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GENERAL INFORMATION

REGULATIONS

SCHOOLS, STAFF AND COURSE STRUCTURES

POSTGRADUATE STUDIES

SUBJECT DETAILS

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Lincoln Institute of Health Sciences Handbook 1984

The information in this book is correct as at August 1983.

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

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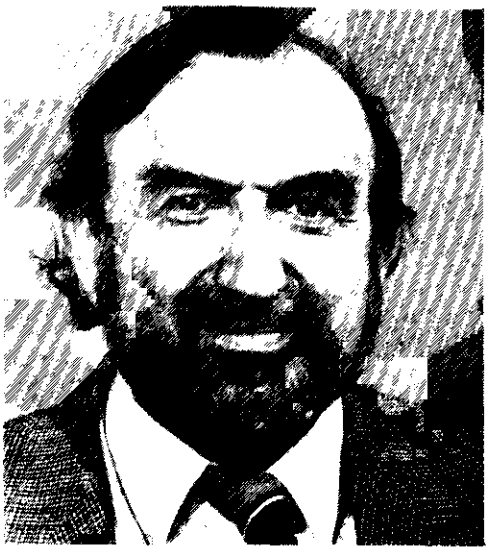

An Introduction by the Director:

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 matter of appropriate permanent accommodation for the work of the Institute is still unresolved.

The Institute has now entered its second decade, and after a period of rapid growth in courses and student numbers, it 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.

Bernard Rechter
Director

Principal Dates for 1984

Term Dates

Institute re-opens for 1984	January 9
Orientation Week	February 20 - 24
Term 1 begins	February 27
Term 1 ends	May 4
Term 1 Examination Week	May 7 - 11
Term 1 Vacation	May 14 - 25
Term 2 begins	May 28
Term 2 ends	July 27
Term 2 Examination Week	July 30 - August 3
Term 2 Vacation	August 6 - 24
Term 3 begins	August 27
Term 3 ends	October 26
Term 3 Study Week	October 29 - November 2
Term 3 Examination Week	November 5 - 9

School of Nursing course dates vary in some instances from the above, please refer to pages 58 to 63 of Nursing School Section.

Graduation Monday April 19

Open Day Sunday July 1

Public Holidays - observed by the Institute are:

New Year's Day	Monday January 2
Australia Day	Monday January 30
Labour Day	Monday March 12
Easter	April 20 - April 24 inclusive
Anzac Day	Wednesday April 25
Queen's Birthday	Monday June 11
Christmas Day	Sunday December 25
Boxing Day	Monday December 26

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
V. Massaro, B.A., Ph.D. *Monash*

Heads of Schools
Behavioural Sciences: P. Foreman, B.Sc. (Hons.) *Melb.*, M.A.Ps.S.
Biological Sciences: P. Fry, B.Sc. *Syd.*, M.Sc. *W.Aust.*
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. (Hons.) (Ed.) *Brad.*, Dip.O.T. *Cumberland*, A.T.C.L. *Lond.*
Orthoptics: A. Hughes, D.O.B.A.
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: R. Leonard, B.A. (Hons.), Dip.Psych. *Melb.*, Ph.D. *Qu.*, F.A.Ps.S., M.I.S.P.O.

General Information

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Clinic situation – Podiatry.

Lincoln Institute Council and Committees

Council

Office-Bearers

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

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

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. *Phty.*, Grad.Dip.Manip.Ther., H.D.D.T., M.M.T.A.A., M.A.P.A.
Freda Hooper, M.App.Sc., L.A.C.S.T., L.T.C.L., T.P.T.C., M.A.A.S.H.
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
James Adam Eddington Carr, B.Com. *Melb.*
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., D.O. *Melb.*, F.R.C.S., F.R.A.C.S., F.R.A.C.O.
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.
John Alexander Gray Price, B.Com., Dip.Ed. *Melb.*

Elected by the Students of the Institute
Liza Reinberger

Secretary to Council: The Registrar
Vin Massaro, B.A., Ph.D. *Monash*

Standing Committees of Council

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

Council has the following standing committees:

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.

Board of Studies

Chairman
R. Rudegeair, B.A. *St. Vincent's Coll., Penn.*, Ph.D. *Wis.*.

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.
P. Fry, .B.Sc. *Syd.*, M.Sc. *W. Aust.*.
J. Graham, M.Sc. (Ed.) *Brad.* Dip. O.T. *Cumberland*, A.T.C.L. *Lond.*
A. Hughes, D.O.B.A.
C. Hyde, B.A. *Open U.*, M.Ed.St. *Monash*.
R. Leonard, B.A. (Hons.), Dip. Psych. *Melb.*. Ph.D. *Qu.*, F.A.Ps.S., M.I.S.P.O.
Judith Parker, B.A. (Hons.), Ph.D. *Monash*, R.N.

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
E. Kerr, B.App.Sc. (Phty.), M.A.P.A.
T. Matyas, B.A. (Hons.) *NSW*, Ph.D. *Macq.*, M.A.Ps.S.
L. Oke, M.App.Sc., Dip.O.T.
B. Jacoby, B.S. *Neb.*, M.L. *Kansas*, A.L.A.A.
R. Rudegeair, B.A. *St. Vincent's Coll, Penn.*, Ph.D. *Wis.*

Five vacancies to be filled late 1983.

Elected by the Students
A. Dowling.

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

Committees of the Board of Studies

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
Professional Experience Programme Board
Research and Higher Degrees Committee.

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

Administration Staff

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
Vin Massaro, B.A., Ph.D. *Monash*

Secretary
Judy Page

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

Computer and Statistics Officer:
Helen Davis, B.Sc. *Melb.*

Staffing and Secretariat Unit

Assistant Registrar
Peter Bailie, B.Com. *Melb.*

Secretary
Carolyn Kelly

Administrative Officer
Jane Fewings, B.A. (Hons.) *Melb.*

Central Filing and Timetable Office Staff
Wendy Berriman, A.I.P.S.,
* Lorna McMaster

Receptionists
Shirley D'Cruz, Carla Santalucia

Student Affairs Unit

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

Student Administration

Deputy Head of Student Affairs
Daliah Moss, B.A. *Sing.*

Admissions Officer
Rosalind Wood, B.A. *Melb.*

Administrative Assistant
Maria Serratore

Secretary
Heidi Bacher

Receptionist/Typist
*Silvana Donnoli

Student Services

Student Services Co-ordinator:
Vacant.

Typist:
Lorraine Miggiani

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

School Administrative Officers

Behavioural Sciences
Vacant.

Communication Disorders
Barbara Villis, B.A. *Monash*

Health Administration and Education
Maree Morrissey

Nursing
Wendy Adams, J.P.

Occupational Therapy
Pam Hjorth, B.A., Dip.Ed.*Melb.*

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

* Denotes part-time.

Cafeteria

Catering Manager
Evelyn Brewer

Catering Staff
Maureen Ansell, Marlene Coleman, Francis Laface, Margaret Wills.

Media and Technical Services

Anne Callaghan
Dianna French, Dip.Arts *Swinburne*, Grad.Dip.Media Stud. *Victoria Coll.*
*Lynn Golding, B.A. (Graphics) *Chisholm*
Michael Horan, Dip.Art *Phillip*
Ian McPherson
Zaita Oldfield, Dip.Art & Design *Victoria Coll.*
Dale Putting, B.A. *Phillip*
Michael Ridley, T.V.O.C.P. *R.M.I.T.*
Adrian van Kampen, Cert.Tech. *Chisholm*, T.V.O.C.P. *R.M.I.T.*
Sandra Waters
*Catherine Westerman, B.A. *Lond.*

Finance and Services Branch

Accounts and Services Unit

Senior Finance Officer
Nevill Cottee, Dip.Com. *Melb*, F.A.S.A.

Works and Properties Officer
Valentin Rosalion

Assistant to Works and Properties Officer
*Stan Baker

Purchasing Officer
Cyril Feld, J.P., I.P.S.M.

Accounting Staff
*Ruth Andrew, *Lorraine Bright, Lily Chiu, Marlene Kerr.

Typist/Clerk
*Bobbie Kelly

Caretaker
Tony Zraybi

Maintenance Officer
Don May

Gardener
*Karl Bernard

Courier/Porter
Norman Imbesi

Cleaning Staff
Marie Albadine, Jim Boyd, Sylvia Byrne, Antonio Gomez, Isabelino Gradin, Carlos Guerra, Abdel Jattas, Karl Kemper, Mary Lia, Kevin McGuire, Kalman Papp, Georgia Romanos, Barry Ruskin, Voula Stavropoulos, Filomena Tirabassi, Angela Vassiliou.

Budget and Payroll Unit

Budget Officer
Brian Bainbridge, A.A.S.A.

Finance Officer
Ian Dodman

Staffing Clerk
Peg Lansdell

Payroll Officer
Suzie Rupenovic

Payroll Assistant
Joyce Henderson

* Denotes part-time.

Library Staff

Institute Librarian
Cath Pivec, T.S.T.C., A.L.A.A.

Carlton Campus Library

Librarians
Ray Cotsell, B.Soc.Sc. *R.M.I.T.*, A.L.A.A.
Maxine Cuskelly, B.A., Dip.Lib, *N.S.W.*
*Gayle L. Edwards, B.Soc.Sc., *R.M.I.T.*, A.L.A.A.
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.
Melanie White, B.A. *Monash*, Dip.Lib. *Melb. C.A.E.*, A.L.A.A.

Library Technicians
*Noeline Sherwin, Lib.Tech.Cert.
Jill Staff, Lib.Tech.Cert.

Library Clerks
Jennie Kendrick
Sandra Krasts, B.A. *La T.*
Connee Maggio
Haricia Pavlidis
Gaetano Raiti
Heather Roberts
Glenys Simpson
Julieanne Slattery

Arthur 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) 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.

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. The ability to type 20 wpm is required at the time of commencing the course.

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 Registrar.
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: 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 the closest Friday to October 31 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, Nursing, 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. Applications for Occupational Therapy, Orthoptics and Speech Pathology may attend a Course Information Session if they wish.
The closing date for Lincoln Institute of Health Sciences applications (other than Special Entry 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.

Deferment

(a) 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.

(b) The application to defer must be lodged by the date of enrolment specified at the time of the offer.

(c) Applicants granted a deferment must leave a contact address with the Student Administration Office of the Institute. The Office must be notified immediately of any change to this contact address.

(d) It is the 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.

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 (1983) of $82 for full-time students and $41 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

Entrance Requirements

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

DEGREE COURSE

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

DIPLOMA COURSE

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

How to Apply

All enquiries concerning admission, application and enrolment procedures for post-registration nursing courses should be made directly to the School of Nursing, Lincoln Institute of Health Sciences, 2-6 Arthur St., Melbourne 3004, telephone (03) 269 1700. For further information on entrance requirements and pre-course preparation, see pages 59, 61, 62 of this handbook.

Postgraduate Courses

Entrance Requirements

Applicants for postgraduate courses of the Institute (other than post-registration nursing courses) will normally be required to hold a degree or diploma in the health sciences or a related area. Other applicants may be considered at the discretion of the course selection committee.
Applicants may be required to attend interviews and to take such tests or examinations as the Institute may consider necessary. All enquiries concerning postgraduate courses should be directed to the Student Administration Office of the Institute. For further information on postgraduate courses see pages 73 to 81 of this handbook.

General Information

Health Requirements

(a) All students are required to comply with the recommendations of the Department of Health, Tuberculosis Branch. These are under review and normally comprise:
   (i) tuberculin testing on entry to the Institute;
   (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 5-9 mm a chest X-ray is recommended;
      (b) for a positive reaction of 10 mm or over a referral to a chest clinic is recommended.
   (iii) if the tuberculin test is positive and previous BCG vaccination has been given, a chest X-ray is recommended for a reaction of 20mm or over;
   (iv) if the tuberculin test is negative, a BCG vaccination is required. The tuberculin test should be repeated after two months. 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 strongly recommended that all female students be immunised against rubella.

(c) It is strongly 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 strongly 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 strongly recommended that all students should undergo a physical examination, including blood pressure estimation, at intervals of not more than two years, with the aim of prevention or early recognition of disease.

Fees

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 1983 general service fee for full-time students was $82, and for part-time students $41. 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.

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.

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.

Change of Name or Address

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

Leave of Absence

A student who is enrolled in a course of the Institute may apply on the appropriate form to the Head of School for leave of absence from the course for a specified period of time. The application must contain the student's reason for seeking leave of absence. Leave may be granted at the discretion of the School concerned and for whatever period it thinks fit.
For a student to be recorded as having obtained leave of absence from a course, the duly completed 'leave of absence' form must be approved and dated by the Head of the School no later than the end of the fifth week of the third term of the year in which leave of absence is sought.

Withdrawals

An enrolled student may withdraw from any unit, subject, or course for which he or she is enrolled. Withdrawal carries no guarantee that the student will be permitted to re-enrol in the unit, subject or course from which he or she has withdrawn.
Application to withdraw from any unit, subject or course must be lodged in writing with the appropriate Head of School.

(A) SUBJECTS/UNITS
For a student's record to be amended to show 'WD' against any units or 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 attend examination) 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.

Part-time Studies

The Institute offers a small number of places to students who wish to take the following undergraduate courses on a *part-time* basis: Medical Record Administration, Nursing, Occupational Therapy, Orthoptics, 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.

Open Day

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

In 1984 Open Day will be held on Sunday, July 1, 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 by the Student Services Committee to provide various student amenities, to fund the operation of the Student Services Office and a range of services which it provides, to subsidise the Carlton and Arthur Street cafeterias and to finance the Lincoln Institute Association of Students 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:

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 - 5.30 pm.

Student Health Service

The Student Health Service is available to all students of Melbourne University and Lincoln Institute. Students may attend for any matter relating to health and sickness. The staff are all skilled in the particular needs and problems of students. 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. 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.

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 advise on any legal matters associated with leasing accommodation. The services 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 Office at 625 Swanston Street, Carlton.
The Student Services Office also has a list of accommodation which nursing 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.

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 $800 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 Australian Department of Education, 450 St Kilda Road, Melbourne 3044, telephone 267 4700 and also from the Student Services Office at 625 Swanston Street, Carlton and the School of Nursing, 2-6 Arthur Street, Melbourne, 3004. Inquiries regarding the scheme can be directed to the Student Services Co-ordinator.

Child Care

The Institute has no child care facilities but if there is sufficient demand, holiday activities for school-age children are organised in conjunction with Melbourne University. Inquiries should be directed to the Student Services Co-ordinator.

Second-hand Book Service

A second-hand book service operates during February and March at the beginning of the academic year. Books, bones, instruments and laboratory coats are on sale. Further information is posted on Institute noticeboards.

Lockers

Students may obtain a locker at the beginning of first term from the Student Services Office. A deposit is required on issue of a locker key. This deposit is refundable when the locker key is returned at the end of third term. Lost locker keys will be replaced for a fee. Nursing students should contact their School Office concerning the allocation of lockers.

Student Diary

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

Travel Concessions

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

Lincoln Institute Association of Students

All students at Lincoln Institute become members of the Lincoln Institute Association of Students on payment of the general service fee. The LIAS Executive, elected from and by the student body, is the constituted student voice in the Institute. It provides a recognised means of communication between students and other parts of the Institute and acts as the representative of students' interests. Elections for LIAS are held in early March.

LIAS is funded from the general service fee. LIAS funds the Sports Committee and other clubs and societies from this money. The Executive also uses this money to fund its own activities. Social activities, such as union nights and balls, are organised by the LIAS Activities Committee under the co-ordination of an Activities Director, who is a student. LIAS also funds production of a student newspaper, *The Missing Linc*, which appears periodically during term.

There is a wide variety of recreational and sporting clubs at Lincoln. In addition, students in the Schools have formed School associations which deal with issues specific to each School, as well as holding social functions.

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, Arthur St, Melbourne. The Library offers material in a variety of formats to support teaching programmes, and also material of general interest. It contains some 170,000 print volumes, and receives over 850 journals. Non-print materials include anatomical models, slides, films, filmstrips, audio cassette tapes, multimedia 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 page 43 and 44.

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 services 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 of printing plus advising on and developing illustrated materials for the Institute staff.

Awards

Institute Awards

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

School-Based Awards

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.

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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 and Departments of Studies of the Institute (as defined from time to time by the Council) from amongst their number in a manner determined 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 and Departments of Studies 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;
(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 numbers.

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

4. **Invitees**
4.1 Persons 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.
4.2 The intention to invite a person to a meeting of the Board shall be indicated on the circulated agenda whenever possible.
4.3 At the discretion of the Chairman, the order of the agenda may be altered for the convenience of the invitee.
4.4 Persons invited to Board meetings shall not contribute to a meeting except at the discretion of the chairman, and shall have no voting rights.
4.5 The Board may invite observers to attend its meetings.

5. **Chairman and Deputy Chairman**
5.1 The Chairman and Deputy Chairman shall be members of the Board, appointed by the Council on the nomination of the Board.
5.2 The Chairman or, in his absence, the Deputy Chairman, shall preside over the meetings, and in the absence of both members, the members of the Board present shall elect a chairman of the meeting from amongst their number.

6. **Terms of Office**
6.1 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.
6.2 An appointed member shall be a member for such time as the Council shall determine.
6.3 All other members shall be elected to hold office for a two-year term save as provided in section 11 (eleven) hereunder.
6.4 The Chairman and Deputy Chairman shall each be appointed by the Council for two year terms.
6.5 Members and office bearers shall be eligible for re-election or reappointment should they continue to be qualified.

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

8. **Meeting Procedure**
8.1 The Board shall meet at least once during each academic term.
8.2 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 casting vote.
8.3 There shall be no voting by proxy.
8.4 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.
8.5 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.
8.6 After each meeting the Board shall send a report of the proceedings to the Council.

9. **Surrogate Members**
9.1 Members holding office pursuant to section 2(a) above who will be absent for a meeting of the Board should seek leave of absence from the Board. In such cases, with the consent of the Board, the Chairman shall invite the Acting Director or Acting Head or the nominee of the relevant Academic Committee, as appropriate, to be a surrogate member of the Board.
9.2 Surrogate members shall have the powers and privileges of ordinary members.
9.3 Members holding office pursuant to sections 2(b), 2(d) and 2(e) above who will be absent for two or more scheduled consecutive meetings should seek leave of absence from the Board. No surrogate members shall be appointed in such cases.

10. **Powers of the Board**
10.1 (a) The Board shall be the principal academic body of the Institute; it may make recommendations to the Council on:
(i) all matters relating to teaching, scholarship and research and in particular the rules governing:
A. courses of study and research programmes offered by the Institute;
B. selection, admission, enrolment and academic progress of students;
C. the conduct of examinations and other forms of student assessment;
D. the award of degrees, diplomas and certificates;
E. the admission of students *ad eundem statum*;
F. discipline of students;
G. the procedure for appeals against decisions made by the Board or the governing bodies of Schools;
(ii) academic staff establishments of Schools and policy on academic staff appointments, academic promotions, and on staff development;
(iii) the distribution of financial and other resources allocated for academic purposes;
(iv) the use and location of Institute facilities, including the Library, for academic purposes;
(v) the priorities for new developments within funds available to the Institute;
(vi) the award of degrees, diplomas and certificates.
(b) In any case where 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.
10.2 The Board shall:
(a) implement the academic policies of the Institute;
(b) co-ordinate the academic activities of the Schools collectively;
(c) review courses of study including all proposals for new courses and major changes in existing courses, including post-graduate, research and continuing education programmes;
(d) consider and take action upon reports from the Schools and, at its discretion, refer matters to the Schools for consideration and report;
(e) have other such duties and powers as may from time to time be assigned to it by the Council.
10.3 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.

11. Transition Provisions

11.1 Those members elected by the academic staff to the previous Board of Studies in August 1977 shall be deemed to be three of the members elected under the provisions of section 2(d) of these regulations. Their term of office shall be until 31 December 1979.

11.2 The term of office of the two remaining elected members of the previous Board of Studies shall be until 31 December 1978.

11.3 As soon as practicable after the enactment of these regulations there shall be an election of five members of the Board under the provisions of section 2(d) of these regulations. Two of the members so elected shall serve until 31 December 1979, and three of the members so elected shall serve until 31 December 1978.

11.4 The three members who shall serve until 31 December 1978 in accordance with the preceding sub-section shall be chosen by lot from the five members elected in accordance with that sub-section.

School Regulations

1. There shall be Schools of the Institute established by the Council on the advice of the Board of Studies.

2. 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.

3. 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.

4. The Head of School

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

(a) provide academic and professional leadership and direction for the School;

(b) manage the School for such term and on such conditions as are approved by Council in each case;

(c) administer the day-to-day academic business of the School;

(d) direct School staff in the execution of their duties;

(e) act as Chairman of the Academic Committee, except as provided in sub-section 8.(1);

(f) 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:

(a) formulate the academic policies of the School in relation to programmes of study, other academic activities, staffing, finance and other resources;

(b) determine policies on staff workload and student workload;

(c) make policy on the admission of students;

(d) evaluate the programmes of study offered by the School;

(e) be responsible for the assessment, examination and determination of results of students undertaking programmes of study in the School;

(f) consider and make decisions on the academic progress of students undertaking programmes of study in the School;

(g) 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;

(h) 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

The Committee shall be constituted as follows:

(a) the Head of the School, *ex officio*;

(b) 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;

(c) at least two students elected according to guidelines determined by the Academic Committee and approved by the Board of Studies;

(d) 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;

(e) for each School teaching subjects in programmes of study offered by another School: a nominee of each such other School;

(f) at least two representatives of the professions for which training is provided by the School, nominated by appropriate professional associations, appointed by the 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;

(h) 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:

(i) staff appointed to positions of Tutor, Senior Tutor, Principal Tutor, Lecturer, Senior Lecturer, Principal Lecturer, Head of School, – full or part-time;

(ii) 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;

(iii) 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' –

(1) '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 –

(a) instructor, tutor/demonstrator, senior tutor/demonstrator, principal tutor/demonstrator, lecturer, senior lecturer, principal lecturer, head of school, deputy principal, or principal;

(b) technicians who are engaged for a substantial proportion of their time in teaching subjects in tertiary courses;

(c) professional librarian;

(d) professional student counsellor;

(e) research assistant and research fellow;

(f) computer programmer who are engaged for a substantial proportion of their time in teaching subjects in tertiary courses.

(2) '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 –

(a) positions of stenographer, secretary, senior secretary, typist, telephonist, senior telephonist, clerical assistant, administrative assistant, administrative officer, senior administrative officer, principal administrative officer;

(b) positions in data preparation, computer operation, computer programming, systems analysis, or computer centre management not falling within the meaning of section 2A(1)(f) above;

(c) positions of library attendant, clerk, technician, or officer except professional librarians;

(d) positions of laboratory assistant, technician, technical officer or laboratory manager not falling within the meaning of section 2A(1)(b) above;

(e) 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 therefor 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 re-counted 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 to such excluded candidate amongst the continuing candidates, 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 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.

(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 notice-boards 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

1.1 These regulations shall govern the degrees of Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy), and Bachelor of Applied Science (Speech Pathology).

1.2 The Bachelor of Applied Science courses in section 1.1 above shall be conducted under the authority of, respectively, the Academic Committee of the School of Occupational Therapy, the Academic Committee of the School of Physiotherapy, and the Academic Committee of the School of Communication Disorders.

1.3 In these regulations 'Academic Committee' shall be taken to mean that Academic Committee responsible for conducting the course in question.

2. Eligibility

2.1 *General*

To be eligible for admission to a Bachelor of Applied Science course of the Institute an applicant shall:

2.1.1 have gained, in one year, passes in at least four Group 1 subjects of the Year 12 examination or its equivalent; or

2.1.2 have fulfilled the requirements of the Institute's special entry scheme which is open to persons who –

(a) are not attempting to gain the Victorian HSC or its equivalent at the time when they apply for admission; and

(b) 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

2.1.3 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.

2.2 *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.

2.3 *Prerequisites*

2.3.1 There are no subject prerequisites for admission to the courses for degrees of Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Speech Pathology).

2.3.2 Applicants for admission to the course for the degree of Bachelor of Applied Science (Physiotherapy), in addition to meeting the requirements of regulations 2.1.1 and 2.1.2 and unless specifically exempted by the Academic Committee, must have passes in two of the following Group 1 subjects at Year 12 or equivalent level: Biology, Chemistry, Physics, Physical Science, any one branch of Mathematics.

2.4 *Age Requirements*

Unless specifically exempted by the Academic Committee, applicants for admission to the course for the degree of Bachelor of Applied Science (Physiotherapy) must be at least 17 years of age by 31 March of 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 any course for a Bachelor of Applied Science.

4. Selection

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

(a) rank order in the Victorian Year 12 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 a degree of Bachelor of Applied Science 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

6.1 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.

6.2 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

7.1 The subjects to be undertaken in each course for a Bachelor of Applied Science shall be prescribed by the Academic Committee which shall specify in relation to each subject:

7.1.1 the year of the course in which the subject is to be undertaken;

7.1.2 the prerequisites for that subject;

7.1.3 an outline of subject content;

7.1.4 the method of assessment.

7.2 Students 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.

7.3 Students shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

7.4 The Academic Committee may where necessary schedule clinical work 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.

9. Progression

9.1 To pass a year of a course a candidate shall either:

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

9.1.2 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.

9.2 In general a student may not progress to a subsequent year of a course unless he/she has passed the preceding year of the course.

The Academic Committee may at its discretion:

9.2.1 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

9.2.2 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.

10. Grades

10.1 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.

10.2 Notwithstanding the provisions of paragraph 10.1 above 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 admitted to the appropriate degree of Bachelor of Applied Science.

Regulations for the Associate Diploma in Medical Record Administration

1. Preamble

1.1 These regulations shall govern the Associate Diploma in Medical Record Administration (hereinafter 'Associate Diploma').

1.2 The course for the Associate Diploma shall be conducted under the authority of the Academic Committee of the School of Health Administration and Education (hereinafter 'Academic Committee').

2. Eligibility

2.1 *General*

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

2.1.1 have gained, in one year, passes in at least four Group 1 subjects of the Year 12 examination or its equivalent; or

2.1.2 have fulfilled the requirements of the Institute's special entry scheme which is open to persons who –

(a) are not attempting to gain the Victorian HSC or its equivalent at the time when they apply for admission; and

(b) 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

2.1.3 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.

2.2 *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.

2.3 *Prerequisites*

There are no prerequisites* for admission to the course for the Associate Diploma.

2.4 *Age Requirement*

Unless specifically exempted by the Academic Committee, applicants for admission to the course for the Associate Diploma must be at least 18 years of age by 30 June of 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 Associate Diploma.

4. Selection

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

(a) rank order in the Victorian Year 12 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 Associate 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

6.1 A student who is admitted to the course for the Associate Diploma shall conform with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.

6.2 In each subsequent year of study a student shall re-enrol in accordance with the procedures of the Institute and

* It is, however, recommended that students have studied Biology and in addition have studied a branch of mathematics to at least Year 11 level. Students are also required to have, by the first day of the academic year, the ability to type 20 words per minute.

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

7.1 The subjects to be undertaken in the course for the Associate Diploma shall be prescribed by the Academic Committee which shall specify in relation to each subject:

7.1.1 the year of the course in which the subject is to be undertaken;

7.1.2 an outline of subject content;

7.1.3 the method of assessment.

7.2 Students shall attend such classes including directed practice classes,* and shall complete such essays, projects and other work, as may be prescribed by the Academic Committee.

7.3 Students shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

7.4 The Academic Committee may where necessary schedule directed practice work* 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.

9. Progression

9.1 To pass a year of a course a candidate shall either:

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

9.1.2 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.

9.2 A student may not progress to a subsequent year of a course unless he/she has passed the preceding year of the course.

10. Grades

10.1 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.

10.2 Notwithstanding the provisions of paragraph 10.1 above, 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 admitted to the Associate Diploma.

* Directed Practice is workplace experience in the medical records department of a hospital, or in another appropriate location.

Regulations for the Graduate Dip[illegible]mas in the School of Physiotherap[illegible]

1. Preamble

1.1 These regulations shall govern the Graduate Diploma in Manipulative Therapy (Grad.Dip.Manip.Th.), and the Graduate Diploma in Physiotherapy (Grad.Dip.Physio.). Each Graduate Diploma shall be awarded in one grade only.

1.2 The Graduate Diploma courses specified in section 1.1 above shall be conducted under the authority of the Academic Committee of the School of Physiotherapy.

1.3 In these regulations 'Graduate Diploma' shall be taken to mean that Graduate Diploma specified in section 1.1 above which is the Graduate Diploma in question.

1.4 In these regulations 'Academic Committee' shall be taken to mean that Academic Committee responsible for conducting the course or subject in question.

2. Eligibility

2.1 An applicant for admission to a Graduate Diploma course will be required to hold:

(a) an Institute degree in physiotherapy or its equivalent; or

(b) an Institute diploma in physiotherapy or its equivalent. Applicants with diploma qualifications should offer evidence that they have a sufficient level of academic attainment to undertake the course.*

2.2 Applicants 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.

2.3 Applicants 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.

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

3. Quotas

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

4. Selection

4.1 Applicants who will be admitted to the course shall be those who meet the requirements of regulation 2 above and as determined by the results of such interviews, tests or examinations as the Academic Committee shall determine.

5. Deferment and Withdrawal

5.1 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.

5.2 In all matters relating to deferment, leave of absence or withdrawal from the course of Graduate Diploma the student shall conform with the regulations of the Institute relating to deferment, leave of absence and withdrawal from courses.

6. Enrolment

6.1 A student who is admitted to a course for the Graduate Diploma shall conform with the enrolment procedures as set down in the regulations of the Institute relating to enrolment and shall pay such compulsory fees as are determined by the Institute from time to time.

6.2 In each subsequent year of study a student shall re-enrol in accordance with the re-enrolment procedures as set down in the regulations of the Institute relating to re-enrolment and shall pay such compulsory fees as are

* All applicants should note that they may be required [illegible] ake bridging studies prior to commencing the course.

determined by the Institute from time to time and any fines that have been imposed by the Institute.

7. Course Requirements

7.1 The course of study and subjects/units 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/unit:

7.1.1 the year of the course in which it is to be undertaken;

7.1.2 the prerequisites;

7.1.3 the objectives;

7.1.4 the content in outline;

7.1.5 the method of assessment.

7.2 Students 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.

7.3 Students shall sit for such tests and examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

7.3.1 Students shall be bound by the requirements and procedures of the Institute as set down in the regulations on Assessment and Examinations.

8. Exemptions

8.1 The Academic Committee may grant exemptions 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 equivalent to a subject/unit 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.

8.2 Notwithstanding section 8.1 above, no student shall be granted exemption from more than 20% of total subject hours on account of work completed outside the Institute without the approval of the Academic Committee. In certain cases, the Academic Committee may direct that exemptions will be granted provided that the student audits the respective subject/unit.

8.3 Applications for exemptions must be made in accordance with requirements and procedures as set down by the Institute.

9. Progression

9.1 Graduate Diploma courses may be structured to group subjects and/or units 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:

9.1.1 successfully complete the assessment in or be granted exemption from each subject of that section, or

9.1.2 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.

9.2 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.

9.3 The Academic Committee may at its discretion:

9.3.1 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

9.3.2 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.

9.4 A student shall not be accepted for enrolment more than twice in any subject without the recommendation of the Academic Committee.

10. Grades

10.1 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.

10.2 Notwithstanding the provisions of regulation 10.1 above, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory and fail.

11. Award

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

12. Amendments

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

Regulations for the Graduate Diploma in Community Health

1. Preamble

1.(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

2.(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 2.(1) 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 2.(1) may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

3.(1) 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

4.(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 balance 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

5.(1) The course of 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

6.(1) 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

7.(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

8.(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

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

(2) Notwithstanding the provisions of sub-section 9.(1), no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.

(3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

10. Progression

10.(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 has been obtained.

11. Grades

11.(1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades:
distinction, credit, high pass, pass, fail.

(2) Notwithstanding the provisions of sub-section 11.(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

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

13. Amendments

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

Regulations for the Graduate Diploma in Ergonomics for the Health Sciences

1. Preamble

1.(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

2.(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 2.(1) 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 2.(1) may be permitted to undertake a bridging course deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

3.(1) 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

4.(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

5.(1) 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

6.(1) 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

7.(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

8.(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

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

(2) Notwithstanding the provisions of sub-section 9.(1), no student may be granted exemption from more than 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

10.(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 paragraph 10.(3), a student will not be permitted to enrol in subjects resulting in a workload deemed excessive by the course co-ordinator.

11. Grades

11.(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) Notwithstanding the provisions of sub-section 11.(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

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

13. Amendments

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

Regulations for the Graduate Diploma in Health Administration

1. Preamble

1.(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 Standing Committee' means the Standing Committee of the School of Health Administration and Education.

(3) The Graduate Diploma shall be conducted under the authority of the Standing Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

2. Eligibility

2.(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 Standing Committee.

(2) An applicant who meets the requirements of sub-section 2.(1) 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 Standing Committee from time to time;

(b) complete such prerequisite studies for admission to the course as may be prescribed by the Standing Committee;

(c) attend such interviews and undertake such tests, examinations, or assignments as the Standing Committee deems necessary for admission.

(3) An applicant who does not meet the requirements of sub-section 2.(1) may be permitted to undertake a bridging course deemed appropriate by the Standing Committee for the purpose of meeting eligibility requirements.

3. Quotas

3.(1) 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

4.(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 Standing 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

5.(1) 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 Standing Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

6.(1) 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

7.(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

8.(1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Standing 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 Standing Committee.

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

9. Exemptions

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

(2) Notwithstanding the provisions of sub-section 9.(1), no students may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Standing Committee.

(3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

10. Progression

10.(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 Standing 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

11.(1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades:

distinction, credit, high pass, pass, fail.

(2) Notwithstanding the provisions of sub-section 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 Standing Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Health Education

1. Preamble

1.(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

2.(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 2.(1) 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 2.(1) may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

3.(1) 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

4.(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

5.(1) 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

6.(1) 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

7.(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

8.(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

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

(2) Notwithstanding the provisions of sub-section 9.(1), no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.

(3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

10. Progression

10.(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 pre-requisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or

(b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.

11. Grades

11.(1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades:

distinction, credit, high pass, pass, fail.

(2) Notwithstanding the provisions of sub-section 11.(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

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

13. Amendments

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

Regulations for the Graduate Diploma in Rehabilitation Studies

1. Preamble

1.(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

2.(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 2.(1) 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 2.(1) may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

3.(1) 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

4.(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

5.(1) 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

6.(1) 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

7.(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

8.(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

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

(2) Notwithstanding the provisions of sub-section 9.(1), no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.

(3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

10. Progression

10.(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

11.(1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades:

distinction, credit, high pass, pass, fail.

(2) Notwithstanding the provisions of sub-section 11.(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

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

13. Amendments

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

Regulations for the Degree of Master of Applied Science

1. Preamble

1.1 These regulations shall govern the degree of Master of Applied Science.

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.

3. Eligibility

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

3.1 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

3.2 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 applicants' proposed programme of study; and provided that the applicant has had not less than two years' 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

4.1 Applications for admission to candidature shall be in writing on a form prescribed by the Committee and addressed to the Registrar.

4.2 Applications for admission to candidature may be lodged at any time.

4.3 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.

4.4 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.

4.5 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

5.1 A candidate admitted to provisional candidature shall:

5.1.1 undertake such coursework or other work as may be prescribed by the Committee;

5.1.2 prepare a plan of a research project for consideration by the Committee.

5.2 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 above.

6. Full Candidature

6.1 A person admitted to full candidature shall –

6.1.1 undertake such coursework and research as may be prescribed by the Committee;

6.1.2 submit a major thesis embodying the results of an investigation carried out by him under supervision.

7. Supervisors

7.1 A person appointed as a supervisor shall –

(a) maintain close contact with the candidate;

(b) supervise and counsel the candidate in all aspects of his investigation and the preparation of the thesis;

(c) keep himself closely informed of 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 when at any time in his opinion the candidate is not making satisfactory progress;

(f) at the time when the candidate submits his thesis, submit a statement certifying –

(i) to the best of his knowledge the extent to which the work was carried out by the candidate;

(ii) whether in his opinion the thesis is properly presented and is prima facie worthy of examination;

(g) be responsible to the Committee for the discharge of his responsibilities under these regulations.

7.2 A supervisor shall not normally be appointed if he is also a candidate for the degree.

Duration of Candidature

8.1 Except with the approval of the Committee –

8.1.1 A person admitted to full candidature who enrols as a full-time student shall submit his thesis after a period of not less than twelve months and not more than thirty-six months from the date of his admission to full candidature.

8.1.2 A person admitted to full candidature who is enrolled as a part-time student shall submit his thesis after a period of not less than eighteen months and not more than sixty months from the date of his admission to candidature.

8.2 The Committee may grant a candidate intermissions of candidature provided that the total duration of any such intermissions does not normally exceed twelve months.

8.3 The Committee may extend a candidate's period of candidature provided that the total duration of such extensions does not normally exceed twelve months.

9. Unsatisfactory Progress

9.1 The Committee, after giving a candidate an opportunity to be heard and after considering all relevant evidence may –

(a) terminate his candidature on the grounds of unsatisfactory progress; or

(b) specify conditions under which his candidature may continue.

10. The Thesis

10.1 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.

10.2 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.

10.3 The thesis shall contain no work which has been submitted by the candidate pursuant to his enrolment for any other degree or similar award.

10.4 The thesis shall be typewritten or printed on paper of a size and quality prescribed by the Committee.

10.5 The thesis shall be bound in a form approved by the Committee.

10.6 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.

10.7 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

11.1 On receiving the thesis the Committee shall appoint two examiners who shall not be members of the staff of the Institute.

11.2 Each examiner shall provide within six weeks a separate written report on the merit of the thesis which shall indicate whether the thesis should be passed.

11.3 An examiner may before completing his report request through the Committee written clarification from the candidate of any specific parts of the thesis.

11.4 After considering the reports of the examiners the Committee shall decide –

(a) whether the candidate has satisfied the requirements for the degree;

(b) whether to require the candidate to present for such oral and written examinations appropriate to the subject of the thesis as the Committee may prescribe;

(c) whether to require the candidate to make minor amendments to the thesis before declaring it to have satisfied the requirements for the degree;

(d) where the candiate has not satisfied the requirements for the degree, whether –

(i) he be given 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 Degree

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

Other Regulations

Assessment and Examination Regulations

1. **Subject Assessment**
   1.1 There shall be a Subject Examiner for each subject who shall be responsible for assessment in that subject.
   1.2 There shall be a subject assessment for each subject as may be prescribed by the appropriate Academic Committee on the recommendation of the Subject Examiner.
2. **Assessment Programme**
   2.1 The assessment programme for each subject or unit will be promulgated on School noticeboards as appropriate not later than the first week of teaching in that subject or unit and shall remain affixed to such noticeboards until the assessment is completed.
   2.2 Except as provided in regulation 2.3, one month's written notice must be given of any changes in forms of assessment, dates of assessment, and weighting of segments of the assessment programme.
   2.3 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.
3. **Extensions**
   3.1 Extensions beyond dates due for the submission of assessment tasks 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.
   3.2 The written notice of extension defined in regulation 3.1 shall be submitted with the assessment task.
4. **Examination Conduct**
   4.1 The Registrar shall from time to time promulgate rules governing conduct in examinations.
   4.2 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.
   4.3 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**
   5.1 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.
   5.2 An application for special consideration under regulation 5.1 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**
   6.1 The Subject Examiner shall, after the completion of assessment for the subject, supply to the Head of School concerned, results for each student in that school who is enrolled in that subject.
   6.2 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**
   7.1 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.
   7.2 The membership of the Board of Examiners shall include the Subject Examiners of all subjects in respect of which results are to be determined.
   7.3 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.
   7.4 The Board of Examiners shall consider all relevant information in respect of a candidate's performance when determining final results for that candidate.
   7.5 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**
   8.1 The content of supplementary examinations and special examinations shall be determined by the Subject Examiner.
   8.2 Supplementary examinations shall normally be held no earlier than six weeks after the publication of results. Special examinations shall be held at a time determined by the Board of Examiners concerned, having regard to the circumstances for which the examination was granted.
   8.3 The results of supplementary examinations and special examinations shall be submitted to the appropriate Board of Examiners.
9. **Unsatisfactory Progress**
   9.1 There shall be a Committee to Review Unsatisfactory Progress 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.
   9.2 The Committee shall review the course progress made by students referred to it by the Board of Examiners pursuant to regulation 7.5.
   9.3 Where a Board of Examiners refers a student to the Committee pursuant to regulation 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 or her progress will be reviewed. Such a review shall not take place until at least five working days after the publication of results.
   9.4 A student referred to a Committee to Review Unsatisfactory Progress shall have the right to appear before that committee in person and the right to present to it a written submission provided that such a submission is lodged with the Head of School within five working days of the publication of results.
   9.5 The Committee, having considered all matters relevant to the academic progress of a student, may:
      9.5.1 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,
         (a) 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
         (b) recommend to the Board of Examiners that the student be awarded a pass by compensation in any or all the subjects failed; or

9.5.2 permit the student to re-enrol under such conditions as it may determine; or

9.5.3 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

9.5.4 exclude the student from further participation in the course.

9.6 Notwithstanding the provisions of section 9.5 above, a student shall not be required to repeat a subject in which he or she has already been awarded a pass without the approval of the Subject Examiner.

9.7 The decision of a Committee to Review Unsatisfactory Progress 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

1.1 Students shall conduct themselves with due regard to the rights and welfare of other members of the Institute.

1.2 Students shall not conduct themselves in a manner detrimental to the orderly functioning of the Institute and its activities.

1.3 Students shall not wilfully damage or use without authority the property of the Institute.

1.4 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

2.1 Any officer of the Institute may report a student to the Registrar for misconduct or a breach of discipline.

2.2 Upon receipt of a report of an alleged act of misconduct or a breach of discipline the Registrar may:

2.2.1 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

2.2.2 refer the matter directly to the Discipline Committee.

3. Discipline Committee

3.1 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.

3.2 The quorum for a meeting of the Discipline Committee shall be three members.

3.3 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.

3.4 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 or she may choose.

3.5 Where the Discipline Committee finds that a student has committed an act of misconduct or a breach of discipline it may:

3.5.1 decide that no penalty be imposed;

3.5.2 reprimand the student;

3.5.3 impose upon the student a fine of not more than thirty dollars;

3.5.4 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;

3.5.5 exclude the student from further participation in a course of the Institute;

3.5.6 impose any combination of the penalties provided for in these regulations.

3.6 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 of Health Sciences 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 of Health Sciences.
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/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, are 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
   4.1 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 2 (above);
   4.2 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/she 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 5 (above), he/she may request the Registrar (through the Advisor) to proceed with a formal complaint.
7. On receipt of a request to proceed with a formal complaint of sexual harassment, the Registrar shall forward all details to an appropriate existing committee, or if none such exists shall establish an *ad-hoc* committee for the purpose of dealing with the complaint.

Library Regulations

1. **Definitions**
   In these Regulations –
   (a) 'borrower' means any person who is entitled to borrow library equipment and library material from the library;
   (b) 'due date' means the date upon which a loan period expires;
   (c) 'graduate' means any person who holds a degree or diploma of Lincoln Institute of Health Sciences, Lincoln Institute, the College of Nursing (Australia), the Occupational Therapy School of Victoria, the Physiotherapy School of Victoria, or the Victorian School of Speech Therapy;
   (d) 'identity card' means a current identity card or statement of identity issued by the Institute or, in the case of a person who is not a student or staff member, by the librarian;
   (e) 'Institute' means Lincoln Institute of Health Sciences;
   (f) 'librarian' means the Institute Librarian or 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 Arthur 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, 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 or Borrowers**
   Any person, other than a staff member or a student, or any organisation who wishes to be registered as a borrower under sub-section 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**
   6.(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.(5), 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

7.(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

10.(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 than 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

12.(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

13.(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 12.(3) or any fine imposed pursuant to sub-section 12.(1) remains outstanding.

(5) If any invoice or fine issued to or imposed upon a staff member under sub-section 12.(1) or, sub-section 12.(2) 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

14.(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 safekeeping 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

15.(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

16.(1) Any person may appeal against any decision which affects that person made under these regulations.

(2) Any appeal made under sub-section 15.(1) 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

1.1 The Council of the Lincoln Institute of Health Sciences (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 students undertaking an approved course of study at Lincoln Institute of Health Sciences (hereinafter called 'the Institute');

(b) investigate all matters relevant to the applications;

(c) make loans 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.

1.2 The Council shall keep or cause to be kept proper books of account recording transactions of monies made available from the fund and have them audited at least once in each year.

1.3 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.

1.4 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

2.1 The membership of the committee shall consist of:

- the Registrar or his nominee;
- the Senior Finance Officer;
- 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.

2.2 The Chairman shall be elected annually by the committee.

2.3 A quorum shall be any three members of the committee.

3. Procedure for Applying for Loans

3.1 Applicants shall in the first instance consult the Student Services Co-ordinator, who shall issue them with an application form which requires the written approval of the Head of the School in which the applicant is enrolled.

3.2 Applicants 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.

3.3 An applicant may be invited to attend the meeting when his/her loan application is to be discussed.

4. Consideration of Applications 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 eight hundred dollars in any one year, but in exceptional circumstances the committee may make loans 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. All loans shall be subject to a written agreement.

6. Purpose of Loans

6.1 Loans may be made for or towards the purchase of books and equipment and for subsistence.

6.2 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

7.1 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 paragraph 7.2 below.

7.2 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, ceasing to be a student of the Institute. If, 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

8.1 As from the first day of January or the first day of July following the date on which a loan is approved (in no case shall the intervening period be less than six months or more than twelve months), interest shall be charged at a rate to be determined by the committee.

8.2 The committee reserves the right to waive interest until the borrower completes or abandons his/her course of study.

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

10.1 For loans over $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.

10.2 Unless otherwise directed by the committee, loans of $300 or less shall not require a joint borrower.

10.3 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**
5.1 The Fund shall be administered by the Student Loan Fund Committee.
5.2 The Student Loan Fund Committee may delegate to its Chairman and Secretary powers such as will enable either one to grant loans to students in accordance with these rules.
5.3 The Chairman and the Secretary will report to the Student Loan Fund Committee any decisions made by them pursuant to Section 5.2 above.
5.4 The Student Loan Fund Committee shall report to the Council each year on the operation of the Fund.

6. **Applications**
Applications for loans 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**
9.1 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.
9.2 Where the Registrar proposes to take action pursuant to Section 9 above, 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 'the scholarship') which may be awarded in any year by the Council of the Lincoln Institute of Health Sciences (hereinafter 'the Council').

2. **Purpose**
The purposes of the scholarship are to assist the development of the health sciences and health care professions in Australia by enabling graduates or diplomates of the Lincoln Institute of Health Sciences (hereinafter '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. Those who obtained a degree or diploma in a course which had no break in continuity before it came under the jurisdiction of the Institute are 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**
5.1 Applications shall be lodged with the Registrar of the Institute by 31 March each year.
5.2 Applications 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**
6.1 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.
6.2 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**
7.1 The Council shall appoint a Selection Committee to consider applications and make recommendations to the Council concerning the award of the scholarship.
7.2 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.
7.3 The Selection Committee may seek advice on any application from such persons as it deems fit.
7.4 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 Standing Committee on Admissions, Assessment and Academic Progress (hereinafter 'the Standing Committee') complete information for that year on all commitments 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 above shall be so structured as to ensure that no student has:
   (a) scheduled hours (with the exception of full time or full day clinical sessions or field placements) in excess of six (6) hours in any day;
   (b) scheduled hours (with the exception of full time 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 above shall be so structured as to ensure that each student has:
   (a) a minimum of three-quarters of an hour of uninterrupted unscheduled time available between the hours of 11.30 a.m. and 2.30 p.m. each day;
   (b) a minimum period of three consecutive hours of unscheduled time between the hours of 8.30 a.m. and 5.30 p.m. on one day in each week, and that this period shall normally occur on a Wednesday afternoon;
   (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 workloads in the courses for which the School is responsible are 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 paragraph 1(a), 1(d), and 1(e) above;
   (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 Standing Committee for subsequent transmission to the Board of Studies at or before the Board's December meeting.

4.(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 section 4(1) above, 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/her course year is in contravention of these Regulations a formal complaint shall be lodged in the first instance with a relevant member of the course co-ordinating staff.
   Should the complaint not be resolved within the school to the student's satisfaction the student shall have recourse to lodge an appeal, in writing, with the Registrar.
7. On receiving an appeal from a student in accordance with section 6 above, the Registrar shall investigate the complaint and may:
   (a) decide, after discussing the matter with the School and student, that no further action need be taken; or
   (b) refer the matter to the Standing Committee which shall hear the appeal sitting as a special Appeals Committee of the Board of Studies.

Rules Governing Computer use for Lincoln Institute computer facilities

1. **Preamble.**
   In these rules.
   the term "computer facilities" shall refer to all computer equipment and software, owned, leased or used under licence by the Lincoln Institute of Health Sciences and computer facilities maintained by other bodies but available for use through an agreement or agreements with the Lincoln Institute of Health Sciences;
   the term "computer user" shall mean any person using the computer facilities;
   "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 use of computer facilities shall become the property of the Lincoln Institute of Health Sciences except where an agreement to the contrary between the Lincoln 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 Lincoln Institute of Health Sciences or his nominee.
6. A computer user agrees to pay the charges for 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 procedural 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.

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Schools, Staff and Course Structures

Nursing student in training.

School of Behavioural Sciences

Staff

Chairman
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Administrative Officer
Vacant.

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 to mesh in with studies presented in the Schools. Through these programmes the School aims to provide learning experiences that will enable students to function more effectively in their personal life and their chosen professional role. To achieve this aim the School offers, at the undergraduate level, an introductory year of foundation studies followed by a selection of more applied programmes from which various elements can be pursued according to the specific individual and career needs of the student. At the postgraduate level the School teaches core programmes in research methods and medical sociology and a wide range of school-specific applied psychology and sociology units. The School also conducts 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 75 to 81.

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 101 Introduction to Community Health
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 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
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 Behaviour: Psychological and Biochemical Aspects
BS 333 Neuropsychology
BS 340 Communication and Interpersonal Helping Skills in Clinical Practice
BS 350 Directed Research Project
BS 351 Measurement and Test Theory I
BS 355 Research Design Seminar
BS 357 Participant Observation
BS 358 Research Design
BS 385 Interpersonal Helping Skills: Theory and Practice
BS 400 Behavioural Science Seminars
BS 410 Sexual Counselling
BS 420 Psychological Processes in Child Development with Special Reference to the Handicapped Child
BS 432 The Politics of Health
BS 441 Behavioural Techniques in Health Care
BS 442 Issues in Medical Ethics
BS 454 Dynamics of Marriage and the Family
BS 455 Psychobiology of Pain

* Denotes part-time.

BS 456 Women and Health
BS 457 Cultural Comparisons of Health Care Systems and Beliefs
BS 460 Introduction to Computers
BS 462 Computer Assisted Statistical Analysis
BS 465 Adulthood: Psychosocial Perspectives
BS 466 Genetic Counselling
BS 471 Drugs and Behaviour A Social, Clinical and Political Approach
BS 477 Psychology of Ageing
BS 480 Behaviour Modification
BS 485 Developmental Neuropsychology
BS 495 Psychosocial Aspects of Death, Dying and Bereavement

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

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

Postgraduate Subjects in the School of Behavioural Sciences

BS 501 Introduction to Graduate Research Skills
BS 503 Empirical Case Design
BS 504 Survey and Interview Techniques
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 Politics and Health
BS 555 Community Health Theory and Practice III
BS 556 Community Psychology and Community Mental Health
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 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 Adult
BS 613 Working with the Brain Impaired Child
BS 614 Single Case Studies Seminar

Details of subjects offered by the School are listed on pages 98 to 119 under BS coding, and pages 128 and 129 under NB coding.

School of Biological Sciences

Staff

Head of School
Phyllis Fry, B.Sc. *Syd.*, M.Sc. *W.Aust.*

Senior Lecturers
Owen M. Evans, B.App.Sc. (Hons.), Ph.D. *Melb.*
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Lecturers
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*Bronwen Smith, B.Pharm, M.Sc. *Syd.*, Ph.D. *Melb.*, Ph.C. *Vic.Pharm.Coll.*
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*Robert Naughton, B.Sc. *Melb.*

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

Secretary
Zena Roslan

Typist
Audrey Sungaila

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.

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.

* Denotes part-time.

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 pages 76, 77.

Subjects in the School of Biological Sciences

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
BS 161 Principles of Biology
BS 162 Histology
BL 163 Applied Physics
BL 165 Physical Science for Podiatry
BL 166 Cell Biology and Histology for Podiatry
BL 182 Anatomy
BL 184 Anatomy
BL 211 Neurosciences for Orthoptics
BL 215 Physiology
BL 221 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 272 Medical Science
BL 274 Medical Science for Prosthetics and Orthotics
BL 275 Introduction to Pharmacology
BL 282 Anatomy 282 Podiatry
BL 310 Physiology 310
BL 325 Human Bioscience III
BL 370 Medical Sciences for Orthoptics
BL 425 Applied Human Bioscience for Midwifery
BL 511 Neurophysiology A
BL 512 Neurophysiology B
BL 515 Physiology 515
BL 517 Growth, Development and Ageing
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 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 649 Independent Study

Details of subjects offered by the School are listed on pages 88 to 98 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.

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Margaret Gibson, L.A.C.S.T.
Richard Osborn, B.Sc., Dip.Ed. *La T.*, Dip.Aud. *Melb.*
Tamara Williams, Dip.Ed. *Melb.C.A.E.*, L.A.C.S.T., M.A.A.S.H.

Administrative Officers
Barbara Villis, B.A. *Monash*
Glenda Cunningham

Secretary
Joan Levecke

Clerical Assistant
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

* Denotes part-time.

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.

Equipment
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. Second, third and fourth year students will find it necessary to have a small amount of clinical equipment for use in clinical treatments. Approximately $200 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 anyone 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.

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.

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 the course was undergoing a curriculum rationalisation. 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 230 Developmental Psychology: Unit 1
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 Laryngectomee Rehabilitation
CD 240 Assessment and Planning
CD 250 Basic Audiology
CD 280 Neurology
CD 290 Clinical Practicum II
BS 230 Developmental Psychology
BS 250 Research Evaluation
BS 351 Measurement and Test Theory I

Third Year
CD 310 Communication Disorders of Neurological Origin
CD 320 Stuttering
CD 330 Cerebral Palsy
CD 340 Therapeutic Processes
CD 350 Aural Rehabilitation
CD 390 Clinical Practicum II
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 440 Professional Issues
CD 490 Clinical Practicum IV plus electives
CD 480 Literature Review Project
or
CD 481 Directed Research Project
or
BS 350 Directed Research Project

Graduate Diploma in Communication Disorders

The Graduate Diploma in Communication Disorders is designed to provide graduates with specialised knowledge and increased skills which will aid in the understanding, assessment and remediation of individuals with communicative disorders. The course will provide the skills necessary for graduates to keep abreast of current advances in speciality areas and to evaluate critically the usefulness of new knowledge and techniques as they appear in the literature. Full details of the course structure are on pages . *There will be no new intake for this course in 1984.*

Subject Details
Details of subjects offered by the School are listed on pages 119 to 122 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 Wellard, B.Com. *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.

Senior Tutor
*Margaret Turnbull, R.M.R.A.

Tutors
Lynette Freijah, Assoc. Dip. M.R.A.
Carol McBain, R.M.R.A.
Elizabeth Owen, B.A. *Melb.*, Assoc.Dip.M.R.A., R.M.R.A.
Josephine Raw, Assoc.Dip.M.R.A., R.M.R.A.

Honorary Staff Member
Dayle Snell, R.M.R.A.

Administrative Officer
Maree Morrissey

Secretary
Angie Gay

Typist
*Robyn Bailey

Clerical Typist
*Alison McRoy

Introduction

The responsibilities of this School include:

a) undergraduate teaching in Medical Record Administration and in subjects/units offered in other undergraduate courses

b) postgraduate teaching in Health Administration and Health Education and in subjects/units in postgraduate basic studies and electives

c) 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:

1. Associate Diploma in Medical Record Administration
2. Graduate Diploma in Health Administration
3. Graduate Diploma in Health Education
4. Service Teaching subjects in Undergraduate Courses
5. Service Teaching subjects in Postgraduate Courses
6. 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:

1. obtains complete records of individual patients from each member of the professional staff (surgeons, pathologists, nurses and others);

2. designs medical record forms and data abstracts to facilitate collection of information required to render quality patient care;

3. provides medical information to qualified users throughout the development and use of manual or electronic data processing systems;

4. develops and maintains a record retention and retrieval programme capable of making each record immediately available;

5. 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;

6. analyses and classifies records to compile health care data for planning and research purposes;

7. selects, trains and supervises subordinate personnel;

8. 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

9. 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
An Associate Diploma in 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.

* Denotes part-time.

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
ID 101 Introduction to Community Health Problems
AE 130 Disease/Operation Classification I
AE 140 Health Statistics I
BS 101 Introduction to Behavioural Sciences
AE 150 Professional Practice Programme I

Second Year
AE 210 Medical Record Management II
AE 260 Communication and Staff Management
AE 265 Medical Ethics and Law
BL 272 Medical Science I
AE 230 Disease/Operation Classification II
AE 240 Health Statistics II
AE 270 Quality Assurance in Health Care
AE 280 Medical Information Processing I
AE 250 Professional Practice Programme II

Details of subjects offered by the School are listed on pages 84 to 88 under AE coding and page 128 for ID 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
AE506 Dimensions of Health

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.

School of Nursing

Staff

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

Senior Lecturers
Virginia Bonawit, B.A. Ph.D., Dip. Nurs. *N.Y.*, R.N.
Joseph Martin, M.A. *Brun.*, R.N.T., D.N. *Lond.*, R.P.N., R.N.
Yvonne Whittaker, M.H.Sc. *McM.*, Dip.N.Ed., Dip.P.H.N., R.N.

Lecturers
Joan Evans, B.A. *Swinburne*, M.S. *Roch.*, Dip.N.Ed., R.N.
de Sales Ferguson, B.A. (Hons.) *Balt.*, R.N.
Anne Francis, B.Sc. (Nursing) *N.Y. State*, R.N.
Audrey Grant, B.Sp.Ed. *Monash*, R.N.
Joan Heath, B.A., Dip.Crim. *Melb.*, Dip.N.Ed., R.N. S.C.M.
Thomas Ho, B.Sc. (Hons.) *H.K.*, R.P.N., R.N.
Olga Kanitsaki, B.App.Sc. (Adv.Nurs.), R.N.
Elizabeth Lavender, B.Soc.Sc. (Nursing) *Natal.*, R.N.
Sally McManamny, Dip.N.Ed., R.N.
Barbara Paterson, B.Ed. *La T.*, Dip.N.Ed., R.N.
Pamela Rogers, B.A., Dip.Tert.Ed. *Melb.*, R.P.N., R.N.
Kenneth Sellick, B.B.Sc., M.Psych. *La T.*, Dip.N.Ed., R.P.N., R.N., M.A.Ps.S.
Aloisia Sledzik, B.Ed., Grad.Dip.Couns.Psych. *G.I.A.E.*, Dip.N.Ed., R.N., S.C.M.
Margaret Strang, Dip.N.Ed., Dip.Hosp.Nurs. & Ward Mgt., R.N.
Joyce Wickham, B.A. *La T.*, M.S. *Mich.*, Dip.N.Ed., R.N.
Joanne Wilkinson, B.H.A. *N.S.W.*, D.P.H.N.I. *Tor.*, Dip.N.Ed., R.N.

Senior Tutors
Chee Yuet-Oi, B.App.Sc. (Adv.Nurs.), R.N.
Eileen Cutliffe, Dip.N.Ed., R.N.
Jan Gardner, B.App.Sc. (Adv.Nurs.), R.N.
Catherine Taylor, Dip.Clin.N.Ed. *Edin.*, R.C.T., R.N.
Elizabeth Nichol, B.App.Sc. (Adv.Nurs.), R.N.

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
Cindy Lah

Introduction to the School of Nursing

The School of Nursing conducts three courses leading to the following awards:

(a) Diploma in Applied Science, Nursing
— a three-year comprehensive basic nursing course leading to registration as a nurse.

(b) 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.

(c) 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, 2-6 Arthur Street, Melbourne 3004.
Telephone 269 1700.

Diploma in Applied Science, Nursing

The purpose of the Diploma in Applied Science, Nursing Course is:

1. 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;
2. 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	February 20 - 24
Term 1 begins	February 27
Study Leave and Examinations	May 7 - 18
Vacation	May 21 - 25
Term 2 begins	May 28
Study Leave and Examinations	July 30 - August 10
Vacation	August 13 - 17
Term 3 begins	August 20
Study Leave and Examinations	October 29 - November 9
Term 3 ends	November 23
Vacation	November 26

Second Year

Term 1 begins	February 13
Study Leave and Examinations	May 14 - 18
Vacation	May 21 - 25
Term 2 begins	May 28
Study Leave and Examinations	August 6 - 10
Vacation	August 13 - 17
Term 3 begins	August 20
Study Leave and Examinations	November 19 - November 30
Vacation	December 3

Third Year

Term 1 begins	February 6
Vacation	May 21 - 25
Term 2 begins	May 28
Vacation	August 13 - 17
Term 3 begins	August 20
Study Leave and Examinations	November 19 - 30
Vacation	December 3

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:

(a) 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.

(b) 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, 2-6 Arthur 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. This has been calculated to reflect the total number of theoretical hours in each unit. For example, a unit of approximately 35 to 40 hours has been allocated a weighting of one point. Clinical Practice units related to each year of study have also been allocated a weighting in points.

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	(2.5 points)
BL 155	Applied General Science	(1.0 point)
N 0160	Applied Microbiology I	(1.0 point)
BS 100	Introduction to Behavioural Sciences	(2.0 points)
N 0100	Fundamentals of Nursing (Nursing I)	(5.5 points)
N 0190	Clinical Practice I	(6.0 points)
		Total points = 18

Second Year

BL 225	Human Bioscience II	(2.0 points)
BS 201	Psychological Aspects of Nursing A	(1.0 point)
BS 202	Sociological Aspects of Nursing A	(1.0 point)
BS 105	Introduction to Research	(1.0 point)
BS 357	Participant Observation	(0.5 point)
N 0281	Care of the Individual with Common Illnesses (Nursing II)	(6.5 points)
N 0290	Clinical Practice II	(7.0 points)
		Total points = 19

Third Year

BL 325	Human Bioscience III	(1.0 point)
BS 301	Psychological Aspects of Nursing B	(1.0 point)
BS 302	Sociological Aspects of Nursing B	(1.0 point)
BL 325	Human Bioscience II	
N 0382	Critical Nursing Actions to Promote Health (Nursing III)	(7.0 points)
ID 103	Interdisciplinary Studies	(0.5 points)
N 0390	Clinical Practice III	(8.5 points)
		Total points = 19
		Total points for course = 56

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 1984.

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:

(a) increase their understanding of current and developing theories in the practice of nursing in a variety of health care settings;

(b) 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;

(c) 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 or two of the following areas: Advanced Clinical Nursing, Community Health Nursing, Nursing Administration, Nursing Education, or Midwifery.

The course may be taken full-time or part-time. All degree requirements must be completed within three years for those enrolled full-time. Part-time studies are normally completed within six years. Some applicants who hold recent diplomas or degrees in nursing or related disciplines may be granted advanced standing towards the degree. This advanced standing recognises the value of previous studies at the tertiary level. It is concerned with broad equivalencies related to course objectives. It is therefore to be distinguished from exemptions.

Graduates of the Bachelor of Applied Science (Advanced Nursing) Course are eligible to enrol for subjects in one of the other streams to further their career opportunities. It should be understood however that such studies do not lead to a new award.

Entrance Requirements

All applicants for the Bachelor of Applied Science (Advanced Nursing) Course must be currently registered as general nurses or as mental health nurses, and have a Higher School Certificate with passes in four subjects including English, or hold an equivalent qualification or complete satisfactorily an education entrance test set and corrected by an external examiner. In addition, all applicants must fulfil certain pre-course requirements. These include:

(a) Biological and Physical Science Requirements Applicants need to produce evidence of having achieved a satisfactory level of understanding of biological sciences. A bridging course is offered to bring applicants to this level. The examination in this subject is conducted by the School of Biological Sciences.
(b) Nursing Studies Requirements. Applicants need to produce evidence of having achieved a satisfactory level in an assignment related to Nursing Studies. Assignments are assessed by a panel of external examiners.

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.

(c) Professional Experience Requirements. Applicants need to produce evidence of adequate professional experience to enable them to undertake one of the major streams of study. These are Advanced Clinical Nursing, Community Health Nursing, Nursing Administration, Nursing Education or Midwifery. The adequacy of professional experience is assessed on an individual basis but, in general, requires that applicants have had a minimum period of between one and two years' experience practising as a qualified nurse. Senior level responsibility is normally required for nurses planning to undertake major studies in nursing administration or nursing education.
(d) Clinical Practice Requirements. Applicants are required to have at least twelve months recent nursing experience in the community or in a hospital. The clinical practice options available are designed either to meet requirements for registration or to enable study at an advanced level.
One clinical practice option leading to registration offered in year I is Maternal and Child Health Nursing (leading to registration as an Infant Welfare Nurse).
It is anticipated that a clinical practice option for general registered nurses, leading to registration in Psychiatric Nursing will be offered in Year I in 1984.

A major stream/clinical practice option for registered general nurses holding a UG2 Diploma in Applied Science (Nursing), or equivalent qualification, leading to registration in midwifery is also available in Year II of the degree. (A limited number of places are available for certificated registered general nurses who satisfactorily complete the first year of the degree, including an option in maternity nursing.)

(i) Applicants selecting the Maternal and Child Health Nursing stream and seeking to register with the Victorian Nursing Council as Infant Welfare Nurses must hold General and Midwifery certificates, be registered with the Victorian Nursing Council and hold a current practising certificate.
(ii) Applicants selecting the Midwifery major stream are required to have satisfactorily completed a Maternity Nursing component and will be required to undertake a heavy clinical/field experience component in order to become eligible to register with Victorian Nursing Council as Midwives.

Students enrolled in the major stream of Advanced Clinical Nursing and Community Health Nursing will select one clinical practice option to study at an advanced level in the second year of the degree.

In Year II students enrolled in the Advanced Clinical Nursing major stream will undertake study in one of the following clinical practice areas: Nursing of Children, Midwifery Nursing (for registered nurses), Adult Nursing, Gerontological Nursing, Psychiatric Nursing (for registered psychiatric nurses), Critical Care Nursing or Operating Room Nursing.

(i) Applicants selecting the Nursing of Children option must have had twelve months recent paediatric experience in an appropriate clinical area.
(ii) Applicants selecting the Advanced Midwifery option must be registered Midwives and have had twelve months recent midwifery experience.
(iii) Applicants selecting the Psychiatric Nursing option must be registered Psychiatric Nurses and have had twelve months recent psychiatric nursing experience.
(iv) Applicants selecting the Critical Care or Operating Room Nursing options must have either undertaken an approved post-basic course or have had one or two years' recent experience in a critical care area or an operating room respectively.

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:
(a) an introduction to conceptual approaches to nursing;
(b) a basic knowledge of research methods;
(c) the ability to interpret and utilise nursing research
(d) findings;
(d) increased knowledge and skills in a selected area of nursing practice, including educational functions.

B. SCIENCES - BIOPHYSICAL, BEHAVIOURAL, SOCIAL
This component is designed to enable students to gain further knowledge of physical, biological, behavioural and social sciences relevant to the 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 13 - 17
First Term	February 20 - April 27
Examination Week	April 30 - May 4
Field Experience/Study Leave/Vacation	May 7 - 25
Second Term	May 28 - July 27
Examination Week	July 30 - August 3
Field Experience/Vacation	August 6 - 24
Third Term	August 27 - October 26
Study Leave	October 29 - November 2
Field Experience/Examinations	November 5 - 19
Field Experience (Midwifery stream only)	November 12 - December 12

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.

N 1002 ADVANCED NURSING A
N SCHOOL OF NURSING
1 COURSE/STREAM INDICATOR
0 UNIT NUMBER
0
2 UNIT WEIGHTING IN POINTS

Course/Stream Indicator

1 = Units common to two or more Major streams
2 = Units specific to Advanced Clinical Nursing Major Stream
3 = Units specific to Community Health Nursing Major Stream
4 = Units specific to Nursing Administration Major Stream
5 = Units specific to Nursing Education Major Stream
6 = Units specific to Midwifery Major Stream
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 128 and 129, for N coding refer pages 129 to 139.

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)
N 1053 Field Experience I
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:

N 1006 Advanced Nursing
N 1022 Educational Functions of Health Professionals
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)

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:
N 1313 Maternal and Child Health Nursing Seminars
N 1912 Community Health Nursing Seminars

NURSING ADMINISTRATION MAJOR STREAM:

N 1006 Advanced Nursing
N 1022 Educational Functions of Health Professionals
plus elective unit equivalent to 1 point

NURSING EDUCATION MAJOR STREAM:

N 1006 Advanced Nursing
N 1022 Educational Functions of Health Professionals
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 indepth 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 Midwifery Nursing A (for registered midwives)

N 2652 Midwifery Nursing 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 1442 Nursing Research II
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 1442 Nursing Research II
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 1442 Nursing Research II
N 4402 Nursing Administration A
N 4412 Nursing Administration B
N 4002 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 612 Behavioural Aspects of Midwifery A
NB 622 Behavioural Aspects of Midwifery B
N 1442 Nursing Research
N 3132 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 1482 The Nurse and Suffering, Loss and Grief
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 point/seminar)

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.

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

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 *Lond.*

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. *Lond.*, B.App.Sc. (Occ.Ther.)
George Mocellin, B.App.Sc. (Occ.Ther.), Dip.Psych.Nurs.
Linda Oke, M.App.Sc., Dip.O.T.

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, Dip.O.T.
Ian Rogers, B.Ed. *La T.*, Cert.Bus.Admin. *S.A.I.T.*, Dip.Ind.Design *R.M.I.T.*
Stuart Sime
Jan Taylor, Dip.O.T.
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
Pam Hjorth, B.A., Dip.Ed. *Melb.*

Secretary to Head of School
*Jess Clark, Dip.Rad. *R.M.I.T.*
School Secretary

School Secretary
*Joan Henry, S.R.N. *U.K.*

Typist
*Marian Neal

Clerical Assistant
Paula Ramsay, B.A. *La T.*, Dip.Ed. *Melb.C.A.E.*

School Aide
Angela Henderson

* Denotes part-time.

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 or developmental deficits.

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 6 - April 27
Study Week	April 30 - 4 May
Examinations	May 7 - 11
Vacation	May 12 - 27
Clinical Placement	May 28 - July 20
Clinical Placement	July 30 - September 21
Clinical Placement	October 1 - November 23

Fourth Year

Academic Week	February 27 - March 2
Clinical Placement	March 5 - May 11
Academic Term	May 28 - August 10

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.

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.

Admission by Advanced Standing

Bachelor of Applied Science (Occupational Therapy)
The opportunity to convert a diploma qualification to degree level is offered to students holding a recognised diploma in Occupational Therapy.

Students are required to undertake the equivalent of one year's full-time study from the undergraduate degree programme, and to prove academic equivalence to the fourth year degree standard at the completion of study.

Graduate Diploma in Occupational Therapy

A Graduate Diploma in Occupational Therapy is in the process of being accredited. It is expected that students will be able to undertake this course, on a part-time basis, from the beginning of 1984. Interested individuals should contact the School of Occupational Therapy for details about this course.

Bachelor of Applied Science (Occupational Therapy)

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	Fundamental Principles and Practice of Occupational Therapy	192 hours
OT 130	Anatomy – Pure and Applied	128 hours
OT 140	Human Development I	36 hours
BL 113	Physiology I	80 hours
BS 100	Introduction to Behavioural Sciences	81 hours
OT 170	Clinical Education	100 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 142 to 146 under coding O.T.

School of Orthoptics

Staff

Head of School
Anne Hughes, D.O.B.A.

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.
* Linda McKenzie, 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.
Lionel Kowal, M.B., B.S. *Melb.*, F.R.A.C.O., 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.

Secretary
Betty Bibo

Diploma in Orthoptics

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 orthopist provides specialist services in investigation and treatment of disorders of eye movements 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 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 hospitals 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 Talbot General Rehabilitation Hospital
- Royal Victorian Eye and Ear Hospital
- St Vincent's Hospital
- Yooralla Society of Victoria.

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 122 Human Morphology and Function
BL 151 Basic Physical Science
OR 110 Ocular Anatomy
BS 101 Introduction to the Behavioural Sciences
ID 101 Introduction to Community Health Problems
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

Details of subjects offered by the School of Orthoptics are listed on pages 139 to 141 under coding OR.

* Denotes part-time.

School of Physiotherapy

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

Lecturers
Patricia Bate, B.App.Sc. (Phty.), M.A.P.A.
Margaret Best, B.App.Sc. (Phty.), M.A.P.A.
*Elizabeth Burman, B.App.Sc. (Phty.), M.A.P.A.
Joy Clayfield, Dip.Gen.Stud. *Chisholm*, B.App.Sc. (Phty.), M.A.P.A.
Elizabeth Kerr, B.App.Sc. (Phty.), M.A.P.A.
*Prudence McCahey, B.App.Sc. (Phty.), Grad.Dip.Adv.Manip.Ther. *S.A.I.T.*, M.A.P.A., M.M.T.A.A.
Joan McMeeken, B.Sc. (Hons.) *La T.*, Dip.Physio., M.A.P.A.
Valma Robertson, B.A. (Hons.) *La T.*, B.App.Sc. (Phty.), M.A.P.A.
*Rosemary Ryall, B.App.Sc. (Phty.), 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. (Phty.), M.A.P.A.

Senior Tutors
*Dawn Best, B.App.Sc. (Phty.)
*Prudence Brugler, B.App.Sc. (Phty.)
*Marie-Louise Franken, B.App.Sc. (Phty.), M.A.P.A.
*Jennifer Ferguson, Dip.Physio., M.A.P.A.
Lynette Guy, Dip.Phys. *Cumberland*, M.A.P.A.
*Helen Hands, Dip.Physio., M.A.P.A.
*Elaine Hatfield, Dip.Physio., M.A.P.A.
*Rosemary Hirst, B.App.Sc. (Phty.), M.A.P.A., M.A.S.P.
Helen Lane, B.A., B.Ed. *La T.*, B.App.Sc. (Phty.), M.A.P.A., M.C.P.A.
*Jane Morley, B.App.Sc. (Phty.), M.A.P.A.
*Margaret McDonald, Dip. Physio.
*Ruth Pascoe, B.App.Sc. (Phty.), M.A.P.A.
*Margaret Sherburn, B.App.Sc. (Phty.), M.A.P.A.
*Pearl Stock, B.A. (Hons.), B.Ed. (*Melb.*), Dip.Ed. (*Monash*), Dip.

*Pearl Stock, B.A. (Hons.), B.Ed. *Melb.*, Dip.Ed. *Monash*, Dip. Physio., M.A.P.A.
*Diane Svendsen, B.App.Sc. (Phty.), M.A.P.A.
*Elizabeth Tully, Dip.Physio., M.A.P.A.
*Barbara Walker, B.App.Sc. (Phty.), M.A.P.A.
*Eda Wyse, Dip.Physio.

Tutors
Jullian Brown, B.App.Sc. (Phty.)
Janice Collier, B.App.Sc. (Phty.), M.A.P.A.
*Jane Gorman, B.App.Sc. (Phty.), M.A.P.A.
*Roslyn Lurati, B.App.Sc. (Phty.), M.A.P.A.
Janice MacLoed, B.S.R. *Br.Col.*, M.A.P.A.
Christine Michaelson, B.App.Sc. (Phty.), M.A.P.A.
Wendy Nickson, Dip.Physio.
*Marilyn Webster, B.App.Sc. (Phty.), M.A.P.A.
*Prudence Weeks, B.App.Sc. (Phty.), Grad.Dip.Manip.Th., M.A.P.A.
Louise Wilson, B.App.Sc. (Phty.), M.A.P.A.

Administrative Staff
Administrative Officer: *Garth Thomas, D.Phil.&Litt. *Brussels*
Administrative Assistant: *Susan Hannah
Secretary: Irene Bruhn
Receptionist/Typists: *Anne Owens, *June Sturton
Typist: Shirley Birchell
School Aide: David Powell

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. *Soeul*, F.C.C.P. *Chic.*, F.R.A.C.S.
Robert Southby, M.B., B.S. *Melb.*, 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.

Bachelor of Applied Science (Physiotherapy)

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 diabilities 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 and Special Medicine
- **P3770** Physiotherapy in Paediatrics
- **P3780** Physiotherapy in Obstetrics and Gynaecology
- **P3790** Physiotherapy in Rehabilitation and Geriatrics

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 (not available in 1984)

or

BL310 PHYSIOLOGY III

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)

or

P3900 PHYSIOTHERAPY ELECTIVE

- **P3920** 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 146 to 155 under coding P.

* Only one of these may be taken.

Admission by Advanced Standing

Bachelor of Applied Science (Physiotherapy)

Provision has been made for persons who hold an approved diploma (or other appropriate award) in the area of physiotherapy and who wish to upgrade their qualification to Bachelor of Applied Science (Physiotherapy).

The point of entry into the undergraduate programme will be individually assessed on the basis of previous studies.

Postgraduate Studies

The School of Physiotherapy offers three postgraduate diplomas:

- Graduate Diploma in Manipulative Therapy
- Graduate Diploma in Physiotherapy
- Graduate Diploma in Exercise for Rehabilitation

Admission Requirements

Refer to Regulations on pages 32 and 33 for the Graduate Diplomas in the School of Physiotherapy, and also pages 80 and 81 in the Post Graduate Studies section.

Assessment

In accordance with Institute regulations the method, date and time of assessment will be confirmed at the beginning of each unit.

Prerequisites and Corequisites

Prerequisites and corequisites are stated with individual subject entries.

School of Podiatry

Staff

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

Lecturers
Patricia Boyd, Cert.Chir. *Edin.*, Cert.Teach. *Glas.*, M.Ch.S.
Jeffrey Ferguson, M.A.Pod.A.
E. Dermot Patton, M.Ch.S., M.A.Pod.A.

Tutors
Mark Higham, Dip.Chir. *W.A.I.T.*, M.A.Pod.A.
Meredith Wilkinson, Dip.App.Sc. (Pod.), M.Ch.S.

Secretary
Gwenda Legge

Receptionist
Kim Wilde

Laboratory Assistant
* Lucy Minuzzo

Sessional Staff

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

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

Bachelor of Applied Science (Podiatry)

Introduction to Podiatry

The podiatrist is a health care professional who is called upon to diagnose and treat a range of abnormalities of the human foot; as such he fulfils a vital role within the general framework of the medical and allied health professions.

In addition to manual dexterity he requires a thorough understanding of physiological systems and disease processes affecting feet. He must also take an active interest in people and be highly motivated in his desire to help patients of all ages. The range of work extends from preventive medicine involving children to the curative and palliative treatment offered to geriatric patients. Between these two extremes the podiatrist is expected to treat the problems presented by a variety of patients suffering from a range of diseases. Such diseases as arthroses, diabetes, neurovascular disorders and orthopaedic problems invariably require the patient to seek intensive and skilled foot-care.

Many patients, however, will be in good general health but will be seeking advice and treatment for a range of intrinsic foot disorders. These will include the painless reduction of corns and callosities, in-growing toe nail and verruca infection. The variety of skills available which enable the podiatrist to fill his therapeutic role include clinical techniques, application of topical medicaments and the prescription and manufacture of a range of appliance devices (orthoses).

The podiatrist may work in hospitals, community health centres or other institutions concerned with health care, or may practise in the private sector either alone or in a group practice. He may also work as part of a health team concerned with both the physical and psychological problems of patients in areas of special need and rehabilitation.

Course of Study

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

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 & Histoloty for Podiatry
BL 182 Anatomy
BL 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 II
BL 255 Biomechanics of Human Locomotion
BL 273 Medical Science for Podiatry
BL 282 Anatomy II
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

* Denotes part-time.

Third Year

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

Additional clinical practice during part of the vacation period will be a course requirement.

Details of subjects offered by the School are listed on pages 123 to 125 under coding CH.

School of Prosthetics and Orthotics

Staff

Head of School
Ray Leonard, B.A. (Hons.), Dip.Psych. *Melb.*, PhD. *Qu.*, F.A.Ps.S., M.I.S.P.O.

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

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

Secretary
Kate Jagodzinski

Laboratory Technician
Geoff Guthrie

Diploma in Applied Science (Prosthetics and Orthotics)

Introduction to Prosthetics and Orthotics

The prosthetist/orthotist is responsible for the fitting, fabrication and aligning of prostheses (artificial limbs) and orthoses (brace and splint appliances) in order to restore function in patients with amputations and musculoskeletal disabilities.

The prosthetist/orthotist must be competent to consult with other health care professionals as a member of a clinic team in the examination of the patient, in advising on the types and effectiveness of prosthetic and orthotic devices and also in pre-surgical planning and the evaluation of the end result of prosthetic/orthotic treatment.

The responsibilities of the prosthetist/orthotist include the carrying out of a doctor's prescription by making and modifying plaster casts, formulating socket shapes and designing prostheses and orthoses with correctly selected component parts and materials. The materials may include plastic, wood or metal. The fabrication, modification, fitting and aligning of the prosthesis and orthosis all aim to produce maximum patient comfort and function.

On completion of the course the prosthetist/orthotist will have gained relevant medical and scientific knowledge and terminology, as well as such manipulative, mechanical and creative skills necessary to become a competent member of the health care team.

Course of Study

This course extends over a period of three years full-time study. Provision is made for those students who wish to undertake part-time study.

Award

The Diploma of Applied Science (Prosthetics and Orthotics) will be awarded by Lincoln Institute to students successfully completing the course.

Lectures and Clinical Education

In addition, during the course and as part of their clinical education programme, students spend periods of time in hospitals and other institutions in order to obtain clinical and practical experience. These clinical affiliations may be in metropolitan, country or inter-state centres, as well as in the clinic which is operated by the School of Prosthetics and Orthotics.

Term Dates

The term dates conform to the term dates for the Institute. However students are required to do some clinical practice during vacation periods.

Uniforms and Equipment

Students will be required to purchase prescribed workcoats and a tool kit for use in practical sessions. Some equipment for technical drawing will be required. Details of these requirements will be available at the time of enrolment.

Avenues of Employment

Avenues of employment are in hospitals, rehabilitation centres and prosthetic and orthotic centres.

Assessment

The student's performance is assessed in a variety of ways including essays, short answer 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 101 Introduction to Behavioural Sciences
ID 101 Introduction to Community Health Problems
BL 152 General Science
BL 182 Anatomy for Prosthetics and Orthotics
PO 120 Prosthetics and Orthotics I
PO 121 Clinical Education I

Second Year

BS 106 Data Analysis
BS 270 Psychology of Illness, Disability and Rehabilitation
PO 220 Prosthetics and Orthotics II
PO 221 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 321 Clinical Education III
PO 330 Administration and Management
PO 340 Design and Development Project

Details of subjects offered by the School are listed on pages 155 and 156 under coding PO.

* Denotes part-time.

Students of Prosthetics and Orthotics.

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Post Graduate Studies

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 39 and 40.

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:

Communication Disorders	(Communication Disorders)
Community Health	(Behavioural Sciences)
Ergonomics for the Health Sciences	(Biological Sciences)
Exercise for Rehabilitation	(Physiotherapy)
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)

* These courses are currently in the process of accreditation.

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 83 to 156 in the subject details section.

Graduate Diploma in Communication Disorders

Co-ordinator - Dr Carl Parsons, 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 1984.

Admission Requirements

An applicant for admission to the Graduate Diploma 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 Licentiateship of the former Australian College of Speech Therapists or a qualification deemed equivalent by the Academic Committee; and

(c) provide evidence that the theoretical and clinical prerequisites of the course as determined by the Academic Committee are met;

(d) 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 Academic Skills Acquisition
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 subject sequence was offered in 1983 and will be in its second year of the sequence in 1984:

CD510 Communication Disorders of Neurological Origin (11 modules)
CD511 Neuropyschology (11 modules)
CD580 Literature Evaluation (10 modules)

ELECTIVE STUDIES

Students must undertake 13 modules (78 hours) of elective studies. Each student will select from a list of approved subjects electives that best reflect their individual needs and interest. Although electives are presently awaiting confirmation, possible subjects include clinical administration, supervision, developmental neuropsychology, counselling, behaviour modification, research methods, etc. Electives will only be offered if an adequate number of students enrol therein.

Graduate Diploma in Community Health

Co-ordinator: Dr Bill Hart, School of Behavioural Sciences.

Introduction

This course focuses on a community-based approach to health, emphasising the health of populations. Consequently, it is oriented to: community needs assessment; designs and implementation of appropriate strategies of health core; 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 on Health
BS512 Health Care Organisation and Models of 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 Communication Health Theory and Practice I
BS541 Community Needs Assessment I
BS543 Health Promotion I

Second Year

No second year units are being offered in 1984

BS550 Community Health Theory and Practice II
BS551 Community Health Research Evaluation
BS552 Community Needs Assessment II
BS553 Health Promotion II

ELECTIVE STUDIES

No elective units will be offered for community in 1984.

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

Graduate Diploma in Ergonomics for the Health Sciences

Co-ordinator: Dr Owen Evans, Biological 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.

ADMISSION REQUIREMENTS

Applicants must have a degree or diploma in one of the health sciences (medicine, a paramedical science, dentistry, optometry, etc.) or have achieved a qualification at a similar level in a profession where health oriented ergonomic studies are likely to be useful (e.g. engineering, architecture, design). Applicants will normally be required to have completed at least two years' professional experience.

People without full qualifications may be admitted to the course through a special entry provision. Depending on their academic background and experience, students may be required to undertake postgraduate preliminary studies, normally conducted in the two months prior to the course commencement.

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 the beginning of each academic term.

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.

The content of the course consists of 60 six-hour modules, and the structure of the course is:

BASIC STUDIES

Research and Evaluation – includes research methods, measurement theory, survey and interview techniques.

Health and Health Care – includes epidemiology, influences on health, health care organisation and delivery, quality assurance in health care.

SPECIALIST CORE STUDIES

BL531 Theory and Rationale of Ergonomics
BL532 Ergonomics in the Workplace
BL533 The Working Environment
BL585 Anthropometry
BL525 Biological Bases of Ergonomics
BL573 Sensory Processes
BL631 Work Systems
BL632 Information Processing
BL633 Applied Ergonomics Seminars
BL634 Directed Project

ELECTIVE STUDIES

Students will be permitted a free choice of electives which are likely to cover topics such as:

Safety and Accidents
Learning and Skilled Performance
Implementing Change
Training and Learning
Advanced Work Place Design

Graduate Diploma in Exercise for Rehabilitation

Co-ordinator: Diedre 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.

Students complete all Core Subjects, the relevant Stream Subjects and an elective area of study.

Core Subjects (to be taken by all students)

BS501 Introduction to Graduate Research
BS508 Interpersonal Functioning
BS512 Health Care Organisations and Methods of Delivery
BS514 Interpersonal Communication Skills
BS562 Motor Learning
ER973 Applied Physiology I
ER974 Applied Physiology II
ER975 Biomechanics I
ER976 Biomechanics II
ER977 Introduction to Medical Science
ER978 Rehabilitation Psychology
ER980 Introduction to Rehabilitation
ER981 Cardiac Rehabilitation A
ER982 Cardiac Rehabilitation B
ER983 Rehabilitation in Sporting Injuries A
ER984 Rehabilitation in Sporting Injuries B
ER985 Rehabilitation Programmes for the Aged A
ER986 Rehabilitation Programmes for the Aged B
ER987 Rehabilitation Programmes for Children with Special Needs A
ER988 Rehabilitation Programmes for Children with Special Needs B
ER990 Exercise Programming
ER992 Movement and Adapted Exercise
ER994 Games, Recreational Activities, Water Activities and Athletics
ER996 Dance and Movement
ER999 Graduate Research Seminars
P5582 Relaxation

Stream Subjects

For Physiotherapists:

ER973 Applied Physiology I
ER975 Biomechanics I
BS562 Motor Learning

For Physical Educators:

ER977 Introduction to Medical Science
ER978 Rehabilitation Psychology

Electives

Students extend their studies in one of the subjects **ER981**, **ER983**, **ER985**, **ER987**. A further elective area is incorporated in **ER999** Graduate Research Seminars, where students present a seminar paper in a topic relevant to their elective study in rehabilitation.

Graduate Diploma in Health Administration

Co-ordinator: Rod. Wellard (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 professionals 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 professionals 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 Academic Skills Acquisition

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

BS501 Introduction to Graduate Research Skills
BS504 Survey and Interview Techniques

HEALTH AND HEALTH CARE

BS506 Influences on Health
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
AE602 Administration of Health Care Delivery

Second Year

AE603 Administrative Tools, Techniques and Information Systems
AE604 Implications for Client Management
AE605 Directed Project

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
AE720 Dimensions of Health
Health Management and Education Seminar Programme (**AE610** Series)

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

Graduate Diploma in Health Education

Co-ordinator: Rod Wellard (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 Academic Skills Acquisition

Course Outline

Subjects taken in the course are set out below:

First Year

BASIC STUDIES

Basic Studies consists of:

BS501 Introduction to Graduate Research Skills
BS504 Survey and Interview Techniques
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

Second Year

AE702 Health Education and the Community
AE602 Administration of Health Care Delivery
AE605 Directed Project

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
AE506 Dimensions of Health
Health Management and Education Seminar Programme (**AE610** Series)

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

For details of **AE** Subjects see pages 84 to 88.
For details of **BS** Subjects see pages 98 to 119.

Graduate Diploma in Manipulative Therapy

Co-ordinator: Diedre Jones (Physiotherapy)

Introduction

The course provides students with the opportunity to develop advanced skills in total management of the patient, including assessment, diagnosis of musculoskeletal 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 1984.

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

P 5461 Medical Sciences in Manipulative Therapy
P 5561 Theory and Management of Pain
P 5562 Biomechanics and Kinesiology
P 5661 Anatomy
P 5704 Independent Research Project
P 5761 Theory and Practice of Manipulative Therapy (including Clinical Education)
BL 515 Physiology of Neurological and Musculo-Skeletal Systems
BL 584 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

BS571 Introduction to Neurobiology
BS572 Introduction to Psychology
BS573 Sensory Systems
BS574 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 elect to take either **BS613** or **BS614** for 18 hours as well as either **BS615** or **BL616** which are presented below. For **BS615** and **BL616**, students may, in consultation 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 Adult
or
BS613 Working with the Brain Impaired Child
BS614 Single Case Studies Seminar
or
BL615 Research Evaluation Seminar

Graduate Diploma in Occupational Therapy

Co-ordinator: Loris Alexander (Occupational Therapy)

A Graduate Diploma in Occupational Therapy is in the process of being accredited. It is expected that students will be able to undertake this course, on a part-time basis, from the beginning of 1984. Interested individuals should contact the School of Occupational Therapy for details about this course.

Graduate Diploma in Physiotherapy

Co-ordinator: Diedre Jones (Physiotherapy)

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 Directed Project
P5791 Physiotheraphy in Geriatrics
BL511 Neurophysiology A
BL513 Respiration and Circulation A
BL540 Physiology and Pathophysiology of Ageing
BS575 Psychological Processes of Ageing
BS595 Death, Dying and Bereavement

NEUROLOGY
P5435 Diagnostic Procedures
P5441 Medical Sciences: Neurology
P5541 Neuropsychology A
P5542 Neuropsychology B
P5572 Growth and Development
P5641 Neuroanatomy A
P5642 Neuroanatomy B
P5702 Directed Project
P5742 Physiotherapy in Neurology
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 Directed Project
P5752 Physiotherapy in Sports Orthopaedics
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 Directed Project
P5731 Cardiothoracic Physiotherapy
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 and Human Relationships
P5582 Relaxation
AE503 Foundations of Learning
P5702 Directed Project
P5781 Physiotherapy in Obstetrics and Gynaecology
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 Directed Project

P5771 Physiotherapy in Paediatrics
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 chose 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 synthesis 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) the 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

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 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
BS512 Health Care Organisation and Models of Delivery
or
AE501 Quality Assurance in Health Care

PROFESSIONAL FUNCTIONING
BS507 Professional Roles
or
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

Students engaged in silk screen printing - Occupational Therapy.

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	84
BL	Biological Sciences	88
BS	Behavioural Sciences	98
CD	Communication Disorders	119
CH	Podiatry	123
ER	Physiotherapy/Exercise for Rehabilitation	125
ID	Behavioural Sciences/Inter-disciplinary Studies	128
NB	Nursing and Behavioural Sciences	128
N	Nursing	129
OR	Orthoptics	139
OT	Occupational Therapy	142
P	Physiotherapy	146
PO	Prosthetics and Orthotics	155

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.

Subject Details

AE005 Undergraduate Study Skills Acquisition

(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.

AE010 Principles of Management A

(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.

AE020 Principles of Management B

(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.

AE030 Principles of Management C

(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.

AE050 Principles and Practices in Health Education A

(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.

AE060 Principles and Practices in Health Education B

(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.

AE070 Principles and Practices in Health Education C

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.

AE110 Medical Record Management I

(120 hours)

This subject introduces students to medical record practice and the associated ethical obligations within the context of total patient care; the historical development of the profession and medical recording; the responsibilities of the Medical Record Administrator in the procedural functions of Medical Record Departments and related areas; record content, format, recording methods and techniques; and equipment utilised in Medical Record Departments.

Prescribed Texts:

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS, 1984. *The accreditation guide for Australian hospitals and expanded care facilities.* Sydney.

ELL, M. 1983. *History of Medical Record Administration in Victoria.* Lincoln Institute of Health Sciences.

WATERS, K.A. and MURPHY, G., 1979. *Medical Records in Health Information.* Aspen.

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

AE120 Fundamentals of Medicine and Surgery

(90 hours)

This subject helps students develop the ability to read and understand the language of medicine in order to communicate effectively with medical and allied health personnel, and to apply accurate knowledge of disease processes where necessary in daily departmental activities.

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

(20 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; develops students understanding of the role of the Medical Record Administrator within the health care system.

Prescribed Texts:

HICKS, R. 1981. *Rum, Regulations and Riches - The Evolution of the Australian Care System.* A.H.A.

AE140 Disease/Operation Classification I

(55 hours)

This subject introduces the student to the classification of diseases and operations. Students will develop coding ability through study and practice using the International Classification of Disease, 9th Revision.

Prescribed Texts

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

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

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION. *Coding Workbook.* 1984. Lincoln Institute of Health Sciences.

AE140 Health Statistics I

(25 hours)

Designed to develop students' skills in compilation and presentation of hospital and health statistics.

Prescribed Texts:

A.M.R.A. 1978. *Commonly Computed Rates and Percentages.* A.M.R.A.

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

AE190 Professional Practice Programme I

(216 hours)

This subject is designed to introduce students to professional practice; to develop an appreciation of the scope of a Medical Record Administrator; to develop a knowledge of the roles of the Medical Record Administrator and other categories of staff working in the Medical Record Department; to develop insight, understanding and skill in the procedures of a Medical Record Department and the development of staff as a team.

AE210 Medical Record Management II

(50 hours)

This subject expands students knowledge on the development and maintenance of health record systems in a variety of health care institutions and develops students' expertise in techniques of written communication, forms design, equipment selection and ergonomics in the Medical Record Department.

Prescribed Texts:

Students will be provided with a list of reference material at the commencement of the subject.

AE260 Communication and Staff Management

(25 hours)

To familiarise students with human behaviour in the context of a human organisation in order that they may recognise factors that make for individual differences; recognise how social attitudes and values contribute to behavioural patterns; develop effective methods of communication and develop skills in handling interpersonal relationships.

Prescribed Texts

A reading list will be distributed at the beginning of the lecture series.

AE265 Medical Ethics and the Law

(30 hours)

A study of ethical and legal aspects concerning medical records, specifically and health care institutions generally.

Prescribed Texts:

BURTON, A.N. 1979. *Medical ethics and the law.* Melbourne, Australian Medical Publishing.

ROBINSON, K. and ELL, M. 1982. *Consent to treatment forms for hospitals - with guidelines.* Carlton. Lincoln Institute of Health Sciences.

AE230 Disease/Operation Classification II

(40 hours)

Designed to extend the student's knowledge of coding gained in Disease/Operation Classification I. To introduce other coding classifications in which students need gain a very good working knowledge - the major two being International classification of diseases, 9th revision 'Clinical Modification', and Standard nomenclature of diseases and operations. For the latter classification the texts will be supplied on a loan basis by the School.

Prescribed Texts:

COMMISSION on Professional and Hospital Activities. *International classification of diseases.* 9th revision. *Clinical Modification.* Vols 1, 2 and 3. Ann Arbor, Michigan.

WORLD HEALTH ORGANISATION. 1977. *Manual of the international statistical classification of diseases and causes of death. Vol. 1 and 2. Geneva.*

WORLD HEALTH ORGANISATION. 1978. *International Classification of procedures in medicine.* Vol. 1 and 2, Geneva.

AE240 Health Statistics II

(30 hours)

Designed to equip students with an understanding of the principles of research design and extend skills in the analysis of statistical data.

Prescribed Texts:

CROUCHER, John S., and OLIVER, Eddie. 1979. *Statistics: an introduction.* Sydney. McGraw-Hill.

AE270 Quality Assurance in Health Care

(60 hours)

This subject is designed to give students an overview of the development of quality assurance programmes in Australia; to familiarise students with the work of the Australian Council on Hospital Standards and hospital accreditation requirements; to expand students' knowledge on problem oriented recording as a quality assurance technique; to develop skills in quality assurance methodologies, data anlaysis techniques and quality assurance committee procedures.

Reference Texts:

Reference Texts:

Students will be provided with a list of reference material at the commencement of the subject.

AE280 Medical Information Processing

(50 hours)

This subject is designed to extend the students' knowledge in information handling and give them a broader understanding of automated data processing and statistical information systems available.

Reference Books:

BEHAN, K. and HOLMES, D. 1980. *The computer solution.* Prentice Hall of Aust. Pty. Ltd.

BURCH, J.G. and STRATER, F.R. 1974. *Information systems, theory and practice.* Hamilton Publishing Co.

AE250 Professional Practice Programme II

Approximately 680 hours are devoted to application of the theories of medical record administration in the actual working situation. Through this experience the students develop insight, understanding and skill in medical record procedures; develop administrative skills; develop personnel management skills; recognise the contribution of and learn to work with other members of the health team.

Over 40 hospitals and health institutions in Victoria, interstate, and in New Zealand participate in the programme and students work directly under the supervision of the Chief Medical Record Administrator during each placement.

AE500 Post Graduate Study Skills Acquisition

(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.

AE501 Quality Assurance in Health Care

(12 hours)

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

AE502 Legal and Ethical Elements of Professional Practice

(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.

AE503 Foundations of Learning

(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.

AE504 Implementing Change

(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.

AE505 Models of Health Care Organisations

(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.

AE506 Dimensions of Health

(30 hours)

This unit examines health status perspectives; assessment of physical health status; current data on mental health; communicable and non-communicable diseases commonly encountered in health practice/education practice. It is particularly designed for those postgraduate students who have not had academic training in the health sciences or who wish to update their knowledge.

AE600 Introduction to Health Administration

(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.

AE601 Management Theory and Practice

(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.

AE602 Administration of Health Care Delivery

(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.

AE603 Administrative Tools, Techniques and Information Systems

(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.

AE604 Implications for Client Management (4 modules)

(24 hours)

This unit examines client care systems in terms of the implications for administrators. It includes characteristics of effective client care systems, client needs and rights; information needs; criteria for evaluation; approaches to auditing quality of care; problems of quality control and measurement; and staff accountability issues.

AE605 Directed Project (5 modules)

(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.

AE606 Independent Project

(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.

AE610 series Health Management and Education Seminar Programme

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:

Performance Appraisal
Conference Planning
Conflict Management
Leadership
Personal Time Management
Health Marketing Strategies
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.

AE620 Budgeting and Accounting for Health Practitioners

(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.

AE630 Health Care Economics and Planning

(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.

AE700 Introduction to Health Education

(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 stategies; 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.

BL112 Physiology

(71 hours)

This subject is taught by lecturers 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, BL183, 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., FRANCONE, 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 are expected to purchase a laboratory manual before their first practical class.

Prescribed texts:

CROUCH, J.E. 1978. *Functional human anatomy.* rd ed. Philadelphia, Lea and Febiger.

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

BL151 Basic Physical Science

(56 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 orthoptics. 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.

BL152 General Science

(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.

BL155 Applied General Science

(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.

Students will be advised during the course of relevant reference material.

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

BL160 Science for Physiotherapy

This subject comprises the following units:

BL161 - PRINCIPLES OF BIOLOGY

(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 maromolecules, 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:

HORSFIELD, 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:

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

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

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

BL165 Physical Science for Podiatry

(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.

BL166 Cell Biology and Histology for Podiatry

(36 hours)

This course includes lectures and demonstrations on cell structure, function 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.

BL182 Anatomy 182

(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.

BL184 Anatomy 184

(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.

BL211 Neurosciences for Orthoptics

(21 hours)

This subject provides an integrated approach to the anatomy and physiology of the nervous system with emphasis on the structures and processes underlying the visuo-sensory and visuo-motor systems. Anatomical models and visual aids will be utilised by students in this learning programme.

Prerequisite: Pass in BL112.

Prescribed Text:

PATTON, H.D., SUNDSTEN, J.W., CRILL, W.E. and SWANSON, P. D. 1976. *Introduction to basic neurology.* Philadelphia, W.B. Saunders Co.

Reference Books:

DAVSON, H. 1972. *Physiology of the eye.* 3rd ed. Edinburgh, Churchill Livingstone.

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

SCHMIDT, R.F. ed. 1978. *Fundamentals of sensory physiology.* New York, Springer Verlag.

BL215 Physiology 215

(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 sytem.

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.

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

Recommended Additional Texts:

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.

BL221 Neurosciences

(24 hours)

This will be a course of lectures and demonstrations/workshops in Terms I and II designed to develop further knowledge of the central nervous system. Topics to be covered include:

a) the anatomy and blood supply of the brain,

b) the neurophysiological basis of man's somaesthetic abilities and of his motor control systems at both segmental and suprasegmental levels and

c) the structural and functional bases for common neurological problems.

Prerequisites: BL113 and OT130.

Prescribed Texts:

Either,

GUYTON, A.C. 1981. *Basic human neurophysiology.* 3rd ed. Philadelphia, W.B. Saunders.

or

GUYTON, A.C. 1982. *Human physiology and mechanisms of disease.* 3rd ed. Philadelphia, W.B. Saunders. (This book was also used in first year for BL113).

and

SNELL, R.S. 1980. *Clinical neuroanatomy for medical students.* Boston, Little Brown.

Reference Books:

A list will be supplied at the commencement of the course.

BL225 Human Bioscience II

(90 hours)

This programme encompasses major scientific concepts, principles and contemporary developments 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 a variety of fields of nursing and is developed within the framework of a biological holistic approach to man.

Major areas of study include concepts of health and disease, cell biology, medical genetics, embryological development, control theory, systems analysis and pathology of the nervous, endocrine, cardiovascular, pulmonary, haemopoietic, digestive, renal and reproductive systems. Special emphasis is given to regional and surgical anatomy as foundation elements for operating theatre experience and osteology, arthrology and myology as foundation elements for orthopaedic experience.

Methods of teaching will include didactic sessions, tutorials, demonstrations, and laboratory classes.

Prerequisite: BL125.

Prescribed Texts:

GROER, M. and SHEKLETON, M. 1979. *Basic pathophysiology.* Toronto, C.V. Mosby.

GUYTON, A.C. 1981. *Text book of human physiology.* 6th ed. Philadelphia, Saunders.

ROBBINS, S.L., ANGELL, M. and KUMAR, V. 1981. *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.

BL253 Biomechanics for Prosthetics and Orthotics

(50 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; and biomechanics of prosthetic and orthotic devices. Practical emphasis is given to instrumentation 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.

BL254 Biomechanics for Podiatry

(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.

BL271 Introduction to Medical Science

(25 hours of lectures)

This course comprises firstly 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 and neoplasia. These principles are then applied to common disorders of the organ systems of special relevance to physiotherapy; i.e. to disorders of cardiovascular, respiratory, neurological and musculo-skeletal function. Where relevant, principles of pharmacology and therapeutics are introduced. The course is complementary to and integrated with BL215 Physiology 215.

Prerequisite: BL160 or its equivalent.

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.
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.

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

BL272 Medical Science

(29 hours of lectures)

This course comprises an introduction to the principles of general pathology and pathophysiology as outlined in BL271. These principles are then applied to a broader outline of clinical science, including terminology, pathology, special investigations and management of diseases of all body systems. The course is designed especially for students requiring advanced understanding of medical terminology and classification of disease and is complementary to and integrated with BL275 Introduction to Pharmacology.

Prerequisite: BL121 or its equivalent.

Prescribed Text:
WALTER, J.B. 1982. *An introduction to the principles of disease.* 2nd Ed. Philadelphia, W.B. Saunders.

BL274 Medical Science for Prosthetics and Orthotics

(18 hours of lectures)

This course is sub-divided into two parts:
(a) General pathological processes are discussed, including inflammation, infection, neoplasia and circulatory disorders.
(b) Systematic conditions of particular relevance to prosthetists and orthotists are discussed, including diabetes, peripheral vascular disease and trauma.

Corequisite: Enrolment in BL112.

Reference Books:
General & Systematic Pathology:
WALTER, J.B. 1982. *An introduction to the principles of disease.* 2nd ed. Philadelphia, W.B. Saunders.
General Pathology only:
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.

BL275 Introduction to Pharmacology

(14 hours of lectures)

An introductory study of basic pharmacology to familiarise Medical Record Administration students with the names, actions, uses and side-effects of the commonly used drugs, and with systems for classifying drugs. This course is complementary to and integrated with BL272 Medical Science.

Prerequisite: BL121 or its equivalent.

Corequisite: BL272.

Prescribed Text:
SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA. eds. 1981. *Pharmacology and drug information for nurses.* Sydney, W.B. Saunders.

Reference Books:
MIMS, 1983. Artarmon, Intercontinental Medical Statistics Publishing.
REYNOLDS, J. ed. 1983. *Martindale: the extra pharmacopocia.* 28th ed. London, The Pharmaceutical Press.

BL282 Anatomy 282 Podiatry

(50 hours)

This subject for second year Podiatry students will run in Terms I and II and will involve detailed study of the regional anatomy of the vertebral column, pelvic girdle and thigh to complement first year studies on the leg and foot. Methods of teaching will include lectures, group discussions, demonstrations and practicals.

Prescribed Texts:
ROMANES, G.J. 1976. *Cunningham's manual of practical anatomy. Vol. I. Upper and lower limbs.* 14th ed. London, Oxford. University Press.
WALMSLEY R. and MURPHY, T.R. 1971. *Jamieson's illustrations of regional anatomy.* Section VII (lower limb). 9th ed. Edinburgh, Churchill Livingstone.

Reference Books:
A list will be supplied at the commencement of the course.

BL310 Physiology 310

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 su-maximal 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.

BL325 Human Bioscience III

(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.

BL370 Medical Science for Orthoptics

(18 hours of lectures)

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 & Systematic Pathology:

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

General Pathology only:

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.

BL425 Applied Human Bioscience for Midwifery

(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.

BL511 Neurophysiology A

(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.

LANCE, J.W. and McCLEOD, J.G. 1981. *A physiological approach to clinical neurology.* 3rd ed. Butterworth.

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

BL512 Neurophysiology B

(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.

BL515 Physiology 515

(18 hours)

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

Prerequisite: Pass in undergraduate physiology.

Reference Books:

KAHLE, W., LEONHRDT, H. and PLATZER, W. 1978. *Colour atlas and textbook of human anatomy.* Stuttgart. George Theime.

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.

BL517 Growth Development and Ageing

(18 hours)

Definitions of growth, development and ageing are discussed. Mechanisms of growth are considered in some detail. Factors which affect the growth and development of the organism, both at the cellular level and as a whole, are discussed. Techniques for the measurement of growth and the estimation of maturity are described.

Theories of ageing are discussed. Senescence in a population and factors which affect this are considered.

The significance of the structural and functional changes which occur in various organ systems during different stages of life (foetus to old adult) is discussed.

Where appropriate brief reference is made to examples of pathology associated with growth and development or ageing.

Prerequisites: BL527 and BL528

References:

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.

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 preprequisites 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.

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 man. Control and regulation from the molecular level to that of the whole human organism will be studied.

Three major modules are used in this study: cell biology and medical genetics; biological control systems; and regulation and analysis of selected body systems. Included are: concepts of health and disease; stress and adaptation; pain; sleep; and aspects of functional, regional and surgical anatomy.

Prerequisite:

Biological Sciences entrance examination.

Prescribed Texts:

CROUCH, J.L. 1978. *Functional human anatomy.* 3rd ed. Philadelphia, Lea and Lebeiger.

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.

BL530 Ergonomics I

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.

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 artifical; and codes of practice. Particular requirements and demands of selected industrial processes and equipment will be considered.

Corequisite: BL531, BL551

BL540 Physiology and Pathophysiology of Ageing

(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.

BL551 Introduction to Ergonomics (Physical Sciences)

(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.

BL555 Applied General Science

(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. 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.

BL569 Genetics and Embryology

(27 hours)

Emphasis 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 an up-to-date framework of knowledge to serve as a foundation for the students' learning in a variety of fields.

The embryological component includes the study of human embyrology from the fertilised ovum to primary organogenesis. Some clinical aspects of early development, abnormal development and congential malformations will also be dealt with.

Prerequisites: BL527 and BL528.

Prescribed Texts

MOORE, K.L. 1977. *Developing human clinically oriented embryology.* 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.* (35 mm 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.

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.

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 mid-twentieth century scientific knowledge and understanding of the universe; and to the nature of science and some problems of the philosophy of science arising from topics studied. Topics studied 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.

Prerequisites: 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.

BL615 Research Evaluation Seminar

(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.

BL626 General and Clinical Pathology A

(27 hours)

The modules have been designed so that a closer understanding of the mechanisms of disease in selected areas can be developed. Areas studied include: disease at the cellular level; inflammation and repair; genetic disease; environmental pathology; neoplasia; immune disorders; fluid and haemodynamic disturbances; nervous, cardiac and respiratory pathology.

Prerequisites: BL527 and BL528.

Prescribed Text:
ROBBINS, S.L. and COTRAN, R.S. 1979. *Pathologic basis of disease.* 2nd 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.

BL627 General and Clinical Pathology B

(27 hours)

These modules complement those studies in BL626. Areas studied include: environmental endocrine, hematopoietic, renal, gastro-intestinal and reproductive pathology, and nutritional factors in disease.

Prerequisites: BL527 and BL528.

Prescribed Text:

ROBBINS, S.L. and COTRAN, R.S. 1979. *Pathologic basis of disease.* 2nd 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.

BL630 Ergonomics II

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.

BL641 Working Posture

(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.

BL642 Physically Demanding Work

(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.

BL643 Displays and Controls

(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.

BL644 Ergonomics in Design

(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.

BL645 Ergonomics in Health Care Practice

(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.

BL646 Fundamentals of Occupational Health and Safety Practice

(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, proneness); fire safety.

Prerequisite: BL530.

BL647 Job Analysis and Design

(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.

BL649 Independent Study

(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.

BS100 Introduction to Behavioural Sciences

(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.

EDGARD, 1980. *An Introduction to Australian Society: A Sociological Perspective*. Melbourne, Prentice-Hall.

BS101 Introduction to Behavioural Sciences

(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.

BS102 Communication Skills in Clinical Practice

(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 experimental learning in the small group context and in the clinical setting and is designed specifically for students of Podiatry.

Corequisite: BS 101

Assessment: Based on participatory attendance and an interview report.

Recomended 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.

BRAMMER, L.M. 1979. *The helping relationship: Process and skills*. 2nd ed. Englewood Cliffs, New Jersey, Prenfice-Hall.

EGAN, G. 1982. *The skilled helper*. 2nd ed. Monterey, California, Brooks/Cole.

HOWE, M. 1978. *Developing helping skills*. Hawthorne, Victoria, Swinburne College Press.

BS105 Introduction to Research

(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: One 2½ hour examination plus written exercises.

Recommended text books:

NAYLOR, G.F.K. and ENTICKNAP, L.E. 1981. *Statistics simplified.* N.Y. Harcourt, Brace, Jovanovich.

or

PHILLIPS, D.S. 1978. *Basic statistics for health science students.* W.H. Freeman.

Naylor may be more helpful to students without H.S.C. mathematics; Phillips could be used by the student for some parts of the second year course.

Students are expected to purchase a workbook covering subject content and revision problems from the School.

BS106 Data Analysis

(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:

As for BS 105.

BS120 Psychological Aspects of Health Care

(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.

BS140 Sociological Aspects of Health Care

(18 hours lectures, 18 hours tutorials).

In this course students will consider the relationship between the individual and his or her surrounding society from two perspectives: the wider or 'structural' view, and that of the individual in his or her immediate group. Topics will include the social construction of illness, structured social inequality and the 'ethnic dimension' in Australian society.

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.

WRIGHT MILLS, C. 1971. *The sociological imagination.* Harmondsworth, Penguin, ch.1.

BS150 Behavioural Sciences in Nursing

(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.

BS151 Personality Theory and Therapies

(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:

EWEN, R. 1980. *An introduction to theories of personality.* New York. Academic Press.

OKUN, B. 1976. *Effective helping, interviewing and counselling techniques.* North Scituate, Mass: Duxbury Press.

Further reading lists will be distributed at the beginning of the unit.

BS201 Psychological Aspects of Nursing A

(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.

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.

BS202 Sociological Aspects of Nursing A

(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'. Students will also examine some of the ideas and issues surrounding the hospital as a professional organization, the 'essential workplace' of the doctor and the nurse.

Prerequisites: BS 100 *or equivalent.*

Assessment: Two short (1500 word) essays or equivalents.

Recommended text books:
No set text. Students will be given readings appropriate to the topics discussed.

BS230 Developmental Psychology

(81 hours of lectures, practicals and tutorials)

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.

Practical sessions provide experience with observational assessment techniques in research and clinical settings.

Prerequisite: BS100 or BS101.

Assessment: A satisfactory performance in each of the component units.

Unit 1 - Psychobiology of Development

(18 hours lectures, 5 hours tutorials, 4 hours practicals)

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.

Assessment: One 1 hour examination.

Recommended text book:
BOWER, T.G.R. 1979. *Human development.* San Francisco: Freeman.

Recommended Reading:
STERN, Daniel. 1977. *The first relationship: Infant and mother.* Fontana/Open Books.

Unit 2 - Childhood and Adolescence

(18 hours lectures, 5 hours tutorials, 4 hours practicals)

The psychobiological theme developed in BS231 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.
RUBIN, Zick. 1980. *Childrens friendships.* Fontana-Open Books.
GARVEY, Catherine. 1977. *Play.* Fontana-Open Books.

Unit 3 - Adulthood and the Socio-Cultural Context of Development

(18 hours lectures, 5 hours tutorials, 4 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.

This is seen to be particularly relevant to the study of developmental processes, tasks and problems in a period witnessing marked changes both in the age structure and the ethnic composition of our society. The extent to which developmental processes also constitute socialization into modes of behaving (of thinking, speaking, etc.) that are appropriate to a particular socio-cultural context is explored. This draws on current research studies of cross and subcultural differences and attempts to relate findings to the situation of minority groups in contemporary Australian society.

Assessment: 1½ hour examination.

Recommended text book:
BIRREN, J.E. & SCHAIE, K.W. (eds.). 1977. *Handbook of the psychology of aging.* New York. Van Nostrand Reinhold.

BS234 Human Development II

(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.

BS235 Child Development

(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 book:
BEC, Helen. 1981. *The Developing Child*. 3rd ed. Harper International Edition, Harper & Row.

BS250 Research Evaluation

(18 hours)

This unit aims to develop the students' ability to critically evaluate 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.

BS 261 Sociology and Psychology of Health

(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 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.
2. 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.
3. 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 tutorial work.

Prerequisite: BS100 or BS101.

Assessment: By exam, written assignment and tutorial work.

Recommended text books:
BERGER, Peter L. 1963. *Invitation to sociology: a humanistic approach*. Penguin Books Ltd.
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.
WRIGHT MILLS, C. 1971. *The sociological imagination*. Harmondsworth, Penguin.
MARTIN, G., PEAR, J., 1983. *Behaviour Modification: What it is and how to do it*. (2nd Ed.) New Jersey, Prentice-Hall.

Lists of reading will be distributed at the commencement of the unit. Students are expected to purchase the relevant School manual.

BS270 Psychology of Illness, Disability and Rehabilitation

(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:
SAFILIOS-ROTHCHILD, C. 1970 *The sociology and social psychology of disability*. New York, Random House.
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.

BS280 Interpersonal Helping Skills

(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.
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.

BS301 Psychological Aspects of Nursing B

(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.
FRANSELLA, F. 1975. *The need to change*. London, Methuen.
MARRAM, G. 1978 (2nd ed.). *The group approach in nursing practice*. St. Louis, Mosby.
Selected specific references will be given at the beginning of the course.

BS302 Sociological Aspects of Nursing B

(18 hours lectures, 18 hours tutorials)

In this course students examine arrangements for health care in Australia and in some different societies, with a particular focus on the contrasts between Western 'high-technology' medicine and other methods of health care, as these affect both the professional and the patient.

Prerequisites: BS100, BS202.

Assessment: 2 essays or projects (approx. 1500 words).

Recommended text books:
A reading list will be distributed in class.

BS331 Abnormal Behaviour: Psychological and Biochemical Aspects

(18 hours of lectures, 9 hours of tutorials and directed study)

This unit provides a critical introduction to the study of abnormal behaviour. Two approaches are taken; first, abnormal behaviour in a psychological context and second an examination of biochemical substrates of abnormal behaviour. Both approaches are presented in a series of lectures beginning with an historical account of psychological and pharmacological interventions. This is followed by presenting various systems of psychiatric diagnosis including a critical examination of reliability and validity of various diagnostic techniques. A major section deals with theories of abnormal behaviour based on psychodynamic, behavioural and pharmacological approaches. Specific abnormal behaviour syndromes covered, include neurotic disorders, psychosis and personality disorders. In addition, the uses of psychoactive drugs in the treatment of various behavioural and emotional disorders will be discussed.

Prerequisite: BS100 or BS101.

Assessment: One 3000 word essay.

Recommended text books:
DAVIDSON, G.C. and NEALE, J.M. 1978. *Abnormal psychology: An experimental-clinical approach*. 2nd ed. New York: Wiley.
Additional readings may be required from time to time.

BS333 Neuropsychology

(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 herisphere and lesions to pre-frontal and mesial regions, as well as those to inter connecting 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.

BS340 Communication and Interpersonal Helping Skills in Clinical Practice

(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., ROSENFIELD, L.B. and TOWNE, N. 1983. *Interplay. The process of interpersonal communication*. 2nd ed.
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.
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.

BS350 Directed Research Project

(54 hours)

In this unit students work under the direction of staff to review scientific literature relevant to a given research aim, to devise an appropriate research design to test that aim, to participate in data collection and analysis, and to submit a research report on the project. The student's effort at each of these major steps will receive feedback from supervising staff and each of the subsequent steps will proceed from the corrected version.

For example, the research plan submitted by the student will be evaluated and data collection will proceed from the corrected model. Assessment will be based on the performance at each of the major steps (adequacy of literature retrieval and evaluation, research design, data collection, analysis conceptualisation and conduct) with the final research report carrying the major value.

At the commencement of the unit participating students will be provided with a list of research aims devised by supervisory staff. This list will be prepared so as to ensure feasibility, professional relevance and a degree of originality in the research.

Prerequisite: BS250.

Assessment: Written reports.

Recommended text books:
Reading will be suggested as appropriate in class.

BS351 Measurement and Test Theory 1

(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 Participant Observation

(5 hours lectures, 5 hours tutorials)

This unit deals with some ways of collecting and analysing 'qualitative' data. As an example of this approach, students will study the method of participant observation. The unit will explore three main areas:

1. the definitions of qualitative research, its areas of overlap and distinction from other research processes;
2. using participant observation as an example, students will consider the limitations and advantages of such an approach. They will also discuss its underlying theoretical assumptions, its ethical problems and its practical application; and
3. students will study and criticise such an approach as it has been used (particularly by sociologists) in the medical setting. 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.

Prerequisites: BS105.

Assessment: One 1500 word assignment or equivalent.

Recommended text books:
A list of recommended readings 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 from a prepared list, 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. *Interplay. The process of interpersonal communication*. 2nd ed. 1983.
ALBERTI, R.E., & EMMONS, M.L. *Your perfect right*. 4th ed. San Luis Obispo, California: Impact, 1982.
ANTHONY, W.A., & CARKHUFF, R.R. *The art of health care*. Amherst, Massachusetts: Human Resource Development, 1976.
BRAMMER, L.M. *The helping relationship: Process and skills*. 2nd ed. Englewood Cliffs, New Jersey: Prentice Hall, 1979.
EGAN, G. *The skilled helper*. 2nd ed. Monterey, California: Brooks/Cole, 1982.

BS400 Behavioural Science 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, depending upon the demand and staffing, all of these units may not be offered in 1984.

Prerequisites: All BS400's have BS100 or equivalent as a minimum prerequisite.

BS410 Sexual Counselling

(18 hours)
Format: Workshop-Seminar.

The unit aims to assist students to respond in a helpful way to those troubled 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.

Recommended text book:
BELLEVEAU, F. and RICHTER, L. 1971. *Human sexual inadequacy*. Coronet Books, Hodder and Stoughton.

Reference book:
BROWER MEEKS, L. and HEIT, P. 1982. *Human sexuality. Making responsible decisions*. Philadelphia, CBS College.

BS420 Psychological Processes in Child Development with Special Reference to the Handicapped Child

(18 hours)
Format: Lecture-discussion.

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.

BS432 The Politics of Health

(18 hours)
Format: Lecture-discussion.

In this unit, students will examine various political groups, activities and institutions in Australia, such as the Federal Constitution, Parliament, the public service and political parties, in order to see the ways in which they influence the process of making policy in health care. They will also consider present issues and trends in health care policy in Australia during the unit.

Assessment: One critical essay not exceeding 2000 words.

Recommended text book:
AITKIN, D. & JINKS, B. 1981. *Australian political institutions*. 2nd ed. Pitman, Australia.

BS441 Behavioural Techniques in Health Care

(18 hours)
Format: Seminar.

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. group project to devise and implement a programme to facilitate aerobic fitness). Emphasis is placed on applications in physical health enhancement.

Additional Prerequisites: BS261, or BS581, or equivalent.

Assessment: Satisfactory completion of practical exercises including brief reports. The written component will not exceed 1500 words.

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.

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:
POWER, P.W. and DELL ORTO, A.E. (Eds.). 1980. *Role of the family in the rehabilitation of the physically handicapped.* Baltimore, University Park Press.
SATIR, V. 1972. *Peoplemaking.* Palo Alto, California.
VISHER, E.B. and VISHER, J.S. 1979. *Stepfamilies: A guide to working with step-parents and stepchildren.* New York, Brunner/Mazel.

Additional readings will be recommended at the commencement of the unit.

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 essary 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.

BS456 Women and Health

(18 hours)
Format: Seminar.

This unit will examine the topic of women and health from a variety of sociological perspectives. Issues to be covered will include the position of women in society, the division of labour in health care, gender inequality, the production and reproduction of sexual inequality in the social order of Western societies, the control of women's sexuality, similarities between the criminal justice system and the health system in the way they control women, women as providers and consumers of health care, women's health movements.

Assessment: One essay of approximately 2000 words or its equivalent.

Recommended text books:
Students will be directed to a wide range of references.

Useful pre-unit reading includes:
EHRENREICH, Barbara and ENGLISH, Deidre. 1979. *For her own good: 150 years of the expert's advice to women.* Pluto Press Ltd., London. esp. chs. 1 and 4.
MILLETT, Kate, 1972. *Sexual politics.* Abacus edition. Sphere Books, London, esp. ch. 2.
OAKLEY, Ann. 1972. *Sex, gender and society.* Harper Colophon edition, London, esp, ch. 6.

BS457 Cultural Comparisons of Health Care Systems and Beliefs

(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 effects 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.

BS460 Introduction to Computers

(18 hours)
Format: Workshop.

This unit is designed to equip the participant with a basic understanding of computers and their impact upon health settings. Applications presented include computer assisted medical diagnosis, medical records systems, the computer as a therapist, data analysis and management information systems. It is assumed that the participant has little or no experience in computing.

Assessment: Successful completion of programming exercises equivalent to a 2000 word assignment.

Recommended text books:
A list of recommended readings will be distributed at the commencement of the unit.

Prescribed text:
KEMBER, N.F. 1982. *An Introduction to Computer Applications in Medicine*. Arnold.

Reference book:
SAUNDERS, D.H. 1977. *Computers in Society*. 2nd ed. New York. McGraw-Hill.

BS462 Computer Assisted Statistical Analysis

(18 hours)
Format: Workshop

This unit deals with the use of computers to perform statistical analyses. It is not intended as a course in statistics but rather in the use of computers to perform analyses with which students are already familiar. Topics covered include: .

Data encoding schedules
Data entry and cleaning techniques
Use of editor programs
Statistical package for the social sciences data definition statements
Alternative statistical packages for the health sciences
This course may be of particular interest for students intending to carry out a research project involving the analysis of a survey.

Prerequisites: BS460 or similar level of general knowledge of computers is assumed as the entry standard for this course. It is however, assumed that participants have little or no practical experience in computing. Part-time or country students should be aware that successful completion would require the commitment of at least 2 hours practice on a computer terminal per week in addition to class attendance. Familiarity with a typewriter keyboard would be a great advantage.

Assessment: Successful completion of a computer practical exercise, the equivalent of a 2000 word assignment.

References:
NIE, N.H. et al. 1975. *Statistical package for the social sciences*, 2nd edition. New York. McGraw-Hill.

BS465 Adulthood: Psychosocial Perspectives

(18 hours)
Format: Seminar

This unit proposes to examine the psychological; social and vocational development of adulthood. Most people assume that growth and development halt once an individual reaches adulthood. However, this unit should demonstrate that adulthood is a time of change, growth and development. It aims to explore the 'crisis' or critical stages of adult life, focusing on transition points in development that challenge individuals to change and adjust.

It embraces the total life cycle — questioning many established assumptions, particularly the difference in developmental rhythms of men and women. Other areas to be covered include: physical changes — the concept of maturity; vocational and career decisions and strategies; intimacy — marriage and its alternatives; attachment; separation and loss; and inner growth - locating an individual's inner changes.

Each student will be required to present a seminar paper exploring one of these developmental issues in early, middle and late adulthood.

Assessment: Based on an essay written on the topic of the seminar presentation (1500 words).

Recommended text books:
BISCHOF, L.J. *Adult psychology* (2nd ed.), New York, Harper & Row, 1976.
KIMMEL, D.C. *Adulthood and aging: An interdisciplinary, developmental view*. John Wiley & Sons, Inc., New York, 1974.
Other references will be recommended during the unit.

BS466 Genetic Counselling

(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 imparting 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, counselling parents who already have a child with a genetic disability, adjustment and problem-solving and identifying community resources. A theme 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.

BS471 Drugs and Behaviour: A Social, Clinical and Political Approach

(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 indepth 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.

BS477 Psychology of Ageing

(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. & SCHAIE, 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.

BS480 Behaviour Modification

(18 hours)
Format: Seminar

This unit provides an introduction to the principles and techniques of behaviour modification. Topics include basic terms and procedures; behavioural analysis, assessment, recording and evaluation; operant procedures for changing behaviour; respondent procedures for changing behaviour; programme planning. Emphasis is given to the application of behavioural techniques to clinical problems relevant to the health professional.

Assessment: Based on participation and submission of an assignment of 1500 words.

Recommended text book:

MARTIN, G. and PEAR, J. 1983. *Behaviour modification: what it is and how to do it.* (2nd Ed.) Englewood Cliffs, N.J., Prentice-Hall.

BS485 Developmental Neuropsychology

(18 hours)
Format: Lecture-discussion and Seminar.

This unit provides both a broad introduction to current knowledge of brain-behaviour relationships in human development and the opportunity for the student to carry out an in-depth study of a specific topic in the area. Current concepts of the human brain's structural development and functional organisation at different stages are examined, particularly with respect to the issues of plasticity v. vulnerability, and recovery of function following trauma of the immature human brain. Neuropsychological assessment procedures, their rationale, and the contribution to diagnosis and therapy, as well as to research, in the area of developmental disability and acute brain damage in children, are also critically examined. The two final sessions of the unit are devoted to student presentations of a brief seminar paper on their selected topic.

Additional Prerequisites: BS230, BS234, or BS235 are recommended, but not compulsory prerequisites.

Assessment: A brief seminar paper on a specific topic of particular interest to the student, or of relevance to the discipline in which they are training, is to be presented in class (see above) and handed in as a referenced, written assignment of approx. 1500 words.

Recommended text books:
Topic specific references will be issued for each of the lecture sessions. Students are recommended to have ready access to a recent neuroanatomy text such as:

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

BS495 Psychosocial Aspects of Death, Dying and Bereavement

(18 hours)
Format: Seminar-Workshop

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.

BS501 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.

BS503 Empirical Case Design

(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.

BS504 Survey and Interview Techniques

(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:

(a) the distinction between structured and unstructured methods of data collection and the implications for data presentation and analysis;
(b) sampling techniques with particular emphasis upon the problems of small clinical samples;
(c) the questionnaire as a survey instrument. Questionnaire construction: techniques and pitfalls. Validation of questionnaire responses;
(d) attitudes scales and sentiment indices including Likert, Osgood's semantic differential, Guttman and Bogardus scales;
(e) interviewing techniques; and
(f) the analysis and interpretation of data obtained from surveys.

An integral component of the 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 practicum and participation in questionnaire construction exercises.

Reference:

MOSER, C.A. and KALTON, G. 1971. *Survey methods in social investigation.* 2nd ed. London, Heinermann.

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. *Health and Australian Society.* Penguin 1980.

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.

Prerequisite: N.

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.

Prerequisite: 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.

BS515 Interpersonal Helping Skills for Health Professionals A

(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.

BS516 Interpersonal Helping Skills for Health Professionals B

(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.

Prerequisite: BS515 or equivalent.

Assessment: Presentation, for class discussion, of a critical analysis of a taped interview, 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.

BS517 Individual and Organisational Stress Management and Conflict Resolution

(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.

Prerequisite: 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, New Jersey. Prentice-Hall, 1979.
COX, T. *Stress.* London: MacMillan, 1978.
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.

BS520 Rehabilitation Theory

(12 hours lectures/discussions)

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 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 JAQUES, 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.

BS521 Rehabilitation Administration

(12 hours lectures/discussions)

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: antecedant and consequent conditions of behaviour; re-inforcement; techniques of behaviour change; environmental manipulation; cognitive factors; programme planning and evaluation.

Prerequisite: 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 lectures/seminars)

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 JAQUES, 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, New Jersey: 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 lectures/seminars)

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.

Prerequisite: 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, New Jersey. 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., 1975.

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, New Jersey. Prentice-Hall, 1976.

BS530 Casework Management

(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.

BS531 The Roles of Professionals in the Rehabilitation Team

(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.

Prerequisite: 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.

BS532 Rehabilitation Assessment

(18 hours lectures/discussions)

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) a detailed, critical retrospective appraisal of the assessment procedures employed in a recent rehabilitation case study with which they have been professionally involved; or

(b) 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, New Jersey. Prentice-Hall, 1977.

BS533 Research and Evaluation in Rehabilitation

(30 hours lectures/seminars)

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.

Prerequisite: 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.

BS540 Community Health Theory and Practice I

(30 hours seminars/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,

Students will be advised of appropriate further texts at the commencement of the unit.

BS541 Community Needs Assessment I

(12 hours lectures/seminars)

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, 504.

Corequisite: BS506.

Assessment: Presentation of a 20 minute class paper.

Recommended text books:
Students are advised not to purchase texts until after commencement of the unit.

BS543 Health Promotion I

(18 hours lectures/seminars)

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:
Reading lists will be available prior to the commencement of the unit.

BS550 Community Health Theory and Practice II

(18 hours lectures, workshop, seminars)

Casework management in community health settings is the key focus of this unit. Participants make case presentations of interventions they are currently involved in, and relate these to selected practical problems in the community health setting.

Emphasis is placed on utilizing the resources of the multidisciplinary student group to develop casework management skills. In addition, guest lecturers present material based on their special expertise.

Prerequisite: BS540.

Assessment: a) Presentation of a 20 minute class paper.
b) Submission of a 1500 word assignment.

Recommended text books:
Nil.

BS551 Community Health Research and Evaluation

(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.

BS552 Community Needs Assessment II

(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.

BS553 Health Promotion II

(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.

BS554 Politics and Health

(18 hours)
(Not offered in 1984)

In this elective, students undertake a self-directed learning contract and guided reading programme in which they define goals, access and utilize human and literature resources and present a report on the relationship between relevant aspects of Australian and International politics and health.

Prerequisite: Nil.

Assessment: Satisfactory completion of the learning contract and submission of a report (approx. 2000 words).

Recommended text books:
A reading guide will be made available at the commencement of the unit.

BS555 Community Health Theory and Practice III

(27 hours)
(Not offered in 1984)

In this elective, students undertake a major critical literature review in their chosen area and present their findings to the class.

Prerequisite: BS551.

Assessment: 30 minute class presentation.

Recommended text books:
Nil.

BS556 Community Psychology and Community Mental Health

In this elective, following some introductory lecture input, students undertake a short guided reading programme followed by a self-directed learning contract in which they define learning goals, access human, literature and other resources and present a report on the major concepts and current practices in community psychology and community mental health of particular relevance to community health.

Prerequisite: BS550.

Assessment: Satisfactory completion of the learning contract and submission of a report (approx. 2000 words).

Recommended text books:
LIPPIMAN, L *Melville Evaluated*. Mental Health Research Institute, Melb., 1982.
MANN, P.A. *Community Psychology - Concepts and Applications*. New York: Free Press, 1978.
MURRELL, S.A. *Community Psychology and Social Systems*. New York. Behavioural Publications, 1973.
SARASON, S.B. *The Psychological Sense of Community*. Jossey-Bass, San Francisco, 1976.
ZAX, M. and SPECTRE, G.A. *An introduction to community psychology*. New York: Wiley, 1974.

BS560 Sexuality Counselling

(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.

BS561 Vocational Counselling

(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:

There is no prescribed textbook; however, a list of references will be given at the commencement of the unit.

BS562 Motor Skills

(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.

BS563 Group Processes for Health Professionals

(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 experiential learning approach, the processes of group interactions and group dynamics will be explored.

Prerequisites: BS515, 526, 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:

A reading list will be distributed at the commencement of the unit.

BS565 Behavioural Counselling

(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 behaviour therapy.* New York: Springer Publishing Co., 1976.

WOODY, R.H. *Psycho-behavioural counselling and therapy.* New York: Appleton-Century-Crofts, 1971.

BS566 Organisational Psychology

(18 hours)
(Not offered in 1984)

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, Michegan: Behaviordelia, 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. *Organisational 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.

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.

BS573 People at Work

(9 hours)

This unit introduces students to psychological and social aspects of work. Topics include work attitudes and motivation, morale and leadership, alienation, unemployment, work and leisure.

Prerequisite: Nil.

Assessment: One 1200 word written assignment.

Recommended text books:
A reference and reading guide will be distributed at the start of the subject.

BS575 Regulatory Systems

(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.

BS576 "Higher Function" Systems

(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.

Prerequisite: 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.

BS577 Psychological Processes of Ageing

(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 *Aging in the 1980's.* Washington, D.C. American Psychological Association.

BIRREN, J.E. & SCHAIE, K.W. 1977. *Handbook of the Psychology of Aging.* New York: Van Nostrand Reinhold Co.

BS581 Introduction to Behavioural Techniques in Physical Therapy

(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.

BS590 Introduction to Research and Statistics

(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.

BS591 Introduction to Behavioural Sciences

(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. (3rd 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.

BS595 Death, Dying and Bereavement

(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.

BS600 Research Methods

(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, or 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.

BS601 Methodological Evaluation Seminar

(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 enuciated 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.

BS602 Measurement and Test Theory II

(4 hours lectures/discussions, 5 hours seminars)

This unit introduces students to principles of instrument development and test construction with particular reference to health sciences, building on material presented in BS501.

The unit includes an overview of general principles for the construction of measurement methods; the application of scaling theory to the refinement of measurement methods; the design and interpretation of reliability and validity studies for the purpose of test development; and the desirable instrument properties, design characteristics and their implementation.

Prerequisite: BS501.

Assessment: Students will select a measurement problem relevant to their professional discipline and design a test instrument addressed to overcome this problem. The design will be presented in the context of a seminar paper in the seminar component of the unit.

Recommended text books:
NUNNALLY, J.C. 1978. *Psychometric theory.* 2nd ed. New York: McGraw-Hill.

BS603 Statistical Analysis of Complex Designs

(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:
KEPPEL, G. 1973. *Design and analysis: A researcher's handbook.* Englewood Cliffs, N.J., Prentice-Hall.
KERLINGER, F.N. and PEDHAZUR, E.G. 1973. *Multiple regression in behavioural research.* Holt, Rinehart and Winston.
KIRK, R.E. 1972. *Statistical issues: A reader for the behavioural sciences.* Belmont, California, Brooks-Cole.

BS604 Applied Computing

(18 hours of lectures and practicals)

A unit of lectures and computing laboratories intended to give candidates basic computing skills with an emphasis on data analysis using statistical packages. Solutions to problems involving one sample and two sample statistics, simple multiple regression, univariate and multivariate analyses of variance, and principal components analysis are demonstrated and practised using the computer.

Prerequisite: BS603.

Assessment: Completion of six practical computing exercises.

Recommended text book:
NIE, N.H. et al. 1975. *SPSS (guided)* 2nd ed., New York: McGraw-Hill.

BS605 Advanced Issues in Research Design

(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.

BS606 Research Proposal Seminar

A group discussion unit representing the culminating 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, BS502, BS503 or BS504, BS601, BS602, BS603, BS604, BS605.

Assessment: One written assignment not exceeding 2000 words.

BS607 Reading Unit

(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.

BS610 Brain Dysfunction and the Individual A: Morphological Disorders

(15 hours of lectures, 12 hours of tutorial/demonstrations)

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 I Year 2.

Recommended text books:

Students will be notified prior to the beginning of the second academic year.

BS611 Brain Dysfunction and the Individual B: Biochemical Disorders

(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 factal 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. Alzheeimer'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.

BS612 Working with the Brain Impaired Adult

(18 hours of lectures and tutorials)

This unit is offered as an alternative to BS613. The general aim of this unit is to advance students' professional skills in working with the brain impaired adult. The guidelines presented are of an interdisciplinary nature rather than specific to a particular therapy. 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, an overview of some present research programs designed to remediate adult disabilities and finally, an evaluation of current community resources and innovations in rehabilitation programs.

Prerequisite: BS611.

Assessment: Each student will be required to write a 1200 word essay.

Recommended text books:

Students will be notified prior to the beginning of the second academic year.

BS613 Working with the Brain Impaired Child

(18 hours of lectures and tutorials)

This unit is offered as an alternative to BS612. The general aim of this unit is to advance students' professional skills in working with the child suffering from congenital or acquired brain impairment and his/her family. The guidelines presented are of an inter-disciplinary rather than therapy specific nature. Topic one covers the complex issue of differential diagnosis and research evidence which implicates some brain impairment in these conditions. Topic two describes the special needs of the child and the parents' needs in dealing with the child. Topic three deals with the contribution of detailed neuropsychological assessment to identification of specific developmental and education programs. The final topic deals with the effects of acquired dysfunctions occurring at various stages of development.

Prerequisite: BS611.

Assessment: Students will write a 1200 word essay, due at the end of Term 2 Year 2.

Recommended text books:
Students will be notified prior to the beginning of the second academic year.

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 preceeding 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, tutorials, demonstrations)

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.* Londoh, 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 I there will be a general introduction to hearing sciences and a study of basic acoustics.

In term 3 psychophysics and basic hearing measurement 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: 1 hour per week; Laboratory sessions: 1 hour per week for two terms (18)

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.

CD190 Clinical Orientation

(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.

CD210 Disorders of Phonology

(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:
BERNTHAL, J and BANKSON, N. 1981. *Articulation disorders.* Englewood Cliffs, N.J. Prentice-Hall.
JOHNSON, J. 1980. *Nature and treatment of articulation disorders.* Springfield, Illinois, Charles C. Thomas.
SHRIBERG, L. and KWIATKOWSKI, J. 1980. *Natural process analysis.* Brisbane, John Wiley & Sons.

CD220 Disorders of Language

(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.

CD230 Disorders of Voice and Laryngectomee Rehabilitation

(54 Hours: Lectures, tutorials.)

A) Disorders of Voice: A study of the perceptual, acoustic, physiologic, and aetiologic 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) Laryngectomee 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 artifical 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 1½ 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.
KEITH, R.L. and DARLEY, F.L. 1979. *Laryngectomey rehabilitation.* Houston, College-Hill Press.
WILSON, D.K. 1979. *Voice problems of children.* 2nd ed. Baltimore, Williams & Wilkins.

CD240 Assessment and Planning

(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.

CD250 Basic Audiology

(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.

CD280 Neurology

(27 Hours: 2 hours per week. Lectures, tutorials.)

A series of lectures and case presentations relating to the neurology of speech and language.

Assessment:
Details will be advised at the start of the year.

CD290 Clinical Practicum II

This subject consists of the following units:

CD292 UNIT 1 - CHILD LANGUAGE CLINIC

(150 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.

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.

CD310 Communication Disorders of Neurological Origin

(81 Hours: 3 hours per week. Lectures, tutorials)

This subject will cover approaches to diagnosis and treatment of neurogenic speech and language disorders, i.e., dysarthria, aphasia, verbal apraxia, alexia and agraphia, with the emphasis in these areas being on acquired disorders in adults. Specific paediatric issues to be addressed include delayed langauge 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.* Harmondworth, Penguin.
SARNO, M.T. (ed.) 1981. *Acquired aphasia.* New York, Academic Press.

CD320 Stuttering

(45 Hours: Lectures)

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 Texts:
To be advised.

CD330 Cerebral Palsy

(9 Hours: Lectures)

The cluster of disabilities associated with cerebral palsy will be presented and approaches in early intervention and on-going management will be introduced. Particular emphasis will be placed on the evaluation and management of eating and communication disabilities. This focus will include discussion of the systems and techniques of non-speech communication.

Assessment:
One written assignment at conclusion of course.

Recommended Texts:
BOBATH, B. and BOBATH, K. 1975. *Motor development in the different types of cerebral palsy.* London, William Heinemann.
MUSSELWHITE, C.R. and ST. LOUIS, K.W. 1982. *Communication programming for the severely handicapped: vocal and non-vocal strategies.* San Diego, College-Hill Press.

CD340 Therapeutic Processes

(27 Hours: Lecture 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.
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.

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:
ALPINER, J.G. 1978. *Handbook of adult rehabilitative audiology.* Baltimore, Williams & Wilkins.
CLEZY, G. 1978. *Modification of the mother-child interchange.* Baltimore, University Park Press.
DAVIS, J.M. and HARDICK, E.J. 1981. *Rehabilitative audiology for children and adults.* New York, John Wiley & Sons.
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.

CD390 Clinical Practicum III

This section consists of the following units:

CB391 UNIT 1 - COMMUNICATION DISORDERS OF NEUROLOGICAL ORIGIN CLINIC

(90 Hours: 1 session per week all year.)

The placement emphasises the assessment and management of neurologically acquired speech and language disorders in adults.

Assessment:
See Clinic Handbook.

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.

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.

CD440 Professional Issues

(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:
Details will be advised at the start of the year.

CD490 Clinical Practicum (IV)

This subject comprises the following units:

CD491 UNIT 1 - ADULT SPEECH PATHOLOGY CLINIC

(198 Hours: 22 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.

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.

CD493 UNIT 3 - LARYNGECTOMY CLINIC

(12 Hours: in metropolitan hospitals.)

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.

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.

CD495 UNIT 5 - AURAL REHABILITATION CLINIC

(84 Hours: 8 in one of the three terms.)

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.

CD480 Literature Review Project

(36 Hours: Lectures.)

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.

CD481 Directed Research Project

(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%)

CD510 Communication Disorders of Neurological Origin (C.D.N.O.)

(66 Hours: Lectures 3 hours per week. Half this subject, i.e. 33 hours was completed in 1983.)

This unit is designed to orient students to significant theoretical issues and research in aphasia, apraxia and related disorders, and to highlight the application of neurolinguistic techniques in the refinement of assessment and treatment.

Assessment:
Oral presentation in class time (⅓), written report (⅔).

CH110 Therapeutics & Pharmacology

(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 pharmacokinetics, pharmacodynamics, drugs and defence mechanisms and local anaesthetics.

Prerequisite: Nil.

Assessment:
3 hour written examination at the end of terms 2 and 3. 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.

CH130 Podology I

(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 the prevention of 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.

CH140 Clinical Practice I

(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.

CH150 Orthotics I

(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.

CH200 Kinesiology

(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.

CH210 Therapeutics & Pharmacology II

(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.

CH230a Podology II

(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.

CH230b Pathomechanics

(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.

CH240 Clinical Practice II

(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.

CH250 Orthotics II

(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.

CH260 Anaesthesiology

(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.

CH310 Therapeutics III

(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 3.

Recommended texts:
REID, P.J. 1978. *An Introduction to Therapeutics for Chiropodists.* Actinic Press.

CH330 Podology III

(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.

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.

CH340 Clinical Practice III

(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 a six hour practical examination and oral at the end of term 3.

Recommended texts:
As for CH310 and CH330.

CH350 Orthotics

(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.

CH360 Surgery

(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.*

CH370 Orthopaedic Surgery

(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.

CH380 Dermatology

(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.S. 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.

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 mechancis 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.

ER980 Introduction to Rehabilitation

(10 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 Cardiac Rehabilitation A

(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 contradictions 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.

ER982 Cardiac Rehabilitation B

(20 hours)

Extends students' theoretical knowledge and experience in exercise programmes in cardiac rehabilitation. Topics includes record keeping, exercise prescription and implementation, maintenance and preventive programmes and evaluation of current literature.

Prerequisite: ER981 Cardiac Rehabilitation A.

ER983 Rehabilitation in Sporting Injuries A

(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.

ER984 Rehabilitation in Sporting Injuries B

(20 hours)

Extends theoretical knowledge and skills acquired in Rehabilitation of Sports Injuries A. Topics include, sports biomechanics, modern techniques in diagnosis of sports injuries, current practices in the management and role of exercise in rehabilitation of sports injuries, and a review of current literature.

Prerequisite: ER983 Rehabilitation in Sporting Injuries A.

ER985 Rehabilitation Programmes for the Aged A

(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.

ER986 Rehabilitation Programmes for the Aged B

(20 hours)

Extends sudents' theoretical knowledge and experience in planning and conducting remedial exercise programmes for aged persons. Topics include programmes for specific disabilities, principles of behaviour modification, resocialisation, and use of equipment, aids and improvisation of resources.

Prerequisite: ER985 Rehabilitation Programmes for the Aged A.

ER987 Rehabilitation for Children with Special Needs A

(18 hours)

Provides knowledge and skills relevant to the assessment of needs of children who exhibit developmental delay or pathological disorders affecting normal movement. Students gain competence in planning, conducting and evaluating appropriate exercise programmes. Topics include the historical overview of remedial programmes and difficulties inherent in predicting the child's future development, the aetiology, pathology and clinical implications of various developmental problems, the "clumsy child" syndrome, problems faced by the physically handicapped child and the role of exercise programmes in enhancing physical skills.

Prerequisites: ER977 Introduction to Medical Science or its equivalent,
ER974 Applied Physiology II.

ER988 Rehabilitation Programmes for Children with Special Needs B

(20 hours)

Extends knowledge and skills in planning and conducting exercise programmes for children with special or developmental problems. Topics include programmes for specific disabilities, principles of behaviour modification, socialisation, and the use and improvisation of resources.

Prerequisite: ER987 Rehabilitation Programmes for Children with Special Needs A.

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.

ER999 Graduate Research Seminars

(20 hours)

Develops appropriate attitudes to evaluation and critical appraisal of techniques and processes used in rehabilitation exercise programmes; provides a forum for discussion of clinical experiences and reporting on specific areas of professional interest; and provides guidance for students in reviewing published research projects in the student's elective area of study in rehabilitation.

ID101 Introduction to Community Health

(18 hours of lectures and tutorials)

This subject affords opportunities for first year students to explore common and important health issues which they will meet throughout their private and professional lives.

Whilst providing an introduction to the language of medicine and the clinical problems covered in later years, the main aims of this subject are to:

(a) To provide an introduction to the basic concepts about health and disease, in particular those of special relevance to community health.
(b) To convey the range and character of health problems in the community.
(c) To acquaint students with the range of roles and intervention strategies of health personnel in the community.
(d) To encourage a view of health and disease in the community from an integrated biological, psychological and social viewpoint.

Prerequisites: Nil.

Assessment: ¾ hour exam plus small group project 2100-2800 words.

Recommended text books:
Reading guides will be issued during the subject.

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 are 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 are followed by a three-day residential workshop (optional) focusing on self-awareness and interpersonal sensitivity. This workshop is then followed by the practice of interviews involving holistic physical and psychosocial health counselling. The accommodation cost for the workshop is approximately $60 per head.

Prerequisite: Nil.

Assessment:
By attendance and participation at weekly sessions and the workshop or an essay of 2000 words for students who do not attend the workshop.

Recommendations: students are advised to purchase one of the following:

ADLER, R., ROSENFIELD, L, LOWNE, P. 1983, 2nd ed. *Interplay: The Process of Interpersonal Communications:* P.Y. Holt, Rienhart & Winston.

BRAMMER, L, 1979, 2nd ed., *The Helping Relationship,* P.Y. Prentice Hall.

EGAN, G. 1982. 2nd ed., *The Skilled Helper,* Calif., Brooks-Cole.

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 book:

AITKIN, D. & JINKS, B. 1981. *Australian political institutions.* 2nd ed. Pitman, Australia.

NB122 Analysis of Organisations A (2 points)

(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 structure and managerial work.

Prerequisite: BS140.

Recommended Text:

MINTZBERG, H. 1979. *The structuring of organisations.* Englewood Cliffs, Prentice-Hall.

NB132 Analysis of Organisations B (2 points)

(36 hours)

This unit builds on 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 Text:

As for NB122.

NB142 Analysis of Organisations C (2 points)

(36 hours)

This unit builds on NB122 and NB132 and focuses on organisations and people in charge.

Prerequisites: NB122 and NB132.

Recommended Text:

As for NB122.

NB162 Computer Based Information Systems (2 points)

(27 hours)

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: Nil.

Assessment: Submission of practical exercises.

Recommended text books:

A reference guide will be available at the start of the course.

NB351 Health Team Functioning (1 point)

(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. It includes attitude measurement, cognitive dissonance, conflict management, group decision-making and problem solving.

Prerequisite: BS120.

Assessment: Presentation of content as group discussion leaders of 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.

NB612 Behavioural Aspects of Midwifery A (2 Points)

(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.

NB622 Behavioural Aspects of Midwifery Midwifery B (2 Points)

(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.

N0100 Fundamentals of Nursing (Nursing I) (5.5 points)

(190 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 N0190 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: N0160, BS100, BL125, BL155, N0190.

Assessment: progressive throughout the year:

Term 1 2 assignments
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:

MILLER, B.F. and KEANE, C.B. 1972. *Encyclopaedia and dictionary of medicine and nursing.* Philadelphia, Saunders or similar text.

BRILL, E.L. and KILTS, D.F. 1980. *Foundations for nursing.* New York, Appleton Century-Crofts.

Reference Books:

Selected references are given during the course and additional references relative to this area are available in the library.

N0160 Applied Microbiology I (1.0 point)

(36 hours, including laboratory sessions)

This unit introduces students to the classification of micro-organisms; the complexities of host-parasite relationships 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: N0100, N0190.

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.

N0190 Clinical Practice I (6.0 points)

(335 hours in selected hospitals and other health agencies)

This involves application of learning from N0100 and all other units in Year 1.

Prerequisites and/or corequisites: BL125, BL155, BS100.

Corequisites: N0100, N0160.

All clinical practice is assessed and a satisfactory grade is necessary in all experiences in order to gain an overall pass in the year.

N0281 Care of Individual with Common Illnesses (Nursing II) (6.5 points)

(400 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 diseases. 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.

Incorporated in this unit is applied microbiology and common communicable diseases; and legal, ethical and professional responsibilities of the nurse.

This unit is taught concurrently with N0290 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.

Aspects of medical/surgical nursing and community health nursing are included and the study of community health nursing involves three major themes: communities, major community health problems and disaster management, and students are asked to undertake a community health survey. Subsequently the focus is on such major community health problems as the misuse of drugs, including alcohol, and suicide.

Students are given the opportunity to apply these theoretical concepts in clinical areas where they care for patients suffering from common illness conditions and in community health agencies. Students are given the opportunity to apply these theoretical concepts in clinical areas where they care for patients suffering from common illness conditions, and in community health agencies. Students are given an opportunity to see the effects of these problems on individuals and their families and the resources available in the community for their detection and treatment. Following discussions relating to domestic, industrial and vehicular accidents, visits are arranged so that students may observe preventative measures undertaken to prevent/minimise their occurrence in a variety of community settings. Finally, the unique problems which arise following major disasters are examined. Students visit special facilities concerned with disaster management.

Prerequisites and/or corequisites: all of first year concept plus BL225, BS201, BS202, BS105, BS357.

Corequisite: N0290.

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 2 2 examinations of 2 hours
Term 3 2 hour examination

Prescribed Texts:

PHIPPS, W., LONG, B. and WOODS, N. 1979. *Medical-surgical nursing: concepts and clinical practice.* St. Louis, Mosby.

or

JAWETZ, E. 1982. *Review of medical microbiology.* 15th ed. California, Lange.

LUCKMANN, J. and SORENSEN, K. 1980. *Medical-surgical nursing: a psychophysiologic approach.* 2nd ed. Philadelphia, Saunders.

STANTON, R. 1979. *Food for health.* Sydney, Saunders.

SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA, 1981. *Pharmacology and drug information for Nurses.* Sydney, Saunders.

Reference Books:

Additional selected journal references are given during the course and further references relative to this area are available in the library.

N0290 Clinical Practice II (7.0 points)

(560 hours in selected hospitals and community health agencies)

Students have 2 weeks of night duty in an acute medical-surgical hospital during this period. All clinical practice is assessed in order to gain an overall pass for the year.

NO382 Critical Nursing Actions to Promote Health (Nursing III) (7.0 points)

(252 hours of lectures, group discussions, tutorials, demonstrations and laboratory practice).

Course material includes nursing theory related to the care of individuals, families, and groups with specific reference to mental illness and psychiatric nursing, operating room nursing, care of the severely ill child and family, the developmentally disabled, critical care nursing, accident and emergency nursing and maternity nursing. The course is presented in three modules, each incorporating NO390 Clinical Practice III, each module being separate to the other and interchangeable. Community health aspects are incorporated with an emphasis on issues related to the health of the family group.

Students explore the maturational and situational crises faced by the family unit during the life cycle and the focus is on the role of the nurse in helping individuals and families to cope with stress arising from these crises.

The content is built on the basis of Year I and Year II nursing theory and specifically on the concepts already learned in relation to developmental disability, mental health and illness, and care of children and infants.
The students study these areas in greater depth including the specific approaches used in the specialised areas of practice and emphasis is placed on a comprehensive problem solving approach to individualised nursing care.

Prerequisites and corequisites: All of year 2 content plus BL325, BS301, BS302, NO390 and ID103.

Prescribed texts: numerous texts and references are referred to during the course.

Assessment:
This is continuous and based on class and tutorial participation, case study presentation, therapeutic activity projects and interaction process recording in clinical practice, written assignments presented after clinical practice and examinations at the end of terms as follows:

Term 1 3 hour examination in paediatric nursing
3 hour examination in psychiatric nursing
Term 2 3 hour examination in developmental disability nursing.
Term 3 3 examinations to be conducted in mental retardation, psychiatric and general nursing, which will be reviewed by members of the relevant panels of examiners of the Victorian Nursing Council (these procedures are yet to be confirmed by the Council).
3 hour examination in maternity nursing.

References Books:
Numerous references to books and journal articles are made during the course and many more are available in the library.

NO390 Clinical Practice III (9.0 points)

This involves experience as follows:

12 days in operating rooms,
26 days in psychiatric hospitals,
26 days in caring for the developmentally disabled,
10 days in maternity hospitals,
10 days in a children's hospital,
14 days in community health agencies,
10 days in critical care units,
10 days in accident, emergency and outpatient units.

All clinical practice is assessed and a satisfactory grade is necessary in all experiences in order to gain an overall pass for the year.

A pass in all year three assessments and satisfactory grades in clinical practice are necessary in order to graduate and to be eligible for registration with the Victorian Nursing Council.

N1006 Advance Nursing

(108 hours)

This unit is designed to help students broaden their view of nursing within the evolving health care system. Conceptual approaches to nursing are explored and the implications for practice, management, teaching and research are considered. Emphasis is placed on the process of nursing individuals and families in Australian society. Content includes study of ethical dilemmas in nursing, health and illness patterns, health assessment, therapeutic strategies and documentation and evaluation.

Field experience comprises three weeks block placement plus intermittent clinical days throughout the year.

N1014 Nursing Research

(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.

N1022 Educational Functions of Health Professionals

(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.

N1031 Applied Microbiology

(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.

N1032 Applied Microbiology Project

(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.

N1042 Legal Studies

(27 hours)

This unit includes fundamental principles of the Australian legal system and the interpretation and application of statute and case law at a basic level. Its aim is to direct students to aspects of law of relevance and importance to nursing practice and management of 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.

N1052 Sexuality and Nursing

(27 hours)

This inclues 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.

N1053 Field Experience I

Field experiences provides opportunities for students to concentrate on patient/client/family assignments, clinical/health teaching, and to use relevant nursing approaches and research findings.

For students undertaking N2002 Maternity Nursing, N1313 Maternal and Child Health Nursing Seminars or N1912 Community Health Nursing Seminars, Field Experience I is related to the nursing practice option undertaken. For students not undertaking any of the above nursing practice options, Field Experience is related to the subject N1006.

N1313 Maternal and Child Health Nursing (leading to registration as an infant welfare nurse)

(27 hours plus 36 hours of clinical seminars)

This unit is designed to enable students to further their knowledge of child development and parentcraft, and to apply their knowledge and skills of community health nursing and the health services in this area to maternal and child health care. Opportunities are provided for students to explore their role in the initiation and promotion of change in nursing and health care services provided for the care and management of infants, young children and their families at home and in groups. Field experience comprises three block placements, each of two weeks plus 21 intermittent days throughout the year.

N1332 Family Dynamics

(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.

N1442 Nursing Research II

(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.

N1452 Advanced Clinical Nursing Elective

(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.

N1462 Nursing Research Project

(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.

N1482The Nurse and Suffering, Loss and Grief

(27 hours)

This unit is designed to provide experiential and intellectual content with the broad aim of encouraging students to develop their skills in the management of intensely personal experiences of suffering, loss and grief. It provides opportunities for students to clarify their own feelings about, and understanding of, their experiences of suffering, loss and grief in nursing, and other situations, and to develop their personal resources for coping with such situations. It enables them also to analyse critically and evaluate the typical means of managing intensive personal experiences in health care settings, evaluate alternative means, and develop their skills in assessing modes of suggested change in the institutional management of suffering, loss and grief.

N1491 Human Ecology

(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.

N1502 Educational Technology

(27 hours)

This unit aims to enable the student to use with confidence a wide range of audio visual equipment, and to select the appropriate media for specific educational purposes.

N1511 Nursing and Literature A

(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.

N1522 Nursing and Literature B

(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.

N1682 Gerontological Nursing A

(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.

N1692 Gerontological Nursing B

(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.

N1912 Community Health Nursing Clinical Seminars

(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.

N2002 Maternity Nursing (Restricted to students intending to proceed to the midwifery major stream in Year II)

(27 hours)

This unit includes study of human growth and development, pregnancy, labour and care of the normal neo-nate. Field experience comprises three weeks block placement as well as intermittent days.

N2122 Critical Care Nursing A

(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.

N2132 Critical Care Nursing B

(27 hours)

This unit is designed as an extension of N2122 to enable students to explore a specific area of interest in greater depth.

Prerequisite: N2122.

N2142 Operating Room Nursing A

(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.

N2152 Operating Room Nursing B

(27 hours)

This unit is designed as an extension of N2142 to enable students to explore a specific area of interest in greater depth.

Prerequisite: N2142.

N2212 Clinical Teaching A

(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 health 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 evaluation of teaching-learning sessions relevant to their field of clinical nursing practice.

N2222 Clinical Teaching B

(27 hours)

This unit provides opportunities for students to explore creative approaches to clinical teaching and considers, in more depth, evaluation in clinical teaching.

N2232 Management of the Clinical Unit

(36 hours)

This unit assists students to acquire further knowledge of aspects of management relevant to nursing at all levels of clinical nursing. Emphasis is placed on management of staff and resources as well as on management of patient care. Areas of study include ward philosophy, communication systems, patterns of nursing care, documentation, quality assurance, delegation, rostering and budgeting.

N2242 Issues in Clinical Nursing

(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.

N2443 Field Experience II - ACN

(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.

N2622 Nursing of Children A

(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.

N2632 Nursing of Children B

(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.

N2642 Midwifery Nursing A (for registered midwives)

(27 hours)

This unit examines the role of the contemporary professional nurse in the care of the family during the child-bearing process.

N2652 Midwifery Nursing B (for registered midwives)

(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.

N2662 Adult Nursing A

(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.

N2672 Adult Nursing B

(27 hours)

This unit is designed as an extension of N2662 to enable students to explore a specific area of interest in greater depth.

Prerequisite: N2662.

N2702 Psychiatric Nursing A (for registered psychiatric nurses)

(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.

N2712 Psychiatric Nursing (for registered psychiatric nurses)

(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.

N3002 Maternal and Child Health Nursing IIA

(27 hours)

This unit and N3012 builds upon the study already undertaken in this field. Students may choose to take one or both of these units.

N3012 Maternal and Child Health Nursing IIB

(27 hours)

See N3002.

N3132 Health Education IIA

(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.

N3142 Advanced Community Health Practice

(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.

N3162 Primary Health Care Practitioner Nursing A

(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.

N3172 Primary Health Care Practitioner Nursing B

(27 hours)

See N3162

N3182 Developmental Disability Nursing A

(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.

N3192 Developmental Disability Nursing B

(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.

N3202 School and Adolescent Health Nursing A

(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.

N3212 School and Adolescent Health Nursing B

(27 hours)

See N3202

N3222 Occupational Health Nursing A

(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.

N3232 Occupational Health Nursing B

(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 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.

N3242 Community Mental Health Nursing A

(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.

N3252 Community Mental Health Nursing B

(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.

N3272 Health Education IIB

(27 hours)

This unit involves an extension of knowledge and skills acquired in earlier units.

Prerequisite: N3132.

N3334 Community Health Nursing Studies A

(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.

N3362 Health Education I

(36 hours)

This unit is designed to enable students to develop their knowledge and skills of the process of teaching-learning and its application to 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.

N3453 Field Experience II - CHN

Field experience provides opportunities for students to achieve objectives related to the main areas of study taken in the second year of the programme.

N4002 Nursing Administration C

(36 hours)

See N4402.
Prerequisite: An introductory research unit.

N4022 Health Services Administration

(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.

N4032 Financial Management

(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.

N4042 Industrial Relations

(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.

N4052 Issues in Management

(27 hours)

This unit is designed to allow groups of students to investigate indepth an issue relevant to managers in health services, e.g. quality assurance or personnel functions in business, industry, another service organisation or government. Assessment is by preparation and presentation of a seminar paper.

N4402 Nursing Administration A

(36 hours)

The purpose of units N4402, 4412, and 4002 is to expose the 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 1980's. 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.

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.

N4002 a survey research unit which provides students with the opportunity to explore further theoretical concepts and principles relevant to the investigation of administrative problems and issues. It enables students to apply material from nursing research units previously undertaken and to develop practical skills in survey research.

N4412 Nursing Administration B

(36 hours)

See N4402.

N4463 Field Experience II - N AD

(2 weeks and 2 weeks plus intermittent days).

Field experience provides opportunities for students in the second year of the programe to visit selected agencies in order to investigate and analyse administrative practices and policies in relation to current theory.

N5002 Educational Psychology A

(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.

Prescribed text:

GAGE, N.L. and BERLINER, D.C. 1979. *Educational psychology.* 2nd ed. Rand McNally.

N5012 Educational Psychology B

(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.

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.

N5022 Curriculum Theory

(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.

N5031 Nursing Curricula - Development and Implementation

(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.

N5043 Curriculum Development Projects

(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.

N5054 Teaching - Theory and Practice

(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 indepth 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.

N5473 Field Experience II - N ED

(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.

N6000 Final Midwifery Examination

There is a final integrating/synthesising examination in midwifery which students are required to pass in order to be eligible for the degree and to register as midwives with the Victorian Nursing Council.

N6012 Care During Normal Pregnancy and Labour

(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.

N6022 Care During Normal Puerperium

(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.

N6100 Clinical Experience

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.

N6112 Care of Mother and Foetus at Risk During Pregnancy A

(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.

N6121 Care of Mother and Foetus at Risk During Pregnancy B

(18 hours)

This unit is concerned with disorders aggravated by pregnancy and special situations complicating pregnancy. It includes cardiac, haemotological, 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 compromises 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 sytem 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 test	(20%)
One final written assessment	(60%)
Final viva voce	(20%)

OR120 Ocular Motility I

(121 hours)

This subject introduces the student to an historial appreciation of orthoptics, the role of the orthoptist and the relationship to other professions. It also introduces the student to the normal function of the eye, including 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.

Assessment:

Term II Written assessment	(20%)
Essays	(20%)
Final Written Assessment	(60%)

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.

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.

Assessment:

One final written assessment with equal weighting to each unit.

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 paretic eye movement disorders.

Prescribed Text:

DUKE ELDER, S. and WYBAR, K. 1972. *System of ophthalmalogy: ocular motility and strabismus.* Vol. 6. London, Kimpton.

Assessment:

Term II written assessment	(25%)
Essays	(15%)
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.

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.

Assessment:

One written assignment	(20%)
One final written assessment	(80%)

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.

Assessment:

Unit 2, 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 pratice and encourage awareness of the orthoptist's role in interdisciplinary health care.

Assessment:

Terminal and final written assessment.

Details of assessment will be announced at the commencement of year.

OR301 Surgical Techniques

(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.

Assessment:
One written assessment.

OR302 Electrodiagnosis

(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.

Assessment:
One written assessment.

OR303 Optics II

(9 hours)

A comprehensive study of the clinical management of contact lenses and intraocular lenses.

Assessment:
One written assessment.

OR304 Pharmacology

(6 hours)

An introduction to ocular pharmacodynamics.

Assessment:
One written assessment.

OR305 Microbiology

(5 hours)

An introduction to microbiology in ophthalmic practice.

Assessment:
One written assessment.

OR307 Commonly seen Eye Disorders and Ocular Emergencies

(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.

Assessment:
One written assesment.

OR308 Research Design

(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.

Assessment: One written assessment.

ORTHOPTIC CLINICAL PRACTICE III.

OR309 Objective and Subjective Testing

(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.

Assessment:
Details will be announced at the commencement of year.

OR310 Examination of Fundus and Media

(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.

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.

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.

Assessment:
Progressive assessment of clinical competence:
at clinical placements (85%)
Final clinical viva voce (15%)

OT110 Fundamental Principles and Practice of Occupational Therapy 1

(192 Hours)

An introduction to the basic principles of occupational therapy and the general and specific therapeutic skills and techniques utilised by occupational therapists.

This subject is comprised of the following areas:-

Theory and Principles of Occupational Therapy
Activities of Daily Living
Activity Skills

Prerequisite - Nil

Corequisite - Nil

THEORY AND PRINCIPLES OF OCCUPATIONAL THERAPY

(59 hours) Lectures 1 x 1 hour per week = 28, Tutorials 1 x 1 hour per week = 26, Workshops 1 x 2 hours; 1 x 3 hours = 5

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, communication, problem solving, teaching, activity analysis and safe practice.

Assessment:

1 x500 word essay outline	– 10%
1 x 1,500 word essay	– 20%
1 x 2 hour examination	– 70%

Theoretical knowledge from A.D.L and Activities Skills will be incorporated in this examination.

Eligibility to sit the examination is determined by 75% attendance at tutorials.

ACTIVITIES OF DAILY LIVING

(23 Hours) Lectures 11 hours, Workshops 12 hours.

An introduction to selected daily skills and an analysis of their specific performance demands on the individual. Examination of selected aspects of human disability and disadvantages and the relative effects of this on the performance of daily living skills. Introduction to the use of alternative techniques and environmental adaptions to achieve and maintain maximum personal independence.

Assessment:

1 x 15 minute oral/practical examination.
Eligibility to attend examination will be determined by attendance of 75% if the workshops and participation in a disability simulation exercise.

ACTIVITY SKILLS

(110 Hours)

Practical workshop, demonstration and lecture format in the following activity-based units:

Basic Construction Skills	50 hours
Basic Fabric Skills	10 hours
Basic Food Living Skills	12 hours
Basic Horticultural Skills	8 hours
Recreational Activities	30 hours

Assessment:

Submission of Folio and Resource Book for each unit of the course. 75% attendance within each unit.

General Assessment:

To achieve a pass in **Occupational Therapy 110**, students must pass each of the following units:

(i) Theory and Principles of Occupational Therapy
(ii) Activities of Daily Living - 'A.D.L'
(iii) Activities Skills

Students' final grade will represent the total of all A.D.L and Theory and Principles assessments according to the following percentages:

Theory and Principles	70%
A.D.L	30%
Activities Skills	A satisfactory grade **must** be achieved

Prerequisite - Nil

Recommended Texts:

CAMERON, S.M., McDONNELL, E.D., RUSSELL, S.M., WILLIAMS, W.I., 1980. *Cookery the Australian Way* - 3rd ed. MacMillan.

DALEY-SMITH, P. 1980. *Activities for all Ages and Abilities.* W.A. Association of Occupational Therapists (available from the School of Occupational Therapy).

HALE, G. 1979. *The Source Book for the Disabled.* Paddington Press.

HOPKINS, H.L and SMITH, H.D., Editors *Willard & Spackman's Occupational Therapy.* 5th Ed. Philadelphia. J.B. Lippincott Co.

MILLER, B.F., and KEANE, C.B., 1972. *Encyclopaedia and Dictionary of Medicine and Nursing.* Philadelphia, Saunders.

PURTILO, R. 1978. *Health Professional/Patient Interaction.* Philadelphia, Saunders.

STANDARDS ASSOCIATION OF AUSTRALIA, AS1428 - 1977. *Design rules for access by the Disabled.* (Available from the School of Occupational Therapy).

OT130 Anatomy - Pure and Applied

(128 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

(30 Hours) Tutorials/practical classes - 1 hour per week (27 hours) Lecture/practical class - 1 only (3 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.

Assessment:

Two oral/practical examinations (35%), one final examination (65%).

Prerequisites – Nil

Corequisites - BL113 – Physiology 1.

Prescribed Textbooks:

HIEW, L, SANDFORD, L, HOLLIDAY, S., TAYLOR, J., 1983. *Anatomy and Kinesiology Manual.* Carlton, Lincoln Institute of Health Science.

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.* Balitmore, 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.

OT140 Human Development I

(36 Hours) The course consists of 36 contact hours in first year, comprising: 28 lectures, three 2 hour practical sessions and one 2 hour course review/group tutorial.

Human Development is an introduction to life-span psychology, aiming to highlight the continuity of human development at every stage of life. Attention will be given to methodological and theoretical issues of life-span psychology. Emphasis will be placed upon physical, cognitive and emotional aspects of development across the life cycle and the relationship of changes in these areas to the development of competence. (The course development of competence. The course continues in second year.)

Prerequisites: Nil

Assessment:
Life cycle observations assignment – 2,000 words (50%); written examination end of Term 3 (1.5 hours) (50%).

Textbooks:
No set text; students will be given reading lists appropriate to the topics discussed.

OT170 Clinical Education

COMMUNITY INVOLVEMENT

(30 Hours)

Students are required to arrange voluntary work in a community organization to increase their awareness of human need situations.

Assessment:
Attendance requirement.

CLINICAL ORIENTATION PERIOD

(70 hours)

An orientation period of two 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 two-week period falls at the end of the first year of the course.

Assessment:
Satisfactory level of performance.
Attendance requirement.

Prerequisites: Nil

Corequisite: OT110.

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.

Assessment:
Oral and practical examination.

Prerequisites: OT110, OT130, BL113.

Corequisites: OT250, OT240.

Prescribed Textbook:
TROMBLY, C.A. & SCOTT, A.D. *Occupational Therapy for Physical Dysfunction.* Baltimore, Williams & Wilkins.

Reference Books:
BOBATH, B., 1978. *Adult Hemiplegia: Evaluation and Treatment.* 2nd Edition, William Hienemann.
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.
MELVIN, J.L, 1980. *Rheumatic Disease: Occupational Therapy and Rehabilitation.* Philadelphia, F.A. Davis Co.
BRATTSTROM, M., 1973. *Principles of Joint Protection in Chronic Rheumatic Disease.* Student Literature Wolfe Medical Publications Ltd., London.
CARR, Janet & SHEPHERD, Roberta, 1982. *A Motor Relearning Programme for Stroke.* London, William Heinemann Medical Books. L.T.D.

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 rehabilitation of the psychosocial dysfunctions.

a) First Term
Impact on family and individuals of psychosocial dysfunction principles and methods of assessment. Issues of unemployment, aging and competence. Principles of treatment in occupational therapy appending to psychiatry with focus on programme planning, use of groups and theoretical frameworks for intervention.

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., Editors, 1978. *Willard & Spackman's Occupational Therapy,* 5th Edition.

OT220 Fundamental Principles and Practice of Occupational Therapy

(132 hours)

Prerequisites - OT110

Corequisites - Nil

ACTIVITY SKILLS

(105 hours) Practical demonstration and workshop format.

Students will be oriented towards the development of technical skills in the following activity areas.

Weaving	24 hours
Ceramics	24 hours
Printmaking	24 hours
Creative Activities	27 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.

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)

Recommended Text Book:
GRANDJEAN, E. *Ergonomics of the Home.*

ACTIVITIES OF DAILY LIVING

(12 Hours)

A continuation of the activities of daily living unit commenced in first year.

Recommended Textbooks:
Nil.

OT240 Neurosciences

(32 Hours)

This subject consists of units in Neuroanatomy and Neurophysiology for Occupational Therapy and Neuropsychology.

Prerequisites: OT130, BL113.

Corequisites: OT250, OT213.

OT242 Neuropsychology

(8 hours)

An introduction to the discipline of neuropsychology and to the functional organisation 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 prior to commencement of lectures.

OT250 Clinical Medicine

(48 Hours)

A clinical subject comprising units in;
- Pathology
- Orthopaedics
- General Medicine
- Paediatrics
- Neurology

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.

OT260 Clinical Psychiatry

(26 Hours: Lectures - 1 hour per week.)

This subject will introduce students to:
a) concepts of psychiatric illness.
b) aetiology, symptomology, and methods of treatment of clinical conditions encountered in psychiatry.
c) 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 Textbooks:
ROWE, M.D., 1981. *An Outline of Psychiatry.*

Reference Books:
SAINSBURY, M.J., 1976. *Key to Psychiatry.*
CLARE, A., 1976. *Psychiatry in Dissent.*

OT270 Clinical Education

(63 Hours)

A 2-week period of clinical practice will be undertaken at the end of the 2nd 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.

Corequisites: OT213, OT214.

Assessment:
A student is required to reach a satisfactory level of performance during clinical experience. There is also an attendance requirement.

OT313 Assessment, Treatment and Rehbilitation (Physical Dysfunction.)

(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 and higher cortical functioning disorders in both

adults and children. 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:
CAILLET, Rene, Ed., 1980. *The Shoulder in Hemiplegia.* Philadelphia. F.A. Davis and Co.
CARR, Janet and SHEPHERD, Robert, eds., 1980. *Physiotherapy in Disorders of the Brain.*
WALSH, Kevin, Ed., 1978. *Neuropsychology - A Clinical Approach.* Edinburgh, Churchill Livingstone. School publications.

OT314 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction)

(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.

Assessment:
An assignment, an examination and a case study.

OT315 Management

(50 Hours: Lectures, Workshops: 3 hours per week (30); Practicals: 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, safety management, legal factors and administration.

Prerequisites: OT220, OT270.

Assessment:
One written assignment 1,200 words (50%).
1 x 1 hour multiple choice, short answer examination (50%).

Recommended Text Books:
SMITH, Harold, and BAKER, William. 1978. *The Administrative Manager.* Chicago, Science Research Associates.
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.

OT325 Design and Development

(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.

OT330 Occupational Psychology

(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.

OT370 Clinical Education

(756 hours)

Students will undertake twenty-four weeks of supervised clinical practice. This will consist of eight weeks clinical work with emphasis on the psychosocial aspects of pathology and eight weeks clinical work with emphasis on the sensory-motor aspects of pathology. 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 specialisation.

Prerequisites: OT270, OT313, OT314,

Assessment: Satisfactory level of performance. Attendance required.

OT415 Management

(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 personnel 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.

OT416 Applied Occupational Therapy

(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) 80% attendance requirement

OT425 Design and Development

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.

OT460 Clinical Psychiatry

(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**
   Recommended Text:
   CORSINI, R.H. & CONTRIBUTORS, 1979. *Current Psychotherapies.* Illinois, F.E. Peacock Publishers, Inc.
2. **Behaviour Therapy**
   Recommended Text:
   MARTIN, G. & PEAR, J., 1978. *Behaviour Modification: What it is and How to do It.* New Jersey, Prentice Hall.
3. **Expressive Group Therapies**
   Recommended Texts:
   BLOCH, S., 1979. *Introduction to the Psychotherapies.* U.K. Oxford Press.
   FEDER, E. & FEDER, B. 1981. *The Expressive Art Therapies.* New Jersey, Prentice Hall.
   LORD, F., 1981 (ed.). *The Arts and Disabilities.* Edinburgh, Macdonald Publishers.
4. **Community Mental Health and Family Therapy**
   Recommended Text:
   MINUCHIN, S., 1974. *Families and Family Therapy.* London, Tavistock Publishers.

Prerequisites: Successful completion of year 3.

Assessment: A submission of 2,000 - 2,500 words as outlines for each unit. Compulsory attendance.

OT470 Clinical Education

(310 hours)

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.

Prerequisites: OT370.

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.* Balitmore, 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).

This subject is designed to give the 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
P 1720 Therapeutic Movement
P 1770 Child Development

P1710 - 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.
REID, D.C. 1979. *Functional anatomy and joint mobilization.* Edmonton, University of Alberta Press.
Practical Manual (to be purchased from the School of Physiotherapy).

Reference Books:

BRUNNSTROM, S. 1972. *Clinical kinesiology.* 3rd 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.

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, pool therapy and introductory orthotics. These are considered in terms of safety (patient and therapist), kinesiology and anatomy, techniques of application and recording.

Corequisites: P1600, P1710, BL163.

Prescribed Texts:

GARDINER, M.D. 1981. *The principles of exercise therapy.* 4th ed., London, Bell and Hyman.

HOPPENFELD, S. 1976. *Physical examination of the spin and extremities.* New York, Appleton-Century-Crofts.

Reference Books:

Further references will be given throughout the course.

P1770 - CHILD DEVELOPMENT

(26 hours)

Introduce 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 wil 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. of 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 incudes 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.

Corequisites: P2600, BL215, 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, ultraviolet 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. 1984.

Reference Books:
FORSTER, A. and PALASTANGA N. 1981. *Clayton's Electrotherapy.* London, Balliere, Tindall and Cassell.
LEHMANN, N.F. ed. 1982. *Therapeutic heat and cold.* 3rd ed. Baltimore, Williams and Wilkins.
LICHT, S. ed. 1967, *Therapeutic electricity and ultraviolet radiation.* 2nd ed. Conneticut, Licht.
WADSWORTH, H.H. and CHANMUGAN, A.P.P. 1980. *Electrophysical agents in physiotherapy.* Marrickville Science Press.
WARD, A.R. 1980. *Electricity, fields and waves in therapy.* 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

138 hours of theoretical material and clinical practice. Experience is gained in both adult and paediatric areas. The unit comprises:

P2801 - NURSING PROCEDURE

(50 hours)

10 hours lectures and demonstrations at the School of Nursing and 40 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

(a) Physiotherapy aide

(80 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.

(b) Clinical tutorials

(8 hours)

Students participate in small group tutorials including observation of patient treatment and supervised practice of selected physiotherapy techniques.

P3600 Anatomy III *(not available in 1984)*

(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
P3740 Neurology
P3750 Orthopaedics
P3760 General and Special Medicine
P3770 Paediatrics
P3780 Ostetrics and Gynaecology
P3790 Rehabilitation and Geriatrics

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

(62 hours)

Section (a)

Conducted by medical practitioners, specialists in pathology, pharmacology, medicine and surgery, and includes 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.

Section (b)

1. 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.

2. The theoretical study of the rationale and application of the above in the asessment of selected thoracic and cardiac disorders in adults and children is presented.

Prescribed Texts:

DOWNIE, P.A. ed. *Cash's textbook of chest, heart and vascular disorders for physiotherapists.* London, Faber and Faber.

School of Physiotherapy Cardiothoracic Manual, 1984.

Reference Books:

A comprehensive list of references is given in the Cardiothoracic Manual.

P3740 - NEUROLOGY

(62 hours)

Comprises seminars, demonstrations, practical work and lectures. Students expand their knowledge of neurophysiology, neuropathology and neuroanatomy, and acquire basic information about neuropsychology and the medical and surgical management of neurological conditions. Students gain knowledge and skills in analysis and medication of the sensor-motor deficits associated with traumatic head injury, 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.

BURKE, D.C. 1975. *Handbook of spinal cord medicine.* London, Macmillan.

CARR, J.H. and SHEPHERD, R. 1981. *Physiotheraphy in disorders of brain.* London, Heinemann Medical.

LANCE, J.W. and McLEOD, J.J. 1981. *A physiological approach to clinical neurology.* 3rd ed. London, Butterworths.

Reference Books:

BANNISTER, R. 1978. *Brain's clinical neurology.* 5th ed. London, Oxford University Press.

JERRETT, W.B. 1977. *An introduction to neurosurgery.* 3rd ed. London, Heineman Medical.

WALSH, K.W. 1978. *Neuropsychology. A clinical approach.* Edinburgh, Churchill, Livingston.

P3750 - ORTHOPAEDICS

(62 hours)

Section (a)

This section is 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, and certain orthopaedic conditions affecting children.

Section (b)

A study of the rationale of physiotherapy management of acquired and traumatic orthopaedic disorders affecting the musculo-skeletal system. 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 incude: 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 - 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.

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 - 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 physiotheraphy during pregnancy, parturition and the puerperium, and including the introduction to medical/surgical treatment and phsyiotherapy of gynaecological disorders.

Prescribed Texts:

A reading list will be supplied at the commencement of the unit.

P3790 - 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.

P3920 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 all. 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 Westen 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 study 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 cardiothoracic conditions. Includes intensive care medical conditions, cardiothoracic 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.

Prerequisite: BL316 Physiology of Exercise
Recommended (not a prerequisite): BL312 Cardiopulmonary Responses.

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 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)

Furthers 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.

P5433 Medical Sciences: Cardiothoracic

(36 hours)

Extends students' knowledge of the responses of selected systems to acute illness and trauma, with particular reference to the cardiopulmonary 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.

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.

P5441 Medical Sciences: Neurology

(24 hours)

Furthers knowledge and understanding of the pathology and recent advances, in medical, surgical and pharmacological management of selected neurological disorders, relevant diagnostic procedures and medical technology, indications for the principles of surgical and pharmacological management, and implications for physiotherapy. Topics covered include detection, prognosis and treatment of space occupying lesions in the cranium and spinal cord, trauma and infections of the nervous system, progressive/degenerative diseases of the nervous system, cerebrovascular disease, metabolic brain disorders, neuropathology in industrial toxicity, neuropathology of senescence and dementia, pathology of the cerebellum, pathophysiology of spasticity, microsurgery in relevant conditions, cranial surgery, for example in head injury and pain, and spinal surgery.

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.

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-flammatory drugs, analgesics and muscle relaxants.

P5472 Medical Sciences: Paediatrics

(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.

P5481 Medical Sciences: Obstetrics and Gynaecology

(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.

P5491 Medical Sciences: Geriatrics

(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.

P5492 Psychogeriatrics

(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.

P5541 Neuropsychology A

(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 sytem are reviewed.

P5542 Neuropsychology B

(18 hours)

Provides an indepth study of selected topics in P5541 Neuropsychology A relevant to clinical practice.

P5553 Sports Psychology

(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.

P5561 Theory and Management of Pain

(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.

P5562 Biomechanics and Kinesiology

(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.

P5572 Growth and Development

(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.

P5582 Relaxation

(18 hours)

Provides knowledge of the physiology and psychology of relaxation; demonstrates and impart 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.

P5631 Anatomy and Kinesiology of Thorax

(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; anatomy of the cardiovascular system; kinesiology of the respiratory muscles and ultrastructure of the lungs.

P5641 Neuroanatomy A

(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.

P5642 Neuroanatomy B

(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.

P5661 Anatomy for Manipulative Therapists

(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.

Cover 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.

P5702 Directed Project

(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.

P5703 Independent Project

(30 hours)

Students may elect to extend P5702 Directed Project to carry out applied research relevant to clinical practice in their major streams of study.

Prerequisites: BS501 Graduate Research Skills,
P5702 Directed Project.

P5704 Independent Research Project: Manipulative Therapy

(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.

P5731 Cardiothoracic Physiotherapy

(90 hours)

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.

P5742 Physiotherapy in Neurology

(60 hours)

Students participate in critical discussions of major issues in neurological rehabilitation. 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 neurological assessment and recording, evaluation of recent literature, application of learning theory in rehabilitation and handling skills.

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.

P5752 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 including clinical education)

Constitutes the major component of the course. Theoretical knowledge is correlated with applied clinical skills, enabling students to develop a methodological approach to patient management. Students develop advanced skills in examination, diagnosis and assessment of musculo-skeletal disorders, in selecting and implementing appropriate treatment 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.

Clinical education is conducted concurrently with theoretical and practical components.

P5771 Physiotherapy in Paediatrics

(66 hours)

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.

P5781 Physiotherapy in Obstetrics and Gynaecology

(42 hours)

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.

P5791 Physiotherapy in Geriatrics

(54 hours)

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.

P5772 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.

P5705 Graduate Reading Seminars

(18 hours)

A series of seminars where students discuss information published in prescribed readings relevant to respective major streams of study.

PO120 Prosthetics & Orthotics I

(396 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 specialised knowledge of fabricating, fitting and aligning of spinal orthoses.

Introduction to Prosthetics and Orthotics I
Introduction to Prosthetics and Orthotics II
Introduction to Prosthetics and Orthotics III
Spinal Orthotics

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.

PO121 Clinical Education I

(35 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres as an introduction to clinical practice.

PO220 Prosthetics and Orthotics II

(385 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.

BELOW KNEE ORTHOTICS
BELOW KNEE PROSTHETICS
ABOVE KNEE ORTHOTICS

Prescribed Texts:

NEW YORK UNIVERSITY, 1981. *Lower limb orthotics with supplement.* New York.

NEW YORK UNIVERSITY, 1982. *Lower limb prosthetics with supplement.* New York.

The above texts may be purchased from the School of Prosthetics, and Orthotics.

PO221 Clinical Education II

(140 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

PO240 Introduction to Design and Development

(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

(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.

PO320 Prosthetics and Orthotics III

(400 hours)

This subject is designed to further the student's education in general prosthetics and orthotics. It also introduces students to the more sophisticted 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:

UPPER EXTREMITY PROSTHETICS
LOWER EXTREMITY PROSTHETICS - ABOVE KNEE AMPUTATIONS
UPPER EXTREMITY ORTHOTICS

Prescribed Texts:
NEW YORK UNIVERSITY, 1979. *Upper limb prosthetics with supplement.* New York.
The above text may be purchased from the School of Prosthetics and Orthotics.

PO321 Clinical Education III

(280 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

PO330 Administration and Management

(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.

PO340 Design and Development Project

(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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