

HANDBOOK

1983

**LINCOLN
INSTITUTE
of
Health
Sciences**

378.9451
L364c.a
1983
brf

LA TROBE UNIVERSITY
LIBRARY

**Lincoln Institute of
Health Sciences
Handbook
1983**



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

© Lincoln Institute of Health Sciences 1982
ISBN 0 908439 72 5

Printed at Ramsay Ware Stockland Pty Ltd
552 Victoria Street, North Melbourne, Victoria 3051

378.945/
L364c.a
1983

LA TROBE UNIVERSITY
LIBRARY

Lincoln Institute of Health Sciences is at three locations; the addresses are as follows (location maps are on pages 248-250).

Main Carlton campus: Lincoln Institute of Health Sciences
625 Swanston Street
Carlton 3053
Telephone: 342 0222

School of Nursing: Lincoln Institute of Health Sciences
School of Nursing
2-6 Arthur Street
Melbourne 3004
Telephone: 26 4495

Abbotsford campus: Lincoln Institute of Health Sciences
School of Podiatry and
Speech and Hearing Clinic
St Helliars Street
Abbotsford 3067
Telephone: 419 2977

Enquiries about courses should be directed to the Student Administration and Careers Office.

Postal address: Student Administration and Careers Office
Lincoln Institute of Health Sciences
625 Swanston Street
Carlton 3053
Telephone: 347 6088

Location: Building F (630 Swanston Street, Carlton)

Contents

| | |
|--|-----------|
| PRINCIPAL DATES 1983 | 5 |
| LINCOLN INSTITUTE COUNCIL, COMMITTEES AND STAFF | 6 |
| Council | 6 |
| Standing Committees of Council | 7 |
| Board of Studies | 7 |
| Committees of the Board of Studies | 8 |
| Staff | 8 |
| Director's Office | 8 |
| Central Administration | 8 |
| School of Communication Disorders | 10 |
| School of Health Administration and Education | 11 |
| School of Nursing | 11 |
| School of Occupational Therapy | 12 |
| School of Orthoptics | 13 |
| School of Physiotherapy | 13 |
| School of Podiatry | 14 |
| School of Prosthetics and Orthotics | 15 |
| Department of Behavioural Sciences | 15 |
| Department of Biological Sciences | 16 |
| Library | 16 |
| ORGANISATION REGULATIONS | 18 |
| Constitution of Council to Manage and Control the Lincoln Institute of Health Sciences (Extract) | 18 |
| Board of Studies Regulations | 21 |
| School and Department Organisation Regulations | 23 |
| Election Regulations | 26 |
| COURSE REGULATIONS | 30 |
| Regulations for the Degree of Bachelor of Applied Science | 30 |
| Regulations for the Associate Diploma in Medical Record Administration | 32 |
| Regulations for the Graduate Diplomas in the School of Physiotherapy | 34 |
| Regulations for the Graduate Diploma in Community Health | 37 |
| Regulations for the Graduate Diploma in Ergonomics for the Health Sciences | 39 |
| Regulations for the Graduate Diploma in Health Administration | 41 |
| Regulations for the Graduate Diploma in Rehabilitation Studies | 43 |
| Regulations for the Degree of Master of Applied Science | 45 |
| OTHER REGULATIONS | 48 |
| Assessment and Examination Regulations | 48 |
| Appeals Committee Regulations | 50 |
| Discipline Regulations | 51 |
| Policy and Procedures Concerning Sexual Harassment | 52 |
| Library Regulations | 52 |
| Regulations for the Administration of the Student Loan Fund | 56 |
| Regulations for the Emergency Loan Fund for Students | 58 |
| Travelling Scholarship Regulations | 59 |
| Regulations Governing the Workload in Full-Time Undergraduate Courses | 60 |
| ADMISSION | 62 |
| Undergraduate Courses | 62 |
| Post-Registration Nursing Courses | 65 |
| Postgraduate Courses | 66 |
| GENERAL INFORMATION | 67 |
| STUDENT SERVICES | 69 |

| | |
|---|-----|
| SCHOOL OF COMMUNICATION DISORDERS | 72 |
| Bachelor of Applied Science (Speech Pathology) | 72 |
| Details of Syllabus: First Year | 74 |
| Details of Syllabus: Second Year | 76 |
| Details of Syllabus: Third Year | 78 |
| Details of Syllabus: Fourth Year | 80 |
| Graduate Diploma in Communication Disorders | 81 |
| Details of Syllabus | 83 |
| SCHOOL OF HEALTH ADMINISTRATION AND EDUCATION | 85 |
| Associate Diploma in Medical Record Administration | 85 |
| Details of Syllabus: First Year | 87 |
| Details of Syllabus: Second Year | 88 |
| Graduate Diploma in Health Administration | 91 |
| Details of Syllabus | 92 |
| Units offered in Graduate Diploma Programmes | 94 |
| SCHOOL OF NURSING | 96 |
| Diploma in Applied Science, Nursing | 97 |
| Details of Syllabus: First Year | 99 |
| Details of Syllabus: Second Year | 100 |
| Details of Syllabus: Third Year | 102 |
| Bachelor of Applied Science (Advanced Nursing) | 104 |
| Details of Syllabus: First Year | 110 |
| Details of Syllabus: Second Year | 114 |
| Diploma in Applied Science, Community Health Nursing (Maternal and Child Health) | 124 |
| Details of Syllabus | 125 |
| SCHOOL OF OCCUPATIONAL THERAPY | 128 |
| Bachelor of Applied Science (Occupational Therapy) | 128 |
| Details of Syllabus: First Year | 130 |
| Details of Syllabus: Second Year | 132 |
| Details of Syllabus: Third Year | 135 |
| Details of Syllabus: Fourth Year | 136 |
| Admission by Advanced Standing | 137 |
| SCHOOL OF ORTHOPTICS | 138 |
| Diploma in Orthoptics | 138 |
| Details of Syllabus: First Year | 139 |
| Details of Syllabus: Second Year | 140 |
| Details of Syllabus: Third Year | 141 |
| SCHOOL OF PHYSIOTHERAPY | 144 |
| Bachelor of Applied Science (Physiotherapy) | 144 |
| Details of Syllabus: First Year | 147 |
| Details of Syllabus: Second Year | 148 |
| Details of Syllabus: Third Year | 151 |
| Details of Syllabus: Fourth Year | 155 |
| Admission by Advanced Standing | 159 |
| Graduate Diploma in Manipulative Therapy | 159 |
| Details of Syllabus | 160 |
| Graduate Diploma in Physiotherapy | 162 |
| Details of Syllabus | 164 |
| SCHOOL OF PODIATRY | 171 |
| Diploma in Applied Science (Podiatry) | 171 |
| Details of Syllabus: First Year | 172 |
| Details of Syllabus: Second Year | 174 |
| Details of Syllabus: Third Year | 175 |
| SCHOOL OF PROSTHETICS AND ORTHOTICS | 177 |
| Diploma in Applied Science (Prosthetics and Orthotics) | 177 |
| Details of Syllabus: First Year | 178 |
| Details of Syllabus: Second Year | 179 |
| Details of Syllabus: Third Year | 180 |
| DEPARTMENT OF BEHAVIOURAL SCIENCES | 182 |
| Details of Subjects | 184 |
| Graduate Diploma in Community Health | 213 |
| Graduate Diploma in Rehabilitation Studies | 215 |
| DEPARTMENT OF BIOLOGICAL SCIENCES | 219 |
| Details of Subjects | 221 |
| Graduate Diploma in Ergonomics for the Health Sciences | 239 |
| GRADUATE DIPLOMA COURSES | 243 |
| MASTER OF APPLIED SCIENCE | 245 |
| LIBRARY | 246 |
| MEDIA AND TECHNICAL SERVICES | 247 |
| LOCATION OF SCHOOLS AND DEPARTMENTS | 248 |

Principal Dates 1983

Term Dates

| | |
|---------------------------|--------------------------|
| 21 February — 25 February | Orientation Week |
| 28 February — 6 May | First Term |
| 9 May — 13 May | First Term Examinations |
| 30 May — 29 July | Second Term |
| 1 August — 5 August | Second Term Examinations |
| 29 August — 28 October | Third Term |
| 31 October — 4 November | Study Vacation |
| 7 November — 11 November | Final Examination Period |

These dates may vary for particular course years. For Nursing courses please refer to the Nursing section of the *Handbook*.

Graduation Tuesday, 19 April

Open Day Sunday, 19 June

Public Holidays

The Institute will be closed on the following public holidays:

| | |
|------------------|-------------|
| New Year's Day | 3 January |
| Australia Day | 31 January |
| Labour Day | 14 March |
| Good Friday | 1 April |
| Easter Monday | 4 April |
| Easter Tuesday | 5 April |
| Anzac Day | 25 April |
| Queen's Birthday | 13 June |
| Christmas Day | 27 December |
| Boxing Day | 26 December |

Lincoln Institute Council, Committees and Staff

Council

President

R. H. Day, B.Sc., Ph.D., F.A.Ps.S., F.A.S.S.A.

Deputy-President

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

Director

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

Members

Head of School or Department

P. V. Slater, O.B.E., M.A., B.Sc. (Nursing), Dip. N.Ed.

Elected by the Academic Staff of the Institute

L. E. Oke, Dip.O.T., M.App.Sc.

Appointed by the Board of Studies

H. D. Batten, B.Sc., B.Ed., Ph.D.

Appointed by the Governor in Council

F. Hooper, L.A.C.S.T., L.T.C.L., M.App.Sc., M.A.A.S.H.

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

M. Menzies, R.N., B.Com.

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

P. Robinson, B.Sc., Ph.D.

P. D. Urban, Dip.O.T., V.A.O.T., A.A.O.T.

P. L. Waller, LL.B. (Hons), B.C.L., F.A.S.S.A., Barrister and Solicitor (Vic.)

E. W. Wall-Smith, Dip. Physio., B.App.Sc. (Phy), M.A.P.A.

Appointed by Co-option by the Council

J. A. E. Carr, B.Com.

R. H. Day, B.Sc., Ph.D., F.A.Ps.S., F.A.S.S.A.

W.E. Gillies, M.B., B.S., D.O., F.R.A.C.O., F.R.C.S., F.R.A.C.S.

I. Langlands, O.B.E., B.E.E., M.Mech.E., Hon. LL.D., Hon. F.I.E. Aust., F.T.S.,
F.A.I.B.

J.A.G. Price, B.Com., Dip.Ed.

One Student Representative Elected by the Students

M. Sinclair

Secretary to Council

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

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
Staff/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., Ph.D.

Director

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

Heads of Schools and Departments

H.D. Batten, B.Sc., B.Ed., Ph.D.
J. Bench, B.Sc. (Hons), B.A. (Hons), Ph.D., 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.
M. Ell, B.Sc., C.C.H.R.A.(C)
P. Foreman, B.Sc. (Hons), M.A.Ps.S.
P. Fry, B.Sc., M.Sc.
C. C. Hyde, B.A.
R. Leonard, B.A. (Hons), Dip.Psych., Ph.D., F.A.Ps.S.
A. McIndoe, D.O.B.A.
P. V. Slater, O.B.E., M.A., B.Sc. (Nursing), Dip.N.Ed.

Members Appointed by Council

W. S. Rickards, M.D., B.Sc., D.P.M., F.R.A.C.P., F.R.A.N.Z.C.P., F.R.C.Psych.,
A.B.Ps.S., M.A.Ps.S.
One vacancy

Academic Staff, Elected by the Academic Staff

P. Bingham, M.A., D.Phil.
H. Edwards, M.A.
M. Hayden, B.A., M.Ed., M.A.C.E.
M. Nayler, Dip.Physio., M.A., M.A.P.A.
R. Rudegeair, B.A., Ph.D.
A. Ward, B.Sc. (Hons), M.Sc.
Five vacancies to be filled late in 1982

Elected by the Students

C. Jones

Secretary

P. Bailie, B.Com.

Committees of the Board of Studies

1. Academic Committees

There is an academic committee in each School and Department as follows:

Academic Committee of the School of Communication Disorders
Academic Committee of the School of Health Administration and Education
Academic Committee of the School of Nursing
Academic Committee of the School of Occupational Therapy
Academic Committee of the School of Orthoptics
Academic Committee of the School of Physiotherapy
Academic Committee of the School of Podiatry
Academic Committee of the School of Prosthetics and Orthotics
Academic Committee of the Department of Behavioural Sciences
Academic Committee of the Department of Biological Sciences

2. Standing Committees

The Board of Studies has the following standing committees:

Computer Committee
Ethics Review Committee
General Purposes Committee
Research and Higher Degrees Committee
Staff Development Committee
Standing Committee on Academic Developments
Standing Committee on Admissions, Assessment and Academic Progress
Standing Committee on Graduate Diploma Courses

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

Staff (list correct as of 1 October 1982)

DIRECTOR'S OFFICE

Director: Bernard Rechter, M.Sc., B.Ed., M.A.C.E.

Secretary: Cate Domini

Typist: Lorraine Miggiani

CENTRAL ADMINISTRATION

Vice-Principal (Administration): Arthur O'Neill, B.A.

Secretary: Bobbie Kelly

Registry Branch

Registrar: Vin Massaro, B.A., Ph.D.

Secretary: Bobbie Kelly

Computer Consultant: *Shane Thomas, B.A. (Hons), Dip. Public Policy, M.A.Ps.S.

Staffing and Secretariat Unit

Assistant Registrar: Peter Bailie, B.Com.

Administrative Officer: Jane Fewings, B.A. (Hons)

Central Filing and Timetable Office Staff: Wendy Berriman, Lorna McMaster

Secretary: Carolyn Newbold

Student Affairs Unit

Assistant Registrar: John Stephens, B.Ec., B.A., Grad. Dip. Ed. Admin.

Student Administration

Student Records Officer, Deputy Head of Student Affairs Unit: Daliah Moss, B.A.

Admissions Officer: Rosalind Wood, B.A.

Administrative Officer: Helen Davis, B.Sc.

Administrative Assistant: Maria Serratore

Secretary: Heidi Bacher

Word Processor Operator: Bernadette Lack

Receptionist/Typist: *Silvana Donnoli

Peg Lancaster

212

Student Services

Student Services Co-ordinator: Ann-Maree O'Connor

Recreation Officer: Angela Venuto, B.A.

Secretary: Joy McDonald

Publications

Editor: *Rhonda Idczak, B.Agr.Sc.

Printing

Printing Manager: John Novis

Printing Assistants: *Rhonda Brown, Mario Frosi, *Margaret Soulsby, Margaret Warland

School/Department Administrative Officers

Behavioural Sciences: Kelvin Thorogood, B.A., Dip. Man. Stud.

Communication Disorders: Barbara Villis, B.A.

Health Administration and Education: Maree Morrissey

Nursing: Wendy Adams, J.P.

Occupational Therapy: Jeffrey Keddie, B.A. (Hons)

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

Cafeteria

Catering Manager: Evelyn Brewer

Catering Staff: Marlene Coleman, Lorraine Foster, Francesca Latface

Media and Technical Services

Anne Callaghan

*Peter Englehardt, Dip.Art and Design (Graphics)

Dianna French, Dip.Arts, Grad.Dip. Media Studies

*Lynn Golding, B.A. Graphics

Michael Horan, Dip.Art

Ian McPherson, Cert.Tech.

Zaita Oldfield, Dip.Art and Design (Photography) — seconded to Schools of
Physiotherapy and Occupational Therapy

Michael Ridley, T.V.O.C.P.

John Sharples, B.App.Sc. — seconded to School of Communication Disorders
 Adrian van Kampen, Cert.Tech., T.V.O.C.P.

Finance and Services Branch

Accounts and Services Unit

Senior Finance Officer: Nevill Cottee, Dip.Com., F.A.S.A.
 Works and Properties Officer: Valentin Rosalion
 Purchasing Officer: Cyril Feld, J.P., I.P.S.M.
 Accounting Staff: Ruth Andrew, Lorraine Bright, Lily Chiu, Marlene Kerr
 Receptionists: Shirley D'Cruz, Carla Santalucia
 Caretaker: Tony Zraybi
 Maintenance Officer: Don May
 Gardener: *Karl Bernard
 Courier/Porter: Norman Imbesi
 Cleaning Staff: Marie Albadine, Jim Boyd, Sylvia Byrne, Feliciano Ganicoche,
 Salvatore Gentile, Isabelino Gradin, Carlo Guerra, Abdel Jattas, Karl Kemper,
 Mary Lia, Rosa Montero, Gorgia Romanos, Voula Stauroupoulos, Filomena
 Tirabassi, Angela Vassilou

Budget and Payroll Unit

Budget Officer: Brian Bainbridge, A.A.S.A.
 Finance Officer: Ian Dodman
 Staffing Clerk: Peg Lansdell
 Payroll Staff: Suzie Bakof, Joyce Henderson

SCHOOL OF COMMUNICATION DISORDERS

Head of School

John Bench, B.Sc. (Hons), B.A. (Hons), Ph.D., M.A.Ps.S., F.P.Ps.S., F.Aud.S.A.

Jennifer Bahramis, L.A.C.S.T., M.A.A.S.H.

Susan Block, B.App.Sc.

*Steven Bowman, B.App.Sc.

Louise Brown, B.App.Sc.

*Gillian Clezy, L.C.S.T., B.App.Sc., M.A.A.S.H.

Georgia Dacakis, B.App.Sc., M.A.A.S.H.

Janet Doyle, B.A., Dip.Aud., M.Aud.S.A.

Margaret Gibson, L.A.C.S.T.

James Healey, B.A., M.Sc., C.C.C.-A., A.S.H.A., M.Aud.S.A.

Kate Hutchison, L.A.C.S.T., M.A., M.A.A.S.H.

*Kate Kirby, B.Sp.Thy. (Hons), M.A., M.A.Ps.S., M.A.A.S.H.

*Jan MacKenzie, L.A.C.S.T., M.A.A.S.H.

Moir Madsen, LL.B., Dip.Crim., B.App.Sc., B.Ed.Admin., Ph.D., M.A.A.S.H.

Megan Major, B.App.Sc., M.A.A.S.H.

Jennifer Oates, B.App.Sc., M.App.Sc., M.A.A.S.H.

Richard Osborn, B.Sc., Dip.Ed., Dip.Aud.

Carl Parsons, B.Sc., M.Sc.Ed., Ph.D., C.C.C.-SP., M.A.A.S.H., M.S.R.C.D.

*Pamela Pearce, B.App.Sc.

Robert Rudegeair B.A., Ph.D.

Tamara Williams, L.A.C.S.T., Dip.Ed., M.A.A.S.H.

Administrative Officer: Barbara Villis, B.A.

Secretary: Joan Levecke

Typist: *Helen Cairns

Administrative Officer: Glenda Cunningham

Clerical Assistant/Junior: Kim Aylmer
 Typist (Abbotsford):

SCHOOL OF HEALTH ADMINISTRATION AND EDUCATION

Head of School

Hugh Batten, B.Sc., B.Ed., Ph.D. 329

Deputy Head of School

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

Education Studies

Helen Edwards, M.A.
 Martin Hayden, B.A., M.Ed., M.A.C.E.
 Maxwell Mollard, B.A., B.Ed., M.Ed.Admin.
 Rodney Wellard, T.S.T.C., B.Com., B.Ed., M.Ed.

Medical Record Administration

Head of Department

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

Beverley Laing, R.M.R.A.

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

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

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

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

*Margaret Sloss, R.M.R.A.

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

Sessional Staff

Ian Brand, M.B., B.S., F.H.A., A.A.S.A., F.A.C.M.A., M.A.C.E.

Larry Osborne, B.Med.Sc., M.B.B.S., Dip.Ed. (Tertiary)

Stuart Skinner, B.A., A.A.I.M.

Administrative Staff

Administrative Officer: Maree Morrissey

Secretary: Angelika Gay

Typist: *Robyn Bailey

Clerical Typist: *Alison McRoy

SCHOOL OF NURSING

Head of School

Patricia Slater, O.B.E., M.A., B.Sc. (Nursing), Dip.N.Ed.

Joan Allan, Dip.N.Ed., R.N., R.F.N.

de Sales Beling, B.A. (Hons), R.N.

Virginia Bonawit, Ph.D., R.N.

Eileen Cutcliffe, Dip.N.Ed., R.N.

Joan Evans, M.S., B.A., Dip.N.Ed., R.N.

Anne Francis, B.Sc. (Nursing), R.N.

Christina Game, Dip.N.Ed., R.N.

Jan Gardner, B.App.Sc. (Adv.Nurs.), R.N.

Barbara Goodey, M.A. Sisters Tutor's Dip. (London), Dip.Ed., R.N.

Audrey Grant, B.Spec.Ed., R.N.

Joan Heath, B.A., Dip.N.Ed., Dip.Crim., R.N., S.C.M.
 Thomas Ho, B.Sc. (Hons), R.N., R.P.N.
 Elizabeth Lavender, B.Soc.Sc. (Nursing), R.N.
 Grace Lawler, M.N., B.Sc. (Nursing), R.N.
 Sally McManamny, Dip.N.Ed., R.N.
 Joseph Martin, M.A., R.N.T., D.N., R.N., R.P.N.
 Judith Parker, Ph.D., B.A. (Hons), R.N.
 Barbara Paterson, Dip.N.Ed., R.N.
 Pamela Rogers, B.A., Dip.Ed. (Tertiary Methods), R.N., R.P.N.
 Kenneth Sellick, M.Psychol., B.B.Sc., Dip.N.Ed., R.N., R.P.N., M.A.Ps.S.
 Aloisa Sledzik, B.Ed., Grad.Dip.Couns.Psych., Dip.N.Ed., R.N., S.C.M.
 Margaret Strang, Dip.N.Ed., Dip. Hospital Nursing and Ward Management, R.N.
 Yvonne Whittaker, M.H.Sc., Dip.N.Ed., Dip. Public Health Nursing, R.N.
 Joyce Wickham, M.S., B.A., Dip.N.Ed., R.N.
 Joanne Wilkinson, Dip.N.Ed., Dip. Public Health Nursing, 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
 Typist Post-Registration Courses: Judy Stirling
 Typist Post-Registration Courses: Julie Burton
 Secretary Basic Course: Adrianna Mead
 Typist School: Sharon Meehan
 Receptionist/Typist: Cindy Lah

SCHOOL OF OCCUPATIONAL THERAPY

Acting Head of School

Primrose Lentin, Dip.O.T., V.A.O.T.

Jenny Graham

Loris Alexander, B.A. (Hons), B.App.Sc. (Occ.Ther.), M.A., (Clin.Psych.), M.A.Ps.S., V.A.O.T.
 Johanne Bull, B.App.Sc. (Occ.Ther.), Grad.Dip.Rehab.Stud., V.A.O.T.
 Pamela Champion, B.App.Sc. (Occ.Ther.)
 *Jill Chapman, B.App.Sc. (Occ.Ther.), Grad.Dip.Rehab.Stud., Certificate of Hand Therapy
 Barbara Davison, B.App.Sc. (Occ.Ther.), V.A.O.T.
 *Susan Davies, B.App.Sc. (Occ.Ther.)
 *Susan Esdaile, B.App.Sc. (Occ.Ther.), V.A.O.T.
 Kerry Ferguson, B.App.Sc. (Occ.Ther.), V.A.O.T.
 *Lorraine Grimwood, B.App.Sc., O.T.R.
 *Maree Groom, B.App.Sc. (Occ.Ther.), V.A.O.T.
 Lian Hiew, Dip.O.T., V.A.O.T.
 Wendy Hogg, B.App.Sc. (Occ.Ther.), Grad.Dip.Rehab.Stud.
 *Ruth Holan, Dip.O.T., V.A.O.T.
 Sue Holliday, B.App.Sc. (Occ.Ther.), V.A.O.T.
 Linda Horne, B.App.Sc. (Occ.Ther.), M.B.C.O.T., V.A.O.T.
 *Linsey Howie, Dip.O.T., B.A., V.A.O.T.
 Vicki McConville, H.D.T.S. (A & C), B.Ed.
 Jack Miller
 George Mocellin, B.App.Sc. (Occ.Ther.), V.A.O.T.
 Linda Oke, Dip.O.T., M.App.Sc.
 Irene Pagram, H.D.T.S. (A & C), B.Ed.
 Virginia Robson, B.App.Sc. (Occ.Ther.), V.A.O.T.
 Ian Rogers, Bus.Admin.Cert., Dip.Ind.Design, B.Ed., A.A.I.M.
 *Elizabeth Rutherford, B.App.Sc., B.Sc.

Lyn Sandford, Dip.O.T., V.A.O.T.

Stuart Sime

Jan Taylor, Dip.O.T., V.A.O.T.

Angela Wood, Dip.O.T.

Jeanette Young, B.App.Sc. (Occ.Ther.), V.A.O.T.

Administrative Officer: Jeffrey Keddie, B.A. (Hons)

Secretary to Head of School: Jess Clark, Dip.D.R.

School Secretary: Joan Henry, S.R.N.

Clerical Assistant: Julie Weir

School Aide: Angela Henderson

SCHOOL OF ORTHOPTICS

Head of School

Anne McIndoe, D.O.B.A.

Hughes

*Gayle Brown, Assoc.Dip.App.Sc. (Orthop.)

*Kaye Ferraro, D.O.B.A., Assoc.Dip.App.Sc. (Orthop.)

*Julie Green, D.O.B.A., Assoc.Dip.App.Sc. (Orthop.)

*Linda McKenzie, D.O.B.A.

*Kim Simmons, D.O.B.A., Assoc.Dip.App.Sc. (Orthop.)

Sessional Staff

William Gillies, M.B., B.S., D.O., F.R.C.S., F.R.A.C.S.

David Kaufman, M.B., B.S., F.R.A.C.O., F.R.A.C.S.

Robert Ramsay, M.B., B.S., D.O. (Melb), F.R.A.C.S., M.R.A.C.O.

Joseph Reich, M.B., B.S., D.O., F.R.A.C.S., M.R.A.C.O.

J. Norton Taylor, M.B., B.S., F.R.C.S., F.R., C.S.E., F.R.A.C.S., M.R.A.C.O.

Sam Troski, M.B., B.S., D.O., M.R.A.C.O.

Ann Quince, D.O.B.A., Assoc.Dip.App.Sc. (Orthop.)

Elizabeth Christoforu, D.O.B.A., Assoc.Dip.App.Sc. (Orthop.)

Secretary: Betty Bibb

SCHOOL OF PHYSIOTHERAPY

Head of School

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

Assistant Head of School

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

Patricia Ayers, B.App.Sc. (Phty), M.A.P.A.

*Patricia Bate, B.App.Sc. (Phty), M.A.P.A.

*Dawn Best, B.App.Sc. (Phty)

*Margaret Best, B.App.Sc. (Phty), M.A.P.A.

*Jillian Brown, B.App.Sc. (Phty), M.A.P.A.

*Prue Brugler, B.App.Sc. (Phty)

*Elizabeth Burman, B.App.Sc. (Phty), M.A.P.A.

*Jill Clark, B.App.Sc. (Phty), M.A.P.A., M.A.I.W., M.I.T.A.A.

Joy Clayfield, Dip.Physio., Dip.Gen.Stud., M.A.P.A.

*Janice Collier, B.App.Sc. (Phty), M.A.P.A.

Jan Dennis, B.App.Sc. (Phty), B.A., M.A.P.A.

Barbara Duncan, Dip.Physio., B.Ed., Dip.T.P., M.A.P.A.

*Jennifer Ferguson, Dip.Physio., M.A.P.A.

Dorothy Ferkul, B.Sc. (P.T.), M.Sc.

Mary Fielding, B.App.Sc. (Phty), B.A., B.Ed.
 *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.
 Deirdre Jones, B.A. (Hons), B.App.Sc. (Phty), M.A.P.A.
 Elizabeth Kerr, B.App.Sc. (Phty), M.A.P.A.
 Helen Lane, B.App.Sc. (Phty), B.A., B.Ed., M.A.P.A., M.C.P.A.
 *Roslyn Lurati, B.App.Sc. (Phty), M.A.P.A.
 *Prudence McCahey, B.App.Sc. (Phty), Grad.Dip.Manip.Ther., M.A.P.A.
 Joan McMeeken, Dip.Physio., B.Sc. (Hons), M.A.P.A.
 *Margaret MacDonald, Dip.Physio.
 Janice MacLeod, B.Sc. (Rehab.Med.), M.A.P.A.
 Christine Michaelson, B.App.Sc. (Phty), M.A.P.A.
 *Jane Morley, B.App.Sc. (Phty), M.A.P.A.
 Wendy Nickson, Dip.Physio.
 Valma Robertson, B.App.Sc. (Phty), B.A. (Hons), M.A.P.A.
 *Rosemary Ryall, Dip.Physio., M.A.P.A.
 *Claudine Sachwald, Dip.Physio., M.A.P.A., M.C.S.P.
 *Margaret Sherburn, B.App.Sc. (Phty), M.A.P.A.
 *Kay Spencer, B.App.Sc. (Phty), B.A., M.A.P.A.
 Barry Stillman, Dip.Physio., F.A.C.P., M.A.P.A., M.C.S.P.
 *Pearl Stock, Dip.Physio., B.A. (Hons), Dip.Ed., M.A.P.A.
 Angela Summers, B.Sc. (Hons), Grad.Dip.Phty., M.A.P.A.
 *Diana Svendsen, B.App.Sc. (Phty), M.A.P.A.
 Valerie Townsend, 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.
 *Marilyn Webster, B.App.Sc. (Phty), M.A.P.A.
 *Prudence Weeks, B.App.Sc. (Phty), M.A.P.A.
 *Eda Wyse, Dip.Physio.

Sessional Staff

Anatomy

Representatives of the Chairman, Department of Anatomy, University of Melbourne.

Sessional Lecturers

Michael Fogarty, M.B., B.S., F.R.C.S., F.R.A.C.S.
 Graham Lowe, M.B., B.S., F.R.A.C.S.
 David McIntosh, M.B., B.S., F.R.C.S., F.R.A.C.S.
 J. Barrie Morely, M.B., B.S., F.R.A.C.P., F.R.C.P.
 John O'Brien, M.B., B.S., F.R.A.C.S.
 Laurence Simpson, M.B., B.S., F.R.A.C.S., F.C.C.P.
 Robert Southby, M.B., B.S., F.R.A.C.S.
 Edmond Tai, M.B., B.S., F.R.A.C.P.

Nursing Procedure

Representatives of the School of Nursing.

Administrative Officer: *Garth Thomas, D.Phil. & Litt.

Administrative Assistant: Susan Hannah

Secretary: Irene Bruhn

Receptionist/Typist: *Anne Owens, *June Sturton

Typist: Shirley Birchall

School Aide: Anita Brown

SCHOOL OF PODIATRY

Head of School

Christopher Hyde, B.A.

John Blundell, M.Ch.S.
 Patricia Boyd, Cert.Chir., Cert. Teaching
 • Jeffrey Ferguson, M.A.Pod.A.
 Dermot Patton, M.Ch.S., M.A.Pod.A.
 Alison Shaw, Dip.Chir.

Sessional Staff

Dermatology

Dr. M. Haskett, M.B., B.S.

Medicine

Dr. J. Fraillon, M.B., B.S., F.R.A.C.G.P.

Secretary: Gwenda Legge

Receptionist/Typist: Pamela Riley, Dip. Teaching

Laboratory Assistant: *Heather Darmody

SCHOOL OF PROSTHETICS AND ORTHOTICS

Head of School

Ray Leonard, B.A. (Hons), Dip.Psych., Ph.D., F.A.Ps.S., M.I.S.P.O.

Raymond Marvin, C.P.O.

{ S.Yan Pong, Dip.P.O., C.P.O., F.B.I.S.T., F.I.S.F.P., M.A.O.P.A.

Trevor Rogers, C.P., Dip.Admin., Cert.P.O., M.I.S.P.O., M.A.O.P.A.

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

Secretary: Kate Jagodzinski

Laboratory Technician: Geoff Guthrie

DEPARTMENT OF BEHAVIOURAL SCIENCES

Chairman

Peter Foreman, B.Sc. (Hons), M.A.Ps.S.

Head Academic Programmes

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

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

Andrew Brunskill, B.Sc. (Hons), M.B., B.S.

Louise Cooper, B.Com., Dip.Crim., Dip. Ed., B.Ed.

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

Gillian Fulcher, B.A. (Hons), Ph.D., S.A.A.N.Z.

Jacqui Green, B.A. (Hons), Dip.Soc.Stud., Dip.Ed. (Tertiary Methods), S.R.N. (D.C.)

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

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

*Richard Hetzel, M.B., B.S., B.Med.Sc., F.R.A.C.G.P.

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

Teresa Kay, B.A., Dip.Ed.

Thomas Matyas, B.A. (Hons), Ph.D.

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

Michael McGartland, B.Sc. (Hons), M.Sc., M.A.Ps.S.

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

Steve Polgar, B.Sc. (Hons), M.Sc.

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

Ray Rudd, B.A. (Hons), Dip.Ed., M.A.Ps.S.
Jon Russell, B.A., M.A., Ph.D., M.A.Ps.S.
Cynthia Schultz, B.A. (Hons), A.A.Ps.S.
Marcelle Schwartz, B.Sc., Ph.D., M.A.Ps.S.
Kathleen Sutherland, Dip.O.T., B.B.Sc. (Hons)
Shane Thomas, B.A. (Hons), Dip. Public Policy, M.A.Ps.S.
Eric Timewell, B.A.

Administrative Officer: Kelvin Thorogood, B.A. Dip.Man.Stud.
Secretary: Rhonda White
Typist: Lyn Barrow
Department Aide: Mary Saksida

DEPARTMENT OF BIOLOGICAL SCIENCES

Head of Department

Phyllis Fry, B.Sc., M.Sc.

Robyn Anker, B.Sc. (Hons), Ph.D.
Timothy Bach, B.Sc., M.Sc.
Andrew Bendrups, B.Sc. (Hons), M.Sc., Ph.D.
Patricia Bingham, M.A., D.Phil.
Elizabeth Brown, B.Sc. (Hons), M.Sc., Dip.Ed.
*Ann Carter, M.B.B.S.
Phillip Dooley, B.Sc. (Hons), M.Sc., Ph.D., Dip.Ed.
Owen Evans, B.App.Sc. (Hons), M.Sc., Ph.D.
*Robyn Gibson, B.Sc. (Hons), M.Sc.
*Janet Guthrie, B.Sc., M.Sc., Dip.Ed.
James Hale, B.Sc. (Hons)
Mark Hennessy, B.Sc. (Hons)
A. S. Henry (Sathananthan), B.Sc. (Hons), Ph.D.
Jennifer Herington, B.Sc. (Hons)
Jill Keen, B.A. (Hons), S.Tut.Dip., M.A.
Murray Lewis, M.Sc., Ph.D.
Judith McInnes, B.Sc. (Hons)
*Pamela Miller, B.Sc., M.Sc., Dip.Ed.
*Robert Naughton, B.Sc.
Grant Perry
Brian Rice
Doug Rogers, B.Sc. (Hons), Ph.D.
*Bronwen Smith, B.Pharm. (Hons), M.Sc., Ph.D.
Alex Ward, B.Sc. (Hons), M.Sc.

Secretary: Zena Roslan
Senior Typist: Audrey Sungaila

LIBRARY

Chief Librarian

Joan Martin, B.A., Dip.Ed., A.L.A.A., S.R.N. (D.C.)

Carlton Campus Library

Sandra Abols
Ray Cotsell, B.Soc.Sci., A.L.A.A.
Maxine Cuskelly, B.A., Dip.Lib.
*Gayle Edwards, B.Soc.Sci., A.L.A.A.

Emina Fazlic

Melanie King, B.A., Grad.Dip.Lib., A.L.A.A.

Elizabeth McArthur, B.A., Dip.Lib., A.L.A.A.

Connee Maggio

Ennio Palozzo, B.A.

*Anne Parkhowell, B.A., Dip.Lib., A.L.A.A.

Haricia Pavlidis

Gaetano Raiti

Heather Roberts

*Noeline Sherwin, Lib.Tech.Cert.

Jill Staff, Lib.Tech.Cert.

Arthur Street Campus Library

Barbara Jacoby, B.S., M.L., A.L.A.A.

Jean Leith, B.A., A.L.A.A.

Gwenda Pittaway, Lib.Tech.Cert.

Helena Sakkis

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

Barbara Toward

Dusan Viola

Regulations

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-clauses (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 connexion 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 and Departments;
- (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 or Department;
- (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(c), 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 and Departments;
 - (ii) academic staff establishments of Schools and Departments 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 and Departments 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 Departments and, at its discretion, refer matters to the Schools and Departments 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 and Department Organisation Regulations

A. HEAD OF SCHOOL OR DEPARTMENT

The responsibilities and functions of the Head of School or Department are to:

- 1. provide academic and professional leadership and direction in the field of interest of the School or Department;
- 2. hold executive responsibility for the management of the School or Department for such term and on such conditions as are approved by Council in each case;
- 3. normally act as Chairman of the Academic Committee and the Executive Committee (see 4 and 9 below);
- 4. conduct the academic business of the School or Department on behalf of the Academic Committee and the Executive Committee;
- 5. represent School or Departmental decisions and recommendations to the Council, the Board of Studies and the Director.

B. ACADEMIC COMMITTEES

There shall be in each School and Department of Lincoln Institute of Health Sciences a Committee to be known as the Academic Committee (hereinafter called 'the Committee').

1. Powers of the Committee

- 1.1 The Academic Committee shall be the principal academic body of a School or Department. The Academic Committee shall be responsible to the Board of Studies.
- 1.2 The Committee shall:
 - (a) be responsible for all matters related to studies, including the allocation of financial and other resources, within the field of interest and responsibility of the School or Department;
 - (b) formulate the academic policies of the School or Department for recommendation to the Board of Studies;
 - (c) implement the academic policies of the Institute as they apply to the School or Department;
 - (d) co-ordinate the academic activities of the School or Department;
 - (e) be responsible for admission of students, subject to overall Institute regulations and decisions on admission requirements and on student numbers;
 - (f) be responsible for the teaching of all students enrolled in courses offered by the School or Department;
 - (g) be responsible for assessment, examinations and confirmation of results;
 - (h) make recommendations to the Board of Studies on the academic progress of enrolled students;
 - (i) regularly review the curriculum and, as it sees fit, recommend to the Board new courses or substantial alterations to existing courses;
 - (j) make recommendations to Council's Staffing Committee on new staff appointments (up to and including senior lecturer level or equivalent); the renewal of limited tenure or contract appointments; appointments to tenured staff positions; staff reclassifications and promotions; and
 - (k) consider and recommend on any matter referred to it by the Board, the Council, or the Head of the School or Department.
- 1.3 In exercising its powers pursuant to section 1.2(j) of these regulations, each Academic Committee shall conform to guidelines on these matters made from time to time by the Staffing Committee of Council.
- 1.4 In any case where the Board of Studies does not approve a recommendation made by a committee or suggests substantial amendments the Board will refer such recommendation back to the committee for its further consideration and advice.

2. Membership

The Committee shall be constituted as follows:

- (a) the Head of School or Department, *ex officio*;
- (b) all members of the academic staff of the School or Department;
- (c) two full-time students;
- (d) in the case of Schools: a nominee of each Department which teaches subjects for courses offered by the School;
- (e) in the case of Departments: a nominee of each School in whose courses the Department offers subjects;
- (f) in the case of Schools: at least two representatives of the professions taught by the School, nominated by appropriate professional associations where such associations exist;
- (g) such other persons, not being members of the academic staff of the School or Department, appointed by the Board of Studies on the nomination of the School or Department;
- (h) no surrogate members may be appointed without the consent of the Committee.

3. Invitees

Persons may be invited to attend a meeting by the Committee. Such persons shall have no voting rights.

4. Chairman

4.1 The Head of School or Department shall be the Chairman, save where there is no Head of School or Department or where the Head of School or Department chooses not to act as Chairman. In such cases an appointment shall be made by Council on the nomination of the Committee.

4.2 In the absence of the Chairman the Committee shall elect an Acting Chairman.

4.3 The duties of the Chairman shall be the preparation and conduct of the meetings of the Academic Committee.

5. Term of Office

5.1 A member *ex officio* shall remain a member until such time as he ceases to hold the office in respect of which he was elected.

5.2 Academic staff shall remain members as long as they remain on the staff of the School or Department.

5.3 Student members shall be elected to hold office for a one-year term.

5.4 All other members shall hold office for a two-year term.

5.5 A student member shall cease to be a member if he or she ceases to be enrolled in a course at the Institute.

5.6 Where the Chairman is appointed by Council he or she shall hold office for a two-year term.

5.7 Members shall be eligible for re-election or re-appointment.

6. Elections

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

7. Meeting Procedure

7.1 The Committee shall meet at least once during each academic term.

7.2 All questions which come 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.

7.3 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 membership of the Committee at that time.

7.4 No proceeding of the Committee shall be invalidated by reason only of there being a vacancy in the number of members of the Committee at the time of such proceeding.

7.5 A meeting may be called by the Chairman or by request of not less than one-quarter of the members.

7.6 There shall be no proxy voting.

8. Report of Meetings

After each meeting the Committee shall send the minutes of the meeting and any other reports as requested to the Board of Studies.

9. Executive Committee and Sub-Committees

9.1 Normally the Academic Committee shall form a Standing Executive Committee and may form such other sub-committees as it thinks fit.

9.2 The Head of School or Department shall be Chairman of the Executive Committee save where there is no Head of School or Department, the Chairman of the Academic Committee shall chair the Executive Committee.

9.3 The Executive Committee and other sub-committees shall be responsible to the Academic Committee of the School or Department.

- 9.4 The Academic Committee may delegate to the Executive Committee such of its powers as it sees fit.
- 9.5 After each meeting the Executive Committee and other sub-committees shall send a report of the proceedings to the Academic Committee.

Footnote:

For the purposes of these regulations, members of the 'academic staff' shall be taken to include:

- (i) staff appointed to positions of Tutor, Senior Tutor, Lecturer, Senior Lecturer, Principal Lecturer, Head of School, Head of Department — 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 or Department where the teaching commitment is a requirement of the appointment;
- (iii) staff employed in professional librarian classifications;
- (iv) 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 department, 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 to the voter's preference shall be repeated and the votes shall be recounted after every such redistribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.
 - (c) Each subsequent vacancy shall be filled in the manner provided in the last preceding paragraph for filling the second vacancy provided that every voting paper on which the first preference for any elected candidate is marked shall be placed in the parcel of the continuing candidate next in order of the voter's preference.
 - (d) If on any count two or more candidates have an equal number of votes and one of them has to be declared an excluded candidate, the returning officer shall decide which is to be declared an excluded candidate by lot and if on the final count for filling any vacancy two candidates have received an equal number of votes, the returning officer shall, in such case, have the casting vote by lot.
- (5) In this section:
 - (a) an absolute majority of votes in any count means a number greater than

one-half of the total number of voting papers (excluding voting papers which require to be rejected or are deemed pursuant to paragraph (c) of this sub-section to be exhausted) received by the returning officer or polling clerk in accordance with these rules;

- (b) a continuing candidate means a candidate not already elected or excluded from the count;
- (c) where in any count the voting papers counted to a candidate already elected or excluded have to be distributed amongst the continuing candidates and any such voting paper does not indicate the voter's next succeeding preference for a continuing candidate such voting paper shall be deemed to be exhausted;
- (d) next succeeding preference in any count means that preference which is marked on the voting paper and is next in order of the voter's preference after any prior preference or preferences given by him to any already elected or excluded candidate. Provided that where there is any repetition of a figure or any break in the consecutive numbering of the preferences marked by a voter on his voting paper only the preference or preferences preceding such repetition or break shall be taken into account.

Scrutineers

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

Declaration of Results

22. The returning officer shall by notice on the appropriate 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 Medical Record Administration (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 shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

*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.

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.

Regulations for the Graduate Diplomas in the School of Physiotherapy

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.

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

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

*All applicants should note that they may be required to undertake bridging studies prior to commencing the course.

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

11. Grades

- 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 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 Department of Educational Resources.
- (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 student 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 Rehabilitation Studies

1. Preamble

- 1.(1) These regulations govern the Graduate Diploma in Rehabilitation Studies (Grad.Dip.Rehab.Studs.).
- (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 Department 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 applicant's 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.

8. Duration of Candidature

8.1 Except with the approval of the Committee —

8.1.1 A person admitted to full candidature who enrolls 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 candidate 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 or Department 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;
 - 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 Department or 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:

- 1.1 'the library' means the group of libraries controlled by the Institute, including the Carlton Campus Library and the Arthur Street Campus Library;

- 1.2 'student' means a person enrolled for a course of Lincoln Institute of Health Sciences;
- 1.3 'graduate' means any person who holds a degree or diploma from the Lincoln Institute of Health Sciences, Lincoln Institute, the College of Nursing (Australia), Occupational Therapy School of Victoria, Physiotherapy School of Victoria, or the Victorian School of Speech Therapy;
- 1.4 'librarian' means the senior librarian of the Institute or any person authorised to act on the senior librarian's behalf;
- 1.5 'identity card' means a current identity card or statement of identity issued by the Institute or, in the case of persons who are not students or staff members, by the library;
- 1.6 '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;
- 1.7 'library equipment' includes any and every piece of equipment designed for viewing, hearing or otherwise using any item of library material, typing, making diagnostic tests, computing or gaining access to a computer, together with their accessories, or any other article of a like nature forming part of the contents of the library.

2. Library Users

Subject to these regulations the facilities of the library are available to staff and students of the Institute, graduates, and such other persons as are approved from time to time by the librarian.

3. Entitlement to Borrow

Subject to these regulations the following may borrow from the library:

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

4. Registration of Borrowers

Persons, other than staff or students, or organisations who wish to be registered as borrowers under section 3.3 above, shall apply in writing to the librarian for approval.

5. Removal of Library Items

Items of library material or library equipment shall not be removed from the library except as provided in these regulations.

6. Loan Conditions

- 6.1 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.
- 6.2 Before a loan is approved, all borrowers shall produce identity cards or authorisations to borrow, as provided in section 3.
- 6.3 A borrower shall be responsible for the safekeeping of any item borrowed.
- 6.4 No item on loan shall be transferred from the borrower to any other person.
- 6.5 All library material and library equipment on open access shall be available for loan except the following:
 - 6.5.1 items designated 'Reference Collection';
 - 6.5.2 items on display;
 - 6.5.3 daily newspapers;
 - 6.5.4 contents of the newspaper clippings file;
 - 6.5.5 library materials labelled 'not for loan';

- 6.5.6 any other items of library material or library equipment nominated from time to time by the librarian.
- 6.6 Notwithstanding 6.5 above, the following items may be borrowed over nights, Saturdays, specified weekends, or longer periods when the library is closed, at the discretion of the librarian:
 - 6.6.1 library materials labelled 'not for loan';
 - 6.6.2 items held in the library annexe of the Arthur Street Campus Library;
 - 6.6.3 items held on Counter Reserve except Reference Collection items.
- 6.7 The following items may be borrowed by staff members only, and by any other persons or groups at the discretion of the librarian:
 - 6.7.1 bound periodicals;
 - 6.7.2 unbound periodicals designated 'staff loan only' including periodicals in microform;
 - 6.7.3 all unbound periodicals held in the Arthur Street Campus Library;
 - 6.7.4 anatomical models and specimens;
 - 6.7.5 items forming part of the 'closed access' collection;
 - 6.7.6 any other items of library material or library equipment nominated from time to time by the librarian.

7. Loan Periods

- 7.1 When the following items are borrowed they shall be returned by closing time on the second day after the day of issue, or if the library is closed on that day, on the next day that the library is open:
 - 7.1.1 library materials designated 'two day loan only';
 - 7.1.2 library material and equipment held in the audio-visual section of the Carlton Campus Library;
 - 7.1.3 periodicals held in the Carlton Campus Library, where borrowing is permitted under section 6.6 above;
 - 7.1.4 all duplicates of bound or unbound periodicals.
- 7.2 Items designated 'overnight loan' may be borrowed after 3.00 pm on any day and shall be returned by 9.00 am on the next day that the library is open.
- 7.3 Library material for which a loan period is not specified may be borrowed:
 - (a) by students, for one week commencing on the day following the date of issue;
 - (b) by staff members, registered borrowers, designated groups of students or other students with the approval of the librarian, for two weeks commencing on the day following the date of issue.

8. Extensions

- 8.1 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.

9. Returns

- 9.1 Borrowed items shall be returned in the manner prescribed from time to time by the librarian.
- 9.2 Notwithstanding anything in these regulations, the librarian may require that an item on loan be returned before the due date.
- 9.3 A borrower shall be responsible for the return of any item borrowed.

10. Inter-Library Loans

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

11. Counter Reserve

- 11.1 Library material on counter reserve may be borrowed on the following conditions:
 - 11.1.1 material forming part of the Counter Reserve Reference Collection may be consulted within the Counter Reserve area;

- 11.1.2 all other Counter Reserve material may be borrowed for use in the library for such period as the librarian may from time to time prescribe;
- 11.1.3 except with the permission of the librarian, no borrower may borrow more than one item over any one period;
- 11.1.4 the borrower's identity card or, with the permission of the librarian, some other item of identification, shall be surrendered as security for the loan;
- 11.1.5 loans may be renewed if the item is not known to be in demand;
- 11.1.6 in accordance with section 6.6.3 above counter reserve items, except those forming part of the Counter Reserve Reference Collection, may be borrowed over periods when the library is closed. The hours during which such items may be borrowed shall be prescribed by the librarian. A borrower's identity card shall not be held in security for such loans. The librarian shall have power to determine that an item in the Counter Reserve Collection is not available for loan under this regulation.

12. Penalties for Late Return of Loan Items or Failure to Return Loan Items

- 12.1 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, to a maximum of three dollars.
- 12.2 If a borrowed item has not been returned by two weeks after the due date, the borrower's borrowing rights may be suspended.
- 12.3 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, and a processing fee as determined by the librarian, and any outstanding fine imposed on the borrower.
- 12.4 No student shall be permitted to re-enrol, to receive examination results, or to graduate while an invoice issued pursuant to regulation 12.3 or any fine imposed pursuant to regulation 12.1 above remains outstanding.
- 12.5 If any invoice or fine issued to or imposed upon a staff member under regulations 12.1 or 12.3 above remains outstanding for a period of one month or longer, the borrowing rights of that staff member shall be suspended.
- 12.6 Fines may be imposed for the late return of items borrowed from the Counter Reserve.

13. Rules for General Conduct

- 13.1 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.
- 13.2 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.
- 13.3 No eating, drinking, or smoking is permitted in the library except in areas designated for these purposes.
- 13.4 Litter must be deposited in the receptacles provided.
- 13.5 Items of furniture shall not be used as steps or footrests unless they are provided for the purpose.
- 13.6 Small handbags containing valuables may be taken into the library; but other bags and containers may not be taken into the library without the permission of the attendant.
- 13.7 The Institute will not accept responsibility for the safekeeping of property belonging to library users.
- 13.8 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.
- 13.9 No poster or notice may be displayed in the library without the prior permission of the librarian.

- 13.10 Any person failing to comply with a direction given by a member of the library staff in accordance with these Rules for General Conduct may be excluded from the library for the rest of the day.
- 13.11 Any contravention or failure to comply with these rules of general conduct may be reported as a breach of discipline under section 2.1 of the Discipline Regulations.
- 13.12 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 at the discretion of the librarian.

14. Hours of Opening

- 14.1 The hours of opening of the library shall be determined by the librarian from time to time, and advertised on notice boards in and near the library, and in all Schools and Departments.
- 14.2 The librarian may, in exceptional circumstances, direct that the library or any part of the library be temporarily closed. Where possible, at least one clear week's notice shall be given of such closures, by advertisement on notice boards in and near the library, and in all Schools and Departments.

15. Appeals

- 15.1 Any person may appeal against any decision which affects that person made under these regulations.
- 15.2 An appeal made under section 15.1 above shall be heard by a committee comprising the Head of the Department of Educational Resources, the Head of another School or Department in the Institute, a member of the academic staff of the Institute appointed by the Director, and a student appointed by the President of 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 purposes 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 profession 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.

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 or Department 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.

Admission

Undergraduate Courses

1. 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 31 March in the first year of the course.
 - (ii) Applicants for the Medical Record Administration course must be at least 18 years of age by 30 June 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 31 December 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 1 January in 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.
- (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.

(a) 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 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.

(b) 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.

(c) 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.

(d) 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.)

(e) Orthoptics

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

(f) Physiotherapy

A pass at HSC in two of Biology, Chemistry, Physics, Physical Science, any one branch of mathematics.

(g) 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).

(h) 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 Department of Biological Sciences.

Advanced Standing

The Institute accepts applications for Advanced Standing admission to the following courses: Occupational Therapy, Orthoptics, Physiotherapy 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.

2. 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 31 October of each year. A more accurate date may be obtained by contacting VUAC or the Institute. VUAC applications received after the closing date will be considered, but will be subject to a late fee.

Applicants for the Medical Record Administration, Nursing, Occupational Therapy, Orthoptics, 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 application 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. Applicants for 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 31 October of each year.

(b) Overseas Applicants

Persons in this category are advised to contact the Australian Embassy or High Commission in their country to lodge an application for a student visa by 30 June. In addition, overseas applicants should contact the Student Administration and Careers 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 and Careers Office of the Institute, and all enquiries should be directed to this office.

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

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

3. 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 or Department 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 and Careers 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 and Careers Office *in writing* of their intention to take up their deferred place by no later than 30 October.

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 or Department.

4. 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 or Department 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.

5. 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 of \$82 for full-time students and \$41 for part-time students must be paid at the time of enrolment.

6. RE-ENROLMENT

Continuing students who have satisfactorily completed course year requirements will be mailed re-enrolment papers 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

1. ENTRANCE REQUIREMENTS

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

(a) *Degree Course*

Applicants must be currently registered 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.

(b) *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.

2. 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 Street, Melbourne 3004, telephone 26 4495. For further information on entrance requirements and pre-course preparation, see pages 104-106 and 125 of this handbook.

Postgraduate Courses

1. 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.

2. HOW TO APPLY

All enquiries concerning postgraduate courses, including Master of Applied Science, should be directed to the Student Administration and Careers Office of the Institute. For further information on postgraduate courses see pages 243-245 of this handbook.

General Information

1. Health Requirements

- (a) All students are required to comply with the recommendations of the Department of Health, Tuberculosis Branch. These 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.

2. 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 is \$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.

3. Uniforms

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

4. 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 and Careers Office for a fee of \$2.

5. Change of Name or Address

Students should notify the Student Administration and Careers 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 and Careers Office, Building F. Students should note that examination results and re-enrolment instructions are sent to the home address held by the Student Administration and Careers Office.

6. 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 or Department for leave of absence from the course for a specified period of time. The application must contain the student's reasons for seeking leave of absence. Leave of absence may be granted at the discretion of the School or Department 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 or Department no later than the end of the fifth week of the third term of the year in which leave of absence is sought.

7. 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 or Department.

(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 or Department 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.

8. Part-time Studies

The Institute offers a small number of places to students who wish to take the following courses on a *part-time* basis: 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.

9. Open Day

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

In 1983 Open Day will be held on Sunday, 19 June and will be widely publicised in daily papers and at schools and colleges.

Further details are available from the Student Administration and Careers 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 Staff-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 Staff-Student Services Committee is a Standing Committee of the Institute Council with a membership of students and staff, with students in the majority.

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 am-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. Emergencies will be seen as quickly as possible but, as the Service is very busy, it is advisable to make an appointment.

249 Grattan Street, Carlton, telephone 341 6904/5.

Monday to Friday, 9.00 am-5.00 pm.

Student Housing Service

The Student Housing Service is available to all students of Melbourne University and Lincoln Institute free of charge. It helps students to find suitable accommodation and offers advice on accommodation problems, including setting up house, budget, domestic management and advice on any legal matters associated with leasing accommodation. The service has lists of rooms, houses, flats and full-board facilities available. Basic information on colleges and halls of residence is also available.

The Housing Service issues a number of very useful publications, which are available from the Student Housing Service and the Student 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, 9.00 am-1.00 pm, 2.00 pm-5.00 pm.

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 student 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 student 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, *Libull*, 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.

Recreation

The development and organisation of a recreation programme in the Institute is the responsibility of the Recreation Officer. This entails liaison with groups such as the Lincoln Institute Association of Students, Sports Committee, student clubs and societies, the staff associations, and individual students and staff. The Recreation Officer acts as a facilitator, resource and support person for these groups. The recreation programme ranges from intramural and competitive sport, social and cultural activities, to sports coaching and recreation classes such as pottery, jazz ballet, yoga and self-defence. The Recreation Officer also assists in establishing new clubs and societies.

School of Communication Disorders

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 deaf, 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 two 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.

Term Dates

21-25 February

28 February — 6 May

9-13 May

30 May — 29 July

1-5 August

29 August — 28 October

7-11 November

Orientation Week

First Term

First Term Examinations

Second Term

Second Term Examinations

Third Term

Final Examination Period

Equipment

Students 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 \$100 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 defect.

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 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

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

CD 100 Development and Disorders of Phonology

CD 110 Development and Disorders of Language

CD 125 Cleft Lip and Palate

CD 130 Human Development

CD 150 Acoustics and Introduction to Hearing Assessment

CD 160 Phonetics

CD 161 Syntax

CD 190 Clinical Orientation (Clinical Practicum I)

BS 100 Introduction to Behavioural Sciences

BS 105 Introduction to Research

ID 101 Introduction to Community Health Problems

BL 122 Human Morphology and Function

BL 184 Anatomy for Communication Disorders

Second Year

- CD 200 Cerebral Palsy (not taught in 1983; will be a Third Year subject in 1984)
 CD 210 Disorders of Phonology
 CD 215 Diagnostics
 CD 220 Disorders of Language
 CD 230 Disorders of Voice
 CD 240 Therapeutic Processes
 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 340 Therapeutic Processes
 CD 350 Aural Rehabilitation
 CD 360 Applications of Linguistics to Disorders of Communication
 CD 370 Learning Disorders
 CD 390 Clinical Practicum III
 BS 280 Interpersonal Helping Skills
 BS 331 Abnormal Behaviour: Phenomena, Theories and Therapies
 BS 332 Abnormal Behaviour: Psychoneurological and Biochemical Aspects
 BS 333 Neuropsychology
 BS 390 Aspects of Theory and Practice of Counselling
 plus one
 BS 400 Behavioural Science Seminar

Fourth Year

- CD 440 Therapeutic Processes
 CD 490 Clinical Practicum IV
 plus electives
 CD 480 Literature Survey Project
 plus one
 BS 400 Behavioural Science Seminar
 or, in lieu of CD 480 and one BS 400
 BS 350 Directed Research Project

Details of Syllabus: First Year**CD 100 DEVELOPMENT AND DISORDERS OF PHONOLOGY**

(18 hours of lectures, 9 hours of tutorials)

A study of the emerging phonological system in the normal child, including articulation and speech sound perception, followed by a brief introduction to types and classification of disorders related to phonology.

Recommended Text

INGRAM, D. 1976. *Phonological disability in children*. London, Arnold.

Additional texts to be advised.

CD 110 DEVELOPMENT AND DISORDERS OF LANGUAGE

(27 hours of lectures, 9 hours of tutorials)

A study of the language skills of children, emphasising the development of grammatical capacities, including semantic and pragmatic development, followed by an introduction to various language disorders.

Recommended Text

CRYSTAL, D., FLETCHER, P. and GARMAN, M. 1976. *The grammatical analysis of language disability*. London, Arnold.

Additional texts to be advised.

CD 125 CLEFT LIP AND PALATE

(9 hours of lectures)

This subject will outline aetiologies, embryology, management techniques and potential prevention measures for cleft lip and palate. It will include discussions of techniques for diagnosis and treatment of communication disorders related to cleft lip and palate.

Recommended Text

BZOCH, K. ed. 1979. *Communicative disorders related to cleft lip and palate*. Boston, Little Brown.

CD 130 HUMAN DEVELOPMENT

(15 hours of lectures)

An introduction to the observation of growth and development in normal children and significant paediatric problems affecting such growth.

Recommended Text

SHERIDAN, M. D. 1975. *Children's developmental progress — from birth to five years: the Stycar sequences*. Windsor, Berks., NFER Publishing Co. Ltd.

CD 150 ACOUSTICS AND INTRODUCTION TO HEARING ASSESSMENT

(36 hours of 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.

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.

CD 160 PHONETICS

(27 hours of lectures, 9 hours of tutorials and 18 hours of laboratory classes)

An introduction to phonetics, phonology and morphophonemics with emphasis on 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.

Recommended Text

LADEFOGED, P. 1975. *A course in phonetics*. New York, Harcourt Brace Jovanovich, Inc.

CD 161 SYNTAX

(27 hours of lectures)

Introduction to syntax, including traditional and transformational approaches.

Recommended Text

RUDEGEAIR, R. 1979. *English sentence structure*. Carlton, Lincoln Institute.

CLINICAL PRACTICUM I

(10 assigned hours)

CD 190 Clinical Orientation

This clinical involvement serves as an orientation to the role of a speech pathologist in a clinical context. Students will observe work done in three different clinical settings.

BEHAVIOURAL SCIENCES I

BS 100 Introduction to Behavioural Sciences

(81 hours)

See descriptive entry page 185.

BS 105 Introduction to Research

(40 hours)

See descriptive entry page 186.

ID 101 Introduction to Community Health Problems

(20 hours)

See descriptive entry page 184.

MEDICAL SCIENCES I

BL 122 Human Morphology and Function

(95 hours)

See descriptive entry page 221.

BL 184 Anatomy for Communication Disorders

(49 hours)

See descriptive entry page 224.

Details of Syllabus: Second Year

CD 210 DISORDERS OF PHONOLOGY

(27 hours of lectures, 13 hours of tutorials)

A detailed study of disorders of articulation, emphasising diagnostic principles and remediation strategies.

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.

CD 215 DIAGNOSTICS

(27 hours of lectures and practical work)

Approaches to the diagnosis of speech and language pathologies, emphasising general principles in the diagnostic strategy.

Recommended Texts

NATION, J. E. and ARAM, D. M. 1977. *Diagnosis of speech and language disorders*. St Louis, Mosby.
SANDERS, L. J. 1972. *Evaluation of speech and language disorders in children*. Danville, The Interstate Printers & Publishers, Inc.

CD 220 DISORDERS OF LANGUAGE

(45 hours of lectures, 14 hours of tutorials)

A detailed study of language delay and language deviance, emphasising diagnostic principles and remediation strategies.

Recommended Texts

McLEAN, J. and McLEAN, L. K. 1978. *A transactional approach to early language training*. Sydney, Charles E. Merrill.
MILLER, J. 1981. *Assessing language production in children*. Baltimore, University Park Press.
MUMA, J. R. 1978. *Language handbook: concepts, assessments, intervention*. Englewood Cliffs, N.J., Prentice-Hall.

CD 230 DISORDERS OF VOICE

(27 hours of lectures, 27 hours of tutorials)

A study of the physiological, acoustic and perceptual aspects of normal and abnormal voice production, including aetiologies, symptomatology, evaluation and treatment of voice disorders.

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. *Laryngectomy rehabilitation*. Houston, College-Hill Press.
 WILSON, D. K. 1979. *Voice problems of children*. 2nd ed. Baltimore, Williams & Wilkins.

CD 240 THERAPEUTIC PROCESSES

(27 hours of lectures and workshops)

The principles and methods used by speech pathologists in the management of clients will be presented; in particular, considerations in planning management, report writing, evaluation of client progress and self-monitoring techniques for the student clinician.

CD 250 BASIC AUDIOLOGY

(27 hours of lectures, 27 hours of workshops)

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.

Recommended Texts

- DOYLE, J. 1980. *Basic concepts and techniques of masking in pure tone audiometry*. Carlton, Lincoln Institute.
 HARRIS, J. D. 1974. *Anatomy and physiology of the hearing mechanism*. Indianapolis, KATZ, J. ed. 1975. *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.

CD 280 NEUROLOGY

(27 hours of lectures, 27 hours of tutorials)

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

Recommended Text

To be advised.

CD 290 CLINICAL PRACTICUM II

(93 assigned hours)

CD 292 General Practicum

(81 assigned hours)

In small groups students will participate in clinical work alongside a teacher clinician. Skills in observation, treatment and reporting will be practised.

CD 294 Hearing Screening

(12 assigned hours)

In second year students will be involved in audiometric screening during a portion of the year.

BEHAVIOURAL SCIENCES II**BS 230 DEVELOPMENTAL PSYCHOLOGY**

(80 hours of lectures, practicals and tutorials)

Unit 1 — Psychobiology of Development

Unit 2 — Childhood and Adolescence

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

See descriptive entry pages 188-189.

BS 250 RESEARCH EVALUATION

(18 hours)

See descriptive entry page 189.

BS 351 MEASUREMENT AND TEST THEORY I

(9 hours)

See descriptive entry page 193.

Details of Syllabus: Third Year

CD 310 COMMUNICATION DISORDERS OF NEUROLOGICAL ORIGIN

(54 hours of lectures, 27 hours of tutorials)

This subject will cover approaches to diagnosis and treatment of neurogenic speech and language disorders and related problems, i.e. dysarthria, aphasia, apraxia, agnosia, alexia and agraphia, with emphasis being on acquired disorders in adults.

Recommended Texts

HECAEN, H. and ALBERT, M. L. 1978. *Human neuropsychology*. New York, Wiley.

HILL, B. 1978. *Verbal dyspraxia in clinical practice*. Carlton, Pitman.

CD 320 STUTTERING

(45 hours of 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.

CD 340 THERAPEUTIC PROCESSES

(27 hours of lectures)

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.

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.

CD 350 AURAL REHABILITATION

(27 hours of lectures, 27 hours of tutorials)

A comprehensive treatment of the area of rehabilitation of individuals with hearing loss. Students are exposed to diagnostic and therapeutic strategies employed with each of the three major hearing loss groups: prelingually deaf children, prelingually deaf adults and adults with acquired hearing loss.

Recommended Texts

- ALPNER, J. G. 1978. *Handbook of adult rehabilitative audiology*. Baltimore, Williams & Wilkins.
 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.

CD 360 APPLICATIONS OF LINGUISTICS TO DISORDERS OF COMMUNICATION

(18 hours)

A study of linguistic principles as applied to speech and language disabilities. Sessions will include demonstrations of both assessment and treatment protocols in the areas of phonology, expressive syntax, language comprehension and prosody.

Recommended Text

CRYSTAL, D., 1981. *Clinical linguistics*. New York, Springer-Verlag.

CD 370 LEARNING DISORDERS

(27 hours of lectures)

Students will be introduced to the area of learning disorders, with particular emphasis on reading and spelling difficulties.

Recommended Text

FARR, R. and ROSER, N. 1979. *Teaching a child to read*. New York, Harcourt Brace Jovanovich.
 Additional texts to be advised.

CD 390 CLINICAL PRACTICUM III

(182 assigned hours)

CD 391 Voice Disorders

(27 assigned hours)

CD 392 General Practicum

(95 assigned hours)

CD 394 Communication Disorders of Neurological Origin

(42 assigned hours)

A continuation of clinical training to allow for the growth and development of skills required in the practical area. The course emphasises the consolidation of work in childhood articulation and language disorders and gives clinical contact for voice disorders and adult disorders of neurological origin.

CD 395 Audiology Diagnostics

(18 assigned hours)

During the third year students will be involved in audiometric diagnostics and rehabilitation management.

BEHAVIOURAL SCIENCES III**BS 280 Interpersonal Helping Skills**

(13½ hours)

See descriptive entry page 190.

BS 331 Abnormal Behaviour: Phenomena, Theories and Therapies

(18 hours of lectures, 9 hours of tutorials)

See descriptive entry page 191.

BS 332 Abnormal Behaviour: Psychoneurological and Biochemical Aspects
(18 hours)

See descriptive entry page 192.

BS 333 Neuropsychology

(18 hours)

See descriptive entry page 192.

BS 390 Aspects of Theory and Practice of Counselling

(18 hours)

See descriptive entry page 194.

BS 400 Behavioural Science Seminar

(18 hours)

Choice of one (1) from the listed topics

See descriptive entries pages 194-200.

Details of Syllabus: Fourth Year

CD 440 THERAPEUTIC PROCESSES

(27 hours)

This subject will discuss clinic administration, standards of speech pathology practice and ethics of conduct and practice.

CD 490 CLINICAL PRACTICUM IV

(593 assigned hours)

CD 491 Child Speech Pathology

(204 assigned hours)

CD 492 Adult Speech Pathology

(204 assigned hours)

CD 493 Learning Disorders

(36 assigned hours)

CD 494 Stuttering

(75 assigned hours)

Experience will be given in as wide a field as possible under supervision, so that the student will have developed skills in all areas.

CD 495 Aural Rehabilitation

During the fourth year students will be involved in aural rehabilitation therapy with hearing impaired individuals of all ages with the emphasis on developing full management skills.

ELECTIVES

Fourth year students may choose either to complete CD 480 Literature Survey Project and a selected BS 400 Behavioural Science Seminar, or to complete BS 350 Directed Research Project.

CD 480 Literature Survey Project

(36 hours)

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.

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.

BS 400 Behavioural Science Seminar

(18 hours)

Choice of one (1) from the listed topics.

See descriptive entry page 194-200.

BS 350 Directed Research Project

(54 hours)

See descriptive entry page 193.

Graduate Diploma in Communication Disorders**Introduction**

The Graduate Diploma in Communication Disorders is designed to provide graduates with specialised knowledge and increased skills which will aid in the understanding, prevention of, 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.

Admission Requirements

An applicant for admission to the Graduate Diploma shall:

- hold the Degree of Bachelor of Applied Science with major studies in speech pathology of Lincoln Institute of Health Sciences or a qualification deemed equivalent by the Academic Committee; or
- hold a Licentiate of the former Australian College of Speech Therapists or a qualification deemed equivalent by the Academic Committee; and
- provide evidence that the theoretical and clinical prerequisites of the course as determined by the Academic Committee are met;
- provide evidence of appropriate writing ability and fluency in spoken English.

An applicant who does not hold the qualifications described in paragraphs (a) and (b) above may be admitted provided that such an applicant holds a degree or graduate diploma in a discipline* 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.

Award

Upon satisfactory completion of all course requirements a student will be awarded the Graduate Diploma in Communication Disorders.

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

Preliminary Studies

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

BS 590 Introduction to Research and Statistics

See descriptive entry page 209.

BS 591 Introduction to Behavioural Sciences

See descriptive entry page 210.

AE 500 Academic Skills Acquisition

See descriptive entry page 94.

CD 500 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

BS 501 Introduction to Graduate Research Skills (5.5 modules — 33 hours)

BS 503 Empirical Case Design (1.5 modules — 9 hours)

HEALTH AND HEALTH CARE

BS 506 Influences on Health (3 modules — 18 hours)

AE 501 Quality Assurance in Health Care (2 modules — 12 hours)

PROFESSIONAL FUNCTIONING

AE 502 Legal and Ethical Elements of Professional Practice (1 module — 6 hours)
plus any two modules from the following:

BS 507 Professional Roles (1 module — 6 hours)

BS 508 Interprofessional Functioning (2 modules — 12 hours)

BS 509 Client-Professional Interactions (1 module — 6 hours)

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). Stream A will be offered for the 1983 intake. Stream B was offered in 1982 and will be in its second year of the sequence in 1983.

STREAM A

CD 510 Communication Disorders of Neurological Origin (11 modules)

CD 511 Neuropsychology (11 modules)

CD 580 Literature Evaluation (10 modules)

STREAM B

CD 520 Language Disorders in Children: Cognitive, Linguistic and Pragmatic Systems (11 modules)

CD 521 Language Disorders in Children: Assessment and Intervention (11 modules)
 CD 580 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.

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

BS 501 Introduction to Graduate Research Skills (5.5 modules)

(33 hours)

See descriptive entry page 201.

BS 503 Empirical Case Design (1.5 modules)

(9 hours)

See descriptive entry page 201.

HEALTH AND HEALTH CARE

BS 506 Influences on Health (3 modules)

(18 hours)

See descriptive entry page 202.

AE 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 94.

PROFESSIONAL FUNCTIONING

AE 502 Legal and Ethical Elements of Professional Practice (1 module)

(6 hours)

See descriptive entry page 95.

plus any two modules of the following:

BS 507 Professional Roles (1 module)

(6 hours)

See descriptive entry page 202.

BS 508 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 202.

BS 509 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 202.

SPECIALIST CORE STUDIES**CD 510 COMMUNICATION DISORDERS OF NEUROLOGICAL ORIGIN (C.D.N.O.) (11 modules)**

(66 hours)

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.

CD 511 NEUROPSYCHOLOGY (11 modules)

(66 hours)

This unit is designed to orient students to significant theoretical issues and research in this rapidly expanding discipline, as well as providing guidelines regarding the use of neuropsychological assessment procedures of particular relevance in the C.D.N.O. clinical setting.

CD 520 LANGUAGE DISORDERS IN CHILDREN: COGNITIVE, LINGUISTIC AND PRAGMATIC SYSTEMS (11 modules)

(66 hours)

The object of this course is to provide a comprehensive problem solving approach towards understanding the issues, assumptions, techniques and implications involved in the prevention of and provision of services for language disordered children.

CD 521 LANGUAGE DISORDERS IN CHILDREN: ASSESSMENT AND INTERVENTION (11 modules)

(66 hours)

The object of this course is to provide a comprehensive problem solving approach towards understanding the issues, assumptions, techniques and implications involved in the prevention of and provision of services for language disordered children with an emphasis on prevention, assessment and intervention.

CD 580 LITERATURE EVALUATION (10 modules)

(60 hours)

This unit consists of a full literature evaluation and the writing and submission of a minor thesis on a topic in the area studied in the specialist core. Students will spend most of the assigned hours in private work under the direction of appropriate staff members. The direction will consist mainly of instruction and advice as required by each individual. However, in order to ensure that students are adequately paced and progressing satisfactorily in their work, scheduled meetings will be held.

ELECTIVE STUDIES

A comprehensive list of approved electives will be published at a later date. Two confirmed electives are:

CD 560 Clinical Administration (5 modules)

CD 561 Readings in Communication Disorders (1-13 modules)

School of Health Administration and Education

Introduction

The responsibilities of this newly established School include:

- (a) undergraduate teaching in Medical Record Administration;
 - (b) postgraduate teaching programmes, currently the Graduate Diploma in Health Administration and units offered in other graduate diploma programmes;
 - (c) the provision of educational development services to staff and students of the Institute and relevant professions;
 - (d) co-operation across the Institute in the areas of administration, teaching, learning and education for health practitioners; and
 - (e) the development of a range of continuing education activities.
-

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 patient care. Therefore they must be able to view health institutions and 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 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 the course.

Term Dates

First Year

| | | |
|-----------------------|------------|--|
| 21-25 February | (1 week) | Orientation Week |
| 28 February-6 May | (10 weeks) | Theory with exception of Directed Practice Orientation on 19, 20 and 21 April |
| 9-13 May | (1 week) | Examinations |
| 30 May-29 July | (9 weeks) | Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 21 June-14 July |
| 1-5 August | (1 week) | Examinations |
| 29 August-28 October | (9 weeks) | Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 13 September-6 October |
| 31 October-4 November | (1 week) | Study Vacation |
| 7-11 November | (1 week) | Examinations |

Second Year

| | | |
|-----------------------|-----------|-----------------------------|
| 7-11 February | (1 week) | Theory |
| 14 February-18 March | (5 weeks) | Directed Practice Programme |
| 21 March-6 May | (7 weeks) | Theory |
| 9-13 May | (1 week) | Examinations |
| 30 May-1 July | (5 weeks) | Directed Practice Programme |
| 4-29 July | (4 weeks) | Theory |
| 1-5 August | (1 week) | Examinations |
| 29 August-7 October | (6 weeks) | Directed Practice Programme |
| 10-28 October | (3 weeks) | Theory |
| 31 October-4 November | (1 week) | Study Vacation |
| 7-11 November | (1 week) | Examinations |

Assessment

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

Course Outline

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

First Year

- AE 110 Medical Record Management I
- AE 120 Medical Ethics and Law
- AE 130 Fundamentals of Medicine and Surgery
- AE 140 Disease/Operation Classification I
- AE 150 Statistics

BL 121 Human Biology
 BS 101 Introduction to Behavioural Sciences
 ID 101 Introduction to Community Health Problems
 AE 190 Directed Practice Programme
 Typing Requirement

Second Year

AE 210 Principles of Administration
 AE 220 Medical Record Management II
 AE 230 Disease/Operation Classification II
 AE 260 Medical Information Processing
 AE 270 Health Care Services
 AE 280 Personnel Management
 BL 272 Medical Science
 BL 275 Introduction to Pharmacology
 AE 290 Directed Practice Programme

Details of Syllabus: First Year

AE 110 MEDICAL RECORD MANAGEMENT I

(120 hours)

The subject introduces students to medical record practice; the associated ethical obligations within the context of total patient care; the procedural functions of Medical Record Departments and functionally-related areas; and equipment utilised in Medical Record Departments.

Prescribed Texts

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS, 1981. *The accreditation guide for Australian hospitals and expanded care facilities*, Sydney.
 HUFFMAN, E. K. 1982. *Medical record management*. 7th ed. Illinois, Physicians Record Co.
 WORLD HEALTH ORGANISATION. 1980. *Guidelines for medical record practice*. Geneva W.H.O.

AE 120 MEDICAL ETHICS AND LAW

(25 hours)

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

Prescribed Text

BURTON, A. N. 1979. *Medical ethics and the law*. Melbourne, Aust., Medical Publishing.
 CAMPBELL, A. V. *Moral dilemmas in medicine*. 2nd ed. Edinburgh, Churchill Livingstone.
 ROBINSON, K. and ELL, M. 1982. *Consent to treatment forms for hospitals — with guidelines*. Carlton, Lincoln Institute of Health Sciences.

Reference books

BEAUCHAMP, T. L. and CHILDRESS, J. F. 1979. *Principles of bioethics*, New York, Oxford University Press.

AE 130 FUNDAMENTALS OF MEDICINE AND SURGERY

(90 hours)

This aims to help the student 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 accurately knowledge of disease processes where necessary in daily departmental activities.

Prescribed Texts

DORLAND'S *pocket medical dictionary*. 23rd ed. 1982. Philadelphia, Saunders.
 FRENAY, St. Agnes Clair 1977. *Understanding medical terminology*. 6th ed. St. Louis, Catholic Hospital Association.

AE 140 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.

AE 150 STATISTICS

(60 hours)

An introduction to terms and methods commonly employed in the analysis and presentation of data and, in particular, medical data. Students are given an appreciation of the scope, logic and techniques of statistical methods as applied to the health field.

BL 121 HUMAN BIOLOGY

(59 hours)

See descriptive entry page 221.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 185.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 184.

AE 190 DIRECTED PRACTICE PROGRAMME

(216 hours)

Aims

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 an appreciation of staff interrelations.

Format

Orientation Week—3 days in term 1 at a metropolitan hospital.

Second Term—12 days at a metropolitan hospital.

Third Term—12 days at a metropolitan hospital.

TYPING REQUIREMENT

(approximately 40 hours)

This requirement is completed outside normal lecture hours. A typing room is set up for this purpose. Students copy type and transcribe medical dictation from cassette tapes. This requirement develops students' typing skills and assists in the reinforcement of medical terminology, and introduces them to medical dictating systems.

Details of Syllabus: Second Year

AE 210 PRINCIPLES OF ADMINISTRATION

(25 hours)

Aims

To present the basics of an operational theory and science of management; to use the functions of managers — planning, organising, staffing, directing and leading,

and co-ordinating and controlling to show how management knowledge can be organised in a useful and practical manner.

Reference Books

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

AE 220 MEDICAL RECORD MANAGEMENT II

(50 hours)

This subject is divided into seven units: Ergonomics, Primary Health Care Programmes, Hospital Accreditation, Problem-Oriented Medical Records, Forms Design, Quality Assurance Programmes and Procedure Manuals.

Prescribed Texts

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS. 1978. *A guide to clinical review*. Sydney, Prince & Martin.

ASME Medical Education Booklet No. 6. March 1976. *The problem oriented record and its educational implications*. Dundee, McIntyre, Pugh & Lloyd.

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS. 1981. *The accreditation guide for Australian hospitals and extended care facilities*. Sydney.

AE 230 DISEASE/OPERATION CLASSIFICATION II

(30 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.

AE 260 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.

AE 270 HEALTH CARE SERVICES

(40 hours)

A study of the structure and functions of health care services in Australia. Comparison of some health care systems on an international basis.

Prescribed Texts

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

AE 280 PERSONNEL MANAGEMENT

(60 hours)

Designed to equip the student to deal effectively with the human problems of health care institutions as business organisations, the impact of technology, union-management relationships, and the skills of face-to-face supervision.

Prescribed Texts

HANEY, W. V. 1979. *Communication and interpersonal relations*. 4th ed. Illinois, Irwin.

STRAUSS, G. and SAYLES, L. R. 1980. *Personnel: the human problems of management*. New York, Prentice-Hall.

Reference Books

- BERNE, E. 1969. *Games people play: the psychology of human relationships*. London, Penguin.
 BROWN, J. A. C. 1965. *The social psychology of industry*. London, Penguin.
 LIKERT, R. 1967. *The human organization*. New York, McGraw-Hill.
 LUPTON, T. 1971. *Management and the social sciences*. London, Penguin.

BL 272 MEDICAL SCIENCE

(29 hours)

See descriptive entry page 227.

BL 275 INTRODUCTION TO PHARMACOLOGY

(14 hours)

See descriptive entry page 228.

Prescribed TextBAILEY, R. 1975. *Pharmacology for nurses*. 4th ed. London, Balliere Tindall & Cassell.**AE 290 DIRECTED PRACTICE PROGRAMME**

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 thirty hospitals and health institutions in Victoria, SA, ACT, Northern Territory and New Zealand participate in the programme and students work directly under the supervision of the Chief Medical Record Administrator during each placement.

EDUCATION STUDIES

This area includes Education Development Services and Graduate Studies.

Education Development Services

Education Development Services include:

- (a) Inservice development which is offered to staff and students in order to monitor and improve the quality and effectiveness of teaching and learning. Emphasis is placed upon the teacher, curriculum, teaching procedures, examinations and assessments, student study programmes and workloads, and research into the teaching and learning processes. A variety of inservice programmes and formats are provided, including individual consultation, informal and formal seminars and courses, workshops and simulation.
- (b) Curriculum services where staff are assisted to formulate policy in relation to curriculum, planning of new courses, and review and evaluation of existing courses. Advice is available to individual staff in matters related to the preparation, conduct and review of their teaching programmes.
- (c) Research services where encouragement and support are available to staff seeking to assess their teaching programme or to engage in research involving educational theory and practice. Basic data and information on student entry profile, later performance, and teaching programmes and related issues of significance may be explored.
- (d) Clinical education where courses and consultancy services are offered to staff to assist them with clinical supervision and assessment. These services are provided to staff at the Institute and to people in clinics and hospitals who supervise students.

Graduate Studies

Graduate Studies is currently responsible for the Graduate Diploma in Health Administration and units offered in other graduate diploma programmes.

Graduate Diploma in Health Administration

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.

Award

On successful completion of the course, a Graduate Diploma in Health Administration is awarded to students by Lincoln Institute.

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.

BS 590 Introduction to Research and Statistics
(24 hours)

See descriptive entry page 209.

BS 591 Introduction to Behavioural Sciences
(24 hours)

See descriptive entry page 210.

AE 500 Academic Skills Acquisition
(12 hours)

See descriptive entry page 94.

Course Outline

Subjects taken in the course are set down out below:

First Year

BASIC STUDIES

Basic Studies consists of three major areas:

RESEARCH AND EVALUATION

BS 501 Introduction to Graduate Research Skills (5.5 modules)

BS 504 Survey and Interview Techniques (1.5 modules)

HEALTH AND HEALTH CARE

BS 506 Influences on Health (3 modules)

AE 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING

AE 502 Legal and Ethical Elements of Professional Practice (1 module)

BS 508 Interprofessional Functioning (2 modules)

SPECIALIST CORE STUDIES

AE 600 Introduction to Health Administration

AE 601 Management Theory and Practice

AE 602 Administration of Health Care Delivery

Second Year

AE 603 Administrative Tools, Techniques and Information Systems

AE 604 Implications for Client Management

AE 605 Directed Project

ELECTIVE STUDIES

Students must undertake 13 modules of elective studies from those listed below or other elective units.

AE 606 Independent Project (5 modules)

Health Management Seminar Programme (AE 610 series)

AE 611 Departmental Performance Appraisal (2 modules)

AE 612 Application of Management by Objectives (2 modules)

AE 613 Planning and Decision-Making (2 modules)

AE 614 Group Decision-Making and Meeting Procedures (2 modules)

AE 615 Conflict Management (2 modules)

AE 616 Health Economics (2 modules)

AE 617 Leadership (2 modules)

AE 618 Identification of Organisational Needs (2 modules)

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

BS 501 Introduction to Graduate Research Skills (5.5 modules)

(33 hours)

See descriptive entry page 201.

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 201.

HEALTH AND HEALTH CARE

BS 506 Influences on Health (3 modules)

(18 hours)

See descriptive entry page 202.

AE 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 94.

PROFESSIONAL FUNCTIONING

AE 502 Legal and Ethical Elements of Professional Practice (1 module)

(6 hours)

See descriptive entry page 95.

BS 508 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 208.

SPECIALIST CORE STUDIES**AE 600 INTRODUCTION TO HEALTH ADMINISTRATION (2 modules)**

(12 hours)

This unit provides a foundation for subsequent studies in health administration by examining changing perspectives of administration and their applications 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.

AE 601 MANAGEMENT THEORY AND PRACTICE (9 modules)

(54 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.

AE 602 ADMINISTRATION OF HEALTH CARE DELIVERY (5 modules)

(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.

AE 603 ADMINISTRATIVE TOOLS, TECHNIQUES AND INFORMATION SYSTEMS (7 modules)

(42 hours)

This unit covers communication within organisational systems, types of information, formal and informal networks, systems 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.

AE 604 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.

AE 605 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.

ELECTIVE STUDIES**AE 606 INDEPENDENT PROJECT (5 modules)**

(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.

HEALTH MANAGEMENT SEMINAR PROGRAMME (AE 610 series)

This programme consists of case studies, field studies, class exercises or simulations which directly involve students in the processes of management, decision-making and review. Cases will be designed to meet student interest and could include:

AE 611 Performance Appraisal in Specialist Departments (2 modules)

(12 hours)

AE 612 Application of Management by Objectives (2 modules)

(12 hours)

AE 613 Planning and Decision-Making (2 modules)

(12 hours)

AE 614 Group Decision-Making and Meeting Procedures (2 modules)

(12 hours)

AE 615 Conflict Management (2 modules)

(12 hours)

AE 616 Health Economics (2 modules)

(12 hours)

AE 617 Leadership (2 modules)

(12 hours)

AE 618 Identification of Organisational Needs (2 modules)

(12 hours)

Units offered in Graduate Diploma Programmes**AE 500 ACADEMIC SKILLS AQUISITION**

(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 presentation skills, literature search skills, referencing and citation.

AE 501 QUALITY ASSURANCE IN HEALTH CARE

(12 hours)

This unit introduces the student to formal methods of evaluating medical care. The subject includes a history of peer review on an international basis and aims to familiarise the student with the work of the Australian Council on Hospital Standards and the Australian Medical Association in the area of patient care evaluation.

Reference Books

JOINT SUBMISSION ON ACCREDITATION OF HOSPITALS. 1982. *The QA Guide — A resource for hospital quality assistance*. Chicago, J.C.P.H.

- THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS. *The accreditation guide — for Australian hospitals and extended care facilities*. Sydney, Prince and Martin Pty. Ltd.
- THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS, THE AUSTRALIAN HOSPITAL ASSOCIATION, THE AUSTRALIAN MEDICAL ASSOCIATION. 1978. *A guide to clinical reviews*. Sydney, A.C.H.S., A.H.A., A.M.A.
- THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS, THE AUSTRALIAN HOSPITAL ASSOCIATION, THE AUSTRALIAN MEDICAL ASSOCIATION. 1980. *A guide to utilization review*. Sydney, A.C.H.S., A.H.A., A.M.A.

AE 502 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 and 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.

Prescribed Text

PURTHO, B. B. and CASSEL, C. K. 1981. *Ethical dimensions in the health professions*. W. B. Saunders.

AE 503 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.

AE 504 IMPLEMENTING CHANGE

(12 hours)

This subject is designed for graduate students 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.

School of Nursing

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; and Nursing Education. (A fifth major stream, Midwifery, may be conducted in 1983.)
 - 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 26 4495.

Contents

DIPLOMA IN APPLIED SCIENCE, NURSING

Term Dates and Course Information — pages 97-98.

Course Outline — page 99.

Details of Syllabus — pages 99-103.

BACHELOR OF APPLIED SCIENCE (ADVANCED NURSING)

Course Information and Term Dates — pages 104-107.

Course Outline — Year I — pages 107-108.

Course Outline — Year II

Advanced Clinical Nursing Major — page 108.

Community Health Nursing Major — page 109.

Nursing Administration Major — page 109.

Nursing Education Major — page 110.

Details of Syllabus — pages 110-124.

DIPLOMA IN APPLIED SCIENCE, COMMUNITY HEALTH NURSING (Maternal and Child Health)

Course Information and Term Dates — pages 124-125.

Course Outline — page 125.

Details of Syllabus — pages 125-127.

Diploma in Applied Science, Nursing

Introduction

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 year 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

21-25 February
28 February
9-20 May
23-27 May
30 May
1-12 August
15-19 August
22 August
31 October-11 November
25 November
28 November

Orientation Week
Term 1 begins
Study Leave and Examinations
Vacation
Term 2 begins
Study Leave and Examinations
Vacation
Term 3 begins
Study Leave and Examinations
Term 3 ends
Vacation

Second Year

21 February
16-20 May
23-27 May
30 May
8-12 August
15-19 August
22 August
21 November-2 December
5 December

Term 1 begins
Study Leave and Examinations
Vacation
Term 2 begins
Study Leave and Examinations
Vacation
Term 3 begins
Study Leave and Examinations
Vacation

Third Year

21 February
16-20 May

Term 1 begins
Study Leave and Examinations

| | |
|-----------------------|------------------------------|
| 23 May | Vacation |
| 30 May | Term 2 begins |
| 15-26 August | Study Leave and Examinations |
| 29 August-2 September | Vacation |
| 5 September | Term 3 begins |
| 14-18 November | Study Leave and Examinations |
| 21 November | Vacation |

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 will be assessed in clinical practice and if satisfactory, will proceed on to the next unit of study. If found to be unsatisfactory in clinical practice a student's continuing clinical placement will be 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 not been allocated a weighting in points.

Weightings for each theoretical 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 will be 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 | |

Total points = 12

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 | |

Total points = 12

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) |
| N 0310 Paediatric Nursing | (1.0 point) |
| N 0340 Psychiatric Nursing | (1.0 point) |
| N 0370 Community Health Nursing III | (1.0 point) |
| N 0380 Nursing III (Medical/Surgical Nursing) including Critical Care Nursing, Management of a Nursing Unit, Accident and Emergency Nursing and Operating Room Nursing | (2.0 points) |
| N 0390 Clinical Practice III | |

Total points = 8

Details of Syllabus: First Year

BIOLOGICAL AND RELATED SCIENCES

BL 125 Human Bioscience I (2.5 points)

(90 hours)

See descriptive entry page 222.

BL 155 Applied General Science (1.0 point)

(36 hours)

See descriptive entry page 223.

N 0160 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: N 0100, N 0190.

Reference Books

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

SOCIAL AND BEHAVIOURAL SCIENCES**BS 100 Introduction to Behavioural Sciences (2.0 points)**

(54 hours lectures, 27 hours tutorials)

See descriptive entry page 185.

N 0100 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 N 0190 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 to Module 2 and Module 2 is a prerequisite to Module 3.

Prerequisites and/or corequisites: N 0160, BS 100, BL 125, BL 155, N 0190.

Prescribed Texts

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

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

Reference Books

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

N 0190 Clinical Practice I

(335 hours in selected hospitals and other health agencies)

This involves application of learning from N 0100 and all other units in Year 1.

Prerequisites and/or corequisites: BL 125, BL 155, BS 100.

Corequisites: N 0100, N 0160.

Details of Syllabus: Second Year**BIOLOGICAL AND RELATED SCIENCES****BL 225 Human Bioscience II (2.0 points)**

(90 hours)

See descriptive entry page 226.

SOCIAL AND BEHAVIOURAL SCIENCES**BS 201 Psychological Aspects of Nursing A (1.0 point)**

(36 hours)

Corequisite: BS 202.

See descriptive entry page 187.

BS 202 Sociological Aspects of Nursing A (1.0 point)

(36 hours)

Corequisite: BS 201.

See descriptive entry page 188.

BS 105 Introduction to Research (1.0 point)

(40 hours)

Corequisite: BS 357.

See descriptive entry page 186

BS 357 Participant Observation (0.5 point)

(9 hours)

Corequisite: BS 105.

See descriptive entry page 193.

N 0281 CARE OF INDIVIDUAL WITH COMMON ILLNESSES (NURSING II) (6.5 points)

(246 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 N 0290 Clinical Practice II and the two subjects are incorporated into three modules (4, 5 and 6). Module 4 is a prerequisite to Module 5 and Module 5 is a prerequisite to 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 will be asked to undertake a community health survey. Subsequently the focus will be 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 will be 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 will be 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 will be examined. Students will visit specific facilities concerned with disaster management. Prerequisites and/or corequisites: all of first year content plus BL 225, BS 201, BS 202, BS 105, BS 357.

Corequisite: N 0290.

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.

HOPKINS, S. 1979. *Drugs and pharmacology for nurses*. 7th ed. Edinburgh, Churchill Livingstone.

Reference Books

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

N 0290 Clinical Practice II

(560 hours in selected hospitals and community health agencies)

Details of Syllabus: Third Year

BIOLOGICAL AND RELATED SCIENCES

BL 325 Human Bioscience III (1.0 point)

(44 hours)

Prerequisite: BL 225.

See descriptive entry page 230.

SOCIAL AND BEHAVIOURAL SCIENCES

BS 301 Psychological Aspects of Nursing B (1.0 point)

(36 hours)

Prerequisite: BS 201.

See descriptive entry page 191.

BS 302 Sociological Aspects of Nursing B (1.0 point)

(36 hours)

Prerequisite: BS 202.

See descriptive entry page 191.

N 0310 PAEDIATRIC NURSING (1.0 point)

(40 hours of lectures and tutorials)

This unit includes an introductory area concerned with concepts basic to the nursing care of children from infancy to adolescence, and an area concerned with the nursing care of children suffering from common paediatric medical/surgical conditions. The students gain experience in the care of sick children.

Corequisites: BL 325, BS 301, BS 302, N 0370, N 0380, N 0390.

Prescribed Text

MARLOW, D. R. 1977. *Paediatric nursing*. 5th ed. Philadelphia, Saunders.

Reference Books

BLAKE, F. G. et al. 1970. *Nursing care of children*. 8th ed. Philadelphia, Lippincott.

MAXWELL, G. M. 1977. *Principles of paediatrics*. Brisbane, University of Queensland Press.

WAECHTER, E. H. and BLAKE, F. G. 1976. *Nursing care of children*. 9th ed. Philadelphia, Lippincott.

N 0340 PSYCHIATRIC NURSING (1.0 point)

(40 hours)

This unit introduces students to psychiatric nursing and includes an introduction to mental health, mental illness, the relevant principles of nursing care, and the roles and responsibilities of psychiatric nurses. Students gain clinical experience in this area of nursing.

Corequisites: BL 325, BS 301, BS 302, N 0310, N 0370, N 0380, N 0390.

References

- GOLDMAN, E. ed. 1972. *Community mental health nursing. The practitioner's point of view*. New York, Educational Division/Meredith Corporation.
- HABER, J. et al. 1978. *Comprehensive psychiatric nursing*. U.S.A., McGraw Hill Inc.
- McSWIGGAM, C. A. and NEWGREEN, D. B. 1981. *Nurses guide to psychoactive drugs*, S.A., A. & N.Z. Book Co.
- SAINSBURY, M. J. 1973. *Key to psychiatry*. Sydney, N.S.W., A. & N.Z. Book Co.
- STUART, G. W. and SUNDEEN, S. J. 1979. *Principles and practice of psychiatric nursing*. U.S.A., C.V. Mosby Co.
- TAYLOR, C. M. 1982. *Essentials of psychiatric nursing*. 11th ed. C.V. Mosby Co.
- WILSON, H. S. and KNEISL, C. R. 1979. *Psychiatric nursing*. U.S.A. Addison-Wesley Publishing Co.
- WILSON, H. S. and KNEISL, C. R. 1979. *Instructor's manual for psychiatric nursing*. U.S.A., Addison-Wesley Publishing Co.

References for articles introduced in the lecture series will be given in class.

N 0370 COMMUNITY HEALTH NURSING III (1.0 point)

(30 hours)

This series of lectures runs concurrently with subject N 0310 with which it is closely associated.

Students will explore the maturational and situational crises faced by the family unit during the life cycle. The focus will be on the role of the nurse in helping families to cope with stress arising from these crises. Students will be given an opportunity to visit various community health agencies, schools and correctional establishments. Included in this subject is nursing care of developmentally disabled individuals.

Corequisites: BL 325, BS 301, BS 302, N 0380, N 0390, N 0310.

Reference Books

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

N 0380 NURSING III (MEDICAL/SURGICAL NURSING) (2.0 points)

(77 hours)

This unit is concerned with the care of critically ill patients in the acute and subsequent stages of illness. Emphasis is placed on concepts and principles of respiratory and circulatory resuscitation and the ongoing planning and evaluation of nursing care of selected patients (and their families) from the time of admission to hospital through to discharge. Operating room nursing, critical care nursing, accident and emergency and outpatient nursing are included.

In addition, students are introduced to the major role of the graduate nurse, including an introduction to the management of a unit or a department.

Corequisites: BL 325, BS 301, BS 302, N 0310, N 0340, N 0370, N 0390.

Prescribed Text

- MELTZER, L. E. 1976. *Concepts and practices of intensive care for nurse specialists*. 2nd ed. Bowie, Charles Press.

Reference Books

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

N 0390 CLINICAL PRACTICE III

(688 hours at selected hospitals and other health agencies)

Corequisites: N 0310, N 0340, N 0380.

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 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 1983; and a new stream in Midwifery leading to registration in midwifery is also expected to commence in 1983 for registered general nurses holding a nursing diploma or degree.

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 will provide 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 or Nursing Education. (Midwifery may be conducted in 1983.)

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.

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.
- (b) *Nursing Studies Requirements.* Applicants need to produce evidence of having achieved a satisfactory level in an assignment related to Nursing Studies.
- (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 or Nursing Education. 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 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, may be conducted in 1983.

It is also anticipated that an additional 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 may be conducted in 1983.

- (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 proposed psychiatric nursing stream will be required to undertake a heavy field experience component in order to become eligible to register with the Victorian Nursing Council as psychiatric nurses. This increases the length of time to complete the degree.
- (iii) Applicants selecting the proposed midwifery major stream will be required to undertake a heavy clinical/field experience component in order to become eligible to register with the Victorian Nursing Council as midwives.

Students enrolled in the major streams of Advanced Clinical Nursing, Community Health Nursing, Nursing Administration and Nursing Education will select one clinical practice option for study in Year I.

Clinical practice options offered in Year I include maternal and child health nursing (leading to registration as an infant welfare nurse), community health nursing, nursing of children, midwifery nursing (for registered midwives), adult acute and/or long-term nursing, gerontological nursing, psychiatric nursing (for registered psychiatric nurses), developmental disability nursing, critical care nursing and operating room nursing. Psychiatric nursing (leading to registration as a psychiatric nurse) may also be offered in 1983.

Students enrolled in the Community Health Nursing major stream will be required to select either maternal and child health nursing (leading to registration as an infant welfare nurse) or community health nursing.

Students enrolled in the other major streams may select any of the above (provided that they meet prerequisites).

- (i) Applicants selecting the nursing of children stream must have had twelve months recent experience in the appropriate clinical area.

- (ii) Applicants selecting the midwifery stream must be registered midwives and have had twelve months recent midwifery experience.
- (iii) Applicants selecting the psychiatric nursing stream must be registered psychiatric nurses and have had twelve months recent psychiatric nursing experience.
- (iv) Applicants selecting the critical care or operating room nursing streams 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.

In Year II students enrolled in the Community Health Nursing major stream will select for study one of the following clinical practice areas: maternal and child health nursing, developmental disability nursing, school and adolescent health nursing, occupational health nursing, gerontological nursing, primary health care practitioner nursing or community mental health nursing.

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 acute and/or long-term nursing, gerontological nursing, psychiatric nursing (for registered psychiatric nurses), critical care nursing and operating room nursing.

For Year II students enrolled in the Nursing Administration or Nursing Education major streams further study in a clinical practice area is optional.

Programme Design

The 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 findings;
- (d) increased knowledge and skills in a selected area of nursing practice.

B. SCIENCES — BIOPHYSICAL, BEHAVIOURAL, SOCIAL

This component is designed to enable students to gain further knowledge of physics, 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 or Nursing Education. (Midwifery as indicated earlier.)

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

14-18 February
21 February-29 April

Orientation Week
First Term

| | |
|-----------------------|---|
| 2-6 May | Examination Week |
| 9-27 May | Field Experience/Study Leave/ Vacation |
| 30 May-29 July | Second Term |
| 1-5 August | Examination Week |
| 8-26 August | Field Experience/Vacation |
| 29 August-28 October | Third Term |
| 31 October-4 November | Study Leave |
| 7-21 November | Field Experience/Examinations |

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 Departments commence respectively with the codes BL and BS.

Subjects taught jointly by the School of Nursing and the Behavioural Science Department commence with the code NB.

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. Behavioural and Biological Sciences' units have been allocated equivalent point weightings — these are indicated in brackets against the respective units in the course outlines.

Fifty-four points are required for eligibility of the award of Bachelor of Applied Science (Advanced Nursing).

Course Outline

Year I

UNITS COMPULSORY TO ALL MAJORS STREAMS

- N 1002 Advanced Nursing A
- N 1012 Nursing Research I
- N 1022 Educational Functions of the Professional Nurse
- N 1031 Applied Microbiology
- N 1042 Legal Studies
- N 1053 Field Experience I
- NB 102 Interpersonal Communication Skills (2 points)

- N 1071 Advanced Nursing B
- N 1081 Advanced Nursing C
- 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)

NURSING PRACTICE OPTIONS

Students will enrol in one of the following areas of advanced nursing practice which may run over two or three terms.

- N 1102 Nursing of Children
- N 1112 Developmental Disability Nursing
- N 1132 Midwifery Nursing (for registered midwives)
- N 1152 Adult Acute and/or Long-Term Nursing
- N 1162 Gerontological Nursing
- N 1192 Psychiatric Nursing (for registered psychiatric nurses)
- N 1202 Critical Care Nursing
- N 1212 Operating Room Nursing
- N 1313 Maternal and Child Health Nursing (leading to registration as an infant welfare nurse)
- NB 123 Psychiatric Nursing (leading to registration as a psychiatric nurse) — may be offered in 1983
- N 1912 Community Health Nursing

ADDITIONAL COMPULSORY UNITS

Advanced Clinical Nursing and Nursing Education Major Streams only

- BL 555 Applied General Science (2 points)

Nursing Administration Major Stream only

- NB 112 Political Studies (2 points)

Community Health Nursing Major Stream

- N 1332 Family Dynamics

For Details of Syllabus: First Year, see pages 110-114.

Year II

ADVANCED CLINICAL NURSING MAJOR STREAM

Students will select two units of Advanced Clinical Nursing. These are likely to be from the same area of nursing practice as was taken in the first year of the course. This will enable indepth study of one particular area of clinical nursing. However there is no reason why students should not select in their second year a different area of clinical nursing provided they have the necessary prerequisites. For example, students planning to major in Advanced Clinical Nursing may wish to select Nursing of Children in their first year and Maternal and Child Health Nursing in their second year (leading to registration as an infant welfare nurse).

Normally in their second year, students will select two units of the same nursing practice option of Advanced Clinical Nursing from among the following:

- N 1622 Nursing of Children IIA
- N 1632 Nursing of Children IIB
- N 1642 Midwifery Nursing IIA (for registered midwives)
- N 1652 Midwifery Nursing IIB (for registered midwives)
- N 1682 Gerontological Nursing IIA
- N 1692 Gerontological Nursing IIB
- N 1702 Psychiatric Nursing IIA (for registered psychiatric nurses)
- N 1712 Psychiatric Nursing IIB (for registered psychiatric nurses)
- N 2122 Critical Care Nursing IIA
- N 2132 Critical Care Nursing IIB

- N 2142 Operating Room Nursing IIA
- N 2152 Operating Room Nursing IIB
- N 2662 Adult Acute and/or Long-Term Nursing IIA
- N 2672 Adult Acute and/or Long-Term Nursing IIB

Plus

- N 1442 Nursing Research II
- N 2212 Clinical Teaching A
- N 2222 Clinical Teaching B
- N 2232 Clinical Management
- 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) equivalent to 2 points (see page 110)

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 1162 Gerontological Nursing
- N 3262 Gerontological Nursing (CHN)
- 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 A
- N 3272 Health Education B
- NB 351 Health Team Functioning (1 point)
- 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 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 — N AD

Plus elective units equivalent to four points (see below)

NURSING EDUCATION MAJOR STREAM

N 5002 Educational Psychology A
 N 5012 Educational Psychology B
 N 5022 Curriculum Development A
 N 5032 Curriculum Development B
 N 5042 Curriculum Development C
 N 5052 Teaching — Theory and Practice A
 N 5062 Teaching — Theory and Practice B
 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 unit(s) equivalent to two points (see below)

ELECTIVE UNITS

Elective units may normally be selected from among the following:

NB 112 Political Studies (2 points)
 N 1332 Family Dynamics
 N 1452 Advanced Clinical Nursing Elective
 N 1462 Nursing Research Project
 N 1472 English Studies
 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 4042 Industrial Relations
 N 4052 Issues in Management
 NB 162 Computer Based Information Systems (2 points)
 BL 517 Growth Development and Aging (1 point)
 BL 529 Advanced Human Bioscience (2 points)
 BL 558 Physical Sciences Elective (2 points)
 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) — see series list page 194 (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.

For Details of Syllabus: Second Year, see pages 114-124.

Details of Syllabus: First Year

Compulsory Units

N 1002 ADVANCED NURSING A

(36 hours)

This unit is designed to help students broaden their view of nursing within the evolving health care system and to see the nursing profession within its social context, with its historical development up to the present, and the emerging trends in nursing

education and practice. Conceptual approaches to nursing are explored and the implications for practice, management, teaching and research are considered.

N 1012 NURSING RESEARCH I

(36 hours)

This unit includes examination of the purposes, objectives, methods, techniques and organisation of nursing research as well as critical evaluation of the nursing research literature.

N 1022 EDUCATIONAL FUNCTIONS OF THE PROFESSIONAL NURSE

(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.

N 1031 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 will be 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.

N 1042 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.

N 1053 FIELD EXPERIENCE I

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

Field Experience I is related to the chosen nursing practice option undertaken. Different options have different requirements for field experience, both in block field experience and intermittent experience.

NB 102 INTERPERSONAL COMMUNICATION SKILLS (2 points)

(27 hours)

This unit is designed to provide approaches to interviewing skills and interpersonal processes in which students will be presented with content proceeding from orientation to the basic concepts and principles, to theories and models of the helping process and then to experiential learning situations. Practice interviews involving physical and psychosocial data collection will be followed by a three-day residential workshop (optional) focusing on self-awareness and interpersonal sensitivity. This workshop will then be followed by the practice of interviews involving holistic physical and psychosocial health counselling. The accommodation cost for the workshop will be approximately \$58.50 per head.

N 1071 ADVANCED NURSING B

(18 hours)

In this unit, students will be given the opportunity to apply concepts introduced in N 1002 Advanced Nursing A. Emphasis will be placed on the process of nursing

individuals and families in Australian society. Content will include obtaining a nursing history, physical and psychosocial assessment and analysing and recording data.

N 1081 ADVANCED NURSING C

(18 hours)

This unit will be a continuation of N 1071 Advanced Nursing B and will provide learning experiences to enable students to identify, explore and analyse a number of issues and problems relevant to individual and family health.

BL 527 APPLIED HUMAN BIOSCIENCE A (2 points)

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

See descriptive entry page 234.

BL 528 APPLIED HUMAN BIOSCIENCE B (1 point)

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

See descriptive entry page 234.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 186.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 187.

Nursing Practice Options

N 1102 NURSING OF CHILDREN

(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.

Field experience comprises between two and three weeks of block placement in a clinical setting plus intermittent days throughout the year.

N 1112 DEVELOPMENTAL DISABILITY NURSING

(27 hours)

This unit is designed to examine a range of physical and mental developmental disabilities and consider the implications for the individual, family and community. Topics will include: cerebral palsy, Down's Syndrome, spina bifida, mental retardation, autism and current management trends.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1132 MIDWIFERY NURSING (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.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1152 ADULT ACUTE AND/OR LONG-TERM NURSING

(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.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1162 GERONTOLOGICAL NURSING

(27 hours)

The central theme of this unit focuses on the need for comprehensive data collection in the assessment of aging persons in Australian society. Issues such as stereotyping, attitudes towards the aged, myths and realities of aging in Australia and various perspectives on aging will be discussed. A variety of data collecting instruments will be critically examined particularly in relation to their relevance in the practice of gerontological nursing.

Field experience comprises one and two weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1192 PSYCHIATRIC NURSING (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.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1202 CRITICAL CARE NURSING

(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.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1212 OPERATING ROOM NURSING

(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.

Field experience comprises between two and three weeks block placement in a clinical setting plus intermittent days throughout the year.

N 1313 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 will be 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.

NB 123 PSYCHIATRIC NURSING (leading to registration as a psychiatric nurse) — may be offered in 1983

(54 hours)

This unit critically examines existing psychiatric practices, provides a foundation of psychiatric knowledge, examines conceptual frameworks for psychiatric nursing, and applies these to the provision of care and rehabilitation for mentally ill persons and families.

Students will be required to complete at least 560 hours of field experience.

N 1912 COMMUNITY HEALTH NURSING

(27 hours)

This unit is designed to introduce students to the expanded role of the community health nurse within the Australian health care system. Conceptual approaches to health and nursing are explored as are life change events and how they influence health and health behaviour.

Field experience comprises between three and four weeks block placement plus intermittent days throughout the year.

Additional Compulsory Units

Advanced Clinical Nursing and Nursing Education Majors Streams Only

BL 555 APPLIED GENERAL SCIENCE (2 points)

(36 hours)

See descriptive entry page 235.

Nursing Administration Major Stream Only

NB 112 POLITICAL STUDIES (2 points)

(27 hours)

In this unit students will look at the form and functioning of Australian government, especially as it bears on the process of making health care policy.

Students will be able to analyse health care policy as the outcome of various institutional arrangements, and of the influence and activities of various interested groups.

Community Health Nursing Major Stream and those students undertaking Maternal and Child Health Nursing Practice option leading to registration as an infant welfare nurse

N 1332 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 will encompass families across the life cycles. Theoretical frameworks and data collection schema currently used in clinical practice will be introduced for exploration and evaluation.

Details of Syllabus: Second Year***Advanced Clinical Nursing Major Stream***

Two units of advanced clinical nursing from the same area of nursing practice as was taken in the first year of the course are normally studied. These units are designed to provide opportunities for students to explore indepth chosen aspects of clinical nursing practice in order to build upon the units studied previously. They enable students to examine conceptual, methodological and clinical issues arising from their study already undertaken in the relevant field and may include a research project. Certain students may however be permitted to study in their second year two units of a nursing practice option not studied in their first year.

N 1622 NURSING OF CHILDREN IIA

(27 hours)

N 1632 NURSING OF CHILDREN IIB

(27 hours)

N 1642 MIDWIFERY NURSING IIA (for registered midwives)

(27 hours)

N 1652 MIDWIFERY NURSING IIB (for registered midwives)

(27 hours)

N 1682 GERONTOLOGICAL NURSING IIA

(27 hours)

N 1692 GERONTOLOGICAL NURSING IIB

(27 hours)

N 1702 PSYCHIATRIC NURSING IIA (for registered psychiatric nurses)

(27 hours)

N 1712 PSYCHIATRIC NURSING IIB (for registered psychiatric nurses)

(27 hours)

N 2122 CRITICAL CARE NURSING IIA

(27 hours)

N 2132 CRITICAL CARE NURSING IIB

(27 hours)

N 2142 OPERATING ROOM NURSING IIA

(27 hours)

N 2152 OPERATING ROOM NURSING IIB

(27 hours)

N 2662 ADULT ACUTE AND/OR LONG-TERM NURSING IIA

(27 hours)

N 2672 ADULT ACUTE AND/OR LONG-TERM NURSING IIB

(27 hours)

*PLUS***N 1442 NURSING RESEARCH II**

(27 hours)

This unit is a continuation of N 1012 and is designed to introduce students to basic principles of statistics and their application to nursing design and analysis. Topics covered include a range of descriptive and inferential statistical techniques.

N 2212 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 will also provide opportunities to develop further their skill in preparing, conducting and evaluation of teaching-learning sessions relevant to their field of clinical nursing practice.

N 2222 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.

N 2232 CLINICAL MANAGEMENT

(36 hours)

This unit assists students to acquire further knowledge of aspects of management relevant to nursing at all levels of clinical nursing. Emphasis will be 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.

N 2242 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.

NB 122 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.

Recommended Text

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

NB 132 ANALYSIS OF ORGANISATIONS B (2 points)

(36 hours)

This unit builds on the previous unit and focuses on internal design of organisations, and leadership.

Recommended Text

As for NB 122.

NB 142 ANALYSIS OF ORGANISATIONS C (2 points)

(36 hours)

This unit builds on the two previous units and focuses on organisations and people in change.

Recommended Text

As for NB 122.

N 2443 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.

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(27 hours)

See descriptive entry page 237.

Plus elective unit(s) equivalent to two (2) points (see pages 122-124).

Community Health Nursing Major Stream

The community health nursing practice options listed below enable students to examine conceptual methodological and relevant clinical issues and may include a research project.

N 3002 MATERNAL AND CHILD HEALTH NURSING IIA

(27 hours)

N 3012 MATERNAL AND CHILD HEALTH NURSING IIB

(27 hours)

These two units build upon the study already undertaken in this field.

The following units are only available in the second year of the programme.

N 3182 DEVELOPMENTAL DISABILITY NURSING A

(27 hours)

N 3192 DEVELOPMENTAL DISABILITY NURSING B

(27 hours)

These units are designed to examine a range of physical and mental developmental disabilities and consider the implications for the individual, family and community. Topics will include: cerebral palsy, Down's Syndrome, spina bifida, mental retardation, autism and current management trends.

Field experience comprises between two and three weeks of block placement in a clinical setting plus intermittent days throughout the year.

N 3202 SCHOOL AND ADOLESCENT HEALTH NURSING A

(27 hours)

N 3212 SCHOOL AND ADOLESCENT HEALTH NURSING B

(27 hours)

These units 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 will be 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 throughout the year.

N 3222 OCCUPATIONAL HEALTH NURSING A

(27 hours)

N 3232 OCCUPATIONAL HEALTH NURSING B

(27 hours)

These units are designed to provide students with opportunities to study further the health care of individuals and communities of people at work. Students will further their scientific understanding and objective judgement in assessment of levels of health/illness of people at work; identification of potential and specific health hazards and problems in the work place; and identification of nursing related issues which are amenable to research analysis.

Field experience comprises five weeks block experience plus 21 intermittent days.

N 3242 COMMUNITY MENTAL HEALTH NURSING A

(27 hours)

N 3252 COMMUNITY MENTAL HEALTH NURSING B

(27 hours)

These units are designed to enable students to focus on the components of mental health and the factors conducive to mental health for individuals, families and groups in the community. It includes the opportunity for students to develop further skills in interviewing and counselling, and self awareness in order to utilise themselves as a therapeutic tool. Students will explore the potential for the unique roles and

functions of the nurse in the promotion of a holistic approach to physical and mental health, through an understanding of the various types of therapeutic modalities. Field experience comprises four weeks block placement plus a minimum of ten intermittent days.

N 1162 GERONTOLOGICAL NURSING

(27 hours)

See descriptive entry page 113.

N 3262 GERONTOLOGICAL NURSING (CHN)

(27 hours)

This unit enables students to expand their knowledge of gerontological nursing. Field experience comprises two weeks block placement and/or intermittent days.

N 3162 PRIMARY HEALTH CARE PRACTITIONER NURSING A

(27 hours)

N 3172 PRIMARY HEALTH CARE PRACTITIONER NURSING B

(27 hours)

Units N 3162 and N 3172 are designed to help the community health nurse focus on skill development for working in community settings where he/she might be the initial contact person 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.

PLUS

N 1442 NURSING RESEARCH II

(27 hours)

See descriptive entry page 115.

N 1462 NURSING RESEARCH PROJECT

(27 hours)

In this unit students will apply their knowledge of the investigative process to a nursing issue amenable to research analysis and conduct a research project.

N 3142 ADVANCED COMMUNITY HEALTH PRACTICE

(27 hours)

The focus will be on the community as the unit of practice. There will be experiential learning of community health diagnosis, and content will include sources of community data, planning a community nursing programme and performance evaluation.

N 3132 HEALTH EDUCATION A

(27 hours)

This unit is designed to provide an analytical base for students to further their knowledge and understanding of health education and its application to the health promotion activities of a nurse working in a community health context. As well students will be provided with opportunities to develop further skills and values necessary for the effective planning, conduct and evaluation of health education activities.

N 3272 HEALTH EDUCATION B

(27 hours)

This unit involves an extension of knowledge and skills required in earlier units and includes: application of principles of epidemiology and biostatistics to health education; historical, social and political influences, i.e. the use of the psychology of

advertising. Students will be provided with opportunities to explore indepth health education activities for particular community groups.

NB 351 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.

NB 122 ANALYSIS OF ORGANISATIONS A (2 points)

(36 hours)

See descriptive entry page 116.

NB 132 ANALYSIS OF ORGANISATIONS B (2 points)

(36 hours)

See descriptive entry page 116.

NB 142 ANALYSIS OF ORGANISATIONS C (2 points)

(36 hours)

See descriptive entry page 116.

N 3453 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.

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(27 hours)

See descriptive entry page 237.

BS 151 PERSONALITY THEORY AND THERAPIES (1 point)

(18 hours)

See descriptive entry page 187.

Nursing Administration Major Stream

N 1442 NURSING RESEARCH II

(27 hours)

See descriptive entry page 115.

N 4402 NURSING ADMINISTRATION A

(36 hours)

This unit takes a systems approach to the administration of organised nursing services. The management process is applied to nursing service programmes and to the provision of nursing care. It includes quality assurance and hospital accreditation.

Reference Book

STEVENS, B. 1980. *The nurse as executive*. Wakefield, Massachusetts, Contemporary Publishing.

N 4412 NURSING ADMINISTRATION B

(27 hours)

This unit focuses upon personnel management in the nursing services and includes staffing, budgeting, recruitment and selection, and staff development and appraisal. There is also a module on health services planning, ranging from a conceptual plan to the function of commissioning a new hospital or building.

N 4002 NURSING ADMINISTRATION C

(27 hours)

This unit has two areas. The first focuses upon committee procedure and conference

planning and the second upon further discussion of the Accreditation Guide and its standards following students' field experience. It will also include discussion of the small surveys which students are required to carry out as part of the course.

Recommended Reference

RENTON, N. E. 1979 *Guide for meetings and organizations*. 3rd ed. Melbourne, Law Book Co.

N 4022 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.

Recommended References

AUSTRALIA. 1980. *Commission of inquiry into the efficiency and administration of hospitals*. Vol. 1. Dec. 1980. A.G.P.S.

DEWDNEY, J. C. H. 1972 *Australian health services*. Sydney, Wiley.

GRANT, C. 1973. *Hospital management*. London, Churchill Livingstone.

N 4032 FINANCIAL MANAGEMENT

(27 hours)

This unit provides an introduction to basic accounting methods and the analysis of simple financial statements in order to assist nurse administrators in budgeting, costing and related decision-making.

Recommended Reference

LEVY, V. 1979. *Financial management of hospitals*. 2nd ed. Melbourne, Law Book Co.

N 4042 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.

NB 122 ANALYSIS OF ORGANISATIONS A (2 points)

(36 hours)

See descriptive entry page 116.

NB 132 ANALYSIS OF ORGANISATIONS B (2 points)

(36 hours)

See descriptive entry page 116.

NB 142 ANALYSIS OF ORGANISATIONS C (2 points)

(36 hours)

See descriptive entry page 116.

N 4463 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 programme to visit selected agencies in order to investigate and analyse administrative practices and policies in relation to current theory.

Plus elective units equivalent to four (4) points (see pages 122-124).

Nursing Education Major Stream

N 5002 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 human behaviour and behavioural modification. 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.

N 5012 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.

N 5022 CURRICULUM DEVELOPMENT A

(27 hours)

This unit begins with an introduction to educational studies and to the wider context of teaching. Then it focuses on the purposes of schools, philosophy of nursing education, the social context of the curriculum and its conceptual framework. It provides a foundation to curriculum design 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.

N 5032 CURRICULUM DEVELOPMENT B

(27 hours)

The aim of this unit is to explore the concepts and principles underlying curriculum design, reform and change. Students will study the design, structure and evaluation of nursing curricula. The process of change, as well as the strategies for curriculum change, are also examined. The purpose is to enable the student to participate in planning and evaluating curricula in schools of nursing, health agencies and other nursing education institutions.

Recommended Texts

As for N 5022.

N 5042 CURRICULUM DEVELOPMENT C

(27 hours)

In this unit students are provided with opportunities to work on a curriculum project of special interest. The project may, for example, take the form of preparation of a submission for proposed change or 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 specify some participation in seminars and other forms of group activity.

N 5052 TEACHING — THEORY AND PRACTICE A

(36 hours)

This unit is an introduction to teaching; to its settings and outcomes. The aim of coursework and practice is to develop a conceptualisation of teaching, with specific application to nursing education programmes. Advantages and disadvantages of various teaching strategies, the practical implications of their use, and ways of determining the effectiveness of teaching are examined.

Recommended Texts

- BEARD, R. 1976. *Teaching and learning in higher education*. Penguin.
 FABB, W. E. et al. 1976. *Focus on learning*. R.A.C.C.P. Family Medicine Programme.
 GUINEE, K. K. 1979. *Teaching and learning in nursing*. MacMillan.
 HINCHCLIFF, J. M. ed. 1979 *Teaching clinical nursing*. Churchill Livingstone.
 QUINN, F. M. 1980. *The principles and practice of nursing education*. Croom Helm.

N 5062 TEACHING — THEORY AND PRACTICE B

(36 hours)

This unit is a continuation of N 5052 Teaching — Theory and Practice A. There will be more indepth study of various teaching settings. Students will have opportunities to find out what the 'study of teaching' offers regarding the establishment and maintenance of 'classroom' settings. Other areas of work include the topic of autonomous learning, and issues of teacher development. One strand of this unit is designed to study both models and methods of instruction. Models considered are those of Carroll, Bloom, Skinner and Gagne, while the methods consider group discussion, individualised learning and lecture discussion procedures.

Recommended Texts

As for N 5052.

NB 122 ANALYSIS OF ORGANISATIONS A (2 points)

(36 hours)

See descriptive entry page 116.

NB 132 ANALYSIS OF ORGANISATIONS B (2 points)

(36 hours)

See descriptive entry page 116.

NB 142 ANALYSIS OF ORGANISATIONS C (2 points)

(36 hours)

See descriptive entry page 116.

N 5473 FIELD EXPERIENCE II — N ED

(2 weeks and 2 weeks plus intermittent days)

Field experience will be undertaken in schools of nursing and will involve activities in teaching educational administration and curriculum development.

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(27 hours)

See descriptive entry page 237.

Plus elective unit(s) equivalent to two (2) points (see below).

Elective Units

Students should check their eligibility for elective units prior to enrolment. Elective units offered include:

NB 112 POLITICAL STUDIES (2 points)

(27 hours)

See descriptive entry page 114.

N 1332 FAMILY DYNAMICS

(27 hours)

See descriptive entry page 114.

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(27 hours)

In this unit students will be able to define and explore a particular area of interest impinging on, or directly related to their chosen nursing specialisation. This unit will

be done by contract and may include special interest conferences, seminars and programmes available in the community.

N 1462 NURSING RESEARCH PROJECT

(27 hours)

See descriptive entry page 118.

N 1472 ENGLISH STUDIES

(27 hours)

This unit is designed to provide opportunities for students to improve their skills in the use of the English language. The course emphasises modes of thought and expression appropriate to the particular needs of nurses in their work (e.g. in the preparation of letters, reports, papers and submissions to various committees and government authorities) and in their communications with other health professionals and members of the general community.

Selected passages from a variety of writers provide enrichment for the course, and are used as a basis for critical analysis and comparison of expressive styles intended to serve different purposes. Classwork is planned to provide opportunities for creative application of the principles discussed, with particular reference to nursing.

N 1482 THE 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 will provide 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 will enable them also to critically analyse 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.

N 1491 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.

N 1502 EDUCATIONAL TECHNOLOGY

(27 hours)

This unit focuses on the facilitation of learning through effective construction and utilisation of video, slide/tape presentations, and other media presentations.

N 1511 NURSING AND LITERATURE A

(18 hours)

This unit provides opportunities for students to critically examine 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.

N 1522 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.

N 4042 INDUSTRIAL RELATIONS

(27 hours)

See descriptive entry page 120.

N 4052 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.

NB 162 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.

BL 517 GROWTH DEVELOPMENT AND AGING (1 point)

(18 hours)

See descriptive entry page 232.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(27 hours)

See descriptive entry page 234.

BL 558 PHYSICAL SCIENCES ELECTIVE (2 points)

(27 hours)

See descriptive entry page 235.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(27 hours)

See descriptive entry page 236.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(27 hours)

See descriptive entry page 237.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(27 hours)

See descriptive entry page 238.

BS 400 BEHAVIOURAL SCIENCE SEMINARS (1 point/seminar)

This is made up of a number of units, some of which are available to nursing students undertaking the degree course. Each seminar involves approximately 18 hours of classwork over one term. These units are designed to provide opportunities for students to take a leading role in the teaching-learning process and to participate in interdisciplinary learning experiences.

See descriptive entries on pages 194-200.

Selection of behavioural science seminars units can only be made after consultation with and approval by the course adviser.

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 onto 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 some core units are shared with degree course students. These include social and behavioural sciences, 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, health, education, 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 106.

Unit Scheme

For an explanation of unit coding and weighting see page 107. 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 7012 Community Health Nursing A
 N 7022 Community Health Nursing B
 N 7032 Community Health Nursing C
 N 7042 Issues in Nursing Management
 N 1313 Maternal and Child Health Nursing I
 N 7001 Epidemiology and Biostatistics
 N 7051 Health Education A
 N 7061 Health Education B
 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)

Details of Syllabus

NB 102 INTERPERSONAL COMMUNICATION SKILLS (2 points)

(27 hours)

For descriptive entry see page 111.

N 7012 COMMUNITY HEALTH NURSING A

(27 hours)

This unit is designed to introduce students to the expanded role of the community health nurse within the Australian health care system. Conceptual approaches to health and nursing are explored. Also considered are intervention strategies used in nursing care of individuals and families.

N 7022 COMMUNITY HEALTH NURSING B

(27 hours)

This unit focuses on families across the life cycle. Emphasis will be placed on life change events and how they influence health and health behaviour. Concepts of health and illness, stress and adaption and loss and grief will be utilised in a problem-based learning strategy.

N 7032 COMMUNITY HEALTH NURSING C

(27 hours)

This unit is an extension of N 7022 and will focus on common health problems in our multicultural community. Sources of community data, accessible social and health services and other community resources will be considered.

N 7042 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.

N 1313 MATERNAL AND CHILD HEALTH NURSING 1

(30 hours plus 36 hours clinical seminars and 21 clinical days)

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 will be 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. This unit will be conducted from the commencement of the year and includes seminar activities each week, spaced clinical days and block clinical placement.

N 7001 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 will be assisted to apply epidemiological methods to the practice of community health nursing.

N 7051 HEALTH EDUCATION A

(27 hours)

This unit focuses on principles of teaching and learning and their application to health teaching of individuals and groups in the community.

N 7061 HEALTH EDUCATION B

(27 hours)

This unit is designed to enable students to apply further their knowledge of teaching and learning principles to the planning, implementation and evaluation of health education programmes for particular populations, especially in the area of maternal and child health, parenting and family care.

N 1031 APPLIED MICROBIOLOGY

(18 hours)

See descriptive entry page 111.

N 7073 FIELD EXPERIENCE

Field experience comprises three block placements each of two weeks plus 21 intermittent days throughout the year.

BL 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE (2 points)

(36 hours)

See descriptive entry page 233.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 186.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 187.

BS 150 BEHAVIOURAL SCIENCE IN NURSING (1 point)

(18 hours)

See descriptive entry page 187.

School of Occupational Therapy

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 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 interpersonal 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 primarily a full-time degree course. However, a small number of places will be available for part-time students.

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

First Year

21-25 February
28 February-6 May

9-13 May

16-27 May

30 May-29 July

1-5 August

8-27 August

29 August-28 October

31 October-4 November

7-11 November

14 November-9 December

Orientation Week

First Term

First Term Examinations

First Term Vacation

Second Term

Second Term Examinations

Second Term Vacation

Third Term

Study Break

Third Term Examinations

Clinical Orientation Period

Second Year

| | |
|-----------------------|--------------------------|
| 28 February-6 May | First Term |
| 9-13 May | First Term Examinations |
| 16-27 May | First Term Vacation |
| 30 May-29 July | Second Term |
| 1 August-5 August | Second Term Examinations |
| 8-27 August | Second Term Vacation |
| 29 August-28 October | Third Term |
| 31 October-4 November | Study Break |
| 7-11 November | Third Term Examinations |
| 14-25 November | Clinical Placement 1 |

Third Year

| | |
|--------------------------|----------------------|
| 7 February-29 April | First Term |
| 2-6 May | Study Break |
| 9-13 May | Examinations |
| 14-22 May | Vacation |
| 23 May-15 July | Clinical Placement 2 |
| 25 July-16 September | Clinical Placement 3 |
| 26 September-18 November | Clinical Placement 4 |

Fourth Year

| | |
|-----------------------|----------------------|
| 28 February-4 March | Academic Week |
| 7 March-13 May | Clinical Placement 5 |
| 30 May-12 August | Academic Term |
| 15 August-2 September | Board of Examiners |

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 hospitals 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.

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 Occupational Therapy
 OT 130 Anatomy — Pure and Applied
 OT 140 Human Development 1
 BL 113 Physiology 1

BS 100 Introduction to Behavioural Sciences
OT 170 Clinical Education

Second Year

OT 213 Assessment, Treatment and Rehabilitation (Physical Dysfunction)
OT 214 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction)
OT 212 General Studies
OT 220 Ergonomics, Technology and Therapeutic Media
BS 234 Developmental Psychology — Life Cycle
BS 250 Research Evaluation (Part A)
BS 280 Interpersonal Helping Skills
OT 240 Neurosciences
OT 250 Clinical Medicine
OT 260 Clinical Psychiatry
OT 270 Clinical Education

Third Year

OT 313 Assessment, Treatment and Rehabilitation (Physical Dysfunction)
OT 314 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction)
OT 315 Management
OT 330 Occupational Psychology
OT 370 Clinical Education
BS 250 Research Evaluation (Part B)

Fourth Year

OT 415 Management
OT 416 Applied Occupational Therapy
OT 425 Design and Development
OT 460 Clinical Psychiatry
OT 470 Clinical Education
BS 351 Measurement and Test Theory 1

Details of Syllabus: First Year

OT 110 OCCUPATIONAL THERAPY

(192 hours of lectures, practical classes, tutorials and community involvement)

An introduction to the basic principles of occupational therapy and the general and specific therapeutic skills and techniques utilised by occupational therapists.

An appreciation of the interrelationship between people and the environment in which they function and the factors affecting their performance in various settings.

This subject is comprised of the following areas:

Theory and Principles of Occupational Therapy

(59 hours)

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 description 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.

Activities of Daily Living (ADL)

(23 hours)

(a) Introduction to selected daily skills and an analysis of their specific performance demands on the individual. (b) Examination of selected aspects of human disability and disadvantage and the relative effects of this on the performance of daily living skills. (c) Introduction to the use of alternative techniques and environmental adaptations to achieve and maintain maximum personal independence.

Activity Skills

(110 hours)

Practical workshop, demonstration and lecture format in the following activity-based units:

| | |
|----------------------------------|----------|
| Basic Construction Skills (wood) | 44 hours |
| Basic Technical Drawing Skills | 6 hours |
| Basic Fabric Skills | 10 hours |
| Basic Food and Cooking Skills | 12 hours |
| Basic Horticulture Skills | 8 hours |
| Recreational Activities | 30 hours |

Prescribed Texts

HALE, G. 1979. *The source book for the disabled*. Paddington Press.

HOPKINS, H. L. and SMITH, H. D. eds 1978. *Willard and 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, W. B. Saunders.

STANDARDS ASSOCIATION OF AUSTRALIA. A.S. 1428-1977. *Design rules for access by the disabled*. (Available from the School of Occupational Therapy.)

OT 130 ANATOMY — PURE AND APPLIED

(128 hours)

Pure Anatomy

(98 hours)

Lectures, demonstrations and practical work. The fundamentals of anatomy including general skeletal and muscular structure and basic tissues of the body; detailed anatomy of the muscles, bones, joints, nerve and blood supply of upper and lower limbs together with the muscles, bones and joints of the trunk. An introductory account will also be given of splanchnology. Emphasis will be given to those aspects particularly relevant to occupational therapy.

Kinesiology and Applied Anatomy

(30 hours of workshops)

The application of anatomy to movement, mechanical principles — axes, planes, levers, centre of gravity, equilibrium, range of movement and properties of muscle. Muscle action and function. Analysis of muscle action and movement. Analysis of activity.

Prescribed Texts

LAST, R. J. 1978. *Anatomy — regional and applied*. 6th ed. London, Churchill Livingstone.

TROMBLY, C. A. and SCOTT, A. D. 1977. *Occupational therapy for physical dysfunction*. Baltimore, Williams & Wilkins.

Recommended Texts

BRUNNSTROM, S. (rev. R. Dickinson) 1972. *Clinical kinesiology*. 3rd ed. Philadelphia, Davis.

HOLLINSHEAD, W. H. and JENKINS, D. B. *Functional anatomy of the limbs and back*. 5th ed. W. B. Saunders.

OT 140 HUMAN DEVELOPMENT 1

(36 hours)

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 consists of 36 contact hours in first year, comprising: 28 lectures, three 2 hour practical sessions and one 2 hour course review/group tutorial. (The course continues in second year.)

BL 113 PHYSIOLOGY I

(80 hours)

See descriptive entry page 221.

BS 100 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours lectures, 27 hours tutorials)

See descriptive entry page 185.

OT 170 CLINICAL EDUCATION

Clinical Orientation Period

(70 hours)

An orientation period of two weeks' duration is arranged to enable the student to observe a sample of the actual work of the occupational therapist and to gain insight into the integrative nature of the course content. This two-week period falls at the end of the first year of the course. It serves as an introduction to health care and gives the opportunity for an appreciation of the work of the occupational therapist and members of the health care team.

Details of Syllabus: Second Year

OT 213 ASSESSMENT, TREATMENT AND REHABILITATION (Physical Dysfunction)

(83 hours)

Occupational therapy in the assessment, treatment and rehabilitation of physical disability. The course is divided into the following units:

- 1 Musculo-skeletal unit
- 2 General medical unit
- 3 Neuromuscular unit

The course is taught through lectures, practical classes and clinics. For each unit booklets are provided as a resource material.

Prescribed Text

TROMBLY, C. A. and SCOTT, A. D. 1977. *Occupational therapy for physical dysfunction*. Baltimore, Williams & Wilkins.

Reference Books

BOBATH, B. 1978. *Adult hemiplegia: evaluation and treatment*. 2nd ed. William Heinemann.

CAILLIET, R. 1975. *Hand pain and impairment*. 2nd ed. Philadelphia, F. A. Davis Co.

CAILLIET, Rene, ed. 1980. *The shoulder in hemiplegia*. Philadelphia, F. A. Davis Co.

CARR, Janet and SHEPHERD, Roberta, ed. 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.

OT 214 ASSESSMENT, TREATMENT AND REHABILITATION (Psychosocial Dysfunction)

(85 hours)

This subject aims to give students a basic knowledge of the role of occupational therapy in the assessment, treatment and rehabilitation of psychosocial dysfunctions.

(a) First Term

Concepts of competence and motivation, the theory of work and play behaviour, principles and methods of assessment, therapeutic relationships and the use of media and groups. Principles of treatment and rehabilitation in occupational

therapy applied to psychiatry, with focus on 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 attempt to evaluate patients' needs as perceived during the viewing of selected audiovisual material and to suggest occupational therapy methods of intervention. Practical clinics will be organised to help students gain confidence in working with the mentally ill. References and reading lists for this unit will be supplied throughout the academic year.

Prescribed Texts

- HOPKINS, H. L. and SMITH, H. D. eds 1978. *Willard and Spackman's occupational therapy*. 5th ed. Philadelphia, J. B. Lippincott Co.
LIPKIN, G. B. and COHEN, R. N. 1980. *Effective approaches to patients' behaviour*. New York, Springer.

Reference Books

- GLASSCOTE, R. M. *et al.* 1971. *Rehabilitating the mentally ill in the community*. Washington, D.C., Joint Information Service of the American Psychiatric Association.
LAMB, H. R. 1976. *Community survival for long-term patients*. Jossey-Bass.
MAXMEN, J. S., TUCKER, G. J. and LeBOW, N. 1974. *Rational hospital psychiatry*. New York, Brunner/Mazel.
WING, J. L. ed. 1978. *Schizophrenia: towards a new synthesis*. London, Grune & Stratton.

OT 212 GENERAL STUDIES

(49 hours)

This subject is made up of three areas:

Splinting

(28 hours)

A practical course introducing students to materials and techniques in hand splinting.

Child Studies

(6 hours approx.)

Continuation of longitudinal child observation commenced in first year. A series of three practical sessions related to development of children up to 12 years, including one session on the developmentally delayed child.

Prescribed Text

- SHERIDAN, M. D. 1975. *Children's developmental progress from birth to five years — the Stycar sequences*. 3rd ed. Berkshire, NFER.

ID 103 The Health Team

(15 hours)

See descriptive entry page 185.

OT 220 ERGONOMICS, TECHNOLOGY AND THERAPEUTIC MEDIA

(133 hours)

Ergonomics, Technology and Therapeutic Media is comprised of a number of units orientated towards the development of technical skills, environmental awareness and the ability to therapeutically apply media. Units include Ergonomics II, Technical Drawing II, Power Tools, Printing, Clay, Creative Media, Weaving and Basketry.

Prescribed Texts

- GRANDJEAN, E. 1973. *Ergonomics of the home*. London, Taylor & Francis.
School Publications.

BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE

(18 hours)

See descriptive entry page 189.

BS 250 RESEARCH EVALUATION (Part A)

(10 hours)

See descriptive entry page 189.

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours)

See descriptive entry page 190.

OT 240 NEUROSCIENCES

This subject consists of units in neuroanatomy, neuropsychology and neurophysiology.

BL 281 Neuroanatomy

(12 hours)

See descriptive entry page 228.

OT 242 Neuropsychology

(8 hours)

Prescribed Text

Students will be advised of texts to be used prior to commencement of lectures.

BL 218 Neurophysiology

(12 hours)

See descriptive entry page 226.

OT 250 CLINICAL MEDICINE

(51 hours)

A clinical subject comprised of units in pathology, orthopaedics, general medicine, paediatrics, neurosurgery and neurology.

Prescribed Texts

Students will be advised of texts to be used prior to commencement of lectures.

OT 260 CLINICAL PSYCHIATRY

(26 hours of lectures/tutorials)

The objective of this subject is to introduce students to:

- (a) epidemiology and 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 highly integrated with OT 214 Assessment, Treatment and Rehabilitation (Psychosocial Dysfunction).

Prescribed Texts

BERGER, M. M. 1977. *Working with people called patients*. New York, Brunner/Mazel.

SAINSBURY, M. J. 1976. *Key to psychiatry*. 2nd ed. Sydney, ANZ Book Company.

ROWE, M. D. 1981. *An outline of psychiatry*. W. C. B. Brown and Co.

Reference Book

CLARE, A. 1976. *Psychiatry in dissent*. London, Tavistock Publications.

OT 270 CLINICAL EDUCATION

(63 hours)

A two week period of clinical practice will be undertaken at the end of the second year. This placement will provide students with the opportunity to extend their awareness of the scope of occupational therapy, to consolidate their theoretical and practical work of second year and to gain preliminary experience in applied clinical practice.

Details of Syllabus: Third Year

OT 313 ASSESSMENT, TREATMENT AND REHABILITATION (Physical Dysfunction)

(47 hours)

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.

References

- CAILLET, Rene, ed. 1980. *The shoulder in hemiplegia*. Philadelphia, F. A. Davis Co.
 CARR, Janet, and SHEPHERD, Roberta, eds 1980. *Physiotherapy in disorders of the brain*. London, William Heinemann Medical.
 WALSH, Kevin, ed. 1978. *Neuropsychology — a clinical approach*. Edinburgh, Churchill Livingstone.
 School Publications

OT 314 ASSESSMENT, TREATMENT AND REHABILITATION (Psychosocial Dysfunction)

(47 hours)

This subject is aimed at providing students with a higher level of knowledge and understanding of the theoretical, practical and clinical application of occupational therapy in psychiatry.

Prescribed Texts

- GORDON, Richard E. and GORDON, Katherine K. 1981. *Systems of treatment for the mentally ill. Filling the gaps*. New York, Grune and Stratton.

Students will be advised of further texts to be used prior to commencement of lectures.

Reference Book

- CORSINI, Raymond, ed. 1978. *Current psychotherapies*. 2nd ed. Illinois, Peacock Publishers Inc.

OT 315 MANAGEMENT

(30 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.

Prescribed Texts

- 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.

Reference Book

- AMERICAN OCCUPATIONAL THERAPY ASSOCIATION. 1978. *Manual on administration*. Rockville M.D., A.O.T.A. Publications.

OT 330 OCCUPATIONAL PSYCHOLOGY

(20 hours)

This subject aims to introduce students to some basic research and theory in the areas of work motivation, vocational psychology, and organisational 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.

Prescribed Text

Students will be advised of texts to be used prior to commencement of lectures.

OT 370 CLINICAL EDUCATION

(756 hours)

Students will undertake 24 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 emphasising 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: paediatrics, geriatrics, community care facilities, and other areas of specialisation.

BS 250 RESEARCH EVALUATION (Part B)

(8 hours)

See descriptive entry page 189.

Details of Syllabus: Fourth Year

Emphasis during this final year will be on self-directed, experiential learning. There is an expectation that students will be responsible for structuring and managing their own projects and allocating time priorities.

OT 415 MANAGEMENT

(17 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.

Prescribed Text

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION. 1978. *Manual on administration*. Rockville, M.D., A.O.T.A. Publications.

OT 416 APPLIED OCCUPATIONAL THERAPY

(80 hours)

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.

The unit is structured to include focus lectures, seminars and workshops.

OT 425 DESIGN AND DEVELOPMENT

(15 hours)

Students select an individual project from the variety of needs met during their clinical affiliations. Following an introductory series of lecture/tutorial/discussion sessions, each student contracts to design, modify or develop a device or system which is likely to increase the effectiveness of occupational therapy practice in some way. After clearly defining the problem and its attendant constraints, the student will, by the application of creative problem-solving techniques and design methodology, prepare a practical solution. This solution will be communicated via a fully documented report including samples or mock-ups, where feasible, of the prepared system, device or programme.

OT 460 CLINICAL PSYCHIATRY

(24 hours)

This course aims to extend and develop the individual student's skills in areas of occupational therapy in psychiatry. The course provides a number of electives, and is a balance of theoretical and experiential work. Different approaches and techniques are explored and critically evaluated for relevance and application in treatment.

Students take one elective:

(1) Working with Individuals**(2) Behaviour Therapy***Prescribed Text*

MARTIN, G. and PEAR, J. 1978. *Behaviour modification: what it is and how to do it*. New Jersey, Prentice Hall.

(3) Working with Groups*Prescribed Text*

BLOCH, S. 1979. *Introduction to the psychotherapies*. UK, Oxford Press.

(4) Community Psychiatry and Family Therapy*Prescribed Text*

MINUCHIN, S. 1974. *Families and family therapy*. London Tavistock Publications.

OT 470 CLINICAL EDUCATION

(310 hours)

Students 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.

BS 351 MEASUREMENT AND TEST THEORY 1

(9 hours)

See descriptive entry page 193.

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.

School of Orthoptics

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 orthoptist 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 noticeboards 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 252 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 306 Age-Related Diseases
 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 Syllabus: First Year**BL 122 HUMAN MORPHOLOGY AND FUNCTION**

(95 hours)

See descriptive entry page 221.

BL 151 BASIC PHYSICAL SCIENCE

(54 hours)

See descriptive entry page 222.

OR 110 OCULAR ANATOMY

(28 hours)

Ocular Anatomy is a pre-clinical subject designed to give the student a thorough knowledge of the structure of the eye, the ocular adnexa, the skull and the central nervous system and their relation to each other, together with a background of relevant ocular embryology.

Prescribed Texts

STEPHENSON, R. S. 1973. *Anatomy, physiology and optics of the eye: a textbook for orthoptic students*. 2nd ed. London, Kimpton.

WOLFF, E. (rev. R. J. Last) 1968. *The anatomy of the eye and orbit*. 6th ed. London, Lewis.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 185.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 184.

OR 120 OCULAR MOTILITY I

(121 hours)

This subject introduces the student to an historical appreciation of orthoptics, the role of the orthoptist and the relationship to other professions. It also introduces the student to the normal function of 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.

OR 130 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.

Details of Syllabus: Second Year

BL 211 NEUROSCIENCES FOR ORTHOPTICS

(21 hours)

See descriptive entry page 225.

OR 242 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.

HARTSTEIN, J. 1971. *Review of refraction*. St Louis, Mosby.

OR 212 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

DAYSON, H. 1972. *Physiology of the eye: clinical application*. 3rd ed. Edinburgh, Churchill Livingstone.

BEHAVIOURAL SCIENCE II**BS 105 Introduction to Research**

(40 hours)

See descriptive entry page 186.

BS 235 Child Development

(18 hours)

See descriptive entry page 189.

BS 270 Psychology of Illness, Disability and Rehabilitation

(18 hours)

See descriptive entry page 190.

BS 280 Interpersonal Helping Skills

(13½ hours)

See descriptive entry page 190.

OR 222 OCULAR MOTILITY II

(140 hours of lectures, tutorials and seminars)

This subject focuses on major theoretical concepts and skills in the investigation and management of parietic eye movement disorders.

Prescribed Text

DUKE ELDER, S. and WYBAR, K. 1972. *System of ophthalmology: ocular motility and strabismus*. Vol. 6. London, Kimpton.

OR 252 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.

OR 232 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.

Details of Syllabus: Third Year**OR 300 OCULAR MOTILITY III**

(188 hours)

Through the medium of small group discussion, the students will apply all the theoretical and practical experience gained in first and second year to solving problems

of case management. Study of the problems presented will stimulate further individual and group research into all areas of orthoptic practice and encourage awareness of the orthoptist's role in interdisciplinary health care.

OR 301 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, OR 311 Major and Minor Surgery.

OR 302 ELECTRODIAGNOSIS

(9 hours)

This unit is designed to familiarise with students with clinical applications of the electrodiagnostic techniques currently employed in the diagnosis and management of ocular diseases and disorders.

OR 303 OPTICS II

(9 hours)

A comprehensive study of the clinical management of contact lenses and intraocular lenses.

OR 304 PHARMACOLOGY

(6 hours)

An introduction to ocular pharmacodynamics

OR 305 MICROBIOLOGY

(5 hours)

An introduction to microbiology in ophthalmic practice.

OR 306 AGE-RELATED DISEASES

(9 hours)

A study of the conditions causing ocular disturbance which are related to specific age groups.

OR 307 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.

OR 308 RESEARCH DESIGN

(18 hours)

This unit is designed to complement the earlier introductory units of BS 105 and BS 250. This allows the student to design and implement clinical research projects.

OR 309 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.

OR 310 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.

OR 311 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 OR 301 Surgical Techniques.

OR 312 ORTHOPTICS — INVESTIGATION AND MANAGEMENT

(120 hours)

This unit provides an opportunity to apply the objectives of OR 300 Ocular Motility III in a clinical situation, presenting opportunities for gathering resource material for this latter unit.

BL 370 MEDICAL SCIENCE FOR ORTHOPTICS

(18 hours)

See descriptive entry page 231.

BS 250 RESEARCH EVALUATION

(18 hours)

See descriptive entry page 189.

BS 400 BEHAVIOURAL SCIENCE SEMINAR

(18 hours)

See descriptive entries pages 194-200.

School of Physiotherapy

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 disabilities and carry out the appropriate treatment programme. This requires a thorough background knowledge of biological, behavioural and medical sciences.

Before any person is permitted to practise as a physiotherapist in the State of Victoria, registration with the Physiotherapists Registration Board is obligatory.

Course of Study

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

Award

Bachelor of Applied Science (Physiotherapy).

Lectures and Clinical Practice

Lectures, demonstrations, and practical sessions are held at Lincoln Institute and the University of Melbourne. Students attend physiotherapy departments of a number of hospitals and special centres for observation and clinical practice. These include:

After Care Hospital

Alfred Hospital

Austin Hospital (general hospital and spinal injuries centre)

Ballarat Base Hospital

Bendigo and Northern District Base Hospital

Bethlehem Hospital

Box Hill and District Hospital

Caulfield Hospital

Centennial House — Freemasons' Homes

Coonac Rehabilitation Centre

Dandenong Hospital

Early Childhood Development Programmes

Fairfield Hospital

Frankston Community Hospital

Geelong Hospital

Glen Waverley Rehabilitation Centre

Grace McKellar House, Geelong

Greenvale Geriatric Centre

Hampton Hospital

Independent Living Centre

Kingston Centre

Latrobe Valley Hospital, Moe

Manvantara

Maroondah Hospital

Mercy Maternity Hospital

Mont Calm

Montefiore Homes for the Aged
 Mount Eliza Geriatric Centre
 Moorabbin Hospital
 Mount Royal Hospital
 Preston and Northcote Community Hospital
 Prince Henry's Hospital
 Queen Elizabeth Geriatric Centre
 Queen Victoria Medical Centre
 Repatriation General Hospital
 Royal Children's Hospital
 Royal Hobart Hospital
 Royal Melbourne Hospital
 Royal Southern Memorial Hospital
 Royal Talbot Rehabilitation Centre
 Royal Women's Hospital
 Shepparton/Goulburn Valley Base Hospital
 St George's Hospital
 St Nicholas Hospital
 St Vincent's Hospital
 Wangaratta and District Base Hospital
 Warrnambool Base Hospital
 Western General Hospital
 Williamstown Hospital
 Community Health Centres
 Institutions run by:
 Mental Health
 Spastic Society
 Yooralla Society
 Private Practitioners
 Various Overseas Hospitals

Term Dates

| | |
|-----------------------|--------------------------|
| 21-25 February | Orientation Week |
| 28 February-6 May | First Term |
| 9-13 May | First Term Examinations |
| 30 May-29 July | Second Term |
| 1-5 August | Second Term Examinations |
| 29 August-28 October | Third Term |
| 31 October-4 November | Study Vacation |
| 7-11 November | Final Examination |

Second-year students will have a Nursing Procedure block in February. Third-year students will have a block of Clinical Education in November.

Prizes

The Johnson & Johnson Physiotherapy Award 1983

This prize is awarded for excellence and achievement in the final-year Independent Study unit (P 4801).

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

Josephine Jennings and Edith Pratt Memorial Prize

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

Constance Read Memorial Prize

This prize fund was raised by a number of physiotherapists who wished to provide a perpetual memorial to Miss Constance Read. Miss Read was a member of the physiotherapy staff at the Royal Children's Hospital and was a most outstanding

personality, giving inspiration to all those who had the privilege of working with her. The prize is awarded to the student who gains the highest percentage of marks in the subject of Physiotherapy II.

Eliza McAuley Memorial Prize

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

Obstetrical Physiotherapy Prize

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

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

Anatomy I
Physiotherapy I
Introduction to Clinical Study
Science for Physiotherapy
Behavioural Sciences I

Second Year

Anatomy II
Physiotherapy II
Clinical Study
Physiology II
Introduction to Medical Science
Behavioural Sciences II

Third Year

Physiotherapy III (including Medical Sciences)
Clinical Study
Communication and Interpersonal Helping Skills in Clinical Practice
Elective study in one (1) of the following:
Anatomy III
Physiology III
Behavioural Sciences III
Composite Electives (comprising units of Behavioural Sciences III and Physiology III)

Fourth Year

Physiotherapy IV

Prerequisites

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 Syllabus: First Year

P 1600 ANATOMY I

(250 hours)

The subject consists of lectures, demonstrations, and practical work during first, second and third university terms in accordance with detailed timetables to be published each year in the Department of Anatomy of the University of Melbourne. The subject includes detailed anatomy of the upper and lower limbs; detailed anatomy of the muscles, bones, and joints of the trunk; a general account of the abdominal contents; and surface anatomy of the limbs and abdomen. The practical programme gives every opportunity to dissect such parts of the human body as decided by the Chairman, Department of Anatomy. At present 21 weeks are spent in practical dissection. There are also practical classes in osteology and demonstrations of radiological anatomy.

Prescribed Texts

CUNNINGHAM, D. J. (rev. G. J. Romanes) 1976. *Manual of practical anatomy*. 14th ed. Vols 1, 2. London, Oxford University Press.

MOORE, K. L. 1980. *Clinically oriented anatomy*. Baltimore, Williams and Wilkins.

or

WILLIAMS, P. L. and WARWICK, R. eds 1980. *Gray's anatomy*. 36th ed. Edinburgh, Longman.

Resources (Anatomy I and II)

Dissecting instruments

Half set of bones

White coats (drill, long-sleeved, full-length)

P 1700 PHYSIOTHERAPY I

(164 hours of lectures, tutorials and practical study, with provision for additional informal 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:

P 1710 Kinesiology

P 1720 Therapeutic Movement

P 1770 Child Development

P 1710 Kinesiology

(60 hours)

An introduction to the study of kinesiology and applied anatomy; this subject includes a large theoretical component as well as practical sessions, applying these kinesiological principles to the analysis of normal human movement.

Prescribed Texts

BRUNNSTROM, S. 1972. *Clinical kinesiology*. 3rd ed. Philadelphia, Davis.

KAPANDJI, I. A. 1972. *The physiology of joints*. 2nd ed. Vols 1, 2 and 3. Edinburgh, Livingstone.

Practical manual (to be purchased from the Physiotherapy School).

Reference Books

BASMAJIAN, J. 1967. *Muscles alive*. Baltimore, Williams and Wilkins.

CLOSE, J. R. 1973. *Functional anatomy of the extremities*. Springfield, Illinois, Thomas.

HALL, M. C. 1965. *The locomotor system — functional anatomy*. Springfield, Illinois, Thomas.

KENDALL, H., KENDALL, F. and WADSWORTH, G. 1971. *Muscles — testing and function*. 2nd ed. Baltimore, Williams and Wilkins.

MacCONAILL, M. A. and BASMAJIAN, J. V. 1969. *Muscles and movements: a basis for human kinesiology*. Baltimore, Williams and Wilkins.

MACDONALD, F. A. 1973. *Mechanics for movement — notes for physiotherapy students*. London, Bell.

O'CONNELL, A. L. and GARDINER, E. V. 1972. *Understanding the scientific bases of human movement*. Baltimore, Williams and Wilkins.

STEINDLER, A. 1955. *Kinesiology of the human body*. Springfield, Illinois, Thomas.

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.

P 1720 Therapeutic Movement

(78 hours)

A practical and theoretical study of techniques of therapeutic movement and their application. The syllabus includes assessment, exercise, passive joint movement, massage, classwork, pool therapy and introductory orthotics. These are considered in terms of safety (patient and therapist), kinesiology and anatomy, techniques of application and recording.

Prescribed Text

HOLLIS, M. 1976. *Practical exercise therapy*. Oxford, Blackwell.

Reference Book

WOOD, E. C. 1974. *Beard's massage principles and techniques*. 2nd ed. Philadelphia, Saunders.

P 1770 Child Development

(26 hours)

This unit is designed to introduce the student to the study of child development from conception to adolescence. All aspects of this development will be considered although the main focus of this unit is on the development of normal movement and gross motor skills. Each student will also be expected to develop observational skills by observing the development of a baby from one month to six months of age.

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.

P 1800 INTRODUCTION TO CLINICAL STUDY

(10 hours)

Students will 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.

BL 160 SCIENCE FOR PHYSIOTHERAPY

(142 hours)

See descriptive entry page 223.

BS 015 BEHAVIOURAL SCIENCES 1

(141 hours)

BS 100 Introduction to Behavioural Sciences

See descriptive entry page 185.

BS 105 Introduction to Research

See descriptive entry page 186.

ID 101 Introduction to Community Health Problems

See descriptive entry page 184.

Details of Syllabus: Second Year

P 2600 ANATOMY II

(168 hours)

The subject consists of lectures, demonstrations and practical work during first, second and third university terms in accordance with detailed timetables to be published each year in the Department of Anatomy of the University of Melbourne. The syllabus includes the detailed topographic anatomy and the applied anatomy of the thorax and head and neck as well as a general account of the brain and spinal cord. In addition demonstrations of radiological anatomy will be given.

Prescribed Texts

CUNNINGHAM, D. J. (rev. G. J. Romanes). 1976. *Manual of practical anatomy*. 14th ed. Vols 2, 3. London, Oxford University Press.

MOORE, K. L. 1980. *Clinically oriented anatomy*. Baltimore, Williams and Wilkins.

or

WILLIAMS, P. L. and WARWICK, R. eds 1980. *Gray's anatomy*. 36th ed. Edinburgh, Longman.

P 2700 PHYSIOTHERAPY II

(235 hours of lectures, demonstrations, discussions, tutorials, practical classes, clinical study and informal 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:

P 2721 Therapeutic Movement and Kinesiology

P 2722 Electrotherapy

P 2770 Child Development

P 2721 Therapeutic Movement and Kinesiology

(approx. 141 hours)

A practical and theoretical study of techniques of therapeutic movement and their application to spinal joints, peripheral joints, posture and locomotion.

The movement component includes assessment, exercise, passive joint movement, massage, use of apparatus, classwork, gymwork, orthotics and functional training.

These are considered in terms of:

- safety (patient and therapist)

- physics (particularly mechanics)

- anatomical bases

- physiological effects

- indications

- contraindications

- dosage

- techniques of application

- recording (techniques and results of assessment and treatment)

- 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.

Prescribed Texts

HOLLIS, M. 1976. *Practical exercise therapy*. Oxford, Blackwell.

KAPANDJI, I. A. 1972. *The physiology of the joints*. Vol. 3. Edinburgh, Livingstone.

MAITLAND, G. D. 1977. *Peripheral manipulation*. 2nd ed. London, Butterworths.

MAITLAND, G. D. 1977. *Vertebral manipulation*. 4th ed. London, Butterworths.

Reference Books

BASMAJIAN, S. V. ed. 1978. *Therapeutic exercise*. 3rd ed. Baltimore, Williams and Wilkins.

CYRIAX, J. 1971. *Textbook of orthopaedic medicine*. 8th ed. Vol. II. London, Balliere Tindall and Cassell.

CYRIAX, J. 1978. *Textbook of orthopaedic medicine*. 7th ed. Vol. I. London, Balliere Tindall and Cassell.

GRIEVE, G. P. 1979. *Mobilisation of the spine*. 3rd ed. Edinburgh, Churchill Livingstone.

KALTENBORN, F. 1970. *Mobilisation of the spinal column*. Wellington, New Zealand, University Press.

KALTENBORN, F. M. 1976. *Manual therapy for the extremity joints*. 2nd ed. Oslo, Olaf Norlic Bokhandel.

KNOTT, M. and VOSS, D. 1968. *Proprioceptive neuromuscular facilitation*. 2nd ed. London, Balliere Tindall and Cassell.

MENNELL, J. McM. 1964. *Joint pain*. 1st ed. Boston, Little Brown.

ROGOFF, J. ed. 1980. *Manipulation, traction and massage*. 2nd ed. Williams and Wilkins, Baltimore.

STODDARD, A. 1959. *Manual of osteopathic technique*. London, Hutchinson.

STODDARD, A. 1969. *Manual of osteopathic practice*. London, Hutchinson Medical Publications.

WOOD, E. C. 1974. *Beard's massage principles and techniques*. 2nd ed. Philadelphia, Saunders.

Further references will be indicated during the programme.

P 2722 Electrotherapy

(78 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
- contraindications
- dosage
- principles and techniques of application
- recording (techniques and results of assessment and treatment)
- care of the apparatus.

Prerequisites: P 1600 Anatomy I, BL 160 Science for Physiotherapy.

Prescribed Text

LINCOLN *Institute electrotherapy practical manual*. 1981/82.

Reference Books

- 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. Connecticut, Licht.
- SCOTT, P. M. 1975. *Clayton's electrotherapy and actinotherapy*. 7th ed. London, Balliere Tindall and Cassell.
- 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.

Further references will be given throughout the course.

P 2770 Child Development

(16 hours)

This is a continuation of the child development unit undertaken in first year. This unit will study the development of the child from five years of age to adolescence. The student will also complete the longitudinal observation of a baby begun during first year.

Reference Books

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

P 2800 CLINICAL STUDY

A subject covering 142 hours of theoretical material and clinical practice comprising:

P 2801 Nursing Procedure

(54 hours)

A course of 14 hours of lectures and demonstrations at the School of Nursing and 40 hours of clinical experience in allotted hospitals. This unit is designed to provide students with an appreciation of basic nursing techniques, a knowledge of which is necessary to carry out physiotherapy procedures, to understand the nursing needs of patients, and to appreciate ward routines and procedures.

Experience will be gained in both adult and paediatric areas.

P 2802 Preliminary Clinical Studies

(approx. 58 hours)

Students will attend hospitals for clinical tutorials throughout the year to observe and discuss physiotherapy treatment techniques.

Students will also spend two weeks working in a Physiotherapy Department, assisting with aspects of patient management. These activities will be appropriate to the expectations of a physiotherapy aide. Students will have the opportunity to develop their communication skills.

BL 215 PHYSIOLOGY II

(135 hours)

See descriptive entry page 225.

BL 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours)

See descriptive entry page 227.

BS 025 BEHAVIOURAL SCIENCES II

(90 hours)

BS 250 Research Evaluation

See descriptive entry page 189.

BS 261 Sociology and Psychology of Health

See descriptive entry page 190.

Details of Syllabus: Third Year**P 3700 PHYSIOTHERAPY III**

(Approximately 340 hours of lectures, seminars, discussions, films, practical work and demonstrations)

The subject comprises the following units:

P 3701 Seminar Programme

P 3702 Ethics and Professionalism

P 3730 Cardiothoracic

P 3740 Neurology

P 3750 Orthopaedics

P 3760 General and Special Medicine

P 3770 Paediatrics

P 3780 Obstetrics and Gynaecology

P 3790 Rehabilitation and Geriatrics

Prerequisites: All subjects listed in the second year syllabus.

Corequisite: P 3800

P 3701 Seminar Programme

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.

P 3702 Ethics and Professionalism

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 BooksBURTON, 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 Book Company.THE AUSTRALIAN PHYSIOTHERAPY ASSOCIATION, 1977. *Code of professional conduct*. Melbourne.

THE PHYSIOTHERAPY ACT. 1978. Victorian State Government.

P 3730 Cardiothoracic**Section (a)**

This section is 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)

This section comprises two parts:

1. The theory and practice of techniques used in the physiotherapeutic management of thoracic disorders, and the supervision of the use of relevant equipment. The techniques include breathing exercises, postural drainage, percussion, 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 assessment and treatment of selected thoracic and cardiac disorders in adults and children.

Prescribed Texts

GASKELL, D. V. and WEBBER, B. A. 1980. *The Brompton hospital guide to chest physiotherapy*. 4th ed. Oxford, Blackwell.

School of Physiotherapy Cardiothoracic Manual.

Reference Books

A comprehensive list of references is given in the Cardiothoracic Manual.

P 3740 Neurology**Section (a)**

This section is presented by medical practitioners, specialists in pathology, pharmacology, medicine and surgery. The section includes the pathology, aetiology, signs and symptoms, complications, aims and recent techniques of medical and surgical management of neurological conditions.

Lectures also include specialised areas on neurophysiology and neuropsychology for the further understanding of the neurological patient.

Reference Books

BLACKWOOD, W. 1976. *Greenfield's neuropathology*. 3rd ed. London, Arnold.

BRAIN, LORD W. R. 1977. *Brain's diseases of the nervous system*. 8th ed. London, Oxford University Press.

CHUSID, J. G. and McDONALD, J. J. 1979. *Correlative neuroanatomy and functional neurology*. 17th ed. Los Altos, California, Lange Medical Publications.

ESCOUROLLE, R. and POIRIER, J. 1978. *A manual of basic neuropathology*. 2nd ed. Philadelphia, Saunders.

JENNETT, W. B. 1977. *An introduction to neurosurgery*. 3rd ed. London, Heinemann Medical.

LANCE, J. W. and McLEOD, J. J. 1981. *A physiological approach to clinical neurology*. 3rd ed. London, Butterworths.

RUSSELL, D. 1977. *Pathology of tumours of the central nervous system*. 4th ed. Baltimore, Williams and Wilkins.

WALSH K. W. 1978. *Neuropsychology: a clinical approach*. Edinburgh, Churchill Livingstone.

Section (b)

This section is a study of the rationale and techniques of assessment and physiotherapeutic management of patients with neurological disorders. These include cerebrovascular accidents, multiple sclerosis, Parkinson's disease, cerebellar and sensory ataxias, and traumatic head injury. Spinal cord injuries, polyneuropathies and peripheral nerve lesions are included and where applicable, reference is made to the principles and rationale of physiotherapeutic techniques such as Bobath, Rood and Proprioceptive Neuromuscular Facilitation.

Reference Books

BANNISTER, R. 1978. *Brain's clinical neurology*. 5th ed. London, Oxford University Press.

BOBATH, B. 1978. *Adult hemiplegia: evaluation and treatment*. 2nd ed. London, Heinemann Medical.

BROMLEY, I. 1981. *Tetraplegia and paraplegia: a guide for physiotherapists*. 2nd ed. Edinburgh, Churchill Livingstone.

BURKE, D. C. 1975. *Handbook of spinal cord medicine*. London, Macmillan.

CARR, J. H. and SHEPHERD, R. 1980. *Physiotherapy in disorders of the brain*. London, Heinemann Medical.

CASH, J. E. 1977. *Neurology for physiotherapists*. 2nd ed. London, Faber and Faber.

De MEYER, W. 1974. *Technique of the neurologic examination*. 2nd ed. New York, McGraw Hill.

EYZAGUIRRE, C. and FIDONE, S. 1975. *Physiology of the nervous system*. 2nd ed. Chicago, Year Book Medical Publications.

GANONG, W. F. 1977. *The nervous system*. Los Altos, California, Lange Medical Publications.

P 3750 Orthopaedics**Section (a)**

This section is 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 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.

P 3760 General and Special Medicine

This unit comprises lectures, demonstrations, discussions and practical work, introducing areas of medicine and surgery of particular importance to the physiotherapist. Topics studied include: diabetes, vascular disturbances, burns, plastic and reconstructive surgery and rheumatology.

Discussions, demonstrations and practical work will focus on the theory and practice of physiotherapy techniques pertaining to these conditions.

Prescribed Texts

A reading list will be supplied for each particular topic of the unit.

P 3770 Paediatrics

This unit 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.

P 3780 Obstetrics and Gynaecology

This unit comprises lectures, discussions and practical work. It involves a study of the physiological and psychological aspects of pregnancy, parturition and the puerperium and the medical management of pregnancy, parturition and the puerperium including diagnostic procedures, pain relief and contemporary approaches to obstetrics. It also gives an introduction to gynaecological disorders and their medical and surgical management.

Discussions and practical work will focus on the theory and practice of physiotherapeutic techniques as applied to pregnancy, parturition, and the conservative and pre- and post-surgical management of gynaecological disorders. A visit to a hospital for observation of physiotherapy in the field is part of the unit.

Prescribed Texts

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

P 3790 Rehabilitation and Geriatrics**1. Rehabilitation**

This unit covers:

- (a) 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.
- (b) Amputee management: lectures, films and demonstrations will cover relevant pathology, medical management and total multidisciplinary care of the amputee.

Reference Books

- LITTLE, J. 1975. *Major amputation for vascular disease*. Edinburgh, Churchill Livingstone.
 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 speciality. 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

- ADAMS, G. F. 1974. *Cerebrovascular disability and the ageing brain*. London, Churchill Livingstone.
 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

Orthoses in physiotherapy: lectures and practical sessions will introduce the student to orthotic principles, materials and the production of selected items.

P 3800 CLINICAL STUDY

(approx 294 hours of clinical work and 6 hours of lectures)

This subject is designed to introduce the student to physiotherapy practice with particular emphasis on basic handling skills, assessment techniques, the effective application of treatment techniques and systematic recording.

Application of theoretical knowledge is also an important focus, and emphasis is placed on applied pharmacology, medical and surgical management of patients and an understanding of nursing procedures.

Prerequisites: All subjects listed in the second year syllabus.

Corequisite: P 3700.

Reference Books

- DUNPHY, J. and WAY, L. 1977. *Current surgical diagnosis and treatment*. 3rd ed. California, Lange Medical.
 GOODMAN, L. and GILMAN, A. 1980. *The pharmacological basis of therapeutics*. 6th ed. New York, Macmillan.
 LAURENCE, D. 1973 *Clinical pharmacology*. 4th ed. Edinburgh, Churchill.
 MACLEOD, J. ed. 1977. *Davidson's principles and practice of medicine*. 12th ed. London, Churchill Livingstone.

ID 103 The Health Team

(15 hour)

See descriptive entry page 185.

BS 340 COMMUNICATION AND INTERPERSONAL HELPING SKILLS IN CLINICAL PRACTICE

(27 hours)

See descriptive entry page 192.

Elective study in one (1) of the following:

P 3600 ANATOMY III

(No formal teaching hours, but supervisors will be available for discussion)

A subject designed to provide 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.

or

PHYSIOLOGY III

Either

BL 310 Physiology III

(lectures)

See descriptive entry pages 229-230.

or

BL 320 Physiology III with Laboratory Studies

(lectures and laboratory studies)

See descriptive entry page 230.

or

BS 035 BEHAVIOURAL SCIENCES III

(approx. 72 hours)

Either

BS 358 Research Design

See descriptive entry page 194.

and

BS 400 Behavioural Science Seminars

(any one unit)

See descriptive entries pages 194-200.

or

BS 400 Behavioural Science Seminars

(a total of four units)

See descriptive entries pages 194-200.

or

P 3900 COMPOSITE ELECTIVES

Students may choose any four units from the BL 310 lecture series and the BS 400 seminars.

See descriptive entries pages 229-330 and 194-200.

Details of Syllabus: Fourth Year

P 4800 PHYSIOTHERAPY IV

(27 weeks of clinical practice, lectures, discussions, tutorials and seminars)

This subject comprises the following units:

Compulsory Units

- P 4801 Independent Study
- P 4802 Ethics and Professionalism
- P 4830 Cardiothoracic Physiotherapy
- P 4840 Physiotherapy in Neurology
- P 4850 Physiotherapy in Orthopaedics

Elective Units

Two (2) of:

- *P 4871 Paediatrics: General
- *P 4872 Paediatrics: Mental and Physical Retardation
- *P 4873 Paediatrics: Special Schools
- P 4891 Rehabilitation
- P 4892 Geriatrics
- *P 4893 Spinal Paralysis

Plus any one (1) of:

- P 4821 Rural Health
- P 4822 Private Practice
- P 4823 Community Health
- P 4824 Mental Health
- P 4825 Overseas Work Experience
- P 4831 Cardiac Rehabilitation
- P 4880 Obstetrics and Gynaecology
- P 4894 Progressive Illnesses

Reference Books

Appropriate texts and references from previous years; detailed reading guides and assessment requirements will be issued prior to the commencement of the programme.

COMPULSORY UNITS**P 4801 Independent Study**

A 60 hour unit designed to provide students with the opportunity to carry out an indepth study of their own choice in a topic relevant to physiotherapy. Students will work independently with an appointed supervisor.

P 4802 Ethics and Professionalism

A five-hour unit designed to provide 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.

P 4830, P 4840 and P 4850

In units P 4830, P 4840 and P 4850 students will attend a metropolitan teaching hospital and will spend four weeks on each unit. Experience will be gained in treatment under supervision of a wide range of medical and surgical conditions presenting in both the wards and outpatient departments. Opportunity will also be given to discuss and evaluate assessment and treatment, attend appropriate ward rounds and case conferences, observe some surgical procedures and participate in tutorials.

P 4830 Cardiothoracic Physiotherapy

A unit in thoracic physiotherapy which aims to give the student an appreciation of the role of physiotherapy in cardiothoracic conditions. The unit will include intensive care, medical conditions, cardiothoracic surgery, coronary care, rehabilitation for the thoracic patient and the respiratory care of patients undergoing general surgery. Students will have the opportunity to apply the knowledge gained throughout the previous years, including anatomy, physiology and pathology.

P 4840 Physiotherapy in Neurology

A unit in physiotherapy in neurology which aims to give the student an overall concept of the total physiotherapy management of the patient with a neurological disorder. The unit will include care of the unconscious patient, the management of acute conditions and the rehabilitation of function in the neurological patient. There will be special emphasis on the assessment of the multiple problems associated with this group of patients.

P 4850 Physiotherapy in Orthopaedics

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. The unit will include the medical, surgical and physiotherapeutic management of both hospital inpatients and outpatients.

ELECTIVE UNITS

The elective units provide students with the opportunity to experience physiotherapy as practised in a number of specialised areas.

Two (2) of:

P 4871 Paediatrics: General

A unit designed to enable the student to develop skills in the physiotherapy assessment and treatment of children of all ages with acute and chronic conditions. Students will also have the opportunity to begin to develop the skills necessary for effectively communicating with the child and his parents as well as others concerned with his management.

P 4872 Paediatrics: Mental and Physical Retardation

A unit designed to enable the student to develop skills in the physiotherapy assessment and treatment of children with chronic physical and mental handicaps. The student will also have the opportunity to learn about community facilities available for these children and to develop an appreciation of the special needs of the child and his family.

P 4873 Paediatrics: Special Schools

A unit designed to enable the student to develop skills in the physiotherapy assessment and treatment of school-aged children with chronic disabling conditions. This unit emphasises the multidisciplinary approach in the treatment of physically handicapped children who attend special schools. Students will also have the opportunity to learn about recreational activities suitable for these children.

P 4891 Rehabilitation

A unit designed to give the student an understanding of the function of rehabilitation centres and their place in long-term health care, together with the role of physiotherapy and other personnel in the rehabilitation team. Students will be based in one metropolitan centre and will gain an overview of total patient care by attending case conferences, analysing treatment programmes and participating in domiciliary nursing and physiotherapy care.

P 4892 Geriatrics

A unit designed to further the understanding of the physical, social and psychological factors relevant to the treatment of elderly patients and the implications of these factors for short and long term management. Students will be based in a geriatric centre and opportunity will be given to 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.

P 4893 Spinal Paralysis

A unit designed to enable the student 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 will attend the Spinal Injuries Centre of the Austin Hospital where they will 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.

Plus any one (1) of:

P 4821 Rural Health

A unit designed to give the student knowledge and skills related to the practice of physiotherapy in a rural or provincial setting. Students will be based in the physiotherapy department of a country hospital and particular emphasis will be placed on participation in the services provided, such as itinerant physiotherapy, domiciliary care and physiotherapy in community health centres.

P 4822 Private Practice

A unit designed to give the student knowledge and skills related to physiotherapy in private practice. Students will be affiliated with a private practitioner and will assist in the treatment of patients in the practitioner's rooms, in the home setting and in hospital and nursing homes. Emphasis will be placed on gaining insight into the position of the practice in the total health scheme and the community in general.

P 4823 Community Health

A unit designed to give the student knowledge and skills related to physiotherapy and community health. Students will be affiliated with a community health centre and will be given the opportunity to participate in a wide variety of curative and preventative health programmes. There will be emphasis on preventative medicine and the team approach to health care.

P 4824 Mental Health

A unit designed to provide the student with an introduction to physiotherapy in the field of mental health. Students will be affiliated with a psychiatric hospital and will gain knowledge of the structure and function of psychiatric services, the role of physiotherapy and the ethical and legal responsibilities of that role. Emphasis will be placed on acquiring a basic knowledge and understanding of the aetiology and treatment of selected psychiatric disorders and the skills related to the competent physiotherapy treatment of these patients. Tutorials, ward rounds and visits to specialised units serve to give the student a broad overview of patient management.

P 4825 Overseas Work Experience

A unit designed to provide students with an opportunity to experience, and expand their understanding of, the practice of physiotherapy through work experiences outside Australia.

P 4831 Cardiac Rehabilitation

A unit designed to provide the student with the opportunity to develop knowledge and skills in the management of patients following myocardial infarction, from the acute to final rehabilitative stages. Emphasis will be placed on primary and secondary preventative medicine and the team approach to health care in this field. Students will be affiliated with an acute coronary care unit and rehabilitation centre, with visits to specialised preventative and rehabilitative programmes.

Prerequisite: BL 316 Physiology of Exercise

Recommended (not a prerequisite): BL 312 Cardiopulmonary Responses

P 4880 Obstetrics and Gynaecology

A unit designed to provide students with the opportunity 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 hospital aim to provide the student with an appreciation of the scope of physiotherapy in obstetrics and gynaecology.

Prescribed Text

LUNLEY, J. and ASTBURY, J. 1980. *Birth rites, birth rights*. Melbourne, Thomas Nelson.

P 4894 Progressive Illnesses

A unit designed to give the student further knowledge and skills related to physiotherapy in the management of patients with progressive illnesses. Students will be based in a metropolitan centre and will gain an overview of total patient care by visits to specialised programmes and discussions with other members of the health care team.

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 two postgraduate diplomas:

Graduate Diploma in Manipulative Therapy
Graduate Diploma in Physiotherapy

Admission Requirements

Refer to Regulations for the Graduate Diplomas in the School of Physiotherapy, see page 34. Students may be required to undertake preliminary studies in research methodology, statistics and counselling; see entry for Preliminary Studies, page 243.

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

Students must check with the course co-ordinator prior to enrolment.

Graduate Diploma in Manipulative Therapy

Introduction

The course provides students with the opportunity to develop advanced skills in

planning total management of the patient, including assessment, diagnosis of musculo-skeletal and related conditions, selection and implementation of appropriate treatment techniques, techniques of evaluation and an understanding of the indications for and contraindications to manipulative therapy.

Students will develop further awareness 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.

Award

Graduate Diploma in Manipulative Therapy.

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 1983.

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

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

BS 514 Interpersonal Skills in Clinical Practice

BS 581 Introduction to Behavioural Techniques in Physical Therapy

Details of Syllabus

P 5461 MEDICAL SCIENCES

(50 hours)

Study in this area will provide further knowledge and understanding of the aetiology, pathology and clinical presentation of musculo-skeletal and related disorders and of the relevant pharmacological, medical and surgical management. Students will acquire further knowledge and understanding of indications for differential diagnosis and contraindications of management by manipulative therapy. Topics covered 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 that influence treatment or diagnosis.

Students will also acquire further understanding of pharmacology and radiology relevant to manipulative therapy, including anti-inflammatory drugs, analgesics and muscle relaxants.

P 5561 THEORY AND MANAGEMENT OF PAIN

(18 hours)

This unit aims to increase students' knowledge of physiological and behavioural

theories of pain mechanisms, including a review of recent research findings. Students will be introduced to principles of management other than physiotherapy and will develop further knowledge of physiotherapy management. Topics include the concept of pain, pain as a sensation, measurement and assessment of pain, individual differences in pain perception and response, pain pathways and learning mechanisms.

P 5562 BIOMECHANICS AND KINESIOLOGY

(30 hours)

The subject is designed to give students detailed knowledge of kinesiology, biomechanics and surface anatomy as a basis for clinical expertise in manipulative therapy. The syllabus includes study of physical concepts and quantities, tissue rheology, joint lubrication, MacConaill's geometry and regional kinesiology of spinal and peripheral joints.

P 5661 ANATOMY

(90 hours)

This subject comprises advanced study of the skeleton, nervous system and locomotor apparatus. Students will study the vertebral column and associated muscles; the spinal cord and its nerves including their plexuses and branches, the brain stem, and thoracic inlet.

The course will also 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 will be undertaken on one afternoon per week over the duration of the course.

P 5704 INDEPENDENT RESEARCH PROJECT

(approx. 60 hours)

Students will be required to undertake an independent project on an approved topic to provide a means of integrating knowledge and skills acquired during the course.

P 5761 THEORY AND PRACTICE OF MANIPULATIVE THERAPY

(304 hours including clinical education)

This subject comprises 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 also will 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. The unit focuses on mobilisation and manipulation of the vertebral column and peripheral joints.

Clinical education will normally be conducted concurrently with theoretical and practical components of the unit.

BL 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(18 hours)

See descriptive entry page 232.

BL 584 HISTOLOGY

(12 hours)

See descriptive entry page 237.

BS 514 INTERPERSONAL SKILLS IN CLINICAL PRACTICE

(18 hours)

See descriptive entry page 203.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY

(18 hours)

See descriptive entry page 209.

Graduate Diploma in Physiotherapy

Introduction

The course is designed to provide postgraduate knowledge and skills in physiotherapy. Students may complete a major study in one of six areas of clinical specialisation: cardiothoracic physiotherapy, geriatrics, neurology, obstetrics and gynaecology, orthopaedics or paediatrics. (In 1983 the orthopaedic stream will focus on physiotherapy in sports.) 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 will further develop skills in scientific method and research design.

Award

Graduate Diploma in Physiotherapy.

Course Structure

The course has been designed to include 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 has been designed to integrate 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 — Students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (5.5 modules — 33 hours)*

BS 503 Empirical Case Design (1.5 modules — 9 hours)

BS 504 Survey and Interview Techniques (1.5 modules — 9 hours)

PROFESSIONAL FUNCTIONING — Students must take two modules (12 hours)

BS 507 Professional Roles (1 module — 6 hours)

BS 508 Interprofessional Functioning (2 modules — 12 hours)

BS 509 Client-Professional Interactions (1 module — 6 hours)

SPECIALIST CORE STUDIES

Students will select one of the major study streams. Subjects within each stream contain a total of 38 modules (228 hours not including clinical education) and are normally taken over two years. Subjects marked with an asterisk will not be offered in 1983.

In addition, each major stream will undertake approximately 120 hours of clinical education in selected teaching hospitals or clinics.

GERIATRICS

P 5435 Diagnostic Procedures

P 5491 Medical Sciences: Geriatrics

*This unit includes BS 502 Theory of Measurement I as from 1983.

- P 5492 Psychogeriatrics*
- P 5541 Neuropsychology A
- P 5641 Neuroanatomy A
- P 5702 Directed Project
- P 5791 Physiotherapy in Geriatrics
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 540 Physiology and Pathophysiology of Aging
- BS 575 Psychological Processes of Aging
- BS 595 Death, Dying and Bereavement

NEUROLOGY

- P 5435 Diagnostic Procedures
- P 5441 Medical Sciences: Neurology
- P 5541 Neuropsychology A
- P 5542 Neuropsychology B
- P 5572 Growth and Development
- P 5641 Neuroanatomy A
- P 5642 Neuroanatomy B
- P 5702 Directed Project
- P 5742 Physiotherapy in Neurology
- BL 511 Neurophysiology A
- BL 512 Neurophysiology B
- BL 580 Human Embryology

ORTHOPAEDICS (Physiotherapy in Sports)

- P 5435 Diagnostic Procedures
- P 5454 Medical Sciences: Orthopaedics
- P 5561 Theory and Management of Pain
- P 5752 Physiotherapy in Orthopaedics (Sport)
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 514 Work Physiology
- BL 560 Arthrology
- BS 562 Motor Skills

CARDIOTHORACIC PHYSIOTHERAPY

- P 5433 Medical Sciences: Cardiothoracic
- P 5435 Diagnostic Procedures
- P 5582 Relaxation
- P 5631 Anatomy and Kinesiology of Thorax
- P 5702 Directed Project
- P 5731 Cardiothoracic Physiotherapy*
- BL 513 Respiration and Circulation A
- BL 514 Work Physiology
- BL 516 Respiration and Circulation B

OBSTETRICS AND GYNAECOLOGY

- P 5435 Diagnostic Procedures
- P 5481 Medical Sciences: Obstetrics and Gynaecology
- P 5561 Theory and Management of Pain
- P 5581 Sexuality and Human Relationships*
- P 5582 Relaxation
- AE 503 Foundations of Learning*
- P 5702 Directed Project

- P 5781 Physiotherapy in Obstetrics and Gynaecology
- BL 513 Respiration and Circulation A
- BL 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate*
- BL 522 Human Reproductive Physiology and Anatomy
- BL 580 Human Embryology

PAEDIATRICS

- P 5435 Diagnostic Procedures
- P 5472 Medical Sciences: Paediatrics
- P 5541 Neuropsychology A
- P 5572 Growth and Development
- P 5641 Neuroanatomy A
- P 5702 Directed Project
- P 5771 Physiotherapy in Paediatrics
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate*
- BL 580 Human Embryology

ELECTIVE STUDIES

Students must undertake 13 modules (78 hours) of elective studies. Students will be offered a wide range of units selected from units included in compulsory Specialist Core Studies for other specialist streams, other postgraduate courses within the Institute or units developed for the Elective Studies section of the course.

Elective subjects not listed under Specialist Core Studies will be offered subject to sufficient enrolments. Subjects available include:

- P 5703 Independent Project (5 modules)
- BS 506 Influences on Health (3 modules)
- BS 514 Interpersonal Skills in Clinical Practice (3 modules)
- BS 526 Interpersonal Counselling Skills in Rehabilitation (4 modules)
- BS 562 Motor Skills (3 modules)
- BS 581 Introduction to Behavioural Techniques in Physical Therapy (3 modules)
- BS 604 Applied Computing (Data Analysis) (3 modules)
- AE 501 Quality Assurance in Health Care (2 modules)
- AE 502 Legal and Ethical Elements of Professional Practice (1 module)
- AE 600 Introduction to Health Administration (2 modules)
- BL 531 Theory and Rationale of Ergonomics (1 module)
- BL 532 Ergonomics in the Workplace (1.5 modules)
- BL 585 Anthropometry (2 modules)

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

Students must take:

BS 501 Introduction to Graduate Research Skills (5.5 modules)
(33 hours)

See descriptive entry page 201.

Any student who has completed BS 501 prior to 1983 and who intended to undertake

BS 502 Theory of Measurement I in 1983, must re-enrol in BS 501 which now incorporates the content of BS 502.

Students must take either:

BS 503 Empirical Case Design (1.5 modules)

(9 hours)

See descriptive entry page 201.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 201.

PROFESSIONAL FUNCTIONING

Students must take two (2) modules (12 hours) (either BS 507 and BS 509, or BS 508):

BS 507 Professional Roles (1 module)

(6 hours)

See descriptive entry page 202.

BS 508 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 202.

BS 509 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 202.

SPECIALIST CORE STUDIES

Units available in 1983 are listed in numerical order with Physiotherapy subjects first, Biological Sciences subjects second and Behavioural Sciences subjects third.

P 5433 MEDICAL SCIENCES: CARDIOTHORACIC (6 modules)

(36 hours)

This unit will extend 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 will also study the mechanical and physiological responses to thoracic surgery.

P 5435 DIAGNOSTIC PROCEDURES (1 module)

(6 hours)

This unit is designed to extend students' knowledge and understanding 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.

P 5441 MEDICAL SCIENCES: NEUROLOGY (4 modules)

(24 hours)

On completion of this unit students will have further 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.

P 5454 MEDICAL SCIENCES: ORTHOPAEDICS (5 modules)

(30 hours)

This unit consists of the pathology of the musculo-skeletal system with special emphasis on sports-related conditions. Medical and surgical management of these conditions will be presented by medical practitioners through a series of lectures, demonstrations and discussions.

P 5472 MEDICAL SCIENCES: PAEDIATRICS (6 modules)

(36 hours)

This unit is designed to extend students' knowledge and understanding of the aetiology, pathology, signs and symptoms, medical, pharmacological and surgical management of selected paediatric, orthopaedic, cardiothoracic and neurological disorders. The unit also covers clinical and pathological processes associated with burns and reconstructive surgery, haematological and mesenchymal disorders in the paediatric patient. Students will also acquire further knowledge and understanding of relevant diagnostic procedures and medical technology particularly relevant to intensive care.

P 5481 MEDICAL SCIENCES: OBSTETRICS AND GYNAECOLOGY (3 modules)

(24 hours)

This unit will extend students' knowledge of medical, surgical and pharmacological management in pregnancy, the puerperium, lactation and relevant principles of medical technology, normal and pathological gynaecological disorders and the relevant methods of management, psychological sequelae of gynaecological disorders, and clinical presentation and management of common disorders in the neonate.

P 5491 MEDICAL SCIENCES: GERIATRICS (4 modules)

(24 hours)

This unit is designed to extend 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. The unit will also reinforce students' knowledge of the roles of other health professionals, their goals and methods in the overall management of geriatric patients.

P 5541 NEUROPSYCHOLOGY A (2 modules)

(12 hours)

This unit will provide a conceptual model for studying brain behaviour relationships and give an introduction to methods of patient assessment and data analysis used in clinical neuropsychology. Students will also acquire knowledge of recent research findings on disturbances of higher cerebral function.

P 5542 NEUROPSYCHOLOGY B (3 modules)

(18 hours)

This unit will provide an indepth study of selected topics in P 5541 Neuropsychology A relevant to clinical practice.

P 5561 THEORY AND MANAGEMENT OF PAIN (3 modules)

(18 hours)

See descriptive entry page 160.

P 5572 GROWTH AND DEVELOPMENT (2 modules)

(12 hours)

This unit will provide 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. The unit will also provide students with 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, psychological and social growth and development, growth of the family and sibling relationships.

P 5582 RELAXATION (3 modules)

(18 hours)

This unit provides knowledge of the physiology and psychology of relaxation; demonstrates and imparts skills associated with various relaxation techniques; provides up-to-date information about the therapeutic application of relaxation techniques and published evidence pertaining to claims of effectiveness.

P 5631 ANATOMY AND KINESIOLOGY OF THORAX (2 modules)

(12 hours)

Students will acquire advanced knowledge of the anatomy and kinesiology of the thorax and the mechanics of respiration. The unit provides a detailed review of thoracic musculo-skeletal and pulmonary anatomy; anatomy of the cardiovascular system; kinesiology of the diaphragm, intercostal and abdominal muscles, accessory muscles of respiration and costovertebral joints.

P 5641 NEUROANATOMY A (2 modules)

(12 hours)

This unit is designed to extend students' knowledge of gross anatomy and development of the nervous system, providing a neuro-anatomical basis for further study in neuropathology and neuropsychology.

P 5642 NEUROANATOMY B (3 modules)

(18 hours)

This unit extends selected areas of study in the subject P 5641 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 and the subject BL 512 Neurophysiology B.

P 5702 DIRECTED PROJECT

Students will be required to undertake a literature research project on a topic relevant to their elected area of specialist study. The unit is intended to facilitate students' ability to read, critically analyse and discuss literature in research areas relevant to clinical practice. On completion of the unit students may elect to follow the literature research with an empirical research project in the Elective Studies component of the course.

P 5742 PHYSIOTHERAPY IN NEUROLOGY (10 modules)

(60 hours)

This unit will provide postgraduate knowledge and skills in physiotherapy management of neurological disorders. Students will extend clinical competence in assessment, diagnosis, treatment and evaluation of selected neurological disorders.

P 5752 PHYSIOTHERAPY IN ORTHOPAEDICS (SPORT) (14 modules)

(84 hours)

The objectives of this unit are to:

1. integrate medical, surgical and physiotherapy management of orthopaedic conditions in sport;
2. introduce the student to the preventative aspects of treatment; and

3. improve basic skills in the diagnosis and physiotherapy management of selected pathologies.

Relevant background knowledge will be presented by physiotherapists and physical educators in a series of lectures and discussions. Practical classes will focus on the rationale and development of skills related to the assessment and treatment of orthopaedic conditions in sport.

P 5771 PHYSIOTHERAPY IN PAEDIATRICS (11 modules)

(66 hours)

On completion of this unit students will have acquired 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 will also have acquired proficiency in the physiotherapy management of children with haematological, mesenchymal and other medical disorders and following burns and reconstructive surgery.

P 5781 PHYSIOTHERAPY IN OBSTETRICS AND GYNAECOLOGY (7 modules)

(42 hours)

This unit will extend knowledge of biomechanical principles of movement and postural dynamics, exercise performance and work capacity, and economy of movement in pregnancy and the post partum. The subject will extend clinical competence in assessment, treatment and evaluation of management of specific problems in obstetrics and gynaecology and will extend knowledge and skills in ante and post-natal physiotherapy.

P 5791 PHYSIOTHERAPY IN GERIATRICS (9 modules)

(54 hours)

This unit will integrate knowledge of aging processes in different body systems and will enable 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.

The unit will also include 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.

BL 511 NEUROPHYSIOLOGY A (3 modules)

(18 hours)

See descriptive entry page 231.

BL 512 NEUROPHYSIOLOGY B (3 modules)

(18 hours)

See descriptive entry page 231.

BL 513 RESPIRATION AND CIRCULATION A (3 modules)

(18 hours)

See descriptive entry page 231.

BL 514 WORK PHYSIOLOGY (2 modules)

(12 hours)

See descriptive entry page 232.

BL 516 RESPIRATION AND CIRCULATION B (2 modules)

(12 hours)

See descriptive entry page 232.

BL 522 HUMAN REPRODUCTIVE PHYSIOLOGY AND ANATOMY (2 modules)

(12 hours)

See descriptive entry page 233.

BL 540 PHYSIOLOGY AND PATHOPHYSIOLOGY OF AGING (3 modules)

(18 hours)

See descriptive entry page 235.

BL 560 ARTHROLOGY (4 modules)

(24 hours)

See descriptive entry page 236.

BL 580 HUMAN EMBRYOLOGY (2 modules)

(12 hours)

See descriptive entry page 236.

BS 562 MOTOR SKILLS (3 modules)

(18 hours)

See descriptive entry page 207.

BS 575 PSYCHOLOGICAL PROCESSES OF AGING (3 modules)

(18 hours)

See descriptive entry page 209.

BS 595 DEATH, DYING AND BEREAVEMENT (3 modules)

(18 hours)

See descriptive entry page 210.

ELECTIVE STUDIES**P 5703 INDEPENDENT PROJECT (5 modules)**

(Approx. 30 hours)

BS 506 INFLUENCES ON HEALTH (3 modules)

(18 hours)

See descriptive entry page 202.

BS 514 INTERPERSONAL SKILLS IN CLINICAL PRACTICE (3 modules)

(18 hours)

See descriptive entry page 203.

BS 526 INTERPERSONAL COUNSELLING SKILLS IN REHABILITATION (4 modules)

(24 hours)

See descriptive entry page 204.

BS 562 MOTOR SKILLS (3 modules)

(18 hours)

See descriptive entry page 207.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY (3 modules)

(18 hours)

See descriptive entry page 209.

BS 604 APPLIED COMPUTING (Data Analysis) (3 modules)

(18 hours)

See descriptive entry page 211.

AE 501 QUALITY ASSURANCE IN HEALTH CARE (2 modules)

(12 hours)

See descriptive entry page 94.

AE 502 LEGAL AND ETHICAL ELEMENTS OF PROFESSIONAL PRACTICE (1 module)

(6 hours)

See descriptive entry page 95.

AE 600 INTRODUCTION TO HEALTH ADMINISTRATION (2 modules)

(12 hours)

See descriptive entry page 93.

BL 531 THEORY AND RATIONALE OF ERGONOMICS (1 module)

(6 hours)

See descriptive entry page 235.

BL 532 ERGONOMICS IN THE WORKPLACE (1.5 modules)

(9 hours)

See descriptive entry page 235.

BL 585 ANTHROPOMETRY (2 modules)

(12 hours)

See descriptive entry page 237.

School of Podiatry

Diploma in 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 diploma course of three years duration, though the Podiatry course is presently under review. Accreditation for the award of the degree of Bachelor of Applied Science (Podiatry) is currently being sought.

Award

A Diploma of Applied Science (Podiatry) is awarded by Lincoln Institute to students successfully completing the course.

Equipment

Students are expected to purchase instruments through the School at a cost of approximately \$180. In addition, two white coats for clinical use are required and a third (coloured) coat for appliance work.

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.

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 and Histology for Podiatry
 BL 183 Anatomy I for Podiatry
 BS 101 Introduction to Behavioural Sciences
 BS 102 Communication Skills in Clinical Practice
 ID 101 Introduction to Community Health Problems
 CH 110 Therapeutics I
 CH 120 Pharmacology I
 CH 130 Podology I
 CH 140 Clinical Practice I
 CH 150 Appliance Studies I
 CH 160 Kinesiology

Second Year

BL 113 Physiology I
 BL 254 Biomechanics for Podiatry
 BL 273 Medical Science for Podiatry
 BL 282 Anatomy II for Podiatry
 BS 105 Introduction to Research
 CH 200 Kinesiology
 CH 210 Therapeutics II
 CH 220 Pharmacology II
 CH 230 Podology II
 CH 240 Clinical Practice II
 CH 250 Appliance Studies II

Third Year

CH 300 Anaesthesiology
 CH 310 Therapeutics III
 CH 330 Podology III
 CH 340 Clinical Practice III
 CH 350 Appliance Studies 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 periods will be a course requirement.

Details of Syllabus: First Year**BL 165 PHYSICAL SCIENCE FOR PODIATRY**

(84 hours)

See descriptive entry page 223.

BL 166 CELL BIOLOGY AND HISTOLOGY FOR PODIATRY

(36 hours)

See descriptive entry page 224.

BL 183 ANATOMY I FOR PODIATRY

(54 hours)

See descriptive entry page 224.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 185.

BS 102 COMMUNICATION SKILLS IN CLINICAL PRACTICE

(18 hours)

See descriptive entry page 186.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 184.

CH 110 THERAPEUTICS I

(25 hours)

A detailed study of antiseptic action, asepsis and sterilisation will be made, to be followed by an indepth study of the inflammatory process.

CH 120 PHARMACOLOGY I

(25 hours)

This unit introduces terminology, types of preparations of medicaments and actions and uses of some commonly used podiatric medicaments.

CH 130 PODOLOGY I

(75 hours)

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.

CH 140 CLINICAL PRACTICE I

(278 hours)

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.

CH 150 APPLIANCE STUDIES I

(84 hours laboratory)

In this course the student learns the basic techniques of measuring and taking impressions of feet in order to produce simple appliances or orthotic devices.

CH 160 KINESIOLOGY

(25 hours)

This unit introduces terminology relating to foot function and covers indepth, the range of motion and types of movement occurring at the functional axes of the foot and leg.

Details of Syllabus: Second Year

BL 113 PHYSIOLOGY I

(68 hours)

See descriptive entry page 221.

BL 254 BIOMECHANICS FOR PODIATRY

(57 hours)

See descriptive entry page 226.

BL 273 MEDICAL SCIENCE FOR PODIATRY

(27 hours)

See descriptive entry page 227.

BL 282 ANATOMY II FOR PODIATRY

(75 hours)

See descriptive entry page 228.

BS 105 INTRODUCTION TO RESEARCH

(40 hours)

See descriptive entry page 186.

CH 200 KINESIOLOGY

(16 hours)

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.

CH 210 THERAPEUTICS II

(27 hours)

This topic extends the first year course CH 110 to cover treatment of various podiatric conditions such as chilblains, verruca, fungal infections and various aseptic inflammatory states. It is offered in conjunction with CH 220 and CH 230.

CH 220 PHARMACOLOGY II

(27 hours)

This unit completes the coverage of podiatric medicaments required for therapeutics CH 210 and looks at the effects of various systemic drugs. The pharmacology of local anaesthetics is also covered.

CH 230 PODOLOGY II

(81 hours)

Topics offered in this unit include the principles of diagnosis, syndromes, hallux valgus and allied fore-foot deformities, bursitis and tenosynovitis; toe deformities; effects of cold on tissues; aetiology and pathology of verruca and fungal infections.

CH 240 CLINICAL PRACTICE II

(243 hours)

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.

CH 250 APPLIANCE STUDIES II

(84 hours)

This practical session allows the skills and techniques developed in the first year to be applied to the management of patients.

Details of Syllabus: Third Year

CH 300 ANAESTHESIOLOGY

(20 hours)

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.

CH 310 THERAPEUTICS III

(54 hours)

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.

CH 330 PODOLOGY III

(162 hours)

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.

CH 340 CLINICAL PRACTICE III

(243 hours)

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.

CH 350 APPLIANCE STUDIES III

(168 hours)

This section of the course is offered in two three-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.

CH 360 SURGERY

(20 hours)

Taken in conjunction with CH 350 and CH 370, this course offers the fundamentals of surgery and surgical conditions. The course covers inflammation; traumatology; vascular disorders; ulceration; tumours and nervous system disorders amongst other topics.

CH 370 ORTHOPAEDIC SURGERY

(15 hours)

This unit looks at more specific areas than CH 360 and includes topics such as bone disorders; disorders of the spine and joints of the lower limb; foot disorders; surgical techniques and radiographic interpretation.

CH 380 DERMATOLOGY

(20 hours)

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.

CH 390 MEDICINE

(20 hours)

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 disease, vascular diseases; collagen diseases and arthroses; endocrine disorders and diseases of the nervous system are covered.

CH 400 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.

School of Prosthetics and Orthotics

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 interstate 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 from the School 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.

Prizes

The Australian National Member Society of the International Society of Prosthetics and Orthotics (ISPO) Prize

This prize is presented from the members to the most outstanding final year student, School of Prosthetics and Orthotics, Lincoln Institute of Health Sciences.

Assessment

The student's performance is assessed in a variety of ways including essays, short answer tests, assignments and practical and oral assessment.

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 113 Physiology I (this subject is currently under review)
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 253 Biomechanics for Prosthetics and Orthotics
BL 274 Medical Sciences for Prosthetics and Orthotics
BL 281 Neuroanatomy

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 Syllabus: First Year

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 185.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 184.

BL 113 PHYSIOLOGY I

(85 hours)

See descriptive entry page 221.

This subject is currently under review

BL 152 GENERAL SCIENCE

(84 hours)

See descriptive entry page 222.

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(104 hours)

See descriptive entry page 224.

PO 120 PROSTHETICS AND ORTHOTICS I

(365 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.

Prescribed Texts

Printed notes may be purchased from the School of Prosthetics and Orthotics.

PO 121 CLINICAL EDUCATION I

(35 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres as an introduction to clinical practice.

Details of Syllabus: Second Year**BEHAVIOURAL SCIENCES II****BS 106 Data Analysis**

(15 hours)

See descriptive entry page 186.

BS 270 Psychology of Illness, Disability and Rehabilitation

(18 hours)

See descriptive entry page 190.

PO 220 PROSTHETICS AND ORTHOTICS II

(500 hours)

This subject is designed to give students a specialised knowledge of specific areas of casting, fabricating, fitting and aligning of prostheses and orthoses. Prosthetics and Orthotics II comprises theory, practical and clinical work including applied anatomy and biomechanics relating specifically to each of the four units:

- Below Knee Orthotics
- Below Knee Prosthetics
- Above Knee Orthotics
- Spinal 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.

NEW YORK UNIVERSITY, 1975. *Spinal orthoses with supplement*. New York.

The above texts may be purchased from the school of Prosthetics and Orthotics.

PO 221 CLINICAL EDUCATION II

(140 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

PO 240 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.

PO 241 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.

ID 103 THE HEALTH TEAM

(15 hours)

See descriptive entry page 185.

BL 253 BIOMECHANICS FOR PROSTHETICS AND ORTHOTICS

(51 hours)

See descriptive entry page 226.

BL 274 MEDICAL SCIENCES FOR PROSTHETICS AND ORTHOTICS

(26 hours)

See descriptive entry page 228.

BL 281 NEUROANATOMY

(12 hours)

See descriptive entry page 228.

Details of Syllabus: Third Year

BS 400 BEHAVIOURAL SCIENCE SEMINARS

(36 hours)

Choice of two (2) units from the listed topics

See descriptive entries pages 194-200.

PO 320 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 sophisticated areas of clinical prosthetics and orthotics and integrates the theory and practice of these specialised skills with the client's needs by the application of biomechanics, applied anatomy, casting, fabrication, fitting and alignment of prostheses and orthoses. It relates specifically to these units:

Upper Extremity Prosthetics

Lower Extremity Prosthetics — Above Knee Amputations

Upper Extremity Orthotics

Prescribed Texts

NEW YORK UNIVERSITY, 1979. *Upper limb prosthetics with supplement.*

The above texts may be purchased from the School of Prosthetics and Orthotics.

PO 321 CLINICAL EDUCATION III

(280 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

PO 330 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.

PO 340 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.

Department of Behavioural Sciences

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 Department of Behavioural Sciences has an essential and an independent contribution to offer students in health sciences.

The Department 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 Department make up integrated and sequential programmes to mesh in with studies presented in the Schools. Through these programmes the Department 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 Department 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 Department teaches core programmes in research methods and medical sociology and a wide range of school-specific applied psychology and sociology units. The Department of Behavioural Sciences is also responsible for two postgraduate courses:

Graduate Diploma in Community Health

Graduate Diploma in Rehabilitation Studies

Details of the requirements for these graduate diplomas are given on pages 212-218.

The educational process in the Department 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 Department of Behavioural Sciences and the particular lecturer involved for special entry to that programme.

Undergraduate Subjects in the Department of Behavioural Sciences

ID 101 Introduction to Community Health Problems

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 Developmental Psychology — Life Cycle

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: Phenomena, Theories and Therapies
- BS 332 Abnormal Behaviour: Psychoneurological 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 357 Participant Observation
- BS 358 Research Design
- BS 390 Aspects of Theory and Practice of Counselling
- 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 435 Clinical Decision Making
- BS 441 Clinical Application of Behavioural Techniques in Health Care
- BS 442 Issues in Medical Ethics
- BS 450 Immigration and Health
- BS 451 Health and History
- BS 454 Dynamics of Marriage and the Family
- BS 455 Psychobiology of Pain
- 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 471 Drugs and Behaviour: A Social, Clinical and Political Approach
- BS 475 Psychology of Aging
- BS 485 Developmental Neuropsychology
- BS 495 Psychosocial Aspects of Death, Dying and Bereavement

Subjects jointly taught by the Department 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

Postgraduate Subjects in the Department 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 512 Health Care Organisation and Models of Delivery
- BS 514 Interpersonal Skills in Clinical Practice
- BS 520 Rehabilitation Theory
- 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 542 Interpersonal Skills
- 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 560 Sexuality Counselling
- BS 561 Vocational Counselling
- BS 562 Motor Skills
- BS 563 Group Processes for Health Professionals
- BS 565 Behavioural Counselling
- BS 570 Sensory Processes
- BS 571 Learning and Skilled Performance
- BS 573 People at Work
- BS 575 Psychological Processes of Aging
- 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

Details of Subjects

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours of lectures and group project/discussions)

This subject affords opportunities for first year students to explore common and important health problems 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) convey the range and diversity of health problems in the community;
- (b) acquaint students with the roles of health scientists in community health maintenance and disease prevention and treatment;
- (c) encourage improved teamwork in the health professions by improvements in communication and collaboration between students pursuing a group project;
- (d) encourage students to view health problems in the overall context of an integrated biological, psychological and social approach to health.

Assessment: One half-hour multiple choice test plus a class-based project of 1500-2000 words.

References

Reading guides will be issued during the subject.

ID 103 THE HEALTH TEAM — An Interprofessional Community Health Project

(15 hours of lectures/seminars/clinical placement, over five weeks)

This subject is jointly co-ordinated by the Department of Social and Preventative Medicine, Monash University, the Lincoln Institute.

The main aims of the subject are to:

- (a) provide an opportunity for the student to participate in an interprofessional educational experience;
- (b) encourage students to work collaboratively with other health professional trainees to achieve common goals;
- (c) provide clarification and reinforcement of the students' sense of professional identity;
- (d) develop the students' ability to communicate with other health professionals;
- (e) improve students' knowledge of the roles of other members of the health team, including:
 - (i) role flexibility under changing demands;
 - (ii) role overlap, role demarcation and role integration;
 - (iii) possible barriers to effective health team functions;
- (f) increase the student's awareness of the multidimensional nature of community health problems and the health care facilities and agencies available within communities to cope with these problems.

Assessment: Based on attendance and presentation of an in-class paper.

References

Reading guides will be issued during the subject.

BS 100 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours lectures, 27 hours tutorials)

An integrated sequence of lectures and tutorials to introduce students to foundation topics in the behavioural sciences. Where appropriate, emphasis is given to the application of the psychological and sociological principles and theories to the health area. Topics are organised into four 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).
Assessment: By objective and essay exam, written assignment and tutorial work.

Prescribed Text

HILGARD, E. R., ATKINSON, R. C. and ATKINSON, R. L. 1979. *Introduction to psychology*. 7th ed. New York, Harcourt, Brace Jovanovich.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

This 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 BS 100 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.

Assessment: One 2 hour examination, variable class-based assessment.

Prescribed Text

RUBIN, Z. and McNEIL, E. B. 1981. *The psychology of being human*. 3rd ed. New York, Harper & Row.

BS 102 COMMUNICATION SKILLS IN CLINICAL PRACTICE

(18 hours)

The aim of this unit is to teach communication skills which facilitate helpfulness to others in the therapist-patient milieu. The enhancing of communication skills will be based on theoretical, practical and clinical components. The unit offers experiential learning in the small group context and in the clinical setting and is designed specifically for students of Podiatry.

Assessment: Based on participatory attendance and an interview report.

Corequisite: BS 101.

Prescribed Texts

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, Prentice-Hall.

EGAN, G. 1975. *The skilled helper*. Monterey, California, Brooks Cole.

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

BS 105 INTRODUCTION TO RESEARCH

(40 hours)

A programme of lectures, tutorials and laboratory exercises designed to introduce students to the skills of research in health sciences. The syllabus for each term concentrates on a different aspect of the research process including 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. Students will also be introduced to the evaluation and writing of research reports, including the structure and style of reports, section contents and editorial details.

Assessment: One 2½ hour examination and three 500 word reports.

Prerequisite or corequisite: BS 100.

Prescribed Texts

NAYLOR, G. F. K. and ENTICKNAP, L. E. 1981. *Statistics simplified*. 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 HSC mathematics; Phillips could be used by students for some parts of the second year course..

BS 106 DATA ANALYSIS

(15 hours of lectures/seminars)

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.

Assessment: One 1 hour examination.

Corequisite: BS 100 or BS 101.

Prescribed Text

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

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE

(36 hours)

The first part of this unit will introduce basic psychological principles and concepts. The application of these to understanding an individuals 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.

Assessment: One 1 hour multiple choice test and one 2000 word essay.

Prescribed Texts

KRM, 1975. *Psychology today*. 3rd ed. Delmar, California.

Additional readings will be recommended during the unit.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(36 hours)

In this course students will use sociological concepts and perspectives to examine aspects of Australian and other Western societies and of their health systems. Topics will include the social construction of illness, sociological aspects of health contexts and structured social inequality.

Assessment: One tutorial paper of 800-1000 words and one essay of 1500 words.

Recommended Reading

References will be suggested during the unit.

Useful pre-course reading:

BERGER, Peter L. 1963. *Invitation to sociology: a humanistic approach*: Chs. 2, 4, and 5. Penguin Books Ltd.

HARALAMBOUS, M. and HEALD, R. M. 1980. *Sociology: themes and perspectives*. Ch. 1. University Tutorial Press.

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

BS 150 BEHAVIOURAL SCIENCES IN NURSING

(18 hours)

This unit is taken in the Diploma of Applied Science, Community Health Nursing Course. Emphasis is on group dynamics and roles, including leadership, norms, attitudes, social perception, social influence, conflict management and teamwork.

Assessment: By essay of approximately 1500 words.

Prerequisites: BS 120, N 1062.

Prescribed Texts

As for BS 120.

Reference Books

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.

BS 151 PERSONALITY THEORY AND THERAPIES

(18 hours)

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 therapist and the community. The unit will include an examination of behavioural psychoanalytic and human relations approaches.

Assessment: By presentation of a seminar paper of up to 2000 words.

Prerequisite: BS 120.

Recommended Reading

GWEN, 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.

BS 201 PSYCHOLOGICAL ASPECTS OF NURSING A

(36 hours)

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, human development throughout the life cycle with application of behavioural science concepts to current clinical experience, and research methods in psychology.

Assessment: By participation and essay of up to 3000 words.

Prerequisite: BS 100.

References

HILGARD, E. R., ATKINSON, R. C. and ATKINSON, R. L. 1979. *Introduction to psychology*. 7th ed. New York, Harcourt, Brace Jovanovich.

Plus selected developmental psychology texts and journal articles.

BS 202 SOCIOLOGICAL ASPECTS OF NURSING A

(36 hours)

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 organisation, the 'essential workplace' of the doctor and the nurse.

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

References

There is no set text. Students will be given readings appropriate to the topics discussed.

BS 230 DEVELOPMENTAL PSYCHOLOGY

(80 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.

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

Prerequisite: BS 100 or BS 101.

Unit 1 Psychobiology of Development

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.

Prescribed Text

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

The psychobiological theme developed in unit 1 will be used to examine development during childhood and adolescence. The continuity of psychological processes in development is stressed. This unit will emphasise social development, cognitive development and language development. The role of the socio-cultural context in shaping development will also be explored.

Assessment: One 1 hour examination.

Prescribed Texts

BRAINERD, Charles, 1978. *Piaget's theory of intelligence*. Prentice-Hall.
 DONALDSON, Margaret, 1978. *Children's minds*. Fontana Open Books.

Unit 3 — Adulthood and the Socio-Cultural Content of Development

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 socialisation 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 sub-cultural differences and attempts to relate findings to the situation of minority groups in contemporary Australian society.

Assessment: One 1½ hour examination.

Reference

BIRREN, J. E. and SCHAE, K. W. eds 1977. *Handbook of the psychology of aging*. New York. Van Nostrand Reinhold.

BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE

(18 hours)

This unit provides an overview of the biological, cognitive and psychosocial aspects of the life-span of human development. Particular emphasis is given to the developmental tasks, problems, adjustments and achievements of the life-span from conception to death. Some of the topics covered include parenthood, development of self-concept, attachment and loss, effects of serious or chronic illness, somatic or psychological trauma, aging, retirement, death and dying.

Assessment: To be determined.

Prerequisites: BS 100, BS 101.

Reference Books

Students will prepare their own reference lists.

BS 235 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 socialisation process and the relationship between the orthoptist and the child patient.

Assessment: One ½ hour multiple choice examination and one 1500 word essay.

Prerequisite: BS 100 or BS 101.

Recommended Reading

MUSSEN, P. H., CONGER, J. J. and KAGAN, J. 1977. *Child development and personality*. 5th ed. New York, Harper International Edition.

BS 250 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 BS 105. 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.

Assessment: A series of short exercises during term and 1½ hours of formal examination.

Prerequisite: BS 105.

Reference 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 ethnicity inequalities.

Assessment: By exam, written assignment and tutorial work.

Prerequisite: BS 100 or BS 101.

Recommended Reading

- 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.
 HARALAMBOS, M. with HEALD, R. M. 1980. *Sociology: themes and perspectives*. University Tutorial Press.
 POMERLEAU, O. F. and BRADY, J. P. 1979. *Behavioural medicine: theory and practice*. Williams and Wilkins.
 WRIGHT MILLS, C. 1971. *The sociological imagination*. Harmondsworth, Penguin.
 Lists of reading will be distributed at the commencement of the unit.

BS 270 PSYCHOLOGY OF ILLNESS, DISABILITY AND REHABILITATION

(18 hours)

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.

Assessment: One 1500 word written assignment.

Prerequisites: BS 100 or BS 101.

Reference Books

- SAFILIOS-ROTHCHILD, C. 1970. *The sociology and social psychology of disability*. New York, Random House.
 MARINELLI, R. P. and DELLARTO, A. E. 1978. *The psychological and social impact of physical disability*. New York, Springer Publishing Co.
 MOOS, R. ed. 1979. *Coping with physical illness*. New York, Plenum Publishing Corporation.

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours)

The aim in this unit is to teach interpersonal skills which facilitate helpfulness to others in both the therapist-patient and personal relationships. Most of the work is

experiential, utilising the small group context to introduce and give practice in the use of a number of interpersonal skills. Participants are introduced to the theoretical foundations of the material presented.

Assessment: By participation and attendance.

Prescribed Texts

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, Prentice Hall.

EGAN, G. 1975. *The skilled helper*. Monterey, California, Brooks Cole.

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

BS 301 PSYCHOLOGICAL ASPECTS OF NURSING B

(36 hours)

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.

Assessment: One class paper — 1000 words — and one mini research project or essay — 3000 words.

Prerequisites: BS 100, BS 201.

Recommended Reading

BULLBROOK, M. 1980. *Development of therapeutic skills*. Boston, Little Brown.

FRANSELLA, F. 1975. *The need to change*. London, Methuen.

MARRAM, G. 1978. *The group approach in nursing practice*. 2nd ed. St. Louis, Mosby.

Selected specific references will be given at the beginning of the course.

BS 302 SOCIOLOGICAL ASPECTS OF NURSING B

(36 hours)

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.

Assessment: Two essays or projects (approx. 1500 words each).

References

A reading list will be distributed in class.

BS 331 ABNORMAL BEHAVIOUR: PHENOMENA, THEORIES AND THERAPIES

(18 hours of lectures, 9 hours of tutorials)

This unit provides a critical introduction to the study of abnormal behaviour. An historical introduction to the area will be provided, followed by a consideration of the current definitions and criteria of abnormality. Particularly emphasis will be placed upon the examination of various theoretical approaches to abnormal behaviour, especially the medical, psychodynamic, behavioural and systems models. Traditional psychiatric phenomena will then be studied in the light of these theories. Finally the methods employed in order to bring about change will be considered.

Assessment: One 2500 word essay.

Prerequisite: BS 100.

Prescribed Text

DAVIDSON, G. C. and NEALE, J. M. 1978. *Abnormal psychology: an experimental-clinical approach*. 2nd ed. New York, Wiley.

BS 332 ABNORMAL BEHAVIOUR: PSYCHONEUROLOGICAL AND BIOCHEMICAL ASPECTS

(18 hours)

This unit focuses on the neurophysiological correlates of 'organic' brain disorders and covers genetic chromosomal aberrations, psychotic disorders and behavioural changes which occur as a result of aging. Specific topics will include mental retardation (amentia), autism, hyperkinesia, psychosomatic and affective disorders, schizophrenia, aggression and senile dementia. These areas will be viewed from an anatomical, biochemical and behavioural perspective. In addition, the newly developing area of behavioural toxicology will be introduced.

Prerequisites: BS 100, BS 331.

Assessment: One 1500 word paper on a related topic and one 1 hour examination at the end of the unit.

Recommended Reading

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

BS 333 NEUROPSYCHOLOGY

(18 hours)

This unit is designed to build on and compliment CD 310 Communication Disorders of Neurological Origin, also taken in the third year of the Communication Disorders course. The syndrome approach featured in the latter unit is extended and consolidated here in the examination of disorders associated with unilateral lesions within the non-dominant hemisphere, bilateral lesions to pre-frontal and mesial regions of the hemispheres, and lesions to inter-connecting pathways of the brain. Current conceptualisations of the functional organisation of the human brain, particularly those based on recent 'split-brain' studies, are reviewed in relation to these disorders, and their implications for diagnosis and therapy examined. Selected neuropsychological procedures (both standardised tests and experimental tasks) currently employed in the investigation of cognitive (etc.) deficits associated with particular lesions are demonstrated, and their contribution to the articulation of a particular syndrome discussed. Different approaches to neuropsychological assessment, i.e. actuarial v. clinical, are critically reviewed and the contribution of these different approaches to clinical diagnosis, therapy and research in the speech pathology clinic demonstrated. Assessment: One 15 minute objective test — a revision of basic neuroanatomy taken in class time in week 5 — and one written referenced assignment of 2000 words approximately, detailing the rationale and procedures utilised in the neuropsychological investigation of a particular syndrome. Only the assignment is graded, but students are required to obtain a satisfactory standard on the objective test.

Prerequisites: CD 280 and CD 310 or equivalent courses.

Corequisite: BS 351.

Recommended Texts

Several alternative texts will be recommended to students at the commencement of the unit. The particular choice will depend on the individual student's current resources and future needs. A list of recommended references will also be distributed.

BS 340 COMMUNICATION AND INTERPERSONAL HELPING SKILLS IN CLINICAL PRACTICE

(27 hours)

The aim in 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.

Assessment: Based on participatory attendance, a written assessment (500 words) and interview reports.

theories of pain mechanisms, including a review of recent research findings. Students will be introduced to principles of management other than physiotherapy and will develop further knowledge of physiotherapy management. Topics include the concept of pain, pain as a sensation, measurement and assessment of pain, individual differences in pain perception and response, pain pathways and learning mechanisms.

P 5562 BIOMECHANICS AND KINESIOLOGY

(30 hours)

The subject is designed to give students detailed knowledge of kinesiology, biomechanics and surface anatomy as a basis for clinical expertise in manipulative therapy. The syllabus includes study of physical concepts and quantities, tissue rheology, joint lubrication, MacConaill's geometry and regional kinesiology of spinal and peripheral joints.

P 5661 ANATOMY

(90 hours)

This subject comprises advanced study of the skeleton, nervous system and locomotor apparatus. Students will study the vertebral column and associated muscles; the spinal cord and its nerves including their plexuses and branches, the brain stem, and thoracic inlet.

The course will also 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 will be undertaken on one afternoon per week over the duration of the course.

P 5704 INDEPENDENT RESEARCH PROJECT

(approx. 60 hours)

Students will be required to undertake an independent project on an approved topic to provide a means of integrating knowledge and skills acquired during the course.

P 5761 THEORY AND PRACTICE OF MANIPULATIVE THERAPY

(304 hours including clinical education)

This subject comprises 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 also will 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. The unit focuses on mobilisation and manipulation of the vertebral column and peripheral joints.

Clinical education will normally be conducted concurrently with theoretical and practical components of the unit.

BL 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(18 hours)

See descriptive entry page 232.

BL 584 HISTOLOGY

(12 hours)

See descriptive entry page 237.

BS 514 INTERPERSONAL SKILLS IN CLINICAL PRACTICE

(18 hours)

See descriptive entry page 203.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY

(18 hours)

See descriptive entry page 209.

Graduate Diploma in Physiotherapy

Introduction

The course is designed to provide postgraduate knowledge and skills in physiotherapy. Students may complete a major study in one of six areas of clinical specialisation: cardiothoracic physiotherapy, geriatrics, neurology, obstetrics and gynaecology, orthopaedics or paediatrics. (In 1983 the orthopaedic stream will focus on physiotherapy in sports.) 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 will further develop skills in scientific method and research design.

Award

Graduate Diploma in Physiotherapy.

Course Structure

The course has been designed to include 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 has been designed to integrate 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 — Students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (5.5 modules — 33 hours)*

BS 503 Empirical Case Design (1.5 modules — 9 hours)

BS 504 Survey and Interview Techniques (1.5 modules — 9 hours)

PROFESSIONAL FUNCTIONING — Students must take two modules (12 hours)

BS 507 Professional Roles (1 module — 6 hours)

BS 508 Interprofessional Functioning (2 modules — 12 hours)

BS 509 Client-Professional Interactions (1 module — 6 hours)

SPECIALIST CORE STUDIES

Students will select one of the major study streams. Subjects within each stream contain a total of 38 modules (228 hours not including clinical education) and are normally taken over two years. Subjects marked with an asterisk will not be offered in 1983.

In addition, each major stream will undertake approximately 120 hours of clinical education in selected teaching hospitals or clinics.

GERIATRICS

P 5435 Diagnostic Procedures

P 5491 Medical Sciences: Geriatrics

*This unit includes BS 502 Theory of Measurement I as from 1983.

- P 5492 Psychogeriatrics*
- P 5541 Neuropsychology A
- P 5641 Neuroanatomy A
- P 5702 Directed Project
- P 5791 Physiotherapy in Geriatrics
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 540 Physiology and Pathophysiology of Aging
- BS 575 Psychological Processes of Aging
- BS 595 Death, Dying and Bereavement

NEUROLOGY

- P 5435 Diagnostic Procedures
- P 5441 Medical Sciences: Neurology
- P 5541 Neuropsychology A
- P 5542 Neuropsychology B
- P 5572 Growth and Development
- P 5641 Neuroanatomy A
- P 5642 Neuroanatomy B
- P 5702 Directed Project
- P 5742 Physiotherapy in Neurology
- BL 511 Neurophysiology A
- BL 512 Neurophysiology B
- BL 580 Human Embryology

ORTHOPAEDICS (Physiotherapy in Sports)

- P 5435 Diagnostic Procedures
- P 5454 Medical Sciences: Orthopaedics
- P 5561 Theory and Management of Pain
- P 5752 Physiotherapy in Orthopaedics (Sport)
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 514 Work Physiology
- BL 560 Arthrology
- BS 562 Motor Skills

CARDIOTHORACIC PHYSIOTHERAPY

- P 5433 Medical Sciences: Cardiothoracic
- P 5435 Diagnostic Procedures
- P 5582 Relaxation
- P 5631 Anatomy and Kinesiology of Thorax
- P 5702 Directed Project
- P 5731 Cardiothoracic Physiotherapy*
- BL 513 Respiration and Circulation A
- BL 514 Work Physiology
- BL 516 Respiration and Circulation B

OBSTETRICS AND GYNAECOLOGY

- P 5435 Diagnostic Procedures
- P 5481 Medical Sciences: Obstetrics and Gynaecology
- P 5561 Theory and Management of Pain
- P 5581 Sexuality and Human Relationships*
- P 5582 Relaxation
- AE 503 Foundations of Learning*
- P 5702 Directed Project

- P 5781 Physiotherapy in Obstetrics and Gynaecology
- BL 513 Respiration and Circulation A
- BL 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate*
- BL 522 Human Reproductive Physiology and Anatomy
- BL 580 Human Embryology

PAEDIATRICS

- P 5435 Diagnostic Procedures
- P 5472 Medical Sciences: Paediatrics
- P 5541 Neuropsychology A
- P 5572 Growth and Development
- P 5641 Neuroanatomy A
- P 5702 Directed Project
- P 5771 Physiotherapy in Paediatrics
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate*
- BL 580 Human Embryology

ELECTIVE STUDIES

Students must undertake 13 modules (78 hours) of elective studies. Students will be offered a wide range of units selected from units included in compulsory Specialist Core Studies for other specialist streams, other postgraduate courses within the Institute or units developed for the Elective Studies section of the course.

Elective subjects not listed under Specialist Core Studies will be offered subject to sufficient enrolments. Subjects available include:

- P 5703 Independent Project (5 modules)
- BS 506 Influences on Health (3 modules)
- BS 514 Interpersonal Skills in Clinical Practice (3 modules)
- BS 526 Interpersonal Counselling Skills in Rehabilitation (4 modules)
- BS 562 Motor Skills (3 modules)
- BS 581 Introduction to Behavioural Techniques in Physical Therapy (3 modules)
- BS 604 Applied Computing (Data Analysis) (3 modules)
- AE 501 Quality Assurance in Health Care (2 modules)
- AE 502 Legal and Ethical Elements of Professional Practice (1 module)
- AE 600 Introduction to Health Administration (2 modules)
- BL 531 Theory and Rationale of Ergonomics (1 module)
- BL 532 Ergonomics in the Workplace (1.5 modules)
- BL 585 Anthropometry (2 modules)

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

Students must take:

- BS 501 Introduction to Graduate Research Skills (5.5 modules)**
(33 hours)

See descriptive entry page 201.

Any student who has completed BS 501 prior to 1983 and who intended to undertake

BS 502 Theory of Measurement I in 1983, must re-enrol in BS 501 which now incorporates the content of BS 502.

Students must take either:

BS 503 Empirical Case Design (1.5 modules)

(9 hours)

See descriptive entry page 201.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 201.

PROFESSIONAL FUNCTIONING

Students must take two (2) modules (12 hours) (either BS 507 and BS 509, or BS 508):

BS 507 Professional Roles (1 module)

(6 hours)

See descriptive entry page 202.

BS 508 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 202.

BS 509 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 202.

SPECIALIST CORE STUDIES

Units available in 1983 are listed in numerical order with Physiotherapy subjects first, Biological Sciences subjects second and Behavioural Sciences subjects third.

P 5433 MEDICAL SCIENCES: CARDIOTHORACIC (6 modules)

(36 hours)

This unit will extend 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 will also study the mechanical and physiological responses to thoracic surgery.

P 5435 DIAGNOSTIC PROCEDURES (1 module)

(6 hours)

This unit is designed to extend students' knowledge and understanding 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.

P 5441 MEDICAL SCIENCES: NEUROLOGY (4 modules)

(24 hours)

On completion of this unit students will have further 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; neurophathology 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.

P 5454 MEDICAL SCIENCES: ORTHOPAEDICS (5 modules)

(30 hours)

This unit consists of the pathology of the musculo-skeletal system with special emphasis on sports-related conditions. Medical and surgical management of these conditions will be presented by medical practitioners through a series of lectures, demonstrations and discussions.

P 5472 MEDICAL SCIENCES: PAEDIATRICS (6 modules)

(36 hours)

This unit is designed to extend students' knowledge and understanding of the aetiology, pathology, signs and symptoms, medical, pharmacological and surgical management of selected paediatric, orthopaedic, cardiothoracic and neurological disorders. The unit also covers clinical and pathological processes associated with burns and reconstructive surgery, haematological and mesenchymal disorders in the paediatric patient. Students will also acquire further knowledge and understanding of relevant diagnostic procedures and medical technology particularly relevant to intensive care.

P 5481 MEDICAL SCIENCES: OBSTETRICS AND GYNAECOLOGY (3 modules)

(24 hours)

This unit will extend students' knowledge of medical, surgical and pharmacological management in pregnancy, the puerperium, lactation and relevant principles of medical technology, normal and pathological gynaecological disorders and the relevant methods of management, psychological sequelae of gynaecological disorders, and clinical presentation and management of common disorders in the neonate.

P 5491 MEDICAL SCIENCES: GERIATRICS (4 modules)

(24 hours)

This unit is designed to extend 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. The unit will also reinforce students' knowledge of the roles of other health professionals, their goals and methods in the overall management of geriatric patients.

P 5541 NEUROPSYCHOLOGY A (2 modules)

(12 hours)

This unit will provide a conceptual model for studying brain behaviour relationships and give an introduction to methods of patient assessment and data analysis used in clinical neuropsychology. Students will also acquire knowledge of recent research findings on disturbances of higher cerebral function.

P 5542 NEUROPSYCHOLOGY B (3 modules)

(18 hours)

This unit will provide an indepth study of selected topics in P 5541 Neuropsychology A relevant to clinical practice.

P 5561 THEORY AND MANAGEMENT OF PAIN (3 modules)

(18 hours)

See descriptive entry page 160.

P 5572 GROWTH AND DEVELOPMENT (2 modules)

(12 hours)

This unit will provide 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. The unit will also provide students with 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, psychological and social growth and development, growth of the family and sibling relationships.

P 5582 RELAXATION (3 modules)

(18 hours)

This unit provides knowledge of the physiology and psychology of relaxation; demonstrates and imparts skills associated with various relaxation techniques; provides up-to-date information about the therapeutic application of relaxation techniques and published evidence pertaining to claims of effectiveness.

P 5631 ANATOMY AND KINESIOLOGY OF THORAX (2 modules)

(12 hours)

Students will acquire advanced knowledge of the anatomy and kinesiology of the thorax and the mechanics of respiration. The unit provides a detailed review of thoracic musculo-skeletal and pulmonary anatomy; anatomy of the cardiovascular system; kinesiology of the diaphragm, intercostal and abdominal muscles, accessory muscles of respiration and costovertebral joints.

P 5641 NEUROANATOMY A (2 modules)

(12 hours)

This unit is designed to extend students' knowledge of gross anatomy and development of the nervous system, providing a neuro-anatomical basis for further study in neuropathology and neuropsychology.

P 5642 NEUROANATOMY B (3 modules)

(18 hours)

This unit extends selected areas of study in the subject P 5641 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 and the subject BL 512 Neurophysiology B.

P 5702 DIRECTED PROJECT

Students will be required to undertake a literature research project on a topic relevant to their elected area of specialist study. The unit is intended to facilitate students' ability to read, critically analyse and discuss literature in research areas relevant to clinical practice. On completion of the unit students may elect to follow the literature research with an empirical research project in the Elective Studies component of the course.

P 5742 PHYSIOTHERAPY IN NEUROLOGY (10 modules)

(60 hours)

This unit will provide postgraduate knowledge and skills in physiotherapy management of neurological disorders. Students will extend clinical competence in assessment, diagnosis, treatment and evaluation of selected neurological disorders.

P 5752 PHYSIOTHERAPY IN ORTHOPAEDICS (SPORT) (14 modules)

(84 hours)

The objectives of this unit are to:

1. integrate medical, surgical and physiotherapy management of orthopaedic conditions in sport;
2. introduce the student to the preventative aspects of treatment; and

3. improve basic skills in the diagnosis and physiotherapy management of selected pathologies.

Relevant background knowledge will be presented by physiotherapists and physical educators in a series of lectures and discussions. Practical classes will focus on the rationale and development of skills related to the assessment and treatment of orthopaedic conditions in sport.

P 5771 PHYSIOTHERAPY IN PAEDIATRICS (11 modules)

(66 hours)

On completion of this unit students will have acquired 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 will also have acquired proficiency in the physiotherapy management of children with haematological, mesenchymal and other medical disorders and following burns and reconstructive surgery.

P 5781 PHYSIOTHERAPY IN OBSTETRICS AND GYNAECOLOGY (7 modules)

(42 hours)

This unit will extend knowledge of biomechanical principles of movement and postural dynamics, exercise performance and work capacity, and economy of movement in pregnancy and the post partum. The subject will extend clinical competence in assessment, treatment and evaluation of management of specific problems in obstetrics and gynaecology and will extend knowledge and skills in ante and post-natal physiotherapy.

P 5791 PHYSIOTHERAPY IN GERIATRICS (9 modules)

(54 hours)

This unit will integrate knowledge of aging processes in different body systems and will enable 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. The unit will also include 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.

BL 511 NEUROPHYSIOLOGY A (3 modules)

(18 hours)

See descriptive entry page 231.

BL 512 NEUROPHYSIOLOGY B (3 modules)

(18 hours)

See descriptive entry page 231.

BL 513 RESPIRATION AND CIRCULATION A (3 modules)

(18 hours)

See descriptive entry page 231.

BL 514 WORK PHYSIOLOGY (2 modules)

(12 hours)

See descriptive entry page 232.

BL 516 RESPIRATION AND CIRCULATION B (2 modules)

(12 hours)

See descriptive entry page 232.

BL 522 HUMAN REPRODUCTIVE PHYSIOLOGY AND ANATOMY (2 modules)

(12 hours)

See descriptive entry page 233.

BL 540 PHYSIOLOGY AND PATHOPHYSIOLOGY OF AGING (3 modules)

(18 hours)

See descriptive entry page 235.

BL 560 ARTHROLOGY (4 modules)

(24 hours)

See descriptive entry page 236.

BL 580 HUMAN EMBRYOLOGY (2 modules)

(12 hours)

See descriptive entry page 236.

BS 562 MOTOR SKILLS (3 modules)

(18 hours)

See descriptive entry page 207.

BS 575 PSYCHOLOGICAL PROCESSES OF AGING (3 modules)

(18 hours)

See descriptive entry page 209.

BS 595 DEATH, DYING AND BEREAVEMENT (3 modules)

(18 hours)

See descriptive entry page 210.

ELECTIVE STUDIES**P 5703 INDEPENDENT PROJECT (5 modules)**

(Approx. 30 hours)

BS 506 INFLUENCES ON HEALTH (3 modules)

(18 hours)

See descriptive entry page 202.

BS 514 INTERPERSONAL SKILLS IN CLINICAL PRACTICE (3 modules)

(18 hours)

See descriptive entry page 203.

BS 526 INTERPERSONAL COUNSELLING SKILLS IN REHABILITATION (4 modules)

(24 hours)

See descriptive entry page 204.

BS 562 MOTOR SKILLS (3 modules)

(18 hours)

See descriptive entry page 207.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY (3 modules)

(18 hours)

See descriptive entry page 209.

BS 604 APPLIED COMPUTING (Data Analysis) (3 modules)

(18 hours)

See descriptive entry page 211.

AE 501 QUALITY ASSURANCE IN HEALTH CARE (2 modules)

(12 hours)

See descriptive entry page 94.

AE 502 LEGAL AND ETHICAL ELEMENTS OF PROFESSIONAL PRACTICE (1 module)

(6 hours)

See descriptive entry page 95.

AE 600 INTRODUCTION TO HEALTH ADMINISTRATION (2 modules)

(12 hours)

See descriptive entry page 93.

BL 531 THEORY AND RATIONALE OF ERGONOMICS (1 module)

(6 hours)

See descriptive entry page 235.

BL 532 ERGONOMICS IN THE WORKPLACE (1.5 modules)

(9 hours)

See descriptive entry page 235.

BL 585 ANTHROPOMETRY (2 modules)

(12 hours)

See descriptive entry page 237.

School of Podiatry

Diploma in 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 diploma course of three years duration, though the Podiatry course is presently under review. Accreditation for the award of the degree of Bachelor of Applied Science (Podiatry) is currently being sought.

Award

A Diploma of Applied Science (Podiatry) is awarded by Lincoln Institute to students successfully completing the course.

Equipment

Students are expected to purchase instruments through the School at a cost of approximately \$180. In addition, two white coats for clinical use are required and a third (coloured) coat for appliance work.

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.

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 and Histology for Podiatry
 BL 183 Anatomy I for Podiatry
 BS 101 Introduction to Behavioural Sciences
 BS 102 Communication Skills in Clinical Practice
 ID 101 Introduction to Community Health Problems
 CH 110 Therapeutics I
 CH 120 Pharmacology I
 CH 130 Podology I
 CH 140 Clinical Practice I
 CH 150 Appliance Studies I
 CH 160 Kinesiology

Second Year

BL 113 Physiology I
 BL 254 Biomechanics for Podiatry
 BL 273 Medical Science for Podiatry
 BL 282 Anatomy II for Podiatry
 BS 105 Introduction to Research
 CH 200 Kinesiology
 CH 210 Therapeutics II
 CH 220 Pharmacology II
 CH 230 Podology II
 CH 240 Clinical Practice II
 CH 250 Appliance Studies II

Third Year

CH 300 Anaesthesiology
 CH 310 Therapeutics III
 CH 330 Podology III
 CH 340 Clinical Practice III
 CH 350 Appliance Studies 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 periods will be a course requirement.

Details of Syllabus: First Year**BL 165 PHYSICAL SCIENCE FOR PODIATRY**

(84 hours)

See descriptive entry page 223.

BL 166 CELL BIOLOGY AND HISTOLOGY FOR PODIATRY

(36 hours)

See descriptive entry page 224.

BL 183 ANATOMY I FOR PODIATRY

(54 hours)

See descriptive entry page 224.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 185.

BS 102 COMMUNICATION SKILLS IN CLINICAL PRACTICE

(18 hours)

See descriptive entry page 186.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 184.

CH 110 THERAPEUTICS I

(25 hours)

A detailed study of antiseptic action, asepsis and sterilisation will be made, to be followed by an indepth study of the inflammatory process.

CH 120 PHARMACOLOGY I

(25 hours)

This unit introduces terminology, types of preparations of medicaments and actions and uses of some commonly used podiatric medicaments.

CH 130 PODOLOGY I

(75 hours)

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.

CH 140 CLINICAL PRACTICE I

(278 hours)

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.

CH 150 APPLIANCE STUDIES I

(84 hours laboratory)

In this course the student learns the basic techniques of measuring and taking impressions of feet in order to produce simple appliances or orthotic devices.

CH 160 KINESIOLOGY

(25 hours)

This unit introduces terminology relating to foot function and covers indepth, the range of motion and types of movement occurring at the functional axes of the foot and leg.

Details of Syllabus: Second Year

BL 113 PHYSIOLOGY I

(68 hours)

See descriptive entry page 221.

BL 254 BIOMECHANICS FOR PODIATRY

(57 hours)

See descriptive entry page 226.

BL 273 MEDICAL SCIENCE FOR PODIATRY

(27 hours)

See descriptive entry page 227.

BL 282 ANATOMY II FOR PODIATRY

(75 hours)

See descriptive entry page 228.

BS 105 INTRODUCTION TO RESEARCH

(40 hours)

See descriptive entry page 186.

CH 200 KINESIOLOGY

(16 hours)

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.

CH 210 THERAPEUTICS II

(27 hours)

This topic extends the first year course CH 110 to cover treatment of various podiatric conditions such as chilblains, verruca, fungal infections and various aseptic inflammatory states. It is offered in conjunction with CH 220 and CH 230.

CH 220 PHARMACOLOGY II

(27 hours)

This unit completes the coverage of podiatric medicaments required for therapeutics CH 210 and looks at the effects of various systemic drugs. The pharmacology of local anaesthetics is also covered.

CH 230 PODOLOGY II

(81 hours)

Topics offered in this unit include the principles of diagnosis, syndromes, hallux valgus and allied fore-foot deformities, bursitis and tenosynovitis; toe deformities; effects of cold on tissues; aetiology and pathology of verruca and fungal infections.

CH 240 CLINICAL PRACTICE II

(243 hours)

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.

CH 250 APPLIANCE STUDIES II

(84 hours)

This practical session allows the skills and techniques developed in the first year to be applied to the management of patients.

Details of Syllabus: Third Year

CH 300 ANAESTHESIOLOGY

(20 hours)

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.

CH 310 THERAPEUTICS III

(54 hours)

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.

CH 330 PODOLOGY III

(162 hours)

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.

CH 340 CLINICAL PRACTICE III

(243 hours)

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.

CH 350 APPLIANCE STUDIES III

(168 hours)

This section of the course is offered in two three-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.

CH 360 SURGERY

(20 hours)

Taken in conjunction with CH 350 and CH 370, this course offers the fundamentals of surgery and surgical conditions. The course covers inflammation; traumatology; vascular disorders; ulceration; tumours and nervous system disorders amongst other topics.

CH 370 ORTHOPAEDIC SURGERY

(15 hours)

This unit looks at more specific areas than CH 360 and includes topics such as bone disorders; disorders of the spine and joints of the lower limb; foot disorders; surgical techniques and radiographic interpretation.

CH 380 DERMATOLOGY

(20 hours)

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.

CH 390 MEDICINE

(20 hours)

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 disease, vascular diseases; collagen diseases and arthroses; endocrine disorders and diseases of the nervous system are covered.

CH 400 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.

School of Prosthetics and Orthotics

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 interstate 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 from the School 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.

Prizes

The Australian National Member Society of the International Society of Prosthetics and Orthotics (ISPO) Prize

This prize is presented from the members to the most outstanding final year student, School of Prosthetics and Orthotics, Lincoln Institute of Health Sciences.

Assessment

The student's performance is assessed in a variety of ways including essays, short answer tests, assignments and practical and oral assessment.

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 113 Physiology I (this subject is currently under review)
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 253 Biomechanics for Prosthetics and Orthotics
BL 274 Medical Sciences for Prosthetics and Orthotics
BL 281 Neuroanatomy

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 Syllabus: First Year

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 185.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 184.

BL 113 PHYSIOLOGY I

(85 hours)

See descriptive entry page 221.

This subject is currently under review

BL 152 GENERAL SCIENCE

(84 hours)

See descriptive entry page 222.

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(104 hours)

See descriptive entry page 224.

PO 120 PROSTHETICS AND ORTHOTICS I

(365 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.

Prescribed Texts

Printed notes may be purchased from the School of Prosthetics and Orthotics.

PO 121 CLINICAL EDUCATION I

(35 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres as an introduction to clinical practice.

Details of Syllabus: Second Year**BEHAVIOURAL SCIENCES II****BS 106 Data Analysis**

(15 hours)

See descriptive entry page 186.

BS 270 Psychology of Illness, Disability and Rehabilitation

(18 hours)

See descriptive entry page 190.

PO 220 PROSTHETICS AND ORTHOTICS II

(500 hours)

This subject is designed to give students a specialised knowledge of specific areas of casting, fabricating, fitting and aligning of prostheses and orthoses. Prosthetics and Orthotics II comprises theory, practical and clinical work including applied anatomy and biomechanics relating specifically to each of the four units:

- Below Knee Orthotics

- Below Knee Prosthetics

- Above Knee Orthotics

- Spinal 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.

NEW YORK UNIVERSITY, 1975. *Spinal orthoses with supplement*. New York.

The above texts may be purchased from the school of Prosthetics and Orthotics.

PO 221 CLINICAL EDUCATION II

(140 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

PO 240 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.

PO 241 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.

ID 103 THE HEALTH TEAM

(15 hours)

See descriptive entry page 185.

BL 253 BIOMECHANICS FOR PROSTHETICS AND ORTHOTICS

(51 hours)

See descriptive entry page 226.

BL 274 MEDICAL SCIENCES FOR PROSTHETICS AND ORTHOTICS

(26 hours)

See descriptive entry page 228.

BL 281 NEUROANATOMY

(12 hours)

See descriptive entry page 228.

Details of Syllabus: Third Year

BS 400 BEHAVIOURAL SCIENCE SEMINARS

(36 hours)

Choice of two (2) units from the listed topics

See descriptive entries pages 194-200.

PO 320 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 sophisticated areas of clinical prosthetics and orthotics and integrates the theory and practice of these specialised skills with the client's needs by the application of biomechanics, applied anatomy, casting, fabrication, fitting and alignment of prostheses and orthoses. It relates specifically to these units:

Upper Extremity Prosthetics

Lower Extremity Prosthetics — Above Knee Amputations

Upper Extremity Orthotics

Prescribed Texts

NEW YORK UNIVERSITY, 1979. *Upper limb prosthetics with supplement.*

The above texts may be purchased from the School of Prosthetics and Orthotics.

PO 321 CLINICAL EDUCATION III

(280 hours)

In this subject students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements.

PO 330 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.

PO 340 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.

Department of Behavioural Sciences

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 Department of Behavioural Sciences has an essential and an independent contribution to offer students in health sciences.

The Department 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 Department make up integrated and sequential programmes to mesh in with studies presented in the Schools. Through these programmes the Department 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 Department 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 Department teaches core programmes in research methods and medical sociology and a wide range of school-specific applied psychology and sociology units. The Department of Behavioural Sciences is also responsible for two postgraduate courses:

Graduate Diploma in Community Health
Graduate Diploma in Rehabilitation Studies

Details of the requirements for these graduate diplomas are given on pages 212-218.

The educational process in the Department 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 Department of Behavioural Sciences and the particular lecturer involved for special entry to that programme.

Undergraduate Subjects in the Department of Behavioural Sciences

- ID 101 Introduction to Community Health Problems
- 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 Developmental Psychology — Life Cycle
- 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: Phenomena, Theories and Therapies
- BS 332 Abnormal Behaviour: Psychoneurological 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 357 Participant Observation
- BS 358 Research Design
- BS 390 Aspects of Theory and Practice of Counselling
- 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 435 Clinical Decision Making
- BS 441 Clinical Application of Behavioural Techniques in Health Care
- BS 442 Issues in Medical Ethics
- BS 450 Immigration and Health
- BS 451 Health and History
- BS 454 Dynamics of Marriage and the Family
- BS 455 Psychobiology of Pain
- 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 471 Drugs and Behaviour: A Social, Clinical and Political Approach
- BS 475 Psychology of Aging
- BS 485 Developmental Neuropsychology
- BS 495 Psychosocial Aspects of Death, Dying and Bereavement

Subjects jointly taught by the Department 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

Postgraduate Subjects in the Department 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 512 Health Care Organisation and Models of Delivery
- BS 514 Interpersonal Skills in Clinical Practice
- BS 520 Rehabilitation Theory
- 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 542 Interpersonal Skills
- 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 560 Sexuality Counselling
- BS 561 Vocational Counselling
- BS 562 Motor Skills
- BS 563 Group Processes for Health Professionals
- BS 565 Behavioural Counselling
- BS 570 Sensory Processes
- BS 571 Learning and Skilled Performance
- BS 573 People at Work
- BS 575 Psychological Processes of Aging
- 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

Details of Subjects

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours of lectures and group project/discussions)

This subject affords opportunities for first year students to explore common and important health problems 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) convey the range and diversity of health problems in the community;
- (b) acquaint students with the roles of health scientists in community health maintenance and disease prevention and treatment;
- (c) encourage improved teamwork in the health professions by improvements in communication and collaboration between students pursuing a group project;
- (d) encourage students to view health problems in the overall context of an integrated biological, psychological and social approach to health.

Assessment: One half-hour multiple choice test plus a class-based project of 1500-2000 words.

References

Reading guides will be issued during the subject.

ID 103 THE HEALTH TEAM — An Interprofessional Community Health Project

(15 hours of lectures/seminars/clinical placement, over five weeks)

This subject is jointly co-ordinated by the Department of Social and Preventative Medicine, Monash University, the Lincoln Institute.

The main aims of the subject are to:

- (a) provide an opportunity for the student to participate in an interprofessional educational experience;
- (b) encourage students to work collaboratively with other health professional trainees to achieve common goals;
- (c) provide clarification and reinforcement of the students' sense of professional identity;
- (d) develop the students' ability to communicate with other health professionals;
- (e) improve students' knowledge of the roles of other members of the health team, including:
 - (i) role flexibility under changing demands;
 - (ii) role overlap, role demarcation and role integration;
 - (iii) possible barriers to effective health team functions;
- (f) increase the student's awareness of the multidimensional nature of community health problems and the health care facilities and agencies available within communities to cope with these problems.

Assessment: Based on attendance and presentation of an in-class paper.

References

Reading guides will be issued during the subject.

BS 100 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours lectures, 27 hours tutorials)

An integrated sequence of lectures and tutorials to introduce students to foundation topics in the behavioural sciences. Where appropriate, emphasis is given to the application of the psychological and sociological principles and theories to the health area. Topics are organised into four 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). Assessment: By objective and essay exam, written assignment and tutorial work.

Prescribed Text

HILGARD, E. R., ATKINSON, R. C. and ATKINSON, R. L. 1979. *Introduction to psychology*. 7th ed. New York, Harcourt, Brace Jovanovich.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

This 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 BS 100 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.

Assessment: One 2 hour examination, variable class-based assessment.

Prescribed Text

RUBIN, Z. and McNEIL, E. B. 1981. *The psychology of being human..* 3rd ed. New York, Harper & Row.

BS 102 COMMUNICATION SKILLS IN CLINICAL PRACTICE

(18 hours)

The aim of this unit is to teach communication skills which facilitate helpfulness to others in the therapist-patient milieu. The enhancing of communication skills will be based on theoretical, practical and clinical components. The unit offers experiential learning in the small group context and in the clinical setting and is designed specifically for students of Podiatry.

Assessment: Based on participatory attendance and an interview report.

Corequisite: BS 101.

Prescribed Texts

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, Prentice-Hall.

EGAN, G. 1975. *The skilled helper*. Monterey, California, Brooks Cole.

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

BS 105 INTRODUCTION TO RESEARCH

(40 hours)

A programme of lectures, tutorials and laboratory exercises designed to introduce students to the skills of research in health sciences. The syllabus for each term concentrates on a different aspect of the research process including 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. Students will also be introduced to the evaluation and writing of research reports, including the structure and style of reports, section contents and editorial details.

Assessment: One 2½ hour examination and three 500 word reports.

Prerequisite or corequisite: BS 100.

Prescribed Texts

NAYLOR, G. F. K. and ENTICKNAP, L. E. 1981. *Statistics simplified*. 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 HSC mathematics; Phillips could be used by students for some parts of the second year course..

BS 106 DATA ANALYSIS

(15 hours of lectures/seminars)

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.

Assessment: One 1 hour examination.

Corequisite: BS 100 or BS 101.

Prescribed Text

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

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE

(36 hours)

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.

Assessment: One 1 hour multiple choice test and one 2000 word essay.

Prescribed Texts

CRM, 1975. *Psychology today*. 3rd ed. Delmar, California.

Additional readings will be recommended during the unit.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(36 hours)

In this course students will use sociological concepts and perspectives to examine aspects of Australian and other Western societies and of their health systems. Topics will include the social construction of illness, sociological aspects of health contexts and structured social inequality.

Assessment: One tutorial paper of 800-1000 words and one essay of 1500 words.

Recommended Reading

References will be suggested during the unit.

Useful pre-course reading:

BERGER, Peter L. 1963. *Invitation to sociology: a humanistic approach*: Chs. 2, 4, and 5. Penguin Books Ltd.

HARALAMBOUS, M. and HEALD, R. M. 1980. *Sociology: themes and perspectives*. Ch. 1. University Tutorial Press.

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

BS 150 BEHAVIOURAL SCIENCES IN NURSING

(18 hours)

This unit is taken in the Diploma of Applied Science, Community Health Nursing Course. Emphasis is on group dynamics and roles, including leadership, norms, attitudes, social perception, social influence, conflict management and teamwork.

Assessment: By essay of approximately 1500 words.

Prerequisites: BS 120, N 1062.

Prescribed Texts

As for BS 120.

Reference Books

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.

BS 151 PERSONALITY THEORY AND THERAPIES

(18 hours)

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 therapist and the community. The unit will include an examination of behavioural psychoanalytic and human relations approaches.

Assessment: By presentation of a seminar paper of up to 2000 words.

Prerequisite: BS 120.

Recommended Reading

GWEN, 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.

BS 201 PSYCHOLOGICAL ASPECTS OF NURSING A

(36 hours)

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, human development throughout the life cycle with application of behavioural science concepts to current clinical experience, and research methods in psychology.

Assessment: By participation and essay of up to 3000 words.

Prerequisite: BS 100.

References

HILGARD, E. R., ATKINSON, R. C. and ATKINSON, R. L. 1979. *Introduction to psychology*. 7th ed. New York, Harcourt, Brace Jovanovich.

Plus selected developmental psychology texts and journal articles.

BS 202 SOCIOLOGICAL ASPECTS OF NURSING A

(36 hours)

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 organisation, the 'essential workplace' of the doctor and the nurse.

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

References

There is no set text. Students will be given readings appropriate to the topics discussed.

BS 230 DEVELOPMENTAL PSYCHOLOGY

(80 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.

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

Prerequisite: BS 100 or BS 101.

Unit 1 Psychobiology of Development

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.

Prescribed Text

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

The psychobiological theme developed in unit 1 will be used to examine development during childhood and adolescence. The continuity of psychological processes in development is stressed. This unit will emphasise social development, cognitive development and language development. The role of the socio-cultural context in shaping development will also be explored.

Assessment: One 1 hour examination.

Prescribed Texts

BRAINERD, Charles, 1978. *Piaget's theory of intelligence*. Prentice-Hall.
 DONALDSON, Margaret, 1978. *Children's minds*. Fontana Open Books.

Unit 3 — Adulthood and the Socio-Cultural Content of Development

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 socialisation 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 sub-cultural differences and attempts to relate findings to the situation of minority groups in contemporary Australian society.

Assessment: One 1½ hour examination.

Reference

BIRREN, J. E. and SCHAE, K. W. eds 1977. *Handbook of the psychology of aging*. New York, Van Nostrand Reinhold.

BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE

(18 hours)

This unit provides an overview of the biological, cognitive and psychosocial aspects of the life-span of human development. Particular emphasis is given to the developmental tasks, problems, adjustments and achievements of the life-span from conception to death. Some of the topics covered include parenthood, development of self-concept, attachment and loss, effects of serious or chronic illness, somatic or psychological trauma, aging, retirement, death and dying.

Assessment: To be determined.

Prerequisites: BS 100, BS 101.

Reference Books

Students will prepare their own reference lists.

BS 235 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 socialisation process and the relationship between the orthoptist and the child patient.

Assessment: One ½ hour multiple choice examination and one 1500 word essay.

Prerequisite: BS 100 or BS 101.

Recommended Reading

MUSSEN, P. H., CONGER, J. J. and KAGAN, J. 1977. *Child development and personality*. 5th ed. New York, Harper International Edition.

BS 250 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 BS 105. 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.

Assessment: A series of short exercises during term and 1½ hours of formal examination.

Prerequisite: BS 105.

Reference 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 ethnicity inequalities.

Assessment: By exam, written assignment and tutorial work.

Prerequisite: BS 100 or BS 101.

Recommended Reading

- 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.
 HARALAMBOS, M. with HEALD, R. M. 1980. *Sociology: themes and perspectives*. University Tutorial Press.
 POMERLEAU, O. F. and BRADY, J. P. 1979. *Behavioural medicine: theory and practice*. Williams and Wilkins.
 WRIGHT MILLS, C. 1971. *The sociological imagination*. Harmondsworth, Penguin.

Lists of reading will be distributed at the commencement of the unit.

BS 270 PSYCHOLOGY OF ILLNESS, DISABILITY AND REHABILITATION

(18 hours)

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.

Assessment: One 1500 word written assignment.

Prerequisites: BS 100 or BS 101.

Reference Books

- SAFILIOS-ROTHCHILD, C. 1970. *The sociology and social psychology of disability*. New York, Random House.
 MARINELLI, R. P. and DELLARTO, A. E. 1978. *The psychological and social impact of physical disability*. New York, Springer Publishing Co.
 MOOS, R. ed. 1979. *Coping with physical illness*. New York, Plenum Publishing Corporation.

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours)

The aim in this unit is to teach interpersonal skills which facilitate helpfulness to others in both the therapist-patient and personal relationships. Most of the work is

experiential, utilising the small group context to introduce and give practice in the use of a number of interpersonal skills. Participants are introduced to the theoretical foundations of the material presented.

Assessment: By participation and attendance.

Prescribed Texts

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, Prentice Hall.

EGAN, G. 1975. *The skilled helper*. Monterey, California, Brooks Cole.

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

BS 301 PSYCHOLOGICAL ASPECTS OF NURSING B

(36 hours)

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.

Assessment: One class paper — 1000 words — and one mini research project or essay — 3000 words.

Prerequisites: BS 100, BS 201.

Recommended Reading

BULLBROOK, M. 1980. *Development of therapeutic skills*. Boston, Little Brown.

FRANSELLA, F. 1975. *The need to change*. London, Methuen.

MARRAM, G. 1978. *The group approach in nursing practice*. 2nd ed. St. Louis, Mosby.

Selected specific references will be given at the beginning of the course.

BS 302 SOCIOLOGICAL ASPECTS OF NURSING B

(36 hours)

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.

Assessment: Two essays or projects (approx. 1500 words each).

References

A reading list will be distributed in class.

BS 331 ABNORMAL BEHAVIOUR: PHENOMENA, THEORIES AND THERAPIES

(18 hours of lectures, 9 hours of tutorials)

This unit provides a critical introduction to the study of abnormal behaviour. An historical introduction to the area will be provided, followed by a consideration of the current definitions and criteria of abnormality. Particularly emphasis will be placed upon the examination of various theoretical approaches to abnormal behaviour, especially the medical, psychodynamic, behavioural and systems models. Traditional psychiatric phenomena will then be studied in the light of these theories. Finally the methods employed in order to bring about change will be considered.

Assessment: One 2500 word essay.

Prerequisite: BS 100.

Prescribed Text

DAVIDSON, G. C. and NEALE, J. M. 1978. *Abnormal psychology: an experimental-clinical approach*. 2nd ed. New York, Wiley.

BS 332 ABNORMAL BEHAVIOUR: PSYCHONEUROLOGICAL AND BIOCHEMICAL ASPECTS

(18 hours)

This unit focuses on the neurophysiological correlates of 'organic' brain disorders and covers genetic chromosomal aberrations, psychotic disorders and behavioural changes which occur as a result of aging. Specific topics will include mental retardation (amentia), autism, hyperkinesis, psychosomatic and affective disorders, schizophrenia, aggression and senile dementia. These areas will be viewed from an anatomical, biochemical and behavioural perspective. In addition, the newly developing area of behavioural toxicology will be introduced.

Prerequisites: BS 100, BS 331.

Assessment: One 1500 word paper on a related topic and one 1 hour examination at the end of the unit.

Recommended Reading

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

BS 333 NEUROPSYCHOLOGY

(18 hours)

This unit is designed to build on and compliment CD 310 Communication Disorders of Neurological Origin, also taken in the third year of the Communication Disorders course. The syndrome approach featured in the latter unit is extended and consolidated here in the examination of disorders associated with unilateral lesions within the non-dominant hemisphere, bilateral lesions to pre-frontal and mesial regions of the hemispheres, and lesions to inter-connecting pathways of the brain. Current conceptualisations of the functional organisation of the human brain, particularly those based on recent 'split-brain' studies, are reviewed in relation to these disorders, and their implications for diagnosis and therapy examined. Selected neuropsychological procedures (both standardised tests and experimental tasks) currently employed in the investigation of cognitive (etc.) deficits associated with particular lesions are demonstrated, and their contribution to the articulation of a particular syndrome discussed. Different approaches to neuropsychological assessment, i.e. actuarial v. clinical, are critically reviewed and the contribution of these different approaches to clinical diagnosis, therapy and research in the speech pathology clinic demonstrated. Assessment: One 15 minute objective test — a revision of basic neuroanatomy taken in class time in week 5 — and one written referenced assignment of 2000 words approximately, detailing the rationale and procedures utilised in the neuropsychological investigation of a particular syndrome. Only the assignment is graded, but students are required to obtain a satisfactory standard on the objective test.

Prerequisites: CD 280 and CD 310 or equivalent courses.

Corequisite: BS 351.

Recommended Texts

Several alternative texts will be recommended to students at the commencement of the unit. The particular choice will depend on the individual student's current resources and future needs. A list of recommended references will also be distributed.

BS 340 COMMUNICATION AND INTERPERSONAL HELPING SKILLS IN CLINICAL PRACTICE

(27 hours)

The aim in 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 experimental learning in the small group context and in the clinical setting, and is restricted to third-year Physiotherapy students.

Assessment: Based on participatory attendance, a written assessment (500 words) and interview reports.

Prescribed Texts

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, Prentice Hall.
- EGAN, G. 1975. *The skilled helper*. Monterey, California, Brooks Cole.
- HOWE, M. 1978. *Developing helping skills*. Hawthorn, Victoria, Swinburne College Press.
- BROWER MEEKS, L., and HEIT, R. 1982. *Human sexuality. Making responsible decisions*. Philadelphia, CBS College.

BS 350 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: BS 250.

Recommended Reading

Reading will be suggested as appropriate in class.

BS 351 MEASUREMENT AND TEST THEORY 1

(9 hours)

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.

Assessment: A detailed critical evaluation of a particular test or test battery in current use in students' clinical work place (1000-1500 words).

Prerequisite: BS 250 or equivalent.

Prescribed Text

ANASTASI, A. 1976. *Psychological testing*. 4th ed. New York, Macmillan.

BS 357 PARTICIPANT OBSERVATION

(9 hours)

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.
Assessment: One 1500 word assignment.

Recommended Reading

A list of recommended readings will be distributed at the commencement of the unit.

BS 358 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.

Assessment: One written assignment not exceeding 2000 words.

Prerequisites: BS 250.

BS 390 ASPECTS OF THEORY AND PRACTICE OF COUNSELLING

(18 hours)

This unit aims to provide a graduated approach to the interpersonal helping process, by building on the ground covered in BS 280 and proceeding to relate interpersonal helping skills to the clinical context. Theoretical material relevant to the helping process will be expanded upon, with particular reference to basic theories of counselling and stages in the counselling process. Opportunity will be provided for further developing interpersonal skills in relating and for increasing self-awareness and effective use of self in helping situations.

Assessment: Based on participatory attendance and on submission of a written assignment of up to 1500 words.

Prerequisite: BS 280

Recommended Reading

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

BS 400 BEHAVIOURAL SCIENCE SEMINARS

This subject is made up of a number of units that can be chosen as options by senior students. Each seminar involves approximately 18 hours of classwork over one term. It is intended that:

- each group will involve a relatively small 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.

Seminars offered are listed as Units BS 410-495. Please note, that, depending upon demand and staffing, all of these seminars may not be offered in 1983.

Prerequisites: All BS 400's have BS 100 or equivalent as a minimum prerequisite.

BS 410 Sexual Counselling

(18 hours)

This unit aims to assist students to respond in a helpful way to those troubled aspects of their sexuality. This required 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.

Assessment: Based on attendance, participation and submission of a written assignment of up to 1500 words.

Prerequisites: BS 280 or BS 340 or equivalent, or special permission of instructor.

Recommended Reading

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.

BS 420 Psychological Processes in Child Development with Special Reference to the Handicapped Child

(18 hours)

Intervention or therapeutic programmes are implicitly or explicitly based on some model of the developmental process. In this unit it is intended to critically examine several developmental models and explore their potential usefulness in the therapeutic situation. To this end infancy is treated as a model of the developmental process and will therefore be examined in considerable depth as we attempt to analyse psychological processes in development. Therefore the unit will require students to become familiar with recent advancements in the area of experimental child psychology and to creatively research the literature for possible application to a special area of interest with respect to the problems of a particular group of handicapped children. Students will be required to conduct a group discussion and submit an essay on their selected topic.

Assessment: One 2000 word assignment involving a review of a substantial reading list.

Requisite: Not available to Communication Disorders students.

References

Reading material will be indicated in class.

BS 432 The Politics of Health

(18 hours)

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 Reading

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

BS 435 Clinical Decision Making

(18 hours)

This unit examines the process of clinical inference and ways in which it can be modelled. An understanding of how the clinician interprets and collects information is central to effective clinical functioning. This knowledge may be used as a safeguard against the cognitive biases that hinder accurate diagnosis and appropriate management.

Practical and theoretical approaches to decision making are examined from the areas of decision theory, psychology, economics and politics. The unit includes a field visit

to an automated clinical, decision-making installation and associated practical exercises.

Assessment: One 1500 word assignment and participation in practical exercises.

Recommended Reading

A list of recommended readings will be distributed at the commencement of the unit.

Reference Book

ELSTEIN, A. S., SHULMAN, L. S. and SPRAFKA, S. A. 1978. *Medical problem solving: an analysis of clinical reasoning*. Cambridge, Mass., Harvard University Press.

BS 441 Clinical Application of Behavioural Techniques in Health Care

(18 hours)

This unit is concerned with the application of psychological techniques to clinical problems. Through lectures and seminars the key principles of behavioural psychology will be studied. The application of these principles to the modification of physical symptoms and patient behaviour relevant to therapists will be examined. Topics in behavioural psychology likely to be covered include: behavioural analysis, reinforcement techniques, respondent techniques, cognitive techniques, biofeedback, placebo effects and self-control procedures. Following presentation of theory and methodological issues students are required to participate in seminars on clinical applications. Likely seminar topics include applications to the treatment (or prevention) of some neurological, cardiovascular and respiratory conditions, pain, anxiety, stuttering and other speech communication disorders.

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

Recommended Reading

Reading lists will be distributed in class.

BS 442 Issues in Medical Ethics

(18 hours)

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 those more or less medical problems and comparisons made with current medical practice in Melbourne.

Assessment: Based on class papers resubmitted as 2000 word essays. Careful reasoning and scholarship will be encouraged: dogmatism will not.

References

Texts used will of course depend on the topics chosen.

Preliminary Reading

SINGER, Peter. 1979. *Practical ethics*. Cambridge, C.U.P.

BS 450 Immigration and Health

(18 hours)

This unit will cover the topics of:

1. medical systems in countries from which migration to Australia has occurred, in relation to expectations and patterns of usage;
2. migration stress and mental illness;
3. demographic patterns and mortality and morbidity of the population in terms of country of birth;
4. work experience and illness patterns, accident, injury and rehabilitation; and
5. culture and health benefits and attitudes.

Assessment: Class attendance, oral presentation and written precis of approximately 1500 words.

Reference Book

HETZEL, B. S. 1976. *Health and Australian society*. rev. ed. Ringwood, Penguin.

BS 451 Health and History

(18 hours)

The aim of this unit is to examine historically theories of behaviour designated as 'health' and 'illness'. The course discusses how and in what ways definitions of illness change over time and the implications this has for the care of the sick, treatment, cure and costs. It explores the place of human values and non-scientific and ritual elements in medical settings. It also examines the process whereby some members of a society become the 'officials' or definers of illness and cure and others 'quacks' or 'marginal practitioners' and what relevance this may have for the emergence of new health professions.

Assessment: Based on participation and submission of one written assignment of approximately 1500 words.

Reference Books

Readings from various sources will be suggested throughout the unit.

BS 454 Dynamics of Marriage and the Family

(18 hours)

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 psychological 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 Reading

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

BS 455 Psychobiology of Pain

(18 hours)

This unit explores the phenomenon of pain, with the aim of increasing understanding of the individual's experience of pain. The following areas are discussed: physiological aspects of pain; socio-cultural and psychological aspects of pain; clinical pain; theories of pain; the measurement of pain; and pain regulatory systems.

Assessment: Presentation of a seminar paper and an essay of 1500 words based on the seminar paper.

References

Detailed reading will be given during the course.

BS 456 Women and Health

(18 hours)

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, and the women's health movements.

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

Recommended Reading

Students will be directed to a wide range of references.

Useful pre-unit reading includes:

EHRENREICH, Barbara and ENGLISH, Diedre. 1979. *For her own good: 150 years of the expert's advice to women*. esp. Chs. 1 and 4. London, Pluto Press Limited.

MILLETT, Kate, 1972. *Sexual politics*. esp. Ch. 2, Abacus edition. London, Sphere Books.

OAKLEY, Ann, 1972. *Sex, gender and society*. esp. Ch. 6, London, Harper Colophon.

BS 457 Cultural Comparisons of Health Care Systems and Beliefs

(18 hours)

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.

BS 460 Introduction to Computers

(18 hours)

This unit is designed to equip the participant with a basic understanding of computers and their impact upon health settings. The emphasis is on practical skills with a series of graded exercises leading to participants writing simple programmes. Applications presented include construction and analysis of simple questionnaires and data analysis and management information systems. It is assumed that the participant has little or no experience in computing. Experience of a typewriter keyboard would be a very great advantage and students should be prepared to allot at least two hours per week for practice at a visual display unit.

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

Reference Books

SAUNDERS, D. H. 1977. *Computers in society*. 2nd ed. New York, McGraw Hill.

NIE, et al. N. H. 1975. *Statistical package for the health sciences*. 2nd ed. New York, McGraw Hill.

BS 462 Computer Assisted Statistical Analysis

This unit is concerned with statistical analysis using computer facilities. It is intended for research workers who have a requirement to perform statistical analysis of research data. This is not a course in statistical analysis but rather a course in implementation of statistical analyses using computer facilities.

Topics covered include:

- Data encoding schedules
- Data entry and clearing techniques
- Statistical package for the social sciences
 - data definition statements
 - selected procedure statements
- Alternative statistical packages.

Assessment: Assessment is based upon the successful completion of computer practical exercises, equivalent to a 2000 word assignment.

Prerequisites: BS 460 or similar level of computing knowledge is assumed as the entry standard for this course. Students without this standard will be required before entry, to undertake reading exercises available from the lecturer-in-charge.

References

ANDREWS, F. M. et al. 1981. *A guide for selecting statistical techniques for analysing social science data*. 2nd ed. Michigan, Institute for Social Research, University of Michigan.

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

BS 465 Adulthood: Psychosocial Perspectives

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 maturity; vocational and career decisions and strategies, intimacy — marriage and alternatives; attachment, separation and loss and inner growth — locating an individual's inner change.

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 Reading

NEUGARTEN, B. L. ed. 1968. *Middle age and ageing: a reader on social psychology*. Chicago, University of Chicago Press.

ERIKSON, E. 1971. *Identity, life and crisis*. London, Faber.

Other references will be recommended during the unit.

BS 471 Drugs and Behaviour: A Social, Clinical and Political Approach

(18 hours)

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 examinations 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 and rehabilitation centre. 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 and one 1500 word precis.

BS 475 Psychology of Aging

(18 hours)

This unit is concerned with the psychosocial aspects of aging. Topics include: principles of research in aging; theories of aging; psychological changes with aging in areas such as perception and sensory processes, cognition, memory, motivation, learning, skilled performance; personality and aging; psychopathology of aging; sexuality; care of the aged; retirement; community attitudes; ethnic communities and their aged; and individual differences in aging.

Assessment: One 1500 word assignment to be presented in class and to be submitted in writing.

Requisite: Not available to Communication Disorders students.

Recommended Reading

Students will prepare their own references, but on an approved topic of their choice.

BS 485 Developmental Neuropsychology

(18 hours)

This unit provides both a broad introduction to current knowledge of brain behaviour relationships in human development and the opportunity to the student to carry out an indepth 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. Neuropsych-

chological 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.

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 approximately 1500 words.

Prerequisites: BS 230, BS 234 or BS 235 are recommended, but not compulsory prerequisites.

Prescribed Text

None is prescribed. Key references to course contents and to seminar topics will be issued at the first session of the unit.

BS 495 Psychosocial Aspects of Death, Dying and Bereavement

(18 hours)

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.

Prescribed Texts

Various readings will be recommended during the unit.

NB 102 INTERPERSONAL COMMUNICATION SKILLS

(27 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 111.

NB 112 POLITICAL STUDIES

(27 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 114.

NB 122 ANALYSIS OF ORGANISATIONS A

(36 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 116.

NB 132 ANALYSIS OF ORGANISATIONS B

(36 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 116.

NB 142 ANALYSIS OF ORGANISATIONS C

(36 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 116.

NB 162 COMPUTER BASED INFORMATION SYSTEMS

(27 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 124.

NB 351 HEALTH TEAM FUNCTIONING

(18 hours)

This unit is jointly taught by the Department of Behavioural Sciences and the School of Nursing. For descriptive entry see page 119.

BS 501 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.

Assessment: Series of brief assignments not exceeding 2500 words in total.

Prerequisite: BS 105 or its equivalent.

References

- ANDERSON, B. F. 1971. *The psychology experiment*. Belmont, California, Brooks Cole.
 KEPPEL, G. 1973. *Design and analysis: a researcher's handbook*. Englewood Cliffs, New Jersey, Prentice-Hall.
 KIRK, R. E. 1972. *Statistical issues: a reader for the behavioural sciences*. Belmont, California, Brooks Cole.
 A list of readings and additional references will be distributed at the commencement of the unit.

BS 503 EMPIRICAL CASE DESIGN

(9 hours)

The 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 of inference with case data.

Assessment: A series of tutorial assignments on case design and analysis not exceeding a total of 1500 words.

Prerequisite: BS 501.

References

- 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 Press.
 An additional list of readings is distributed at the commencement of the unit.

BS 504 SURVEY AND INTERVIEW TECHNIQUES

(9 hours)

This unit is concerned with the application of survey techniques to research and evaluation problems within the health sciences. Topics to be discussed include:

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

An integral component of the course is participation in practical exercises relating to the above topics. Participants will be required to conduct an interview and participate in a group project involving the construction of a questionnaire.

Assessment: One 1500 word paper relating to interviewing practicum and participation in questionnaire construction exercises.

Prerequisite: BS 501 or its equivalent.

References

- BAILEY, K. D. 1978. *Methods of social research*. New York, Macmillan.
 GARDNER, G. 1976. *Social surveys for social planners*. Sydney, Holt Rinehart & Winston.
 MOSER, C. A. and KALTON, G. 1971. *Survey methods in social investigation*. 2nd ed. London, Heinemann.

BS 506 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; and
- (4) consider possible implications for health care practice.

Assessment: Either a class project designing an epidemiological research project; or an individual essay of approximately 2000 words, reviewing the research in a certain area related to health and illness.

References

- FRIEDMAN, G. D. 1980. *Primer of epidemiology*. 2nd ed. New York, McGraw-Hill.
 GORDON, D. 1976. *Health, sickness and society*. St. Lucia, University of Queensland Press.

BS 507 PROFESSIONAL ROLES

(6 hours)

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.

Assessment: Description of role episodes in present job (1500 words).

BS 508 INTERPROFESSIONAL FUNCTIONING

(12 hours)

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.

Assessment: Written assignment on factors influencing teamwork, or conflict resolution strategies (1500 words).

BS 509 CLIENT-PROFESSIONAL INTERACTIONS

(6 hours)

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 contracting.

Assessment: Written assignment on major factors involved in client-professional interactions (1000 words).

BS 512 HEALTH CARE ORGANISATION AND MODELS OF DELIVERY

(12 hours)

In this unit, students will examine various issues which arise from the present arrangements for health care in Australia. These include issues such as: prevention as a priority; hospitals or health centres; equal treatment for chronic and long-term care; and who pays for health care and how. Some comparisons will be introduced with other health services, such as the English NHS.

Assessment: One essay or project up to 2000 words.

References

Students will be given a reading list in class.

BS 514 INTERPERSONAL SKILLS IN CLINICAL PRACTICE

(18 hours)

The aim of this 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.

Assessment: By participation and attendance.

Prerequisite: BS 280 or equivalent.

Recommended Reading

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

BS 520 REHABILITATION THEORY

(12 hours)

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.

Assessment: Written assignment of 1500 words or multiple choice examination.

BS 521 REHABILITATION ADMINISTRATION

(12 hours)

This unit provides an understanding of rehabilitation management principles and techniques including administrative processes; personnel and resource management; organisational goal setting; and the structure of service delivery in rehabilitation.

Assessment: Written assignment of 1500 words.

BS 522 EVALUATIVE FIELD EXPERIENCE

(6 hours)

This unit involves describing and evaluating the functioning of health care organisations; the criteria for evaluation; and accreditation.

Assessment: Description of own workplace (maximum 2000 words).

BS 523 REHABILITATION PSYCHOLOGY

(24 hours)

This unit includes:

- (a) psychological aspects of disability: motivation and the disabled; reactions to trauma and hospitalisation, institutional dependency; life pattern damage; the sick role, etc; and
- (b) psychological principles of behavioural analysis; antecedent and consequent conditions of behaviour; reinforcement; techniques of behaviour change; environmental manipulation; cognitive factors; and programme planning and evaluation.

Assessment: For (a) seminar presentation of a selected topic.

For (b) behavioural programming exercises.

BS 524 THE REHABILITATION CLIENT IN SOCIETY

(12 hours)

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.

Assessment: Short class paper of 1500 words.

BS 525 SOCIO-POLITICAL FACTORS IN REHABILITATION

(12 hours)

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.

Assessment: Class paper presentation of 15 minutes.

BS 526 INTERPERSONAL COUNSELLING SKILLS IN REHABILITATION

(24 hours)

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 and responding effectively; and issues and assumptions about the helping process.

Assessment: Students will be required to critically analyse a 5 minute taped interview and to present a written transcript version of it for discussion in class.

BS 530 CASEWORK MANAGEMENT

(24 hours)

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.

Assessment: Seminar case presentation of 30 minutes.

BS 531 THE ROLES OF PROFESSIONALS IN THE REHABILITATION TEAM

(18 hours)

This unit focuses on the unique aspects of the roles of professionals in rehabilitation and their interaction. It includes goals and principles of treatment of the various professions, commonalities, interfaces and divergencies, and limitations of professional roles.

Assessment: Description and analysis of role conflicts and ambiguities of professional role groups (2000 words).

BS 532 REHABILITATION ASSESSMENT

(18 hours)

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.

Assessment: Critical analysis of standard assessment procedures used in casework.

BS 533 RESEARCH AND EVALUATION IN REHABILITATION

(30 hours)

This unit is designed to develop skills in the 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.

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.).

BS 540 COMMUNITY HEALTH THEORY AND PRACTICE I

(30 hours)

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 interrelationship; 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 emphasising 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 series of fieldwork visits to various agencies to compare the agencies on these criteria.

Assessment: Presentation of a 20 minute class paper and a 2000 word assignment.

References

HETZEL, B. S. 1980. *Health and Australian society*. 3rd ed. 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.

BS 541 COMMUNITY NEEDS ASSESSMENT I

(12 hours)

This unit is preparatory to the field experience in BS 551. The knowledge and skills gained in BS 501, BS 504 and BS 506 are applied to the problems involved in assessing the needs of populations. Following introductory input on issues in the definition of 'health need', students critically review the methodology and conclusion of relevant needs assessments reported in the literature.

Assessment: Presentation of a 20 minute class paper.

Prerequisites: BS 501, BS 504.

Corequisite: BS 506.

References

Students are advised not to purchase texts until after commencement of the unit.

BS 542 INTERPERSONAL SKILLS

(24 hours)

This unit involves workshop-based experiential learning activities aimed at developing participants' interpersonal skills. Some of the skills considered are empathic listening, attending behaviours, the role of confrontation and self-disclosure, goal setting and developing action programmes.

Assessment: By attendance and participation.

References

Students are advised to discuss the purchase of texts with the lecturer.

BS 543 HEALTH PROMOTION I

(18 hours)

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.

Assessment: Presentation of a 20 minute class paper. Submission of a series of brief written commentaries on selected pieces of relevant literature.

Prerequisite: BS 540.

References

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

BS 550 COMMUNITY HEALTH THEORY AND PRACTICE II

(18 hours)

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 utilising the resources of the multidisciplinary student group to develop casework management skills.

Assessment: Presentation of a 20 minute class paper, and submission of a 1500 word assignment.

Prerequisite: Successful completion of the first year of the course.

BS 551 COMMUNITY HEALTH RESEARCH AND EVALUATION

(36 hours)

This unit builds on the knowledge and skills acquired in BS 501, BS 504 and BS 506 and is aimed at preparing students to be able to carry out their own research projects. The unit is divided into three parts: a seminar series in which students present and critically evaluate research papers in the community health area; participation by students as research assistants in ongoing research projects in community health, to gain experience in design and running of research; and the development of a research proposal by students for a project of their own.

Assessment: By attendance and participation, by presentation of a 30 minute class paper, and by submission of a suitable research proposal.

Prerequisite: Successful completion of the first year of the course.

References

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
Preventive Medicine, etc.

BS 552 COMMUNITY NEEDS ASSESSMENT II

(24 hours)

In this unit, students take part as a group in a practical project assessing the health needs of a community.

Assessment: By attendance and participation.

Prerequisite: Successful completion of the first year of the course.

References

A guide to further reading in this area will be available at the commencement of the unit.

BS 553 HEALTH PROMOTION II

(30 hours)

A series of problem-focused 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.

Assessment: Submission of a series of brief comments on existing health promotion programmes. The submission of a health promotion proposal in an area of the student's choosing.

Prerequisites: Successful completion of the first year of the course.

References

As for BS 543.

BS 560 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.

Assessment: Short in-class practical exercises and/or written assignment (2000 words maximum).

Prescribed Texts

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 & Winston.

BS 561 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.).

Assessment: Short in-class practical exercises and/or written assignment (2000 words maximum).

Prescribed Texts

There are no prescribed textbooks; however a list of references will be given at the commencement of the unit.

BS 562 MOTOR SKILLS

(18 hours)

This unit is designed to (a) review the experimental psychology of motor learning and (b) 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 neuro-physiological 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; and theories of motor learning.
2. The measurement of motor learning: definitions of acquisition, retention and generalisation (transfer). Learning versus performance; quantification of acquisition, retention and transfer; and 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; and 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; and attention.

Assessment: Tutorial and seminar participation (20%), 1500 word essay based on seminar presentation (80%).

References

- DICKINSON, J. 1974 *Proprioceptive control of human movement*. London, Lepus Books.
 MAGILL, R. A. 1980. *Motor learning: concepts and application*. Iowa, Dubuque, Wm. C. Brown.
 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.

BS 563 GROUP PROCESSES FOR HEALTH PROFESSIONALS

(18 hours)

This unit aims to provide theoretical knowledge and to develop practical skills in the processes concerned with group helping relationships. Theories and types of group interaction will be examined. By means of an experiential learning approach, the processes of group interaction and group dynamics will be explored.

Assessment: Based on participatory attendance and on one seminar presentation written up as an assignment of up to 1500 words.

Recommended Reading

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

BS 565 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.

Assessment: Either a contract reading programme with written summary, or written assignment of 1500 words.

BS 570 SENSORY PROCESSES

(6 hours)

This unit describes some aspects of the structure, properties and physiology of the sensory systems and the perceptual processes that give rise to our phenomenological experience.

Reference Book

- ROCK, I. 1975. *An introduction to perception*. New York, Macmillan Publishing Co.
 or
 MURCH, G. M. 1973. *Visual and auditory perception*. Indianapolis, The Bobbs-Merrill Company Inc.

BS 571 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 vs part learning, cross education, role of sensory information, arousal level, appetitive vs aversive motivation, intrinsic vs extrinsic motivation and structure of perceptual motor abilities.

Assessment: One 1500 word written assignment.

References

A reference and reading guide will be distributed at the start of the unit.

BS 573 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 and work and leisure.

Assessment: One 1200 word written assignment.

BS 575 PSYCHOLOGICAL PROCESSES OF AGING

(18 hours lectures/seminars)

This unit is concerned with an indepth examination of the psychosocial aspects of aging. Topics covered will include: principles of research in aging; changes with aging in cognition, perception and memory processes, motivation and learning; skilled performance; personality; reaction to changing roles; reaction to loss; and individual differences in the aging process.

Assessment: Class presentation of 1500 word assignment.

Reference

BIRREN, J. E. and SCHAE, K. W. eds 1977. *Handbook of the psychology of aging*. New York, van Nostrand Reinhold.

Recommended Reading

BROMLEY, D. B. 1974. *The psychology of human ageing*. Penguin.

POON, L. W. 1980. *Aging in the 1980's*. Washington, D.C., American Psychological Association.

BS 581 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. Postgraduate Manipulative Therapy, Postgraduate 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 and biofeedback techniques. Illustrations are selected wherever possible from the health sciences applications literature.

Assessment: One 1500 word essay plus participation in and presentation of seminars.

References

Appropriate reference lists will be distributed in class.

BS 590 INTRODUCTION TO RESEARCH AND STATISTICS

(24 hours)

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 BS 501.

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; and 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 Reading

A reading list will be distributed at the first session.

BS 591 INTRODUCTION TO BEHAVIOURAL SCIENCES

(24 hours)

This unit is intended for students entering postgraduate diploma courses who have insufficient background in psychology and sociology. Content includes:

- (a) the nature of psychology; determinants of behaviour theories and assumptions; influence of heredity and environment, learning and motivation, perception, personality development, normal and abnormal behaviour; and 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; and applications of sociology.

Assessment: By written assignments equivalent to 3000 words.

References

- BERGER, Peter L., 1963 (or any subsequent edition) *Invitation to sociology: a humanistic perspective*. Harmondsworth, Penguin Books Ltd.
- C.R.M. 1975. *Psychology today*, 3rd ed. New York, Random House.
- EDGAR, Donald. 1980. *An introduction to Australian society: a sociological perspective*. Australia, Prentice Hall.
- KRASNER, L. and ULLMAN, L. 1973. *Behaviour influence and personality*. New York, Holt, Rinehart & Winston.

BS 595 DEATH, DYING AND BEREAVEMENT

(18 hours)

This 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.

Assessment: Based on attendance and participation, and on one seminar presentation written up as an assignment of up to 1500 words.

Recommended Reading

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

BS 600 RESEARCH METHODOLOGY FOR MASTER OF APPLIED SCIENCE PROGRAMME

(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: BS 501, BS 503 or BS 504, BS 601, BS 602, BS 603, BS 604, BS 605, BS 606. 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 BS 607 is optional.

Timetabling

Units are presented over two evening time slots except for BS 601 and BS 606 which are intensive seminar blocks each conducted over three days. BS 601 is normally scheduled in the first half of the academic year. BS 606 is normally scheduled in November. The exact schedule for BS 601 and BS 606 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.

BS 601 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 the colleagues' presentations. Evaluation will be based upon the concepts enunciated in BS 501.

Assessment: One essay not exceeding 2000 words.

Prerequisite: BS 501.

References

As selected by the student following an extensive literature search process.

BS 602 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 BS 501.

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.

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.

Prerequisite: BS 501.

References

NUNNALLY, J. C. 1978. *Psychometric theory*. 2nd ed. New York, McGraw Hill.

BS 603 Statistical Analysis of Complex Designs

(18 hours)

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 principle components and factor analyses.

Assessment: One written assignment not exceeding 2000 words.

Prerequisite: BS 501.

References

KEPPEL, G. 1973. *Design and analysis: a researcher's handbook*. Englewood Cliffs, New Jersey. Prentice Hall.

KERLINGER, F. N. and PEDHAZUR, E. G. 1973. *Multiple regression in behavioural research*. Holt, Rinehart & Winston.

KIRK, R. E. 1972. *Statistical issues: a reader for the behavioural sciences*. Belmont, California, Brooks Cole.

BS 604 Applied Computing

(18 hours)

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.

Assessment: Completion of six practical computing exercises.

Prerequisite: BS 603.

References

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

BS 605 Advanced Issues in Research Design

(18 hours)

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; and power analysis.

Assessment: In conjunction with BS 606.

Prerequisite: BS 603.

References

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, New Jersey, Prentice Hall.

Additional references will be prescribed in class.

BS 606 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.

Assessment: One written assignment not exceeding 2000 words.

Prerequisites: BS 501, BS 503 or BS 504, BS 601, BS 602, BS 603, BS 604, BS 605.

BS 607 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 BS 600.

Assessment: Supervisor's report following discussions with student.

Prerequisite: None.

References

Individual reading lists will be provided as appropriate.

Postgraduate Studies

Two postgraduate courses are conducted by the Department of Behavioural Sciences. These courses are:

Graduate Diploma in Community Health

Graduate Diploma in Rehabilitation Studies

Admission Requirements

To be eligible for admission to these courses, applicants will normally be required to hold a degree or diploma in the health sciences or a related area. Applicants who hold a degree or diploma in another field, but for whom postgraduate studies in health sciences would be professionally relevant, will also be eligible for admission. In addition, provision is made for applicants who do not hold the academic qualifications normally required to become eligible for admission to the courses. To facilitate this, appropriate preliminary studies will be available.

Duration of Courses

Each course is offered on a part-time basis over two years. Students will be required to attend between five to seven hours of classes per week. Whilst arrangements vary slightly between particular courses, classes are generally held in late afternoons and evenings on one or two days per week. In addition, each course has requirements that students attend a small number of full-day workshops, seminars and/or field studies.

Staffing Arrangements

Each course is co-ordinated by a staff member who also takes a significant teaching load. Other teaching is provided by Institute staff and sessional staff with specialist expertise from industry, government and health settings.

Graduate Diploma in Community Health

Introduction

The course is aimed at developing the skills and knowledge of health professionals in community-based health care. Community health involves a focus on the health needs of populations, an emphasis on the prevention of illness and promotion of health; community involvement in decision-making and service delivery; an integrated multidisciplinary delivery of health care; and a commitment to appropriate research and evaluation.

The course is orientated to the needs of practising health professionals who will already have knowledge and skill in health care and who wish to develop and extend their professional expertise in the community approach to health care. The emphasis will be on development of skills through participation in practical work and the acquisition of knowledge from other students and teachers in task-orientated learning exercises.

Award

On successful completion of the course, a Graduate Diploma in Community Health is awarded to students by Lincoln Institute.

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.

BS 590 Introduction to Research and Statistics
(24 hours)

See descriptive entry page 209.

BS 591 Introduction to Behavioural Sciences
(24 hours)

See descriptive entry page 210.

AE 500 Academic Skills Acquisition
(12 hours)

See descriptive entry page 94.

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

BS 501 Introduction to Graduate Research Skills (5.5 modules)

(33 hours)

See descriptive entry page 201.

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 201.

HEALTH AND HEALTH CARE

BS 506 Influences on Health (3 modules)

(18 hours)

See descriptive entry page 202.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 202.

PROFESSIONAL FUNCTIONING

BS 507 Professional Roles (1 module)

(6 hours)

See descriptive entry page 202.

BS 508 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 202.

SPECIALIST CORE STUDIES

BS 540, BS 541, BS 542 and BS 543 are not available in 1983

BS 540 COMMUNITY HEALTH THEORY AND PRACTICE I (5 modules)

(30 hours)

See descriptive entry page 205.

BS 541 COMMUNITY NEEDS ASSESSMENT I (2 modules)

(12 hours)

See descriptive entry page 205.

BS 542 INTERPERSONAL SKILLS (4 modules)

(24 hours)

See descriptive entry page 205.

BS 543 HEALTH PROMOTION I (3 modules)

(18 hours)

See descriptive entry page 205.

Second Year

BS 550 COMMUNITY HEALTH THEORY AND PRACTICE II (3 modules)

(18 hours)

See descriptive entry page 206.

BS 551 COMMUNITY HEALTH RESEARCH AND EVALUATION (6 modules)

(36 hours)

See descriptive entry page 206.

BS 552 COMMUNITY NEEDS ASSESSMENT II (4 modules)

(24 hours)

See descriptive entry page 206.

BS 553 HEALTH PROMOTION II (5 modules)

(30 hours)

See descriptive entry page 206.

ELECTIVE STUDIES

Students must undertake 78 hours (13 modules) of elective studies. Details of elective subjects will be negotiated with individual students. Among the electives which may be offered are:

Independent Research Project in which students will actually undertake the research proposal developed in BS 551

Community Health Theory and Practice III (seminar series in which students explore theoretical and practical issues in community health, selected by them as being key issues)

Behaviour Modification in Health Care

Organisational Psychology

Introduction to Health Administration

Introduction to Rehabilitation

Stress and Stress Management

Group Processes

Political and Social Processes and Health

Computers in Community Health

Graduate Diploma in Rehabilitation Studies*Introduction*

Graduate students who undertake the course will already have some knowledge, abilities and skills in the area of rehabilitation. The course aims to consolidate and synthesise this knowledge and integrate it with additional knowledge, skills and values into a total concept of rehabilitation. A significant emphasis will be placed on the values associated with developing a global concept of rehabilitation of the individual. This emphasis will be achieved through an integrated focus on (a) the client, (b) multidisciplinary teamwork and (c) organisations and facilities.

Award

On successful completion of the course, a Graduate Diploma in Rehabilitation Studies is awarded to students by Lincoln Institute.

Assessment

Several techniques 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.

Preliminary Studies

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

BS 590 Introduction to Research and Statistics

(24 hours)

See descriptive entry page 209.

BS 591 Introduction to Behavioural Sciences

(24 hours)

See descriptive entry page 210.

AE 500 Academic Skills Acquisition

(12 hours)

See descriptive entry page 94.

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

BS 501 Introduction to Graduate Research Skills (5.5 modules)

(33 hours)

See descriptive entry page 201.

BS 503 Empirical Case Design (1.5 modules)

(9 hours)

See descriptive entry page 201.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 201.

HEALTH AND HEALTH CARE

BS 506 Influences on Health (3 modules)

(18 hours)

See descriptive entry page 202.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 202.

or

AE 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 94.

PROFESSIONAL FUNCTIONING**BS 508 Interprofessional Functioning (2 modules)**

(12 hours)

See descriptive entry page 202.

BS 509 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 202.

*or***BS 507 Professional Roles (1 module)**

(6 hours)

See descriptive entry page 202.

SPECIALIST CORE STUDIES**BS 520 REHABILITATION THEORY (2 modules)**

(12 hours)

See descriptive entry page 203.

BS 521 REHABILITATION ADMINISTRATION (2 modules)

(12 hours)

See descriptive entry page 203.

BS 523 REHABILITATION PSYCHOLOGY (4 modules)

(24 hours)

See descriptive entry page 203.

BS 526 INTERPERSONAL COUNSELLING SKILLS IN REHABILITATION (4 modules)

(24 hours)

See descriptive entry page 204.

BS 533 RESEARCH AND EVALUATION IN REHABILITATION (5 modules)

(30 hours)

See descriptive entry page 204.

*Second Year***BS 522 EVALUATIVE FIELD EXPERIENCE (1 module)**

(6 hours)

See descriptive entry page 203.

BS 524 THE REHABILITATION CLIENT IN SOCIETY (2 modules)

(12 hours)

See descriptive entry page 203.

BS 525 SOCIO-POLITICAL FACTORS IN REHABILITATION (2 modules)

(12 hours)

See descriptive entry page 203.

BS 530 CASEWORK MANAGEMENT (4 modules)

(24 hours)

See descriptive entry page 204.

**BS 531 THE ROLES OF PROFESSIONALS IN THE REHABILITATION TEAM
(3 modules)**

(18 hours)

See descriptive entry page 204.

BS 532 REHABILITATION ASSESSMENT (3 modules)

(18 hours)

See descriptive entry page 204.

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:

Independent Project

Medical Aspects of Disability

Comparative Systems of Rehabilitation

Advanced Interdisciplinary Functioning

Group Processes for Health Professionals

Vocational Psychology

Organisational Psychology

Sexuality Counselling

Department of Biological Sciences

Introduction to Biological Sciences

The Department 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 the 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 Department noticeboard. Attendance at laboratory classes is compulsory.

The Department 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.

The Department offers a Graduate Diploma in Ergonomics for the Health Sciences. Details of the requirements for the graduate diploma are given on pages 239-242.

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 Department 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.

Subjects in the Department of Biological Sciences

- BL 113 Physiology 1
- BL 121 Human Biology
- BL 122 Human Morphology and Function
- BL 125 Human Bioscience I
- BL 151 Basic Physical Science
- BL 152 General Science
- BL 155 Applied General Science
- BL 160 Science for Physiotherapy
- BL 161 Principles of Biology
- BL 162 Histology
- BL 163 Applied Physics
- BL 165 Physical Science for Podiatry
- BL 166 Cell Biology and Histology for Podiatry
- BL 182 Anatomy for Prosthetics and Orthotics
- BL 183 Anatomy I for Podiatry
- BL 184 Anatomy for Communication Disorders

- BL 211 Neurosciences for Orthoptics
- BL 215 Physiology II
- BL 218 Neurophysiology
- 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 273 Medical Science for Podiatry
- BL 274 Medical Science for Prosthetics and Orthotics
- BL 275 Introduction to Pharmacology
- BL 281 Neuroanatomy
- BL 282 Anatomy II for Podiatry
- BL 310 Physiology III
- BL 311 Motor Control
- BL 312 Cardiopulmonary Responses
- BL 313 Muscle Physiology
- BL 314 Sensory Processes
- BL 316 Physiology of Exercise
- BL 317 Growth and Aging
- BL 320 Physiology III with Laboratory Studies
- BL 321 Advanced Laboratory Studies in Physiology
- BL 325 Human Bioscience III
- BL 370 Medical Sciences for Orthoptics
- BL 511 Neurophysiology A
- BL 512 Neurophysiology B
- BL 513 Respiration and Circulation A
- BL 514 Work Physiology
- BL 515 Physiology of Neurological and Musculo-Skeletal Systems
- BL 516 Respiration and Circulation B
- BL 517 Growth, Development and Aging
- BL 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate
- BL 522 Human Reproductive Physiology and Anatomy
- BL 524 Introduction to Ergonomics (Biological)
- BL 525 Biological Bases of Ergonomics
- BL 526 Introductory Applied Human Bioscience
- BL 527 Applied Human Bioscience A
- BL 528 Applied Human Bioscience B
- BL 529 Advanced Human Bioscience
- BL 531 Theory and Rationale of Ergonomics
- BL 532 Ergonomics in the Workplace
- BL 533 The Working Environment
- BL 540 Physiology and Pathophysiology of Aging
- BL 551 Introduction to Ergonomics (Physical Sciences)
- BL 555 Applied General Science
- BL 558 Physical Sciences Elective
- BL 560 Arthrology
- BL 569 Genetics and Embryology
- BL 580 Human Embryology
- BL 584 Histology
- BL 585 Anthropometry
- BL 599 History and Philosophy of Science
- BL 626 General and Clinical Pathology A
- BL 627 General and Clinical Pathology B
- BL 631 Work Systems
- BL 632 Information Processing
- BL 633 Applied Ergonomics Seminars
- BL 634 Directed Project

Details of Subjects

BL 113 PHYSIOLOGY I

(OT 80 hours; P & O 85 hours; Pod 68 hours)

This subject is taught by lectures supported by tutorials and laboratory classes. The study of human function is introduced with the properties of living cells and the concept of homeostasis, followed by systemic physiology. This involves the examination of organ systems and the integration of their functions in the whole human organism. Systems studied include cardiovascular, respiratory, digestive, renal, nervous, endocrine and musculo-skeletal.

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

For students taking either BL 182 Anatomy for Prosthetics and Orthotics, or BL 282 Anatomy II for Podiatry, combined physiology and anatomy demonstrations will replace the laboratory programme. The demonstrations are an integrated presentation of relevant material from both disciplines.

Prerequisite or corequisite: BL 182 or BL 183 or OT 130.

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.

BL 121 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

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

BL 122 HUMAN MORPHOLOGY AND FUNCTION

(95 hours)

This subject, for first-year Communication Disorders and Orthoptics students, is presented as lectures and fortnightly tutorials conducted over the three terms. Modern concepts of anatomy and physiology are presented concurrently in a series of modules. The modules give an integrated study of the structure and function of related body systems, i.e. cellular structure, function, differentiation and reproduction; excitable tissues; muscle and skeleton; lung; circulatory system; nutritional requirements and elimination of metabolic wastes; control mechanisms and reproduction.

In addition to 77 hours of lectures and tutorials this programme has 18 hours of laboratory work. The laboratory experiments and demonstrations illustrate some of the principles presented in the lecture series and introduce the student to some common techniques used in the study of human body systems.

Students are expected to purchase a laboratory manual before their first practical class.

Prescribed Text

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

Introductory Reading

Students entering the course without a pass in HSC Biology should read one of the following before the start of first term:

- (a) SCHMIDT-NIELSEN, K. 1970. *Animal physiology*. 3rd ed. Englewood Cliffs, New Jersey., Prentice Hall.
- (b) Relevant chapters from the current HSC Biology text, particularly those dealing with basic cellular processes.

BL 125 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*. 3rd 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.

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.

BL 151 BASIC PHYSICAL SCIENCE

(54 hours)

This subject is taught as a lecture/demonstration/practical work programme and is comprised of two modules. Basic Electronics provides an introduction to electrical concepts and electronics as applied to orthoptics. Topics include electrical safety and electro-diagnosis. Optics introduces the physics of light with emphasis on the laws of reflection and refraction and the properties of prisms and lenses.

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

BL 152 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

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

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

BL 155 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 organic chemistry. Topics in physics include radioactivity and nuclear medicine, basic electricity, and mechanics.

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

BL 160 SCIENCE FOR PHYSIOTHERAPY**BL 161 Principles of Biology**

(56 hours)

This subject is designed to provide a foundation for the study of physiology (BL 215). A general introduction to cell biology is followed by material covering physical and chemical aspects of biological systems. Topics included are: cell types and structure, organic chemistry with emphasis on macromolecules, cell membrane structure and its relation to biological role, excitable cells and the action potential, principles of chemical reactions, cellular metabolism and energetics, acid/base theory with emphasis on buffer systems, and genetics. It is taught as a lecture series.

Prescribed Text

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

BL 162 Histology

(40 hours)

A theoretical and practical programme to include an introduction to microscopy, histological technique, cell structure and differentiation; basic structure of tissues with particular emphasis on muscle, nerve and skeletal tissues; histology of certain organs of the cardiovascular, digestive, respiratory, and urino-genital systems; and exocrine and endocrine glands. Records of practical work contribute to final assessment in this subject.

Corequisite: BL 161.

Prescribed Text

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

BL 163 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.

BL 165 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.

BL 166 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: BL 165.

Prescribed Text

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

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(104 hours)

This is a course of general anatomy followed by more detailed regional anatomy of the upper and lower limbs and vertebral column. The course consists of lectures, demonstrations, tutorials and practical classes.

Corequisite: BL 113.

Prescribed Texts

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

This book may also be used for BL 113, Physiology I.

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

Reference Books

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

BL 183 ANATOMY I FOR PODIATRY

(54 hours)

This comprises an introductory lecture course of general anatomy in term 1 followed by more detailed regional anatomy in terms 2 and 3. Methods of teaching in regional anatomy will include lectures, discussions, demonstrations and practical classes; topics to be covered include functional anatomy of the leg and foot, together with applied anatomy, radiology and surface anatomy of the regions studied.

Prescribed Texts

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

- ROMANES, G. J. 1976. *Cunningham's manual of practical anatomy*. Vol. 1. Upper and lower limbs. 14th ed. London, Oxford University Press.

- JAMIESON, E. G. (rev. R. Walmsley and T. R. Murphy) 1971. *Jamieson's illustrations of regional anatomy: lower limb. Section VII*. 9th ed. Edinburgh, Churchill Livingstone.

Reference Books

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

BL 184 ANATOMY FOR COMMUNICATION DISORDERS

(49 hours)

This course 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 functional anatomy of the head, neck and thorax in relation to the mechanisms of speech and hearing.

Prescribed Texts

ZEMLIN, W. 1968. *Speech and hearing science; anatomy and physiology*. 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.

BL 211 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 BL 122.

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

DAYSON, 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.

BL 215 PHYSIOLOGY II

(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, the cardiovascular system, the lung, the alimentary canal, the kidney, the endocrine glands and the nervous system.

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

Prerequisite: BL 160.

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.

BL 218 NEUROPHYSIOLOGY

(12 hours)

The neurophysiological bases of man's somaesthetic abilities are considered in the first part of this unit, followed by an examination of the major contributions made by various segmental and suprasegmental sources to motor control.

Prescribed Texts

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.

BL 225 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.

Areas of major focus 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. Seminar participation in the following areas will be included: stress and adaptation; complications of bed rest; and pain and sleep.

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, seminars and laboratory classes.

Prerequisite: BL 125.

Prescribed Texts

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

GUYTON, A. C. 1980. *Physiology of the human body*. 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.

BL 253 BIOMECHANICS FOR PROSTHETICS AND ORTHOTICS

(51 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: BL 152.

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, Lea and Febiger.

BL 254 BIOMECHANICS FOR PODIATRY

(57 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: BL 165.

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.

BL 271 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 auto-immunity, vascular disturbances 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 BL 215 Physiology II.

Prerequisite: BL 160 or its equivalent.

Corequisite: Enrolment in BL 215.

Prescribed Texts

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

A list of suggested reference books on systematic pathology will be supplied at the commencement of the course.

BL 272 MEDICAL SCIENCE

(29 hours of lectures)

This course comprises an introduction to the principles of general pathology and pathophysiology as outlined in BL 271. 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 BL 275 Introduction to Pharmacology.

Prerequisite: BL 121 or its equivalent.

Prescribed Texts

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.

and

GIBSON, J. 1979. *Modern medicine for nurses*. 4th ed. Oxford, Blackwell.

Reference Books

A list of suggested reference books will be supplied at the commencement of the course.

BL 273 MEDICAL SCIENCE FOR PODIATRY

(27 hours of lectures)

This course has basically two components. Initially general pathology is discussed; this includes the aetiology and pathogenesis of such processes as inflammation, neoplasia, vessel diseases, infection and immune disorders.

The second part of the course covers subjects in systemic pathology of particular relevance to podiatrists. This includes diabetes, circulatory disorders, calcium metabolism and neurologic conditions.

Corequisite: Enrolment in BL 113.

Reference Books

- 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.

BL 274 MEDICAL SCIENCE FOR PROSTHETICS AND ORTHOTICS

(26 hours of lectures)

This course is sub-divided into three parts:

- General pathological processes are discussed, including inflammation, infection, neoplasia and circulatory disorders.
- Systemic conditions of particular relevance to prosthetists and orthotists are discussed, including diabetes, peripheral vascular disease and trauma.
- Neurological conditions are considered; this section reviews neuroanatomy and discusses nervous system diseases of particular interest.

Prerequisite: BL 113 or equivalent.

Corequisite: BL 281.

Reference Books

- 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.

BL 275 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 BL 272 Medical Science.

Prerequisite: BL 121 or its equivalent.

Corequisite: Enrolment or previous pass in BL 272.

Prescribed Text

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

Reference Books

- ASHLEY, M. H. 1982. MIMS, Artarmon, Intercontinental Medical Statistics Publishing.
 WADI, A. ed. 1977. *Martindale: the extra pharmacopoeia*. 27th ed. London, The Pharmaceutical Press.

BL 281 NEUROANATOMY

(12 hours)

This will be a course of 10 lectures and two workshops dealing with the functional anatomy of the central nervous system.

Prerequisites: BL 113 and either BL 182 or OT 130.

Recommended Text

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

This is an excellent text and reference book which interested students could use over many years.

Reference Books

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

BL 282 ANATOMY II FOR PODIATRY

(75 hours)

In terms 1 and 2 this subject 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. In term 3, students will have the chance of participating in projects involving dissection, seminar presentation or written assignment.

Prerequisite: BL 183.

Corequisite: BL 113.

Prescribed Texts

- ROMANES, G. J. 1976. *Cunningham's manual of practical anatomy*. Vol. I. Upper and lower limbs. 14th ed. London, Oxford University Press.
- JAMIESON, E. B. (rev. R. Walmsley and T. R. Murphy) 1971. *Jamieson's illustrations of regional anatomy: lower limb. Section VII*. 9th ed. Edinburgh, Churchill Livingstone.

Reference Books

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

BL 310 PHYSIOLOGY III

This subject consists of completion of four of the units BL 311 — 317.

Prerequisite: BL 215 or its equivalent.

BL 311 Motor Control

(14 hours)

This unit examines the neurophysiology of sensori-motor mechanisms involved in movement. Orientation will be towards understanding human motor behaviour and wherever possible attention is directed to neurophysiological investigations in man and the motor effects of damage to the human central nervous system.

Reference Books

Reference lists will be provided throughout the duration of this unit.

BL 312 Cardiopulmonary Responses

(14 hours)

This unit examines selected aspects of the function of the cardiovascular and respiratory systems in man. Topics studied will include: the development of the foetal lung; cardiovascular and respiratory function at the onset of air breathing in the neonate; pathophysiology of some common abnormalities of the respiratory and circulatory systems of the new born; cardiovascular adjustment to posture change, exercise and prolonged bed rest; stress and the cardiovascular system; and exercise and the ischemic heart.

Prescribed Text

- SMITH, J. J. and KAMPINE, J. P. 1980. *Circulatory physiology — the essentials*. Baltimore, Williams & Wilkins.

Reference Books

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

BL 313 Muscle Physiology

(14 hours)

The physiology of skeletal muscle is studied indepth.

Particular importance is placed on:

- (a) the origin, recording and interpretation of the electromyogram;
- (b) functional and morphological differences between muscle fibres; and
- (c) mechanical aspects of muscle contraction in different situations.

Some recent advances in smooth muscle physiology will be introduced.

Reference Material

Reference lists will be provided throughout the presentation of this unit. Considerable use will be made of journal articles.

BL 314 Sensory Processes

The neural mechanisms of the nervous system which contribute to the processing of sensory information are examined. Particular emphasis is given to the areas of sensory physiology which are relevant to physical therapy. In addition, higher

functions of the nervous system, such as learning, motivation and memory, are studied.

Reference Book

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

BL 316 Physiology of Exercise

(14 hours)

The physiological characteristics that contribute to the ability of the human body to perform external work are considered. Both the immediate physiological responses to a bout of exercise and the long-term adaptations to habitual exercise are examined. Methods of assessing work capacity are evaluated. Some factors that affect work capacity are also investigated.

Prescribed Text

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

BL 317 Growth and Aging

(14 hours)

Possible physiological definitions of growth and aging are explored. Growth and maturation of both tissues and body systems from the foetus to the adult individual are studied. The control of growth and factors affecting it are discussed.

Theories of aging are presented and the physiological changes occurring with increasing age studied.

References

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

BL 320 PHYSIOLOGY III WITH LABORATORY STUDIES

This subject is designed to provide students with a further study in physiology, particularly in the area of laboratory measurement of physiological parameters. Students are required to complete one of the units BL 311 to 317 and the associated assessment. In addition students will be required to complete BL 321 Advanced Laboratory Studies in Physiology.

Prerequisite: BL 215 or its equivalent.

BL 321 Advanced Laboratory Studies in Physiology

(42 hours)

Students will be introduced to some appropriate experimental techniques and will carry out laboratory investigations in the areas of: cardiovascular physiology, exercise physiology, neurophysiology, muscle physiology and biomechanics. The programme will include some study of relevant literature.

Reference Books

Reading guides will be issued during the course. Students will be expected to purchase laboratory guides.

BL 325 HUMAN BIOSCIENCE III

(44 hours)

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

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

Prerequisites: BL 125 and BL 225.

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.

BL 370 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, the immune response, 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: BL 122 or its equivalent.

Reference Books

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.

BL 511 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*. Baltimore, 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. Butterworths.
ASTRAND, P. O. and RODAHL, K. 1977. *Textbook of work physiology*. 2nd ed. New York, McGraw Hill.

BL 512 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: BL 511.

References

Selected journal articles and symposia publications.

BL 513 RESPIRATION AND CIRCULATION A

(18 hours lectures and small group discussions)

The physiology of the pulmonary and cardiovascular system will be examined at rest, during posture change and exercise. Methods used to evaluate function of both respiratory and cardiovascular function will be studied. The pathophysiology of some common disorders of respiratory and cardiovascular function, assessment of disordered function and some aspects of relevant pharmacology are included in the subject.

Prerequisite: BL 215 or equivalent.

Reference Books

RUSHMER, R. 1976. *Structure and function of the cardiovascular system*. Philadelphia, W. B. Saunders.
or
BERNE, R. M. and LEVY, M. N. 1977. *Cardiovascular physiology*. St. Louis, C. V. Mosby Co.
COMROE, J. H. 1974. *Physiology of respiration*. 2nd ed. Chicago, Year Book Medical Publishers.
WEST, J. B. 1979. *Respiratory physiology — the essentials*. 2nd ed. Baltimore, Williams and Wilkins.
SMITH, J. J. and KAMPINE, J. P. 1980. *Circulatory physiology — the essentials*. Baltimore, Williams & Wilkins.

BL 514 WORK PHYSIOLOGY

(12 hours of lectures and laboratory class)

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

Prerequisite: BL 215 or equivalent.

Reference Book

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

BL 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(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., LEONHARDT, H. and PLATZER, W. 1978. *Colour atlas and textbook of human anatomy*. Stuttgart, George Thieme.

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

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

BL 516 RESPIRATION AND CIRCULATION B

(12 hours group discussions and problem-solving exercises)

This programme is designed to extend the student's understanding of the pathophysiological basis of common disorders of cardiovascular and respiratory function. It will be conducted as group sessions with problem solving as the emphasis of the sessions.

Prerequisite: BL 513.

Prescribed Text

SMITH, J. J. and KAMPINE, J. P. 1980. *Circulatory physiology — the essentials*. Baltimore, Williams & Wilkins.

Reference Books

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

BL 517 GROWTH, DEVELOPMENT AND AGING

(18 hours)

This programme is designed for students who wish to extend their knowledge and understanding of biological growth, development and aging of the human body. Possible physiological definitions of development and aging are explored. Growth and maturation of body tissues and systems are studied. Aspects for discussion include: Is there a theory of development?, nature of development, gene regulation in differentiation and development, factors affecting development, and development and pathology. Biological aging will receive major emphasis, current theories of aging, longevity, control systems, immunology, nutrition, biological changes, adaptation and pathology will be included.

Prerequisites: BL 527 and BL 528.

Reference Books

Students are 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.

BL 521 CARDIOPULMONARY RESPONSES IN PREGNANCY, THE FOETUS AND THE NEONATE

(12 hours)

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

Prerequisite: BL 513.

Reference Book

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

BL 522 HUMAN REPRODUCTIVE PHYSIOLOGY AND ANATOMY

(12 hours)

This unit consists of two parts: the first deals with the anatomy and physiology of the male and female reproductive systems at all stages from embryonic development to the adult; and the second examines the anatomy and physiology of pregnancy and fertility. Some aspects of pathophysiology of human reproduction will be covered in both units.

Prerequisite: BL 215 or its equivalent.

References

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

BL 524 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 BL 525.

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

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

BL 525 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: BL 524 or equivalent, BL 551 or equivalent.

BL 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE

(36 hours)

This programme gives an introduction to cell biology including 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, 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.

BL 527 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 together with the resultant integration of the organ systems.

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. E. 1978. *Functional human anatomy*. 3rd ed. Philadelphia, Lea and Febiger.

GUYTON, A. C. 1980. *Physiology of the human body*. 6th ed. Philadelphia, Saunders.

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

BL 528 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 BL 527 and complements it. Aspects of functional, regional and surgical anatomy will be developed further in this unit.

Prerequisite: BL 527.

Prescribed Texts

As for BL 527.

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.

BL 529 ADVANCED HUMAN BIOSCIENCE

(27 hours)

This programme encompasses an indepth study of selected concepts of human bioscience and pathology, demonstrating correlation and integration of various fields of bioscience necessary for a comprehensive understanding of bodily function.

Areas of study will include the application of known theory to the whole person and prediction of the consequence to body function in a situation beyond the control of the homeostatic mechanisms.

Prerequisites: BL 527 and BL 528.

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.

BL 531 THEORY AND RATIONALE OF ERGONOMICS

(6 hours)

This unit introduces students to the philosophical bases of ergonomics, historical development of ergonomic thought, 'classical' ergonomics, 'systems' ergonomics, applications and interdisciplinary issues.

BL 532 ERGONOMICS IN THE WORKPLACE

(9 hours)

This unit covers the man-machine model; allocation 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. It also covers the meaning of systems ergonomics.

BL 533 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 domestic environments; introduction to the man-environment model; vision, lighting and colour; sound, noise and vibration; climatic factors, natural and artificial; relevant architectural factors; codes of practice; and industrial processes and equipment (selected topics).

Prerequisite: BL 551 or equivalent

BL 540 PHYSIOLOGY AND PATHOPHYSIOLOGY OF AGING

(18 hours)

This unit consists of three modules which examine possible mechanisms of the aging process; age-related changes in body systems; and the pathophysiology of aging.

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.

BL 551 INTRODUCTION TO ERGONOMICS (PHYSICAL SCIENCES)

(12 hours)

This unit covers measurement; basic physical quantities; introduction to statistics; kinematics — equations of motion, vectors and scalars, measurement of physical quantities; and other topics.

BL 555 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 organic chemistry. Topics in physics include radioactivity and nuclear medicine, basic electricity and mechanics. Students will be advised during the course of relevant reference material.

BL 558 PHYSICAL SCIENCES ELECTIVE

(27 hours)

A lecture/laboratory programme of topics in physics and chemistry which form a foundation for the understanding of biological sciences and nursing. This unit is designed to complement and extend the material included in BL 555.

The programme is comprised of three topics selected from the following: biological molecules, biochemical reactions, electricity and electronics, radioactivity and nuclear medicine, acids and bases, fluids and biomechanics.

Prerequisite: BL 555.

Prescribed Text

Appropriate texts and references will be nominated according to the students' choice of topics.

BL 560 ARTHROLOGY

(24 hours lectures)

This unit provides the student with a knowledge at graduate level of the following: histology and histochemistry of connective tissues and joint structures; mechanical properties of connective tissues; biomechanics of selected peripheral joints and the spine; and the effect of various therapeutic modalities on joint structures and function.

Reference Books

- FRANKEL, V. H. and NORDIN, M. 1980. *Basic biomechanics of the skeletal system*. Lea and Febiger.
HAMMERSON, F. 1980. *A color atlas of cytology, histology and microscopic anatomy*. 2nd ed. Munich, Urban and Schwarzenberg.
ALBRIGHT, J. A. and BRAND, R. A. 1979. *The scientific basis of orthopaedics*. Appleton.

Selected journal articles from:

- Journal of Bone and Joint Surgery*
Journal of Biomechanics
Journal of Connective Tissue Research
International Review of Cytology

BL 569 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 embryology from the fertilised ovum to primary organogenesis. Some clinical aspects of early development, abnormal development and congenital malformations will also be dealt with.

Prerequisites: BL 527 and BL 528.

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.

BL 580 HUMAN EMBRYOLOGY

(12 hours lectures and laboratory)

This unit studies early human embryology from fertilisation to organogenesis. 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.

BL 584 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: BL 162 or selected readings from a basis 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.

BL 585 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.

BL 599 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: BL 527 and BL 528.

Prescribed Text

CHALMERS, A. F. 1976. *What is this thing called science?* N.S.W., 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.

BL 626 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; neoplasia; immune disorders; fluid and haemodynamic disturbances; and nervous cardiac and respiratory pathology.

Prerequisites: BL 527 and BL 528.

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.

BL 627 GENERAL AND CLINICAL PATHOLOGY B

(27 hours)

These modules complement those studies in BL 626.

Areas studied include: environmental, endocrine, hematopoietic, renal, gastrointestinal and reproductive pathology, and nutritional factors in disease.

Prerequisites: BL 527 and BL 528.

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.

BL 631 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.

BL 632 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.

BL 633 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. Examples of topics dealt with in the past include aging workers, architectural issues, community health, the design of nursing homes, clinical decision-making and screening procedures, queues, health education, hospital administration systems, design of kitchens, lifting and handling, physical fitness and its assessment, protective devices and their design, repetition injuries, safety in school, and urban factors.

This list will be extensively modified to meet the needs and interest of students and of available lecturers and guests.

BL 634 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.

Graduate Diploma in Ergonomics for the Health Sciences

Introduction

Ergonomics is the scientific study of human beings interacting with their occupations and their environments. Its purpose is to improve the total well-being of people at work and at leisure. Ergonomics uses the data and methods of the physical, life and biological sciences to improve the safety and efficiency of systems within which human beings live and work. It also enhances peoples' health, welfare and satisfaction, introduces improved working methods, and can bring appreciable gains in productivity to the work place.

During the 1940s and early 1950s, ergonomics was based mainly on the human sciences, especially upon psychology and physiology. In the intervening years the contributions of the engineering sciences have increased steadily, and applications to the design, use and maintenance of equipment, procedures and socio-technical systems have proliferated.

Ergonomics studies man from numerous perspectives. He is seen as an occupant of workspaces (with anatomical, dimensional, physiological, perceptual, responsive and motivational characteristics); as a source of energy; as an information processor; as a decision-maker; as a controller; as a person with attitudes, motives and emotions; and as a member of social groups.

This means that the ergonomics curriculum necessarily includes a broad variety of contributions from the physical and life sciences. The unifying bias in this particular course is towards health care, through the design and development of systems which enhance good health.

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.

Award

On successful completion of the course, a Graduate Diploma in Ergonomics for the Health Sciences is awarded to students by Lincoln Institute of Health Sciences.

Preliminary Studies

Some students may be required to undertake some preliminary studies prior to the commencement of the academic year.

Applicants should seek the advice of the Department of Biological Sciences concerning requirements for completion of preliminary studies.

The following units are offered:

BS 590 Introduction to Research and Statistics
(24 hours)

See descriptive entry page 209.

BS 591 Introduction to Behavioural Sciences
(24 hours)

See descriptive entry page 210.

AE 500 Academic Skills Acquisition

(12 hours)

See descriptive entry page 94.

Course Outline

Subjects taken in the course are set out below.

First Year

BASIC STUDIES

Basic Studies consists of three major subject areas:

RESEARCH AND EVALUATION

BS 501 Introduction to Graduate Research Skills (5.5 modules)

(33 hours)

See descriptive entry page 201.

BS 503 Empirical Case Design (1.5 modules)

(9 hours)

See descriptive entry page 201.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 201.

HEALTH AND HEALTH CARE

Students should take at least three modules (18 hours)

BS 506 Influences on Health (3 modules)

(18 hours)

See descriptive entry page 202.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 202.

AE 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 94.

PROFESSIONAL FUNCTIONING

Students may elect to take some of the following:

AE 502 Legal and Ethical Elements of Professional Practice (1 module)

(6 hours)

See descriptive entry page 95.

BS 507 Professional Roles (1 module)

(6 hours)

See descriptive entry page 202.

BS 508 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 202.

BS 509 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 202.

SPECIALIST CORE STUDIES**BL 524 INTRODUCTION TO ERGONOMICS (BIOLOGICAL) (2 modules)**

(12 hours)

See descriptive entry page 233.

BL 525 BIOLOGICAL BASES OF ERGONOMICS (6 modules)

(36 hours)

See descriptive entry page 233.

BL 531 THEORY AND RATIONALE OF ERGONOMICS (1 module)

(6 hours)

See descriptive entry page 235.

BL 532 ERGONOMICS IN THE WORKPLACE (1.5 modules)

(9 hours)

See descriptive entry page 235.

BL 533 THE WORKING ENVIRONMENT (4 modules)

(24 hours)

See descriptive entry page 235.

**BL 551 INTRODUCTION TO ERGONOMICS (PHYSICAL SCIENCES)
(2 modules)**

(12 hours)

See descriptive entry page 235.

BS 570 SENSORY PROCESSES (1 module)

(6 hours)

See descriptive entry page 208.

BS 573 PEOPLE AT WORK (1.5 modules)

(9 hours)

See descriptive entry page 208.

BL 585 ANTHROPOMETRY (2 modules)

(12 hours)

See descriptive entry page 237.

Second Year**BL 631 WORK SYSTEMS (3 modules)**

(18 hours)

See descriptive entry page 238.

BL 632 INFORMATION PROCESSING (2 modules)

(12 hours)

See descriptive entry page 238.

BL 633 APPLIED ERGONOMICS SEMINARS (6 modules)

(36 hours)

See descriptive entry page 238.

BL 634 DIRECTED PROJECT (5 modules)

(30 hours)

See descriptive entry page 238.

ELECTIVE STUDIES

Students must undertake 78 hours (13 modules) of elective studies. Details of elective studies available in 1984 have not been finalised. Students will be informed, during the 1983 academic year, of the units to be offered in 1984. Units will be selected from topics including:

Safety and Accidents
Learning and Skilled Performance
Implementing Change
Advanced Job Analysis
Advanced Workplace Design
Displays and Controls
Training and Learning
Design Methods
Advanced Research Design in Ergonomics
Independent Project

Students may include among their elective studies some additional units of Basic Studies.

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) × |
| Health Administration | (Health Administration and Education) |
| Manipulative Therapy | (Physiotherapy) |
| Physiotherapy | (Physiotherapy) |
| Rehabilitation Studies | (Behavioural Sciences) — |

With the exception of the Graduate Diploma in Manipulative Therapy, all graduate diploma courses consist of 60 modules of coursework, equivalent to 360 hours of total contact time. In addition, certain students may be required to undertake preliminary studies prior to the commencement of the academic year of intake for their course. The overall structure for graduate diploma courses is:

Preliminary Studies — maximum 20 modules (120 hours)

Postgraduate Basic Studies — maximum 15 modules (90 hours)

Specialist Core Studies — maximum 40 modules (240 hours)

Elective Studies — minimum 13 modules (78 hours)

Outline of Courses

An outline of the graduate diploma courses is provided below. Further details of the content of each course is to be found under the entries for the respective Schools and Departments elsewhere in the handbook.

PRELIMINARY STUDIES

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

BS 590 Introduction to Research and Statistics

BS 591 Introduction to Behavioural Sciences

AE 500 Academic Skills Acquisition

Plus preliminary studies in any of the specialist areas.

BASIC STUDIES

These consist of three major subject areas:

Research and Evaluation

Students can take a maximum of seven (7) modules.

BS 501 Introduction to Graduate Research Skills (5.5 modules)

BS 503 Empirical Case Design (1.5 modules)

or

BS 504 Survey and Interview Techniques (1.5 modules)

Health and Health Care

Students can take a maximum of five (5) modules.

BS 506 Influences on Health (3 modules)

BS 512 Health Care Organisation and Models of Delivery (2 modules)

AE 501 Quality Assurance in Health Care (2 modules)

Professional Functioning

Students can take a maximum of three (3) modules.

AE 502 Legal and Ethical Elements of Professional Practice (1 module)

BS 507 Professional Roles (1 module)

BS 508 Interprofessional Functioning (2 modules)

BS 509 Client-Professional Interactions (1 module)

Specialist Core Studies

These represent the core studies of the postgraduate course for which students enrol.

Elective Studies

(minimum 13 modules — 78 hours)

Elective studies will include further units developing 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 and Departments responsible for courses.

Master of Applied Science

The Institute offers a programme leading to the degree of Master of Applied Science by thesis. Candidates are required to undertake a research programme in the health sciences leading to the presentation of a major thesis. They must also complete a course in research methodology; the course offered by the Institute is BS 600 (see descriptive entry page 210). Further details may be obtained from the Secretary, Research and Higher Degrees Committee, Lincoln Institute of Health Sciences. The regulations governing the Masters Programme may be found on page 45.

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 168 000 print volumes, and receives over 850 journals. Non-print materials include anatomical models, slides, films, filmstrips, audio cassette tapes, multi-media kits, records and video cassettes. Slide viewers, cassette players, calculators, typewriters 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 Libraries 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. New 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 detailed on page 52.

Media and Technical 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.

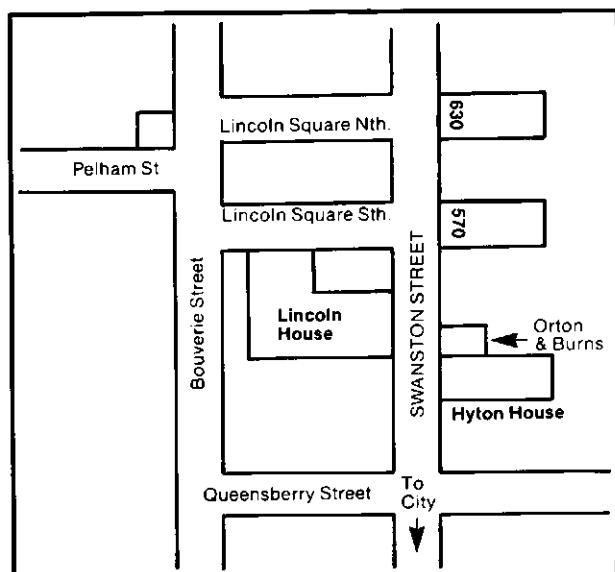
Through the equipment pool, equipment is available both for the creation and presentation of educational media.

Media services is responsible for the production of audio visual teaching materials for staff members and to this end provides a $\frac{3}{4}$ 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.

Location of Schools and Departments

CARLTON CAMPUS



CARLTON CAMPUS

BUILDING A

| | |
|--------------|-----------------------------------|
| Ground Floor | Central Administration |
| First Floor | Library |
| Second Floor | School of Occupational Therapy |
| Third Floor | School of Physiotherapy |
| Fourth Floor | School of Communication Disorders |

BUILDING B

| | |
|--------------|-------------------------|
| Ground Floor | Cafeteria |
| First Floor | Student Services Office |

BUILDING C

| | |
|--------------|---|
| Ground Floor | School of Orthoptics |
| First Floor | School of Health Administration and Education |

BUILDING D

| | |
|--------------|-------------------------------------|
| Ground Floor | School of Prosthetics and Orthotics |
|--------------|-------------------------------------|

BUILDING E

| | |
|--------------|---|
| Ground Floor | School of Health Administration and Education |
| | Department of Behavioural Sciences |

BUILDING F

| | |
|-------------|---|
| First Floor | Student Administration and Careers Office |
|-------------|---|

BUILDING G

| | |
|--|-----------------------------------|
| | Department of Biological Sciences |
|--|-----------------------------------|

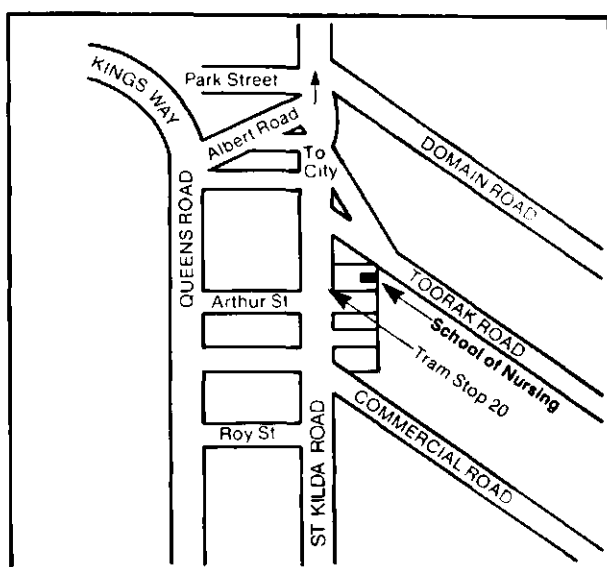
The School of Nursing is located on a separate campus at 2-6 Arthur Street, Melbourne 3004.

The School of Podiatry is located on a separate campus at St Helliers Street, Abbotsford 3067.

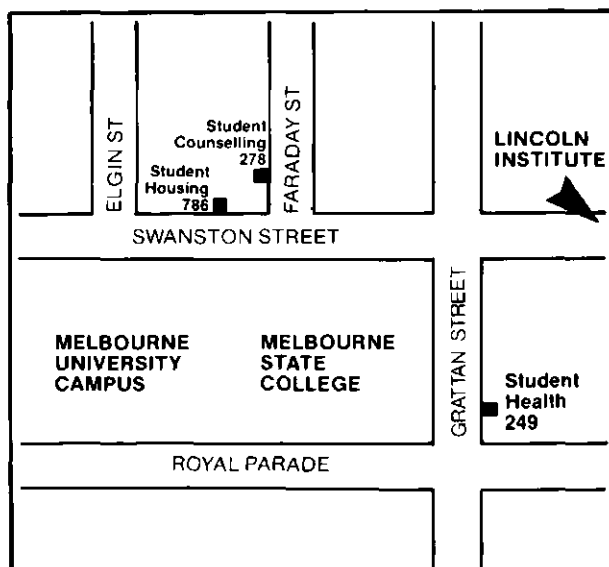
SCHOOL OF NURSING

At College of Nursing, Australia Building
2-6 Arthur Street, Melbourne 3004

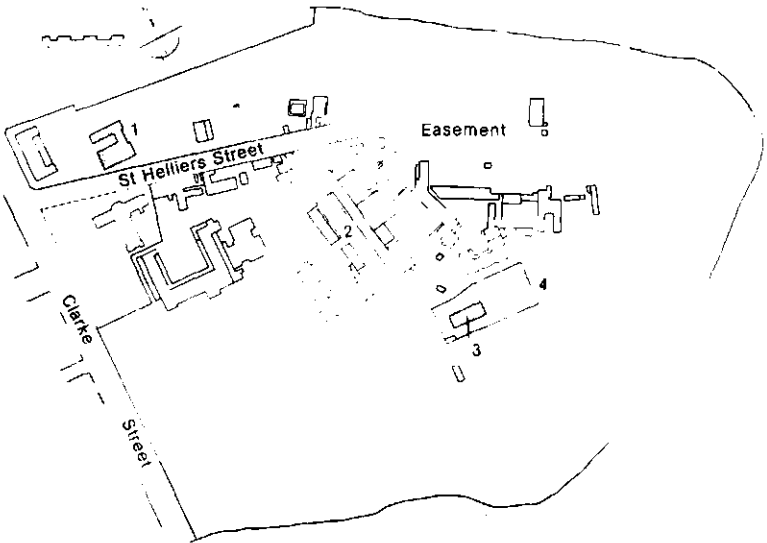
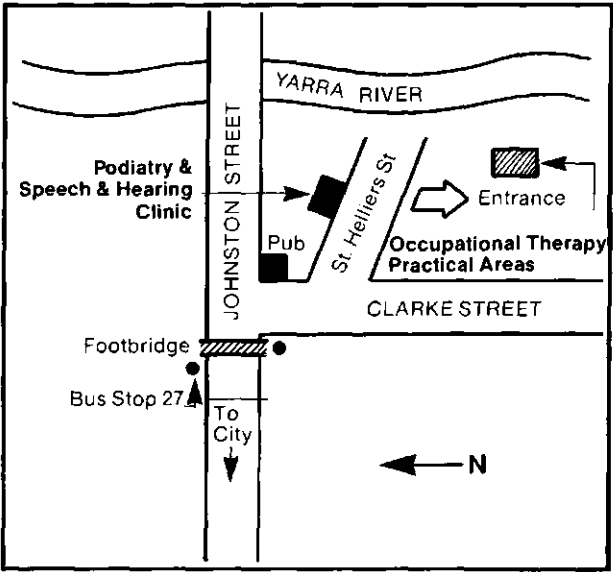
Telephone: 26 4495
267 2176



STUDENT COUNSELLING, HEALTH AND HOUSING SERVICES



ABBOTSFORD CAMPUS
St Helliers Street Abbotsford 3067
Telephone: 419 2977



Buildings for Lincoln Institute use

- 1. School of Podiatry Clinic
Speech and Hearing Clinic
- 2. School of Occupational
Therapy practical areas and
staff offices
School of Podiatry staff offices
Common teaching rooms
- 3. Swimming pool
- 4. Tennis courts

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

2001. 2002.



C 01286 4387 B

32934012864387

Bundoora Reference

378.9451 L364c.a

1983

Lincoln Institute of Health

Sciences.

Handbook.

DATE RECEIVED

44

NO FOR LOAN



C3 2934 01286 4387

