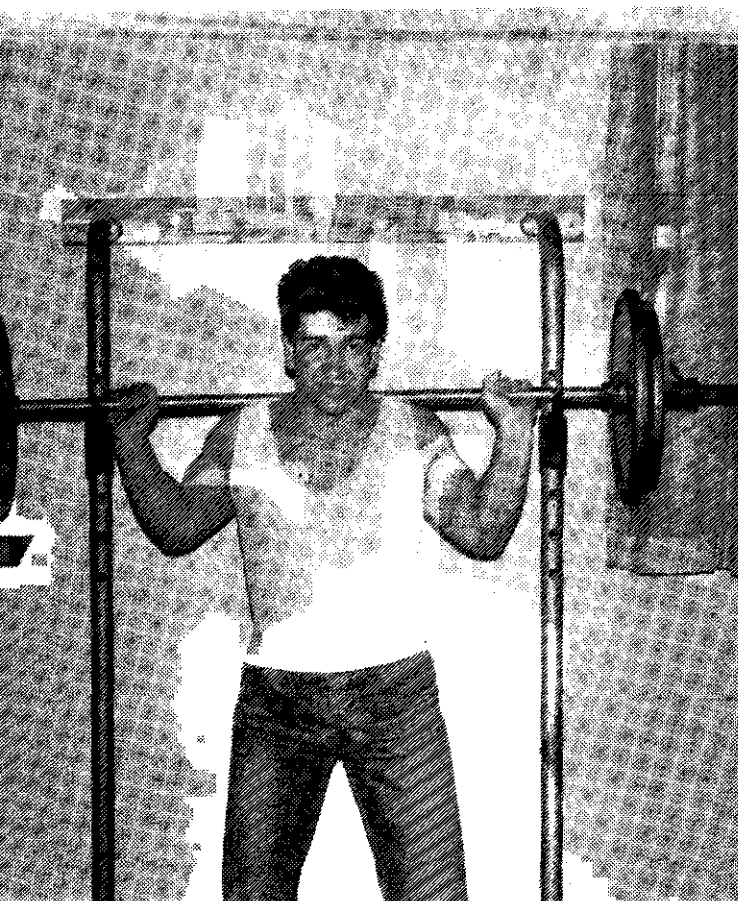
Client-Professional Interactions

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†First Year only running in 1985.



Fitting an artificial leg – Students of Prosthetics and Orthotics.

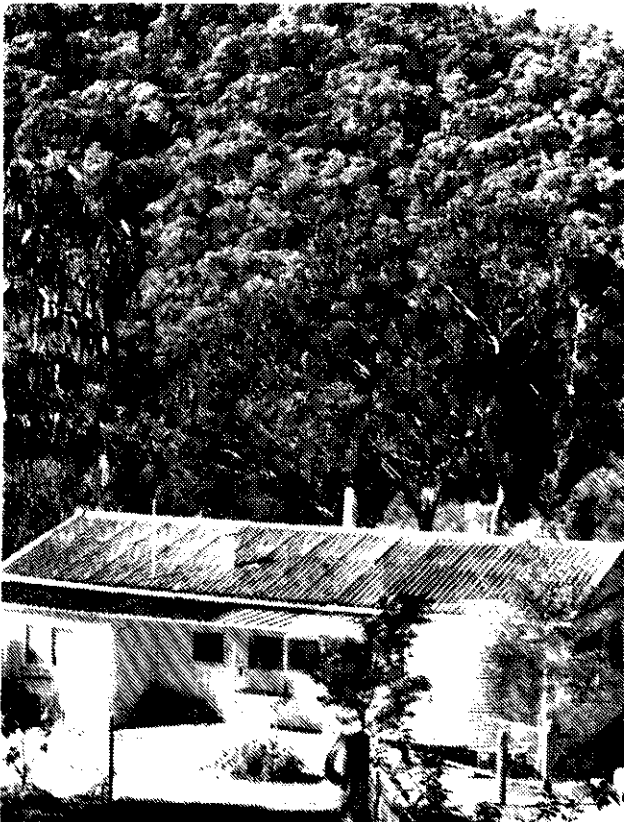
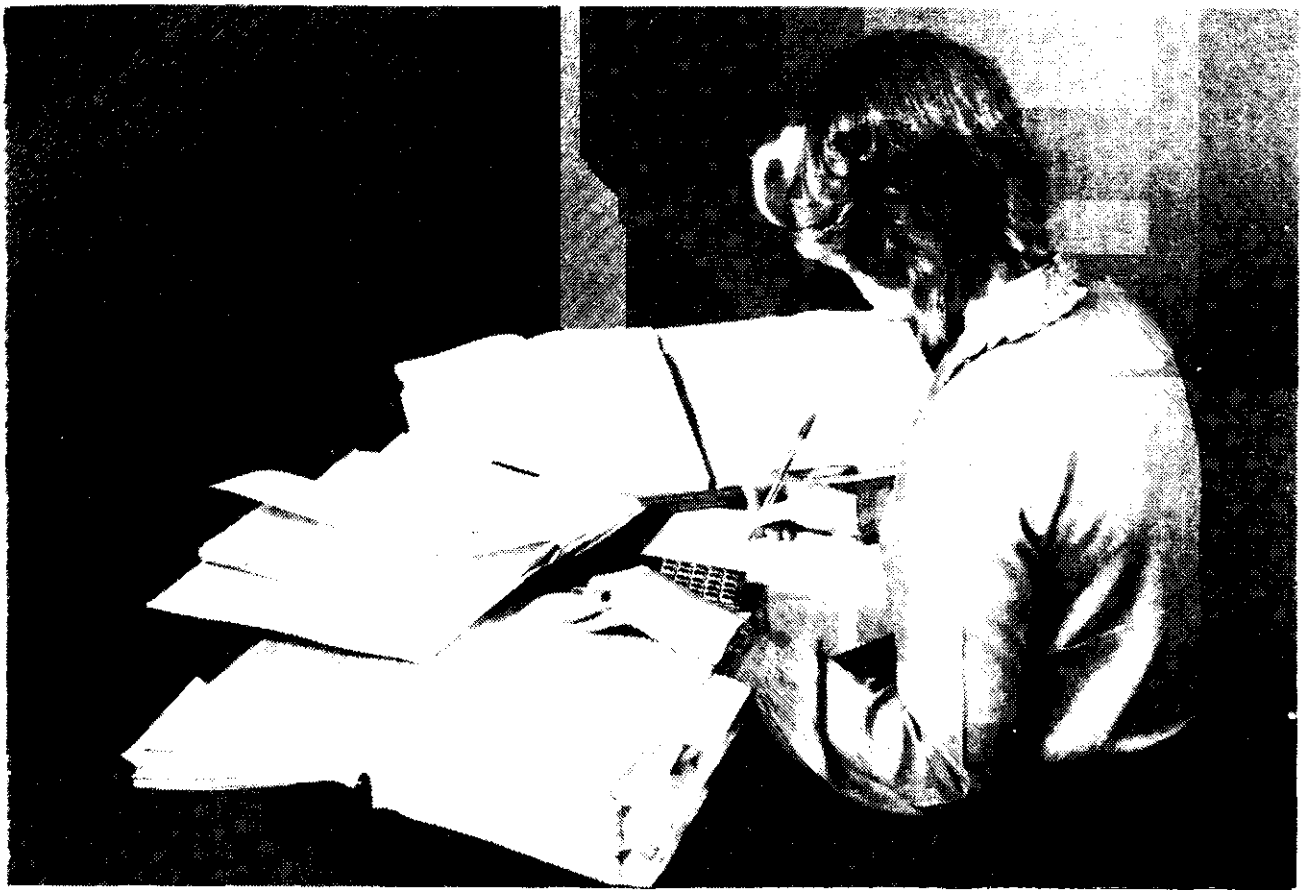


Weight lifting in the student gym.



Planning activities – members of the Lincoln Institute Association of Students.





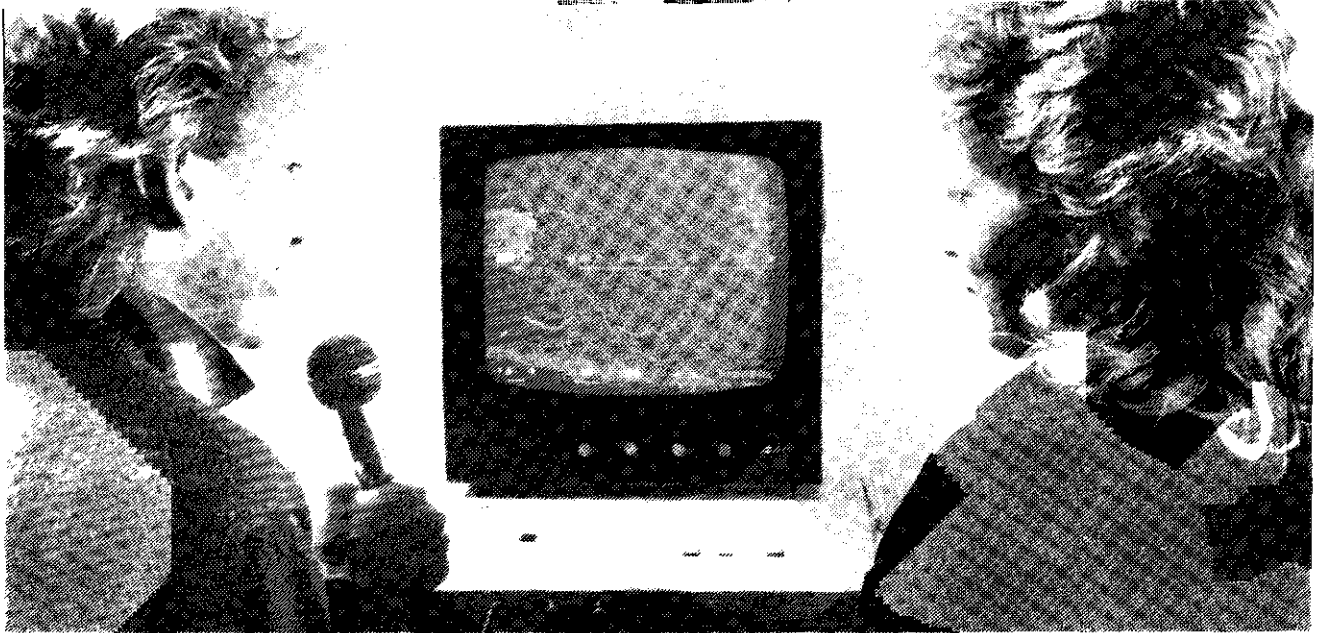
Consulting patient records – School of Health  
Administration and Education.

Howqua lodge near Mount Bulla – LIAS.

Manipulative treatment – Students of Physiotherapy.



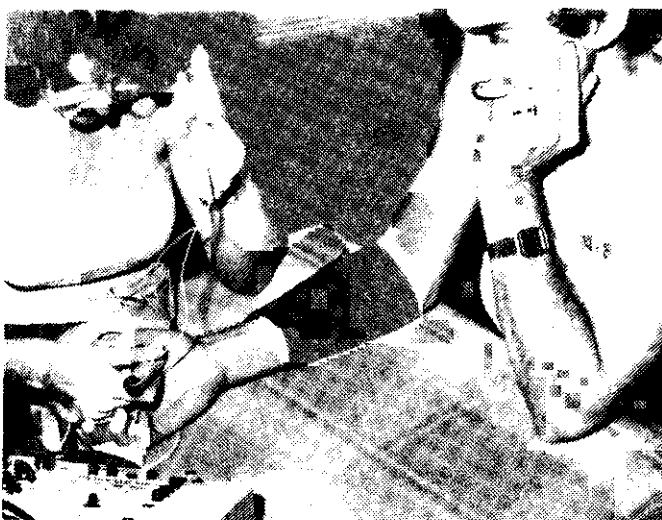
First year students – Orientation week.



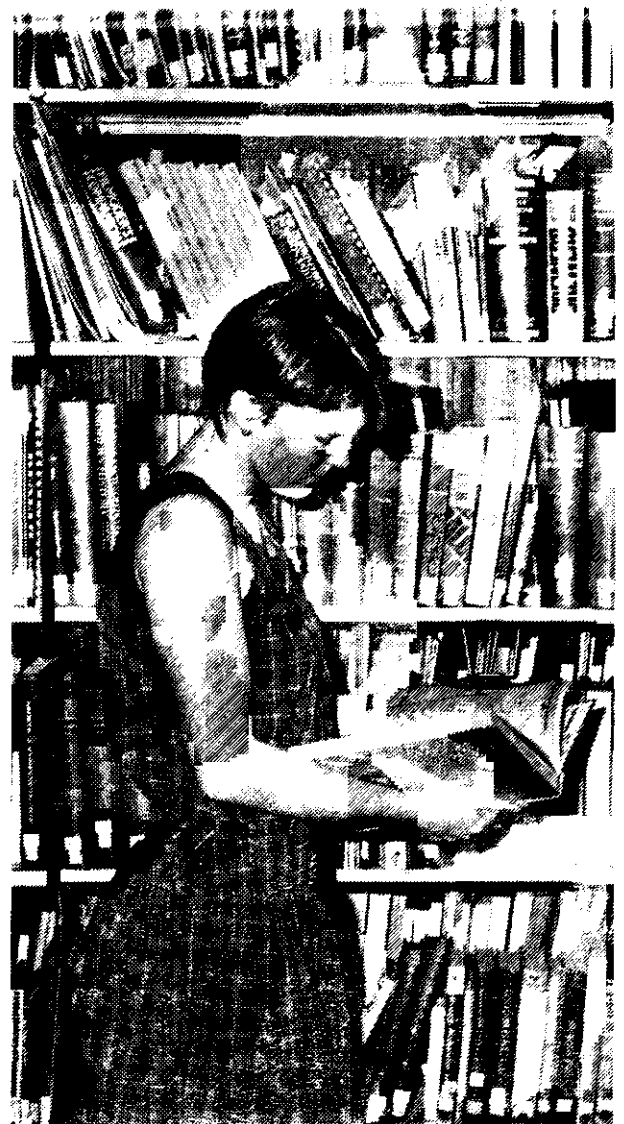
Analysing speech – Students from the School of Communication Disorders.



Tutorial – Occupational Therapy.



Moulding an Orthoses – Prosthetics and Orthotics.  
Physiotherapy Students.



Library – Carlton Campus.





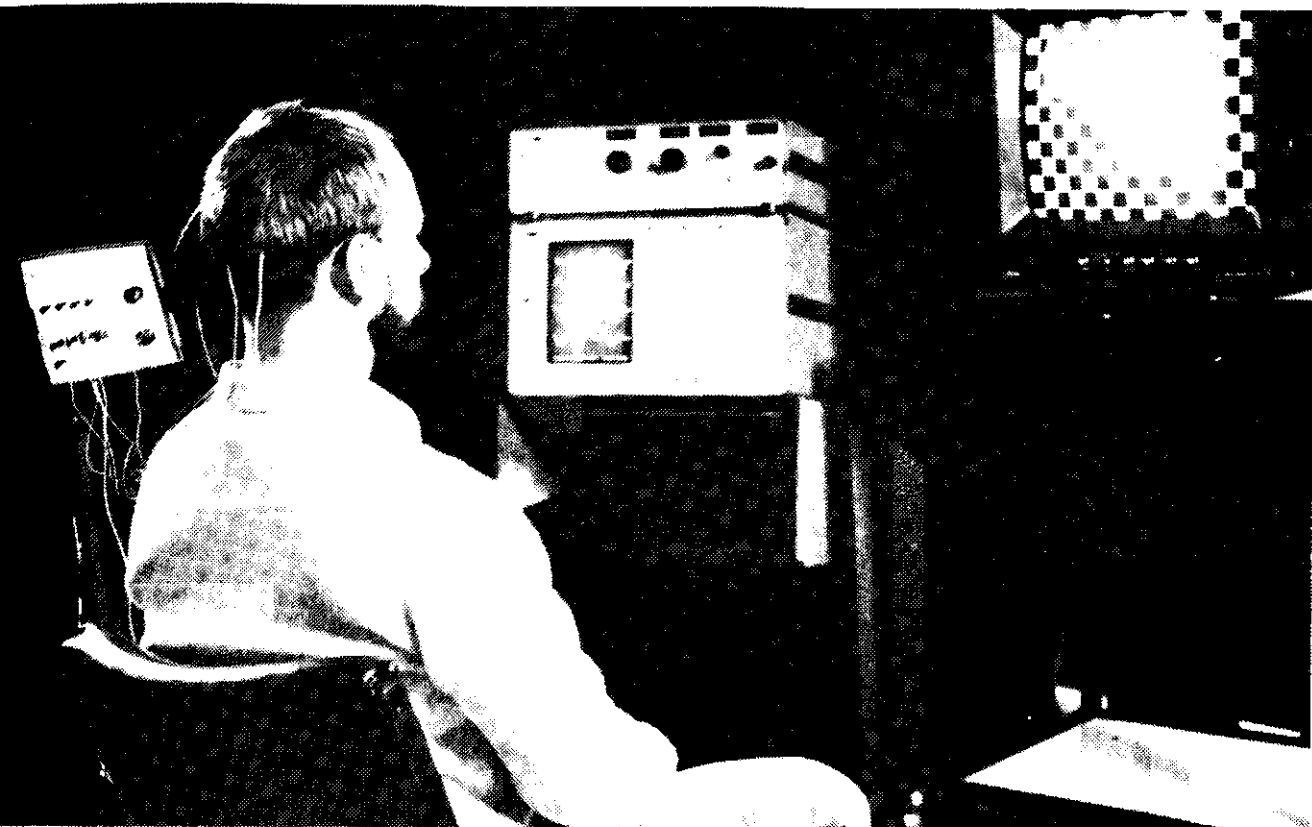
Pottery – one of many activities skills taught in Occupational Therapy.



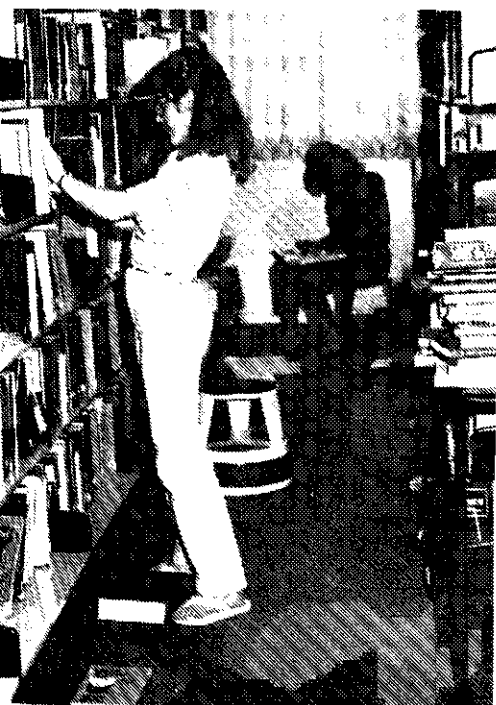
Student Union Night



Using callipers to measure body dimensions  
– Biological Sciences.



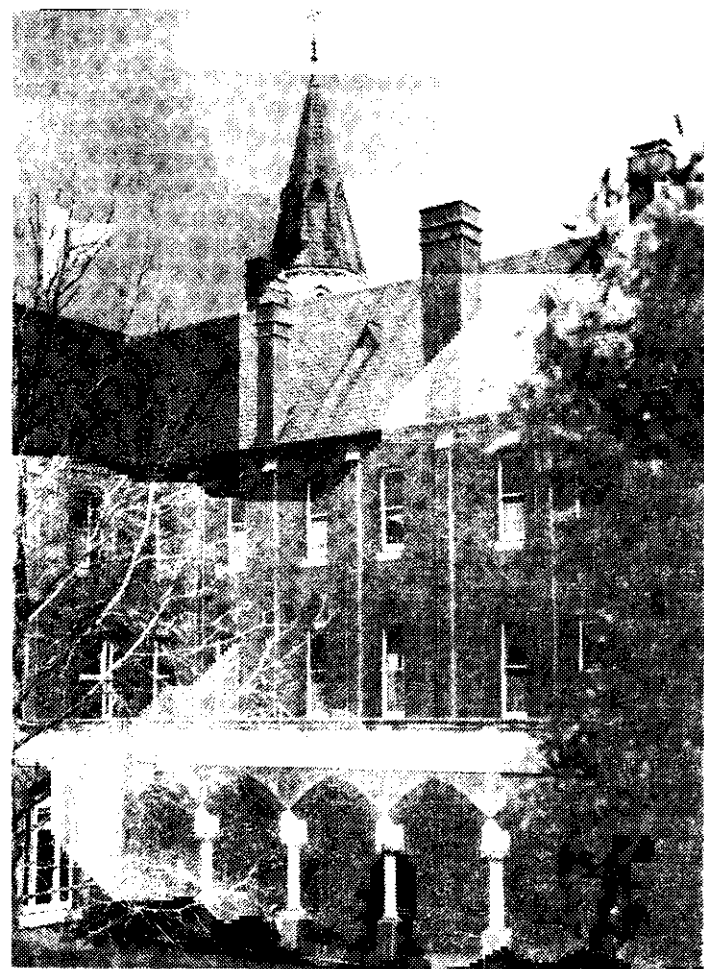
Measuring electrical brain waves – Biological Sciences.



Nursing Library – Slater Street Campus.



Student clubs and societies – Orientation Week.



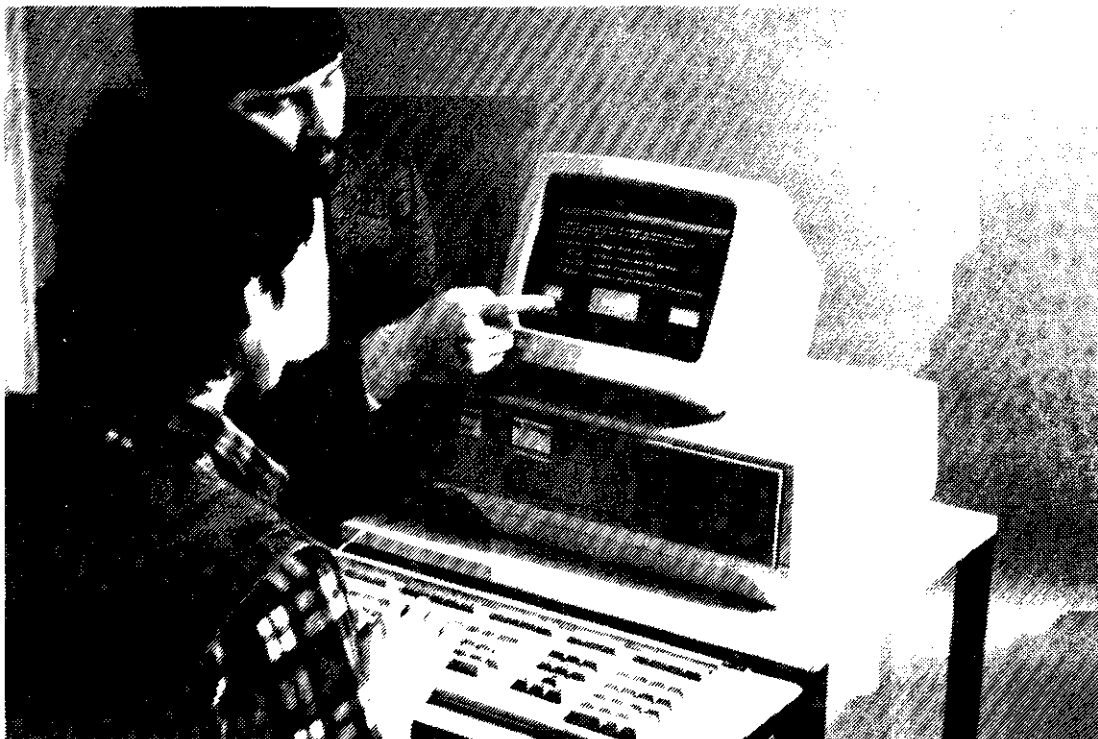
Abbotsford campus – Former Convent of the Good Shepherd.



Nursing Students learning to administer oxygen



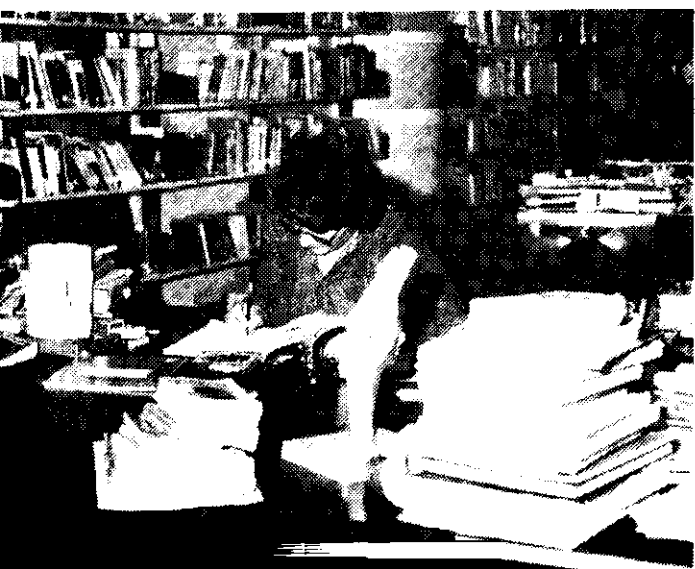
Students of Behavioural Sciences.



Learning to use a micro-computer – Behavioural Sciences.



Sight testing – Orthoptics Clinic.



Servicing the public – Podiatry Clinic.  
Main Library – Carlton Campus.





# 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 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 and Education .....	96
BL	Biological Sciences .....	102
BS	Behavioural Sciences .....	114
CD	Communication Disorders .....	135
CH	Podiatry .....	139
ER	Physiotherapy/Exercise for Rehabilitation .....	142
ID	Behavioural Sciences/Inter-disciplinary Studies .....	144
NB	Nursing and Behavioural Sciences .....	144
N	Nursing .....	146
OR	Orthoptics .....	157
OT	Occupational Therapy .....	160
P	Physiotherapy .....	165
PO	Prosthetics and Orthotics .....	175

## Requisite Subject Relationships

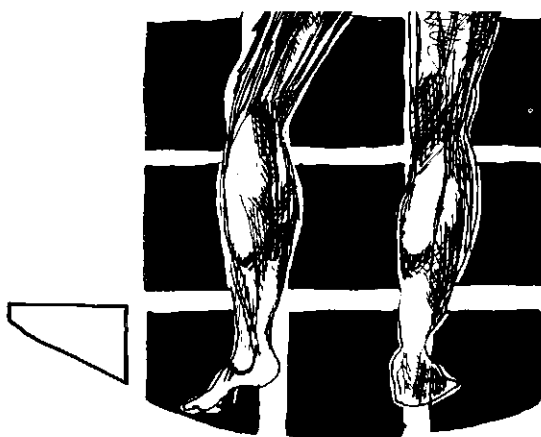
The following definitions are commonly used by the Schools:

**Prerequisite Subject:** a subject which normally must be satisfactorily completed prior to undertaking the subject in question.

**Corequisite Subject:** a subject which normally must be undertaken at the same time as the subject in question.

**Prerequisite/Corequisite Subject:** a subject which normally must be undertaken either before or at the same time as the subject in question.

Please note that text book lists are subject to changes and additions and students will be notified of these at the commencement of the relevant term.



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### **AE005 Undergraduate Study Skills Acquisition**

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(18 hours)

This subject is specifically designed for special entry and mature age students enrolled for the first time in undergraduate courses. The aim of the subject is to develop the confidence and skills of students. Topics include the nature of undergraduate study, library skills, introduction to referencing and citation, written and oral presentation skills.

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### **AE010 Principles of Management A**

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(18 hours)

This unit utilized a systems approach to management. Traditional theoretical approaches to management are initially examined. Two major areas of management responsibility are identified;

- 1) influencing the interface between organisation and environment; and
- 2) co-ordination of the internal subsystems of the health care organisation, eg. goal systems, technological systems, structures and psycho-social systems.

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### **AE020 Principles of Management B**

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(18 hours)

This unit emphasises the importance of the constitution of people in obtaining organisational goals. Managers attempt to increase commitment towards formal goals whilst concurrently promoting individual growth. Strategies which aim to realise this ideal congruence are identified. Specific strategies include: participation and organisation structure, consensus decision making, leading and motivating, valuing divergent viewpoints, improving performance through mutual goal setting and feedback, its implications on training and stress management, and the implications of alternative approaches to human relations training.

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### **AE030 Principles of Management C**

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(18 hours)

This unit examines management as a diagnostic problem solving process within the context of organisations. Themes covered include goal setting, planning and decisionmaking, implementation and evaluation. Emphasis is placed on communication, individual and group behaviour which occur as part of the management process.

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### **AE050 Principles and Practices in Health Education A**

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(18 hours)

This subject explores the principles and some practices fundamental to the effective planning, presentation and evaluation of health related information using media. It will include lecture and seminar techniques, visual displays, and mass media (sound, audio-visual and print) presentations.

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### **AE060 Principles and Practices in Health Education B**

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(18 hours)

This subject is intended to develop an understanding of the ways to plan, implement and evaluate education programmes within a health institution. It will include the development of programmes for clients – adult and children as well as staff. Implementation will include techniques of teaching small and large groups, activity oriented learning, health promotion campaigns and organisation of workplace learning.

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### **AE070 Principles and Practices in Health Education C**

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This subject is intended to develop a basic understanding of the principle on which community education programmes are planned, implemented and evaluated. It will include an examination of the ways in which community needs are assessed using statistical information, key informants, community meetings, etc; organisation of programmes including goal and objective setting, small and large group teaching methods, promotion campaign; and evaluation techniques.

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### **AE110 Medical Record Management I**

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(117 hours)

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.

**Corequisite:** AE125, AE130, AE150.

**Prerequisite:** Nil

**Prescribed texts:**

LINCOLN INSTITUTE OF HEALTH SCIENCES, DEPARTMENT OF MEDICAL RECORD ADMINISTRATION. 1985. *Medical Record Management 1 – seminar guide*. Melbourne, Lincoln Institute of Health Sciences.

WATERS, Kathleen A. & MURPHY, Gretchen F. 1979. *Medical records in health information*. Maryland, Aspen.

WORLD HEALTH ORGANIZATION. 1980. *Guidelines for medical record practice*. Geneva, W.H.O.

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### **AE120 Fundamentals of Medicine and Surgery**

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(90 hours)

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 analyzing dictated and typed medical reports.

**Corequisite:** BL121 or

**Prerequisite:** BL121

**Prescribed texts:**

DORLAND'S pocket medical dictionary. 23rd ed. 1982. Philadelphia, Saunders.

FRENAY, Sr. Agnes Clair. 1977. *Understanding medical terminology*. 6th ed. St. Louis, Catholic Hospital Association.

OWEN, E. 1982. *Clinical abbreviations for the health sciences*. Lincoln Institute of Health Sciences.

## AE125 Australian Health Care System

(30 hours)

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 associated with health care; introduces students to the roles and responsibilities of the Medical Record Administrator and other health professionals within the health care system.

**Corequisite:** Nil

**Prerequisite:** Nil

**Prescribed text:**

HICKS, R. 1981. *Rum regulation and riches - the evolution of the Australian health care system*. Australian Hospital Association.

## AE130 Disease/Operation Classification I

(50 hours)

This subject introduces students to the concepts and principles of disease and operation and nomenclatures. Students are introduced to the history of classification systems and develop skills in classification using the International Classification of Diseases, 1975 Revision, and the International Classification of Procedures in Medicine.

**Corequisite:** BL121, AE120 or

**Prerequisite:** BL121, AE120

**Prescribed texts:**

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION. *Coding workbook*. 1985. Lincoln Institute of Health Sciences.

WORLD HEALTH ORGANISATION. 1975. *Manual of the international statistical classification of diseases and causes of death*. Vols.1 and 2. Geneva, W.H.O.

WORLD HEALTH ORGANISATION. 1978. *International classification of procedures in medicine*. Vols.1 and 2. Geneva, W.H.O.

## AE140 Health Statistics I

(25 hours)

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.

**Corequisite:** Nil

**Prerequisite:** Nil

**Prescribed texts:**

AMERICAN MEDICAL RECORD ASSOCIATION. 1978. *Commonly computed rates and percentages*. American Medical Record Association.

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION. 1984. *Statistics workbook*. Lincoln Institute of Health Sciences.

## AE150 Professional Practice I

(189 hours)

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 skill 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 the two metropolitan, teaching hospitals in the programme.

**Corequisite:** AE110, AE130

**Prerequisite:** Nil

## AE210 Medical Record Management II

(100 hours)

This subject builds on AE110 and expands the students knowledge of the Medical Record Administrator as a manager. Students study all aspects of planning and organizing, i.e. budgeting and financial management; written communications; forms design; disposal scheduling; committee procedures; development of policy and procedure manuals. Students also gain knowledge of specialized health record systems e.g. dental and private medical practice; long term care; community health centres; patient held records; industrial health records and others. This subject is presented in lecture format with student project work where applicable particularly in procedure manuals and forms design.

**Corequisite:** AE250, AE260

**Prerequisite:** AE110, AE150

**Prescribed text:**

WATERS, Kathleen A. and MURPHY, Gretchen F. 1979. *Medical records in health information*. Maryland, Aspen.

## AE230 Disease/Operation Classification II

(40) hours

This subject further develops the knowledge and skills acquired in AE130 and introduces students to another major system namely, the International Classification of Diseases, Clinical Modifications. Other adaptations of the International Classification of Diseases are also studied during this subject.

**Corequisite:** Nil

**Prerequisite:** AE130, BL121, AE120

**Prescribed texts:**

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, I.C.D. -9 *Coding workbook*. 1985. Lincoln Institute of Health Sciences.

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION, I.C.D.-9-C.M. Coding workbook. 1985. Lincoln Institute of Health Sciences.

WORLD HEALTH ORGANISATION. 1977. *Manual of the international statistical classification of diseases and causes of death*. Vols. 1 and 2. Geneva, W.H.O.

WORLD HEALTH ORGANISATION. 1978. *International classification of procedures in medicine*. Vols. 1 and 2. Geneva, W.H.O.

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## AE250 Professional Practice II

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(385 hours)

This subject builds on the skills acquired in Ae150. Through this experience the students develop professional competence in medical record procedures; develop administrative and personnel management skills; and learn to work with other members of the health care team.

Professional practice is comprised of two block placements of 5 and 6 weeks duration. Over 40 hospitals and other health related institutions in Victoria, interstate and overseas, participate in the programme and students work directly under the supervision of the Chief Medical Record Administrator during each placement.

**Corequisite:** AE210, AE230

**Prerequisite:** AE110, AE150

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## AE265 Medical Ethics and Law

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(40 hours)

This subject introduces students to the ethical issues related to medical records and their administration; 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.

**Corequisite:** Nil

**Prerequisite:** AE110

**Prescribed texts:**

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. *Consent to treatment forms for hospitals — with guidelines*. Rev. ed. Melbourne, Lincoln Institute of Health Sciences.

*Freedom of Information Act 1982 Victoria*. (No. 9859)

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## AE270 Quality Assurance in Health Care I

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(60 hours)

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.

**Corequisite:** Nil

**Prerequisite:** AE110, AE130

**Prescribed text:**

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS. 1981. *The accreditation guide for Australian hospitals and extended care facilities*. 4th ed. A.C.H.S.

An extensive range of references are available in the Institute Library.

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## AE280 Medical Information Processing I

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(40 hours)

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.

**Corequisites:** Nil

**Prerequisites:** AE110, AE140

**Prescribed text:**

O'BRIEN, James A. 1982. *Computers in business management: an introduction*. 3rd ed. Illinois, Irwin.

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## AE310 Medical Record Management III

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(100 hours)

This subject aims to expand students' understanding of the philosophy of information and communication systems gained in AE210 and AE260. An indepth study is made of leadership; motivation; productivity; control processes; decision making and problem solving. Students study industrial relations, trade unions and industrial awards which are relevant to the health care industry. Personnel policies, staff selection, staff induction programmes, staff training programmes and staff appraisal methods are also covered. Students are introduced to departmental planning, space and equipment requirements, office layout and other ergonomic considerations in the work environment.

**Corequisite:** AE350

**Prerequisite:** AE210, AE250, AE260

**Prescribed text:**

Not available at time of printing.

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## AE330 Disease/Operation Classification III

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(40 hours)

This subject extends students' skills in the use of I.C.D.-9, I.C.P.M. and 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 used in America is also discussed.

**Corequisite:** BL376.

**Prerequisite:** AE230, BL276.

**Prescribed texts:**

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. I.C.D. -9 3rd year workbook. 1985. Lincoln Institute of Health Sciences.

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION. I.C.D. -9-C.M. 3rd year workbook. 1985. Lincoln Institute of Health Sciences.

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION. S.N. D.O. workbook. 1985. Lincoln Institute of Health Sciences.

WORLD HEALTH ORGANISATION. 1975. *Manual of the international statistical classification of diseases and causes of death*. Vols. 1 and 2. Geneva, W.H.O.

WORLD HEALTH ORGANISATION. 1978. *International classification of procedures in medicine*. Vol.1 and 2. Geneva, W.H.O.

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**AE340 Health Statistics II**

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(45 hours)

This subject is divided into 2 units, (i) Health Research Methods; and (ii) Epidemiology. Unit (i) furthers students' knowledge of the principles of research design and research strategies. Students evaluate published research in the health sciences. Unit (ii) introduces students to the concepts and techniques of epidemiology.

**Corequisite:** Nil**Prerequisite:** BS105**Prescribed text:**

Unit I – Not available at time of printing.

Unit II – Lilienfeld, Abraham M. 1976. *Foundations of Epidemiology*. New York, Oxford University Press.

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**AE350 Professional Practice III**

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(350 hours)

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.

Students fluent in a language other than English may be given the opportunity to spend this practical session in other countries if similar courses are offered or substantial benefit to the student can be demonstrated. Students are at all times responsible to a qualified supervisor.

**Corequisite:** AE310**Prerequisite:** AE210, AE250, AE260

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**AE355 Individual Study Project**

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(Approximately 130 or 260 hours)

Qualified Medical Record Administrators who apply for advanced standing in the degree programme will usually be required to complete a project as an alternative to Professional Practice III. The topic and nature would be negotiated between the individual and the School.

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**AE370 Quality Assurance in Health Care II**

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(40 hours)

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.

**Corequisite:** Nil**Prerequisite:** AE270**Major references:**

AMERICAN MEDICAL RECORD ASSOCIATION. 1979. *Evaluating the quality of medical record services*. Chicago, American Medical Record Association.

AUSTRALIAN MEDICAL ASSOCIATION/AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS PEER REVIEW RESOURCE CENTRE. 1984. *Quality assurance for medical record administrators – information lecture*. Sydney, A.M.A./A.C.H.S.

ONTARIO COLLEGE OF HEALTH RECORD ADMINISTRATORS. 1981. *Professional performance guide – a resource for hospital quality assurance*. Toronto, O.C.H.R.A./O.H.R.A.

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**AE380 Medical Information Processing II**

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(40 hours)

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.

**Corequisite:** Nil**Prerequisite:** AE210, AE280**Prescribed text:**

WATERS, Kathleen A. and MURPHY, Gretchen F. 1983. *Systems analysis and computer applications in health information management*. Maryland, Aspen.

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**AE390 Health Care Services**

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(40 hours)

This subject is presented in seminar format. Each student is responsible for a 1½ hour 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 any 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.

**Corequisite:** Nil**Prerequisite:** AE125**References:**

A list of suitable contacts for all topics in the seminar programme is available from the course coordinator.

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## **AE500 Post Graduate Study Skills Acquisition**

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(12 hours)

The general aim of this unit is to develop the academic study skills and confidence of students undertaking postgraduate coursework. The unit covers the nature of postgraduate study, personal time management, note making and essay writing skills, class preparation skills, literature search skills, referencing and citation.

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## **AE501 Quality Assurance in Health Care**

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(12 hours)

This unit introduces the student to formal methods of evaluating medical care.

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## **AE502 Legal and Ethical Elements of Professional Practice**

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(6 hours)

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.

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## **AE503 Foundations of Learning**

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(18 hours)

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.

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## **AE504 Implementing Change**

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(12 hours)

This subject is designed for graduate student and involves a study of the factors and processes of implementing change in organisational 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.

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## **AE505 Models of Health Care Organisations**

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(12 hours)

This unit is intended to develop a basic understanding of the socio-political context of health care organisation. Elementary political theory will be introduced to inform the discussion of issues currently relevant to the health care system in Australia. These issues might include private vs. public control of health care, institutional vs. community basis organisation, differential access, health care funding and alternative definitions of health needs and health care organisation.

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## **AE507 Research for Health Administrators/Educators I**

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(36 hours)

The subject will provide a description of approaches and techniques in research and evaluation relevance to health administration and education. Topics will include: alternative paradigms; principles of research design; specific methods - surveys, interviewing, observational studies, case studies, experimental methods, content analysis etc. In each area problems of validity and reliability, measurement and inference will be discussed. Practical and ethical considerations will be reviewed.

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## **AE600 Introduction to Health Administration**

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(12 hours)

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.

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## **AE601 Management Theory and Practice**

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(48 hours)

This unit develops an understanding of organisations, individual behaviour within organisations and the role of managers. It covers administrative systems and processes including organisational 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.

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## **AE602 Administration of Health Care Delivery**

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(30 hours)

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; recommendations for change; health planning and policy making; and administration of change programmes.

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## **AE603 Administrative Tools, Techniques and Information Systems**

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(36 hours)

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.

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## **AE604 Health Services Law**

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(24 hours)

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.

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## **AE605 Directed Project**

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(30 hours)

Course members will be encouraged to form teams to identify a particular topic for investigation, determine the methods of investigation, data gathering, analysis and reporting of results. Formal classes will be limited to approximately six hours for discussion of appropriate topics, methods and presentation of reports. The units may be linked to the Independent Project in the Elective Studies where more substantial projects are planned.

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## **AE606 Independent Project**

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(30 hours)

Students need approval to link the Directed Project to the Independent Project. Approval will be given where the project is more substantial and involves independent data collection, analysis and preparation of a report. Students are expected to work independently in undertaking this project. Each student is assigned a supervisor who will be available for consultation.

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## **AE610 series Health Education and Management Seminar Programme**

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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
- Micro Computing Applications in Administration/Education
- Educational Aspects of Clinical Work

Each seminar will be of 6 hours or 12 hours duration, held in normal class times.

Final details of subjects to be offered as part of the seminar programme will be made available prior to enrolment.

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## **AE620 Budgeting and Accounting for Health Practitioners**

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(30 hours)

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.

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## **AE630 Health Care Economics and Planning**

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(24 hours)

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.

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## **AE700 Introduction to Health Education**

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(12 hours)

In this subject the basic terminology and conceptual framework of health education is introduced, similarly the assumptions and aims. An overview of models and theories of health behaviour change and health education planning are provided. Participants are encouraged to identify their personal strengths and weaknesses and formulate goals and strategies for developing their knowledge and skills in health education.



## AE701 Health Education Strategies and the Individual

(48 hours)

This subject explores concepts and strategies relevant to the health and health education of individuals; individual health status and the acquisition of health behaviours; assessment of health status; 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.

## AE702 Health Education Strategies and the Community

(30 hours)

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.

## AE730 Designing Learning Media

(24 hours)

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.

## Elective Studies

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 will vary from year to year, consistent with students' special interests. Students may select their elective studies from those offered by the Department of Medical Record Administration, other Schools at Lincoln Institute, or any other tertiary institution. If subjects from institutions other than Lincoln are chosen, students must submit subject details to the Advanced Standing Assessment Sub-Committee for approval prior to enrolment in the subject.

## BL112 Physiology 112

(71 hours)

This subject is taught by lectures supported by tutorials and laboratory classes. The study of human function is introduced with the properties of living cells and the concept of homeostasis, followed by systemic physiology. This involves the examination of organ systems and the integration of their functions in the whole human organism. Systems studied include cardiovascular, respiratory, digestive, renal, nervous, endocrine and musculoskeletal. Study of the nervous system will be limited to basic neuronal mechanisms, reflex functions and the role of the autonomic nervous system. Further study of the central nervous system will be taken in the year following satisfactory completion of this programme.

The five laboratory classes introduce students to some measurement techniques used in physiology. Experiments and demonstrations are used to illustrate physiological principles presented in lectures.

**Prerequisite or corequisite:** BL182, OT130, BL184.

### Prescribed Texts:

GUYTON, A.C. 1982. *Human physiology and mechanisms of disease*. 3rd ed. Sydney, Saunders.

or

LUCIANO, D.S., VANDER, A.J. and SHERMAN, J.H. 1978. *Human function and structure*. New York, McGraw Hill.

or

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1980. *Human physiology: the mechanisms of body function*. 3rd ed. New York, McGraw Hill.

Note that the physiology content of the latter two texts is virtually identical. Students will be expected to purchase a laboratory manual during their first practical class.

## BL121 Human Biology

(59 hours)

This programme studies basic structures and functions of the human body. It consists of a lecture series supported by tutorials/demonstration sessions.

### Prescribed text:

ANTHONY, C.P. and THIBODEAU, G.A. 1983. *Textbook of Anatomy and Physiology*. 11th ed. St. Louis, C.V. Mosby Co.

or

JACOB, S.W., FRANCONI, C.A. and LOSSOW, W.J. 1982. *Structure and function in man*. 5th ed. Philadelphia, W.B. Saunders.

## BL125 Human Bioscience I

(90 hours)

This course of study is developed within the framework of a biological holistic approach to man. Major emphasis is placed on contemporary knowledge of the structure and function of the cell and body organ systems and the relationship between these. Control mechanisms involved in the regulation of body function and maintenance of the internal environment are introduced.

The programme comprises a series of modules covering cell biology and homeostasis, functional human anatomy, the neural and endocrine control systems, and the integrated function of the circulatory, respiratory, alimentary and reproductive systems. The principles of scientific methodology are utilised throughout the course and selected pathological examples are discussed. Methods of teaching include didactic sessions, tutorials, demonstrations and laboratory classes.

Students will be expected to purchase a study guide at the beginning of the course.

**Prescribed text:**

VANDER, A.J., SHERMAN, J.H. and LUCIANO, D.S. 1980. *Human physiology: the mechanisms of body function*. 3rd ed. New York, McGraw-Hill.

**Reference books:**

CROUCH, J.E. 1978. *Functional Human Anatomy*. 3rd ed. Philadelphia, Lea and Febiger.

ELLIS, H. 1983. *Clinical Anatomy*. 7th ed. Oxford, Blackwell.

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## BL151 Basic Physical Science

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(50 hours)

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 orthotics. Topics include electrical safety, bioelectricity and methods of electrodiagnosis.

Unit two: Optics, 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 1; Short tests and practical reports.

Unit 2; Practical reports, a project and an exam at the end of the year.

**Reference books:**

Students will be expected to purchase two lecture/laboratory manuals during the year.

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## BL152 General Science

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(84 hours)

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. Records of laboratory work contribute to final assessment in this subject.

Students will be expected to purchase three lecture/laboratory manuals during the course.

**Reference books:**

HORSEFIELD, R.S., SOLOMONS, S. and WARD, A.R. 1981. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

HORSEFIELD, R.S. 1982. *An introduction to biomechanics*. Marrickville, Science Press.

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## BL155 Applied General Science

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(36 hours)

This programme 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, basic electricity, and electrical safety.

**Reference books:**

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.

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## BL160 Science for Physiotherapy

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This subject comprises the following units:

### BL161 - PRINCIPLES OF BIOLOGY

(56 hours)

This subject is designed to provide a foundation for the study of physiology (BL215). 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. It is taught as a lecture series.

**Prescribed text:**

HORSEFIELD, R.S., SOLOMONS, S. and WARD, A.R. 1981. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

### BL162 - HISTOLOGY

(34 hours)

A theoretical and practical programme to include an introduction to microscopy, cell ultra structure and differentiation; basic structure 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. Records of practical work contribute to final assessment in this subject.

**Corequisite:** BL161.

**Prescribed text:**

WHEATER, P.R., BURKITT, H.G. and DANIELS, V.G. 1979. *Functional histology*. New York: Churchill Livingstone.

### BL163 - APPLIED PHYSICS

(46 hours)

A course of 28 lectures and nine two-hour laboratory classes. 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 as background for physiology and hydrotherapy. Module four: fields and waves including the production of fields and waves and their effect on tissue. Records of laboratory investigations contribute to final assessment in this subject.

**Prescribed texts:**

HORSEFIELD, R.S. 1982. *An introduction to biomechanics*. Marrickville, Science Press.

HORSEFIELD, R.S., SOLOMONS, S. and WARD, A.R. 1981. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

WARD, A.R. 1980. *Electricity, fields and waves in therapy*. Marrickville, Science Press.

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## BL165 Physical Science for Podiatry

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(84 hours)

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 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. Records of laboratory work contribute to final assessment in this subject. Students will be expected to purchase three lecture/laboratory manuals during the course.

### Reference Books:

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.

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## BL166 Cell Biology and Histology for Podiatry

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(36 hours)

This course includes lectures and demonstrations 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. Records of practical work contribute to final assessment in this subject.

**Corequisite:** BL165.

### Prescribed text:

WHEATER, P.R., BURKITT, H.G. and DANIELS, V.G. 1979. *Functional histology*. New York, Churchill, Livingstone.

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## BL182 Anatomy 182

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(84 hours)

This course is to be taken by first year students in the Schools of Podiatry and Prosthetics and Orthotics. It comprises two terms of common coursework covering introductory anatomical principles followed by regional anatomy of the vertebral column, pelvic girdle and lower limb. In term III, Podiatry students will then do additional study of the foot while P&O students study the upper limb. The course will consist of lectures, tutorials, group discussions and demonstrations and will include sessions on radiology and surface anatomy.

### Prescribed texts:

HOLLINGSHEAD, W.J. and JENKINS, W.B. 1981. *Functional anatomy of the limbs and back*. 5th ed. Philadelphia, W.B. Saunders.

WALMSLEY, R. and MURPHY, T.R. 1971. *Jamieson's illustrations of regional anatomy*: 9th ed. Edinburgh, Churchill Livingstone.  
Section VII: Lower Limb  
Section VI: Upper limb (P & O only)

### Reference Books:

Additional references will be supplied at the commencement of the course.

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## BL184 Anatomy 184

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(49 hours)

This course for Communication Disorders- students, runs in terms 1 and 2 of first year and comprises lectures, tutorials and demonstrations. It introduces students to anatomical terminology and major systems of the body and then deals in more detail with the functioning anatomy of the head, neck and thorax in relation to the mechanisms of speech and hearing.

### Prescribed text:

ZEMLIN, W. 1981. *Speech and hearing science; anatomy and physiology*. 2nd ed. Englewood Cliffs, New Jersey, Prentice-Hall.

or

BATEMAN, H. 1977. *A clinical approach to speech anatomy and physiology*. Springfield, Charles C. Thomas.

### Reference Books:

Additional references will be supplied at the commencement of the course.

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## BL215 Physiology 215

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(135 hours)

This subject is presented as a combination of lectures, tutorials and laboratory classes. These elements are complementary, providing Physiotherapy students with a fundamental understanding of human organism function.

The emphasis of the lectures is on the function of the human body. The programme will commence with a study of the characteristics of living cells and those properties which are unique to special cells of the body. An introduction to the concept of homeostasis and the autonomic nervous system will be followed by the study of systemic physiology. The activity of different tissues and organs in co-ordinated human function will be taught in the following systems: body fluids, cardiovascular system, the lung, the alimentary canal, the kidney, the endocrine glands and the nervous system.

Laboratory classes will be undertaken throughout the year. These consist of demonstrations and student experiments designed to exemplify physiological principles and to introduce the student to physiological measurement techniques and apparatus.

**Prerequisite:** BL160.

**Corequisite:** P 2600.

### Prescribed Text:

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1980. *The mechanism of body function*. 3rd ed. New York, McGraw Hill.

or

GUYTON, A.C. 1982. *Human physiology and mechanisms of disease*. 3rd ed. Philadelphia, W.B. Saunders.

or

SCHMIDT, R.F., THEWS, G. 1983. *Human Physiology*. Berlin, Springer-Verlag.

Students will be expected to purchase a laboratory manual during their first practical class.

### Recommended Additional Texts:

BROWN, D.R. 1980. *Neurosciences for Allied Health Therapies*. St. Louis, The C.V. Mosby Company.

This text is used in physiotherapy subjects P2770, P3770, P3740 and may be helpful in physiology 215.

or

KATZ, B. 1966. *Nerve, muscle and synapse*. New York, McGraw Hill.

or

MILES, F.A. 1969. *Excitable cells*. London, Heinemann.

WEST, J.B. 1979. *Respiratory physiology - the essentials*. 2nd ed. Baltimore, Williams & Wilkins.

or

COMROE, J.H. 1974. *Physiology of respiration*. 2nd ed. Chicago, Year Book Medical Publishers.

WILKE, D.R. 1976. *Muscle*. 2nd ed. London, Edward Arnold.

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**BL222 (CD) Neurosciences**

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(31 hours)

In Terms 1 and 2 of this subject the general anatomy of the central nervous system and the basic physiology of sensory and motor systems are presented.

In Term 3 selected aspects of neurology relevant to speech and language are considered.

**Prerequisite:** BL112

**Prescribed Texts:**

NOLTE, J. 1981. *The human brain: an introduction to its functional anatomy*. St. Louis, The C.V. Mosby Co.

**Reference Books:**

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1980. *Human physiology: the mechanisms of body function*. 3rd ed. New York, McGraw Hill.

Additional reference books will be suggested during the course.

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**BL222 (OR) Neurosciences**

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(46 hours)

In Terms 1 and 2 of this subject the general anatomy of the central nervous system and the basic physiology of sensory and motor systems are presented.

In Term 3, 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.

**Prerequisite:** BL112

**Prescribed Texts:**

MOSES, R.A. 1981. *Adler's physiology of the eye: Clinical Application*. 7th ed. St. Louis, The C.V. Mosby Co.

NOLTE, J. 1981. *The human brain: an introduction to its functional anatomy*. St. Louis, The C.V. Mosby Co.

**Reference Books:**

DAVSON, H. 1980. *Physiology of the eye*. 4th ed. Edinburgh, Churchill Livingstone.

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1980. *Human physiology: the mechanisms of body function*. 3rd ed. New York, McGraw Hill.

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**BL222 (OT) Neurosciences**

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(31 hours)

In Terms 1 and 2 of this subject the general anatomy of the central nervous system and the basic physiology of sensory and motor systems are presented.

In Term 3 there is a detailed discussion of the neural connections 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.

**Prerequisite:** BL112

**Prescribed text:**

NOLTE, J. 1981. *The human brain: an introduction to its functional anatomy*. St. Louis, The C.V. Mosby Co.

**Reference books:**

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1980. *Human physiology: the mechanisms of body function*. 3rd ed. New York, McGraw Hill.

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**BL222 (P & O) Neurosciences**

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(31 hours)

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.

**Prerequisite:** BL112 or BL113

**Prescribed text:**

NOLTE, J. 1981. *The human brain: an introduction to its functional anatomy*. St. Louis, The C.V. Mosby Co.

**Reference books:**

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1980. *Human physiology: the mechanisms of body function*. 3rd ed. New York, McGraw Hill.

Additional reference books will be suggested during the course.

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**BL225 Human Bioscience II**

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(90 hours)

This programme encompasses major scientific concepts, principles and contemporary developments in human bioscience which may be utilised in assessment, planning, implementation and evaluation in the clinical field. The course is aimed at providing an up-to-date framework of knowledge to serve as a foundation for the students' learning in nursing and in other health professions, and is developed within the framework of a biological holistic approach to the study of man.

Major areas include the study of concepts of health and disease, cell biology, medical genetics, control theory, systems analysis, and pathology of the immune, nervous, endocrine, cardiovascular, pulmonary, haematopoietic, digestive, renal and reproductive systems. Emphasis is given to regional and surgical anatomy as a foundation for operating theatre experience and post-operative nursing, and to osteology, arthrology and myology as a basis for orthopaedic experience.

**Prerequisite:** BL125

**Prescribed texts:**

VICK, R.L. 1984. *Contemporary medical physiology*. 1st ed. Sydney, Addison-Wesley Medical Division,

and/or

GUYTON, A.C. 1982. *Human physiology and mechanisms of disease*. 3rd ed. Philadelphia, Saunders.

ROBBINS, S.L. & COTRAN, R.S. 1979. *Pathologic basis of disease*. 2nd ed. London, W.B. Saunders.

or

ROBBINS, S.L., ANGELL, M. and KUMAR, V. 1984. *Basic pathology*. 3rd ed. Philadelphia, Saunders.

**Reference books:**

Students will be provided with a list of reference material at the commencement of the course and reference material, including relevant literature and journal articles, will be made available throughout the course.

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**BL253 Biomechanics for Prosthetics and Orthotics**

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(38 hours)

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. Practical emphasis is given to instrumen-

tation and methods of human locomotion analysis and gait assessment.

**Prerequisite:** BL152.

**Reference Books:**

INMAN, V.T., RALTON, 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, Lee and Febiger.

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### BL254 Biomechanics for Podiatry

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(38 hours)

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. Practical emphasis is given to instrumentation and methods of human locomotion analysis and gait assessment.

**Prerequisite:** BL165.

**Reference Books:**

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, Lee and Febiger.

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### BL271 Introduction to Medical Science

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(25 hours of lectures)

This course comprises an introduction to general pathology, including the aetiology and pathogenesis of basic disease processes: inherited and developmental disorders, inflammation, infection, repair and regeneration, hypersensitivity and autoimmunity, vascular disorders, neoplasia, oedema, trauma and fever. These principles are applied to common disorders of the organ systems of special relevance to physiotherapy and podiatry; i.e. to disorders of cardiovascular, respiratory, neurological, musculo-skeletal and autonomic nervous system function. Where relevant, principles of pharmacology and therapeutics are introduced. The course is complementary to and integrated with BL215 Physiology 215.

**Prerequisite:** BL160 (physiotherapy students) or BL162 and BL166 (podiatry students) or equivalents.

**Corequisite:** BL215.

**Prescribed Texts:**

For general and systematic pathology:

WALTER, J.B. 1982. *An introduction to the principles of disease*. 2nd ed. Philadelphia, W.B. Saunders.

or

ROBBINS, S., ANGELL, M. and KUMAR, V. 1981. *Basic Pathology*. 3rd ed. Saunders.

For general pathology:

SPECTOR, W.G. 1980. *An introduction to general pathology*. 2nd ed. Edinburgh, Churchill Livingstone.

or

WIDMANN, F.K. 1978. *Pathobiology: how disease happens*. Boston, Little Brown.

or

WALTER, J. and ISRAEL, M. 1979. *General Pathology*. 5th ed. Churchill-Livingstone.

**Reference Books:**

Additional reference books on systematic pathology will be suggested during the course.

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### BL274 Medical Science for Prosthetics and Orthotics

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(18 hours)

This course is sub-divided into two parts:

- General pathological processes are discussed, including inflammation, infection, neoplasia and circulatory disorders.
- Systemic conditions of particular relevance to prosthetists and orthotists are discussed, including diabetes, peripheral vascular disease and trauma.

**Corequisite:** Enrolment in BL112.

**Reference Books:**

General Pathology only:

WALTER, J. and ISRAEL, M. 1979. *General Pathology*. 5th ed. Churchill-Livingstone.

General and Systemic Pathology:

ROBBINS, S., ANGELL, M. and KUMAR, V. 1981. *Basic Pathology*. 3rd ed. Saunders.

General Medicine:

KAUFMAN, C. and PAPPER, S. 1983. *Review of Pathophysiology*. Little Brown.

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### BL276 Medical Science I

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(45 hours)

This course, designed for students of Medical Record Administration, is subdivided into three parts. The first part involves a study of general pathological processes including inflammation, neoplasia, infection, immunopathology and vascular disturbances. In the second part these processes are applied within a broader outline of clinical science including terminology, aetiology, pathogenesis, clinical features and management of diseases of various organ systems. The third component involves an introductory study of basic pharmacology to familiarise students with the names, classification, actions and side-effects of commonly used drugs. The pharmacology will be presented as an integral component of the management of the diseases discussed.

**Prerequisite:** BL121 or equivalent.

**Prescribed Texts:**

Pathology:

ROBBINS, S., ANGELL, M. and KUMAR, V. 1981. *Basic Pathology*. 3rd ed. Saunders.

Pharmacology:

SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA. eds. 1981. *Pharmacology and Drug Information for Nurses*. Sydney, W.B. Saunders.

General Medicine:

KAUFMAN, C. and PAPPER, S. 1983. *Review of Pathophysiology*. Little Brown.

**Reference Books:**

WALTER, J. and ISRAEL, M. 1979. *General Pathology*. 5th ed. Churchill-Livingstone.

KRUPP, M.A. and CHATTON, M.J. 1984. *Current Medical Diagnosis and Treatment*. Lange Publications.

MIMS, 1983. Artarmon. *Intercontinental Medical Statistics Publishing*.

REYNOLDS, J. ed. 1983. *Martindale: the extra pharmacopoeia*. 28th ed. London, The Pharmaceutical Press.

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### BL310 Physiology 310

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The theme of this unit is "Human Performance". It will investigate neural control of muscle contraction, the nature of the evoked responses by the muscle, and the physiological responses by other organ systems to repeated submaximal contractions of large

muscle groups (i.e. exercise). Several aspects of human performance will be examined, including the physiological effects of intense exercise, adaptations to regular exercise, detraining, ageing, and factors that limit human performance.

**Prerequisite:** Physiology 215 or equivalent.

**Text:** no text is prescribed. References to the literature will be given from time to time throughout the course.

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## BL325 Human Bioscience III

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(44 hours)

This programme is designed to provide for an indepth study of selected biological and pathological aspects of embryological, foetal and infant growth and development. Selected biological and pathological aspects of biological ageing will also be studied.

Student participation in a small research study in the clinical field will be required.

**Prerequisites:** BL125 and BL225.

### Reference Books

Students will be provided with a list of reference material at the commencement of the course. Further selected reference material, including relevant literature and journal articles, will be made available throughout the course.

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## BL370 Medical Science for Orthoptics

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(18 hours)

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 course discusses the above processes as they affect different bodily systems and includes diabetes, hypertension, ocular infection, neoplasms involving the eye and other conditions of particular relevance to orthoptists.

**Prerequisite:** BL112 or its equivalent.

### Reference Books:

General and Systemic Pathology:

ROBBINS, S., ANGELL, M. and KUMAR, V. 1981. *Basic Pathology*. 3rd ed. Saunders.

General Pathology only:

WALTER, J. and ISRAEL, M. 1979. *General Pathology*. 5th ed. Churchill-Livingstone.

Medical Ophthalmology:

VAUGHAN, D. and ASBURY, T. 1983. *General Ophthalmology*. Lange Medical Publications.

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## BL376 Medical Science II

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(40 hours)

This course continues on from BL272 to examine disease processes and their drug management within the fields of Ophthalmology, Otorhinolaryngology, Psychiatry, Geriatric Medicine, Paediatrics, Obstetrics and Gynaecology. The subject also aims to familiarise students with the investigational modalities in common use in the fields of Radiology, Nuclear Medicine, Histopathology, Haematology, Biochemistry and Microbiology.

**Prerequisite:** BL272.

### Prescribed Text:

KAUFMAN, C. and PAPPER, S. 1983. *Review of Pathophysiology*. Little Brown.

SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA. eds. 1981. *Pharmacology and Drug Information for Nurses*. Sydney, W.B. Saunders.

### Reference Books:

Additional reference books will be suggested during the course.

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## BL425 Applied Human Bioscience for Midwifery

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(66 hours)

This course consists of a detail study of the physiology and pathology of mother and foetus/infant during the prenatal, perinatal, and post natal periods.

**Prerequisites:** BL125, BL225 and BL325 or equivalent.

### References:

Suggested references on these topics will be provided during the course.

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## BL511 Neurophysiology A

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(18 hours)

This subject is designed to provide students with an integrated knowledge of the function of the nervous system so that an understanding can be gained of the possible physiological bases of therapeutic techniques.

**Prerequisite:** Pass in undergraduate physiology.

### References:

CARPENTER, M.B. 1978. *Core text of neuroanatomy*. Williams and Wilkins.

EYZAGUIRRE, C. and FIDONE, S.J. 1975. *Physiology of the nervous system*. Chicago, Year Book Medical Publishers.

ASTRAND, P.O. and RODAHL, K. 1977. *Textbook of work physiology*. 2nd ed. New York, McGraw Hill.

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## BL512 Neurophysiology B

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(18 hours)

This subject provides students with a more advanced knowledge of neurophysiology, including recent work and views concerning the possible physiological bases of therapeutic techniques.

**Prerequisite:** BL511.

### References:

Selected journal articles and symposia publications.

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## BL513 Respiration and Circulation A

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(18 hours lectures and small group discussions)

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.

**Prerequisite:** BL215 or equivalent.

## Reference Books:

- 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, J.B. 1979. *Respiratory physiology – the essentials*. 2nd ed. Baltimore, Williams and Wilkins.
- SMITH, J.J. and KAMPINE, J.P. 1984. *Circulatory physiology – the essentials*. 2nd ed. Baltimore, Williams & Wilkins.

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## BL514 Work Physiology

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(12 hours of lectures and laboratory class)

Body responses to physical activity will be examined in this programme, including cardiovascular, respiratory and metabolic responses. Physiological adaptations to training will be studied and also the methods used in assessment of an individual's work capacity.

**Prerequisite:** BL215 or equivalent.

### Reference Book:

- ASTRAND, P.O. and RODAHL, K. 1977. *Textbook of work physiology*. 2nd ed. New York, McGraw Hill.

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## BL515 Physiology 515

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(18 hours)

This unit examines the physiology of movement performance and includes a detailed study of the neurophysiology of sensor-motor mechanisms; the biochemical, mechanical and contractile properties of skeletal muscle; and the biochemical and mechanical properties of connective tissue.

**Prerequisite:** Pass in undergraduate physiology.

### Reference Books:

- KAHLE, W., LEONHARDT, H. and PLATZER, W. 1978. *Colour atlas and textbook of human anatomy*. Stuttgart, George Thieme.
- EYZAGUIRRE, C. and FIDONE, S.J. 1975. *Physiology of the nervous system*. Chicago, Year Book Medical Publishers.
- ASTRAND, P.O. and RODAHL, K. 1977. *Textbook of work physiology*. 2nd ed. New York, McGraw Hill.

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## BL516 Respiration and Circulation B

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(12 hours group discussions and problem-solving exercises)

This programme 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.

**Prerequisite:** BL513.

### Prescribed Text:

- SMITH, J.J. and KAMPINE, J.P. 1984. *Circulatory physiology – the essentials*. 2nd ed. Baltimore, Williams & Wilkins.

### Reference Books:

Reading guides will be provided at the commencement of the course.

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## BL517 Growth, Development and Ageing

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(18 hours)

In this course students will consider definitions of growth, development and ageing, and mechanisms of growth in some detail; factors which affect the growth and development of the organism; and techniques for the measurement of growth and the estimation of maturity.

Areas studied include theories of ageing; changing of hereditary instruction; chronological versus biological ageing; the adjustment and adaptations of maturational and adult systems to maintain life; preventive mechanisms and processes that are postulated to generate the healthy aged and to enhance longevity; and progressive and irreversible changes of systems that lead to loss of adjustment and adaptation and hence to ageing and death.

Where appropriate, reference will be made to examples of pathology associated with growth and development or ageing.

**Prerequisite:** BL527 and BL528.

### References:

- VERNADAKIS, A. and TIMIRAS, P.S. 1982. *Hormones in development and ageing*. Lancaster, MTP Press Limited.
- SINCLAIR, D. 1978. *Human growth after birth*. 3rd ed. Oxford Medical Publications.
- TANNER, J.M. 1978. *Foetus into man*. London, Open Books.
- Other references will be provided at the commencement of the unit.

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## BL518 Muscle Contraction and Energetics

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(6 hours)

This subject is designed to reinforce and clarify basic concepts and to introduce new information relating to factors limiting human muscular performance and some methods of optimising an individual's physical performance.

It is intended also to serve as a basis for those students interested in sports physiotherapy who will be taking BL514 Work Physiology.

**Prerequisite:** BL215 or equivalent.

### References:

- ASTRAND, P.O., and RODAHL, K. 1977. *Textbook of Work Physiology*. 2nd ed., New York, McGraw Hill.

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## BL521 Cardiopulmonary Responses in Pregnancy, The Foetus and the Neonate

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(12 hours)

This unit will present the physiology and anatomy of the pulmonary and cardiovascular systems of the foetus and the newborn. The changes in the maternal circulation which occur during pregnancy will also be studied.

**Prerequisite:** BL513.

### Reference Book:

- DAWES, G.S. 1968. *Foetal and neonatal physiology*. 1st ed. Chicago, Year Book Medical Publishers.

## BL522 Human Reproductive Physiology and Anatomy

(12 hours)

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.

**Prerequisite:** BL215 or its equivalent.

**References:**

Reference reading will be prescribed at the commencement of the unit.

## BL524 Introduction to Ergonomics (Biological)

(12 hours)

A tutorial and reading programme which forms the foundation in basic biological concepts. The unit is designed to prepare students for BL525.

Vocabulary and methodology in biological science. Major body systems. Gross anatomy. The cell: structure and function. Homeostasis and physiological regulation. Metabolism and the provision of energy from foodstuffs.

**Prerequisites:** While there are no formal prerequisites for this subject, students who have no background in biological subjects are strongly advised to consult with the subject co-ordinator as far in advance of the start of the academic year as possible concerning preparation for this subject.

## BL525 Biological Bases of Ergonomics

(36 hours)

This programme aims to introduce the student to the areas of anatomy, physiology and human biology most relevant to ergonomics.

**Applied Physiology**

Excitable cells. Skeletal muscle. Aspects of the central nervous system; sensory, motor, behaviour. Work physiology: limits to work capacity, methodology, training. Thermoregulation. Endocrine responses to stress. Physiological rhythms.

**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:**

Combination of examinations, assignments and class presentation. Students must satisfactorily complete each of the two units.

**Prerequisites:**

BL524 or equivalent, BL551 or equivalent.

**References:**

ASTRAND, P.-O. and RODAHL, K. 1977. *Textbook of work physiology*. 2nd ed. McGraw-Hill.  
GRANDJEAN, E. 1982. *Fitting the task to the man*. 3rd ed. Taylor and Francis.

## BL526 Introductory Applied Human Bioscience

(36 hours)

This programme gives an introduction to the physiology of growth and development; some aspects of biochemistry and selected concepts in genetics. Also considered are the controlling functions of the autonomic nervous system and endocrine system, the cardiovascular system, respiration, digestion, metabolism, nutrition, body energy balance, body temperature and body fluids.

**Prescribed Texts:**

STRAND, F.L. 1978. *Physiology: a regulatory systems approach*. New York, Macmillan.

or

VANDER, A., SHERMAN, J.H. and LUCIANO, D. 1975. *Human physiology: the mechanisms of body function*. 2nd ed. New York, McGraw Hill.

or

LUCIANO, D.S., VANDER, A.J. and SHERMAN, J.H. 1978. *Human function and structure*. New York, McGraw Hill.

or

GUYTON, A.C. 1979. *Physiology of the human body*. Philadelphia, Saunders.

or

GUYTON, A.C. 1982. *Human physiology and mechanisms of disease*. Philadelphia, Saunders.

## BL527 Applied Human Bioscience A

(38 hours of lectures and 19 hours of support tutorials)

This programme has been developed within the framework of a biological holistic approach to the study of man. It involves a study of the healthy human organism in which emphasis will be placed on its genotype and acquired adaptive resources to the environment. Students will study selectively control and regulation from the molecular level to that of the whole human organism; the resultant integration of the organ systems to provide optimum parameters of the internal environment for individual healthy body cell functioning; and the deduction of those consequences which follow when these parameters are disturbed.

**Prerequisite:** Biological Sciences entrance examination.

**Prescribed Texts:**

VICK, R.L. 1984. *Contemporary medical physiology*. 1st ed. Sydney, Addison-Wesley Medical Division, and/or

GUYTON, A.C. 1981. *Textbook of medical physiology*. 6th ed. Philadelphia, Saunders.

THOMPSON, J.S. and THOMPSON, M.W. 1981. *Genetics in medicine*. 3rd ed. Philadelphia, Saunders.

## BL528 Applied Human Bioscience B

(18 hours of lectures and 9 hours of support tutorials)

This programme is a continuation of the format and content of BL527 and complements it. Aspects of functional, regional and surgical anatomy will be developed in this unit.

**Prerequisite:** BL527.

**Prescribed Texts:**

As for BL527.

**References:**

Students will be provided with a list of reference material at the commencement of the course; further selected reference material, including relevant literature and journal articles, will be made available throughout the course.



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## BL530 Ergonomics I

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This subject comprises the units BL531, BL532, BL533.

### BL531 - THEORY AND RATIONALE OF ERGONOMICS

(6 hours)

This unit introduces students to the philosophical bases of ergonomics and the historical development of ergonomic thought. Particular emphasis will be made to application of ergonomics, and to interdisciplinary issues in ergonomics.

**References:**

GRANDJEAN, E. 1982. *Fitting the task to the man*. London, Taylor & Francis. 3rd ed.

### BL532 - ERGONOMICS IN THE WORKPLACE

(9 hours)

This unit covers the man-machine model; allocations of functions; task analysis; time and motion study; design of jobs; ergonomic checklists and their evaluation; the presentation of results and introduction to occupational health and safety, and to systems ergonomics.

**Prerequisite:** BL531.

### BL533 - THE WORKING ENVIRONMENT

(24 hours)

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 will be considered.

**Corequisite:** BL531, BL551

**References:**

GRANDJEAN, E. 1982. *Fitting the task to the man*. London, Taylor & Francis. 3rd ed.

SINGLETON, W.T. 1982. *The body at work*. Cambridge, Cambridge University Press.

*Thermal Comfort at Work*. 1981. Canberra, A.G.P.S.

*Artificial Light at Work*. 1981. Canberra, A.G.P.S.

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## BL540 Physiology and Pathophysiology of Ageing

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(18 hours)

This unit consists of three modules which examine possible mechanisms of the ageing process; age-related changes in body systems; and aspects of the pathophysiology of ageing. This unit comprises specialist core study for the geriatric stream of the graduate diploma in Physiotherapy.

**References:**

Suggested references on these topics will be provided at the commencement of the unit.

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## BL551 Introduction to Ergonomics (Physical Sciences)

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(12 hours)

This tutorial and reading programme covers basic mathematical and physical concepts assumed in studying the biological and technical aspects of ergonomics. Topics include - review of basic maths, equations and graphs, kinematics, Newton's Laws and the Gas Laws.

**References:**

Suggested references will be provided at the commencement of the unit.

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## BL555 Applied General Science

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(36 hours)

This programme 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, basic electricity and electrical safety.

**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.

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## BL560 Arthrology

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(24 hours lectures)

This unit 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.

**Reference Books:**

FRANKEL, V.H. and NORDIN, M. 1980. *Basic biomechanics of the skeletal system*. Lea and Febiger.

HAMMERSON, F. 1980. *A color atlas of cytology, histology and microscopic anatomy*. 2nd ed. Munich, Urban and Schwarzenberg.

ALBRIGHT, J.A. and BRAND, R.A. 1979. *The scientific basis of orthopaedics*. Appleton.

**Selected journal articles from:**

*Journal of Bone and Joint Surgery*

*Journal of Biomechanics*

*Journal of Connective Tissue Research*

*International Review of Cytology*

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## BL569 Genetics and Embryology

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(27 hours)

Emphasis in this course is placed on genetic investigation, the existing genetically-based aspects of human behaviour, use of pedigree charts, medical genetics, genetic counselling, genetic engineering and embryological development, thus providing contemporary knowledge to serve as a foundation for students' learning in a number of health-related professions.

The embryological component includes the study of human embryology from the fertilised ovum to primary organogenesis.

some clinical aspects of early development, abnormal development and congenital malformations.

**Prerequisite:** BL527 and BL528.

**Prescribed Texts:**

MOORE, K.L. 1983. *Before we are born. (Basic embryology and birth defects.)* 2nd ed. Philadelphia, Saunders.

THOMPSON, J.S. and THOMPSON, M.W. 1981. *Genetics in medicine.* 3rd ed. Philadelphia, Saunders.

**Reference Books:**

O'RAHILLY, R. 1975. *A colour atlas of human embryology.* (35mm slide presentation.) Philadelphia, Saunders.

TUCHMANN-DUPLESSIS, H., AUROUX, M. and HAEGEL, P. 1972. *Illustrated human embryology.* Vols 1, 2 and 3. London, Chapman and Hall.

Students will be provided with a list of reference material at the commencement of the course. Further selected reference material, including relevant literature and journal articles, will be made available throughout the course.

## BL571 Introduction to Neurobiology

(30 hours)

This subject is designed to reinforce and clarify the basic concepts of the disciplines constituting neurobiology and encompasses the fields of neuroanatomy, neurophysiology, neurochemistry, neuropathology and neuropharmacology.

**Prerequisites:** None

**Reference Books**

Reading guides will be provided at the commencement of the course.

## BL573 Sensory Systems

(30 hours)

The general aim of this subject is to provide an up to date account of those systems involved in the input and processing of sensory information. Neural mechanisms are examined in relation to current anatomical, physiological, behavioural and clinical evidence and the investigatory techniques used in their study are demonstrated.

**Prerequisites:** BL571 and BS572 or equivalent.

**Reference Books:**

Reading guides will be provided at the commencement of the course.

## BL574 Motor Systems

(30 hours)

The subject is designed to provide students with current knowledge of the neural systems involved in movement, based on anatomical, physiological, behavioural and clinical evidence. In addition, students are introduced to investigatory techniques employed in the study of underlying mechanisms involved in normal and abnormal motor functioning.

**Corequisites:** BL573

**Reference Books:**

Reading guides will be provided at the commencement of the course.

## BL580 Human Embryology

(12 hours lectures and visual aids)

This unit studies early human embryology from fertilisation to organogenesis, with emphasis on the musculo-skeletal system. Students will be introduced to some clinical aspects of early development, abnormal development and congenital malformations.

**Reference Books:**

MOORE, K.L. 1977. *The developing human: clinically oriented embryology.* Philadelphia, Saunders.

TUCKMANN-DUPLESSIS, H., AUROUX, M. and HAEGEL, P. 1972. *Illustrated human embryology.* Vols 1, 2 and 3. London, Chapman and Hall.

## BL584 Histology

(12 hours)

The unit comprises the study of selected tissues including connective, skeletal, nerve and muscle with an emphasis on 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 electron micrographs. Students will be encouraged to research journals and reviews of selected topics relating to common pathological problems encountered by manipulative therapists.

**Prerequisites:** BL162 or selected readings from a basic text:

WHEATER, P.R., BURKITT, H.G. and DANIELS, V.G. 1979. *Functional histology.* (Chap. 1, 3, 4, 5, 7 and 9). New York, Churchill Livingstone.

## BL585 Anthropometry

(12 hours)

This unit covers body typing; variations between people; statistical methods in the analysis of data; anthropometric surveys; design of rigs and measuring fixtures; models and templates; techniques in the application of data to design problems.

**References:**

DIFFRIENT, N., TILLEY, A. and BARDAGJY, J. 1974. *Humanscale* 1/2/3. Cambridge, Mass., MIT Press.

DIFFRIENT, N., TILLEY, A. and HARMAN, D. 1981. *Humanscale* 4/5/6. Cambridge, Mass., MIT Press.

DIFFRIENT, N., TILLEY, A. and HARMAN, D. 1981. *Humanscale* 7/8/9. Cambridge, Mass., MIT Press.

## BL599 History and Philosophy of Science

(27 hours)

The two major aims of this elective are to introduce students to the formative influences that have shaped our late-twentieth century scientific knowledge and understanding of the universe; and to discuss the nature of science and some problems of the philosophy of science arising from the topics studied. These topics will include the mechanisation of the world view, science and society, the structure of theories and models, contemporary biological theory and contemporary interpretations of the nature of science.

**Prerequisite:** BL527 and BL528.

**Prescribed Text:**

CHALMERS, A.F. 1976. *What is this thing called science?* New South Wales University Press.

### References:

Students will be provided with a list of reference material at the commencement of the course. Further selected reference material including relevant literature and journal articles, will be made available throughout the course.

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## BL615 Research Evaluation Seminar

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(54 hours)

This subject is designed to provide an opportunity for students to extend the knowledge and skills acquired in the previous subjects and apply them to a selected area of research in the Neurosciences. Students will obtain experience of measurement method(s) and/or laboratory techniques pertinent to the selected area. In addition, students will undertake a comprehensive review of the relevant literature and present a seminar paper in which they discuss and evaluate papers representative of the methodology and content in the selected area.

**Prerequisites:** All preceding subjects in the Neuroscience Diploma.

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## BL626 General and Clinical Pathology A

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(27 hours)

The modules of this course have been designed so that a closer understanding of the mechanisms and process of disease can be developed. Areas of study include both general principles of pathology and clinical pathology, disease at the cellular level, genetic disease, inflammation and repair, environmental pathology, neoplasia, immune disorders, fluid and haemodynamic disturbances, and nervous, endocrine, cardiac and respiratory pathology.

**Prerequisites:** BL527 and BL528.

### Prescribed Text:

ROBBINS, S.L. and COTRAN, R.S. 1984. *Pathologic basis of disease*. 3rd ed. London, Saunders.

### References:

Students will be provided with a list of reference material at the commencement of the course. Further selected reference material, including relevant literature and journal articles, will be made available throughout the course.

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## BL627 General and Clinical Pathology B

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(27 hours)

The modules of this course complement those studied in BL626. Areas include haematopoietic, renal, gastrointestinal and reproductive pathology, and the concept of critical levels.

**Prerequisites:** BL527 and BL528.

### Prescribed Text:

ROBBINS, S.L. and COTRAN, R.S. 1984. *Pathologic basis of disease*. 3rd ed. London, Saunders.

### References:

Students will be provided with a list of reference material at the commencement of the course; further selected material including relevant literature and journal articles will be made available throughout the course.

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## BL630 Ergonomics II

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This subject comprises the units BL631, BL632, BL633 and BL634.

## BL631 - WORK SYSTEMS

(18 hours)

This unit provides students with approaches and skills in constructing models and analysing work areas and includes flow-charting and networks; control systems in the body; cybernetic models; organisations as systems; health systems and their organisation; medical information systems; interactions of technology with the organisation and the nature of work; advanced topics in workplace design and equipment prescription; displays and controls; training programmes; simulation; and environmental services and facilities.

**Prerequisite:** BL530.

## BL632 - INFORMATION PROCESSING

(12 hours)

This unit covers attitude surveys and psychophysics; method of adjustments; method of limits, method of constants; information processing models; binary concepts; the resolution of simple tasks into binary quantities; movement times; learning curves and information loads; and the quantitative elements of information processing.

**Prerequisite:** BL530.

## BL633 - APPLIED ERGONOMICS SEMINARS

(36 hours)

It is envisaged that this programme will form the academic core of the second year. A wide variety of sessional lecturers, from health centres, industry and the community, will present and discuss their efforts to develop ergonomic solutions to problems in their own areas of responsibility. Formal contact hours will be divided evenly between lectures, seminars and field visits.

The seminars will attempt to cover a wide range of ergonomics topics, and will be chosen with regard to the needs and interests of the students and of the availability of lecturers, sites and guests.

## BL634 - DIRECTED PROJECT

(30 hours)

The directed project is a contracted arrangement between the student and the lecturer, 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 each student to arrange for the implementation of their solutions, and the design of an evaluative process.

**Prerequisites:** BL530, BS501.

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## BL641 Working Posture

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(12 hours)

This study applies anatomical, biomechanical and physiological principles to the problems of working posture.

Topics includes: optimal posture of individual joints; mechanical advantage; development of optimal muscular tension; tissue compression. Specific cases to be addressed include the seated posture; access and egress from workstations; the driver's seat; control cabin design; lines of sight; tool handle design; modification of handling tasks.

**Prerequisites:** BL530, BL525, BL585.

**Reference:**

GRANDJEAN, E. 1982. *Fitting the task to the man*. London, Taylor and Francis.

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## BL642 Physically Demanding Work

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(12 hours)

This subject involves lectures, and practical work related to case studies in physically demanding work characterised by one or more of the following:

1. Prolonged high energy expenditure
2. Occasional exertion of high forces
3. Frequent or continuous loading of highly localized musculo-skeletal 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.

**Prerequisites:** BL530, BL525, BL585.

**References:**

A STRAND, P-O, and RODAHL, K. 1977. *Textbook of work physiology*. New York, McGraw-Hill.

GRANDJEAN, E. 1982. *Fitting the task to the man*. London, Taylor and Francis.

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## BL643 Displays and Controls

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(12 hours)

This topic is a comprehensive treatment of the ergonomics of tasks requiring constant interaction with controls and/or artificial displays. Topics include: control room design; console design; screen ergonomics; keyboard ergonomics; visual display unit workstations; posture; environment; anthropometric criteria; training; work system; health effects.

**Prerequisite:** BL530.

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## BL644 Ergonomics in Design

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(12 hours)

This unit introduces the student to the design process, and the role of ergonomic practice in the process. Design specification; prototype testing; problem identification; evaluation of designs.

**Prerequisite:** BL530.

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## BL645 Ergonomics in Health Care Practice

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(12 hours)

This unit is intended to enable the student to recognize, assess and solve ergonomic problems arising from mismatches between buildings, furniture and equipment and the patients and staff who are required to use them.

Topics include: 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.

**Prerequisite:** BL530.

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## BL646 Fundamentals of Occupational Health and Safety Practice

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(12 hours)

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); fire safety.

**Prerequisite:** BL530.

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## BL647 Job Analysis and Design

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(12 hours)

This subject covers the application of ergonomic principles to the physical and administrative organisation of tasks and processes. Some topics to be included are: task analysis; systems ergonomics; work methods; industrial democracy; job enlargement/enrichment.

**Prerequisite:** BS573.

**References:**

SELL, R.G. and SHIPLEY, P. 1979. *Satisfactions in work Design: Ergonomics and other approaches*. London, Taylor and Francis.

ROHMERT, W. and LANDAU, K. 1983. *A new technique for job analysis*. London, Taylor and Francis.

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## BL648 Consultancy Management

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(12 hours)

The subject aims to introduce the student to the client-consultant relationship from the point-of-view of all parties.

**Content Includes:**

Variety of consultancy roles: internal consultants; external consultants; Writing a consultant's brief; Implementing recommendations of consultancy process.

**Prerequisites:** BS573 People at Work.

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## BL649 Independent Study

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(12 hours)

Students have the opportunity to pursue independently or in small groups an area approved by the co-ordinator which is not offered as a separate unit.

**Prerequisite:** BL530.

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## BS100 Introduction to Behavioural Sciences

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(54 hours lectures, 27 hours tutorials)

An integrated sequences 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 relationship, 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 (socialisation and social structure).

**Prerequisites:** Nil

**Assessment:** By objective and essay exam, written assignment and tutorial work.

**Recommended text book:**

DWORETZKY, J.P. 1982. *Psychology*. Minnesota West Publishing Co.

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## BS101 Introduction to Behavioural Sciences

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(54 hours lectures and tutorials)

The unit is an alternative introductory course which is offered to students undertaking limited further studies in the behavioural sciences. As such, BS 101 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 experimental psychology, personality and social psychology, and introductory sociology.

**Prerequisites:** Nil

**Assessment:** One 2 hour examination, variable class-based assessment.

**Recommend text book:**

RUBIN, Z and McNEIL, E.B. 1981 *The psychology of being human*. 3rd ed. New York, Harper & Row.

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## BS102 Communication Skills in Clinical Practice

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(18 hours of workshop)

The aim of the unit 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.

**Corequisite:** BS100 or BS101

**Assessment:** Based on participatory attendance and an interview report.

**Recommended text books:**

Students are advised not to proceed with purchase until after the class meets.

BRAMMER, L.M. 1979. *The helping relationship: Process and skills*. 2nd ed. Englewood Cliffs, New Jersey, Prentice-Hall.  
EGAN, G. 1982. *The skilled helper*. 2nd ed. Monterey, California, Brooks/Cole.  
HOWE, M. 1978. *Developing helping skills*. Hawthorne, Victoria, Swinburne College Press.

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## BS105 Introduction to Research

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(36 hours)

A programme of lectures, tutorials and practical exercises designed to introduce students to the skills of research in health sciences. The syllabus for each term concentrate on a different aspect of the research process, emphasising the application of these principles to health science practice.

The aims and principles of research methods and an overview of research design will be covered, together with methods of analysing the data generated by empirical research. Statistical topics will include scales of measurement, graphs and frequency distributions, measures of central tendency and dispersion, standard scores and foundations of inferential statistics.

**Prerequisite or Corequisite:** BS 100

**Assessment:** A one hour test at the end of each term plus a written exercise of 500 words.

**Recommended text books:**

A workbook covering content and revision problems will be available from the School of Behavioural Sciences.

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## BS106 Data Analysis

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(15 hours of lectures/tutorials)

This unit introduces the methods of analysis of the data generated by empirical research. Topics include scales of measurement, graphs and frequency distributions, measures of central tendency and dispersion, standard scores, foundations of inferential statistics and an appropriate illustrative inferential method.

**Corequisites:** BS 100 or BS 101.

**Assessment:** One 1 hour examination.

**Recommended text book:**

A list of recommended texts and references will be provided at the commencement of the unit.

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## BS120 Psychological Aspects of Health Care

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(18 hours lectures, 18 hours tutorials)

The first part of this unit 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 attitudes.

The second part of the unit 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.

**Prerequisites:** Nil.

**Assessment:** One 1 hour multiple choice test and one 2000 word essay.

**Recommended text books:**

CRM, 1983. *Psychology today*, 5th ed., Delmar, California, Random House.

Additional readings will be recommended during the unit.

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## BS130 Developmental Psychology I

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(18 hours lectures, 4 hours tutorials, 6 hours practicals)

The main objective of the course is to provide students with a good grasp of developmental 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 unit the infant provides the subject for the study of the psychobiology of development. The objective of the course 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:** One 1 hour examination

**Recommended text book:**

BOWER, T.G.R. 1979 *Human Development*. San Francisco: Freeman.

**Recommended Reading:**

STERN, Daniel. 1977. Fontana - Open Books. *The first relationship: Infant and Mother*.

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## BS140 Sociological Aspects of Health Care

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(18 hours lectures, 18 hours tutorials).

In this course, students will study the relationship between the individual and the surrounding society at both the personal and structural levels. Topics will include socialisation and self-development, family, deviance, inequality, ethnicity and bioethics. Emphasis will be given to sociological influences which affect the delivery of appropriate health services.

**Prerequisites:** Nil.

**Assessment:** One tutorial paper of 800-1000 words and one essay of 1500 words.

**Recommended text books:**

References will be suggested during the unit.

**Useful pre-course reading:**

BERGER, Peter L. 1963. *Invitation to sociology: A humanistic approach*. Harmondsworth, Penguin, chs. 2, 4 and 5.

MILLS, C. 1971. *The sociological imagination*. Harmondsworth, Penguin, ch.1.

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## BS150 Behavioural Sciences in Nursing

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(18 hours lectures)

This unit 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.

**Prerequisites:** BS 120, N 1062.

**Assessment:** By essay of approximately 1500 words.

**Recommended text books:**

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.

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## BS151 Personality Theory and Therapies

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(18 hours lectures and seminars)

This unit is designed as an extension and integration of the students' 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.

**Prerequisite:** BS 120.

**Assessment:** By presentation of a seminar paper of up to 2000 words.

**Recommended text books:**

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.

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## BS201 Psychological Aspects of Nursing A

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(27 hours lectures, 9 hours counselling groups)

This unit builds onto topics introduced in BS 100 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 students' personal and professional development.

Areas studied include interpersonal communication and counselling skills, and human development throughout the life cycle with application of behavioural science concepts to current clinical experience.

**Prerequisite:** BS 100.

## Behavioural Sciences

**Assessment:** By participation in counselling skills groups, and field study report of 1500 words and essay of 1500 words.

**Recommended text books:**

As for BS 100. Plus selected developmental psychology texts and journal articles.

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### BS202 Sociological Aspects of Nursing A

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(18 hours lectures, 18 hours tutorials)

In this course students extend their sociology first by examining topics such as childbirth and the family, becoming a professional nurse, and how patients can come to be seen as 'problems'.

Secondly, students will be introduced to sociological theories of health, deviance and medical practice including bioethic issues.

**Prerequisites:** BS 100 or equivalent.

**Assessment:** Two short (1500 word) essays or equivalents.

**Recommended reading:**

BUCKENHAM, J. and McGRATH, G. 1983. *Reality of Nursing*. Sydney, Adis Health Science Press.

BERGER, P.L. *Invitation to Sociology: A Humanistic Approach*. Harmondsworth, Penguin. Chs 2, 4, 5

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### BS230 Developmental Psychology II

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**Prerequisite:** BS100 or BS101.

**Assessment:** A satisfactory performance in each of the component units.

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### Unit 1 - Childhood and Adolescence

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(18 hours lectures, 5 hours tutorials, 4 hours practicals)

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 emphasize social development, cognitive development and play. The role of the socio-cultural context in shaping development will also be explored.

**Assessment:** One 1 hour examination.

**Recommended text books:**

BRAINERD, Charles. 1978. *Piaget's theory of intelligence*. Prentice-Hall.

DONALDSON, Margaret. 1978. *Children's minds*. Fontana-Open Books.

**Recommended reading:**

RUBIN, Zick. 1980. *Children's friendships*. Fontana-Open Books.

GARVEY, Catherine. 1977. *Play*. Fontana-Open Books.

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### Unit 2 - Adulthood and Ageing

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(18 hours lectures, 6 hours practicals)

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.

Throughout the unit 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; stress, disease, and illness; loss and grief; social issues; e.g. attitudes to ageing, the migrant aged; environmental issues; maladjustment and psychopathology in old age; and successful ageing.

**Assessment:** 1½ hour examination.

**Recommended text books:**

No prescribed list but the following references are used:

BIRREN & SCHAE, K.W. 1977. *Handbook of the psychology of ageing*. New York. Van Nostrand Reinhold Co.

POOR, L.W., 1980. *Ageing in the 80's*. Washington, D.C.: American Psychological Association.

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### BS234 Human Development II

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(27 hours, lectures and seminars)

This unit is designed to extend and develop concepts and areas covered in O.T. 140 — Human Development I. Aspects of development, transitional periods and significant life events will be examined from the lifespan point of view. A number of issues will be considered in detail such as: Attachment and loss; development of self-concept; stress, self-management and adjustment; and ageing. Students will be expected to examine in detail an aspect or area of development and present their findings either in essay form or by way of a class presentation.

**Assessment:** Half hour class-presentation in small groups in addition to a 1,200 word summary of class presentation or a 2,500 word essay.

**Prerequisite:** OT140.

**Recommended text books:**

There is no set text. Students will be given readings appropriate to the topics discussed. They will be expected to prepare their own reference lists for their assessment presentations/essays.

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### BS235 Child Development

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(18 hours lectures)

This is an introductory course in child development. In this unit 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 socialization process and the relationship between the orthoptist and the child patient.

**Prerequisite:** BS100 or BS101.

**Assessment:** One ½ hour multiple choice examination.

**Recommended text books:**

BEC, Helen. 1981. *The Developing Child*. 3rd ed. Harper International Edition, Harper & Row.

FITZGERALD, H.E. and WALRAVEN, M.G. 1984. *Human development 84/85*. Annual Editions. Dushkin Publishing Group.

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### BS250 Research Evaluation

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(18 hours)

This unit aims to develop the students' ability to evaluate critically published research in the health sciences. The lecture programme elaborates concepts of the scientific method and research design building on the introduction provided in BS105.

Further methods for 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.

**Prerequisites:** BS105.

**Assessment:** This will include written assignments and formal examination.

**Recommended text books:**

A reading list will be provided in class.

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## BS 261 Sociology and Psychology of Health

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(54 hours lectures, 18 hours tutorials)

The major aim of this unit is to make participants aware of the broad range of sociological and psychological factors which influence health, and to teach them a range of intervention strategies which promote health. Through an integrated sequence of lectures, seminars and tutorials this subject is designed:

1. to develop students' awareness of key aspects of Australian social structure (including class, gender, ethnicity), the health consequences of these social inequalities, and the way in which health contexts contribute to the production and reproduction of class, gender and ethnicity inequalities.
2. to give students an understanding of the principles of behavioural medicine and show how these principles can be integrated into effective physiotherapy practice. Topics include stress and coping mechanisms, training, reinforcement, compliance, relaxation and cognitive strategies, and techniques specific to muscular retraining, respiratory disorders, cardiovascular conditions and aspects of rehabilitation.
3. to introduce students to basic topics of abnormal psychology including theoretical models, historical background, current definitions and criteria of abnormality. A preventive approach to mental health is expanded upon, with particular reference to psychosocial factors and interpersonal relationships.

**Prerequisite:** BS100 or BS101.

**Assessment:** By exam, written assignment and tutorial work.

### Readings:

Lists of readings will be distributed at the commencement of the unit. Students are likely to find the following references particularly helpful.

- COLEMAN, J. 1976. *Abnormal psychology and modern life*. 5th ed. New York, Scott Foreman.
- HARALAMBOX, M. with HEALD, R.M. 1980. *Sociology: themes and perspectives*. University Tutorial Press.
- MARTIN, G. and PEAR, J. 1978. *Behaviour modification: What it is and how to do it*. Englewood Cliffs, N.J.: Prentice-Hall.
- POMERLEAU, O.F. and BRADY, J.P. 1979. *Behavioural medicine: theory and practice*. Baltimore: Williams and Wilkins.
- SUNDEL, M. and SUNDEL S. 1975. *Behaviour modification in the human services*. New York: Wiley.
- WRIGHT MILLS, C. 1971. *The sociological imagination*. Harmondsworth, Penguin.

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## BS270 Psychology of Illness, Disability and Rehabilitation

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(18 hours lectures)

This unit explores the psychological dimension of illness and disability and thus examines the application of psychological principles to patient care and rehabilitation. Topics include: stress and its relationship to health and illness; effects of illness and physical disability on development; psychological reactions to injury, illness, deformity or loss of body part; psychological aspects of treatment settings and treatment procedures; attitudes towards illness and disability, and attitude change; behavioural approaches

to the management of illness and rehabilitation including communicating with the patient, patient compliance and self-management techniques.

**Prerequisites:** BS100 or BS101.

**Assessment:** One 1500 word written assignment.

### Recommended text books:

- MOOS, R. (ed.). 1979. *Coping with physical illness*. New York. Plenum Publishing Corporation.
- MARINELLI, R.P. and DELLARTO, A.E. 1978. *The psychological and social impact of physical disability*. New York Springer Publishing Co.
- SAFILIOS-ROTHCHILD, C. 1970. *The sociology and social psychology of disability*. New York, Random House.

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## BS280 Interpersonal Helping Skills

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(13½ hours)

The aim in this unit 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, utilizing 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.

**Prerequisites:** Nil.

**Assessment:** By participation and attendance.

### Recommended text books:

Purchase of at least one of the following texts is recommended. However, students are advised not to proceed with purchase until after the class meets.

- ADLER, R.B., ROSENFELD, L.B. 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, W.A. and CARKHUFF, R.R. 1976. *The art of health care*. Amherst, Massachusetts, Human Resource Development.
- BRAMMER, L.M. 1979. *The helping relationship: Process and skills*. 2nd ed. Englewood Cliffs, New Jersey, Prentice-Hall.
- EGAN, G. 1982. *The skilled helper*. 2nd 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

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(12 hours lectures, 24 hours seminars and groupwork)

This unit 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.

**Prerequisites:** BS100, BS201.

**Assessment:** Participation in group seminar presentations and mini research project or essay — 3000 words.

### Recommended text books:

- BULLBROOK, M. 1980. *Development of therapeutic skills*. Boston, Little, Brown & Co.
- MARRAM, G. 1978 (2nd ed.). *The group approach in nursing practice*. St Louis, Mosby.
- POLIT, D. and HUNGLER, B. 1978. *Nursing Research*. USA, Lippincott.
- Selected specific references will be given at the beginning of the course.



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## BS302 Sociological Aspects of Nursing B

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(24 hours lectures and/or films, 12 hours tutorials)

In this course students will examine those social institutions and processes which affect standards of everyday life—family, individual development, culture, education and consumer behaviour; they will also look at the relation between health care and social conditions, by considering the problems of health care in 'third world' societies, and in Aboriginal communities.

**Prerequisites:** BS100, BS202.

**Assessment:** 2 essays or projects of 1500 words each.

**Recommended Reading:**

BERGER, P. and BERGER, E. 1976. *B. Sociology. A Biographical Approach*. Penguin.

Lists of further reading will be distributed in class.

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## BS331 Abnormal Psychology: Psychological and Social Approaches

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(18 hours of lectures, 9 hours of tutorials and directed study)

The unit 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.

**Prerequisite:** BS100 or BS101

**Assessment:** One 2500 word essay and presentation of a tutorial paper.

**Recommended text:**

DAVIDSON, G.C. and NEALE, J.M. 1982. *Abnormal psychology: an experimental clinical approach*. 3rd ed. New York; Wiley.

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## BS333 Neuropsychology

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(18 hours lectures)

This unit is designed to both build on and compliment CD310, Communication Disorders of Neurological Origin, also taken in the third year of the Communication Disorders course. The syndrome approach, to which students are introduced in the latter unit, is here extended and further consolidated in an examination of the disorders associated with lesions to the non-dominant hemisphere and lesions to pre-frontal and mesial regions, as well as those to interconnecting pathways of the brain, cortical and sub-cortical. Current conceptualizations of the functional organization of immature and mature human brain are reviewed in relation to the above disorders, and implications of these concepts for diagnosis and therapy are examined. Methods of investigating brain dysfunction and of assessing behavioural and cognitive deficits, occasioned by focal and more generalized lesions, are demonstrated and the contribution of these different methods to the articulation of particular syndromes critically discussed. Some recent developments in 'cognitive' therapy programs for the patient who has incurred such lesions are also reviewed.

**Prerequisites:** CD310 and CD280 or equivalent course.

**Corequisites:** BS351 or equivalent course.

**Assessment:** A 2 hour examination including an objective test in neuroanatomy (15 mins) and short answer questions (45 mins).

**Recommended text books:**

ADAMS, R.D., & VICTOR, M. 1981. *Principles of Neurology*. 2nd ed. New York, McGraw Hill.

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.

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## BS340 Communication and Interpersonal Helping Skills in Clinical Practice

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(27 hours - small group work and practicums)

The aim of this unit 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 unit offers experiential learning in the small group context and in the clinical setting, and is restricted to third-year Physiotherapy students.

**Prerequisites:** Nil.

**Assessment:** Based on participatory attendance, a written assessment (500 words), and interview reports.

**Recommended text books:**

Purchase of at least one of the following texts is recommended. However, students are advised not to proceed with purchase until after the class meets.

ADLER, R.B. ROSENFELD, L.B. 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, W.A. 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. 1979. *The helping relationship: Process and skills*. 2nd 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, Brunner/Mazel.

EGAN, G. 1982. *The skilled helper*. 2nd ed. Monterey, California, Brooks/Cole.

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## BS351 Measurement and Test Theory 1

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(8 hours lectures, 1 hour tutorial)

The main objective of the unit 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 equivalents in particular. Concepts of the reliability and validity of measures, of how these are determined and their relevance in clinical assessments and therapy evaluations, are also examined. Finally students are required to apply this background knowledge in their assessment for the unit.

**Prerequisites:** BS250 or equivalent.

**Assessment:** A detailed critical evaluation of a particular test of test battery in current use in their clinical work place (1000-1500 words).

**Recommended text book:**

ANASTASI, A. 1976. *Psychological testing*. 4th ed. New York, Macmillan.

## BS355 Research Design Seminar

(18 hours of seminars)

This unit is offered to provide students with experience in reviewing a field of research, deriving hypotheses, and designing an appropriate test of an 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 unit in preparation for subsequent data collection.

**Prerequisites:** BS105, BS250 and at least third year standing in their course.

**Assessment:** A written research proposal of no less than 3000 words.

**Recommended text books:**

A series of references will be made available to the student in consultation with their supervisor.

## BS357 Introduction to Qualitative Research

(5 hours lectures, 5 hours tutorials)

This unit 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 their reading, students study such an approach as it has been used in medical settings. They will be expected to read selected accounts in a chosen area of health and illness and suggest how far such an approach might be useful for those working in the allied health professions.

**Prerequisite:** BS100

**Assessment:** One 1500 word assignment or equivalent.

**Recommended text book:**

A list of recommended reading will be distributed at the commencement of the unit.

## BS358 Research Design

(54 hours)

This unit is preparatory to the conduct of a guided research project in the health sciences. Students will select a research aim, conduct a review of the relevant scientific literature and design an empirical study to test the selected aim. The unit concludes with a written research proposal. Throughout students will receive guidance from a supervisory team associated with the topic of the project.

Physiotherapy students who wish to proceed under the continuing guidance of the supervisory team with the actual conduct, analysis and reportage of the project will be able to do so in their fourth year of studies.

**Prerequisites:** BS250.

**Assessment:** One written assignment not exceeding 2000 words.

**Recommended text books:**

Students will be guided to relevant literature.

## BS385 Interpersonal Helping Skills: Theory and Practice

(27 hours)

This unit 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 unit is designed specifically for third-year Communication Disorder students.

**Corequisite:** CD390.

**Assessment:** Based on participatory attendance and on submission of a written assignment of up to 1500 words.

**Recommended text books:**

Purchase of one of the following texts is recommended. However, students are advised not to proceed with purchase until after the class meets.

ADLER, R.B., ROSENFELD, L.B., & TOWNE, N. 1983. *Interplay: The process of interpersonal communication*. 2nd ed. New York: Holt, Rinehart and Winston.

ALBERTI, R.E., & EMMONS, M.L. 1982. *Your perfect right*. 4th ed. San Luis Obispo, California: Impact.

ANTHONY, W.A., & CARKHUFF, R.R. 1976. *The art of health care*. Amherst, Massachusetts: Human Resource Development.

BRAMMER, L.M. 1979. *The helping relationship: Process and skills*. 2nd ed. Englewood Cliffs, New Jersey: Prentice Hall.

EGAN, G. 1982. *The skilled helper*. 2nd ed. Monterey, California: Brooks/Cole.

PATTERSON, C.H. 1980. *Theories of counselling and Psychotherapy*. 3rd ed. New York, Harper and Rowe.

STEVENS, J.O. 1971. *Awareness: Exploring, Experimenting, experiencing*. New York, Bantam.

## Behavioural Sciences Electives

This subject is made up of a number of units that can be chosen as options by senior students. Each unit involves approximately 18 hours of classwork over one term. The unit 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.

Units offered are listed as Units BS410-495. Please note, that, these units may not all be offered in 1985 and the decision as to which units will be available will depend upon student demand and staff availability.

In 1985 some BS400 units will be available to B. Appl. Sci. Nursing Students as 2 credit point electives equivalent to 27 hours. Details will be provided at enrolment. However, the 18 hour units can still be taken by these students as a one credit point unit.

**Prerequisites:** All BS400's have BS100 or equivalent as a minimum prerequisite.

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## BS410 Sexual Counselling

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(18 hours)

Format: Workshop-Seminar.

The unit aims to assist students to respond in a helpful way to those troubled by aspects of their sexuality. This requires both a knowledge about human sexuality and an ability to communicate about sexual matters in a comfortable manner.

It is not expected that a student completing the unit will be equipped to function as a trained sexual counsellor but it is anticipated that they will have an understanding of, and a sensitivity to, problems of sexuality and will be able to refer patients and clients to appropriate sources of help.

The objectives of the unit are to provide students with the opportunity to:

1. acquire an understanding of their own and other people's expressions of sexuality;
2. acquire an understanding of the sexual needs and problems of special groups in the community, including the mentally and physically handicapped, the elderly and ethnic groups;
3. learn to communicate in helpful ways to individuals with sexual problems; and
4. acquire an understanding of methods of sex therapy currently in use.

**Prerequisites:** BS280 or BS340 or equivalent, or special permission of instructor.

**Assessment:** Based on attendance, participation and submission of a written assignment of up to 1500 words.

**Reference Books:**

- BELLEVEAU, F. and RICHTER, L. 1971. *Human sexual inadequacy*. Coronet Books, Hodder and Stoughton.
- BROWER MEEKS, L. and HEIT, P. 1982. *Human sexuality. Making responsible decisions*. Philadelphia, CBS College.
- LO PICCOLO, J. and LO PICCOLO, K. 1978. *Handbook of sex therapy*. New York, Plenum Press.

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## BS414 Personal Development and the Therapist

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This unit aims to explore the personal issues that affect our functioning as therapists in the helping professions. It has been clearly shown that our professional competence as therapists in the therapeutic relationship is dependent on the personal development of the therapist. Too often as therapists we focus on techniques and treatment strategies and avoid looking at our personal problems in our own lives that decrease our competence as therapists. The unit will use the experiential small group setting as the method to increase personal and group awareness of these issues.

**Assessment:** Based upon attendance, participation and the keeping of a personal journal of at least 1,500 words for the duration of the group.

**Recommended reading:**

- BRANDON, D. 1967. *Zen in the art of helping*. New York: Dell.
- CARKHUFF, R.R., & BERENSON, B.G. 1967. *Beyond counselling and therapy*. New York: Holt, Rinehart & Winston.
- MASLOW, A.H. 1968. *Toward a psychology of being*. New York: Van Nostrand.

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## BS420 Psychological Processes in Child Development with Special Reference to the Handicapped Child

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(18 hours)

Format: Lecture-discussion-class papers.

In this unit psychological processes underlying development will be discussed and their implication for therapeutic intervention in the case of the handicapped child explored. Topics will include perceptual development, the role of learning paradigms and reinforcement, cognitive development, motor development and the development of communication. The course of study will be organized around a set of lectures. In addition a discussion format will, it is hoped, facilitate a creative exploration of actual and possible applications to the therapeutic intervention for handicapped children.

**Assessment:** One 1,500 word assignment.

**Recommended text books:**

Reading material will be indicated in class.

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## BS432 The Politics of Health

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(18 hours)

Format: Seminar

In this unit students will examine how politics is related to the provision of health care services. 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 making of health policy is a major theme.

**Assessment:** One critical essay not exceeding 2000 words.

**Recommended text book:**

- AITKIN, D. & JINKS, B. 1982. *Australian political institutions*. 2nd ed. Pitman, Australia.

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## BS435 Clinical Decision Making

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(18 hours)

Format: Lecture/Discussion

The first component of the unit will focus on the relevant decision concepts from economics, political science, operations research, psychology and the medical sciences. Concepts such as "rationality", "best" or "optimal" decisions, "uncertainty" and other relevant concepts will be defined and explored.

The second component of the unit will focus on Elstein's medical Decision Making work, the work of Tversky and Kahnemann (with special emphasis on cognitive biases) and Hammond's Social Judgement Theory as well as other relevant research.

The third component of the unit will focus on the application of the concepts canvassed in the first two components to practical decision environments. A number of case studies relevant to the participant's backgrounds will be presented and discussed.

**Prerequisites:** BS250 or equivalent.

**Assessment:** A 1500 word assignment based on a case study where the participant has applied the "de-biasing" procedures to a clinical decision task.

**Test books:**

- HAMMOND, K.R., McClelland, G.H., & Mumpower, J. (1980). *Human judgment and decision making: theories, methods and procedures*. Praeger.
- Selected journal articles.

## BS441 Behavioural Techniques in Health Care

(18 hours)  
Format: Seminar Practicum.

This unit provides further experience of behavioural methods in health care through a series of practical exercises. It is intended for students who have completed an introduction to behaviour modification in health care. The practicum will include exercises in behavioural assessment (e.g. direct observation, self-monitoring, use of standard schedules and inventories), intervention techniques (e.g. relaxation, biofeedback, contingency management, antecedent control, cognitive procedures) and programme development (e.g. individual case studies or group project to devise and implement a programme to facilitate aerobic fitness). A significant portion of the unit will be spent in carrying out the practical work associated with a programme developed by the students. Emphasis is placed on applications in physical health enhancement.

**Prerequisites:** BS261, or BS581, or equivalent.

**Assessment:** Satisfactory completion of practical exercises and a 1500 word essay.

**Recommended text books:**  
Appropriate reading material will be distributed in class.

## BS442 Issues in Medical Ethics

(18 hours)  
Format: Seminar.

This unit examines part of the extensive philosophical literature recently published on the body as property, experimentation on animals and humans, euthanasia of the old and the deformed, the obligations of the well to the sick, grounds for the alleviation of suffering, treatment of self-inflicted illness, the rights of patients, and similar issues. General ethical principles are applied to these more or less medical problems, and comparisons made with current medical practice in Melbourne.

**Assessment:** Assessment will be based on class-papers re-submitted as 2000 word essays. Careful reasoning and scholarship will be encouraged; dogmatism will not.

**Recommended text books:**  
Texts used will of course depend on the topics chosen.

**Preliminary Reading:**  
SINGER, Peter. 1979. *Practical ethics*. Cambridge: C.U.P.

## BS444 Fashions in Health Care

(18 hours)  
Are some illnesses more fashionable than others?  
Are some personalities more prone to disease?  
Can good health be bought?

This course in medical sociology will examine a broad range of factors which influence health care services and medical practice. It will raise the issue of whether contemporary health services are developing into market commodities by studying the career of certain illnesses. For example, why was T.B. regarded as a "romantic" disease in the C19th? why do instances of anorexia nervosa seem more common today? is "burn out" an illness?

Of particular interest will be the practice of psychoanalysis and popular psychotherapy. "A-day-in-the-life-of-a-psychiatrist-in-private-practice" will be reviewed. Other innovations and fashions in health care will also be studied and the bioethical issues which they raise; for example, cloning, transplants, deep-freezing or cryonics.

**Prerequisite:** BS100 or BS101, or BS261.

**Assessment:** A research paper of 1500 words; presentation of this paper in tutorials.

**References:**  
GOFFMAN, E. 1963. *Stigma*. London: Pelican.

MALCOLM, J. 1982. *Psychoanalysis: The impossible profession*. New York: Alfred Knopf.

SONTAG, S. 1977. *Illness as metaphor*. New York: Farrar, Straus & Giroux.

## BS451 Health, Healers and History

(18 hours)

The aim of this unit is to examine historically theories of behaviour designated as 'health' and 'illness'. The course discusses how and in what ways definitions of illness change over time and the implications this has for the care of the sick, treatment, cure and costs. It explores the place of human values and non-scientific and ritual elements in medical settings. It also examines the process whereby some members of a society become the 'officials' or definers of illness and cure and others 'quacks' or 'marginal practitioners' and what relevance this may have for the emergence of new health professions.

**Assessment:** Based on participation and submission of one written assignment of approximately 1500 words.

**Reference books:**  
Readings from various sources will be suggested throughout the unit.

## BS454 Dynamics of Marriage and the Family

(18 hours)  
Format: Seminar.

The aim of this course is to heighten an awareness of the dynamics operating within and upon the family unit, in terms of interpersonal relationships and psychosocial factors. The course is designed to engender within the health professional a sensitivity to family-related issues, and will focus on the importance to society of the well-being of the family unit. The implications for the therapeutic process at both the personal and professional level will be examined within both a theoretical and practical framework.

**Assessment:** Based on attendance, participation, and submission of a written assignment of up to 1500 words.

**Recommended text books:**  
BURNS, A., BOTTOMLEY, G., and JOOLS, P. 1983. *The family in the modern world*. Sydney: George Allen & Unwin.  
CONOLLY, J. 1983. *Stepfamilies: towards a clearer understanding*. Condell Park, N.S.W.: Corgi & Bantam.  
EVERSTINE, D.S., & EVERSTINE, L. 1983. *People in crisis: strategic therapeutic interventions*. New York: Brunner/Mazel.

## BS455 Psychobiology of Pain

(18 hours)  
Format: Seminar.

This unit explores recent advances in the understanding and management of pain. The following areas are discussed: physiological aspects of pain; sociocultural and psychological aspects of pain; clinical pain; theories of pain; the measurement of pain; pain regulatory systems; and pain management.

**Assessment:** Presentation of a seminar paper and an essay of up to 1500 words based on the seminar paper.

**Recommended text books:**  
A reading list will be given at the beginning of the unit.

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## BS457 Cultural Comparisons of Health Care Systems and Beliefs

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(18 hours)  
Format: Seminar.

The aim of this unit is to introduce students to a comparative study of health care systems, beliefs and practices. By so doing we may also be able to reflect more objectively on the system in which we live and work. The course will start by discussing what is meant by 'culture', and then explore how this affects the definition of health and the organisation of health care. The cultures discussed will include that of the Australian Aborigines and such others as are suggested by the needs and interests of participating students. These may cover 'oriental' cultures, 'socialist systems' and the 'developing world'.

This course may be of particular interest to overseas students, students who have worked abroad, and students who are considering working within a particular cultural setting.

**Assessment:** A written assignment of 2000 words, or its equivalent, on a subject to be chosen in consultation with the lecturer-in-charge.

**References:**

Reading lists will be distributed in class.

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## BS460 Introduction to Computers

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(18 hours)  
Format: Lecture/Discussion/Practical

The first component of the unit 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.
- Communications 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 course 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 course 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.

**Prerequisite:** None (no computer knowledge is assumed).

**Assessment:** Successful completion of programming exercises and written work equivalent to a 1500 word assignment.

**Text books:**

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.

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## BS465 Adulthood: Psychosocial Perspectives

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(18 hours)  
Format: Seminar

This unit examines the psychological and social developments of adulthood. Relevant theories and research concerning development in adulthood will be discussed, with students being encouraged to critically relate the literature to their own and their patients' experience.

Concepts such as maturity, growth and life crisis will be examined, with emphasis being given to early and middle adulthood, and decisions and changes made within these periods.

Topics include: factors entering into the choice of a partner for an intimate relationship; parenthood or the decision to remain child-free; relationship change, separation and divorce; career choice and changes; inner growth – the search for meaning and spiritual values; physical changes after adolescence.

**Assessment:** Seminar presentation plus essay written on the same topic (1500 words).

**Recommended text books:**

Students will be directed to a wide range of references.

Useful pre-unit reading includes:

ERIKSEN, E.H. 1959. *Identity and the life cycle*. New York: W.W. Norton & Co. Esp. ch.2.  
SMELSEN, N.J., & ERIKSEN, E.H. (Eds) 1980. *Themes of work and love in adulthood*. Cambridge, Mass.: Harvard University Press.  
TROLL, L.E. 1975. *Early and middle adulthood*. California: Brooks/Cole.

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## BS466 Genetic Counselling

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(18 hours)  
Format: Lecture-discussion.

This unit 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 course 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 course 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 1500 words.

**Recommended text books:**

A reading list will be distributed at the commencement of the course.

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## BS471 Drugs and Behaviour: A Social, Clinical and Political Approach

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(18 hours)  
Format: Lecture-discussion.

The aim of this unit 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 1500 word precis.

**Recommended text books:**

A reading list will be distributed.

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## BS474 Sports Psychology

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(18 hours)

Format: Lecture-Discussion

Sports psychology in this unit is defined broadly as the use of psychological theories and techniques in the enhancement of competitive and recreational sport. The theoretical orientation is largely, but not exclusively, behavioural. Topics covered include enhancement of physical performance, control of attention and arousal, dealing with crises such as injury and retirement, prevention of dropout, and community-wide promotion of recreational exercise. Some attention is also given to the role of sport in society, questions of exploitation of athletes and audiences, and ethical issues arising from these concerns. As well as didactic input and discussion of issues, students will be involved in some practical exercises.

**Assessment:** One 1,000 word essay plus class participation and preparation.

**Recommended text books:**

Reference lists will be supplied in class.

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## BS477 Psychology of Ageing

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(18 hours)

Format: Lecture-discussion.

This unit seeks to introduce students to the rapidly expanding research literature on the psychological processes of ageing, and to relate the findings of the current research to practice. Topics include: theories of ageing; methodological issues; biological changes; sensory changes and adaptation; changes in perception and cognition; family and interpersonal relations; stress, disease and illness; social issues; environmental issues; maladjustment and psychopathology in old age; and successful ageing.

**Additional Prerequisites:** Not available to 2nd and 3rd year Communication Disorders students.

**Assessment:** Seminar presentation plus assignment paper of not more than 1,500 words.

**Recommended text books:**

No prescribed list but the following references are used:

ALLMAN, L.W. & JAFFE, D.T. (Eds.) 1982. *Readings in adult psychology: temporary perspectives*. 2nd edit. New York, Harper & Row.

BIRREN, J.E. & SCHAEIE, K.W. 1977. *Handbook of the psychology of ageing*. New York, Van Nostrand Reinhold Co.

POON, L.W. 1980. *Ageing in the '80's*. Washington D.C.: American Psychological Association.

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## BS480 Behaviour Therapy

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(18 hours)

Format: Lectures, student presented class papers and class discussion.

**Aims:** To familiarise students with the theory, methodology and practice of behaviour therapy. To examine the use of behavioural techniques in the health sciences.

**Content:** History

Operant Conditioning

Classical Conditioning

Cognitive Behaviour Therapy

Assessment

Behavioural Medicine

Defining Behaviour Therapy

Limitations of Behaviour Therapy

Ethical Considerations.

**Assessment:** Presentation of a project and submission of a written version.

The completion of a small project for class presentation.

**References:**

MARTIN, G., & PEAR, J. 1983. *Behaviour modification: what it is and how to do it*. (2nd ed.). N.J.: Prentice-Hall.

A reading list will be distributed.

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## BS485 Developmental Neuropsychology

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(18 hours)

Format: Lecture-discussion and Seminar.

This unit provides a broad introduction to current knowledge of brain-behaviour relationships during early human development and the opportunity for students to study in more detail a specific topic of their choice in this area. Attention is directed to the extent to which the human neonate is a biologically adapted organism, the neural organisation most likely responsible, and implications for the outcome of congenital and early incurred brain damage. The unique course of the human brain's post-natal maturation is examined and related to controversial issues such as the plasticity/vulnerability of immature human brain. Some major developmental disorders are briefly examined in the light of their likely neurological basis and the contribution of neuropsychological assessment procedures to diagnoses and therapy of children with congenital or acquired brain damage is indicated. During the two concluding sessions students are required to present a brief seminar paper on their selected topic.

**Assessment:** A brief seminar paper outlining findings from a study of a specific topic in this area is presented in class and subsequently submitted as a written, referenced assignment of approximately 1,500 words.

**Prerequisites:** BS230, BS342, or BS235 are recommended but not compulsory.

**Prescribed text:**

None. Key references for course content will be issued at the first session and additional readings at subsequent sessions.

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## BS494 Environmental and Socio-Political Aspects of Health and Illness

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(18 hours)

This unit is concerned with the effect of society and the environment on health. Topics to be covered include limitations to traditional health services; the impact of the environment; political factors in health; education and prevention; and evaluation and research. Emphasis is placed on developing a multidisciplinary approach to

health which focuses on the interaction of biophysical, psychological and socio-political influences on health.

**Prerequisites:** BS100 or BS101.

**Assessment:** Presentation of a project and a written summary of the class presentation and resources used.

**Preliminary Reading:**

HETZEL, B.S. 1980. *Health and Australian Society*, rev.ed. Ringwood, Penguin.

ILLICH, I. 1977. *Limits to medicine*. Harmondsworth, Penguin.

TAYLOR, R. 1979. *Medicine out of control*. Melbourne, Sun Books.

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### BS495 Psychosocial Aspects of Death, Dying and Bereavement

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(18 hours)

Format: Seminar

This unit is designed to enable the student to acquire a broader understanding of death in its many ramifications and to clarify personal feelings about death related issues.

**Assessment:** Based on attendance, participation and submission of a written assignment of up to 1500 words.

**Recommended text books:**

Various readings will be recommended during the unit.

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### BS501 Introduction to Graduate Research Skills

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(33 hours of small group lectures/tutorials)

This unit provides an in depth review of the principles of the scientific method and research design, an introduction to selected topics in measurement theory, and an overview of statistical methods of inference in these research designs. The unit emphasises the application of these concepts to the evaluation of research publications from thematically relevant areas of the health literature.

**Prerequisite:** BS105 or its equivalent.

**Assessment:** Series of in class tests not exceeding 4 hours in total.

**Recommended text books:**

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., CORMIER, W.H. & BOUNDS, W.G. 1974. *Reading statistics and research*. New York: Harper & Row.

NEALE, J.M., & 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.

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### BS503 Empirical Case Design

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(9 hours of small group lectures/tutorials)

This unit 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.

**Prerequisite:** BS501.

**Assessment:** Series of tutorial assignments on case design and analysis not exceeding a total of 1500 words.

**Recommended text books:**

CAMPBELL, D.T. and COOK, T.D. 1979. *Quasi-experimentation: Design and analysis for field settings*. Rand McNally.

HERSEN, M. and BARLOW, D.H. 1975. *Single case experimental designs: Strategies for studying behaviour change*. Pergamon.

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.

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### BS504 Survey and Interview Techniques

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(9 hours of small group lectures/tutorials)

This unit is concerned with the application of survey techniques to research and evaluation problems within the health sciences. Topics to be discussed include:

- the distinction between structured and unstructured methods of data collection and the implications for data presentation and analysis;
- sampling techniques with particular emphasis upon the problems of small clinical samples;
- the questionnaire as a survey instrument. Questionnaire construction: techniques and pitfalls. Validation of questionnaire responses;
- attitudes scales and sentiment indices including Likert, Osgood's semantic differential, Guttman and Bogardus scales;
- interviewing techniques; and
- the analysis and interpretation of data obtained from surveys.

An integral component of the course is participation in practical exercises 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.

**Prerequisite:** BS501 or its equivalent.

**Assessment:** One 1500 word paper relating to interviewing practice and participation in questionnaire construction exercises.

**Reference:**

MOSER, C.A. and KALTON, G. 1971. *Survey methods in social investigation*. 2nd ed. London, Heinemann.

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### BS505 Computers in Health Care

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(18 hours lecture/discussion/practical)

The experiential aspect of this course 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:

- Basic operating procedures for a micro-computer system including start-up, disk and file copying, execution of programs, file creation and file deletion.
- The use of word processing packages, personal database packages and elementary statistical software on a microcomputer system.
- 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:

- The present applications for computer technology in health care settings including information systems, "expert" systems and decision aids, history taking and other selected topics.
- The implications of computer technology especially micro-computer developments for such applications.

**Prerequisites:** None.

**Assessment:** Completion of experiential exercises and attendance.

**References:**

A set of reading materials and software and media will be distributed at the commencement of the unit.

## BS506 Influences on Health

(18 hours)

In this unit students will:

- (1) briefly review methods of defining and measuring health and illness;
- (2) assess trends in patterns of mortality and morbidity;
- (3) review some of the evidence relating to socio-economic, cultural, environmental and individual influences on health;
- (4) consider possible implications for health care practice.

**Prerequisite:** Nil.

**Assessment:** An assignment of approximately 2000 words, reviewing the literature in a particular area influencing health and illness.

**References:**

- FRIEDMAN, G.D. 1980. *Primer of epidemiology*. 2nd ed. McGraw-Hill, New York.
- HETZEL, B. 1980. *Health and Australian Society*. Penguin.

## BS507 Professional Roles

(6 hours workshop)

This unit examines the aims and processes of professionalisation, characteristics of professions, the acquisition of role behaviour, determinants of role expectation, role conflict and ambiguity and the roles of individual health professions, similarities and differences.

**Prerequisite:** Nil.

**Assessment:** Description of role episodes in present job (1500 words).

**Recommended text books:**

- BOREHMAN, P., PEMBERTON, A. and WILSON, P. (eds). *The professions in Australia*. Queensland: University of Queensland Press, 1976.
- KATZ, D., and KAHN, R.L. (2nd ed). *The social psychology of organisations*. New York: Wiley, 1978.
- PERTILO, R. *The allied health professional and patient*. Philadelphia, Pa.: Sanders & Co. 1973.
- HARDY, M.E., and CONWAY, M.E. *Role theory*. New York: Appleton-Century-Crofts, 1978.

## BS508 Interprofessional Functioning

(12 hours workshop)

This unit provides an understanding and experience in the dynamics of team functioning, including group communication processes, problem solving and decision making strategies, team goal setting and planning, conflict resolution, skills of structured meeting organisation and conduct, and group casework management.

**Prerequisite:** Nil.

**Assessment:** Written assignment on factors influencing teamwork, or conflict resolution strategies (1500 words).

**Recommended text books:**

- BRILL, N.I. *Teamwork: Working together in human services*. Philadelphia: Lippincott, 1976.
- DUCANIS, A.J. and GOLIN, A.K. *The interdisciplinary health care team: A handbook*. Germantown, Maryland: Aspen Systems Corporation, 1980.
- DYER, W.G. *Team building: Issues and alternatives*. Reading Massachusetts: Addison-Wesley, 1977.
- GOLIN, A.K. and DUCANIS, A.J. *The interdisciplinary team: A handbook for the education of exceptional children*. Rockville, Maryland: Aspen Systems Corporation, 1981.

HALSTEAD, L.S. Team care in chronic illness: a critical review of the literature of the past 25 years. *Archives of Physical Medicine and Rehabilitation*. 1976, 57, 507-511.

HORWITZ, J.J. *Team practice and the specialist*. Springfield, Illinois: C.C. Thomas, 1970.

JANIS, I.L. and MANN, L. *Decision making*. New York: Free Press, 1977.

NEW, P.K. An analysis of the concept of teamwork. *Community Mental Health Journal*. 1965, 4, 326-333.

TARPAN, G. *Interdisciplinary teamwork*. Chicago: Nelson-Hall, 1978.

WISE, H., BECKHARD, R., RUBIN, I. and KYTE, A. *Making health teams work*. Cambridge, Mass.: Ballinger Publishing Co., 1974.

## BS509 Client-Professional Interactions

(6 hours workshop)

This unit 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 contacting.

**Prerequisites:** Nil.

**Assessment:** Written assignment on major factors involved in client-professional interactions (1000 words).

**Recommended text books:**

- ARGYLE, M. *Bodily communication*. London: Methuen & Co. Ltd., 1975.
- ARGYLE, M. *Social interaction*. London: Tavistock & Methuen, 1969.
- CORMIER, W.H., & CORMIER, L.S. *Interviewing strategies for helpers*. Monterey, California: Brooks-Cole, 1979.
- de RISI, W.J., & BUTZ, G. *Writing behavioural contracts: a case simulation practice manual*. Champaign, Illinois: Research Press, 1975.
- GIBB, J. Fostering open communication. In: Hawley, R.C., & Hawley, I.L. *Human Values in the Classroom*. New York: Hart Publishing Co., 1975.
- KANFER, F.H. Self-management methods. In: F.H. Kanfer & A.P. Goldstein (Eds.), *Helping People Change*. New York: Pergamon Press, 1975.
- KRUMBOLTZ, J.D., & THORESEN, C.E. (Eds.). *Counselling methods*. New York: Holt, Rinehart, Winston, 1976.
- MAHONEY, M.J., & THORESEN, C.E. *Self-control: power to the person*. Monterey, California: Brooks-Cole, 1974.
- MEHRABIAN, A. *Silent messages*. Belmont, California: Wadsworth Publishing Co., 1971.

## BS514 Interpersonal Skills in Clinical Practice

(18 hours workshop)

The aim of the unit 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 unit is designed specifically for Manipulative Therapy students.

**Prerequisites:** BS515 or equivalent.

**Assessment:** By participation and attendance.

**Recommended text books:**

- ANTHONY, W.A. and CARKHUFF, R.R. *The art of health care*. Amherst, Massachusetts: Human Resource Development, 1976.



BARBER, J. and ADRIAN, C. (Eds.). *Psychological approaches to the management of pain*. Ch.7. New York: Brunner/Mazel, 1982.  
EDELWICH, J. and BRODSKY, A. *Sexual dilemmas for the helping professional*. New York: Brunner/Mazel, 1982.  
EGAN, G. *The skilled helper*. (2nd ed.). Monterey, California: Brooks/Cole, 1982.

Additional readings from various sources will be suggested throughout the unit.

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### BS515 Interpersonal Helping Skills for Health Professionals

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(12 hours workshop)

The aim of this unit is to provide some initial theory of, and practice in, interpersonal skills in relating. The small-group context is utilized to enhance participant's 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.

**Requisite:** This unit 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.

**Assessment:** By participation and attendance.

**Recommended text books:**

ALBERTI, R.E. and EMMONS, M.L. *Your perfect right*. (4th ed.). San Luis Obispo, California: Impact, 1982.  
ANTHONY, W.A. and CARKHUFF, R.R. *The art of health care*. Amherst, Massachusetts: Human Resource Development, 1976.  
BRAMMER, L.M. *The helping relationship: Processes and skills*. (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, 1979.  
EGAN, G. *The skilled helper*. (2nd ed.). Monterey, California: Brooks/Cole, 1982.

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### BS516 Interpersonal Helping Skills for Health Professionals

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(12 hours workshop)

The aim of the unit 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.

**Prerequisites:** BS515 or equivalent.

**Assessment:** A process report and participatory attendance.

**Recommended text books:**

ANTHONY, W.A. and CARKHUFF, R.R. *The art of health care*. Amherst, Massachusetts: Human Resource Development, 1976.  
EDELWICH, J. and BRODSKY, A. *Sexual dilemmas for the helping professional*. New York: Brunner/Mazel, 1982.  
EGAN, G. *The skilled helper*. (2nd ed.). Monterey, California: Brooks/Cole, 1982.  
THOMLISON, T.D. *Toward interpersonal dialogue*. New York: Longman, 1982.

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### BS517 Individual and Organisational Stress Management and Conflict Resolution

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(18 hours)

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.

**Prerequisites:** This unit is offered as an elective to students taking a graduate diploma.

**Assessment:** Assignment of 2000 words.

**References:**

ALBRECHT, K. *Stress and the manager*. Englewood Cliffs, N.J.: Prentice-Hall, 1979.  
COOPER, C.L. (Ed.). *Stress Research: Issues for the eighties*. Chichester: Wiley, 1983.  
COX, T. *Stress*. London: MacMillan, 1978.  
GREENBERG, J.S. *Comprehensive Stress Management*. Dubuque, Iowa: Wm.C. Brown Co. Publ. 1983.  
KAHN, R.L., WOLFE, D., QUINN, R., SNOEK, J., & ROSENTHAL, R. *Organisational stress: studies in role conflict and ambiguity*. New York: Wiley, 1964.  
McGRATH, J. *Social and sociological factors in stress*. New York: Holt, Rinehart & Winston, 1970.  
SELYE, H. *The stress of life*. New York: McGraw-Hill, 1978.

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### BS520 Rehabilitation Theory

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(12 hours lecture/discussion)

This unit develops basic theoretical concepts and includes the nature of the process of rehabilitation; basic definitions and distinctions (impairment, disability, handicap); concepts and philosophies; and historical aspects determining services, client groups, community attitudes and the effectiveness of rehabilitation.

**Prerequisite:** Nil. The number of participants is subject to a quota.

**Assessment:** Written assignment of 1500 words or multiple choice examination.

**Recommended text books:**

BITTER, J.A. *Introduction to rehabilitation*. St. Louis: C.V. Mosby, 1979.  
BOLTON, B. and JAUQUES, M.E. *The rehabilitation client*. Baltimore: University Park Press, 1979.  
FINKELSTEIN, V. *Attitudes and disabled people*. New York: World Rehabilitation Fund, Monograph 5, 1980.  
GARRETT, J.F. and LEVINE, E.S. (Eds.). *Rehabilitation practices with the physically disabled*. New York: Columbia University Press, 1973.  
GOLDENSON, R.M. (Ed.). *Disability and rehabilitation handbook*. New York: McGraw-Hill, 1978.  
KRUSEN, F.H., KOTTKE, F.J. and ELLWOOD, P.M. (Eds.). *Handbook of physical medicine and rehabilitation* (2nd ed.). Philadelphia: W.B. Saunders, 1971.  
WRIGHT, G.N. *Total rehabilitation*. Boston: Little, Brown & Co., 1980.

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### BS521 Rehabilitation Administration

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(12 hours lecture/discussion)

This unit provides an understanding of rehabilitation management principles and techniques including administrative processes; personnel and resource management; organisational goal setting;

the structure of service delivery in rehabilitation.

**Prerequisites:** BS520, Rehabilitation Theory.

**Assessment:** Written assignment of 1500 words.

**Recommended text books:**

Australian Council on Hospital Standards. *Accreditation guide for Australian hospitals and extended care facilities*. (4th ed.). Sydney: Provisional Standards, 1981.

ANTHONY, R.N. and HERZLINGER, R.E. *Management control in non-profit organisations*. Homewood, Illinois: Irwin, 1975.

BYRT, W.J. and MASTERS, P.R. *The Australian manager*. Melbourne: Sun Books, 1976.

EMENER, W.G., LUCK, R.S. and SMITS, S.J. *Rehabilitation administration and supervision*. Baltimore: University Park Press, 1981.

## BS522 Evaluative Field Experience

(6 hours)

This unit involves describing and evaluating the functioning of health care organisations; the criteria for evaluation; and accreditation.

**Prerequisites:** BS520, Rehabilitation Theory.

**Assessment:** Description of own workplace (maximum 2000 words).

**Recommended text books:**

The Australian Council on Hospital Standards. *The accreditation guide of Australian hospitals and extended care facilities*. (4th ed.). Sydney: Provisional Standards, 1981. (Section on Rehabilitation Medicine Service).

## BS523 Rehabilitation Psychology

(24 hours lectures, seminars)

This unit includes:

- (a) psychological aspects of disability: motivation and the disabled; reactions to trauma and hospitalisation, institutional dependency; life pattern damage; the sick role, etc; and
- (b) psychological principles of behavioural analysis: antecedent and consequent conditions of behaviour; re-inforcement; techniques of behaviour change; environmental manipulation; cognitive factors; programme planning and evaluation.

**Prerequisites:** Participants will normally be required to have completed the first year of the Rehabilitation Studies course.

**Assessment:**

For (a), seminar presentation of a selected topic.

For (b), behavioural programming exercises.

**Recommended text books:**

Many references will be provided during the lecture series. The following are some recommended pre-reading.

BANDURA, A. *Principles of behaviour modification*. New York: Holt, Rinehart, Winston, 1969.

COBB, A.B. *Medical and psychological aspects of disability*. Springfield, Illinois: C.C. Thomas, 1973.

CRAIGHEAD, W.E., KAZDIN, A.E. and MAHONEY, M.J. *Behaviour modification: principles, issues and applications*. Boston: Houghton-Mifflin, 1976.

DAVIDSON, P. (Ed.). *Behavioural management of anxiety, depression and pain*. New York: Brunner/Mazel, 1976.

JACO, E.G. (Ed.). *Patients, physicians, and illness*. Indep. Ed. 1972.

McDANIEL, J.W. *Physical disability and human behaviour*. New York: Pergamon, 1969.

NEFF, W.S. (Ed.). *Rehabilitation psychology*. Washington: American Psychological Association, 1971.

SHONTZ, F.C. *The psychological aspects of physical illness*. New York: Harper & Row, 1975.

VASH, C.L. *The psychology of disability*. New York: Springer, 1981.

WRIGHT, B.A. *Physical disability: a psychological approach*. New York: Harper & Row, 1960.

WRIGHT, G.N. *Total rehabilitation*. Boston: Little, Brown & Co., 1980.

## BS524 The Rehabilitation Client in Society

(12 hours lecture/seminar)

This unit examines the sociology of the client/therapist relationship, considering the social characteristics of the client, e.g. ethnic groups, age, class position, the characteristics of therapists and the institutions they work for, and the way these socially determined factors influence the type of relationship between client and therapist.

**Prerequisites:** BS520, Rehabilitation Theory.

**Assessment:** Short class paper of 1500 words.

**Recommended text books:**

Many references will be provided during the lecture series. The following are some recommended pre-reading.

BOLTON, B. and JAKES, M.E. *The rehabilitation client*. Baltimore: University Park Press, 1979.

CONGALTON, A.A. and DANIEL, A.E. *The individual in the making: an introduction to sociology*. Sydney: Wiley, 1976.

COX, C. and MEAD, A. *The sociology of medical practice*. London: Collier-MacMillan, 1975.

GOFFMAN, E. *Stigma*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

MARTIN, G.S. *Social/medical aspects of poverty in Australia*. Canberra: Australian Government Publishing Service, 1976.

SUSSMAN, M.B. (Ed.). *Sociology and rehabilitation*. New York: American Sociological Association, 1965.

ZAX, M. and SPECTRE, G.A. *An introduction to community psychology*. New York: Wiley, 1974.

## BS525 Socio-Political Factors in Rehabilitation

(12 hours lecture/seminar)

This unit 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.

**Prerequisites:** BS524, The Rehabilitation Client in Society.

**Assessment:** Class paper presentation of 15 minutes.

**Recommended text books:**

HETZEL, B.S. *Health and Australian society*. Ringwood: Pelican, 1971.

ZAX, S. *Australian health manpower*. Canberra: Australian Government Publishing Service, 1975.

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.

## BS526 Interpersonal Counselling Skills in Rehabilitation

(24 hours workshop)

This unit aims to develop skills in helping people in the rehabilitation process and includes theories and models of helping (e.g. Rogers, Egan, Carkhuff); interpersonal skills training, discrimination, listening, responding effectively; issues and assumptions about the helping process.

**Prerequisites:** Nil.

**Assessment:** Students will be required to critically analyse a 5 minute taped interview, to present a written transcript version of it for discussion in class.

**Recommended text books:**

- BRAMMER, L. *The helping relationship*. Englewood Cliffs, N.J.: Prentice-Hall, 1979.
- CARKHUFF, R.R. and PIERCE, R.M. *The art of helping IV*. Amherst, Mass.: Human Resource Development Press Inc., 1975.
- EGAN, G. *The skilled helper*. Monterey, California: Brooks-Cole Publishing Co., 1982.
- KRUMBOLTZ, J.D. and THORESEN, C.E. (Eds). *Behavioural counselling cases and techniques*. New York: Holt, Rinehart and Winston, 1969.
- LEITENBERG, H. (Ed.). *Handbook of behaviour modification and behaviour therapy*. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

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### BS530 Casework Management

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(24 hours lecture/seminar)

This unit develops practical skills through case studies associated with functioning in a multidisciplinary team, and includes case management models in rehabilitation; team co-ordination and participation; the use of test reports and information; and administrative and legal factors in case management.

**Prerequisites:** Participants will normally be required to have completed the first year of the Rehabilitation Studies course.

**Assessment:** Seminar case presentation of 30 minutes.

**Recommended text books:**

References will be supplied during lectures, the following represents pre-reading:

- FISCHER, J. Is casework effective? a review. *Social Work*. 1973, 18, 5-20.
- SEGAL, S.P. Research on the outcome of social work therapeutic intervention: a review of the literature. *Journal of Health and Social Behaviour*. 1972, 13, 3-17.
- SPENCER, W.A., BAKER, R.L. and STOCK, D.D. The data base for rehabilitation services. *Medical Care*. 1976, 14(5), 33-45.

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### BS531 The Roles of Professionals in the Rehabilitation Team

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(18 hours lecture/discussion)

This unit focuses on the unique aspects of the roles of professionals in rehabilitation and their interaction and includes goals and principles of treatment of the various professions, commonalities, interfaces and divergencies; and limitations of professional roles.

**Prerequisites:** Participants will normally be required to have completed the first year of the Rehabilitation Studies course.

**Assessment:** Description and analysis of role conflicts and ambiguities of professional role groups (2000 words).

**Recommended text books:**

Many references will be supplied during the workshop series. The following is considered an important reference.

- KATZ, D. and KAHN, R.L. *The social psychology of organisations* (2nd ed.). New York: Wiley, 1978.

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### BS532 Rehabilitation Assessment

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(18 hours lecture/discussion)

This unit aims to provide the student with a sound working knowledge of those theoretical concepts and general principles seen to provide the basis of the development of appropriate

assessment procedures and for the use made of these in the design of rehabilitation programmes, and the opportunity to apply this knowledge in preparing a practical report which presents either:

- a detailed, critical retrospective appraisal of the assessment procedures employed in a recent rehabilitation case study with which they have been professionally involved; or
- a detailed plan of a set of procedures designed to increase the reliability of assessment with regard to a specific activity within the general area of their professional involvement with rehabilitation.

**Prerequisite:** Participants will normally be required to have completed the first year of the Rehabilitation Studies course.

**Assessment:** Critical analysis of standard assessment procedures used in casework.

**Recommended text books:**

- ANASTASI, A. *Psychological testing* (3rd ed.). New York: MacMillan, 1968.
- BOLTON, B. and COOK, D.W. *Rehabilitation client assessment*. Baltimore, Maryland: University Park Press, 1980.
- CLARKE, A.H. *Application of measurement to health and physical education* (5th ed.). Englewood Cliffs, New Jersey: Prentice-Hall, 1976.
- HERSEN, M. and BELLACK, A. *Behavioural assessment: a practical handbook*. New York: Pergamon Press, 1976.
- SUNDBERG, N.D. *Assessment of persons*. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

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### BS533 Research and Evaluation in Rehabilitation

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(30 hours lecture/seminar)

This unit is designed to develop skills in planning of research, the systematic gathering and analysis of data and reporting of findings. Students will be required to plan, and to carry out limited aspects of a research investigation under supervision. This may be an experimental study, survey, case study, literature survey or similar paradigm. More substantial projects may be linked with the Independent Project in the Elective Studies.

**Prerequisites:** Normal requirement is the completion of BS501 or its equivalent.

**Assessment:** Students will be required to submit either a seminar paper evaluating aspects of research methodology in rehabilitation, or to submit limited aspects of a research investigation (e.g. a literature search, or questionnaire developed, etc.).

**Recommended text books:**

- BAILEY, K. *Methods of social research*. New York: Free Press, 1978.
- BOLTON, B. (Ed.). *Handbook of measurement and evaluation in rehabilitation*. Baltimore: University Park Press, 1976.
- CRANO, W.D. and BREWER, N.B. *Principles of research in social psychology*. New York: McGraw-Hill, 1973.
- GARDNER, G. *Social surveys for social planners*. New York: Holt, Rinehart and Winston, 1976.

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### BS540 Community Health Theory and Practice I

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(30 hours seminar/workshop)

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.

**Prerequisite:** Nil.

**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.

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## BS541 Community Needs Assessment I

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(12 hours lecture/seminar)

This unit 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.

**Prerequisites:** BS501, BS504.

**Corequisite:** BS506.

**Assessment:** 1500 word assignment.

**Recommended text books:**

ABRAMSON, J.H. *Survey Methods in Community Medicine*. Churchill Livingstone. Edin., 1979.  
BENNETT, F.J. *Community Diagnosis and Health Action*. MacMillan. London, 1979.  
DIGNAN, M.B. and CARR, P.A. *Introduction to Programme Planning*. Lea & Febiger. Philadelphia, 1981.

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## BS543 Health Promotion I

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(18 hours lecture/seminar)

The history and philosophical underpinnings 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.

**Prerequisite:** BS540.

**Assessment:** a) Presentation of a 20 minute class paper.  
b) Submission of a series of brief written commentaries on selected pieces of relevant literature.

**Recommended text books:**

Commonwealth Department of Health. *Health Promotion in Australia 1978-9*. AGPS. Canberra, 1979.  
GREEN, L.W., KREUTER, M.W., REED, S.G. & PARTRIDGE, K.B. *Health Education Planning*. Mayfield. Palo Alto, 1980.

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## BS550 Community Health Theory and Practice II

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(18 hours lectures, workshop, seminars)

Casework management in community health settings is the key focus of this unit. Participants make case presentations of inter-

ventions 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.

**Prerequisite:** BS540.

**Assessment:** a) Presentation of a 20 minute class paper.  
b) Submission of a 1500 word assignment.

**Recommended text books:**

Nil.

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## BS551 Community Health Research and Evaluation

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(36 hours seminar)

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.

**Prerequisites:** BS501, BS504, BS506.

**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.

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## BS552 Community Needs Assessment II

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(24 hours practical project)

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.

**Prerequisite:** BS541 Community Needs Assessment I.

**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.

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## BS553 Health Promotion II

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(30 hours)

A series of problem-focuses workshops, supplemented by some lecture material, on the development, delivery and evaluation of health education programmes, and on practical skills for involving the community in health-related social action.

**Prerequisite:** Nil.

**Assessment:**

a) Submission of a series of brief comments on existing health promotion programs.

b) The submission of a health promotion proposal in an area of the student's choosing.

**Recommended text books:**

Reading lists will be available prior to commencement of the unit.

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### BS554 Health and the Australian Political System

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(18 hours)

In this elective students examine the interrelationship between the structure of the Australian political system and the organisation of health care.

**Prerequisite:** Nil.

**Assessment:** Satisfactory completion of a minor research report (approx. 2000 words).

**Recommended text books:**

A reading guide will be issued at the commencement of the unit.

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### BS560 Sexuality Counselling

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(18 hours)

It is the aim of this unit that the student, by developing a wider knowledge of sexuality and a greater comfort in discussing feelings and attitudes related to sexual expression, will be able to respond in a helpful way to those who are concerned by aspects of their sexuality. Topics include sex role and gender development; social and cultural influences on expression of sexuality; sexual myths; varieties of sexual expression; and the sexual needs of special groups including the mentally and physically handicapped.

**Prerequisite:** BS526 or equivalent.

**Assessment:** Short in class practical exercises and/or written assignment (200 words maximum).

**Recommended text books:**

BELLEVEAU, F. and RICHTER, L. 1970. *Human sexual inadequacy*. Boston, Little Brown.

BRECHNER, R. and BRECHNER, E. 1966. *An analysis of human sexual responses*. New York, NAL.

KATCHADOURIAN, H.A. 1972. *Fundamentals of human sexuality*. New York: Holt, Rinehart and Winston.

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### BS561 Vocational Counselling

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(18 hours)

The topics covered in this unit include the importance of work as a determinant of life-style; assessment of the employment capabilities of clients; reality therapy applications; client attitudes and motivation for work; the use of occupational information in counselling; skill training and work-role rehearsal; and alternatives to employment (e.g. leisure/recreation activities, limited occupation, etc.).

**Prerequisite:** BS526 or its equivalent.

**Assessment:** Short in class practical exercises and/or written assignment (2000 words maximum).

**Recommended text books:**

CRITES, J.O. *Vocational psychology*. New York: McGraw-Hill, 1969.

PYM, D. (Ed.). *Industrial society*. Ringwood: Penguin, 1968.

SUPER, D.E., & BOHN, M.J. *Occupational psychology*. London: Tavistock, 1971.

WARR, P., & WALL, T. *Work and well-being*. Ringwood: Penguin, 1975.

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### BS562 Motor Skills

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(18 hours lectures/tutorials/seminars)

This unit is designed to (i) review the experimental psychology of motor learning and (ii) explore applications to motor re-education and therapeutic exercise.

Content includes:

1. Approaches to motor learning: The neurophysiology of movement, learning and memory; the developmental approach to neurophysiological and behavioural variables in motor learning; motor learning approached from the point of view of the experimental psychology of learning and performance: the study of environmental and organismic parameters which enhance motor learning; theories of motor learning.
2. The measurement of motor learning: definitions of acquisition, retention and generalization (transfer). Learning versus performance; quantification of acquisition, retention, transfer; apparatus and tasks for the measurement of motor performance.
3. Environmental variables and motor learning: amount of practice; practice schedules; feedback conditions; transfer issues – mental practice; transfer issues – intertask effects.
4. Organismic variables and motor learning: proprioception and motor learning; vision and motor learning; memory and motor learning; arousal, performance and learning; motivation techniques including social facilitation methods; individual differences and ability theory; attention.

**Prerequisite:** Nil.

**Assessment:** Tutorial and seminar presentation (20%), 1,500 word essay based on seminar presentation (80%).

**Recommended text books:**

DICKINSON, J. 1974. *Proprioceptive control of human movement*. London, Lepus Books.

MAGILL, R.A. 1980. *Motor learning: concepts and application*. Wm.C. Brown, Iowa, Dubuque.

SCHMIDT, R. 1981. *Motor control and learning*. Champaign, I.E. Human Kinetics Publishers.

SINGER, R.N. 1980. *Motor learning and human performance*. 3rd ed. New York, MacMillan.

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### BS563 Group Processes for Health Professionals

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(12 hours workshop)

The unit aims to provide some initial theory of, and practice in, small-group functioning. Procedures designed to develop specific skills and competence in accurately observing group processes and group member interaction will be adopted. By means of an experimental learning approach, the processes of group interaction and group dynamics will be explored.

**Prerequisites:** BS515, BS526, or equivalent.

**Assessment:** Based on participatory attendance, reading reports, weekly logs, and a brief (1 to 2 paragraphs) critique of relevant literature.

**Recommended text books:**

DOUGLAS, T. 1978. *Basic Groupwork*. New York, Methuen.

DOUGLAS, T. 1983. *Groups: Understanding people gathered together*. New York, Methuen.

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### BS565 Behavioural Counselling

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(18 hours)

This unit attempts to draw together approaches embodied in theories of learning and theories of counselling which are sometimes seen as being mutually exclusive. The aim is to provide students with the opportunity to use systematically behavioural

principles in counselling and helping interventions. A number of theories and prescriptive approaches are presented and topics include setting the goals of behavioural counselling; criteria to establish an approach as being behavioural; multi-modal therapy; cognitive re-structuring; behavioural intervention steps in programming; the counselling contract; assessing goal achievement; etc.

**Prerequisite:** BS526 or equivalent.

**Assessment:** Either a contract reading programme with written summary, or written assignment of 1500 words.

**Recommended text books:**

- KRUMBOLTZ, J.D. and THORESEN, C.E. *Behavioral counselling*. New York: Holt, Rinehart & Winston, 1969.  
 LAZARUS, A.A. *Multi-modal behavior therapy*. New York: Springer Publishing Co., 1976.  
 WOODY, R.H. *Psycho-behavioral counselling and therapy*. New York: Appleton-Century-Crofts, 1971.

## BS566 Organisational Psychology

(18 hours)

This unit introduces students to the factors influencing behaviour in organisations. Topics to include: factors influencing performance in organisations; motivation theories; job satisfaction; goal-setting; organisational change; job enrichment; organisations as psycho-social environments; job attitudes and job behaviour; and leadership.

**Prerequisite:** Number of participants subject to quota.

**Assessment:** A written assignment of 2000 words or examination of 2 hours.

**Recommended text books:**

- BRETHOWER, D.M. *Behavioural analysis in business and industry: A total performance system*. Kalamazoo, Michigan: Behavior-delia, 1972.  
 KATZ, D. and KAHN, R.L. *The social psychology of organisations*. New York: Wiley, 1966.  
 LUTHANS, F. *Introduction to management: A contingency approach*. New York: McGraw-Hill, 1976.  
 LUTHANS, F. and KREITNER, R. *Organizational behaviour modification*. Glenview, Ill.: Scott, Foresman and Co., 1975.  
 VROOM, V.H. and DECI, E.L. (Eds.). *Management and motivation*. Ringwood, Penguin, 1970.

## BS567 Supervised Community Health Research Project

(36 hours)

In this elective, students undertake, with one-to-one supervision, the project they proposed in BS551.

**Prerequisite:** BS551.

**Assessment:** Submission of an acceptable research report.

**Recommended text books:**

Nil.

## BS568 Epidemiology in Ergonomics

(9 hours lectures)

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 occu-

pational 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.

**Prerequisites:** BS501, BS504 or equivalents.

**Assessment:** 1500 word assignment.

**Recommended text books:**

- 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.

## BS570 Perception for Ergonomics

(6 hours)

This unit discusses the ecological approach to perception and its general application to Ergonomics.

**Prerequisite:** Nil.

**Recommended text books:**

- GIBSON, J.J. 1979. *The ecological approach to visual perception*. Boston: Houghton-Mifflin Co.  
 Notes will be provided.

## BS571 Learning and Skilled Performance

(12 hours)

This unit considers the effects of environmental and organismic variables on perceptual-motor learning with an emphasis on applications to ergonomic analysis. Variables examined include practice extent, practice schedules, feedback effects, mental practice, whole v. part learning, cross education, role of sensory information, arousal level, appetitive v. aversive motivation, intrinsic v. extrinsic motivation, structure of perceptual motor abilities.

**Prerequisite:** Nil.

**Assessment:** One 1500 word written assignment.

**Recommended text books:**

A reference and reading guide will be distributed at the start of the unit.

## BS572 Introduction to Psychology for the Neurosciences

(24 hours)

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.

**Prerequisite:** Nil.

**Assessment:** A two hour short answer exam at the end of Term 1, Year 1.

**Recommended text books:**

Students will be notified prior to the beginning of the course.

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## BS573 People at Work

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(9 hours)

This unit introduces students to the psychology of work. Topics covered include general managerial approaches to work motivation, the effectiveness of particular management approaches to optimizing the performance of organizational members (i.e. goal setting, job enrichment, OBM), job attitudes and job behaviour, and effective leadership.

**Prerequisite:** Nil.

**Assessment:** Students are to submit a practical notebook based on entries relevant to the lecture material.

**Recommended text:**

Students will be directed to a variety of materials relevant to the topics covered in the lecture program.

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## BS575 Regulatory Systems

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(18 hours)

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.

**Prerequisites:** BL573 and BL574.

**Assessment:** This unit will be assessed along with BS576 at the end of Term 3 Year 1 by a three hour short answer and essay exam.

**Recommended text books:**

Students will be notified prior to the beginning of the course.

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## BS576 "Higher Function" Systems

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(42 hours)

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.

**Corequisite:** BS575.

**Assessment:** A two hour short answer and essay exam at the end of Term III Year 1 as well as a 2000 word essay will be set.

**Recommended text books:**

Students will be notified prior to the beginning of the course.

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## BS577 Psychological Processes of Ageing

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(18 hours of lectures and seminars)

This unit will provide the student with the opportunity to study in depth the rapidly expanding research literature on the psychological process of ageing and to relate the findings of the current research to clinical practice. Topics covered will include: theories of ageing, with particular reference to psychological aspects; methodological issues; neuropsychological and psychophysiological changes; psychopharmacological issues; sensory changes and means of accommodation; changes in perception,

learning, memory, problem-solving and clinical implications of these changes; family and interpersonal relations; stress, disease and illness; social issues, e.g. attitudes to ageing; environmental issues; maladjustment and psychopathology in old age; and successful ageing.

**Prerequisite:** Nil.

**Assessment:** Students will be expected to prepare an in-class presentation on a topic of their choice. A 2,500 word written assignment associated with this presentation will be required to be submitted. Students will also be expected to participate in class discussions.

**Recommended text books:**

Either one of the two texts below is recommended:

POON, L.W. 1980. *Ageing in the 1980's*. Washington, D.C. American Psychological Association.

BIRREN, J.E. & SCHAE, K.W. 1977. *Handbook of the Psychology of Ageing*. New York: Van Nostrand Reinhold Co.

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## BS581 Introduction to Behavioural Techniques in Physical Therapy

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(18 hours)

A unit of small group lectures and seminars providing 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 and treatment methods. Topics in behavioural psychology which are reviewed include: classical and operant learning methods 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.

**Prerequisite:** Nil.

**Assessment:** One 1500 word essay plus participation in and presentation of seminars.

**Recommended text books:**

Appropriate reference lists will be distributed in class.

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## BS590 Introduction to Research and Statistics

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(24 hours lectures)

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:** One 2 hour test.

**Recommended text books:**

A reading list will be distributed at the first session.

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## BS591 Introduction to Behavioural Sciences

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(24 hours of lectures)

This unit is intended for students entering graduate diploma courses who have insufficient background in psychology and sociology. Content includes:

- (a) the nature of psychology; determinants and assumptions of behaviour theories; influence of heredity and environment, learning and motivation, perception, personality development, normal and abnormal behaviour; problems of psychological assessment, measurement and application in therapy; and
- (b) the nature of sociology, society, culture and the individual; sub-cultures; social class; family and socialisation; the dynamics of society; social control, deviance and change; applications of sociology.

**Prerequisite:** Nil.

**Assessment:** By written assignments equivalent to 3000 words.

**Recommended text books:**

BERGER, Peter L. 1963 or any subsequent edition. *Invitation to sociology: A humanistic perspective*. Penguin Books Ltd., Harmondsworth.

C.R.M. (ed ed.). 1975. *Psychology today*. New York: Random House.

EDGAR, Donald. 1980. *An introduction to Australian society: A sociological perspective*. Melbourne. Prentice-Hall Australia Pty. Ltd.

KRASNER, L and ULLMAN, L. 1973. *Behaviour influence and personality*. New York: Holt, Rinehart and Winston.

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## BS595 Death, Dying and Bereavement

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(18 hours of seminars)

The unit aims to give participants a broader understanding of death and related issues, by examining psychosocial, historical, and sociocultural factors. Opportunity will be given to explore and clarify personal feelings about death and to deepen an understanding of grief and loss.

**Prerequisite:** Nil.

**Assessment:** Based on attendance and participation, and on one seminar presentation written up as an assignment of up to 1500 words.

**Recommended text books:**

A reading list will be distributed at the commencement of the unit.

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## BS600 Research Methods

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(150 hours of small group lectures, tutorials, seminars and laboratories)

This subject is designed to meet the needs of students enrolled in the M. App. Sc. programme. Students may complete the following units within one year of full-time study or two years of part-time study: BS501, BS503 or BS504, BS601, BS602, BS603, BS604, BS605, BS606. In addition students are required to present on completion of the project, but prior to thesis submission, a colloquium paper at the Institute's Colloquium Series. The unit BS607 is optional.

**Timetabling:**

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. Full-time students need to attend classes for two evenings throughout the academic terms. Part-time students need to attend over a majority of the time only one evening per week of term.

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## BS601 Methodological Evaluation Seminar

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(18 hours of seminars)

In this unit 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.

**Prerequisite:** BS501.

**Assessment:** One essay not exceeding 2000 words.

**Recommended text books:**

As selected by the study following an extensive literature search process.

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## BS602 Measurement and Test Theory II

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(9 hours)

Format: 5 hours lectures/discussions, 4 hours seminars.

The unit 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.

**Prerequisite:** BS501.

**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 1500 words. The paper will be the basis for the assessment.

**Text books:**

NUNNALLY, J.C. 1978. *Psychometric theory*. 2nd ed. McGraw Hill.

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## BS603 Statistical Analysis of Complex Designs

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(18 hours of lectures)

A unit 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 principal components of factor analyses.

**Prerequisite:** BS501.

**Assessment:** One written assignment not exceeding 2000 words.

**Recommended text books:**

A reading list will be provided in class.



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## BS604 Applied Computing

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(18 hours of lectures and practicals)

This unit 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
- ANOVA
- and other selected packages.

**Prerequisite:** BS603.

**Assessment:** Completion of practical exercises.

**Text books:**

- SPSS Inc. 1983. *SPSS X Users Guide*. McGraw Hill.
- Other manuals as necessary.

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## BS605 Advanced Issues in Research Design

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(18 hours of lectures)

A unit 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.

**Prerequisite:** BS603.

**Assessment:** In conjunction with BS606.

**Recommended text books:**

- COHEN, J. 1977. *Statistical power analysis for the behavioural sciences*. 2nd ed. New York: Academic Press.
- KEPPEL, G. 1973. *Design and analysis: A researcher's handbook*. Englewood Cliffs, N.J., Prentice-Hall.
- Additional references will be presented in class.

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## BS606 Research Proposal Seminar

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A group discussion unit requiring an integrated application of skills developed in earlier units. Candidates will present for peer group discussion 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.

**Prerequisites:** BS501, BS503 or BS504, BS601, BS602, BS603, BS604, BS605.

**Assessment:** One written assignment not exceeding 2000 words.

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## BS607 Reading Unit

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(6 hours)

An optional individualised reading unit under specialist supervision for students with problems in research methods not catered for in the other units of BS600.

**Prerequisite:** Nil.

**Assessment:** Supervisor's report following discussions with student.

**Recommended text books:**

Individual reading lists will be provided as appropriate.

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## BS610 Brain Dysfunction and the Individual A: Morphological Disorders

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(24 hours of lectures and tutorials)

This unit focuses on the impact of acute brain trauma on the individual. Content will include; (a) commonly encountered etiological factors; (b) neurobehavioural methods of investigating brain dysfunction in the individual, and (c) physiological and psychological variables affecting the extent of loss, and recovery, of function.

**Prerequisite:** BS576.

**Assessment:** Students will write a 2000 word essay due at the end of Term 1 Year 2.

**Recommended text books:**

Students will be notified prior to the beginning of the second academic year.

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## BS611 Brain Dysfunction and the Individual B: Biochemical Disorders

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(42 hours of lectures, tutorial work and clinic visits)

This unit will concentrate on brain dysfunction resulting from what can be viewed as primarily biochemical abnormalities. Disorders of this type will be presented in a chronological fashion, to differentiate those occurring commonly in childhood from those manifest in the adult or the ageing brain. Critical evaluation of etiological theories of abnormal behaviour will also be included. Topics presented are genetic and chromosomal aberrations, endocrine and metabolic disorders and the effects of toxins on fetal development for early acquired psychiatric disorders (e.g. schizophrenia, manic-depressive psychosis, depression and major neuroses), syndromes secondary to environmental and social exposure to toxins (e.g. heavy metals, carbon monoxide and dioxin), the use of recreational drugs, the effects of nutrients on behaviour and finally, disorders associated with ageing (e.g. Alzheimer's, Pick's, and Huntington's diseases).

**Prerequisite:** BS610.

**Assessment:** Students will sit a two hour multiple choice and short answer exam at the end of Term 2 Year 2 plus write a 2000 word essay.

**Recommended text books:**

Students will be notified prior to the beginning of the second academic year.

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## BS612 Working with the Brain Impaired Individual

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(21 hours of lectures and tutorials)

This unit combines what was originally described as BS612 and BS613. The general aim of the unit is to advance students' professional skills in working with brain impaired individuals. The guidelines presented are of an interdisciplinary nature rather than specific to a particular nature. Two main areas of coverage are

included. The first deals with injuries commonly associated with adults. Topics include factors, individual and social, which may exacerbate or reduce disability, the use of group processes used in counselling designed to meet the needs of the brain damaged individual and their relatives as well as discussions dealing with recovery and remediation of adult disabilities. The second main area of coverage deals with disorders associated with children and implications for parents needs in managing the brain impaired child. Topics include differential diagnosis using neuropsychological assessments, recovery of function and current remediation techniques.

**Prerequisite:** BS611 or an equivalent level of study.

**Assessment:** Students will write a 1,200 word essay due at the end of Term 2, Year 2.

**Recommended text books:**

Students will be advised prior to the commencement of the unit.

## BS614 Single Case Studies Seminar

(54 hours)

This unit is offered as an alternative to BL615. Students selecting this unit should have access to patients for study prior to commencement of the unit. Phase 1 will consist of a comprehensive review of the literature relating to the particular syndrome topic chosen by the student. Phase 2 comprises supervised data collection and review of single cases. This will take the form of integrating all available information on the selected subjects, preparing a critical review of the patients' status and indicating any requirements for further diagnostic and rehabilitative work. The third phase comprises a series of seminars in which students present their cases orally.

**Prerequisite:** Successful completion of all preceding units that comprise the PG1 Neurosciences programme.

**Assessment:** Satisfactory report from the supervisor is required along with a satisfactory seminar performance. Students will also be required to write a 5000 word essay covering material presented in seminar.

## CD120 Language Development

(54 Hours: Lectures, Workshops)

A study of the acquisition and development of cognitive, semantic, syntactic, morphologic, phonologic, and pragmatic skills in normal children.

**Assessment:**

Details will be advised at the start of the year.

**Recommended Texts:**

CARROW-WOOLFOLK, E. and LYNCH, J. 1982. *An integrative approach to language disorders in children*. New York, Grune & Stratton.

CLARK, H. and CLARK, E. 1977. *Psychology and language*. New York, Harcourt Brace, Jovanovich.

INGRAM, D. 1976. *Phonological disability in children*. London, Arnold.

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.

## CD150 Acoustics and Introduction to Hearing Assessment

(36 Hours: 2 hours per week, term 1 and 3. Lectures, tutorials, demonstrations)

In term 1 there will be a general introduction to hearing sciences and a study of basic acoustics.

In term 3 basic hearing assessment will be studied. Students will study the theory and the practical skills of pure tone and impedance hearing screening.

**Assessment:**

Term 1 – project (10%), written examination (40%)

Term 3 – project (10%), written examination (40%)

**Recommended Texts:**

FRY, D.B. 1979. *The physics of speech*. London, Cambridge University Press.

KATZ, J. ed. 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

(27 Hours: Lectures; and 18 Hours: Laboratory Sessions)

An introduction to phonetics, phonology and morphophonemics with emphasis of articulatory phonetics, acoustic phonetics and distinctive feature systems. Laboratory work is designed to train phonetic transcription skills and develop listening skills in relation to non-normal speech patterns.

**Assessment:**

One final examination, 2½ hours.

**Recommended Texts:**

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.

## CD170 Syntax

(27 Hours: Lectures: 1 hour per week)

Introduction to syntax, including traditional and transformational approaches.

**Assessment:**

One final examination, 2 hours.

**Recommended Text:**

RUDEGEAIR, R.E. 1979. *English sentence structure*, Carlton, Lincoln Institute.

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## CD190 Clinical Orientation

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(46 Hours: Lectures and laboratories)

An introduction to the professional responsibility of a Speech Pathologist including the skills of data collection, communication, problem solving, and safe practice.

**Assessment:**

See Clinic Handbook.

**Prerequisites/Corequisites:** CD120, CD160 and BS130

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## CD210 Disorders of Phonology

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(27 hours: Lectures, tutorials, demonstrations)

A detailed study of assessment and intervention procedures with articulatory and phonologically impaired individuals. Students will be expected to have access to a tape recorder and purchase one 60 minute video tape and two 60 minute audiotapes.

**Assessment:**

Details will be advised at the start of the year.

**Recommended Texts:**

BERTHAL, J. and BANKSON, N. 1981. *Articulation disorders*. Englewood Cliffs, N.J. Prentice-Hall.

SHRIBERG, L. and KWIATKOWSKI, J. 1980. *Natural process analysis*. Brisbane, John Wiley & Sons.

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## CD220 Disorders of Language

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(54 hours: Lectures, tutorials, demonstrations).

A detailed study of the cognitive, semantic, syntactic, morphologic, and pragmatic skills of children with impaired language. Assessment and intervention strategies are emphasised. Students will be expected to have access to a tape recorder and purchase one 60 minute video tape and two 60 minute audiotapes.

**Assessment:**

Details will be advised at the start of the year.

**Recommended Texts:**

CARROW-WOOLFOLK, E. and LYNCH, J. 1982 *An integrative approach to language disorders in children*. New York, Grune & Stratton.

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.

**Prerequisites/Corequisites:** CD120 and BS250

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## CD230 Disorders of Voice and Laryngectomy Rehabilitation

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(54 Hours: Lectures, tutorials.)

A) *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.

B) *Laryngectomy Rehabilitation*: An overview of the medical and psychosocial aspects of laryngeal cancer including aetiologies, classification and diagnosis, medicosurgical treatment, 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 – examination 1 hour (22%)

Term 2 – examination 2 hours (45%)

Term 3 – examination 1 ½ hours (33%)

**Recommended Texts:**

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.

EDELS, 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.

**Prerequisites:** BL112 and CD150.

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## CD240 Assessment and Planning

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(18 Hours: 1 hour per week in terms 1 & 2. Lectures, laboratories)

Presentation of assessment and planning procedures for individuals with disorders of communication, including interviewing, data collection, reporting of results, planning and sequencing of therapy.

**Assessment:**

Details will be advised at the start of the year.

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## CD250 Basic Audiology

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(54 Hours: 2 hours per week. Lectures, tutorials, demonstrations.)

Audiometric testing, including pure tone air and bone conduction, masking, speech and impedance testing, will be studied. Disorders of hearing and special assessment techniques will be discussed. Students will also be introduced to hearing aids, hearing aid evaluation and hearing aid management.

**Assessment:**

Term 1 – written examination (33⅓%)

Term 2 – written examination (33⅓%)

Term 3 – written examination (33⅓%)

**Recommended Texts:**

KATZ, J. (ed.) 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.

NORTHERN, J.L. 1976. *Hearing disorders*. Boston, Little Brown.

**Prerequisite:** CD150

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## CD290 Clinical Practicum II

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This subject consists of the following units:

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### CD292 UNIT 1 - CHILD LANGUAGE CLINIC

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(140 Hours: 3 hours per week in Term 1; 3.5 hours per week in Terms 2 and 3; 1 weekend camp.)

In small groups students will participate in clinical work under the supervision of a teaching clinician. Skills in data collection and analysis, conducting clinical seminars and reporting will be practised. The caseload will comprise pre and school age children and their families.

**Assessment:**

See Clinic Handbook.

**Prerequisite:** CD190

**Prerequisites/Corequisites:** CD210 and CD220

## CD295 UNIT 2 - HEARING SCREENING CLINIC

(16 Hours)

In second year students will be involved in audiometric screening during a portion of the year.

**Assessment:**

See Clinic Handbook.

**Prerequisites:** CD150 and CD190.

## CD310 Communication Disorders of Neurological Origin

(54 Hours: 3 hours per week in terms 1 & 2. Lectures, tutorials)

This subject will cover approaches to diagnosis and treatment of neurogenic speech and language disorders, with the emphasis in these areas being on acquired disorders in adults. Specific paediatric issues to be addressed include delayed language development and autism as neurologically based disorders.

**Assessment:**

Details will be advised at the start of the year.

**Recommended Texts:**

ADAMS, R.D. and VICTOR, M. 1981. *Principles of neurology*. 2nd ed. New York, McGraw Hill.

CODE, C. and MULLER, D.J. 1983 *Aphasia therapy*. London, Edward Arnold.

HILL, B. 1978. *Verbal dyspraxia in clinical practice*. Carlton, Pitman.

LURIA, A.R. 1973. *The working brain*. Harmondsworth, Penguin.

SARNO, M.T. (ed.) 1981. *Acquired aphasia*. New York, Academic Press.

**Prerequisite:** BL222

**Corequisite:** CD380 and BS333

## CD320 Stuttering

(45 Hours)

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:**

Details will be advised at the start of the course.

**Recommended Text:**

INGHAM, R.J. 1984. *Stuttering and behaviour therapy*. San Diego, College Hill Press.

## CD340 Therapeutic Processes

(27 Hours: Lectures: 1 hour per week)

This subject will present a model for the observation and analysis of specific verbal and non-verbal strategies used by both members of the communicative dyad as they interact with each other. This method of controlled observation, which can be qualified and quantified, can be used in both structured and spontaneous

situations and may serve as a longitudinal means of assessing therapy. Students are required to relate this to their coursework on specific pathologies and aetiologies and to integrate this knowledge and relate it to clinical practicum.

**Assessment:** Details will be advised at the start of the course.

**Recommended Texts:**

CLEZY, G. 1979. *Modification of the mother-child interchange in language, speech and hearing*. Baltimore, University Park Press.

MINIFIE, F.D. and LLOYD, L.L. 1978. *Communicative and cognitive abilities — early behavioural assessment*. Baltimore, University Park Press.

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.

SNOW, C. and FERGUSON, C. 1977. *Talking to children*. New York, Cambridge University Press.

**Prerequisites:** CD220 and CD240

## CD350 Aural Rehabilitation

(54 Hours: Lectures - 27 hours. Tutorials - 27 hours)

A comprehensive treatment of the area of rehabilitation of individuals with hearing loss. Students are exposed to diagnostic and therapeutic strategies employed with each of the three major hearing loss groups: prelingually deaf children, prelingually deaf adults and adults with acquired hearing loss.

**Recommended Texts:**

ALPNER, J.G. 1978. *Handbook of adult rehabilitative audiology*. Baltimore, Williams & Wilkins.

DAVIS, J.M. and HARDICK, E.J. 1981. *Rehabilitative audiology for children and adults*. New York, John Wiley & Sons.

LING, D. (ed.) 1984. *Early intervention for hearing impaired children. Oral options*. San Diego, College Hill Press.

LING, D. (ed.) 1984. *Early intervention for hearing impaired children. Total Communication Options*. San Diego, College Hill Press.

LING, D. 1976. *Speech and the hearing impaired child*. Washington D.C., Alexander Graham Bell Association for the Deaf.

LING, D. and LING A.H. 1978 *Aural habilitation*. 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

(45 Hours)

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 acquired dysarthria.

**Recommended Texts:**

To be advised

**Prerequisite:** CD230

**Corequisites:** CD310 and BS333.

## CD390 Clinical Practicum III

This section consists of the following units:

### CD391 UNIT 1 - COMMUNICATION DISORDERS OF NEUROLOGICAL ORIGIN CLINIC

(90 Hours: 1 session per week all year)

The placement emphasises the assessment and management of

# Communication Disorders

neurologically acquired speech and language disorders in adults.

**Assessment:** See Clinic Handbook.

**Prerequisite:** CD290

**Prerequisites/Corequisites:** CD310 and CD380

## CD393 UNIT 2 - VOICE DISORDERS CLINIC

(36 Hours: 4 hours per week for 9 weeks.)

This course emphasises the assessment and management of individuals with voice disorders.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD230 and CD290

## CD395 UNIT 3 - AUDIOLOGY DIAGNOSTICS CLINIC

(14 Hours: 7 hours for 2 weeks.)

During the third year students will be involved in audiometric diagnostics and rehabilitation management.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD250 and CD290

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## CD420 Child Language Seminar

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(27 Hours: Lectures, Seminars)

This subject is designed for final year students and represents an extension of previous studies in the area of child language development and the treatment of language disorders.

**Prerequisite/Corequisite:** CD490

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## CD440 Professional Issues

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(18 Hours: 1 hour per week in terms 2 and 3.)

This subject will discuss clinic administration, and legal and ethical aspects of speech pathology practice and the role of the speech pathologist in the community.

**Assessment:** Short report (20%) due term 2, 2,000 word report (80%) due term 3.

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## CD490 Clinical Practicum (IV)

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This subject comprises the following units:

### CD491 UNIT 1 - ADULT SPEECH PATHOLOGY CLINIC

(135 Hours: 15 hours per week for 9 weeks.)

Students will be involved with adults with a range of communication disorders with the emphasis of the placement being on developing full management skills.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD340 and CD390

### CD492 UNIT 2 - CHILD SPEECH PATHOLOGY CLINIC

(135 Hours: 15 hours per week for 9 weeks.)

Students will be involved with children with a range of communication disorders with the emphasis of the placement being on developing full management skills.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD340 and CD390

## CD493 UNIT 3 - LARYNGECTOMY CLINIC

(12 Hours: 3 Hours per week for 4 weeks.)

A participant-modelling approach will be utilized so that students develop basic skills in the management of speech and psychosocial aspects of rehabilitation in a team context.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD340 and CD390

## CD494 UNIT 4 - STUTTERING CLINIC

(55 Hours: 1 week intensive programme and 20 Hours: 2.5 hours per week for 8 weeks.)

Experience will be given in as wide a field as possible so that the student will have developed skills in case management.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD320, CD340 and CD390

## CD495 UNIT 5 - AURAL REHABILITATION CLINIC

(84 Hours: 8 hours per week for 9 weeks plus 12 hours.)

Students will be involved in aural rehabilitation therapy with hearing impaired individuals of all ages with the emphasis on developing full management skills.

**Assessment:** See Clinic Handbook.

**Prerequisites:** CD340, CD350 and CD390

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## CD480 Literature Review Project

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(36 Hours: Lectures, Seminars)

The aims are to encourage students to work 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 questions will be constrained by staff resources.

**Assessment:** Seminar presentations and written assignments, as specified at the start of the year.

**Recommended Texts:**

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. 1977. *Research designs in speech pathology and audiology*. Englewood Cliffs, N.J., Prentice-Hall.

**Requisites:** To be advised.

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## CD481 C.D. Directed Research Project

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(36 Hours: Lecture equivalent)

This subject is designed to provide students with experience in formulating a research hypothesis, reviewing scientific literature, devising an appropriate design to test their hypotheses, conducting an experiment, computing statistics, and analysing data and reporting the results.

**Assessment:**

Based on performance of each of the following steps:

- (i) adequacy of literature retrieval and evaluation (10%)
- (ii) research design (10%)
- (iii) data collection and conduct of experiment (10%)
- (iv) programme for data analysis (10%)
- (v) final written report (60%)

**Requisites:** To be advised.

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## CD518 Aural Rehabilitation (22 modules)

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(132 Hours)

The objective of this course is to provide participants with a comprehensive perspective of communication disorders resulting from hearing loss acquired either pre- or post-lingually, and the management strategies considered appropriate for the different professional groups. Participants will receive an orientation to the assumptions, issues, techniques and implications related to the provision of multidisciplinary services for hearing impaired people.

**Assessment:** To be advised.

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## CD520 Language Disorders in Children: Cognitive, Linguistic and Pragmatic Systems (11 modules)

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(66 Hours)

The object of this course is to provide a comprehensive problem solving approach towards understanding the issues, assumptions, techniques and implications involved in the provision of services for language disordered children.

**Assessment:** To be advised.

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## CD521 Language Disorders in Children: Assessment and Intervention (11 modules)

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(66 Hours)

The object of this course is to provide a comprehensive problem solving approach towards understanding the issues, assumptions, techniques and implications involved in the provision of services for language disordered children with an emphasis on prevention, assessment and intervention.

**Assessment:** To be advised.

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## CD580 Literature Evaluation (10 modules)

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(60 Hours)

This unit consists of a full literature evaluation and the writing and submission of a minor thesis on a topic in the area studied in the specialist core. Students will spend most of the assigned hours in private work under the direction of appropriate staff members. The direction will consist mainly of instruction and advice as required by each individual. However, in order to ensure that students are adequately paced and progressing satisfactorily in their work, scheduled meetings will be held.

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## CH110 Therapeutics & Pharmacology

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(56 hours: Lectures, 2 hours per week)

(Therapeutics 28 hours, Pharmacology 28 hours)

A detailed study of antiseptic action, asepsis and sterilization will be made, to be followed by an in depth study of the inflammatory process and its treatment. This unit also introduces terminology, types of preparations of medicaments and actions of some commonly used podiatric medicaments; the unit also introduces drugs and defence mechanisms and local anaesthetics.

**Prerequisite:** Nil.

**Assessment:**

2 and 3 hour written examinations at the end of terms 2 and 3 respectively. Details of assessment will be announced at the commencement of course.

**Recommended texts:**

READ, P.J. 1975. *Introduction to Therapeutics for Chiropodists*. Actinic Press.

GRAHAM, J.D.P. 1979. *An Introduction to Human Pharmacology*. O.U.P.

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## CH130 Podology I

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(54 hours: 2 hours per week)

In this section, the student will be introduced to theoretical aspects of clinical practice, shoe design and construction, usage of instruments, aetiology and pathology of corn and callous formation, simple foot mechanics and various nail pathologies.

**Prerequisite:** Nil.

**Assessment:**

Assessment will take the form of a three hour written examination at the end of terms two and three.

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## CH140 Clinical Practice I

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(234 hours: 9 hours per week)

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.

**Corequisites:**

Clinical Practice I: Therapeutics I, Communication Skills in Clinical Practice.

**Assessment:**

Continual and annual. Continual assessments are carried out in each term and students will be required to undertake a 3 hour clinical examination at the end of term 3.

**Recommended text books:**

HYDE, C.C. 1980. *Padding and Strapping techniques for Podiatrists*. Lincoln Institute of Health Sciences.

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## CH150 Orthotics I

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(54 hours: 2 hours per week)

In this course the students learn the basic techniques of measuring and taking impressions of feet in order to produce simple orthotic devices.

**Prerequisite:** Nil.

## Assessment:

Assessment in this subject is by means of continual assessment. Students will be assessed on the manufacture of a number of orthoses throughout terms 1, 2 and 3. Each will be representative of the different fabrication techniques taught in the course.

## Reference texts:

NEALE, D. 1981. *Common Foot Disorders, Diagnosis and Management*. Churchill Livingstone.  
ROOT, M.L. & WEED, J.H. *Neutral position casting techniques*. Clinical Biomechanics, Corp. LA.

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## CH200 Kinesiology

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(18 hours: 1 hour per week)

This unit introduces terminology relating to foot function and covers in depth, the range of motion and types of movement occurring at the functional axis of the foot and leg.

**Prerequisite:** BL182.

## Assessment:

Assessment will take the form of a short assignment to be completed by the end of term 3.

## Prescribed texts:

INMAN, 1976. *The Joints of the Ankle*. Williams and Wilkins.

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## CH210 Therapeutics & Pharmacology II

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(46 hours: Lectures, Therapeutics - 28 hours, Pharmacology 18 hours)

This topic extends the first year course CH110 to cover treatment of various podiatric conditions such as chilblains, verruca, fungal infections and various aseptic inflammatory states.

The pharmacology component completes coverage of podiatric medicaments required for the second year and looks at the effects of various systemic drugs. The pharmacology of local anaesthetics is also covered.

Therapeutics: 18 hours pharmacology

**Corequisite:** CH230.

## Assessment:

A three hour examination will be held at the end of term 2 and term 3.

## Recommended Texts:

READ, P.J. 1978. *Therapeutics for Chiropodists*. Actinic Press.  
NEALE, D. (ed) 1981. *Common Foot Disorders: Diagnosis and Management*. Churchill Livingstone.  
GRAHAM, J.D.P. 1979. *An introduction to Human Pharmacology*. O.U.P.

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## CH230a Podology II

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(81 hours: 3 hours per week)

Topics offered in this unit include principles of diagnosis, syndromes, hallux valgus and allied forefoot deformities, bursitis and tenosynovitis; toe deformities; effects of cold on tissues; etiology and pathology of fungal infections.

**Prerequisite:** Podology I.

**Corequisites:** CH210 and CH220.

## Assessment:

This will take the form of a 3 hour written examination at the end of term 2 and 3.

## Recommended texts:

NEALE, D. (ed). 1981. *Common Foot Disorders: Diagnosis and Management*. Churchill Livingstone.

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## CH230b Pathomechanics

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(9 hours: 1 hour per week)

This course offers an indepth coverage of normal and pathological gait and, in particular, detailed analysis of the mechanical aspects of both normal and pathological foot function.

**Prerequisite:** Anatomy I.

## Assessment:

Assessment will be by written examination at the end of the year. Details will be announced at the commencement of the course.

## Recommended texts:

ROOT, M.L., ORIEN, W.P., WEED, J.N. 1977. *Normal and Abnormal Function of the Foot*. Clinical Biomechanics Crp.  
INMAN, V.T., RALSTON, H.J. and TODD, F. 1981. *Human Walking*. Williams and Wilkins.

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## CH240 Clinical Practice II

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(252 hours: 9 hours per week, clinical sessions)

The second year clinical practice session is one in which further development and consolidation of practical skills is seen to occur. Students commence the year with routine treatments and towards the end of the year are beginning to treat high risk patients who require particular skills and expertise in their management.

**Prerequisite:** Clinical practice I.

## Assessment:

This will take the form of a continual assessment component over 3 terms and a 3 hour clinical examination at the end of term 3.

## Recommended Texts:

As for CH230 Podology II.

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## CH250 Orthotics II

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(56 hours: 2 hours per week)

This practical session allows the skills and techniques developed in the first year to be applied in the management of patients.

**Prerequisite:** Orthotics I.

## Assessment:

Assessment will be continual throughout the year and an oral examination will be held at the end of term 3.

## Recommended texts:

As for CH150 Orthotics I and CH230 Podology II.

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## CH260 Anaesthesiology

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(9 hours: 1 hour per week (term 1).

(Practical sessions: 9 hours: 1 hour per week (term 2).

The function of this unit is to give students experience and knowledge in the use of local anaesthetics within the podiatric sphere of practice. In addition, topics such as resuscitation techniques, patient assessment and medico-legal considerations are also covered.

**Prerequisites:** Therapeutics I, Pharmacology, Anatomy I. Microbiology.

## Assessment:

Assessment will be by both written examination and practical examination of techniques.

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## CH310 Therapeutics III

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(54 hours: Lectures, 2 hours per week: lectures)

Particular attention is given here to the concept of total case management of high risk patients such as those presenting with vascular disturbance, endocrine disorders, various arthroses and neurological conditions.

**Prerequisite:** Therapeutics II.

**Assessment:**

Assessment will be by 3 hour written examination held at the end of term 2 and term 3.

**Recommended texts:**

REID, P.J. 1978. *An Introduction to Therapeutics for Chiropodists*. Actinic Press.

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## CH330 Podology III

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(108 hours: 4 hours per week: lectures)

In this section of the course less common foot problems are considered including osteochondritis; peroneal spasm; plantar fasciitis and heel pain, in addition to pathologies of the talipes conditions, pes cavus, various ataxias and neurological disturbances. Practice management, finance and accounting, etc. are also covered near the end of the course as a preparation for private practice.

Sections of the course are also devoted to skin surgery techniques, sports podiatry and radiographic interpretation.

**Prerequisite:** Podology II.

**Assessment:**

Assessment will be by a 3 hour written examination held at the end of terms 2 and 3.

**Recommended texts:**

NEALE, D. (ed). 1981. *Common Foot Disorders, Diagnosis and Management*. Churchill Livingstone.

GIANESTRAS, N. 1973. *Foot Disorders, Medical and Surgical Management*. Lea & Febiger.

MANN, R.A. *DuVries' Surgery of the Foot*.

YALE, E. 1974. *Podiatric Medicine*. Williams & Wilkins.

LEVIN, M.E. & O'NEIL, L.W. 1973. *The Diabetic Foot*. C.V. Mosley.

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## CH340 Clinical Practice III

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(243 hours: 9 hour per week: clinical practice)

Both general and advanced conditions are treated in this year with three hours per week allocated to a diagnostic and assessment clinic and two hours per week allocated to a special treatment clinic in which urgent cases, and those of special interest, are seen at short return periods. The remainder of the clinical work is devoted to the normal care of high risk patients together with general treatments.

**Prerequisite:** Clinical practice II.

**Assessment:**

Assessment will be by continual assessment throughout terms 1, 2 and 3 and two three hour practical examinations and oral at the end of term 3.

**Recommended texts:**

As for CH310 and CH330.

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## CH350 Orthotics

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(168 hours: 4 hours per week: labs)

This section of the course is offered in two two-hour sessions per week, in which more advanced devices are made for patients in addition to simple appliances. Moulded insoles, shoe modifications, and others, form a high proportion of the work in which the close relationship between clinical treatment and the role of orthotic devices is emphasised and reinforced.

**Prerequisite:** Appliance Studies II.

**Assessment:**

Assessment will be by continual assessment throughout the year and an oral examination at the end of term 3.

**Recommended texts:**

As for CH330 and CH310 and CH150.

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## CH360 Surgery

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(18 hours: 2 hours per week: Lectures)

Taken in conjunction with CH350 and CH370, this course offers the fundamentals of surgery and surgical conditions. The course covers inflammation; traumatology, vascular disorders, ulceration; tumors and nervous system disorders amongst other topics.

**Prerequisites:** Medical Science for Podiatry, Anatomy II and Physiology.

**Assessment:**

Assessment will be a combined examination of Surgery and Orthopaedic Surgery of two hours duration held at the end of the programme of lectures.

**Recommended Texts:**

TAYLOR, S. & COTTON, L. *A Short text book of Surgery*.

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## CH370 Orthopaedic Surgery

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(14 hours: 2 hours per week: Lectures)

This unit 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 disorders; surgical techniques and radiographic interpretation.

**Prerequisites:** As for CH360 Surgery.

**Assessment:**

As for CH360 Surgery.

**Recommended texts:**

DUCKWORTH, T. *Lecture notes on Orthopaedics and Fractures*.

ADAMS, J. CRAWFORD. 1978. *Outline of orthopaedics*. Churchill Livingstone.

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## CH380 Dermatology

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(18 hours: 2 hours per week: Lectures)

This section of the course is an indepth study of skin disorders; it includes psoriasis, infections and infestations; lichen planus, bullous diseases, disorders of pigmentation, keratinisation, hair and nail growth, urticarias and erythemas, purpura and vasculitis and skin manifestations of systemic disease.

**Prerequisites:** As for CH360 Surgery.

**Assessment:**

This will take the form of a 2 hour written examination at the end of the programme of lectures.



**Recommended texts:**

LEVEN, G.M. & CALNAN, C.D. *A Colour Atlas of Dermatology*. Wolfe, Medical Books.  
 GIBBS, RICHARD, C. 1979. *Skin diseases of the feet*. Warren H. Green, Inc.

**CH390 Medicine**

(18 hours: 1 hour per week: Lectures)

This course covers the necessary medical (systemic) conditions that may have an effect on feet or influence the management of podiatric conditions. Such topics as cardio-vascular diseases; collagen diseases and arthroses; endocrine disorders and diseases of the nervous system are covered.

**Prerequisites:** Medical Sciences for Podiatry, Anatomy II and Physiology.

**Assessment:**

Details will be announced at the commencement of the course.

**Recommended Texts:**

HOUSTON, J.C., TOWER, C.L., and TROUNCE, J.R. 1979. *A Short text book of Medicine*. Hodder and Staughton.  
 PASSMORE, R., & ROBSON, J.W. 1980. *A companion to Medical Studies*. Vol. 3. Blackwell.

**CH400 Podiatry Elective**

Assessment for this unit is based on the completion of a major project during the final year of the course. The subject area of the topic is chosen by the student but must have relevance to the profession.

**ER970 Introduction to Graduate Research Skills**

(33 hours of small group lectures/tutorials)

This unit provides an indepth review of the principles of the scientific method and research design, an introduction to selected topics in measurement theory, and an overview of statistical methods of inference in these research designs. The unit emphasises the application of these concepts to the evaluation of research publications from thematically relevant areas of the health literature.

**Prerequisite:** BS105 or its equivalent.

**Assessment:** Series of brief assignments not exceeding 2500 words in total.

**Recommended text books:**

A list of readings and additional references will be distributed at the commencement of the unit.

**ER973 Applied Physiology I**

(20 hours)

Provides further knowledge of short term physiological and anatomical effects of transitory exercise, long term effects of continued 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.

**ER974 Applied Physiology II**

(30 hours)

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, environmental physiology, and body composition and somato typing. Students gain experience, also, in quantitative assessment of function.

**Prerequisite:** ER973 Applied Physiology I.

**ER975 Biomechanics I**

(18 hours)

Provides an overview of the biomechanical principles involved in understanding gross human motor activity; introduces principles of instrumentation used in the collection of biomechanical data in research into mechanical aspects of specific sporting activities.

**Corequisite:** ER976 Biomechanics II.

**ER976 Biomechanics II**

(18 hours)

Provides fundamental appreciation of mechanics of properties of skeletal muscle, biological materials, and the biomechanics and kinesiology of selected joints, response of these tissues in training and disuse, and changes which occur under pathological conditions. Instrumentation used in the measurement and assessment of muscle and joint function are introduced, (viz. electromyography, electrogoniometry) in a laboratory setting.

**Corequisite:** ER975 Biomechanics I.

**ER977 Introduction to Medical Science**

(36 hours)

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 contradictions to exercise programmes.

**Prerequisites:** Basic course in human physiology including human cell physiology, cardiorespiratory, cardiovascular and neurological systems.

**ER978 Rehabilitation Psychology**

(18 hours)

Psychological dimensions of illness and disability and the application of psychological principles to patient care and rehabilitation are examined. Students increase their awareness of psychological and social factors which influence response to injury or illness, of attitudes of society towards the disabled, and gain skills in applying basic psychological principles to selected problems in rehabilitation.

## References:

- DAVIDSON, P. 1976. ed. *Behavioural management of anxiety, depression and pain*. New York. Brunner/Mazel.  
SHOUTZ, 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.

## ER980 Introduction to Rehabilitation

(12 hours)

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. Students will develop ability to interpret and utilise relevant medical records.

## ER981 Cardiorespiratory Rehabilitation

(18 hours)

Increase students' knowledge of applied anatomy, physiology and pathophysiology relevant to selected cardiac diseases considered suitable for exercise rehabilitation programmes. Students gain knowledge of basic principles of epidemiology, medical, surgical and pharmacological management of cardiac diseases and an awareness of indications for and contraindications to exercise. The unit includes study of sociological, behavioural and environmental aspects of cardiac rehabilitation. In conjunction with other medical and health practitioners students become competent in identifying programme goals, planning, administering and evaluating cardiac rehabilitation exercise programmes.

**Prerequisites:** ER974 Applied Physiology,  
ER977 Introduction to Medical Science or its equivalent.

## ER983 Rehabilitation in Orthopaedic Disorders

(18 hours)

Provides knowledge of epidemiology, aetiology, clinical presentation and general principles of various methods of management of sports injuries. Students develop skills in planning, administering and evaluating exercise rehabilitation programmes for athletes whose injuries have become medically stable.

Topics includes, relevant physiology, biomechanics and applied anatomy; common injuries, prevention of injuries, recognition of serious injury, use of therapeutic exercise; roles and responsibilities of members of the sports medicine team, sports injuries in special groups, for example, children, the veteran athlete, and return to activity following injury.

**Prerequisites:** ER974 Applied Physiology II,  
ER9 Biomechanics B,  
ER977 Introduction to Medical Science or its equivalent.

## ER985 Rehabilitation in Neurological Disorders

(18 hours)

Provides knowledge and skills relevant to assessing needs, planning, administering and evaluating exercise programmes for the prevention of ill-health or disability, maintaining desirable levels of physical performance of aged persons where problems of self care, mobility, endurance, sensory abnormality and physical disability have been identified. The unit covers relevant epidemiology, aetiology, pathology, medical, surgical and pharmacological management, management by other health practitioners, and clinical presentation of selected problems.

**Prerequisites:** ER974 Applied Physiology II,  
ER977 Introduction to Medical Science or its equivalent.

## ER987 Rehabilitation Seminars

(24 hours)

A series of seminars designed to stimulate discussion and provide information regarding problems in specific areas of rehabilitation. Topics include exercise programmes in rehabilitation for sporting injuries, problems associated with ageing, disabilities in children, brain injuries, industrial accidents and mental retardation.

## ER989 Field Work

(120 hours)

Field work will be arranged to support subjects offered, e.g. ER981, ER984 and to give the students further experience in their chosen interest in a particular area of rehabilitation.

## ER990 Exercise Programming

(10 hours)

Acquaints students with principles and practices involved in therapeutic and preventive programmes, focussing on articulation of overall programme objectives, evaluation, design and implementation pertinent to therapy, recreation, and prevention of illness and injury. The unit covers application of theories of programming in selected rehabilitation contexts, identification of needs relative to demographic data, work and leisure behaviours, assessment of the fitness profile of the subject, programme construction, session planning, and selection and incorporation of appropriate modes of activity.

## ER992 Movement and Adapted Exercise

(20 hours)

Provides a range of activities, ways of using movement and adapted exercise for rehabilitation and prevention of illness and injury.

Classes include general exercise programmes for promoting and maintaining cardiovascular and respiratory fitness, specific exercise programmes and principles of progression, Swedish, educational, artistic and rhythmic gymnastics, use of music in exercise, and strengthening and mobility techniques.

**Prerequisite:** ER990 Exercise Programming.

## ER994 Games, Recreational and Water Activities and Athletics

(20 hours)

Students learn to adapt various physical activities for general and specific therapeutic purposes. Focus is on the selection and adaptation of physical skills and modification of rules to maximise participation, contradictions to certain activities, motivational factors and progression of activities.

**Prerequisite:** ER990 Exercise Programming.

## ER996 Dance and Movement

(20 hours)

Competence in the application of dance and movement to therapeutic programmes is developed. Students develop further skills in observing, analysing and evaluating movement and an awareness of the therapeutic significance of the development of kinaesthetic awareness of self, of increasing the range of emotional and physical expressiveness in activities which provide experience through locomotion, elevation, gesture, form shape, design and spatial relations. The subject covers Laban's effort system, effort/shape as a form of analysis, awareness of psychological aspects associated with physiological states, and the inter-relationship between movement and personality.

**Prerequisite:** ER990 Exercise Programming.

## ER997 Relaxation Techniques and Therapeutic Applications

(20 hours)

Increases knowledge of the physiology and psychology of relaxation and demonstrates and develops skills in selected relaxation techniques. It provides up to date information on therapeutic application of relaxation techniques, and published evidence pertaining to claims of effectiveness.

## ER998 Interpersonal Communication Skills

(18 hours)

Provides a framework for understanding and developing interpersonal counselling skills.

Theoretical material forms the model of counselling skills and students explore counselling techniques and their application to the clinical setting.

## ER999 Research and Evaluation in Rehabilitation Exercise

(18 hours)

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.

## ID103 The Health Team - An Interprofessional Community Health Project

(15 hours of lectures/seminars/clinical placement)

This subject is jointly co-ordinated by the Departments of Community Medicine and Social Work, Monash University, and Schools of Lincoln Institute.

The course aims to provide the opportunity for each student to participate in interdisciplinary educational experience so that at the conclusion of the programme students will have an understanding of:

- (a) The roles of different health professionals associated with the programme.
- (b) The ways in which these health professionals can work together in a community setting.
- (c) The range and nature of health care services in a community setting.

**Prerequisites:** Nil.

**Assessment:** Based on attendance and a group case presentation.

**Recommended text books:**

Reading guides will be issued during the subject.

## NB102 Interpersonal Communication Skills (2 points)

(27 hours)

This unit is designed to provide approaches to interviewing skills and interpersonal processes in which students will be presented with content proceeding from orientation to the basic concepts and principles, to theories and models of the helping process and then to experiential learning situations. Practice interviews involving physical and psychosocial data collection will be followed by a 3 day workshop focusing on self-awareness and interpersonal sensitivity. This workshop will then be followed by the practice of interviews involving holistic physical and psychosocial health counselling. The accommodation cost for the workshop will be approximately \$65.00 per head.

**Prerequisite:** Nil.

**Assessment:**

By attendance and participation at weekly sessions and the workshop.

**References:**

ADLER, R., ROSENFELD, L. and TOWNE, P. 1983. 2nd ed. *Interplay: The Process of Interpersonal Communication*. New York, Holt, Rinehart & Winston.

BRAMMER, L. 1979. 2nd ed. *The Helping Relationship*. New York, Prentice-Hall.

EGAN, G. 1982. 2nd ed. *The Skilled Helper*. Monterey, Calif., Brooks Cole.

A unit reading manual will be available at minimal cost.

## NB112 Political Studies (2 points)

(27 hours)

In this unit students look at the form and functioning of Australian government, especially as it bears on the process of making health care policy. Students analyse health care policy as the outcome of various institutional arrangements, and of the influence and activities of various interested groups.

**Prerequisite:** BS140.

**Assessment:** One critical essay of approximately 2000 words.

**Recommended text books:**

AITKIN, D. & JINKS, B. 1981. *Australian political institutions*. 2nd ed. Pitman, Australia.

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**NB122 Analysis of Organizations A  
(2 points)**


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(36 hours)

This unit applies relevant material from organisation psychology, organisation theory and management to the study of organisations, with particular emphasis on health care organisations. The focus is on organisation functions and managerial work.

**Prerequisites:** BS120, BS140.

**Recommended Text:**

MINTZBERG, H. 1979. *The structuring of organizations*. Englewood Cliffs, Prentice-Hall.

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**NB123 Psychiatric Nursing**


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(63 hours, comprising 39 hours of lectures/seminars and 24 tutorials)

This unit critically examines psychiatric care and provides a foundation of psychiatric knowledge. It also develops a conceptual framework for psychiatric nursing, applying this framework to the provision of care and rehabilitation for mentally ill persons and their families.

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**NB132 Analysis of Organisations B  
(2 points)**


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(36 hours)

This unit builds on the NB122 and focuses on internal design of organisations, and leadership.

Community Health Nursing course students may choose to take an elective instead of this unit.

**Prerequisite:** BS122.

**Recommended Texts:**

As for NB122.

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**NB142 Analysis of Organizations C  
(2 points)**


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(36 hours)

This unit builds on NB122 and NB132 and focuses on organisations and people in change.

**Prerequisites:** NB122 and NB132.

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**NB162 Computer Based Information  
Systems (2 points)**


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(27 hours lectures/practicals)

This unit aims to equip students with an understanding of the use of computers in health care organisations and basic skills in using computers. It also includes systems analysis: computer applications in health care, definition of management information requirements, and system design evaluation and selection.

**Prerequisite:** N1014 or equivalent which includes statistics.

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**NB351 Health Team Functioning (1 point)**


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(18 hours)

This unit involves an extension of knowledge and skills acquired in earlier units, 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.

**Prerequisites:** BS120, NB102.

**Assessment:** Presentation of content as group discussion leaders and process record of a group session of not more than 1000 words.

**Recommended text books:**

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*. U.S.A. Dallinger.

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**NB612 Behavioural Aspects of Midwifery A  
(2 Points)**


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(30 hours)

This unit 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.

**Prerequisite:** BS120 or equivalent.

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**NB622 Behavioural Aspects of Midwifery  
Midwifery B (2 Points)**


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(36 hours)

This unit 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.

**Prerequisite:** NB612.

## NO100 Nursing I (10.0 points)

(180 hours of lectures, group discussions, tutorials, demonstrations and laboratory practice)

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 modules; the modules 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. The content of each module leads into the next, so that Module 1 is a prerequisite for Module 2 and Module 2 is a prerequisite for Module 3.

**Prerequisites and/or corequisites:** BS100, BS105, BL125, BL155.

**Corequisites:** NO101, NO119.

**Assessment:** progressive throughout the year:

- |        |   |
|--------|---|
| Term 1 | submission of communication studies diary |
|        | 2 hour examination at end of term         |
| Term 2 | 2 hour examination at end of term         |
| Term 3 | 2 hour examination at end of term         |

**Prescribed Texts:**

BRILL, E.L. and KILTS, D.F. 1980. *Foundations for Nursing*. New York, Appleton Century-Crofts.

MOSBY, 1983. *Mosby's Medical and Nursing Dictionary*. St. Louis, C.V. Mosby Co.

SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA, 1981. *Pharmacology and drug information for nurses*. Sydney, Saunders.

**Reference Books:**

Selected references are given during the course and additional references relative to this area are available in the library.

## NO101 Applied Microbiology I (2.0 points)

(36 hours, including laboratory sessions)

This unit introduces students to the classification of micro-organisms; 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.

**Corequisites:** NO100, NO119.

**Assessment:**

Submission of laboratory work sheets during term of a satisfactory standard and a 2 hour examination at the end of term 3.

**Reference Books:**

Selected references are given during the course and additional references relative to this area are available in the library.

## NO119 Clinical Practice I (7.5 points)

(335 hours in selected hospitals and other health agencies)

This unit 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.

**Corequisites:** NO100.

**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 year.

## NO200 Nursing II (8.0 points)

(144 hours of lectures, tutorials, group discussions, demonstrations and laboratory practice)

This area of study is devoted to the theory and application of principles of nursing care of patients suffering from common illnesses. Nursing is studied as a problem solving activity directed towards care and promotion of health, relief of pain, discomfort and distress in the individual and his family. Emphasis is given to assessment of individuals and their families, with specific reference to nursing care of those suffering from common disease conditions and the physiological and behavioural changes associated with these conditions; and to the planning, implementation and evaluation of nursing action to promote adaptation in order to achieve optimal health in those suffering from these common disease conditions.

This unit is taught concurrently with NO219 Clinical Practice II and the two subjects are incorporated into three modules (4, 5 and 6). Module 4 is a prerequisite for Module 5 and Module 5 is a prerequisite for Module 6.

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. The three modules in second year have a continuing emphasis on problem solving as a cognitive skill. 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.

Throughout the year, emphasis is placed on analysing nursing research reports which are specific to each area of nursing being studied.

**Prerequisites and/or corequisites:** all of first year content plus BL225, BS201, BS202, NO203.

**Corequisites:** NO219, NO201, NO202.

**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, 3 assignments and end of term examinations as follows:

- |        |                    |
|--------|--------------------|
| Term 1 | 3 hour examination |
| Term 3 | 2 hour examination |

**Reference Books:**

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 (2.0 points)

(36 hours lectures and tutorials)

This unit 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 pathogenic 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 if their occurrence. Tutorials wherein problem centred case studies will be discussed are an integral part of this unit.

**Corequisite:** NO200.

**Prescribed Texts:**

None; however, students may wish to buy Jawelyz, E. et al. *Review of Microbiology*. 16th ed., 1984.

**Reference Books:**

Current journal articles will be available in library. Tutorial guides are available.

**Assessment:**

- written examination.
- tutorial participation.

## NO202 Community Health Nursing II (4.0 points)

(36 hours theory; 40 hours clinical)

Students will be introduced to the ways in which communities can be categorized and studied. Each student will be given an opportunity to undertake a basic community survey prior to her/his secondment to a geographically related clinical community agency. Students will be given an opportunity to learn something of "major environmental stressors", strategies for their reduction as well as an examination of specified disease states and their sequelae. Focus will be given to drug dependence including, in particular, the alcoholism syndrome and visits will be arranged to centres where related programmes and facilities will be discussed and observed.

**Corequisite:** NO200.

**Prescribed Texts:** None.

**Reference Books:**

Separate lists will be incorporated in outline notes which are provided.

**Assessment:**

- written survey.
- assignment.

## NO203 Legal Ethical & Professional Issues (1.5 points)

(27 hours lectures, tutorials and group discussions)

This unit 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 recognizes and promotes the concepts of justice and fairness in her professional practice as they relate to herself, to clients and to other professionals.

**Prerequisites:** NO100, NO119.

**Assessment:** One written assignment. Class and tutorial participation.

**Recommended Texts:**

OSULLIVAN, John. *Law for Nurses*. The Law Book Company, Sydney, Melbourne.

FENNER, Kathleen. 1980. *Ethics and Law in Nursing*. D. Van Nostoland Company, New York.

DAVIS, Anne & AROSKAR, Mila A. 1978. *Ethical Dilemmas and Nursing Practice*. Appleby Century-Crofts, New York.

## NO219 Clinical Practice II (8.0 points)

(350 hours in selected hospitals and community health agencies)

This unit 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 is 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.

## NO300 Nursing III (7.0 points)

(54 hours of lectures, group discussions, tutorials, demonstrations and laboratory practice; 160 hours of clinical practice in selected health agencies.)

This unit, 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.

**Prerequisites:** All year 2 content.

**Corequisites:** Normally all other year 3 subjects.

**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 3.

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 more are available in the library.

## NO302 Community Health Nursing III (3.0 points)

(18 hours theory; 10 visits)

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.

**Corequisite:** NO300.

**Prescribed Texts:**

None.

**Reference Books:**

Outline notes will be provided and journal references supplied.

**Assessment:**

- assignment.

## NO304 Developmental Disability Nursing (7.0 points)

(36 hours of lectures, group work and tutorials: 200 hours of clinical practice in selected agencies within Mental Retardation Division and Special Developmental Schools)

This unit of study is conducted over one term. It is designed as a continuation of studies in years 1 and 2, and is directed towards the promotion of care for the developmentally disabled and his family.

The nursing perspective emphasizes normality, the promotion of independence, education and meeting the health needs of the developmentally disabled and his family. 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.

Students will have the opportunity to participate in, and critically appraise, the care given in institutions and in the community.

**Corequisite:** NO300.

**Prescribed Texts:**

CLARKE, A.M. & CLARKE, A.D.B. 1974. *Mental Deficiency*. Methuen & Co. Ltd.

WOLFENBERGER, W. & THOMAS, S. 1983. *Passing*. National Institute on Mental Retardation.

**Assessment:**

- 2 hour written examination.
- A project of 1500 words in the form of a training/educational programme.
- Clinical performance.

**References:**

Selected references will be given during the unit and additional references relative to this area are available in the library.

## NO305 Maternity Nursing (4.0 points)

(36 hours of lectures, group discussions, tutorials and demonstrations. 80 hours of clinical practice)

This unit 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.

**Corequisite:** NO300.

**Assessment:** Assessment will be based on:

- participation in classes, tutorials and clinical conferences;
- clinical performance;
- written work related to clinical practice;
- 2 hour 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.

## NO306 Operating Room Nursing (4.0 points)

(18 hours Theory; 96 hours Clinical Practice)

This unit is conducted over one term and provides students with the opportunities:-

- 1) To appreciate and understand the experiences 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.

**Prerequisites:** All year 2 content.

**Corequisite:** NO300.

**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.

## NO307 Paediatric Nursing (3.0 points)

(18 hours of lectures, group discussions, tutorials, demonstrations and laboratory practice. 80 hours of clinical practice in a paediatric hospital.)

This unit 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.

**Corequisite:** NO300.

**Assessment:** Assessment will be based on:

- participation in classes, tutorials and clinical conferences;
- clinical performance;
- written work related to clinical practice;
- 2 hour examination.

A satisfactory grade in all assessments is necessary to gain an overall pass in the subject.

**Prescribed text:**

WHALEY, L.F. & WONG, D.L. 1983. *Nursing Care of Infants and Children*. C.V. Mosby Co. St. Louis.

**References:**

Selected references to book and journal articles are given during the unit and additional references are available in the library.

## NO308 Psychiatric Nursing (7.0 points)

(36 hours of lectures and tutorials. 200 hours of clinical practice in selected psychiatric hospitals within the Mental Health Division and other psychiatric agencies.)

This unit of study and clinical practice is conducted over one term. It is based upon the concepts of mental health and mental illness introduced in years 1 and 2.

The unit is designed to relate the stress adaptation model to the care of the person with common psychiatric conditions and his family. It incorporates aspects of prevention, nursing care, treatment, health education and rehabilitation.

**Corequisite:** NO300.

**Assessment:**

- 3 hour written examination;
- clinical performance;
- written work related to clinical practice.

**Prescribed texts:**

GOLDMAN, E. ed. 1972. *Community Mental Health Nursing. The practitioner's point of view*. New York, Educational Division/ Meredith Corporation.

- HABER, J. et al. 1978. *Comprehensive Psychiatric Nursing*. U.S.A., McGraw Hill Inc.
- LANCASTER, J. (ed.) 1984. *Adult Psychiatric Nursing*. 2nd ed. Medical Examination Publishing Co.
- McSWIGGAM, C.A. & NEWGREEN, D.B. 1981. *Nurses Guide to Psychoactive Drugs*. S.A., A. & N.Z. Book Co.
- SAINSBURY, M.J. 1973. *Key to Psychiatry*. Sydney, N.S.W., A. & N.Z. Book Co.
- STUART, G.W. & SUNDEEN, S.J. 1979. *Principles and Practice of Psychiatric Nursing*. U.S.A., C.V. Mosby Co.
- TAYLOR, C.M. 1982. *Essentials of Psychiatric Nursing*. 11th ed. C.V. Mosby Co.
- WILSON, H.S. & KNEISL, C.R. 1979. *Psychiatric Nursing*. U.S.A. Addison-Wesley Publishing Co.
- WILSON, H.S. & KNEISL, C.R. 1979. *Instructor's Manual for Psychiatric Nursing*. U.S.A., Addison-Wesley Publishing Co.
- Diagnostic and Statistical Manual of Mental Disorders*. 4th ed. American Psychiatric Association.

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## N1014 Nursing Research

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(72 hours)

This unit 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.

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## N1022 Educational Functions of Health Professionals

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(27 hours)

This unit aims to provide a framework for students to identify and utilise opportunities for teaching in practice settings. It includes relevant concepts and principles of teaching and learning and their applications to teaching individuals and groups in clinical situations and in the community.

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## N1031 Applied Microbiology

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(18 hours)

This unit provides opportunities for students to broaden and deepen their knowledge of microbiology and immunology and to explore contemporary developments. Orientation is towards the person at risk or suffering from microbiological disease and the interplay between the pathological potentials of micro-organisms and the susceptibility and resistance of the host.

**Prerequisite/Corequisite:** BL526 or BL527.

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## N1032 Applied Microbiology Project

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(27 hours)

This unit 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.

**Prerequisite:** BL527.

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## N1042 Legal Studies

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(27 hours)

This unit 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.

### Recommended texts:

- DERHAM, D.P., MAHER, F.K.H. and WALLER, P.L. 1977. *An introduction to law*. 3rd ed. Sydney, Law Book Co.
- O'SULLIVAN, J. 1977. *Law for nurses*. 2nd ed. Melbourne, Law Book Co.

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## N1052 Sexuality and Nursing

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(27 hours)

This includes a study of sexuality across the life cycle, attitudes, values, beliefs, and the nurse's role. Opportunities are available to relate the topics to particular areas of clinical interest.

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## Advanced Nursing

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This subject consists of three separate units which are designed to help students develop strategies of inquiry in order to facilitate clinical problem solving and to broaden their view of nursing within the evolving health care system.

### N1072 - ADVANCED NURSING A

(27 hours)

This unit 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 conceptual models in health care.

### N1082 - ADVANCED NURSING B

(27 hours)

In this unit conceptual approaches to nursing are explored and the implications for practice are considered.

### N1092 - ADVANCED NURSING C

(27 hours)

This unit is designed to introduce students to health assessment and provides opportunities for them to develop both cognitive and psychomotor skills which are necessary in the nurse's search for information to evaluate the patient's health status.

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## N1103 Field Experience I-AN

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Field experience comprises two block placements of one week and two weeks in which students are given the opportunity to apply the theoretical concepts in advanced nursing studies to clinical practice.



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## N1203 Field Experience I-CHN

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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.

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## N1303 Field Experience I-MCH

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Field experience comprises three block placements each of two weeks plus 21 intermittent days throughout the year. This experience is undertaken in conjunction with N1313 Maternal and Child Health Nursing.

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## N1313 Maternal and Child Health Nursing

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(Leading to registration as an infant welfare nurse.)  
(27 hours plus 36 hours of clinical seminars.)

Students are provided with opportunity to integrate knowledge from other subject areas to the clinical area of maternal and child health, as well as develop knowledge and skills related to infants, children and their families and the nurse's role working with these families in the community.

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## N1332 Family Dynamics

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(27 hours)

This unit is designed to enable students to broaden their clinical focus from looking into what is happening to the individual towards looking at the context in which it is happening. Studies encompass families across the life cycles. Theoretical frameworks and data collection scheme currently used in clinical practice is introduced for exploration and evaluation.

**Prerequisites:** NB102, BS120 and BS140 or equivalents.

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## N1403 Field Experience I-PSYCH

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(560 contact hours)

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 internalization 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.

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## N1442 Nursing Research Quantitative Methods

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(27 hours)

This unit is designed to introduce students to basic principles of statistics and their application to quantitative nursing research. Topics include principles of research design, methodology, and descriptive and inferential statistical procedures. Particular focus is given to application to specific area of nursing practice.

**Prerequisite:** An introductory research unit.

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## N1452 Advanced Clinical Nursing Elective

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(27 hours)

In this unit students are able to define and explore a particular area of interest impinging on, or directly related to their chosen nursing specialisation. This unit is undertaken by contract and may include special interest conferences, seminars and programmes available in the community.

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## N1462 Nursing Research Project

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(27 hours)

In this unit students apply their knowledge of the investigative process to a nursing issue amenable to research analysis and conduct a research project.

**Prerequisite:** N1014 or equivalent.

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## N1491 Human Ecology

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(18 hours)

This unit introduces the concept of the ecosystem and the ways in which human populations 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.

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## N1502 Educational Technology

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(27 hours)

The aims of this unit are to enable students to use with confidence, a wide range of audio-visual equipment, and to select appropriate media for specific educational purposes. Students will also evaluate learning packages, including their basis in learning theory, and models of instruction within the context of nursing education.

**Prerequisite:** N5054 or equivalent.

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## N1511 Nursing and Literature A

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(18 hours)

This unit provides opportunities for students to examine critically ways in which the nursing, medical and other health professions

have been presented in literature. It includes exploration of selected poetry and passages of prose to consider the patient's experience of illness.

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## **N1522 Nursing and Literature B**

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(27 hours)

This unit includes those aspects described in Nursing and Literature A and it also provides opportunities for students to look at broader issues such as the social purpose of literature.

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## **N1682 Gerontological Nursing A**

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(27 hours)

The central theme of this unit 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.

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## **N1692 Gerontological Nursing B**

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(27 hours)

This unit is designed as an extension of N1682. Opportunities are given for students to investigate one or two areas of interest in depth.

**Prerequisite:** N1682.

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## **N1912 Community Health Nursing Clinical Seminars**

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(36 hours)

These seminars provide opportunities for students to examine issues central to the delivery of community health services. Skills related to assessment of family and community "health needs" are developed. Field experience comprises between three and four weeks block placement plus intermittent clinical days throughout the year.

**Corequisite:** N3334.

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## **N2002 Maternity Nursing (Restricted to students intending to proceed to the midwifery major stream in Year II)**

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(27 hours)

This unit includes study of human growth and development, pregnancy, labour and care of the normal neo-nate. Field experience comprises two weeks block placement as well as intermittent days equivalent to one week.

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## **N2122 Critical Care Nursing A**

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(27 hours)

This unit includes the study of crises in human functioning, trends in management of patients and families experiencing crises, and the implications for patients, families and critical care nursing practice in Australia.

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## **N2132 Critical Care Nursing B**

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(27 hours)

This unit is designed as an extension of N2122 to enable students to explore a specific area of interest in greater depth and involves an investigatory/research project.

**Prerequisite:** N2122.

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## **N2142 Operating Room Nursing A**

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(27 hours)

This unit includes the study of the total bio-psychosocial experience of patients requiring surgical intervention, trends in surgery and operating room nursing, and the implications for patients and operating room nursing practice in Australia.

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## **N2152 Operating Room Nursing B**

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(27 hours)

This unit is designed as an extension of N2142 to enable students to explore a specific area of interest in greater depth and involves an investigatory/research project.

**Prerequisite:** N2142.

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## **N2212 Clinical Teaching A**

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(27 hours)

This unit 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.

**Prerequisite:** N1022.

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## **N2222 Clinical Teaching B**

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(27 hours)

This unit provides opportunities for students to explore creative approaches to clinical teaching and considers, in more depth, issues impinging on clinical teaching.

**Prerequisite:** N2212.

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## **N2232 Management of the Clinical Unit**

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(36 hours)

This unit assists students to apply theoretical concepts and principles to unit management in health care settings. Emphasis is placed on management of staff and resources in the unit with coordination of support services in order to provide nursing services.

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## **N2242 Issues in Clinical Nursing**

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(27 hours)

This unit 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.

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## **N2443 Field Experience II - ACN**

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(2 weeks and 2 weeks plus intermittent days)

Field experience provides opportunities for students to achieve objectives related to the main areas of study taken in the second year of the programme.

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## **N2622 Nursing of Children A**

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(27 hours)

This unit 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.

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## **N2632 Nursing of Children B**

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(27 hours)

This unit is designed as an extension of N2622 to enable students to explore a specific area of interest in greater depth.

**Prerequisite:** N2622.

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## **N2642 Advanced Midwifery A (for registered midwives)**

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(27 hours)

This unit 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. This unit is suitable for students aiming to practise within a clinical setting or in midwifery education.

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## **N2652 Advanced Midwifery B (for registered midwives)**

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(27 hours)

This unit is designed as an extension of N2642 to enable students to explore a specific area of interest in greater depth.

**Prerequisite:** N2642.

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## **N2662 Adult Nursing A**

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(27 hours)

This unit includes the study of nursing problems related to adult acute and/or long-term nursing. It includes the study of patients with disorders reflecting common medical, surgical and rehabilitation problems, trends in management and the implications for patients and nursing practice in Australia.

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## **N2672 Adult Nursing B**

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(27 hours)

This unit 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.

**Prerequisite:** N2662.

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## **N2702 Psychiatric Nursing A (for registered psychiatric nurses)**

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(27 hours)

This unit includes the study of group therapies, counselling and individual psychotherapy, pharmacotherapy, culturally related problems in psychiatry, child psychiatry, and the implications for psychiatric nursing practice in Australia.

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## **N2712 Psychiatric Nursing (for registered psychiatric nurses)**

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(27 hours)

This unit is designed as an extension of N2702 to enable students to explore a specific area of interest in greater depth.

**Prerequisite:** N2702.

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## **N3002 Maternal and Child Health Nursing IIA**

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(27 hours)

This unit and N3012 build upon study already undertaken in this field. Students may choose to take one or both of these units.

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### **N3012 Maternal and Child Health Nursing IIB**

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(27 hours)

See N3002.

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### **N3132 Health Education IIA**

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(27 hours)

This unit of study provides the opportunity for students to examine the major influences, (psychosocial/cultural) that have an impact on health education in and for the community. It includes the application of principles of epidemiology and biostatistics to health education. Included is the process of evaluation, its tools and methodology.

**Prerequisite:** N1022 or N7061 or N3362.

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### **N3142 Advanced Community Health Practice**

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(27 hours)

The focus is on the community as the unit of practice. There is experiential learning of community health diagnosis, and content includes sources of community data, planning a community nursing programme and performance evaluation.

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### **N3162 Primary Health Care Practitioner Nursing A**

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(27 hours)

Units N3162 and N3172 are designed to help community health nurses focus on skill development for working in community settings where they might be initial contact persons in the primary care setting or where the nurse is the main provider of continuing health care. The emphasis in these units is placed on interviewing, history taking, health assessment (including physical examination), commonly occurring illnesses in the community and primary health care management. Field experience comprises five weeks block placement plus 21 intermittent days.

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### **N3172 Primary Health Care Practitioner Nursing B**

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(27 hours)

See N3162.

**Prerequisite:** N3162.

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### **N3182 Developmental Disability Nursing A**

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(27 hours)

The aim of this unit is to introduce and explore key issues or developmental disability relevant to nursing practice. Particular emphasis is given to the implications for the individual, family and

community. The unit enables students to focus on general principles and pursue specific areas of interest (e.g. cerebral palsy, Downs syndrome, mental retardation, dyslexia) through seminar activity.

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### **N3192 Developmental Disability Nursing B**

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(27 hours)

This unit is designed as an extension of N3182 to enable students to explore a specific area of interest in greater depth. Emphasis is on specific health needs and current management trends.

**Prerequisite:** N3182 or equivalent.

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### **N3202 School and Adolescent Health Nursing A**

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(27 hours)

Units N3202 and N3212 aim to help students gain a theoretical understanding of primary health care nursing and to develop competence in working with a school-age population, i.e. from primary school age to late adolescence. Issues, problems and health needs particular to this age group are identified and critically evaluated, and used to examine and develop the relevant and effective clinical nursing skills.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days through the duration of the units.

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### **N3212 School and Adolescent Health Nursing B**

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(27 hours)

See N3202.

**Prerequisite:** N3202.

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### **N3222 Occupational Health Nursing A**

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(27 hours)

This unit is designed to assist students to understand major concepts and develop further skills necessary for effective health care provision for individuals and groups of people in the work place.

Students explore major issues and problems in occupational health, the nature of the work environment and potential hazards. Emphasis is placed on further expanding their clinical skills, particularly those relevant to health assessment, current primary care management, crisis intervention and health promotion in an occupational health service.

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### **N3232 Occupational Health Nursing B**

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(27 hours)

This unit aims to help students further expand and deepen their understanding and judgement in the assessment and management of health/illness problems of people at work. Students identify major issues amenable to research analysis and focus on selected

## Nursing

clinical problems in occupational health/illness practice.

**Prerequisite:** N3222

Field experience comprises between two and three week block placement plus intermittent days through the duration of the units.

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### N3242 Community Mental Health Nursing A

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(27 hours)

This unit 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.

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### N3252 Community Mental Health Nursing B

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(27 hours)

This unit is designed as an extension of N3242 and enables students to explore a specific area relevant to community mental health in greater depth.

**Prerequisite:** N3242

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### N3272 Health Education IIB

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(27 hours)

This unit involves an extension of knowledge and skills acquired in earlier units.

**Prerequisite:** N3132.

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### N3334 Community Health Nursing Studies A

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(54 hours)

This unit 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.

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### N3361 Health Education

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(18 hours)

This unit is designed to enable midwifery students to develop their knowledge and skills in the process of teaching-learning and its application to their role as health teachers in hospital and community settings. It includes the use of a systematic approach to assessing clients' learning needs, designing, implementing and evaluating health education activities/programmes. Students have opportunities to apply their knowledge in practical settings.

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### N3362 Health Education I

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(36 hours)

This unit 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 a 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.

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### N3453 Field Experience II - CHN

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Field experience provides opportunities for students to achieve objectives related to the main areas of study taken in the second year of the programme.

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### N4022 Health Services Administration

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(27 hours)

This unit provides an overview of the organisation of health care services both overseas and in Australia. It examines the role of government in matters of finance and policy within the field of health care. It also examines the functions of, and relationships between, hospital departments.

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### N4032 Financial Management

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(27 hours)

This unit includes an introduction to basic accounting methods and the analysis of simple financial statements and Hospower data. It prepares nurse administrators to participate in budgeting, costing, cost-centre accounting and related decision-making.

**Recommended Reference:**

LEVY, V. 1979. *Financial management of hospitals*. 2nd ed. Melbourne, Law Book Co.

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### N4042 Industrial Relations

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(27 hours)

This unit explores the development and current status of industrial relations in Australia, with discussion of problems encountered in health care organisations and nursing services.

**Recommended Reference:**

FORD, G.W. et al. 1980. *Australian labour relations: readings*. 3rd ed. South Melbourne, MacMillan.

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### N4052 Issues in Management

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(27 hours)

This unit is designed to allow groups of students to investigate in some depth an issue relevant to managers in health services, e.g. quality assurance or personnel functions in business, industry, another service organisation or government. Each group will prepare and present a seminar paper.

**Prerequisites:** N4402, N4412.

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## Nursing Administration

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The purpose of units N4402, 4412, and 4423 is to expose students to a variety of relevant content, literature and other learning experiences to enable them to develop a highly disciplined approach to choices/decision-making regarding issues, problems and challenges confronting nurse executives in the 1980s. Students are also expected to draw heavily on material from other subjects, such as analysis of organisations, in order to make meaningful relationships with nursing administration.

### N4402 - NURSING ADMINISTRATION A

(36 hours)

See N4412.

**Corequisite:** NB122.

### N4412 - NURSING ADMINISTRATION B

(36 hours)

Units N4402 and N4412 have been designed to incorporate theoretical concepts and practical problem-solving/decision-making opportunities. To facilitate this approach, a hypothetical situation has been described. It requires analysis, wide reading and discussion, with suggestions/recommendations and rationale for the approach/ideas proposed.

**Prerequisite/Corequisite:** N4402, NB132.

### N4423 - NURSING ADMINISTRATION C

(36 hours)

This unit 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 material from nursing research units previously undertaken and to develop practical skills in survey research.

**Prerequisite:** An introductory research unit.

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### N4463 Field Experience II-N AD

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(2 weeks and 2 weeks plus intermittent days.)

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.

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## N5002 Educational Psychology A

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(36 hours)

The aim of this unit is to introduce students to developmental, learning and motivational principles and to their application in teaching contexts in nursing education. The central theme of the unit is learning and the following aspects are covered: aims and methods of educational psychology; educational objectives; learning theory and its application; student characteristics including intelligence, level of development, personality and individual differences and motivation. Another important part is concerned with understanding classroom behaviour. It explores two main approaches: individual psychology and behavioural modification. Individual psychology covers the theoretical aspects and the techniques of Adlerian psychology.

**Prerequisites:** BS120, N1022.

**Prescribed text:**

GAGE, N.L. and BERLINGER, D.C. 1979. *Educational psychology*. 2nd ed. Rand McNally.

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## N5012 Educational Psychology B

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(36 hours)

The aim of this unit is to help students gain an understanding of, and to develop competence in, the fields of educational measurement and evaluation. The content of this unit includes basic concepts of measurement and evaluation, standardised tests, teacher-made tests, grading and marking, and basic statistical techniques. The unit is primarily concerned with criterion-referenced measurement.

**Prerequisite:** N5002.

**Prescribed texts:**

GAGE, N.L. and BERLINER, D.C. 1979. *Educational psychology*. 2nd ed. Rand McNally.

GRONLUND, N.E. 1973. *Preparing criterion-referenced tests for classroom instruction*. MacMillan.

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## N5022 Curriculum Theory

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(27 hours)

This unit begins with an introduction to educational studies and it looks at the wider context of teaching. Then it focuses on the purposes of schools and the philosophy of nursing education. Socio-political perspectives are explored. There are opportunities for examining a range of concepts, theoretical approaches and methodologies drawn from the field of curriculum studies. The content includes the study of models of curriculum development based on needs assessment. This subject, together with N5031, provides a foundation for practice in design, development and evaluation.

**Recommended Texts:**

BEVIS, E.O. 1978. *Curriculum building in nursing: a process*. St. Louis, Mosby.

CONLEY, Virginia, C. 1973. *Curriculum and instruction*. Boston, Little Brown.

STEVENS, Barbara, J. 1979. *Nursing Theory*. Boston, Little Brown.

WATSON, J. 1980. *Nursing, the philosophy and science of caring*. Boston, Little Brown.

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## N5031 Nursing Curricula - Development and Implementation

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(18 hours)

This unit identifies and examines the epistemological presuppositions of a variety of nursing curricula, and acquaints the students with those problems and arguments in epistemology that bears on curriculum construction.

Areas covered include:

the subject - the nature of knowledge, belief, theory, explanation, and evidence in nursing, biosciences and behavioural sciences; linking the subjects - the nature of integration and interdisciplinary work; the curriculum - a variety of arguments, their weaknesses and strengths.

**Prerequisite:** N5022 or equivalent.

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## N5043 Curriculum Development Projects

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(36 hours plus projects)

The emphasis in this unit is on exploring the concepts and principles underlying curriculum reform and change. The process and the strategies for curriculum change are also examined. The purpose is to enable students to participate in developing and evaluating curricula in schools of nursing, health agencies and other nursing educational institutions. This unit is designed to aid the acquisition of a range of curriculum skills through involvement of an experiential nature, in a curriculum development project. Students are provided with opportunities to work, individually or in a group, on the preparation of a submission for a new proposal or for the modification of an area in a nursing curriculum.

This unit may be undertaken by contract learning, with assessment based on the criteria stated in the contract. It is expected that the contract will also specify the details of participation in the scheduled syndicated activities.

**Prerequisite:** N5031 or equivalent.

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## N5054 Teaching - Theory and Practice

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(72 hours)

This unit is divided into two parts.

**Part 1** introduces students to teaching to its settings and outcomes. The aim of course work and practice is to develop a conceptualisation of teaching, with specific application in nursing education programmes. Theory and practice in task analysis, formulation of objectives and selection of content are included. Advantages and disadvantages of various teaching tactics and strategies, the practical implications of their use and ways of determining the effectiveness of teaching are examined. A significant segment deals with aids to teaching and learning.

**Part 2** provides for more in-depth study of various teaching approaches. Students have opportunities to find out what the 'study of teaching' offers regarding the creation and maintenance of 'class room' settings. Other areas of work include the topic of autonomous learning and issues of teacher development. One module of this part is designed to study the psychological foundations of learning and instruction. Basic teaching models considered are those of Carroll, Bloom, Skinner and Gagne. The methods examined include group discussion, individualised learning and lecture/discussion procedures. Mastery learning opportunities are provided.

**Prerequisites:** BS120, N1022.

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## N5473 Field Experience II - N ED

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(2 weeks and 2 weeks plus intermittent days)

Field experience is undertaken in schools of nursing and involves activities in teaching, educational administration and curriculum development.

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## N6000 Final Midwifery Examination

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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.

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## N6012 Care During Normal Pregnancy and Labour

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(36 hours)

This unit 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.

**Prerequisite:** Maternity nursing or equivalent.

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## N6022 Care During Normal Puerperium

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(38 hours)

This unit 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.

**Corequisite:** N6012.

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## N6100 Clinical Experience

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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.

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## N6112 Care of Mother and Foetus at Risk During Pregnancy A

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(36 hours)

This unit is concerned with disorders specific to pregnancy and conditions which complicate pregnancy. It includes maternal disorders and disorders of foetal growth and development and infective disorders and surgical conditions complicating pregnancy.

**Corequisite:** N6022.

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## N6121 Care of Mother and Foetus at Risk During Pregnancy B

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(18 hours)

This unit 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.

**Prerequisite/Corequisite:** N6112.

## N6132 Care of Mother and Foetus at Risk During Labour

(40 hours)

This unit 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 foetus at risk. It also deals with the management of the mother and foetus under such conditions.

**Prerequisite/Corequisite:** N6121.

## N6142 Care of Mother and Foetus at Risk During Birth

(42 hours)

This unit 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 foetus under such conditions and emphasises obstetrical emergencies.

**Prerequisite/Corequisite:** N6132.

## N6152 Care of Mother and Infant at Risk During the Puerperium

(48 hours)

This unit considers conditions complicating the puerperium and neo-natal period. Included are infections and genito-urinary complications affecting the mother and congenital and other disorders, such as respiratory, cardiovascular, metabolic, neurological, etc., of the newborn 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.

**Prerequisite/Corequisite:** N6142.

## N6311 Legal Aspects of Midwifery Practice

(18 hours)

This unit includes fundamental principles of the Australian legal system and how interpretation of statute and 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 notifications of birth, neo-natal and maternal death.

## N6321 Trends in Midwifery Practice

(18 hours)

This unit includes the early history of midwifery, the history of obstetrics and midwifery in Australia and changing trends in midwifery care.

## N7001 Epidemiology and Biostatistics

(18 hours)

This is an introductory unit to the principles and methods of epidemiology and the source and calculation of vital statistics. Students are assisted to apply epidemiological methods to the practice of community health nursing.

## N7032 Community Health Nursing Studies B

(27 hours)

This unit is an extension of N3334 and focuses on common health problems in our multicultural community. Sources of community data, health planning, accessible social and health services and other community resources are considered.

## N7042 Issues in Nursing Management

(30 hours)

This unit is designed to enable students to understand developments and trends in community health, introduce theories of administration, models of organisational behaviour and their application to the management functions of community health nurses.

## N7073 Field Experience

Field experience comprises three block placements each of two weeks plus 21 intermittent days throughout the year.

## OR110 Ocular Anatomy

(28 hours)

Ocular Anatomy is a pre-clinical subject designed to give the students a thorough knowledge of the structure of the eye, the ocular adnexa, the skull and the central nervous system and their relation to each other, together with a background of relevant ocular embryology.

### Prescribed Texts:

STEPHENSON, R.S. 1973. *Anatomy, physiology and optics of the eye: a textbook for orthoptics students*. 2nd ed. London, Kimpton.

WOLFE, E. (rev. R.J. Last) 1968. *The anatomy of the eye and orbit*. 6th ed. London, Lewis.

### Assessment:

Progressive short tests	(20%)
One final written assessment	(80%)

## OR120 Ocular Motility I

(121 hours)

This subject introduces the student to an historical appreciation of orthoptics, the role of the orthoptist and the relationship to other professions. It also introduces the student to the normal function of



## Orthoptics

the eye, including other ocular movements, visual acuity and the significance of binocular vision. The student should gain a detailed understanding of the aetiology, classification and investigation of cases of concomitant strabismus and be able to relate this information to their management.

### Prescribed Texts:

CASHELL, G.T.W. and DURRAN, I.M. 1971. *Handbook of orthoptic principles*. 2nd ed. Edinburgh, Churchill Livingstone.

STEIN, H.A. and SLATT, B.J. 1976. *The ophthalmic assistant*. 3rd ed. St Louis, Mosby.

**Corequisite:** OR130.

### Assessment:

Term II Written assessment	(20%)
Essays	(20%)
Final Written Assessment	(60%)

## OR232 Orthoptic Clinical Practice II

(312 hours)

This subject forms the second part in the core subject area of orthoptic clinical practicum and allows the student to build on the experience gained in Orthoptic Clinical Practice I.

**Prerequisite:** OR130 Orthoptic Clinical Prac I, OR120 Ocular Motility I.

### Assessment:

Progressive and final practical assessments.

Details of assessment will be announced at the commencement of course.

## OR242 OPTICS

(28 hours of lectures)

This subject is designed to give the student an understanding of the ophthalmic clinical investigatory and treatment procedures which are based on optical principles.

### Prescribed Texts:

DUKE ELDER, S. 1978. *Practice of refraction*. 9th ed. Edinburgh, Churchill Livingstone.

HARSTEIN, J. 1971. *Review of refraction*. St Louis, Mosby.

**Prerequisite:** BL151 Basic Physical Sciences

### Assessment:

Essays	(20%)
One final written assessment	(80%)

## OR130 Orthoptic Clinical Practice I

(226 hours)

This is an integral part of the course allowing the opportunity to apply the knowledge gained in the theoretical subjects. The student will acquire a detailed knowledge of all the instruments used in the investigation and treatment of concomitant squints. In the clinical situation the student becomes familiar with the skills required in the investigation and treatment of these deviations.

**Corequisite:** OR120 Ocular Motility I

### Assessment:

Term II written assessment	(30%)
Final practical and viva voce assessment	(70%)

## OR212 Ocular Physiology

(28 hours of lectures)

This subject aims to give an understanding of visual function from the formation of optical images in the eyes to the presentation of visual percepts in the mind. Clinical applications are stressed and mention made of where deviation from normal physiological mechanisms can lead to pathological states.

### Prescribed Texts:

DAVSON, H. 1972. *Physiology of the eye: clinical application*. 3rd ed. Edinburgh, Churchill Livingstone.

**Prerequisite:** OR110 Ocular Anatomy.

### Assessment:

Unit 1, one written assessment
Unit 2, one written assessment
Unit 3, one written assessment

## OR222 Ocular Motility II

(140 hours of lectures, tutorials and seminars)

This subject focuses on major theoretical concepts and skills in the investigation and management of parietic eye movement disorders.

### Prescribed Text:

DUKE ELDER, S. and WYBAR, K. 1972. *System of ophthalmology: ocular motility and strabismus*. Vol. 6. London, Kimpton.

**Prerequisite:** OR120 Ocular Motility I, OR130 Orthoptic Clinical Prac I

### Assessment:

Term II written assessment	(25%)
Essays	(15%)
Final written assessment	(60%)

## OR250 Ophthalmology I

(28 hours of lectures)

This subject introduces the student to the areas of ophthalmology necessary for the graduate orthoptist capably and efficiently to assist the ophthalmologist in the clinical testing, evaluation and treatment of many medical ocular conditions.

### Prescribed Texts:

REED, H. and DRANCE, S.M. 1972. *The essentials of perimetry*. 2nd ed. London, Oxford University Press.

SCHEIE, H.G. and ALBERT, D.M. 1977. *Textbook of ophthalmology*. Philadelphia, Saunders.

**Prerequisites:** OR110 Ocular Anatomy, OR212 Ocular Physiology

### Assessment:

Unit 1, one written assessment
Unit 2, one written assessment
Unit 3, one written assessment

## OR300 Ocular Motility III

(188 hours)

Through the medium of small group discussion, the students will apply all the theoretical and practical experience gained in first and second year to solving problems of case management. Study of the problems presented will stimulate further individual and group research into all areas of orthoptic practice and encourage awareness of the orthoptist's role in interdisciplinary health care.

**Prerequisites:** OR222 Ocular Motility II, OR232 Orthoptic Clinical Practice II.

### Assessment:

Terminal and final written assessment.

Details of assessment will be announced at the commencement of year.

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## OR301 Surgical Techniques

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(9 hours)

This theoretical unit is designed to familiarise the students with current surgical techniques used in the management of ophthalmic disorders. A demonstration of the procedures introduced in this unit is provided in the clinical unit, OR311 Major and Minor Surgery.

**Prerequisites:** OR222 Ocular Motility II, OR110 Ocular Anatomy

**Assessment:**

One written assessment.

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## OR302 Electrodiagnosis

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(9 hours)

This unit is designed to familiarise the students with clinical applications of the electrodiagnostic techniques currently employed in the diagnosis and management of ocular diseases and disorders.

**Prerequisites:** BL151 Basic Physical Sciences, OR212 Ocular Physiology.

**Assessment:**

One written assessment.

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## OR303 Optics II

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(9 hours)

A comprehensive study of the clinical management of contact lenses and intraocular lenses.

**Prerequisite:** OR242 Optics I

**Assessment:**

One written assessment.

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## OR304 Pharmacology

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(6 hours)

An introduction to ocular pharmacodynamics.

**Prerequisite:** OR212 Ocular Physiology.

**Assessment:**

One written assessment.

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## OR305 Microbiology

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(5 hours)

An introduction to microbiology in ophthalmic practice.

**Prerequisite:** BL112 Physiology.

**Assessment:**

One written assessment.

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## OR307 Commonly seen Eye Disorders and Ocular Emergencies

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(9 hours)

A theoretical introduction to those commonly seen eye disorders and ocular emergencies which the orthoptist in his/her role as an ophthalmic assistant might be required to investigate.

**Prerequisite:** OR250 Ophthalmology.

**Assessment:**

One written assessment.

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## OR308 Research Design

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(18 hours)

This unit is designed to complement the earlier introductory units of BS105 and BS250. This allows the student to design and implement clinical research projects.

**Prerequisite:** BS105 Introduction to Research Methods

**Corequisite:** BS250 Research Evaluation.

**Assessment:**

One written assessment.

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## ORTHOPTIC CLINICAL PRACTICE III.

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## OR309 Objective and Subjective Testing

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(90 hours)

A series of clinical tutorials designed to promote skills in the assessment of refractive errors. This is a practical demonstration of the subject OR 242 Optics studied in second year.

**Prerequisites:** OR242 Optics I, OR232 Orthoptic Clinical Practice II.

**Corequisite:** OR303 Optics II.

**Assessment:**

Details will be announced at the commencement of year.

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## OR310 Examination of Fundus and Media

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(90 hours)

A clinical practicum designed to give experience in the various testing procedures used in the investigation of disorders of the media, fundus and visual pathway. Theory studied in OR 252 Ophthalmology I will be applied in this subject.

**Prerequisites:** OR212, BL211, OR232, OR250.

**Assessment:**

Details will be announced at the commencement of year.

## OR311 Major and Minor Surgery

(28 hours)

By attendance at designated clinical placements in operating theatres, the student will see demonstrated the procedures described in the theoretical unit OR301 Surgical Techniques.

**Prerequisite:** OR232 Orthoptic Clinical Practicell

**Corequisite:** OR301 Surgical Techniques

**Assessment:**

Will be by attendance at surgical clinical placements.

## OR312 Orthoptics - Investigation and Management

(120 hours)

This unit provides an opportunity to apply the objectives of OR300 Ocular Motility III in a clinical situation, presenting opportunities for gathering resource material for this latter unit.

**Prerequisites:** BL211, OR212, OR242, OR222, OR250, OR232

**Corequisite:** OR300

**Assessment:**

Progressive assessment of clinical competence:

at clinical placements (85%)

Final clinical viva voce (15%)

## OT110 Fundamental Principles and Practice of Occupational Therapy 1

(49 hours) Lectures 1 x 1 hour per week = 21, Tutorials 1 x 1 hour per week = 21, Workshops 2 x 2 hours, 1 x 2 hours = 7.

This course is an introduction to the profession of Occupational Therapy, the role of activities in human functioning and the theoretical basis for use of activities in therapy.

It includes a classification of the Australian Health and Welfare Services and the role of the occupational therapist in these.

The course also explores the professional skills of data collecting, professional responsibility, problem solving, teaching, activity analysis and safe practice.

**Prerequisite:** Nil.

**Corequisite:** Nil.

**Assessment:**

1 x 1,400 word essay - 40%

1 x 1½ hour exam - 60%

Eligibility to sit the examination is determined by 75% attendance at tutorials.

**Prescribed Textbooks:**

HOPKINS, H.L. & SMITH, H.D. eds. 1983. *Willard & Spackman's Occupational Therapy*. 6th ed. Philadelphia, J.B. Lippincott Co.

## OT120 Intervention Processes I

(40 hours)

This subject will introduce students to concepts of normality, mental health and mental illness, and psychosocial epidemiology, as well as historical trends in psychosocial O.T. It will introduce students to basic theories and techniques used in psychosocial health care and in communication skills.

**Prerequisite:** Nil.

**Assessment:** 1 written assignment x 1,500 words.

**Prescribed Text:**

WILSON, H.S., KNEISL, C.R. 1983. *Psychiatric Nursing*. 2nd Ed. Addison - Wesley Publ. Co., Medlo Park, California.

## OT130 Anatomy - Pure and Applied

(125 hours)

### PURE ANATOMY

(98 hours) Lectures - 2 hours per week (50 hours). Demonstrations, practical classes - 2 hours per week (48 hours).

The fundamentals of anatomy, including basic skeletal and muscular structure, organs and tissues of the body, and development of structure of the human nervous system. Detailed anatomy of the muscles, bones, joints, nerve and blood supply of the upper and lower limbs, together with muscles, bones and joints of the trunk. Emphasis will be given to aspects of particular relevance to occupational therapy.

**Assessment:**

One test (20%), one final examination (80%).

### APPLIED ANATOMY

(27 hours) Tutorials/practical classes - 1 hour per week (27 hours)

The application of anatomy to movement, including mechanical principles - axes, planes, levers, centre of gravity, equilibrium - range of movement and properties of muscle. Muscle action and function; analysis of muscle and joint involvement in the performance of specific activities and movements.

**Prerequisites:** Nil

**Corequisites:** BL113 - Physiology 1.

**Assessment:**

Two oral/practical examinations (35%), one final examination (65%).

**Prescribed Texts:**

O'RAHILLY, R., 1983. *Basic Human Anatomy. A Regional Study of Human Structure*. Philadelphia, W.B. Saunders.

TROMBLY, C.A. & SCOTT, A.D., 1983. *Occupational Therapy for Physical Dysfunction*. Baltimore, Williams & Wilkins.

**Recommended Textbooks:**

BRUNNSTROM, S. (Rev. R. DICKINSON) 1972. *Clinical Kinesiology*. 3rd ed., Philadelphia, Davis.

HOLLINSHEAD, W.H. & JENKINS, D.B., 1980. *Functional Anatomy of the Limb and Back*. 5th Edition. Philadelphia, W.B. Saunders.

## OT134 Human Development

(36 hours) 28 lectures, three 2 hour practical sessions and two 1 hour Course review/group tutorials.

Human Development is an introduction to life-span psychology, aiming to highlight the continuity of human development across the life-span. Attention will be given to methodological and theoretical issues and emphasis will be placed upon the social, cognitive and physical aspects of development. The relationship of changes in these areas to the development of skill acquisition and competence throughout the life-span will be stressed.

**Corequisite:** Nil

**Prerequisites:** Nil

**Assessment:**

- 1 x 2750 word life-cycle observations assignment (50%), end of Term 2.
- 1 x ¼ hour short answer examination end of year.

**Recommended Text:** Nil.

## OT170 Directed Professional Practice

(105 hours practical, 1 hour lecture.)

An orientation period of three weeks duration is arranged to enable the student to observe the work of an occupational therapist and a health care team and to practice 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.

**Prerequisites:** Nil.

**Corequisites:** All other first year subjects.

**Assessment:**

Satisfactory level of performance. Attendance requirement.

## OT180 Ergonomics I

(44 hours)

Activities of Daily Living 1	24 hours
Recreation	20 hours

### ACTIVITIES OF DAILY LIVING

(24 hours) Lectures 12 hours, Workshops 12 hours.

An introduction to selected daily skills and analysis of their specific performance demands on the individual. Examination of aspects of human disability and disadvantage and their relative effects on the performance of daily living skills. Introduction to the use of alternative techniques and environmental adaptations to achieve and maintain maximum personal independence.

**Corequisites:** Nil.

**Prerequisites:** Nil.

**Assessment:**

1 x 15 minute oral/practical examination.

Eligibility to attend examination will be determined by attendance of 75% of the workshops and participation in a disability simulation exercise.

**Recommended Texts:**

HALE, G. 1983. *The New Source Book for the Disabled*. Heinemann, London.

STANDARDS ASSOCIATION OF AUSTRALIA AS1428-1977. *Design rules for access by the disabled*. (Available from the School of Occupational Therapy.

### RECREATION

(20 hours)

Seminars	12 hours
Workshops	8 hours

An introduction to the concepts of recreation and leisure and their value in daily life. This unit examines the role of the occupational therapist working in recreation for the disabled, use of community facilities, principles of leisure counselling and programme planning. It includes experience in a range of recreational activities.

**Corequisites:** Nil.

**Prerequisites:** Nil.

**Assessment:** 1 x 1400 word assignment.

**Recommended Texts:**

DALEY-SMITH, P. 1980. *Activities for all Ages and Abilities*. WA. Association of Occupational Therapists.

## OT190 Activity and Technical Skills

(97 hours) Practical workshop, demonstration and lecture format in the following activity-based units:

Construction Skills	34 hours
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Printmaking	24 hours
Food Skills	12 hours
Textile Skills 1	10 hours
Computer Skills	9 hours
Horticulture Skills	8 hours

**Corequisites:** Nil.

**Prerequisites:** Nil.

**Assessment:**

Submission of Folio and Resource Book or assignment for each unit of the course. 75% attendance within each unit.

**Recommended Texts:**

CAMERON, S.M., McDONALD, E.D., RUSSELL, S.M., WILLIAMS, W.I. 1980. *Cooking the Australian Way*. 3rd. edit.: MacMillan.

## OT213 Assessment, Treatment and Rehabilitation (Physical Dysfunction)

(115 hours)

There are two units to this subject:-

A) OCCUPATIONAL THERAPY IN THE ASSESSMENT, TREATMENT AND REHABILITATION OF PHYSICAL DISABILITY.

This unit is divided into the following areas:-

- i) Musculoskeletal
- ii) General Medical
- iii) Neuromuscular

Lectures - 44 hours

Tutorials, practical sessions and clinics - 44 hours.

**Assessment:**

Progressive assessment with written examinations and the submission of written reports.

B) SPLINTING - a practical course introducing students to materials and techniques in hand splinting.

Lectures - 2 hours.

Practical sessions - 25 hours.

**Corequisites:** OT250, OT240.

**Prerequisites:** OT110, OT130, BL113.

**Assessment:**

Oral and practical examination.

**Prescribed Textbook:**

TROMBLY, C.A. & SCOTT, A.D. *Occupational Therapy for Physical Dysfunction*. Baltimore, Williams & Wilkins.

**Recommended Texts:**

BOBATH, B., 1978. *Adult Hemiplegia: Evaluation and Treatment*. 2nd Edition, William Hienemann.

BRATTSTROM, M., 1973. *Principles of Joint Protection in Chronic Rheumatic Disease*. Student Litteratur Wolfe Medical Publications Ltd, London.

CAILLIET, R., 1975. *Hand Pain and Impairment*. 2nd Edition, Philadelphia, F.A. Davis & Co.

CARR, J. & Shepherd, R. Eds., 1980. *Physiotherapy in Disorders of the Brain: A Clinical Guide*. London, William Heinemann Medical Books Ltd.

CARR, Janet & SHEPHERD, Roberta, 1982. *A Motor Relearning Programme for Stroke*. London, William Heinemann Medical Books. L.T.D.

MELVIN, J.L., 1980. *Rheumatic Disease: Occupational Therapy and Rehabilitation*. Philadelphia, F.A. Davis Co.

## OT214 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction.)

(80 hours) Lectures - 2 hours per week. Tutorials - one hour per week.

This subject aims to give students a basic knowledge of the role of occupational therapy in the assessment, treatment and rehabili-

# Occupational Therapy

tation of the psychosocial dysfunctions.

a) First Term

Impact on family and individuals of psychosocial and physical dysfunction. Issues on unemployment, aging, migration and interviewing. Principles of treatment in occupational therapy relating to psychiatry with focus on use of groups and theoretical frameworks for intervention which can be applied to O.T. practice.

b) Second and Third Terms

Lectures related to occupational therapy approaches to specific psychosocial dysfunctions in clinical areas. These will be followed by tutorials where students will discuss patients' needs as perceived during the viewing of audiovisual material, and discuss methods of occupational therapy intervention. Practical clinics and seminars will be organized to help students gain confidence in working with the mentally ill. References and reading lists will be provided throughout the academic year.

**Prerequisites:** OT110, BS100.

**Corequisites:** OT260.

**Assessment:**

Examination and Essay

**Prescribed Texts:**

HOPKINS, H.L., and SMITH, H.D., eds. 1983. *Willard & Spackman's Occupational Therapy*. 6th ed. Philadelphia, J.B. Lippincott.

WILSON, H.S. and KNEISL, C.R. *Psychiatric Nursing*. 2nd ed. California, Addison-Wesley.

**Recommended Text:**

WATTS, F.N. and BENNET, D.H. 1983. *Theory and Practice of Psychiatric Rehabilitation*. John Wiley, New York.

**Recommended Text Book:**

GRANDJEAN, E. 1973. *Ergonomics of the Home*. London. Taylor and Francis.

## ACTIVITY SKILLS

(102 hours) Practical demonstration and workshop format.

Students will be oriented towards the development of technical skills in the following activity areas.

Textiles 2.	24 hours
Ceramics	24 hours
Printmaking	24 hours
Creative Activities	24 hours
Technical drawing	6 hours

**Assessment:**

Submission of Folio and Resource Book for each unit of the course. 75% Attendance requirement within each unit.

**Recommended Text Books:** Nil.

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## OT240 Neurosciences

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(32 hours)

This subject consists of units in Neuroanatomy and Neurophysiology for Occupational Therapy and Neuropsychology.

**Prerequisites:** OT130, BL113.

**Corequisites:** OT250, OT213.

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## OT220 Fundamental Principles and Practice of Occupational Therapy

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(132 hours)

**Prerequisites:** OT110

**Corequisites:** Nil

A continuation of exposure to practical and theoretical skills and techniques utilised by occupational therapists.

This subject is comprised of the following units:

Activities of Daily Living 2	12 hours
Ergonomics	15 hours
Activity Skills	102 hours

**General Assessment:**

To achieve a pass in Occupational Therapy 220, students must pass each of the above units.

Students final grade will represent:

1. An aggregate score from the Activities of Daily Living Unit, and the Ergonomics Unit.
2. A pass in each activity skill component unit.

### ACTIVITIES OF DAILY LIVING

(12 hours)

A continuation of the activities of daily living unit commenced in first year.

**Assessment:**

Submission of assignment (500 words) to a satisfactory standard.

**Recommended Text Books:** Nil.

### ERGONOMICS

(15 hours) Lectures, and tutorials.

A study of people/product interactions to determine the most effective way of using/designing equipment, so that the best use is made of human abilities without exceeding their limitations.

**Assessment:** Assignment (approximately 1,200 words)

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## OT242 Neuropsychology

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(8 hours)

An introduction to the discipline of neuropsychology and to the functional organization of the brain underlying complex psychological processes.

**Assessment:**

A written examination will be held for each unit.

**Recommended Textbooks:**

Students will be advised of texts to be used to commencement of lectures.

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## OT250 Clinical Medicine

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(48 hours)

A clinical subject comprising units in;

Pathology  
Orthopaedics  
General Medicine  
Paediatrics  
Neurology  
Neurosurgery

**Prerequisite:** OT130, BL113

**Corequisite:** OT240, OT213.

**Assessment:**

A written examination will be held for each unit.

**Recommended Textbooks:**

Students will be advised of texts to be used prior to commencement of lectures.

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## OT260 Clinical Psychiatry

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(26 hours: Lectures - 1 hour per week)

This subject will introduce students to:

- concepts of psychiatric illness.
- aetiology, symptomology, and methods of treatment of clinical conditions encountered in psychiatry.
- issues of social psychiatry.

This subject is integrated with OT214 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction).

**Prerequisite:** BS100, OT110.

**Corequisite:** OT214.

**Assessment:** Examinations and one essay.

**Prescribed Textbook:**

ROWE, M.D., 1981. *An Outline of Psychiatry*.

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## OT270 Clinical Education

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(70 hours practical, 1 hour lecture)

A two week period of clinical practice will be undertaken at the end of the second year. This placement will provide students with the opportunity to extend their awareness of the scope of occupational therapy, to consolidate their theoretical knowledge and practical skills and to gain preliminary experience in applied clinical practice.

**Prerequisite:** OT170.

**Corequisite:** All other second year subjects.

**Assessment:**

Satisfactory level of performance. Attendance requirement.

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## OT313 Assessment, Treatment and Rehabilitation (Physical Dysfunction)

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(47 hours: Lectures, tutorials: 3 per week (31); Practical sessions: Clinics - 1 per 2 weeks (16)).

This subject develops the student's awareness of the theoretical, practical and clinical application of occupational therapy applied to neurological disorders in both adults and children. Both sensorimotor and cognitive aspects of functioning are discussed. It also reviews the likely problems encountered in activities of daily living and provides the student with further specific assessment and treatment techniques.

**Prerequisites:** OT213, OT270, OT240, OT250.

**Assessment:**

Details of assessment procedures will be announced at the commencement of the subject.

**Recommended Text Books:**

Students will be advised of texts to be used at the commencement of lectures.

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## OT314 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction)

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(47 hours: lectures, practicals, tutorials and clinics.)

This subject aims to further develop the student's knowledge and understanding of the theoretical, practical and clinical application of occupational therapy in areas of psychosocial dysfunction. Students study special client populations, the application of specific treatment techniques, and gain experiences in planning treatment programmes.

**Prerequisites:** OT214, OT260, OT270.

**Corequisite:** OT370.

**Assessment:** An assignment, an examination and a case study.

**Recommended Text Books:**

Students will be advised of texts to be used at the commencement of lectures.

**Prescribed Text:**

WILSON, Holly Skodol and KNEISL, Carol Ren. 1983. *Psychiatric Nursing*. 2nd ed. California, Addison-Wesley Pub. Co.

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## OT315 Management

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(50 hours: Lectures, Workshops: 3 hours per week (30); Practical: 5 hours (5), self directed learning: (15) hours)

This subject aims to provide students with a working knowledge and experience of the administrative and managerial functions of the occupational therapist. Lectures, practical sessions and seminars cover departmental planning, decision making, communication skills, time management, legal factors and administration.

**Prerequisites:** OT220, OT270.

**Assessment:**

One written assignment 1,500 words (50%).

1 x 1 hour multiple choice, short answer examination (50%).

**Recommended Text Books:**

VICTORIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS, 1982. *Manual for planning occupational therapy facilities*. Melbourne, V.A.O.T.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, 1978. *Manual on administration*. Rockville M.D., A.O.T.A. Publications.

**Prescribed Test:**

SMITH, Harold and BAKER, William, 1978. *The Administrative Manager*. Chicago, Science Research Associates.

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## OT325 Design and Development

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(15 hours): Lectures, Tutorials.

A creative problem solving activity involving para medical students in the preparation of a design proposal for equipment, aids or therapeutic facilities, to satisfy specific needs of disabled people, or to improve the facilities used by para medical practitioners.

**Prerequisite:** OT270.

**Assessment:** A design proposal project. Students submit details of their proposed design study for staff approval, before proceeding with their investigations during 3rd year clinical placements.

**Recommended Text Books:**

These will be provided to suit individual student requirements.

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## OT330 Occupational Psychology

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(20 hours): Lectures: 2 hours per week.

This subject aims to introduce students to some basic research and theory in the areas of work motivation, vocational psychology and organisation behaviour. The implications of these research findings for the design of effective health care delivery systems shall be stressed, with respect to both effective professional occupational therapy behaviour, as well as effective client behaviour.

**Prerequisites:** OT270.

**Assessment:** One written assignment 1 x 2,000 words (50%). One x 1 hour multiple choice/short answer examination (50%).

**Recommended Text Books:**

Students will be advised of texts to be used prior to commencement of lectures.

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## OT370 Clinical Education

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OT371 252 hours 'A' Affiliation  
OT373 252 hours 'B' Affiliation  
OT373 252 hours 'C' Affiliation  
(4 hours lecture and tutorial)

Students will undertake twenty-four weeks of supervised clinical practice. This will consist of eight weeks clinical work with emphasis on the sensory-motor and cognitive aspects of pathology ('A' Affiliation), and eight weeks clinical work with emphasis on the psychological aspects of pathology ('B' Affiliation). A further eight weeks will be divided into two four-week periods, during which students will gain experience in some of the following areas: geriatrics, paediatrics, intellectual disability, community care and other areas of specialization.

**Prerequisite:** OT270.

**Corequisites:** OT313, OT314, OT315.

**Assessment:**

Satisfactory level of performance. Attendance requirement.

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## OT415 Management

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(17 hours): Lectures, seminars: 2 hours per week (14). Pracs.: 3 hours.

In this subject, lectures and workshops cover a variety of topics, such as human resource management, financial planning, supervision, use of audio-visual equipment, staff development, and the evaluation of occupational therapy services.

**Prerequisites:** OT315, OT370.

**Assessment:** Written assignment (1,500 - 2,000 words)

**Recommended Text Books:**

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, 1978.  
*Manual on administration.* Rockville, M.D. A.O.T.A Publications.

SMITH, Harold and BAKER, William, 1978. *The administrative manager.* Chicago, Science Research Associates.

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## OT416 Applied Occupational Therapy

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(80 hours): Format: seminar presentations, focus lectures and workshops. 3 hours - 1st term. 7 hours per week - 2nd term.

An indepth investigation of broad areas of health care, including occupational therapy where relevant. Students are required to present formally their theoretical and practical knowledge of selected topics. This is achieved through seminar presentation and

literature review.

**Prerequisites:** Successful completion of year 3.

**Assessment:**

- i) Seminar presentation 60%
- ii) Literature survey submission 1,500-2,000 words 40%
- iii) 75% attendance requirement.

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## OT425 Design and Development

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This continues the work started with the subject OT325.

Lectures: no formal lectures are involved, but students individually consult with the subject co-ordinators on any matters relating to the achievement of learning objectives, as specified in the "Student Guide".

**Assessment:**

Completion of the design proposal project commenced in 3rd year.

**Recommended Text Books:**

These will be provided to suit individual student requirements.

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## OT460 Clinical Psychiatry

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(24 hours) Workshops, lectures, and practical class work 2nd term - 4 hours per week (12 hours); 2 hours per week (12 hours).

This course aims to extend and develop the individual student's skills of occupational therapy in psychiatry. The course provides a number of elective, and is a balance of theoretical and experimental work. Different approaches and techniques are explored and critically evaluated for relevance and application in treatment. Students take one elective:

1. Working with Individuals.
2. Behaviour Therapy

**Prescribed Text:**

MARTIN, G. & PEAR, J. 1978. *Behaviour Modification: What it is and How to do it.* New Jersey, Prentice Hall.

3. Expressive Group Therapies.

**Prescribed Text:**

FEDER, E. & FEDER, B. 1981. *The Expressive Art Therapies.* New Jersey, Prentice Hall.

4. Community Mental Health and Family Therapy.

**Prerequisites:** Successful completion of year 3.

**Assessment:** A submission of 1,500 - 2,000 words as outlines for each unit. Compulsory attendance.

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## OT470 Clinical Education

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(315 hours practical. 2½ hours lecture)

Students will undertake a ten week supervised clinical affiliation. The area of occupational therapy practice may be elective, or allocated to ensure that each student experiences as broad a range of clinical practice as possible.

**Prerequisite:** OT370.

**Corequisite:** Nil.

**Assessment:**

Satisfactory level of performance. Attendance requirement.

## P1600 Anatomy I

(208 hours)

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 subject 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. At present 21 weeks are spent in practical dissection. There are also practical classes in osteology and demonstrations of radiological anatomy.

### Prescribed Texts:

CUNNINGHAM, D.J. (rev. G.J. Romanes) 1976. *Manual of practical anatomy*. 14th ed. Vols 1, 2. 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. Edinburgh, Longman.

### Resources (Anatomy I and II)

Dissecting instruments  
Half set of bones  
White coats (drill, long-sleeved, full-length)

## P1700 Physiotherapy I

(161 hours of lectures, tutorials and practical study).

Gives student an understanding of normal movement (concurrently with Anatomy I), and of the development of normal movement, and of therapeutic movement.

It comprises the following units:

P1710 Kinesiology  
P1720 Therapeutic Movement  
P1770 Child Development

### P1710 - UNIT 1 KINESIOLOGY

(60 hours)

An introduction to the study of normal human movement and functional anatomy through a theoretical component and practical sessions.

**Corequisites:** P1600, P1720 and BL163.

### Prescribe Texts:

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).

### Reference Books:

BRUNNSTROM, S. 1982. *Clinical kinesiology*. 4th ed. Philadelphia, Davis.

HOPPENFELD, S. 1976. *Physical examination of the spine and extremities*. New York, Appleton-Century-Crofts.

MacCONAILL, 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 mobilization*. 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 indicated throughout the course.

## P1720 - THERAPEUTIC MOVEMENT

(75 hours)

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.

**Corequisites:** P1600, P1710.

### Prescribed Texts:

Gardiner, M.D. 1981. *The principles of exercise therapy*. 4th ed., London, Bell and Hyman.

Hoppenfeld, S. 1976. *Physical examination of the spine and extremities*. New York, Appleton-Century-Crofts.

### Reference Books:

Further references will be given throughout the course.

## P1770 - CHILD DEVELOPMENT

(10 hours)

Introduces the student to the study of child development from conception to adolescence. All aspects of this development are considered although the main focus of this unit is on the development of normal movement and gross motor skills. Each student is expected to develop observational skills by observing the development of a baby from one to six months.

### Prescribed Texts:

SHERIDAN, M.D. 1975. *Children's developmental progress from birth to five years - the Stycar sequences*. 3rd ed. Berkshire, N.F.E.R.

STONE, L.J. and CHURCH, J. 1979. *Childhood and adolescence*. 4th ed. New York, Random House.

A reading list will be supplied at the commencement of the unit.

## P1800 Introduction to Clinical Study

(10 hours)

Students participate in sporting or recreational programmes for disabled children such as swimming, dancing and athletics. In third term students attend hospitals to observe the physiotherapy management of selected patients.

## P2600 Anatomy II

(168 hours)

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.

### Prescribed Texts:

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. Edinburgh, Longman.



## P2700 Physiotherapy II

(237 hours of lectures, demonstrations, discussions, tutorials, practical classes and clinical study).

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.

It comprises the following units:

P2721 Therapeutic Movement and Kinesiology

P2722 Electrotherapy

P2770 Child Development

### P2721 - THERAPEUTIC MOVEMENT AND KINESIOLOGY

(approx. 141 hours)

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 kinesiological bases of therapeutic techniques included above.

**Prerequisite:** BL163 or equivalent.

**Corequisites:** P2600, P2800.

**Reference books include:**

CYRIAX, J. 1978. *Textbook of orthopaedic medicine*. 7th ed. Vol 1. London, Balliere, Tindall and Cassell.

GARDINER, M.D. 1981. *The principles of exercise therapy*. 4th ed. Great Britain, Bell and Hyman.

GRIEVE, G.P. 1979. *Mobilisation of the spine*. 3rd ed. Edinburgh, Churchill Livingstone.

KAPANDJI, I.A. 1974. *The physiology of the joints*. Vol.3. Edinburgh, Livingstone.

KNOTT, M. and VOSS, D. 1968. *Proprioceptive neuromuscular facilitation*. 2nd ed. London. Balliere, Tindall and Cassell.

WOOD, E.C. 1981. *Beard's Massage*. 3rd ed. Philadelphia, Saunders.

### P2722 - ELECTROTHERAPY

(80 hours)

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.

**Prerequisites:** P1600, P1710, P1720 and BL160.

**Corequisites:** P2600, BL215 and BL271.

**Prescribed Text:**

Lincoln Institute electrotherapy practice manual. 1985.

**Reference Books:**

FORSTER, A. and PALASTANGA N. 1981. *Clayton's Electrotherapy*. London, Balliere, Tindall and Cassell.

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. *Electro-physical agents in physiotherapy*. Marrickville, Science Press.

WARD, A.R. 1984. *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 given throughout the course.

### P2770 - CHILD DEVELOPMENT

(16 hours)

Continuation of the child development unit undertaken in first year. The development of the child from five years of age to adolescence is studied. The student completes the longitudinal observation of a baby begun during first year.

**Reference Books:**

A reading list will be supplied at the commencement of the unit.

## P2800 Clinical Study

124 hours of theoretical material and clinical practice. Experience is gained in both adult and paediatric areas. The unit comprises.

### P2801 - NURSING PROCEDURE

(48 hours)

10 hours lectures and demonstrations at the School of Nursing and 38 hours of clinical experience in allotted hospitals provide students with an appreciation of basic nursing techniques (a knowledge of which is necessary to carry out physiotherapy procedures), an understanding of the nursing needs of patients and an appreciation of ward routines and procedures.

### P2802 - PRELIMINARY CLINICAL STUDIES - PHYSIOTHERAPY AIDE

(76 hours)

Students spend two weeks working in a physiotherapy clinic assisting with aspects of patient management. These activities will be appropriate to the expectations of a physiotherapy aide. Students have the opportunity to develop their skills in communication and observation.

## P3600 Anatomy III

(No formal teaching hours, but supervisors will be available for discussion). Provides students with the opportunity to carry out an indepth study in an approved subject and to advance the knowledge and understanding of anatomy as applied to physiotherapy.

## P3700 Physiotherapy III

(338 hours of lectures, seminars, discussions, films, practical work and demonstrations)

The subject comprises the following units:

P3701 Seminar Programme

P3702 Ethics and Professionalism.

P3730 Cardiothoracic Physiotherapy.

P3740 Physiotherapy in Neurology  
 P3750 Physiotherapy in Orthopaedics  
 P3760 General, Special and Preventive Medicine  
 P3770 Paediatrics  
 P3780 Physiotherapy in Obstetrics and Gynaecology  
 P3790 Physiotherapy in Rehabilitation, Geriatrics and Orthotics

**Prerequisite** for clinical units all subjects listed in the Second Year course outline.

**Corequisite:** P3800.

## P3701 - SEMINAR PROGRAMME

(5 hours)

Seminars on selected topics are staged throughout the year and may be presented in an interdisciplinary setting. Topics may be chosen from prolonged illness, pain, immigrant health, relaxation, mental health, mental retardation, sport for the disabled, sports medicine and alternative medicine.

## P3702 - ETHICS AND PROFESSIONALISM

(7 hours)

During this unit the student considers the legal and ethical dimensions of professional practice with particular reference to confidentiality, medical records, the Physiotherapy Act, code of professional conduct, the rights of the client and professional responsibility.

### Reference Books:

BURTON, A.W. 1974. *Medical ethics and the law*. Sydney, Australasian Medical Publishing Company.  
 O'SULLIVAN, J. 1977. *Law for nurses and allied health professionals in Australia*. 2nd ed. Law Books Company.  
 THE AUSTRALIAN PHYSIOTHERAPY ASSOCIATION, 1977. *Code of professional conduct*. Melbourne.  
 THE PHYSIOTHERAPY ACT. 1978. Victorian State Government.

## P3730 - CARDIOTHORACIC PHYSIOTHERAPY

(62 hours)

### Section (a)

Comprises the pathology, aetiology, incidence, signs and symptoms, complications, aims and techniques of medical and surgical management of common pulmonary and cardiac conditions in adults and children.

The theory and practice of techniques used by physiotherapists in the management of thoracic disorders are taught and the use of relevant equipment is supervised. The techniques include breathing exercises, postural drainage, percussion and relaxation, and the use of respirators, selected pulmonary function testing equipment and stethoscope.

The theoretical study of the rationale and application of the above in the assessment of selected thoracic and cardiac disorders in adults and children is presented.

### Prescribed Texts:

DOWNIE, P.A. ed. 1983. *Cash's textbook of chest, heart and vascular disorders for physiotherapists*. London, Faber and Faber.  
 School of Physiotherapy Cardiothoracic Manual, 1984/5.

### Reference Books:

A comprehensive list of references is given in the Cardiothoracic Manual.

## P3740 - PHYSIOTHERAPY IN NEUROLOGY

(62 hours)

Students apply their knowledge of neurophysiology, neuroanatomy and neuropathology in learning basic clinical neurology. They gain skills in analysis and re-education of impaired movement appropriate for the management of head injury, parkinsonism, multiple sclerosis, cerebrovascular accident, space occupying lesions,

peripheral nerve lesions and spinal cord injury.

### Prescribed Texts:

BOBATH, B. 1979. *Adult hemiplegia: evolution and treatment*. 2nd ed. London, Heineman Medical.  
 BROWN, D.R. 1980. *Neurosciences for allied health therapies*. St. Louis, C.V. Mosby.  
 BURKE, D.C. 1975. *Handbook of spinal cord medicine*. London, Macmillan.  
 CARR, J.H. and SHEPHERD, R. 1981. *Physiotherapy in disorders of brain*. London, Heinemann Medical.

### Reference Books:

CARR, J.H. and SHEPHERD, R.B. 1982. *A motor learning programme for stroke*. London, Heineman Medical.  
 DEMYER, W. 1980. *Techniques of the neurological examination*. 3rd ed. New York, McGraw-Hill.  
 JENNETT, W.B. and GALBRAITH, S. 1984. *An introduction to neurosurgery*. 4th ed. London, Heineman Medical.  
 LANCE, J.W. and McLEOD, J.J. 1981. *A physiological approach to clinical neurology*. 3rd ed. London, Butterworths.  
 WALSH, K.W. 1978. *Neuropsychology: a clinical approach*. Edinburgh, Churchill Livingstone.

## P3750 - PHYSIOTHERAPY IN ORTHOPAEDICS

(62 hours)

Conducted by medical practitioners, orthopaedic surgeons and specialist physiotherapists. Includes the pathology, aetiology, incidence, signs and symptoms, complications, aims and techniques of medical and surgical management of elective orthopaedics, fractures, dislocations, soft tissue injuries, certain orthopaedic conditions affecting children and vertebral conditions.

The rationale of physiotherapy management of acquired and traumatic orthopaedic disorders affecting the musculo-skeletal system is also presented. Emphasis will be given to the detail of assessment procedures, treatment, planning and to the reinforcement of the application of techniques learned in Physiotherapy II.

### Prescribed Texts:

APLEY, A.G. 1978. *A system of orthopaedics and fractures*. 5th ed. London, Butterworths

or

ADAMS, J.C. 1976. *Outline of orthopaedics*. 8th ed. London, Churchill Livingstone.

ADAMS, J.C. 1978. *Outline of fractures*. 7th ed. London, Churchill Livingstone.

### Reference Books:

References and reading lists will be supplied at the commencement of the unit.

## P3760 - GENERAL, SPECIAL AND PREVENTIVE MEDICINE

(32 hours)

Comprises lectures, demonstrations, discussions and practical work, introducing areas of medicine, surgery and health promotion of particular importance to the physiotherapist. Topics studied include: diabetes, vascular disturbances, burns, plastic and reconstructive surgery, rheumatology, occupational injuries and the role of physiotherapy in preventive and health education programmes.

Discussions, demonstrations and practical work focus on the theory and practice of physiotherapy techniques relevant to these areas.

### Prescribed Texts:

A reading list is supplied for each particular topic of the unit.

## P3770 - PHYSIOTHERAPY IN PAEDIATRICS

(42 hours)

Introduces the student to the study of thoracic, neurologic and orthopaedic conditions affecting neonates, infants, children and adolescents. Lectures are presented by specialist medical practitioners and physiotherapists.

## Physiotherapy

Tutorials and practical classes focus on the rationale and development of skills related to the assessment and treatment of the paediatric patient.

### Prescribed Texts:

SHEPHERD, R.B. 1980. *Physiotherapy in paediatrics*. 2nd ed. London, Heinemann.

ROBERTSON, J. 1970. *Young children in hospital*. 2nd ed. London, Tavistock.

### Reference Books:

A reading list will be supplied at the commencement of the unit.

## P3780 - PHYSIOTHERAPY IN OBSTETRICS AND GYNAECOLOGY

(17 hours)

A basic introduction to Physiotherapy in Obstetrics and Gynaecology comprising lectures, discussions, practical work and clinical visits; presenting medical management and physiotherapy during pregnancy, parturition and the puerperium, and including the introduction to medical/surgical treatment and physiotherapy of gynaecological disorders.

### Prescribed Texts:

A reading list will be supplied at the commencement of the unit.

## P3790 - PHYSIOTHERAPY IN REHABILITATION, GERIATRICS AND ORTHOTICS

(39 hours) Comprises three sections:

### 1. Rehabilitation

The principles involved in physiotherapy in rehabilitation, including multidisciplinary patient management, retraining of functional movement and skills, hydrotherapy in rehabilitation, equipment prescription and its modification and design for the disabled.

Amputee management: lectures, films and demonstrations will cover relevant pathology, medical management and total multidisciplinary care of the amputee.

### Reference Books:

BANERJEE, S.N. 1982. *Rehabilitation management of amputees*. Baltimore, Williams and Wilkins.

NICHOLS, P. 1976. *Rehabilitation medicine*. London, Butterworth.

VITALI, M. *et al.* 1978. *Amputations and prostheses*. London, Balliere, Tindall and Cassell.

### 2. Geriatrics

The student is introduced to the scope of this specialty. Background lectures on aging theories and processes, the medical conditions associated with the aged and the multidisciplinary management of the geriatric patient are presented.

### Reference Books:

CONI, N., DAVIDSON, W. and WEBSTER, S. 1981. *Lecture notes on geriatrics*. 2nd ed. London, Blackwell.

HODKINSON, H. 1975. *An outline of geriatrics*. London, Academic Press.

BROCKLEHURST, J. F. 1978. *Textbook of geriatric medicine and gerontology*. 2nd ed. Edinburgh, Churchill Livingstone.

### 3. Orthotics

Lectures and practical sessions introduce the student to orthotic principles, materials and the production of selected items.

## P3800 Clinical Study

This unit comprises 300 hours of clinical study of which 250 hours are spent in clinical practice and 50 hours are directed towards clinical problem solving and decision-making and record keeping.

The focus is on the acquisition of basic skills of patient assessment and treatment and an appreciation of the processes of clinical problem solving.

**Prerequisites:** All subjects listed in the second year syllabus.

**Corequisite:** P3700.

### Reference Books:

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.

## P3900 Composite Elective

(72 hours)

Students may choose any four units from the P3920 series and the BS400 seminars.

## P3920 Physiotherapy Elective

(72 hours)

This subject is made up of a number of units. Each unit involves 18 hours or 36 hours; and a student must undertake 72 hours to complete the subject.

## P3921 - INTRODUCTION TO CREATIVE MOVEMENT

(18 hours)

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.

### Reference Books:

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 are given during the unit.

## P3923 - OCCUPATIONAL HEALTH

(18 hours)

Provides students with an understanding and awareness of concepts of disease and health in the work place, the roles of the members of the occupational health team, and the function of physiotherapy in the areas of prevention, health promotion and education, ergonomics and workplace design, screening, treatment and rehabilitation.

### Reference Works:

References will be presented in class.

## P3924 - PHYSIOTHERAPY ELECTIVE PROJECT

(36 hours)

Under the direction of staff, students review and critically evaluate literature relative to at least two therapy techniques which are based on Eastern rather than Western philosophy, e.g. Acupuncture.

Shiatsu and Yoga.

**Prerequisites:** P2721, BL215, BL271.

## P4800 Physiotherapy IV

756 clinical hours, supported by 70 hours of lectures, demonstrations and practical classes.

### P4801 - INDEPENDENT STUDY

(60 hours)

Provides students with the opportunity to carry out an indepth 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 BS350 Research Design, or (b) an approved topic for which the student has the appropriate prerequisites. Students work independently under the direction of an approved supervisor.

**Assessment:**

One written assignment not exceeding 6000 words.

**Prerequisites:** P3700, P3800, and for the research stream BS350 or its equivalent.

### P4802 - ETHICS AND PROFESSIONALISM

(5 hours)

Provides students with the opportunity to gain further understanding and knowledge of the legal and ethical responsibilities of professional practice including medical records and the role of the professional association.

### P4821 - RURAL HEALTH

(126 hours)

Gives students knowledge and skills related to the practice of physiotherapy in a rural or provincial setting. Students are based in the physiotherapy department of a country hospital and particular emphasis is placed on participation in the services provided, such as itinerant physiotherapy, domiciliary care and physiotherapy in community health centres.

**Prerequisites:** P3700, P3800.

**Reference Books:**

A reading list is supplied at the commencement of the unit.

### P4822 - PRIVATE PRACTICE

(126 hours)

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 the practitioner's rooms, in the home setting and in hospital and nursing homes. Emphasis is placed on gaining insight into the position of the practice in the total health scheme and the community in general.

**Prerequisites:** P3700, P3800.

**Reference Books:**

A reading list is supplied at the commencement of the unit.

### P4823 - COMMUNITY HEALTH

(126 hours)

Gives students knowledge and skills related to physiotherapy and community health. Students are affiliated with a community health

centre and are given the opportunity to participate in a wide variety of curative and preventative health programmes. Emphasis is placed on preventative medicine and the team approach to health care.

**Prerequisites:** P3700, P3800

**Reference Books:**

A reading list is supplied at the commencement of the unit.

### P4824 - MENTAL HEALTH

(126 hours)

Provides students with an introduction to physiotherapy in the field 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 the ethical and legal responsibilities of that role. Emphasis is placed on acquiring a basic knowledge and understanding of the aetiology and treatment of selected psychiatric disorders and the skills related to the competent physiotherapy treatment of these patients. Tutorials, ward rounds and visits to specialised units serve to give the student a broad overview of patient management.

**Prescribed Texts:**

DAVIS, B. 1977. *An introduction to clinical psychiatry*. Melbourne, Melbourne University Press.

**References:**

A reading list is supplied at the commencement of the unit.

### P4825 - OVERSEAS WORK EXPERIENCE

(126 hours)

Provides students with an opportunity to experience, and expand their understanding of the practice of physiotherapy through work experiences outside Australia.

**Prerequisites:** P3700 and P3800 without need for supplementary assessment.

### P4830 - CARDIOTHORACIC PHYSIOTHERAPY

(126 hours)

Gives students an appreciation of the role of physiotherapy in cardiathoracic conditions. Includes intensive care medical conditions, cardiathoracic surgery, coronary care, rehabilitation for the thoracic patient and the respiratory care of patients undergoing general surgery. Students apply knowledge gained throughout the previous years, including anatomy, physiology and pathology.

### P4831 - CARDIAC REHABILITATION

(126 hours)

Students develop knowledge and skills in the management of patients following myocardial infarction, from the acute to final rehabilitative stages. Emphasis is placed on primary and secondary preventative medicine and the team approach to health care in this field. Students are affiliated with an acute coronary care unit and rehabilitation centre, with visits to related specialist areas.

**Recommendation:** It is recommended that students have previously passed BL316 Physiology of Exercise.

### P4840 - PHYSIOTHERAPY IN NEUROLOGY

(126 hours)

Gives students an overall concept of the total physiotherapy management of the patient with a neurological disorder. Includes care of the unconscious patient, the management of acute conditions and the rehabilitation of function in the neurological patient. There is special emphasis on the assessment of the multiple

## Physiotherapy

problems associated with this group of patients.

### **P4850 - PHYSIOTHERAPY IN ORTHOPAEDICS**

(126 hours)

A unit in physiotherapy in orthopaedics with an emphasis on the assessment and treatment of musculo-skeletal conditions, greater student responsibility and the treatment of the patient as a whole rather than the area of injury. Includes the medical, surgical and physiotherapeutic management of both hospital inpatients and outpatients.

### **P4871 - PAEDIATRICS: GENERAL**

(126 hours)

The student develops skills in the physiotherapy assessment and treatment of children of all ages with acute and chronic conditions, and begins to develop the skills necessary for effectively communicating with the child and his parents as well as others concerned with his management.

### **P4872 - PAEDIATRICS: MENTAL AND PHYSICAL RETARDATION**

(126 hours)

The student develops skills in the physiotherapy assessment and treatment of children with chronic physical and mental handicaps, learns about community facilities available for these children and develops an appreciation of the special needs of the child and his family.

### **P4873 - PAEDIATRICS: SPECIAL SCHOOLS**

(126 hours)

The student develops skills in the physiotherapy assessment and treatment of school-aged children with chronic disabling conditions. Emphasis is on the multidisciplinary approach in the treatment of physically handicapped children who attend special schools. Students learn about recreational activities suitable for these children.

### **P4880 - OBSTETRICS AND GYNAECOLOGY**

(126 hours)

Provides students with the opportunity in a clinical setting to further develop skills related to ante-natal and post-natal classwork, assisting women in labour and the management of patients with gynaecological problems. Tutorials, observations of other physiotherapists working in the field, and visits to special clinics within the hospital aim to provide the student with an appreciation of the scope of physiotherapy in obstetrics and gynaecology.

#### **Prescribed Text:**

LUMLEY, J. and ASTBURY, J. 1980. *Birth rites, birth rights*. Melbourne, Thomas Nelson.

### **P4891 - REHABILITATION**

(126 hours)

Gives the student an understanding of the function of rehabilitation centres and their place in long-term health care, together with the role of the physiotherapist and other personnel in the rehabilitation team. Students are based in one metropolitan centre and gain an overview of total patient care by attending case conferences, planning treatment programmes and participating in domiciliary nursing, and visiting a prosthetic centre and the Mobility Training Centre for the blind.

### **P4892 - GERIATRICS**

(126 hours)

Further the understanding of the physical, social and psychological factors relevant to the treatment of elderly patients and the implications of these factors for short and long term management. Students are based in a geriatric centre and gain an overview of total patient care by visiting other centres and a psychiatric hospital, investigating community facilities and observing the role of other professionals including that of the domiciliary physiotherapist and the district nurse in the care of the elderly.

### **P4893 - SPINAL PARALYSIS**

(126 hours)

Enables students to develop special knowledge, skills and insight into the role of the physiotherapist as a member of the team involved in the management of patients with spinal injuries. Students attend the Spinal Injuries Centre of the Austin Hospital where they treat patients in both the acute and rehabilitation stage. Tutorials, group discussions, ward rounds, patient education sessions and both staff and patient conferences serve to give the student a broad overall view of patient management.

### **P4894 - PROGRESSIVE ILLNESSES**

(126 hours)

Gives students further knowledge and skills related to physiotherapy in the management of patients with progressive illnesses. Students are based in a metropolitan centre and gain an overview of total patient care by visits to specialised programmes and discussions with other members of the health care team.

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## **P5435 Diagnostic Procedures**

(6 hours)

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.

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## **P5454 Medical Sciences: Orthopaedics**

(30 hours)

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, and physiotherapist specialists, through a series of lectures, demonstrations and discussions.

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## **P5461 Medical Sciences: Manipulative Therapy**

(50 hours)

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 orthopaedic

conditions of the vertebral column and peripheral joints (including degenerative diseases, trauma, inflammatory, neoplastic and congenital conditions) headache, referred pain and nerve root compression; and medical or vascular conditions which influence treatment or diagnosis. Students acquire further understanding of pharmacology and radiology relevant to manipulative therapy, including anti-inflammatory drugs, analgesics and muscle relaxants.

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## **P5472 Medical Sciences: Paediatrics**

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(36 hours)

Extends students' knowledge and understanding of the aetiology, pathology, signs and symptoms, medical, pharmacological and surgical management of selected paediatric, orthopaedic, cardiothoracic and neurological disorders. 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.

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## **P5481 Medical Sciences: Obstetrics and Gynaecology**

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(24 hours)

Extends knowledge of the medical, surgical and pharmacological management of pregnancy, parturition, the puerperium, gynaecological disorders and disorders of the neonate, and understanding of the relevant medical technology.

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## **P5491 Medical Sciences: Geriatrics**

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(24 hours)

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.

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## **P5492 Psychogeriatrics**

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(12 hours)

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.

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## **P5541 Neuropsychology A**

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(12 hours)

Provides a conceptual model for studying 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.

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## **P5542 Neuropsychology B**

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(18 hours)

Provides an indepth study of selected topics in P5541 Neuropsychology A relevant to clinical practice.

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## **P5553 Sports Psychology**

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(18 hours)

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.

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## **P5561 Theory and Management of Pain**

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(18 hours)

Increases students' knowledge of physiological and behavioural theories of pain mechanisms, including a review of recent research findings. Students are introduced to principles of management other than physiotherapy and develop further knowledge of physiotherapy management. Topics include the concept of pain, measurement and assessment of pain, pain perception and response, review of the physiology of pain and the role of pain clinics in pain management.

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## **P5562 Biomechanics and Kinesiology**

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(30 hours)

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.

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## **P5572 Growth and Development**

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(12 hours)

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. Provides further knowledge of 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.

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## **P5581 Sexuality in Pregnancy and the Post Partum**

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(6 hours)

Provides the student with the opportunity to gain understanding of sexuality during pregnancy and the post partum. The student

## Physiotherapy

therefore gains an understanding of the normal variations in sexuality during those periods and the ability to relate to patients with empathy and sensitivity.

**Prerequisite:** BL522 Human Reproductive Physiology and Anatomy.

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### P5582 Relaxation

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(18 hours)

Provides knowledge of the physiology and psychology of relaxation; demonstrates and imparts skills associated with various relaxation techniques; provides up-to-date information about the therapeutic application of relaxation techniques and published evidence pertaining to claims of effectiveness.

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### P5631 Anatomy and Kinesiology of Thorax

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(12 hours)

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.

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### P5641 Neuroanatomy A

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(12 hours)

Extends students' knowledge of gross anatomy and development of the nervous system, providing a neuro-anatomical basis for further study in neuropathology and neuropsychology.

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### P5642 Neuroanatomy B

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(18 hours)

Extends selected areas of study in P5641 Neuroanatomy A; provides advanced knowledge of the microscopic anatomy and ultrastructure of the nervous system; and provides a neuro-anatomical basis for the study of neuropathology.

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### P5661 Anatomy for Manipulative Therapists

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(90 hours)

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.

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### P5702 Literature Review

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(30 hours)

Students are required to undertake a literature research project on a topic relevant to their elected major study, which facilitates their ability to read, critically analyse and discuss literature in research areas relevant to clinical practice. Students may elect to follow the literature research with an empirical research project in the Elective Studies component of the course.

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### P5703 Independent Project

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(30 hours)

Students may elect to extend P5702 Literature Review to carry out applied research relevant to clinical practice in their major streams of study.

**Prerequisite:** BS501 Graduate Research Skills, P5702 Literature Review.

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### P5704 Independent Research Project: Manipulative Therapy

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(approx. 60 hours)

Students undertake an independent project on an approved topic to provide a means of integrating knowledge and skills acquired during the course.

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### P5705 Graduate Reading Seminars

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(18 hours)

A series of seminars where students discuss information published in prescribed readings relevant to respective major streams of study.

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### P5731 Cardiothoracic Physiotherapy

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(252 hours)

This subject comprises the following units:  
P5732 Cardiothoracic Physiotherapy : Theory A  
P5733 Cardiothoracic Physiotherapy: Theory B  
P5734 Cardiothoracic Physiotherapy : Clinical

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#### P5732 - CARDIOTHORACIC PHYSIOTHERAPY: THEORY A

Extends students' knowledge of the responses of selected systems to acute illness and trauma, with particular reference to the cardio-pulmonary system; and 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.

### **P5733 - CARDIOTHORACIC PHYSIOTHERAPY: THEORY B**

A continuation of P5733 Cardiothoracic Physiotherapy : Theory A.

### **P5734 - CARDIOTHORACIC PHYSIOTHERAPY: CLINICAL**

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.

### **P5741 Physiotherapy in Neurology**

(204 hours)

This subject comprises three units:

P5742 Physiotherapy in Neurology : Medical Management

P5743 Physiotherapy in Neurology : Theory of Movement Re-education

P5744 Physiotherapy in Neurology : Clinical Experience

### **P5742 - PHYSIOTHERAPY IN NEUROLOGY: MEDICAL MANAGEMENT**

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.

### **P5743 - PHYSIOTHERAPY IN NEUROLOGY: THEORY OF MOVEMENT RE-EDUCATION**

Students participate in critical discussions of major issues in neurological rehabilitation and practise a variety of handling skills. Demonstrations, practical work, seminars and lectures enable students to extend their knowledge and skills to a level more advanced than that provided by the undergraduate degree programme. Particular emphasis is placed on movement analysis and recording, evaluation of recent literature and the application of learning theory in rehabilitation.

### **P5744 - PHYSIOTHERAPY IN NEUROLOGY: CLINICAL EXPERIENCE**

In clinics students have the opportunity to reinforce the knowledge gained in the theoretical components of the course. The programme is a contract between the student, the School and the Clinic, designed to fit the needs of the individual student.

### **P5743 Hydrotherapy**

(18 hours)

A study of the principles of hydrodynamics; physiological effects of water and water temperature; and principles of water safety and emergency procedures. Students acquire skills in techniques of hydrotherapy including the Halliwick and Bag Ragaz methods, relevant to management of neurological, orthopaedic and cardiothoracic conditions. Further topics include pool design, principles of construction and necessary characteristics of water for management of conditions using hydrotherapy.

### **P5751 Physiotherapy in Orthopaedics (Sport)**

(84 hours)

Integrates medical, surgical and physiotherapy management of orthopaedic conditions in sport; introduces the student to the preventative aspects of treatment; and extends basic skills in the diagnosis and physiotherapy management of selected pathologies.

Background knowledge is presented by physiotherapists and physical educators in a series of lectures and discussions. Practical classes focus on the rationale and development of skills related to the assessment and treatment of soft tissue and joint pathology.

### **P5761 Theory and Practice of Manipulative Therapy**

(304 hours of lectures, tutorials and practical classes, with further clinical study as approved by the Academic Committee.)

It comprises the following units:

P5762 Theory of Manipulative Therapy

P5763 Practice of Manipulative Therapy

### **P5762 - THEORY OF MANIPULATIVE THERAPY**

Theoretical knowledge required for the application of clinical skills to enable students to develop a methodological approach to patient management. Students develop advanced skills in examination, diagnosis and assessment of musculo-skeletal techniques, in maintaining accurate patient records, in evaluating efficacy of treatment, and in planning ongoing programmes of management. Focus is on mobilisation and manipulation of the vertebral column and peripheral joints.

### **P5763 - PRACTICE OF MANIPULATIVE THERAPY**

Application in the clinical situation of knowledge and skills acquired in P5762 - Theory of Manipulative Therapy. Students practice manual techniques within the School setting, and in the clinical setting under supervision treat patients with selected musculo-skeletal disorders, in particular spinal and peripheral joint problems.



## **P5771 Physiotherapy in Paediatrics**

(186 hours)

This subject comprises two units:

P5772 Physiotherapy in Paediatrics : Theory  
P5773 Physiotherapy in Paediatrics : Clinical

### **P5772 - PHYSIOTHERAPY IN PAEDIATRICS : THEORY**

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.

### **P5773 - PHYSIOTHERAPY IN PAEDIATRICS : CLINICAL**

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.

## **P5774 Recreation for the Handicapped Child**

(18 hours)

Develops 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 programme for individual children and the design, construction and improvisation of aids and equipment relevant to different recreational activities.

## **P5781 Physiotherapy in Obstetrics and Gynaecology**

(162 hours)

This subject comprises two units:

P5782 Physiotherapy in Obstetrics and Gynaecology : Theory  
P5783 Physiotherapy in Obstetrics and Gynaecology : Clinical

### **P5782 - PHYSIOTHERAPY IN OBSTETRICS AND GYNAECOLOGY : THEORY**

Extends knowledge of biomechanical principles of movement and postural dynamics, exercise performance and work capacity, and economy of movement in pregnancy and the post partum. Extends clinical competence in assessment, treatment and evaluation of management of specific problems in obstetrics and gynaecology and knowledge of skills in ante and post-natal physiotherapy and in care of the neonate.

### **P5783 - PHYSIOTHERAPY IN OBSTETRICS AND GYNAECOLOGY : CLINICAL**

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.

## **P5791 Physiotherapy in Geriatrics**

(174 hours)

This subject comprises the following units:

P5792 Physiotherapy in Geriatrics : Theory  
P5793 Physiotherapy in Geriatrics : Clinical

### **P5792 - PHYSIOTHERAPY IN GERIATRICS : THEORY**

Integrates knowledge of ageing processes 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.

### **P5793 - PHYSIOTHERAPY IN GERIATRICS : CLINICAL**

In clinics, students develop and consolidate knowledge gained during the theoretical unit. Students consult and communicate with staff on overall programmes of management of the geriatric patient.

## **PO120 Prosthetics & Orthotics I**

(520 hours)

This subject combines both theoretical and practical units designed to give the student a sound working knowledge and a practical competence necessary for the optimum understanding and usage of materials, tools, machines, equipment and techniques basic to Prosthetics and Orthotics. The unit Spinal Orthotics is designed to give students a specialized knowledge of fabricating, fitting and aligning of spinal orthoses. For Clinical Education students are allocated to hospitals and prosthetic/orthotic centres as an introduction to clinical practice. PO120 is made up of

PO125 Clinical Education (35 hours)

PO121 Introduction to Prosthetics and Orthotics I (162 hours)

PO122 Introduction to Prosthetics and Orthotics II (155 hours)

PO123 Introduction to Prosthetics and Orthotics III (114 hours)

PO124 Spinal Orthotics (54 hours)

#### **Prescribed Texts:**

Printed notes may be purchased from the School of Prosthetics and Orthotics.

New York University, 1975. Spinal Orthoses with supplement. New York.

The above text may be purchased from the School of Prosthetics and Orthotics.

## **PO220 Prosthetics and Orthotics II**

(458 hours)

This subject is designed to give students a specialised knowledge of specific areas of casting, fabricating, fitting and aligning of prostheses and orthoses. This subject comprises theory, practical and clinical work including applied anatomy and biomechanics

relating specifically to each of the three units:

- P0221 Below Knee Orthotics (162 hours)  
 P0222 Below Knee Prosthetics (138 hours)  
 P0223 Above Knee Orthotics (158 hours)

**Prescribed Texts:**

NEW YORK UNIVERSITY, 1981. Revision. *Lower limb orthotics with supplement*. New York.  
 NEW YORK UNIVERSITY, 1982. Revision. *Lower limb prosthetics with supplement*. New York.

The above texts may be purchased from the School of Prosthetics and Orthotics.

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## PO225 Clinical Education II

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(140 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

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## PO240 Introduction to Design and Development

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(9 hours)

This subject provides the student with an introductory knowledge of ergonomics and the principles of design in preparation for undertaking an independent development project in third year.

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## PO241 Nursing Procedures

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(20 hours)

This subject comprises lectures, practical work and tutorials which provide an introduction to ward and theatre procedures, sterilisation and ward care.

**References:**

References will be provided at the commencement of the subject.

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## PO320 Prosthetics and Orthotics III

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(326 hours)

This subject is designed to further the student's education in general prosthetics and orthotics. It also introduces students to the more sophisticated areas of clinical prosthetics and orthotics and integrates the theory and practice of these specialised skills with the client's needs by the application of biomechanics, applied anatomy, casting, fabrication, fitting and alignment of prostheses and orthoses. It relates specifically to these units:

- P0321 Upper Extremity Prosthetics (115 hours)  
 P0322 Lower Extremity Prosthetics - Above Knee Amputations (148 hours)  
 P0323 Upper Extremity Orthotics (63 hours)

**Prescribed Texts:**

NEW YORK UNIVERSITY, 1982. Revision. *Upper limb prosthetics with supplement*. New York.

The above text may be purchased from the School of Prosthetics and Orthotics.

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## PO325 Clinical Education III

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(280 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

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## PO330 Administration and Management

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(36 hours)

This subject is designed to develop the student's knowledge and understanding of effective communication techniques in management, and of principles and types of organisational structure for 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.

**References:**

References, as required, will be advised during the progression of this subject.

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## PO340 Design and Development Project

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(96 hours)

This subject is designed to further the student's ability to apply principles of design, analysis, evaluation in carrying out an independent practical prosthetic/orthotic project.



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Bundoora Reference

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Lincoln Institute of Health  
Sciences.

Handbook.

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