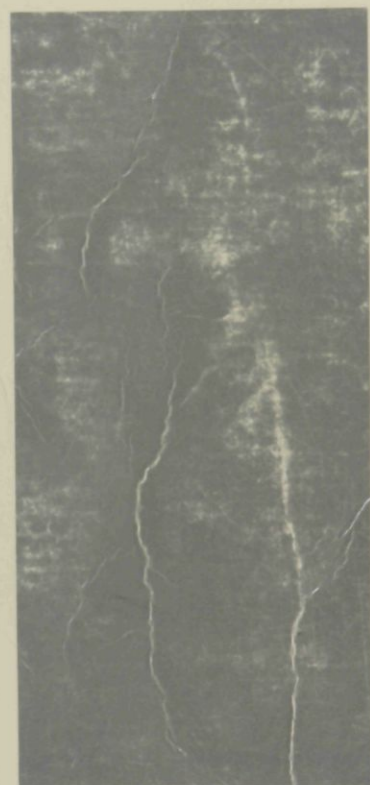


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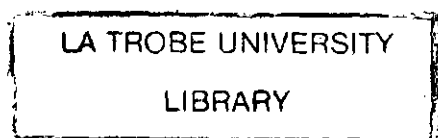


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Carlton, Victoria 3053

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Lincoln Institute of Health Sciences is at three locations; the addresses are as follows (location maps are on pages 235-237).

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 Helliers 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)

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Principal Dates 1982

Term Dates

15 February — 19 February	Orientation Week
22 February — 30 April	First Term
3 May — 7 May	First Term Examinations
31 May — 30 July	Second Term
2 August — 6 August	Second Term Examinations
30 August — 29 October	Third Term
1 November — 5 November	Study Vacation
8 November — 12 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, 27 April

Open Day

Sunday, 20 June

Public Holidays

The Institute will be closed on the following public holidays:

New Year's Day	1 January
Australia Day	1 February
Labour Day	8 March
Good Friday	9 April
Easter Monday	12 April
Easter Tuesday	13 April
Queen's Birthday	14 June
Christmas Day	25 December
Boxing Day	26 December

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Employment Experience Fund Committee
Finance Committee
Safety Committee
Staffing Committee
Staff/Student Services Committee
Student Loan Fund Committee

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 Academic Committee of the School of Medical Record Administration
 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 for Interdisciplinary Studies
 Academic Committee of the Department of Behavioural Sciences
 Academic Committee of the Department of Biological Sciences
 Academic Committee of the Department of Educational Resources

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 General Purposes Committee
 Health Committee
 Research and Higher Degrees Committee
 Staff Development Committee
 Standing Committee on Academic Developments
 Standing Committee on Admissions, Assessment and Academic Progress

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

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 *Rachel Kalman, 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.
 Linda Marshall, B.App.Sc.(Phty), M.A.P.A.
 Margaret Mayston, Dip.Physio.
 Jennifer Roberts, Dip.Physio., M.A.P.A.
 Valma Roberston, B.App.Sc.(Phty), B.A.(Hons), M.A.P.A.
 Eddie Rosen, B.A., B.Sc.(Phty)
 Rosemary Ryall, Dip.Physio., M.A.P.A.
 Claudine Sachwald, Dip.Physio., M.A.P.A.
 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.
 Angela Summers, B.Sc.(Hons), Grad.Dip.Phty., M.A.P.A.
 *Diana Svendsen, Dip.Physio., 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., M.A.P.A.
 Marilyn Webster, B.App.Sc.(Phty), M.A.P.A.
 Prudence Weeks, B.App.Sc.(Phty), M.A.P.A.
 Janet Wellard, 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.
 Roberty Southby, M.B., B.S., F.R.A.C.S.
 Edmond Tai, M.B., B.S., F.R.A.C.P.

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Administrative Assistant: Susan Hannah

Secretary: Irene Bruhn

Receptionist/Typist: *Anne Owens

Typist: Shirley Birchall

School Aide: Helen Nicholson

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Head of School

Christopher Hyde, B.A.

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.

David Walker, M.Ch.S., M.A.Pod.A.

Sessional Staff

Dermatology

Dr. P. Fergin, M.B., B.S., F.A.C.D.

Medicine

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

Pharmacology

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Surgery and Orthopaedics

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Secretary: Gwenda Legge

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Laboratory Assistant: *Ruth Mitchell

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Head of School

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Raymond Marvin, C.P.O.

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

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Laboratory Technician: Geoff Guchrie

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Secretary: K. Winsome Ashcroft

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Lecturer: Bill Hart, M.B.B.S.

Graduate Diploma in Community Health

Co-ordinator: W. Kim Halford, B.B.Sc.(Hons), Ph.D., M.A.Ps.S.

Graduate Diploma in Ergonomics for the Health Sciences

Co-ordinator: Mark Dohrmann, B.E., C.Eng., M.I.E.Aust.

Graduate Diploma in Health Administration

Co-ordinator: Rodney Wellard, T.S.T.C., B. Com., B.Ed., M.Ed.

Graduate Diploma in Rehabilitation Studies

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Regulations

ORGANISATION REGULATIONS

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, the Heads of Schools and Departments, and the Co-ordinator of the Academic Committee for Interdisciplinary Studies;
 - (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 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.

Academic Committee for Interdisciplinary Studies Regulations

1. Academic Committee

There shall be an Academic Committee to be known as the 'Academic Committee for Interdisciplinary Studies' (hereinafter called the 'Committee') which shall be a standing committee of the Board of Studies (hereinafter called the 'Board') and shall be responsible to the Board for all matters pertaining to courses and programmes which the Committee administers whether at an undergraduate, postgraduate, continuing, or community education level, and for advising on interdisciplinary courses and programmes which are administered by the Schools and Departments of the Institute.

2. Powers of the Committee

2.1 The Committee shall:

- (a) foster the concept and development of interdisciplinary education throughout the Institute;
- (b) offer advice and act as a resource centre to encourage school or department programmes which have the potential to achieve interdisciplinary aims, when requested to do so by the appropriate school or department;
- (c) develop and conduct new interdisciplinary courses;
- (d) be responsible for the academic and administrative control of, and the allocation of funds, staffing and other resources for interdisciplinary courses and Institute-wide programmes when so charged by the Board.

- 2.2 In any case where the Board does not approve a recommendation made by the Committee or suggests substantial amendments the Board will refer such recommendations back to the Committee for its further consideration and advice.

3. Membership

3.1 The Committee shall be constituted as follows:

- (a) the co-ordinator of the Committee *ex officio*;
- (b) up to two representatives nominated by each School and Department;
- (c) the co-ordinators of the postgraduate diplomas in community health, ergonomics and rehabilitation studies;
- (d) the co-ordinator of the undergraduate programme in community health;
- (e) one student member elected by and from the enrolled full-time students of the Institute;
- (f) one student member elected by and from the enrolled part-time students of the Institute;
- (g) such other persons appointed by the Board on the nomination of the Committee.

4. Invitees

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

5. Chairman

5.1 The Co-ordinator of the Committee shall be *ex officio* the Chairman of the Committee. If there is a vacancy in the position of Co-ordinator, the Chairman of the Committee shall be elected from amongst its members.

5.2 The Chairman, in addition to presiding at meetings of the Committee, shall:

- (a) conduct the business of the Committee on behalf of the Academic Committee and the Executive Committee;
- (b) hold executive responsibility for the management of the Committee;
- (c) act as Chairman of the Executive Committee;
- (d) be an *ex officio* member of any standing or *ad hoc* committee of the Academic Committee;
- (e) represent Committee decisions and recommendations to the Council, the Board, and the Director at the discretion of the Committee.

6. Secretary

The Registrar or his nominee shall act as Secretary to the Committee.

7. Terms of Office

7.1 A person who is an *ex officio* member under the provisions of regulations 3.1(a), (c) and (d) shall continue to be a member until such time as he ceases to hold the office qualifying him for membership.

7.2 A student who is elected under the provisions of regulation 3.1(e) shall hold office for one year provided that he continues to be enrolled in a course of the Institute as a full-time student.

7.3 A student who is elected under the provisions of regulation 3.1(f) shall hold office for one year provided that he continues to be enrolled in a course of the Institute as a part-time student.

7.4 All other members shall hold office for two years.

7.5 Where the Chairman holds office by virtue of being the Co-ordinator of the Committee he shall hold office for the term of his appointment as Co-ordinator. In all other cases, the Chairman shall be elected for a two-year term.

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

8. Elections

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

9. Meeting Procedure

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

9.2 All questions which come before the Committee shall be decided by simple majority of the members present and voting; in the case of equality of votes, the Chairman shall have a casting vote.

9.3 There shall be no voting by proxy.

9.4 No question shall be decided at any meeting of the Committee unless a quorum of the members thereof shall be present.

9.5 A quorum shall be deemed to have been achieved at any meeting where three-quarters of the schools and departments are represented or where at least half the total number of members are in attendance.

9.6 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.

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

9.8 Written notice of at least seven days shall be given by the Secretary of any meeting of the Committee specifying the time and place and agenda of the meeting.

10. Report of Meetings

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

11. Executive Committee and Sub-Committees

- 11.1 The Committee may form a standing Executive Committee and such other sub-committees as it thinks fit.
- 11.2 The Chairman of the Academic Committee shall be Chairman of the Executive Committee.
- 11.3 The Executive Committee shall be responsible to the Academic Committee.
- 11.4 The Academic Committee may delegate to the Executive Committee such of its powers as it thinks fit.
- 11.5 After each meeting the Executive Committee and any sub-committees of the Academic Committee shall send a report of the proceedings to the Academic Committee.

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) technician 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 19(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.
 - (e) 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;
 - (b) 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 one of the Institute's special entry schemes as follows:

Scheme A

This scheme is open to persons who:

- (a) are aged 20 years or more on 1 January of the year in which they wish to begin the course; and
- (b) have not attempted Year 12 or its equivalent; and
- (c) are not attempting Year 12 or its equivalent at the time when they apply for admission.

Scheme B

This scheme is open to persons who have failed Year 12 or its equivalent at least five years prior to January of the year for which they seek admission; 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 one of the Institute's special entry schemes as follows:

Scheme A

This scheme is open to persons who:

- (a) are aged 20 years or more on 1 January of the year in which they wish to begin the course; and
- (b) have not attempted Year 12 or its equivalent; and
- (c) are not attempting Year 12 or its equivalent at the time when they apply for admission.

Scheme B

This scheme is open to persons who have failed Year 12 or its equivalent at least five years prior to January of the year for which they seek admission; 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.

*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.

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.

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.

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

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.
- 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.

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

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.

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 Interdisciplinary Graduate Diplomas

1. Preamble

- 1.1 These regulations shall govern the Graduate Diploma in Community Health (Grad. Dip. Comm. Health), the Graduate Diploma in Ergonomics for the Health Sciences (Grad. Dip. Erg.), the Graduate Diploma in Health Administration (Grad. Dip. Health Admin.), and the Graduate Diploma in Rehabilitation Studies (Grad. Dip. Rehab. Studs.) (hereinafter called 'the Graduate Diploma').
- 1.2 In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in the relevant field of study.
- 1.3 The Graduate Diplomas shall be conducted under the authority of the Academic Committee for Interdisciplinary Studies (hereinafter called 'the Academic Committee') which shall establish a Course Advisory Committee for each Graduate Diploma 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.
- 2.2 Applicants who meet the requirements of regulation 2.1 above may nevertheless be required to:
 - 2.2.1 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;
 - 2.2.2 complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
 - 2.2.3 attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
- 2.3 Applicants who do not meet the requirements of regulation 2.1 above 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 regulation 3 above, applicants will be admitted to the course if they have met the requirements of regulation 2 above.
- 4.2 Notwithstanding the provisions of regulation 4.1 above, 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.
- 7.2 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:
 - 8.1.1 the year of the course in which the subject is to be undertaken;
 - 8.1.2 the pre-requisites for the subject;
 - 8.1.3 the co-requisites for the subject;
 - 8.1.4 the objectives of the subject;
 - 8.1.5 an outline of subject content;
 - 8.1.6 the method of assessment.

- 8.2 Students shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- 8.3 Students 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 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 requirements of the subjects prescribed for the Graduate Diploma course.
- 9.2 Notwithstanding the provisions of regulation 9.1 above, no student shall be granted exemption from:
 - in the case of Community Health, more than 20%;
 - in the case of Ergonomics, more than 25%;
 - in the case of Rehabilitation Studies, more than 20%
 of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- 9.3 Exemptions will not normally be granted from areas of the course whose essential focus is interdisciplinary participation.

10. Progression

- 10.1 To pass a year of the course a student shall either:
 - 10.1.1 successfully complete the assessment in or be granted exemptions from each subject of that year; or
 - 10.1.2 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.
- 10.2 In general students may not progress to the second year of the Graduate Diploma unless they have passed the first year of the course.
The Academic Committee may at its discretion:
 - 10.2.1 permit a student who has failed a subject, when that subject is not a pre-requisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
 - 10.2.2 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 subjects have 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.
- 11.2 Notwithstanding the provisions of regulation 11.1 above, 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 appropriate 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.

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 for 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 professions in Australia by enabling graduates or diplomates of the Lincoln Institute of Health Sciences (hereinafter 'the Institute') to travel within Australia or overseas to undertake study towards a higher degree or other award, to carry out research in an appropriate field, or to gain professional experience of a kind which is not available in Victoria.

3. Eligibility

Any graduate or diplomate of the Institute is eligible to apply for the award of the scholarship.

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(s), 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 at Lincoln 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. (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 basic Nursing course must be at least 17 years of age by the date of commencement of the course.
 - (iii) 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.
 - (iv) There is no minimum age requirement for 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 fulfill 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 statement below on assumed science knowledge.) A special aptitude test is often administered in cases of applicants who completed their HSC or its equivalent in a year prior to the current year. Applicants in this category, other than those who have done or are doing subsequent tertiary studies, should contact the School's Administrative Officer no later than the Friday closest to 31 October each year. 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.

(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 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 Lincoln 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.

2. HOW TO APPLY**(a) Persons Holding or Attempting Victorian HSC**

Application for admission to all courses except Speech Pathology must be made *both* to the Victorian Universities Admissions Committee (VUAC) and Lincoln Institute of Health Sciences. Application for admission to the Speech Pathology course need be made only to the 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, 11 Queens Road, Melbourne 3004. 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 Lincoln Institute of Health Sciences. (VUAC applications received after the closing date will be considered, but will be subject to a late fee.)

Lincoln Institute of Health Sciences forms are only available after attendance at a compulsory Course Information Session at the Institute. 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.

Applicants for Medical Record Administration are required to present a signed record of a visit to the appropriate department in a hospital. Forms for hospital visits are obtainable at the Course Information Sessions.

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. (Lincoln Institute applications received after the closing date may only be considered at the discretion of the Head of School.)

(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, 11 Queens Road, Melbourne 3004.

(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 for permission to defer enrolling in the course until the following year.
- (b) The application to defer must be lodged by the date of enrolment specified at the time of the offer.
- (c) Applicants granted a deferment must leave a contact address with the Student Administration Office of the Institute. The Office must be notified immediately of any change to this contact address.
- (d) It is the applicants' responsibility to notify the Student Administration Office *in writing* of their intention to take up their deferred place by no later than 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.

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 in which the student is enrolled. The application must be supported by documentary evidence and must be received within seven 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 \$76 for full-time students and \$38 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 90-93 and 114 of this handbook.

Postgraduate Courses

1. ENTRANCE REQUIREMENTS

Applicants for postgraduate courses at Lincoln Institute of Health Sciences (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 Office of the Institute.

For further information on postgraduate courses see pages 189-190 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 Lincoln Institute;
 - (ii) if the tuberculin test is naturally positive, that is no previous BCG vaccination, this indicates previous infection with TB which has probably healed. An annual chest X-ray is required;
 - (iii) if the tuberculin test is positive and previous BCG vaccination has been given;
 - . an annual chest X-ray is required for a reaction of 15 mm or over;
 - . an X-ray every two to three years is required for small reactions;
 - (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, five 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 1982 general service fee for full-time students is \$76, and for part-time students is \$38.

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 Office for a fee of \$2.

5. Change of Name or Address

Students should notify the Student Administration Office *immediately and in writing* of any change of name, home address or term address. Forms are available for this

purpose from all School Offices and the Student Administration Office, Building F. Students should note that examination results and re-enrolment instructions are sent to the home address listed at Student Administration.

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 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 concerned and for whatever period it thinks fit.

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 on the appropriate form with the Head of School.

All timely applications for withdrawal will be processed by seeking the approval of the School or subject co-ordinator or both and amending the student's record to show 'WD' against all units or subjects concerned. However, Schools may at their discretion decide that an application for withdrawal has been received too late in a term or year and that fail results should be recorded on the student's record for the units or subjects concerned.

8. Part-time Studies

The Institute plans to offer a small number of places in 1982 to students who wish to take the following courses on a *part-time* basis: Medical Record Administration, Nursing, Occupational Therapy, Orthoptics, Prosthetics and Orthotics, and Physiotherapy. Information regarding the conditions for part-time study is available from the relevant course administrative officers. Application for part-time studies at Lincoln 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 1982 Open Day will be held from 10.30 a.m. to 4.30 p.m. on Sunday, 20 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. All counselling services are free of charge, and absolutely confidential.

The Student Counselling Service offers help to students trying to cope not only with heavy demands made upon them academically, but also other pressures, e.g. financial, family, concern about the future, and uncertainty about self.

278 Faraday Street, Carlton, telephone 341 6928/9.

Monday to Friday 9.00 am-5.30 pm.

Student Health Service

The services of the Student Health Service are available to all Melbourne University and Lincoln Institute students free of charge. Students are able to consult the service on any health matters. Full-time staff are available, and visiting staff deal with particular aspects of medical conditions. There is a surgery for dressings and emergency treatment. Protective immunisations against disease are available. Advice can be obtained on health problems which may be encountered in other countries. Free X-rays in some cases are available. The work of these consultants is confidential. Appointments are preferable.

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.

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

9.00 am-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.

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, 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

A playgroup for school-aged children of students and staff operates during the May, September, and end-of-year school holidays. Inquiries should be directed to the Student Services Co-ordinator.

Legal Aid

Information about legal aid for students is available from the Student Services Office.

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 Information Book

A Student Information Book is issued to all students at the beginning of the year. This contains additional information on facilities and amenities at the Institute.

Travel Concessions

Students in most courses have to travel between Lincoln Institute, teaching hospitals, and venues for other special visits. Certain concessions to students are available from the Victorian Railways and the Tramways Board. Request forms may be obtained from the Student Administration Office of the Institute, or the School of Nursing.

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, as well as with student bodies in other tertiary institutions, 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 are 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.

Recreational Facilities

On the ground floor of Building B on the Carlton campus are located a cafeteria, table-tennis and billiard tables, and a dart board. On the first floor of Building B are student lounges and meeting rooms, the fitness equipment room, and the Lincoln Institute Association of Students Office. The auditorium on the fifth floor of Building A provides facilities for volleyball, badminton, basketball (half-court) and netball (half-court). At the School of Nursing there is a cafeteria and a student common room with a table-tennis table and a dart board. On the Abbotsford campus there is a cafeteria and an adjacent recreational room with billiard tables, table-tennis table, a dart board and a hookey board. Also located at Abbotsford is an outdoor swimming pool and tennis courts.

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. Provision has been made for some part-time study from 1982.

Award

Bachelor of Applied Science (Speech Pathology).

Lectures and Clinical Practice

Lectures are held at Lincoln Institute. Clinical practice is carried out within the School of Communication Disorders and allied speech therapy clinics.

Term Dates

15 — 19 February
 22 February — 30 April
 3 — 7 May
 31 May — 30 July
 2 — 6 August
 30 August — 29 October
 8 — 12 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 \$90 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.

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
 BL 122 Human Morphology and Function
 BL 184 Anatomy for Communication Disorders
 ID 101 Introduction to Community Health Problems

Second Year

CD 200 Cerebral Palsy
 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 general introduction to types and classification of disorders related to phonology.

Recommended Text

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

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 development, followed by a description of various language disorders.

Recommended Texts

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

LINDFORS, J.W. 1980. *Children's language and learning*. Englewood Cliffs, N.J., Prentice-Hall.

CD 125 CLEFT LIP AND PALATE

(9 hours of lectures)

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

Recommended Texts

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 1 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 be introduced to the history and development of audiology and to practical skills of 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

(18 hours of lectures, 9 hours of workshops)

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 practicum serves as an orientation to the role of a speech pathologist and as an introduction to the clinical setting.

BEHAVIOURAL SCIENCES I

BS 100 Introduction to Behavioural Sciences

(81 hours)

See descriptive entry page 193.

BS 105 Introduction to Research

(40 hours)

See descriptive entry page 193.

MEDICAL SCIENCES I**BL 122 Human Morphology and Function**

(95 hours)

See descriptive entry page 219.

BL 184 Anatomy for Communication Disorders

(49 hours)

See descriptive entry page 222.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

Details of Syllabus: Second Year**CD 200 CEREBRAL PALSY**

(12 hours of lectures)

This subject will deal with the overall development and problems of the cerebral palsied person, with particular emphasis on the diagnosis and treatment of problems relating to feeding, speech and language.

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

INGRAM, D. 1976. *Procedures for the phonological analysis of children's language*. Baltimore, University Park Press.

JOHNSON, J. 1980. *Nature and treatment of articulation disorders*. Springfield, Illinois, Charles C. Thomas.

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

BLOOM, L. and LAHEY, M. 1978. *Language development and language disorders*. Brisbane, John Wiley & Sons.

DALE, P. and INGRAM, D. 1981. *Child language: an international perspective*. 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*. Englewood Cliffs, N.J., Prentice-Hall.

GARDINER, W. H. 1971. *Laryngectomy speech and rehabilitation*. Illinois, Charles C. Thomas.

WILSON, D. K. 1979. *Voice problems of children*. 2nd ed. Baltimore, Williams & Wilkins.

CD 240 THERAPEUTIC PROCESSES

(27 hours of lectures)

A study of principles and methods as related to clinical practicum. Additionally, clinical organisation and administration will be discussed.

CD 250 BASIC AUDIOLOGY

(27 hours of lectures, 27 hours of tutorials)

A detailed study will be made of psychoacoustics and psychophysics as they relate to audiological testing and speech perception. Audiometric testing, including pure tone air and bone conduction, masking, speech and impedance testing, will be included. Disorders of hearing will also be discussed.

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, Bobbs-Merrill.

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.

MARTIN, F. 1972. *Clinical audiometry and masking*. Indianapolis, Bobbs-Merrill.

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 Child Treatment

An introduction to the strategies of diagnostics and to treatment programmes for stuttering, voice and childhood articulation and language disorders.

CD 294 Hearing Screening

Students are required to complete a minimum of 35 practicum hours involving diagnostic and rehabilitative audiology by the end of their fourth year. In second year students will be involved in audiometric screening during a portion of the year.

BEHAVIOURAL SCIENCES II

BS 230 DEVELOPMENTAL PSYCHOLOGY

BS 231 Infancy

(28 hours)

BS 232 Childhood and Adolescence

(28 hours)

BS 233 Adulthood and the Socio-Cultural Context of Development

(24 hours)

See descriptive entries page 196-197.

BS 250 RESEARCH EVALUATION

(18 hours)

See descriptive entry page 197.

BS 351 MEASUREMENT AND TEST THEORY I

(9 hours)

See descriptive entry page 200.

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 language and speech disorders of neurological origin (aphasia, apraxia, agnosia and dysarthria) in adults and children (excluding the cerebral palsied).

*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. Research into the area will be discussed. Clinical experience will follow the lecture stream in the fourth year.

CD 340 THERAPEUTIC PROCESSES

(27 hours of lectures)

This subject will consist of a study of principles and methods as related to clinical practicum.

*Recommended Text*CLEZY, G. 1978. *Modification of the mother-child interchange in language, speech and hearing*. Baltimore University, Park 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. The subject introduces students to hearing aids, hearing aid evaluation and hearing aid management. In addition the students are exposed to diagnostic and therapeutic strategies employed with each of the three major hearing loss groups: prelingually deaf children, prelingually deaf adults and adults with acquired hearing loss.

*Recommended Texts*ALPINER, J. G. 1978. *Handbook of adult rehabilitative audiology*. Baltimore, Williams & Wilkins.CLEZY, G. 1978. *Modification of the mother-child interchange*. Baltimore, University Park Press.HODGSON, W. R. and SKINNER, P. H. ed. 1977. *Hearing aid assessment and use in audiologic habilitation*. Baltimore, Williams & Wilkins.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., FLETCHER, P. and GARMAN, M. 1976. *The grammatical analysis of language disability*. London, Arnold.

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 Texts

DRUMMOND, D. and WIGNELL, F. 1977. *Reading: a source book*. Primary Education (Publishing).
FARR, R and ROSER, N. 1979. *Teaching a child to read*. New York, Harcourt Brace Jovanovich.

CD 390 CLINICAL PRACTICUM III

(173 assigned hours)

CD 391 Voice Disorders

CD 392 Child Treatment

CD 394 Communication Disorders of Neurological Origin

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 introduces clinical contact for voice disorders and adult disorders of neurological origin.

CD 395 Audiology — Diagnostics

Students are required to complete a minimum of 35 practicum hours involving diagnostic and rehabilitative audiology by the end of their fourth year. 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 198.

BS 331 Abnormal Behaviour: Phenomena, Theories and Therapies

(18 hours of lectures, 9 hours of tutorials)

See descriptive entry page 199.

BS 332 Abnormal Behaviour: Psychoneurological and Biochemical Aspects

(18 hours)

See descriptive entry page 199.

BS 333 Neuropsychology

(18 hours)

See descriptive entry page 199.

BS 390 Aspects of Theory and Practice of Counselling

(18 hours)

See descriptive entry page 202.

BS 400 Behavioural Science Seminar

(18 hours)

Choice of one (1) from the listed topics.

See descriptive entry page 202.

Details of Syllabus: Fourth Year**CD 440 THERAPEUTIC PROCESSES**

(18 hours)

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

CD 490 CLINICAL PRACTICUM IV

(592 assigned hours)

CD 491 Child Treatment Placement**CD 492 Adult Treatment Placement****CD 493 Learning Disorders****CD 494 Stuttering**

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

Students are required to complete a minimum of 35 practicum hours involving diagnostic and rehabilitative audiology by the end of their fourth year. 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 TextsHOLLOWAY, 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 Seminars**

(18 hours)

Choice of one (1) from the listed topics.

See descriptive entry page 202.

BS 350 Directed Research Project

(54 hours)

See descriptive entry page 200.

Graduate Diploma in Communication Disorders

Introduction

The Graduate Diploma in Communication Disorders is design 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

Prospective students must normally meet one of the following award requirements:

1. hold a licentiateship from the former Australian College of Speech Therapy (L.A.C.S.T.); or
2. hold a Bachelor of Applied Science degree in Speech Pathology or its equivalent from an accredited institution; or possibly
3. where the number of speech pathologists meeting eligibility requirements does not fill the course quota, a small number of non-speech pathologists may be admitted.

Non-speech pathologists must hold a degree in a relevantly related area (e.g. hearing impairment, audiology, linguistics, psychology, special education, etc.)

Prospective students must be employed in a relevant practical work situation in the area corresponding to the specialist core they wish to undertake. Students must provide evidence of: a) successful completion of units in research methodology, statistics and normal communication processes, and b) appropriate writing skills equivalent to an undergraduate level. Any prospective students with deficiencies in any of the above areas may be required to undertake preliminary postgraduate subjects.

Award

Upon satisfactory completion of all course requirements a student will be awarded the PG.1 Graduate Diploma in Communication Disorders.

Preliminary Studies

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

BS 590 Introduction to Research Methods and Statistics (4 modules)

See descriptive entry page 213.

BS 591 Introduction to Behavioural Sciences (4 modules)

See descriptive entry page 213.

ER 500 Academic Skills Acquisition (2 modules)

See descriptive entry page 234.

CD 500 Preliminary Postgraduate Studies in Communication Disorders (10-15 modules)

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 has not yet been fully determined. However, students will probably 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 elective.

Course Outline

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

BASIC STUDIES

Basic studies consist of three major subject areas:

RESEARCH AND EVALUATION — Students take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory of Measurement I (1.5 modules)*

BS 503 Empirical Single Case Design (1.5 modules)

HEALTH AND HEALTH CARE — Students take five modules (30 hours)

BS 506 Epidemiology and Influences on Health (3 modules)

MR 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING — Students must take three modules (18 hours)

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

plus any two modules from the following:

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interactions (1 module)

SPECIALIST CORE STUDIES

The specialist core consists of a two-subject sequence (total of 22 modules) in communication disorders followed by a paper (10 modules), giving a total of 32 modules (192 hours). Students will select only ONE of two study streams. Once a stream is selected the student will normally be committed to that stream and will not be allowed to change. For the first intake the following two study streams will be offered.

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 an elective that best reflects 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 (4 modules)

(24 hours)

See descriptive entry page 208.

BS 502 Theory of Measurement I (1.5 modules)

(9 hours)

See descriptive entry page 208.

*Students who have previously completed BS 502 may substitute BS 602.

BS 503 Empirical Single Case Design (1.5 modules)

(9 hours)

See descriptive entry page 209.

HEALTH AND HEALTH CARE

BS 506 Epidemiology and Influences on Health (3 modules)

(18 hours)

See descriptive entry page 209.

MR 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 81.

PROFESSIONAL FUNCTIONING

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

(6 hours)

See descriptive entry page 81.

plus any two modules of the following:

PG 901 Professional Roles (1 module)

(6 hours)

See descriptive entry page 170.

PG 902 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 170.

PG 903 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 170.

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 design 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 list of approved electives will be published at a later date.

School of Medical Record Administration

Associate Diploma in Medical Record Administration

Introduction to Medical Record Administration

A medical record is a complete, accurate and permanent documentation of medical findings and observations concerning a patient's health, illness or injury. It includes a chronological account of professional care given to the individual and the progress of his condition. Such data is used for accurate diagnosis and treatment of present and future illnesses.

Medical records are also used to evaluate care, identify disease trends, provide communication among health professionals contributing to patient care, assist in protecting the legal interest of the patient, health care facility and members of the health care team, and provide clinical data for research, study and education.

Medical Record Administration is a career in the organising of the information which forms a person's medical record and the management of the patient information system in a hospital or other health care delivery setting.

The responsibility of medical record administrators is inherent in management of health information systems. Their knowledge in this area makes them valuable members of the information system team.

In health care institutions, medical record administrators generally serve as department heads 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

15 — 19 February	(1 week)	Orientation Week
22 February — 30 April	(10 weeks)	Theory with exception of Directed Practice Orientation on 20, 21 and 22 April
3 — 7 May	(1 week)	Examinations
31 May — 30 July	(9 weeks)	Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 15 June — 8 July

2 — 6 August	(1 week)	Examinations
30 August — 29 October	(9 weeks)	Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 14 September—7 October
1 — 5 November	(1 week)	Study Vacation
8 — 12 November	(1 week)	Examinations

Second Year

1 — 5 February	(1 week)	Theory
8 — 12 March	(5 weeks)	DPP
15 March — 30 April	(7 weeks)	Theory
3 — 7 May	(1 week)	Examinations
31 May — 2 July	(5 weeks)	DPP
5 — 30 July	(4 weeks)	Theory
2 — 6 August	(1 week)	Examinations
30 August — 8 October	(6 weeks)	DPP
11 — 29 October	(3 weeks)	Theory
1 — 5 November	(1 week)	Study Vacation
8 — 12 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

MR110 Medical Record Management I
 MR120 Medical Ethics and Law
 MR130 Fundamentals of Medicine and Surgery
 BL 121 Human Biology
 MR140 Disease/Operation Classification I
 MR150 Statistics
 BS 101 Introduction to Behavioural Sciences
 ID 101 Introduction to Community Health Problems
 MR190 Directed Practice Programme
 Typing Requirement

Second Year

MR210 Principles of Administration
 MR220 Medical Record Management II
 MR230 Disease/Operation Classification II
 BL 272 Medical Science
 BL 275 Introduction to Pharmacology
 MR260 Medical Information Processing
 MR270 Health Care Services
 MR280 Personnel Management
 MR290 Directed Practice Programme

Details of Syllabus: First Year

MR 110 MEDICAL RECORD MANAGEMENT I

(120 hours)

The subject emphasises the role and responsibilities of the Medical Record Administrator, and the routine procedural functions of medical record departments and related areas.

Prescribed Texts

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS. 1981. *The accreditation guide for Australian hospitals and extended care facilities*. Sydney.
 HUFFMAN, E. K. 1972. *Medical record management*. Illinois, Physicians Record Co.
 WORLD HEALTH ORGANISATION. 1980. *Guidelines for medical record practice*. Geneva W.H.O.

MR 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

ROBINSON, K. and ELL, M. 1978. *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.

MR 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*. 21st ed. c1968. Philadelphia, Saunders.
 FRENAY, Sr. Agnes Clair. 1977. *Understanding medical terminology*. 6th ed. St Louis, Catholic Hospital Association.

BL 121 HUMAN BIOLOGY

(59 hours)

See descriptive entry page 219.

MR 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 Diseases* 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.

MR 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.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 193.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

MR 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**MR 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.

Recommended Texts

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

MR 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 medical 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.

A more extensive reading list will be distributed at the beginning of each unit.

MR 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 to 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

BL 272 MEDICAL SCIENCE

(33 hours)

See descriptive entry page 224.

BL 275 INTRODUCTION TO PHARMACOLOGY

(14 hours)

See descriptive entry page 225.

Prescribed Text

BAILEY, R. 1975. *Pharmacology for nurses*. 4th ed. London, Balliere Tindall & Cassell.
 A reference list will be distributed at the beginning of the lecture series.

MR 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.

MR 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.

MR 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.

MR 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.

Postgraduate Studies

MR 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.

Recommended Texts

A comprehensive reading list will be distributed at the beginning of the unit.

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.

MR 502 LEGAL AND ETHICAL ELEMENTS OF PROFESSIONAL FUNCTIONING

(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.

Recommended Texts

A comprehensive reading list will be distributed at the beginning of the unit.

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 which includes four major streams of study — Advanced Clinical Nursing, Nursing Education, Nursing Administration, and Community Health Nursing.
- (c) Diploma in Applied Science, Community Health Nursing (Maternal and Child Health Nursing) — 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, at 2-6 Arthur Street, Melbourne, 3004, telephone 26 4495.

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

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Course Outline — pages 114.

Details of Syllabus — pages 114-116.

Diploma in Applied Science, Nursing

Term Dates

Years I, II and III

15—19 February	Orientation Week
22 February	First Term commences
3—14 May	Study Leave and Examinations (Years I and II)
10—21 May	Study Leave and Examinations (Year III)
17—28 May	Vacation (Years I and II)
24—28 May	Vacation (Year III)
31 May	Second Term commences
2—13 August	Study Leave and Examinations (Years I and II)
9—20 August	Study Leave and Examinations (Year III)
16—20 August	Vacation (Year I)
16—27 August	Vacation (Year II)
23—27 August	Vacation (Year III)
23 August	Third Term Commences (Year I)
30 August	Third Term Commences (Years II and III)
25 October—5 November	Study Leave and Examinations (Year II)
1—12 November	Study Leave and Examinations (Year I)
8—26 November	Study Leave and Examinations (Year III)
26 November	Vacation (Years I, II and III)

Entrance Requirements

See page 54.

Purpose

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

- to prepare suitably qualified full-time students as professional nurses able to provide comprehensive, individualised nursing care for people in the Australian community regardless of age, state of health, or environment in which care is given, and to plan and supervise patient care given by less qualified nursing personnel;
 - to assist students in their personal and professional development so that they may make their maximum contribution to society as individuals, citizens and nurses.
- Professional nursing has as its ultimate goal the conservation of life, the promotion of health, and the alleviation of suffering. Professional nursing is an activity requiring substantial judgement and skill based on specialised knowledge and application of the principles of biological, physical and social sciences.

Course of Study

The Diploma in Applied Science, Nursing is a full-time, three-year diploma course. Limited places are available for part-time students in the first 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.

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.

Assessment

All units of study are assessed. Methods of assessment include interim tests, term examinations, practical work, assignments, and a terminal examination designed to ensure that students are able to register as general nurses with the Victorian Nursing Council.

Satisfactory completion of 32 theoretical points (see next section) plus Clinical Practice I, II and III will lead to the award of Diploma of Applied Science in Nursing.

*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 the basic nursing course.

N 0100 Fundamentals of Nursing (Nursing I)

N School of Nursing

0 Basic course indicator

1 Year of course

0 Unit number

0 For basic course set at zero

Unit Weighting in Points

Each unit offered to students enrolled in the comprehensive 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

N 0100	Fundamentals of Nursing (Nursing I)	(5.5 points)
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 0190	Clinical Practice I	

Total points = 12

Second Year

N 0280	Nursing II (Medical/Surgical Nursing)	(5.0 points)
N 0270	Community Health Nursing II	(1.0 point)
N 0200	Legal, Ethical and Professional Responsibilities	(1.0 point)
BL 225	Human Bioscience II	(2.0 points)
N 0260	Applied Microbiology II	(1.0 point)
BS 201	Psychological Aspects of Nursing A	(1.0 point)
BS 202	Sociological Aspects of Nursing A	(1.0 point)
N 0290	Clinical Practice II	

Total points = 12

Third Year

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

Total points = 8

Details of Syllabus: First Year

N 0100 FUNDAMENTALS OF NURSING (NURSING I) (5.5 points)

(175 hours of lectures and laboratory sessions)

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. 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.

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.

BIOLOGICAL AND RELATED SCIENCES

BL 125 Human Bioscience I (2.5 points)

(100 hours)

See descriptive entry page 219.

BL 155 Applied General Science (1.0 point)

(36 hours)

See descriptive entry page 220.

N 0160 Applied Microbiology I (1.0 point)

(38 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.

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 193.

N 0190 CLINICAL PRACTICE I

(351 hours in selected hospitals and other health agencies)

Details of Syllabus: Second Year

N 0280 NURSING II (MEDICAL/SURGICAL NURSING) (5.0 points)

(175 hours of lectures and laboratory sessions)

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. Students are given the opportunity to apply these theoretical concepts in clinical areas where they care for patients suffering from common medical/surgical conditions.

Prescribed Texts

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

or

LUCKMANN, J. and SORESENSEN, 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 references relative to this area are available in the library.

N 0270 COMMUNITY HEALTH NURSING II (1.0 point)

(35 hours)

This unit is comprised of three major themes — communities, major community health problems and disaster management. Initially, students will be introduced to the complexities involved in the study of the environment; the ways in which communities may be studied and categorised will be discussed; students will be asked to undertake a community health survey. Subsequently the focus will be on such major health problems as the misuse of drugs, including alcohol, and suicide.

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.

Reference Books

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

N 0200 LEGAL, ETHICAL AND PROFESSIONAL RESPONSIBILITIES (1.0 point)

(35 hours)

This area of study focuses on two themes. The first theme is concerned with those aspects of civil and criminal law applicable to the practice of nursing. It includes the rights and responsibilities of nurses and patients, and the manner in which initiative and caution should be balanced in professional practice. The second theme involves a broader and deeper study of ethics, professional responsibilities and conduct, and prepares students to cope with responsibilities inherent in the role of the graduate nurse.

Reference Books

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

BIOLOGICAL AND RELATED SCIENCES

BL 225 Human Bioscience II (2.0 points)

(90 hours)

See descriptive entry page 223.

N 0260 Applied Microbiology II (1.0 point)

(35 hours of lectures and tutorials)

This unit is designed to broaden and deepen the students' knowledge and understanding of those aspects of microbiology which are related to nursing practice. Concepts and principles of Communicable Diseases Nursing are integrated throughout the course. An area of study is devoted to those viruses, bacteria, fungi, protozoa and metazoa which are of importance in medicine and nursing and, where relevant, how clinical specimens are obtained and prepared for laboratory examination. Microbial principles relating to asepsis, sterilisation and disinfection are reinforced, the host-microbe interaction is studied in greater depth, and fundamental tenets of immunopathology are considered.

Prescribed Text

NESTER, E. W. et. al. 1973. *Microbiology, molecules, microbes and man*. New York, Holt, Rinehart & Winston.

or

RAMSAY, A. M. and EMOND, R. T. D. 1978. *Infectious diseases*. 2nd ed. London, Heinemann.

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 201 Psychological Aspects of Nursing A (1.0 point)**

(36 hours)

See descriptive entry page 195.

BS 202 Sociological Aspects of Nursing A (1.0 point)

(36 hours)

See descriptive entry page 196.

N 0290 CLINICAL PRACTICE II

(465 hours in selected hospitals and other health agencies)

Details of Syllabus: Third Year**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.

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 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.

Reference Books

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

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.

Prescribed Texts

MATHENEY, R. V. and TOPALIS, M. 1970. *Psychiatric nursing*. 5th ed. St Louis, Mosby.

MERENESS, D. 1970. *Essentials of psychiatric nursing*. 8th ed. St Louis, Mosby.

SAINSBURY, M. J. 1974. *Key to psychiatry. A textbook for students*. Sydney, Australia and New Zealand Book Co.

STAFFORD CLARK, O. 1974. *Psychiatry for students*. 4th ed. London, Allen & Unwin.

Reference Books

BARNARD, K. and POWELL, M. 1972. *Teaching the mentally retarded child; a family approach*. St Louis, Mosby.

CARTER, C. H. 1966. *Handbook of mental retardation syndromes*. Springfield, Ill., Thomas.

NOYES, A. P. and KOLB, L. C. 1968. *Modern clinical psychiatry*. 7th ed. Philadelphia, Saunders.

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

(40 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. 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.

Prescribed Text

NELTZER, I. 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.

BIOLOGICAL AND RELATED SCIENCES**BL 325 Human Bioscience III (1.0 point)**

(40 hours)

See descriptive entry page 227.

SOCIAL AND BEHAVIOURAL SCIENCES**BS 301 Psychological Aspects of Nursing B (1.0 point)**

(36 hours)

See descriptive entry page 198.

BS 302 Sociological Aspects of Nursing B (1.0 point)

(36 hours)

See descriptive entry page 199.

N 0390 CLINICAL PRACTICE III

(752 hours, at selected hospitals and other health agencies)

Bachelor of Applied Science, Advanced Nursing

The School of Nursing offers a two year post-registration programme leading to a degree with an area of major study in either Advanced Clinical Nursing, Community Health Nursing, Nursing Administration or Nursing Education.

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 in 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 is committed to prepare qualified nurses to:

- (a) gain depth and breadth of knowledge in contributing and related fields of study;
- (b) expand their knowledge and expertise in a selected area or areas of advanced clinical nursing, community health nursing, nursing administration or nursing education;
- (c) develop their understanding of current and developing theory in the practice of nursing and/or administration of nursing services and nursing education;
- (d) examine health issues and health care delivery systems and their implications for nursing;
- (e) develop abilities in facilitating collaborative and collegial relationships in multi-disciplinary administration and/or delivery of health care;
- (f) develop knowledge and skills in planning and directing change in nursing practice;
- (g) develop abilities to utilise resources to promote quality and cost-effective care;
- (h) 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;
- (i) prepare for leadership roles in advanced practice, teaching and administration.

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 of clinical and functional practice and to undertake major study in one of the following areas: Advanced Clinical Nursing, Community Health Nursing, Nursing Administration or Nursing Education.

Students will share a number of nursing and science units which are requisites for all areas of clinical and functional practice. Units specific to each major and electives will also be offered.

The course may be taken full-time or part-time. Some applicants who hold recent Diplomas or Degrees in nursing or related disciplines may be granted advanced standing towards the degree.

All degree requirements must be completed within three years for those enrolled in full-time studies and within six years for those enrolled in part-time studies.

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, which includes a pass in 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 major in nursing administration or nursing education.
- (d) *Clinical Practice Requirements.* Applicants will be asked to select for study at an advanced level one of the following clinical areas of nursing practice: maternal and child health nursing (leading to registration as an infant welfare nurse), child and family nursing, developmental disability nursing, school and adolescent health nursing, midwifery nursing, occupational health nursing, adult acute and/or long term nursing, gerontological nursing, primary health care practitioner nursing, community mental health nursing, psychiatric nursing, critical care nursing or operating room nursing. Applicants are required to have at least twelve months recent nursing experience either in the community or in a hospital.

(e) *Clinical Areas Requiring Specific Prerequisites:*

- (i) Applicants selecting the maternal and child health nursing stream and seeking to register with the Victorian Nursing Council as an infant welfare nurse must hold general and midwifery certificates, be registered with the Victorian Nursing Council and hold a current practising certificate.
- (ii) Applicants selecting the midwifery stream must be registered midwives and have had twelve months recent midwifery experience.
- (iii) Applicants seeking the psychiatric nursing stream must be registered psychiatric nurses and have had twelve months recent psychiatric nursing experience.
- (iv) Applicants selecting the child and family nursing, and critical care nursing streams must have had twelve months recent experience in the appropriate clinical area.
- (v) Applicants selecting the operating room nursing stream must have either undertaken an approved, post-basic operating theatre course or have had two years recent experience in an operating theatre.
- (vi) Applicants selecting the primary health care practitioner nursing stream must have had at least two years recent post-registration experience in a clinical setting. Entry will be subject to interview as there are limited places available.

Students planning to major in Nursing Administration or Nursing Education may select any of the above clinical areas provided that the appropriate prerequisites are met. Students planning to major in Advanced Clinical Nursing or Community Health Nursing are advised to keep in mind when selecting clinical areas that the Advanced Clinical Nursing major tends to have more of a hospital orientation and the Community Health Nursing major more of a community orientation. Applicants planning to major in any of the four streams (Advanced Clinical Nursing, Community Health Nursing, Nursing Administration or Nursing Education) may, provided that they meet the necessary prerequisites, select maternal and child health nursing (leading to registration as an infant welfare nurse) as their clinical practice option.

Programme Design

The course 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 through a problem-solving approach.

Year I

The curriculum in year I is designed around three core components:

A. NURSING THEORY AND RESEARCH

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.

B. NURSING STUDIES — CLINICAL AND FUNCTIONAL ASPECTS

This component is designed to:

- (a) enable students to gain further knowledge and skill in a selected area of clinical nursing;
- (b) introduce relevant concepts of teaching and learning.

C. 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 an area of major clinical or functional study. It is designed around two core components:

A. NURSING STUDIES

This component is designed to enable students to develop further their analytical and problem-solving skills in relation to the area(s) of clinical and/or functional practice. A minor research study may be undertaken.

B. SCIENCES

This component is designed to enable students to gain a deeper level of understanding of those sciences of particular relevance to their clinical and/or functional field of nursing study.

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

12 February	Enrolments
15—19 February	Orientation Week
22 February—30 April	First Term
3 May—28 May	Study Leave, Examinations and Field Experience
31 May—30 July	Second Term
2—27 August	Field Experience, Study Leave and Examinations
30 August—29 October	Third Term
1—26 November	Field Experience, Study Leave and 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 Contemporary Nursing

- N** School of Nursing
1 Course/stream indicator
00 Unit number
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
 3 = Units specific to Community Health Nursing Major
 4 = Units specific to Nursing Administration Major
 5 = Units specific to Nursing Education Major
 7 = Units specific to Diploma in Applied Science, Community Health Nursing (Maternal and Child Health) Course

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 1

CORE UNITS COMPULSORY TO ALL MAJORS

- ✓ N 1002 Contemporary Nursing
- ✓ 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
- ✓ N 1062 Advanced Nursing I
- N 1071 Advanced Nursing II
- N 1081 Advanced Nursing III
- 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 Child and Family Nursing
- N 1112 Developmental Disability Nursing
- N 1122 School and Adolescent Health Nursing
- N 1132 Midwifery Nursing

- N 1142 Occupational Health Nursing
- N 1152 Adult Acute and/or Long-Term Nursing
- N 1162 Gerontological Nursing
- N 1172 Primary Health Care Practitioner Nursing
- N 1182 Community Mental Health Nursing
- N 1192 Psychiatric Nursing
- 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)

ADDITIONAL COMPULSORY UNITS

Advanced Clinical Nursing and Nursing Education Majors only

BL 555 Applied General Science (2 points)

Nursing Administration Major only

N 1322 Political Studies

Community Health Nursing Major

N 1332 Family Dynamics

For Details of Syllabus: First Year, see page 97.

Year II

ADVANCED CLINICAL NURSING MAJOR

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 Child and Family Nursing or Midwifery Nursing 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 Child and Family Nursing IIA
- N 1632 Child and Family Nursing IIB
- N 1642 Midwifery Nursing IIA
- N 1652 Midwifery Nursing IIB
- N 1662 Adult Acute and/or Long-Term Nursing IIA
- N 1672 Adult Acute and/or Long-Term Nursing IIB
- N 1682 Gerontological Nursing IIA
- N 1692 Gerontological Nursing IIB
- N 1702 Psychiatric Nursing IIA
- N 1712 Psychiatric Nursing IIB
- N 2122 Critical Care Nursing IIA
- N 2132 Critical Care Nursing IIB
- N 2142 Operating Room Nursing IIA
- N 2152 Operating Room Nursing IIB

Plus

- N 1442 Nursing Research II
- N 2212 Clinical Teaching A
- N 2222 Clinical Teaching B
- N 1402 Nursing Administration A
- N 1412 Nursing Administration B
- N 1422 Behavioural Aspects of Nursing Management A
- N 1433 Field Experience II
- BL 626 General and Clinical Pathology A (2 points)
- BS 130 Organisation Theory A (2 points)

Plus any of the following elective units equivalent to four points:

- N 1322 Political Studies
- 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
- BL 517 Growth and Ageing (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 pages 202-208
(1 point/seminar)

COMMUNITY HEALTH NURSING MAJOR

Students in the second year will select two units of Community Health Nursing options. These may be taken from the same area of nursing practice as was taken in the first year of the course which will permit indepth study of one particular area of community health nursing practice. However, there is no reason why students should not select another area of community health nursing if they so wish. For example, students planning to major in Community Health Nursing may select Maternal and Child Health Nursing in their first year (leading to registration as an infant welfare nurse) and Primary Health Care Practitioner Nursing in their second year.

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

- N 3002 Maternal and Child Health Nursing IIA
- N 3012 Maternal and Child Health Nursing IIB
- N 1622 Child and Family Nursing IIA
- N 1632 Child and Family Nursing IIB
- N 1642 Midwifery Nursing IIA
- N 1652 Midwifery Nursing IIB
- N 1662 Adult Acute and/or Long-Term Nursing IIA
- N 1672 Adult Acute and/or Long-Term Nursing IIB
- N 1682 Gerontological Nursing IIA
- N 1692 Gerontological Nursing IIB
- N 1702 Psychiatric Nursing IIA
- N 1712 Psychiatric Nursing IIB
- N 3162 Primary Health Care Practitioner Nursing IIA
- N 3172 Primary Health Care Practitioner Nursing IIB
- N 3182 Developmental Disability Nursing IIA
- N 3192 Developmental Disability Nursing IIB
- N 3202 School and Adolescent Health Nursing IIA
- N 3212 School and Adolescent Health Nursing IIB
- N 3222 Occupational Health Nursing IIA
- N 3232 Occupational Health Nursing IIB
- N 3242 Community Mental Health Nursing IIA
- N 3252 Community Mental Health Nursing IIB

Plus

- N 1442 Nursing Research II
- N 1462 Nursing Research Project
- N 3142 Community Health Nursing
- N 3132 Health Education
- N 1422 Behavioural Aspects of Nursing Management A

N 3151 Health Team Functioning
 N 3161 Management Processes
 N 1433 Field Experience II
 BL 626 General and Clinical Pathology A (2 points)
 BS 151 Personality Theory and Therapies (1 point)
 BS 130 Organisation Theory A

Plus any one of the following elective units equivalent to three points:

N 1322 Political Studies
 N 1472 English Studies
 N 1482 The Nurse and Suffering, Loss and Grief
 N 1491 Human Ecology
 N 1511 Nursing and Literature A
 N 1522 Nursing and Literature B
 BL 517 Growth and Ageing (1 point)
 BL 529 Advanced Human Bioscience (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 pages 202-208
 (1 point/seminar)

NURSING ADMINISTRATION MAJOR

N 1442 Nursing Research II
 N 1402 Nursing Administration A
 N 1412 Nursing Administration B
 N 4002 Nursing Administration C
 N 1422 Behavioural Aspects of Nursing Management A
 N 4012 Behavioural Aspects of Nursing Management B
 N 4022 Health Services Administration
 N 4031 Fiscal Policy
 N 4041 Industrial Relations
 N 1433 Field Experience II
 BS 130 Organisation Theory A (2 points)
 BS 131 Organisation Theory B (2 points)

Plus any of the following elective units equivalent to four points:

N 1452 Advanced Clinical Nursing Elective
 N 4052 Issues in Management
 N 1462 Nursing Research Project
 N 1472 English Studies
 N 1482 The Nurse and Suffering, Loss and Grief
 N 1491 Human Ecology
 N 1511 Nursing and Literature A
 N 1522 Nursing and Literature B
 BL 517 Growth and Ageing (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)
 BS 400 Behavioural Science Seminar(s) — see series list pages 202-208
 (1 point/seminar)

NURSING EDUCATION MAJOR

N 1422 Behavioural Aspects of Nursing Management A
 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 Methods and Practice A
 N 5062 Teaching Methods and Practice B
 N 5071 Educational Administration
 N 1433 Field Experience II
 BL 626 General and Clinical Pathology A (2 points)
 BL 130 Organisation Theory A (2 points)

Plus any of the following elective units equivalent to four points:

N 1322 Political Studies
 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
 BL 517 Growth and Ageing (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 lists pages 202-208
 (1 point/seminar)

For details of Syllabus: Second Year see page 101.

Details of Syllabus: First Year

Compulsory Core Units

N 1002 CONTEMPORARY NURSING

(27 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 exploration of the nursing research literature.

N 1022 EDUCATIONAL FUNCTIONS OF THE PROFESSIONAL NURSE

(36 hours)

This unit includes relevant concepts and principles of teaching and learning and their application to teaching individuals and groups in the clinical situation and 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 enable students to identify relevant aspects of law and to apply such law to fact situations likely to arise in nursing.

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

(36 hours)

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

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.

N 1062 ADVANCED NURSING I

(27 hours)

This unit is designed to provide a graduated approach 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 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.

N 1071 ADVANCED NURSING II

(18 hours)

This unit introduces an analytical and problem oriented approach to nursing assessment of the health and illness status of individuals, families and the community. It will include the development of beginning skills in physical and psychosocial assessment.

N 1081 ADVANCED NURSING III

(18 hours)

This unit focuses on common clinical nursing problems in Australian society. There will be two streams, one of which will focus on more hospital-oriented problems, the other on more community-oriented problems. Students will choose one stream. Students planning to major in Advanced Clinical Nursing are more likely to choose the hospital-oriented stream and students planning to major in Community Health Nursing are more likely to choose the community-oriented stream.

BL 527 APPLIED HUMAN BIOSCIENCE A (2 points)

(54 hours)

See descriptive entry page 229.

BL 528 APPLIED HUMAN BIOSCIENCE B (1 point)

(18 hours)

See descriptive entry page 229.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 194.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(18 hours of lecturers, 18 hours of tutorials)

See descriptive entry page 195.

Nursing Practice Options**N 1102 CHILD AND FAMILY NURSING**

(27 hours)

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

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.

N 1112 DEVELOPMENTAL DISABILITY NURSING

(27 hours)

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

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.

N 1122 SCHOOL AND ADOLESCENT HEALTH NURSING

(27 hours)

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

The aim of this unit is to give students a theoretical understanding of and to develop competence in the area of primary health care nursing for 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.

N 1132 MIDWIFERY NURSING

(27 hours)

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

This unit includes clarification of the role of the contemporary professional nurse in the care of the family during the child-bearing process.

N 1142 OCCUPATIONAL HEALTH NURSING

(27 hours plus 18 hours of clinical seminars)

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

This unit is designed to provide students with opportunities to further study 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 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.

N 1152 ADULT ACUTE AND/OR LONG-TERM NURSING

(27 hours)

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

This unit includes the study of nursing problems related to adult acute nursing 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.

N 1162 GERONTOLOGICAL NURSING

(27 hours)

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

This unit includes exploration of the ageing process from various perspectives, problems common to the ageing person in the community, a study of the biopsychosocial function of ageing persons with a particular health problem, and the implications for gerontological nursing practice in Australia.

N 1172 PRIMARY HEALTH CARE PRACTITIONER NURSING

(27 hours plus 36 hours of clinical seminars)

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

This unit is 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 this unit is placed on interviewing, history taking, health assessment (including physical examination), commonly occurring illnesses in the community and primary health care management.

N 1182 COMMUNITY MENTAL HEALTH NURSING

(27 hours plus 18 hours of clinical seminars)

Field experience comprises four weeks block placement plus a minimum of ten intermittent days.

This unit is designed to enable students 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 further develop 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.

N 1192 PSYCHIATRIC NURSING

(27 hours)

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

This unit includes the study of group therapies, counselling and individual psychotherapy, pharmacotherapy, culturally determined problems in psychiatry, child psychiatry, and the implications for psychiatric nursing practice in Australia.

N 1202 CRITICAL CARE NURSING

(27 hours)

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

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.

N 1212 OPERATING ROOM NURSING

(27 hours)

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

This unit includes the study of the total biophysical 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.

N 1313 MATERNAL AND CHILD HEALTH NURSING (leading to registration as an infant welfare nurse)

(27 hours plus 36 hours of clinical seminars)

Field experience comprises three block placements, each of two weeks plus one clinical day each week of term.

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.

Additional Compulsory Units*Advanced Clinical Nursing and Nursing Education Majors Only***BL 555 Applied General Science (2 points)**

(36 hours)

See descriptive entry page 230.

*Nursing Administration Major Only***N 1322 POLITICAL STUDIES**

(27 hours)

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

Students will be able to analyse public policy on health care as the result of the interrelated ideas, influence and activities of Federal and State governments, cabinet and the public service, parliament and the parties, interest groups and the electorate.

Community Health Nursing Major 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 toward 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***

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. 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 CHILD AND FAMILY NURSING IIA

(27 hours)

N 1632 CHILD AND FAMILY NURSING IIB

(27 hours)

These units provide opportunities for students to examine conceptual, methodological and clinical issues arising from their study already undertaken in this field and may include a research project.

N 1642 MIDWIFERY NURSING IIA

(27 hours)

N 1652 MIDWIFERY NURSING IIB

(27 hours)

These units provide opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in midwifery nursing practices. Students have opportunity to examine conceptual, methodological and clinical issues and may undertake a research project.

N 1662 ADULT ACUTE AND/OR LONG-TERM NURSING IIA

(27 hours)

N 1672 ADULT ACUTE AND/OR LONG-TERM NURSING IIB

(27 hours)

These units provide opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in adult acute and/or long-term nursing practices. Students have opportunity to examine conceptual, methodological and clinical issues and may undertake a research project.

Assessment will be negotiated by contract.

N 1682 GERONTOLOGICAL NURSING IIA

(27 hours)

N 1692 GERONTOLOGICAL NURSING IIB

(27 hours)

These units provide opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisals of tools utilised in gerontological nursing practices. Students have opportunity to examine conceptual, methodological and clinical issues and may undertake a research project.

N 1702 PSYCHIATRIC NURSING IIA

(27 hours)

N 1712 PSYCHIATRIC NURSING IIB

(27 hours)

These units provide opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in psychiatric nursing practices. Students have opportunity to examine conceptual, methodological and clinical issues and may undertake a research project.

N 2122 CRITICAL CARE NURSING IIA

(27 hours)

N 2132 CRITICAL CARE NURSING IIB

(27 hours)

These units provide opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in critical care nursing practices. Students have opportunity to examine conceptual, methodological and clinical issues and may undertake a research project.

N 2142 OPERATING ROOM NURSING IIA

(27 hours)

N 2152 OPERATING ROOM NURSING IIB

(27 hours)

These units provide opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in operating room nursing. Students have opportunity to examine conceptual, methodological and clinical issues and may undertake a research project.

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 of study aims to provide 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 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 1402 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 staff. It includes quality assurance and hospital accreditation.

Reference Book

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

N 1412 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 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A

(9 hours lectures, 18 hours tutorials)

This unit is designed to help meet the learning needs of professional nurses who expect to function in a managerial role in health agencies. Organisational behaviour theories and research studies relevant to management in health agencies are introduced. Group discussion and experiential learning activities are the primary teaching strategies used toward the development of personal and interpersonal skills essential to management.

Emphasis is placed on the development of skills in identifying, diagnosing and resolving nursing management problems in terms of the social and psychological concepts and principles related to promoting job satisfaction for the individual and group, and promoting the development of human resources, as part of achieving the organisational goal of health agencies. Areas of study include personality theory, attitudes, motivation to work, job satisfaction, leadership, communication, organisational groups, the grapevine, conflict at work, conflict resolution, decision making and organisational change.

N 1433 FIELD EXPERIENCE II

(3 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 232.

BS 130 ORGANISATION THEORY A (2 points)

(27 hours)

See descriptive entry page 194.

Plus any of the following elective units equivalent to four (4) points:

N 1322 POLITICAL STUDIES

(27 hours)

See descriptive entry page 101.

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(27 hours)

In this unit the student will be able to define and explore a particular area of interest impinging on, or directly related to, his/her 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)

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 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 of the course, and are used as a basis for critical analysis and comparison of expressive styles intended to service different purposes. Class work 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, 8 mm movie film, 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.

BL 517 GROWTH AND AGEING (1 point)

(18 hours)

See descriptive entry page 228.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(27 hours)

See descriptive entry page 229.

BL 558 PHYSICAL SCIENCES ELECTIVE (2 points)

(27 hours)

See descriptive entry page 230.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(27 hours)

See descriptive entry page 231.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(27 hours)

See descriptive entry page 232.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(27 hours)

See descriptive entry page 232.

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 202-208.

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

Community Health Nursing Major

Two units of community health nursing practice from the same areas 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 in depth chosen aspects of community health nursing practice in order to build upon the units studied previously. Certain students may however be permitted to study in their second year two units of a community health nursing practice option not studied in their first year.

N 3002 MATERNAL AND CHILD HEALTH NURSING IIA

(27 hours)

N 3012 MATERNAL AND CHILD HEALTH NURSING IIB

(27 hours)

N 1622 CHILD AND FAMILY NURSING IIA

(27 hours)

N 1632 CHILD AND FAMILY NURSING IIB

(27 hours)

See descriptive entry page 101.

N 1642 MIDWIFERY NURSING IIA

(27 hours)

N 1652 MIDWIFERY NURSING IIB

(27 hours)

See descriptive entry page 102.

N 1662 ADULT ACUTE AND/OR LONG-TERM NURSING IIA

(27 hours)

N 1672 ADULT ACUTE AND/OR LONG-TERM NURSING IIB

(27 hours)

See descriptive entry page 102.

N 1682 GERONTOLOGICAL NURSING IIA

(27 hours)

N 1692 GERONTOLOGICAL NURSING IIB

(27 hours)

See descriptive entry page 102.

N 1702 PSYCHIATRIC NURSING IIA

(27 hours)

N 1712 PSYCHIATRIC NURSING IIB

(27 hours)

See descriptive entry page 102.

N 3162 PRIMARY HEALTH CARE PRACTITIONER NURSING IIA

(27 hours)

N 3172 PRIMARY HEALTH CARE PRACTITIONER NURSING IIB

(27 hours)

N 3182 DEVELOPMENTAL DISABILITY NURSING IIA

(27 hours)

N 3192 DEVELOPMENTAL DISABILITY NURSING IIB

(27 hours)

N 3202 SCHOOL AND ADOLESCENT HEALTH NURSING IIA

(27 hours)

N 3212 SCHOOL AND ADOLESCENT HEALTH NURSING IIB

(27 hours)

N 3222 OCCUPATIONAL HEALTH NURSING IIA

(27 hours)

N 3232 OCCUPATIONAL HEALTH NURSING IIB

(27 hours)

N 3242 COMMUNITY MENTAL HEALTH NURSING IIA

(27 hours)

N 3252 COMMUNITY MENTAL HEALTH NURSING IIB

(27 hours)

Assessment for these units will be negotiated by contract.

PLUS

N 1442 NURSING RESEARCH II

(27 hours)

See descriptive entry page 102.

N 1462 NURSING RESEARCH PROJECT

(27 hours)

See descriptive entry page 104.

N 3142 COMMUNITY HEALTH NURSING

(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

(27 hours)

This unit is designed to enable the community health nursing student to explore indepth models of the teaching, learning and communication processes and to apply this knowledge to the development, planning, conduct and evaluation of health education for community groups.

N 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A

(27 hours)

See descriptive entry page 103.

N 3151 HEALTH TEAM FUNCTIONING

(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.

N 3161 MANAGEMENT PROCESSES

(18 hours)

This unit applies concepts from organisation theory and behavioural aspects of nursing management to the management of nursing services in community health agencies. It includes the management process, the organisational structure, quality assurance and staff appraisal methods.

N 1433 FIELD EXPERIENCE II

(3 weeks and 2 weeks plus intermittent days)

See descriptive entry page 103.

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(27 hours)

See descriptive entry page 232.

BS 151 PERSONALITY THEORY AND THERAPIES (1 point)

(18 hours)

See descriptive entry page 195.

BS 130 ORGANISATION THEORY A (2 points)

(27 hours)

See descriptive entry page 194.

Plus any of the following elective units equivalent to three (3) points:

N 1322 POLITICAL STUDIES

(27 hours)

See descriptive entry page 101.

N 1472 ENGLISH STUDIES

(27 hours)

See descriptive entry page 104.

N 1482 THE NURSE AND SUFFERING, LOSS AND GRIEF

(27 hours)

See descriptive entry page 104.

N 1491 HUMAN ECOLOGY

(18 hours)

See descriptive entry page 104.

N 1511 NURSING AND LITERATURE A

(18 hours)

See descriptive entry page 105.

N 1522 NURSING AND LITERATURE B

(27 hours)

See descriptive entry page 105.

BL 517 GROWTH AND AGEING (1 point)

(18 hours)

See descriptive entry page 228.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(27 hours)

See descriptive entry page 229.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(27 hours)

See descriptive entry page 231.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(27 hours)

See descriptive entry page 232.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(27 hours)

See descriptive entry page 232.

BS 400 BEHAVIOURAL SCIENCE SEMINARS (1 point/seminar)

This is made up of a number of units, some of which are available to nurses 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 202-208.

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

Nursing Administration Major

N 1442 NURSING RESEARCH II

(27 hours)

See descriptive entry page 102.

N 1402 NURSING ADMINISTRATION A

(36 hours)

See descriptive entry page 103.

N 1412 NURSING ADMINISTRATION B

(27 hours)

See descriptive entry page 103.

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 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A

(9 hours lectures, 18 hours tutorials)

See descriptive entry page 103.

N 4012 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT B

(9 hours lectures, 18 hours tutorials)

The aims of this unit are the same as for N 1422 on which it builds. Concepts learned in N 1422 will be studied in greater depth within the following additional areas: organisational climate, stress, work pressure and dysfunctional aspects; organisational development theory, planned change and organisation development interventions; situational and personality determinants of organisational behaviour and action; and psychological aspects of interviewing and principles of counselling.

N 4022 HEALTH SERVICES ADMINISTRATION

(27 hours)

This unit provides an introduction to health care systems both overseas and in Australia, with the development of various hospital and community services. It includes the role of government in health field finance and policy. It also examines the functions of and the relationship 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 4031 FISCAL POLICY

(18 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. There may be visits to accounting departments of private and public hospitals.

Recommended References

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

MAHONEY, D.J. et al. 1977. *Century 21 accounting*. Aust. ed. Sydney, Ashton.

N 4041 INDUSTRIAL RELATIONS

(18 hours)

This unit explores the development and current status of industrial relations in Australia, with discussion of problems encountered in hospitals and nursing services.

Recommended Reference

FORD, G.W. et al. 1980. *Australian labour relations: readings*. 3rd ed. South Melbourne, MacMillan.

N 1433 FIELD EXPERIENCE II

(3 weeks and 2 weeks plus intermittent days)

See descriptive entry page 103.

BS 130 ORGANISATION THEORY A (2 points)

(27 hours)

See descriptive entry page 194.

BS 131 ORGANISATION THEORY B (2 points)

(27 hours)

See descriptive entry page 194.

Plus any of the following elective units equivalent to four (4) points:

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(27 hours)

See descriptive entry page 104.

N 4052 ISSUES IN MANAGEMENT

(27 hours)

This unit is designed to allow groups of students to investigate indepth an issue relevant to administration of health services. Students will contract with a staff member, and, if necessary, make arrangements with an organisation or government department to study the chosen topic and prepare a seminar paper.

Assessment is by the presentation of a seminar paper.

N 1462 NURSING RESEARCH PROJECT

(27 hours)

See descriptive entry page 104.

N 1472 ENGLISH STUDIES

(27 hours)

See descriptive entry page 104.

N 1482 THE NURSE AND SUFFERING, LOSS AND GRIEF

(27 hours)

See descriptive entry page 104.

N 1491 HUMAN ECOLOGY

(18 hours)

See descriptive entry page 104.

N 1511 NURSING AND LITERATURE A

(18 hours)

See descriptive entry page 105.

N 1522 NURSING AND LITERATURE B

(27 hours)

See descriptive entry page 105.

BL 517 GROWTH AND AGEING (1 point)

(18 hours)

See descriptive entry page 228.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(27 hours)

See descriptive entry page 229.

BL 558 PHYSICAL SCIENCES ELECTIVE (2 points)

(27 hours)

See descriptive entry page 230.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(27 hours)

See descriptive entry page 231.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(27 hours)

See descriptive entry page 232.

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 processes and to participate in interdisciplinary learning experiences.

See descriptive entries pages 202-208.

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

Nursing Education Major**N 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A**

(9 hours lectures, 18 hours tutorials)

See descriptive entry page 103.

N 5002 EDUCATIONAL PSYCHOLOGY A

(36 hours)

The aim of this unit is to demonstrate to students how certain concepts and methodological approaches of psychology apply to teaching and learning 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; and students characteristics including intelligence, level of development, personality and individual differences and motivation.

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 give students an understanding of and to develop competence in, the fields of educational measurements 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, DC 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 provides an introduction to the concepts and principles underlying curriculum design and development. The aim is to help the student acquire skills in planning and evaluating curricula in schools of nursing, health agencies and other nursing education institutions. The unit focuses on the purpose of a school of nursing, philosophy of nursing education, the social context of the curriculum and conceptual frameworks, and provides an introduction to curriculum design and evaluation.

Corequisite: N 5002 Educational Psychology A.

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.

N 5032 CURRICULUM DEVELOPMENT B

(27 hours)

This unit continues the study of the design, structure and evaluation of nursing curricula. The process of curriculum and strategies for curriculum change are also examined.

Recommended Texts

As for N 5022.

N 5042 CURRICULUM DEVELOPMENT C

(27 hours)

In this unit the student is 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.

Recommended Texts

As for N 5022.

N 5052 TEACHING METHODS AND PRACTICE A

(36 hours)

This unit further develops concepts of teaching and learning, 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 methods are examined.

N 5062 TEACHING METHODS AND PRACTICE B

(36 hours)

This unit is a continuation of N 5052 Teaching Methods and Practice A.

N 5071 EDUCATIONAL ADMINISTRATION

(18 hours)

This unit is intended to provide opportunities for the student to gain knowledge and understanding of concepts and principles underlying educational administration. Specific application is made to the administrative functions of the nurse educator in schools of nursing. Areas of study include philosophical issues in educational administration; administration as a process applied to curriculum development; educational resource budgeting and management; school and community relationships; and staff and student personnel services. Experience in selected areas is gained in schools of nursing, concurrent with practice teaching assignments.

N 1433 FIELD EXPERIENCE II

(3 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 232.

BS 130 ORGANISATION THEORY A (2 points)

(27 hours)

See descriptive entry page 194.

Plus any of the following elective units equivalent to four (4) points:

N 1322 POLITICAL STUDIES

(27 hours)

See descriptive entry page 101.

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(27 hours)

See descriptive entry page 104.

N 1462 NURSING RESEARCH PROJECT

(27 hours)

See descriptive entry page 104.

N 1472 ENGLISH STUDIES

(27 hours)

See descriptive entry page 104.

N 1482 THE NURSE AND SUFFERING, LOSS AND GRIEF

(27 hours)

See descriptive entry page 104.

N 1491 HUMAN ECOLOGY

(18 hours)

See descriptive entry page 104.

N 1502 EDUCATIONAL TECHNOLOGY

(27 hours)

See descriptive entry page 104.

N 1511 NURSING AND LITERATURE A

(18 hours)

See descriptive entry page 105.

N 1522 NURSING AND LITERATURE B

(27 hours)

See descriptive entry page 105.

BL 517 GROWTH AND AGEING (1 point)

(18 hours)

See descriptive entry page 228.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(27 hours)

See descriptive entry page 229.

BL 558 PHYSICAL SCIENCE ELECTIVE (2 points)

(27 hours)

See descriptive entry page 230.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(27 hours)

See descriptive entry page 231.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(27 hours)

See descriptive entry page 232.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(27 hours)

See descriptive entry page 232.

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 202-208.

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

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

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 a 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 92.

Unit Scheme

For an explanation of unit coding and weighting see page 93. Twenty-seven points are required for eligibility for the award of Diploma in Applied Science, Community Health Nursing (Maternal and Child Health Nursing).

Course Outline

- N 1062 Advanced Nursing I
- 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

N 1062 ADVANCED NURSING I

(27 hours)

This unit is designed to provide a graduated approach to interviewing skills and the helping process including physical and psychosocial data collection and assessment. Students will explore the basic concepts and principles of the helping process followed

by experiential learning situations. Practice interviewing periods will be followed by a residential workshop (optional) focusing on self-awareness and sensitivity. This is followed by the practice of further interviewing and involves holistic physical and psychosocial health counselling.

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 40 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 design 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 98.

N 7073 FIELD EXPERIENCE

Field experience comprises three block placements each of two weeks plus one clinical day each week of term.

BL 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE (2 points)

(36 hours)

See descriptive entry page 229.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 194.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE (2 points)

(36 hours)

See descriptive entry page 194.

BS 150 BEHAVIOURAL SCIENCE IN NURSING (1 point)

(18 hours)

See descriptive entry page 195.

School of 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 inter-personal relationships and/or recreational pursuits.

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

Course of Study

Occupational Therapy is 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

15 February—19 February

22 February—30 April

3 May

5 May—14 May

31 May—30 July

2 August—6 August

30 August—29 October

8 November—12 November

15 November—19 November

Orientation Week

First Term

Examinations

Clinical Orientation Period

Second Term

Second Term Examinations

Third Term

Final Examinations

Community Involvement

Second Year

22 February—30 April
 3 May—7 May
 30 May—30 July
 2 August—6 August
 30 August—29 October
 8 November—12 November
 15 November—26 November

First Term
 First Term Examinations
 Second Term
 Second Term Examinations
 Third Term
 Final Examinations
 Clinical Placement 1

Third Year

1 February—23 April
 3 May—7 May
 24 May—16 July
 26 July—17 September
 27 September—19 November

First Term
 Examinations
 Clinical Placement 2
 Clinical Placement 3
 Clinical Placement 4

Fourth Year

22 February—5 March
 8 March—14 May
 31 May—6 August
 6 August—27 August

Academic Weeks
 Clinical Placement 5
 Academic Term
 Board of Examiners

Uniforms and Equipment

Students are required to have a prescribed uniform for hospital clinics and clinical education placements. Work-coats and safety glasses 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 all main general hospitals, rehabilitation centres, sheltered workshops, psychiatric clinics and hospitals, and special centres for children and elderly people. 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.

Bursaries and Cadetships

A limited number of bursaries are available from country hospitals. Preference will be given to country students, and applicants themselves should contact the hospital in their chosen area. Students who apply to country hospitals will be required to have an interview at the hospital. If an applicant is accepted by the School and is deemed to be the most suitable applicant by the hospital, he or she will be awarded the bursary.

Students who accept a bursary are usually bonded to the sponsoring hospital for two years at the completion of the course.

Victorian country and Tasmanian hospitals which have awarded bursaries in the past include:

Alexander Home and Hospital for the Aged, Castlemaine
 Ballarat and District Base Hospital, Ballarat
 Bendigo and Northern District Base Hospital, Bendigo
 Bendigo Home and Hospital for the Aged, Bendigo
 Central Gippsland Hospital, Traralgon
 Echuca District Hospital, Echuca
 Gippsland Base Hospital, Sale
 Hamilton Base Hospital, Hamilton
 Latrobe Valley Community Hospital, Moe
 Launceston General Hospital, Launceston
 Mersey General Hospital, Latrobe (Tas.)

Mildura Base Hospital, Mildura
 Mooroopna and District Base Hospital, Mooroopna
 Nhill Hospital, Nhill
 North Western General Hospital, Burnie
 Ovens and Murray Home, Beechworth
 Queen Elizabeth Home and Hospital for the Aged, Ballarat
 Royal Hobart Hospital, Hobart
 St Giles Home, Society for Crippled Children, Launceston
 St John's Park Hospital, New Town, Tasmania
 Stawell District Hospital, Stawell
 Wangaratta District Base Hospital, Wangaratta
 Warrnambool and District Base Hospital, Warrnambool
 West Gippsland Base Hospital, Warragul
 Wimmera Base Hospital, Horsham
 Wodonga District Hospital, Wodonga

The Mental Health Division of The Health Commission also offers cadetships from time to time, usually to second and third-year students, and these are awarded on course results. They carry a bond equal to the period of sponsorship by the Authority. The Mental Health Division will not be offering cadetships in 1982.

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 120 Ergonomics, Technology and Therapeutic Media
 OT 130 Anatomy — Pure and Applied
 BL 113 Physiology I
 BS 100 Introduction to Behavioural Sciences
 BS 105 Introduction to Research
 ID 101 Introduction to Community Health Problems
 Emergency First Aid
 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 370 Clinical Education
 OT 330 Occupational Psychology
 BS 250 Research Evaluation (Part B)

Fourth Year

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

Details of Syllabus: First Year

OT 110 OCCUPATIONAL THERAPY

(105 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:

Basic Principles and Practice of Occupational Therapy

(52 hours)

Introduction to the rationale and scope of occupational therapy in different areas of practice and its contribution to health care. Examination of psychological implications of disability and illness. Introduction to personal and professional skills such as communication, observation and teaching. Clinical orientation preparation — professional ethics and responsibilities, etc.

Activities of Daily Living (ADL)

(29½ 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.

Child Studies

(24 hours)

Comprising: introduction to normal development, sensory-motor development, longitudinal child observation. This unit examines physical (motor) and behavioural aspects of normal child development, with particular reference to the sequence and interrelationship of all areas of development. Emphasis is given to acquiring observational skills, and to the relevance of a knowledge of normal child development to occupational therapy assessment and treatment of the disabled or disadvantaged child, as well as a developmental approach in the treatment of physical and psychosocial dysfunctions.

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. *Encyclopedia and dictionary of medicine and nursing*. Philadelphia, Saunders.

PURTILO, R. 1978. *Health professional/patient interaction*. Philadelphia, W.B. Saunders.

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

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

OT 120 ERGONOMICS, TECHNOLOGY AND THERAPEUTIC MEDIA

(108 hours of lectures, practical classes and tutorials)

The first year of ETTM introduces the student to basic studies and approaches that will be continually integrated and enlarged upon during the occupational therapy course. ETTM, comprised of a number of units, aims to develop technical skills, environmental awareness and the ability to apply activity therapeutically. Units include Ergonomics, Typing, Basic Woodwork, Material Studies, Recreation Activities and Technical Drawing.

Prescribed Text

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

OT 130 ANATOMY — PURE AND APPLIED

(112 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

BASMAJIAN, J. V. 1976. *Primary anatomy*. 7th ed. Baltimore, Williams & Wilkins.

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

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

Recommended Text

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

BL 113 PHYSIOLOGY I

(91 hours)

See descriptive entry page 218.

BS 100 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours lectures, 27 hours tutorials)

See descriptive entry page 193.

BS 105 INTRODUCTION TO RESEARCH

(40 hours)

See descriptive entry page 193.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

EMERGENCY FIRST AID

(6 hours)

See descriptive entry page 169.

OT 170 CLINICAL EDUCATION

This subject is comprised of the following areas:

Clinical Orientation Period I

(63 hours)

One 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 first term studies in first year. 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.

Community Involvement

(33 hours)

Students are required to arrange voluntary work in a community organisation to increase their sensitivity to human need situations.

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.

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

(41 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 handicapped child.

Prescribed TextSHERIDAN, 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 168.

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 TextsGRANDJEAN, E. 1973. *Ergonomics of the home*. London, Taylor & Francis.
School Publications.**BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE**

(18 hours)

See descriptive entry page 197.

BS 250 RESEARCH EVALUATION (Part A)

(10 hours)

See descriptive entry page 197.

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours)

See descriptive entry page 198.

OT 240 NEUROSCIENCES

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

BL 281 Neuroanatomy

(11 hours)

See descriptive entry page 225.

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 223.

OT 250 CLINICAL MEDICINE

(56 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 lecture/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*. 7th ed. 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.

Prescribed Texts

HALE, Gloria ed. 1979. *The source book for the disabled*. London and New York, Paddington Press. 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

CORSINI, Raymond ed. 1973. *Current psychotherapies*. Illinois, Peacock Publishers, Inc.
School publications.

OT 315 MANAGEMENT

(50 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, communication skills, safety, legal factors, administration and planning.

Prescribed Texts

SMITH, Harold and BAKER, William. 1978. *The administrative manager*. Chicago, Science Research Associates.

GRANDJEAN, E. 1973. *Ergonomics of the home*. London, Taylor and Francis.

Reference Book

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

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.

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.

BS 250 RESEARCH EVALUATION (Part B)

(8 hours)

See descriptive entry page 197.

Details of Syllabus: Fourth Year

Emphasis during this final year, especially during the academic term, 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 416 APPLIED OCCUPATIONAL THERAPY

(80 hours)

Investigation in depth of the application of occupational therapy in broad areas of health care. Students are required to formally present their theoretical and practical knowledge of selected topics. This is achieved through seminar presentation and literature review.

This unit is structured to include focus lectures, seminars, workshops and practical sessions.

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 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 Modification and 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 200.

Conversion Course**BACHELOR OF APPLIED SCIENCE (OCCUPATIONAL THERAPY)**

In accordance with the policy of the Victoria Institute of Colleges, a conversion course has been offered over the past few years to persons holding a Diploma in

Occupational Therapy to enable them to convert the Diploma to the Degree of Bachelor of Applied Science (Occ. Ther.).

- (a) It has been decided to eliminate intake into conversion courses after 1979. Therefore no new admissions will be accepted to the above course, however, diplomates wishing to convert their qualification to a degree of Bachelor of Applied Science (Occ. Ther.) may do so by seeking special entry into selected parts of the undergraduate course.
- (b) Students presently enrolled will be required to complete all the educational components of conversion courses by the end of 1982 as there will be no special classes beyond that date.

School of 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 postgraduate 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

- BL 370 Medicine for Orthoptics
- OR 370 Social and Preventive Medicine
- BS 400 Behavioural Science Seminars
- OR 322 Ocular Motility III
- OR 332 Orthoptic Clinical Practice III
- OR 352 Ophthalmology II

Details of Syllabus: First Year

BL 122 HUMAN MORPHOLOGY AND FUNCTION

(95 hours)

See descriptive entry page 219.

BL 151 BASIC PHYSICAL SCIENCE

(50 hours)

See descriptive entry page 220.

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 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 193.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

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

BREDEMAYER, H. G. and BULLOCK, K. 1968. *Orthoptics theory and practice*. St Louis, Mosby.

CASHELL, G. T. W. and DURRAN, I. M. 1971. *Handbook of orthoptic principles*. 2nd ed. Edinburgh, Churchill Livingstone.

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 222.

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 Text

DAVSON, 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 193.

BS 235 Child Development

(18 hours)

See descriptive entry page 197.

BS 270 Psychology of Illness, Disability and Rehabilitation

(18 hours)

See descriptive entry page 198.

BS 280 Interpersonal Helping Skills

(13½ hours)

See descriptive entry page 198.

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

DREW, R. C. 1971. *Manual of tonography*. St Louis, Mosby.

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

(252 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**BL 370 MEDICINE FOR ORTHOPTICS**

(28 hours)

BL 371 Medical Science for Orthoptics

(20 hours)

OR 360 Medical Specialties in Orthoptics

(8 hours)

See descriptive entries page 227-228.

OR 370 SOCIAL AND PREVENTIVE MEDICINE

(28 hours)

This subject is designed as part of an integrated problem solving approach used in third year. It is intended to increase the students' awareness of community needs in the areas of social and preventive medicine generally, and eye care in particular.

BS 400 BEHAVIOURAL SCIENCE SEMINARS

(36 hours)

See descriptive entries pages 202-208.

OR 322 OCULAR MOTILITY III

(140 hours)

A problem-based approach to learning will be used in this subject to give an overview of the complete process in the treatment and management of the various types of defects of ocular motility. Information in this subject will be closely integrated with the work taught in other third year subjects.

OR 332 ORTHOPTIC CLINICAL PRACTICE III

(364 hours)

It is intended that this subject allow the student to gain increased clinical experience and skills, extending ability to interpret and evaluate results, and increasing ability in treatment and patient management.

OR 352 OPHTHALMOLOGY II

(56 hours of lectures)

This subject is an extension of Ophthalmology I covering the more advanced and specialised areas of ophthalmology in which the graduate orthoptist will be expected to assist the ophthalmologist.

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 with special permission from the School.

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
 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
 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 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

15—19 February	Orientation Week
22 February—30 April	First Term
3—7 May	First Term Examinations
31 May—30 July	Second Term
2—6 August	Second Term Examinations
30 August—29 October	Third Term
1—5 November	Study Vacation
8—12 November	Final Examinations

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 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 fund 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.

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
Introduction to Community Health Problems
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
Behavioural Sciences III
Physiology III
Composite Electives (comprising units of Behavioural Sciences III and Physiology III)

Fourth Year

Physiotherapy IV

Details of Syllabus: First Year**P 1600 ANATOMY I**

(260 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; 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.
 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

(162 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 of the following units:

- P 1710 Kinesiology
 P 1720 Therapeutic Techniques
 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.
 WILLIAMS, P.L. and WARWICK, R. eds 1980. *Gray's anatomy*. 36th ed. Edinburgh, Longman.
 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, Ill., Thomas.
 HALL, M. C. 1965. *The locomotor system — functional anatomy*. Springfield, Ill., 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, Ill., Thomas.
 WILLIAMS, M. and LISSNER, H. R. 1962. *Biomechanics of human motion*. Philadelphia, Saunders.
 Further references will be indicated throughout the course.

P 1720 Therapeutic Techniques

(78 hours)

1 Therapeutic Movement

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.

2 Electrotherapy

An introduction to the practical and theoretical study of treatment techniques by electrical and allied forms of energy. The syllabus includes electrical safety and therapeutic heat and cold.

Prescribed Texts

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

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

P 1770 Child Development

(24 hours)

This unit is designed to introduce the student to the study of child development from birth to six years of age. 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 Steyer 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 220.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

BS 015 BEHAVIOURAL SCIENCES I

(121 hours)

BS 100 Introduction to Behavioural Sciences

BS 105 Introduction to Research

See descriptive entries pages 193-194.

Details of Syllabus: Second Year

P 2600 ANATOMY II

(182 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.

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

Or

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

Or

WARWICK, R. and WILLIAMS, P.L. eds 1973. *Gray's anatomy*. 35th ed. Edinburgh, Longman.

P 2700 PHYSIOTHERAPY II

(222 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. 138 hours)

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

The syllabus includes assessment, exercise, passive joint movement, massage, classwork, gymwork, orthotics and functional training.

These are considered in terms of:

safety (patient and therapist)

physics (particularly mechanics)

anatomical and kinesiological foundations

physiological effects

indications

contraindications

dosage

techniques of application

recording (techniques and results of assessment and treatment)

care of the apparatus.

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, Bailliere Tindall and Cassell.

CYRIAX, J. 1978. *Textbook of orthopaedic medicine*. 7th ed. Vol. I. London, Bailliere 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 Norlie Bokhandel.

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

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

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

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

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

(68 hours)

A practical and theoretical study of techniques of treatment and diagnosis by electrical and allied forms of energy. The syllabus includes: electrical safety, therapeutic heat, therapeutic cold, ultraviolet radiation, electrical stimulation — therapy and diagnosis, interferential therapy, and myoelectric feedback.

The techniques are considered in terms of:

- physics
- biophysics
- physiological effects
- indications
- contraindications
- dosage
- techniques of application
- recording (techniques and results of assessment and treatment)
- care of the apparatus.

Prescribed Text

LINCOLN Institute electrotherapy practical manual. 1981/82.

Reference Books

- LICHT, S. ed. 1965. *Therapeutic heat and cold*. 2nd ed. Connecticut, Licht.
- 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 & Cassell.
- WADSWORTH, H. H. and CHANMUGAM, 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

This subject comprises:

P 2801 Nursing Procedure

(100 hours)

A course of 20 hours of lectures and demonstrations at the School of Nursing and 80 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. 80 hours)

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

Students will also spend approximately two weeks working in a Physiotherapy Department observing patient communication and treatment by a physiotherapist, and assisting with aspects such as exercise supervision and electrotherapy. The implementation of this segment of the programme is dependent on an evaluation study being undertaken in 1981.

BL 215 PHYSIOLOGY II

(135 hours)

See descriptive entry page 222.

BL 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours)

See descriptive entry page 224.

BS 025 BEHAVIOURAL SCIENCES II

(90 hours)

BS 250 Research Evaluation

See descriptive entry page 197.

BS 261 Sociology and Psychology of Health

See descriptive entry page 197.

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

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, disabled sport, 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 Books

BURTON, A. W. 1974. *Medical ethics and the law*. Sydney, Australasian Medical Publishing Company.

O'SULLIVAN, J. 1977 *Law for nurses and allied health professionals in Australia*. 2nd ed. Law 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.

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.

Prescribed Text

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

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.

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 Text

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 psychosocial 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 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, 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 the physiotherapist's involvement with amputees.

Reference Books

- HUMM, W. 1977. *Rehabilitation of the lower limb amputee*. 3rd ed. London, Balliere Tindall & Cassell.
- KRUSEN, R., KOTTKE, F. and ELLWOOD, P. 1971. *Handbook of physical medicine and rehabilitation*. 2nd ed. Philadelphia, Saunders.
- LITTLE, J. 1975. *Major amputation for vascular disease*. Edinburgh, Churchill Livingstone.
- NICHOLS, P. 1976. *Rehabilitation medicine*. London, Butterworth.

2 Geriatrics

The student is introduced to the scope of this speciality. Background lectures on ageing 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.

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. 295 hours of clinical work of which approx. 100 hours is integrated with units of P 3700)

The 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. Students participate in a five half-day programme of Interdisciplinary Studies — ID 103 The Health Team. For details see page 168.

Reference Books

- BLOOM, A. 1975. *Toohy's medicine for nurses*. 11th ed. Edinburgh, Churchill Livingstone.
- 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.
- HARVEY, A., JONES, R., OWENS, A. and ROSS, R. 1972. *The principles and practice of medicine*. New York, Meredith Corporation.
- LAURENCE, D. 1973. *Clinical pharmacology*. 4th ed. Edinburgh, Churchill.

BS 340 COMMUNICATION AND INTERPERSONAL HELPING SKILLS IN CLINICAL PRACTICE

(27 hours)

For descriptive entry see page 200.

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 and assignment)

See descriptive entry pages 225-227.

or

BL 320 Physiology III with Laboratory Studies

(lectures and laboratory studies)

See descriptive entry page 227.

or

BS 035 BEHAVIOURAL SCIENCES III

(approx. 72 hours)

BS 360 Health and the Community

and

BS 400 Behavioural Science Seminars

(any one unit)

See descriptive entries pages 201-208.

or

BS 358 Research Design

and

BS 400 Behavioural Science Seminars

(any one unit)

See descriptive entries pages 201-208.

or

BS 400 Behavioural Science Seminars

(a total of four units)

See descriptive entry pages 202-208.

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 225-227 and 202-208.

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

Any 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 in-patients and out-patients.

ELECTIVE UNITS

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

Any 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 professions 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 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. Students will also participate in interdisciplinary workshops conducted by the School of Occupational Therapy. 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 a 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 Work and Exercise

Recommended (not a prerequisite): BL 312 Cardiopulmonary Responses

P 4880 Obstetrics and Gynaecology

A unit designed to provide students with the opportunity to develop skills related to ante-natal and post-natal classwork, assisting women in labour with psychophysical techniques and the routine management of patients undergoing gynaecological surgery. Tutorials, observations of other physiotherapists working in the field, and visits to special clinics within the hospital aim to provide the student with an appreciation of the scope of physiotherapy in obstetrics and gynaecology.

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.

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 33. Students may be required to undertake preliminary studies in research methodology, statistics and counselling; see entry for Preliminary Studies, page 189.

Assessment

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

Graduate Diploma in Manipulative Therapy

Introduction to Manipulative Therapy

The course provides graduates with an 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.

Graduates will develop further awareness of the significance of clinical research and evaluation in patient management by manipulative therapy and will acquire further knowledge and understanding of interpersonal communication processes. Graduates will also acquire knowledge and understanding of key principles of behavioural psychology.

Award

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

Course Structure

The course is normally offered on a half-time basis over two academic years. However, subject to demand and resource availability in 1982 the course may be offered full-time over one academic year.

Course objectives are realised through correlation of study in four major subject categories:

- Behavioural Sciences
- Medical Sciences
- Biological Sciences
- Theory and Practice of Manipulative Therapy.

Part-time students will normally be required to attend classes and practical sessions for an average of 10 hours per week. In addition, students will be expected to devote additional time to non-scheduled activities such as data collection, literature research and independent study. Clinical education will be undertaken in selected private practices, teaching hospitals and clinics.

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

First Year

- P 5461 Medical Sciences I
- P 5561 Theory and Management of Pain
- P 5562 Biomechanics and Kinesiology I
- P 5661 Anatomy I
- P 5704 Independent Research Project (continued into second year)
- P 5761 Theory and Practice of Manipulative Therapy I (including Clinical Education)
- BL 515 Physiology of Neurological and Musculo-skeletal Systems
- BL 584 Histology
- BS 581 Introduction to Behavioural Techniques in Physical Therapy

Second Year

- P 5462 Medical Sciences II
- P 5563 Biomechanics and Kinesiology II
- P 5662 Anatomy II
- P 5704 Independent Research Project (continued from first year)
- P 5762 Theory and Practice of Manipulative Therapy II (including Clinical Education)
- BS 514 Interpersonal Counselling

Details of Syllabus

Hours listed for each unit are subject to review.

MEDICAL SCIENCES

(50 hours)

P 5461 Medical Sciences I

P 5462 Medical Sciences II

This subject comprises two components: Medical Sciences I and Medical Sciences II. 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 relevant to manipulative therapy, including anti-inflammatory drugs, analgesics and muscle relaxants.

P 5561 THEORY AND MANAGEMENT OF PAIN

(18 hours)

The subject aims to increase students' knowledge and understanding of the physiological bases of perception, current trends and problems in pain research, and effectiveness and mechanisms of action of selected pain management techniques. Students will critically examine recent conceptualisations of behavioural and physiological pain mechanisms, and will also gain an appreciation of a multidisciplinary approach to the study of pain mechanisms and analgesia. Topics covered include the concept of pain, pain as a sensation, clinical and laboratory measurement of pain, learned aspects of pain, individual differences in pain perception, cultural aspects of pain, nociceptors and pain perception, receptor codes, morphology and function of pain receptors, transmission of nociceptive information through the spinal cord and higher levels, learning mechanisms, the limbic system, 'Gate control' theory, and enkephalins and endorphins.

BIOMECHANICS AND KINESIOLOGY

(30 hours)

P 5562 Biomechanics and Kinesiology I

P 5563 Biomechanics and Kinesiology II

The subject comprises two components: Biomechanics and Kinesiology I and Biomechanics and Kinesiology II. It 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.

ANATOMY

(90 hours)

P 5661 Anatomy I

P 5662 Anatomy II

This subject comprises advanced study of the skeleton, nervous system and locomotor apparatus. In the first component, Anatomy I, 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. In the second component, Anatomy II, the course will 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.

THEORY AND PRACTICE OF MANIPULATIVE THERAPY

(304 hours including clinical education)

P 5761 Theory and Practice of Manipulative Therapy I**P 5762 Theory and Practice of Manipulative Therapy II**

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 first component of the unit focuses on mobilisation and manipulation of the vertebral column. The second component focuses on mobilisation and manipulation of peripheral joints. The units Medical Sciences and Biomechanics and Kinesiology are closely related to study in this unit.

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 228.

BL 584 HISTOLOGY

(12 hours)

See descriptive entry page 231.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY

(18 hours)

See descriptive entry page 212.

BS 514 INTERPERSONAL COUNSELLING

(18 hours)

See descriptive entry page 210.

Graduate Diploma in Physiotherapy*Introduction*

The Graduate Diploma in Physiotherapy is designed to provide opportunity for graduates from the undergraduate programme to develop postgraduate knowledge, clinical skills, concepts and attitudes that are beneficial to community health and to the growth and development of the physiotherapy profession. The major objectives of the course focus on the role of the specialist physiotherapist, theory underlying the practice of physiotherapy, development of clinical skills, and patient-therapist, interprofessional and intraprofessional communication.

Award

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

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.

Student may choose to specialise in one of six professional streams: cardiothoracic physiotherapy, geriatrics, neurology, obstetrics and gynaecology, orthopaedics or paediatrics.

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, physiotherapy and combined studies.

Texts and References

Details of texts, references and recommended preliminary reading will be available from the School of Physiotherapy office.

Course Outline

Subjects taken in the course are set out below.

BASIC STUDIES

Basic studies consists of three major subject areas:

RESEARCH AND EVALUATION — students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory of Measurement 1 (1.5 modules)

BS 503 Empirical Single Case Design (1.5 modules)

HEALTH AND HEALTH CARE — students must take five modules (30 hours)

BS 506 Epidemiology and Influences on Health (3 modules)

MR 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING — students must take three modules (18 hours)

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

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interactions (1 module)

SPECIALIST CORE STUDIES

Students will select one of the study streams. Units within each stream contain a total of 32 modules (192 hours not including clinical education) and are taken over two years. Not all units will be offered in 1982.

GERIATRICS

P 5491 Medical Sciences: Geriatrics

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 540 Physiology and Pathophysiology of Ageing*

BS 575 Psychological Processes in Ageing

BS 595 Death, Dying and Bereavement*

NEUROLOGY

P 5441 Medical Sciences: Neurology

P 5541 Neuropsychology A

P 5542 Neuropsychology B*

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*

PAEDIATRICS

- P 5472 Medical Sciences: Paediatrics
- P 5572 Growth and Development A
- P 5641 Neuroanatomy A
- P 5702 Directed Project
- P 5771 Physiotherapy in Paediatrics*
- BL 511 Neurophysiology A
- BL 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate
- BL 580 Human Embryology
- BS 595 Death, Dying and Bereavement*

CARDIOTHORACIC

- P 5432 Body Responses to Acute Illness
- P 5433 Pulmonary Medicine and Thoracic Surgery*
- P 5434 Cardiovascular Medicine and Surgery*
- P 5582 Relaxation and Stress Management*
- P 5631 Anatomy and Kinesiology of Thorax
- P 5702 Directed Project
- P 5731 Cardiothoracic Physiotherapy*
- BL 513 Respiration and Circulation A
- BL 516 Respiration and Circulation B*
- BL 514 Work Physiology*

ORTHOPAEDICS

- P 5435 Diagnostic Procedures
- P 5451 Rheumatology
- P 5454 Trends in Orthopaedic Medicine and Surgery*
- P 5561 Theory and Management of Pain
- P 5702 Directed Project
- P 5752 Physiotherapy in Orthopaedics*
- BL 514 Work Physiology*

Plus 10 modules from:

- P 5452 Plastics and Reconstructive Surgery*
- P 5551 Occupational Health*
- P 5753 Splinting Techniques*
- P 5755 Sports Medicine*
- BL 560 Arthrology

OBSTETRICS AND GYNAECOLOGY

- P 5481 Medical Sciences: Obstetrics and Gynaecology*
- P 5561 Theory and Management of Pain
- P 5581 Sexuality and Human Relationships*
- P 5582 Relaxation and Stress Management*
- P 5583 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

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. Details of the curriculum for each specialist stream are available from the School of Physioth-

erapy office. Elective units not listed under compulsory Specialist Core Studies will be offered subject to sufficient enrolments. Units developed for Elective Studies include:

- P 5574 Hydrotherapy (3 modules)*
- P 5575 Recreation for the Handicapped Child (3 modules)*
- P 5703 Independent Study (5 modules)*
- P 5741 Spinal Injuries (3 modules)*
- BS 509 Psychosomatics (3 modules)*
- BS 514 Interpersonal Counselling (3 modules)
- BS 524 Self Development (3 modules)*
- BS 581 Introduction to Behavioural Techniques in Physical Therapy (3 modules)

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

Students must take the following units:

BS 501 Introduction to Graduate Research Skills (4 modules)

(24 hours)

See descriptive entry page 208.

BS 502 Theory of Measurement I (1.5 modules)

(9 hours)

See descriptive entry page 208.

BS 503 Empirical Single Case Design (1.5 modules)

(9 hours)

See descriptive entry page 209.

HEALTH AND HEALTH CARE

Students must take the following units:

BS 506 Epidemiology and Influences on Health (3 modules)

(18 hours)

See descriptive entry page 209.

MR 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 81.

PROFESSIONAL FUNCTIONING

Students must take three (3) modules (18 hours) from the following units:

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

(6 hours)

See descriptive entry page 81.

PG 901 Professional Roles (1 module)

(6 hours)

See descriptive entry page 170.

PG 902 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 170.

PG 903 Client-Professional Interaction (1 module)

(6 hours)

See descriptive entry page 170.

SPECIALIST CORE STUDIES and ELECTIVE STUDIES

Units available in 1982 are listed in numerical order with Physiotherapy subjects first, Biological Sciences subjects second and Behavioural Sciences subjects third.

P 5432 BODY RESPONSES TO ACUTE ILLNESS (2 modules)

(12 hours)

The unit will extend students' knowledge and understanding of the responses of selected biological systems to acute illness and trauma. Topics include responses to shock; damage to the central nervous system; respiratory and cardiac responses to changes in metabolism, for example in renal and liver failure, diabetes, drug overdose; resuscitation; and relevant chemotherapy.

P 5435 DIAGNOSTIC PROCEDURES (2 modules)

(12 hours)

The 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 the 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 and 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 5451 RHEUMATOLOGY (4 modules)

(24 hours)

Students will acquire further knowledge and understanding of the pathology, disease processes, psychological and social effects, and the management of rheumatoid disorders. The unit will consist of seminars, case studies and clinical workshops providing interaction between patients and their families, medical practitioners and other health professionals. Topics covered include the study of rheumatoid arthritis, osteoarthritis, ankylosing spondylitis, cervical and lumbar spondylosis, and other selected rheumatoid conditions.

P 5472 MEDICAL SCIENCES: PAEDIATRICS (4 modules)

(24 hours)

The 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 5491 MEDICAL SCIENCES: GERIATRICS (4 modules)

(24 hours)

The 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)

The 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 5561 THEORY AND MANAGEMENT OF PAIN (3 modules)

(18 hours)

See descriptive entry page 150.

P 5572 GROWTH AND DEVELOPMENT A (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 5583 FOUNDATIONS OF LEARNING (3 modules)

(18 hours)

The unit will provide students with knowledge and understanding of principles of learning theory; factors influencing learning, for example sociological, role expectation; planning, implementing and evaluating educational programmes; and alternative educational strategies. Students will also develop further skills in goal setting, organising programme content, use of educational aids, in lecturing, in conducting small group sessions, in one to one instruction, in evaluating effectiveness of educational strategies used and in evaluating programmes offered.

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)

The 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 neurophysiology and neuropathology.

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 up the literature research with an empirical research project in the Elective Studies component of the course.

BL 511 NEUROPHYSIOLOGY A (3 modules)

(18 hours)

See descriptive entry page 228.

BL 513 RESPIRATION AND CIRCULATION A (3 modules)

(18 hours)

See descriptive entry page 228.

BL 521 CARDIOPULMONARY RESPONSES IN PREGNANCY, THE FOETUS AND THE NEONATE (2 modules)

(12 hours)

See descriptive entry page 229.

BL 560 ARTHROLOGY (4 modules)

(24 hours)

See descriptive entry page 231.

BL 580 HUMAN EMBRYOLOGY (2 modules)

(12 hours)

See descriptive entry page 231.

BS 514 INTERPERSONAL COUNSELLING (3 modules)

(18 hours)

See descriptive entry page 210.

BS 575 PSYCHOLOGICAL PROCESSES IN AGEING (3 modules)

(18 hours)

See descriptive entry page 212.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY (3 modules)

(18 hours)

See descriptive entry page 212.

Conversion Course

BACHELOR OF APPLIED SCIENCE (PHYSIOTHERAPY)

Units of the conversion course are still available for students already enrolled.

Full details of conversion degree courses are issued in a separate publication which is available from the School of Physiotherapy.

School of 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.

Award

A Diploma of Applied Science in 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
- 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 221.

BL 166 CELL BIOLOGY AND HISTOLOGY FOR PODIATRY

(36 hours)

See descriptive entry page 221.

BL 183 ANATOMY I FOR PODIATRY

(54 hours)

See descriptive entry page 222.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 193.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

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

(296 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 in depth, 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

(91 hours)

See descriptive entry page 218.

BL 254 BIOMECHANICS FOR PODIATRY

(30 hours)

See descriptive entry page 224.

BL 273 MEDICAL SCIENCE FOR PODIATRY

(25 hours)

See descriptive entry page 224.

BL 282 ANATOMY II FOR PODIATRY

(92 hours)

See descriptive entry page 225.

BS 105 INTRODUCTION TO RESEARCH

(40 hours)

See descriptive entry page 193.

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 also 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

Introduction to Prosthetics and Orthotics

Prosthetists and orthotists are 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 musculo-skeletal disabilities.

The prosthetist and 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 presurgical planning and the evaluation of the end result of prosthetic-orthotic treatment. He must effectively record and evaluate relevant clinical information.

The prosthetist and orthotist's responsibilities 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 and orthotist will have gained relevant medical and scientific knowledge and terminology, with appropriate manipulative, mechanical and creative skills to enable them to be a capable member of the health care team. They will be concerned for the welfare of the disabled person and endeavour to provide an appliance which will assist him/her to cope more effectively.

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

Lectures, demonstrations and practical sessions are held at Lincoln Institute. Students attend orthotic departments, specialist clinics and rehabilitation centres for clinical experience, in addition to supervised practice at the School.

Some clinical education is required to be undertaken during term holidays for students from each year of the course.

Term Dates

Term dates for each year of the course are available from the School.

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 for 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

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

First Year

- BS 101 Introduction to Behavioural Sciences
- BL 113 Physiology I
- BL 152 General Science
- BL 182 Anatomy for Prosthetics and Orthotics
- PO 120 Prosthetics and Orthotics I
- PO 140 Nursing Procedures
- ID 101 Introduction to Community Health Problems
Emergency First Aid

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 Health Care Services
- 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

Details of Syllabus: First Year

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 193.

BL 113 PHYSIOLOGY I

(91 hours)

See descriptive entry page 218.

BL 152 GENERAL SCIENCE

(84 hours)

See descriptive entry page 220.

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(98 hours)

See descriptive entry page 221.

PO 120 PROSTHETICS AND ORTHOTICS I

(288 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 140 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 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 168.

EMERGENCY FIRST AID

(6 hours)

See descriptive entry page 169.

Details of Syllabus: Second Year**BEHAVIOURAL SCIENCES II****BS 106 Data Analysis**

(15 hours)

See descriptive entry page 194.

BS 270 Psychology of Illness, Disability and Rehabilitation

(18 hours)

See descriptive entry page 198.

PO 220 PROSTHETICS AND ORTHOTICS II

(385 hours)

This subject is designed to give students a specialised knowledge of specific areas of casting, fabricating, fitting and aligning of prostheses and orthoses. 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. 1974. *Lower limb orthotics with supplement*. New York.

NEW YORK UNIVERSITY. 1975. *Lower limb prosthetics with supplement*. New York.

NEW YORK UNIVERSITY. 1975. *Spinal orthotics with supplement*. New York.

The above texts may be purchased from the School of Prosthetics and Orthotics.

PO 221 CLINICAL EDUCATION II

(160 hours)

The Clinical Education programme comprises two aspects:

1. Half-Day Clinics at selected specialist clinics, orthotic and physiotherapy departments in hospitals and centres throughout Melbourne.
2. Block Placement: students are allocated departments and prosthetic centres.

PO 240 HEALTH CARE SERVICES

(25 hours)

This subject consists of discussions and visits to community rehabilitation centres to develop the student's awareness of the person and social factors affecting the client's response to treatment and to give a broad understanding of the health and welfare services available within the community.

This subject incorporates 'The Health Team': a multi-disciplinary unit offered in conjunction with the Department of Social and Preventative Medicine, Monash University (15 hours).

BL 253 BIOMECHANICS FOR PROSTHETICS AND ORTHOTICS

(20 hours)

See descriptive entry page 223.

BL 274 MEDICAL SCIENCES FOR PROSTHETICS AND ORTHOTICS

(27 hours)

See descriptive entry page 225.

BL 281 NEUROANATOMY

(11 hours)

See descriptive entry page 225.

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 202-208.

PO 320 PROSTHETICS AND ORTHOTICS III

(400 hours)

This subject is designed to complete 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 to the client's needs by the application of biomechanics, applied anatomy, casting, fabricating, fitting and aligning of prostheses and orthoses. It relates specifically to these units:

Upper Extremity Prosthetics

Lower Extremity Prosthetics — Above Knee Amputations

Hip and Hemipelvectomy Prosthetics

Upper Extremity Orthotics

Prescribed Texts

NEW YORK UNIVERSITY, 1976. *Upper limb prosthetics with supplement.*

The above texts may be purchased from the School of Prosthetics and Orthotics.

PO 321 CLINICAL EDUCATION III

(345 hours)

The Clinical Education programme comprises two aspects:

1. Half-Day Clinics at selected specialist clinics, orthotic and physiotherapy departments in hospitals and centres throughout Melbourne.
2. Block Placements: students are allocated to orthotic departments and prosthetic centres for two block periods.

PO 330 ADMINISTRATION AND MANAGEMENT

(25 hours)

This subject is designed to develop the student's ability and understanding of effective techniques and communication in management, with particular emphasis on areas specifically related to prosthetics-orthotics.

References

References will be advised at the commencement of this subject.

Interdisciplinary Studies

Introduction to Interdisciplinary Studies

The Academic Committee for Interdisciplinary Studies is responsible for promoting interdisciplinary and interprofessional education in collaboration with schools and departments of the Institute. It aims to:

- (a) assist students to learn to work more effectively in interprofessional health teams where they will have overlapping roles in and unique contributions to make to health care;
- (b) enlarge the students' awareness of the different forms that professional help can take and the inter-relationships between these forms;
- (c) develop knowledge and skills in health care practice which extends beyond specific professional studies; and
- (d) contribute to the development of a holistic view of health and illness and the influence of biological, psychological and socio-economic factors.

The specific responsibilities of the Academic Committee for Interdisciplinary Studies include the co-ordination and administration of interdisciplinary and interprofessional graduate diploma courses, continuing and public education activities and specific undergraduate programmes.

Undergraduate Studies

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) demonstrate the need for ongoing personal development in health science personnel;
- (b) convey the range and diversity of health problems in the community;
- (c) acquaint students with the roles of health scientists in community health maintenance and disease prevention and treatment;
- (d) encourage improved teamwork in the health professions by improvements in communication and collaboration between students pursuing a group project;
- (e) encourage students to view health problems in the overall context of an integrated biological, psychological and social approach to health.

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, Schools of Lincoln Institute and the Academic Committee for Interdisciplinary Studies, 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 function;
- (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.

References

Reading guides will be issued during the subject.

EMERGENCY FIRST AID

(6 hours of lectures/demonstration/practical sessions)

This unit aims to introduce to students the practical skills required in assessment and resuscitation of the collapsed patient, with emphasis on cardio-pulmonary resuscitation and arrest of severe haemorrhage. The unit is available to all first year students.

Postgraduate Studies

Four interdisciplinary postgraduate courses are conducted by Lincoln Institute. These courses are:

Graduate Diploma in Community Health

Graduate Diploma in Ergonomics for the Health Sciences

Graduate Diploma in Health Administration

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 other Institute staff and sessional staff with specialist expertise from industry, government and health settings.

*Interdisciplinary Units in Postgraduate Basic Studies***PG 901 PROFESSIONAL ROLES (1 module)**

(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.

PG 902 INTERPROFESSIONAL FUNCTIONING (2 modules)

(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.

PG 903 CLIENT-PROFESSIONAL INTERACTIONS (1 module)

(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.

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, preventative and rehabilitative, as well as treatment interventions, community involvement in decision-making and services delivery, and an integrated multidisciplinary delivery of health care.

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 major emphases 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 of 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 Methods and Statistics (4 modules)
(24 hours)
See descriptive entry page 213.

BS 591 Introduction to Behavioural Sciences (4 modules)
(24 hours)
See descriptive entry page 213.

ER 500 Academic Skills Acquisition (2 modules)
(24 hours)
See descriptive entry page 234.

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 — students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory of Measurement I (1.5 modules)

BS 503 Empirical Single Case Design (1.5 modules)

or

BS 504 Survey and Interview Techniques (1.5 modules)

HEALTH AND HEALTH CARE — students must take five modules (30 hours)

BS 506 Epidemiology and Influences on Health (3 modules)

BS 512 Health Care Organisation and Models of Delivery (2 modules)

or

MR 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING — students must take three modules (18 hours)

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

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interactions (1 module)

SPECIALIST CORE STUDIES

PG 710 Community Health Theory and Practice I

PG 720 Community Needs Assessment I

PG 730 Interpersonal Skills

Second Year

PG 740 Community Health Theory and Practice II

PG 750 Community Needs Assessment II

PG 760 Health Promotion

PG 770 Community Health Research and Evaluation

ELECTIVE STUDIES

Students must undertake 13 modules of elective studies. Details of elective subjects are still to be finalised.

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

Students must take seven (7) modules (42 hours) from the following units:

BS 501 Introduction to Graduate Research Skills (4 modules)

(24 hours)

See descriptive entry page 208.

BS 502 Theory of Measurement I (1.5 modules)

(9 hours)

See descriptive entry page 208.

BS 503 Empirical Single Case Design (1.5 modules)

(9 hours)

See descriptive entry page 209.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 209.

HEALTH AND HEALTH CARE

Students must take five (5) modules (30 hours) from the following units:

BS 506 Epidemiology and Influences on Health (3 modules)

(18 hours)

See descriptive entry page 209.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 210.

or

MR 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 81.

PROFESSIONAL FUNCTIONING

Students must take three (3) modules (18 hours) from the following units:

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

(6 hours)

See descriptive entry page 81.

PG 901 Professional Roles (1 module)

(6 hours)

See descriptive entry page 170.

PG 902 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 170.

PG 903 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 170.

SPECIALIST CORE STUDIES**PG 710 COMMUNITY HEALTH THEORY AND PRACTICE I (5 modules)**

(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 inter-relationship; modes of involving communities in health care; and the development, implementation and current status of community health in Australia. The second part complements, and is run in parallel to, this seminar series. Students develop criteria for evaluating community health agencies, and then undertake a series of fieldwork visits to various agencies to compare the agencies on these criteria.

PG 720 COMMUNITY NEEDS ASSESSMENT I (2 modules)

(12 hours)

This unit develops on the epidemiology taught in BS 506; and considers the epidemiological basis of illness prevention and health promotion as a means of assessing community need. Content includes the epidemiology of coronary heart disease, cerebrovascular disease, cancers, traumatic injury, psychological problems, etc. and the limitations of epidemiology as a needs assessment method.

PG 730 INTERPERSONAL SKILLS (4 modules)

(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 with clients and developing action programmes.

PG 740 COMMUNITY HEALTH THEORY AND PRACTICE II (3 modules)

(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.

PG 750 COMMUNITY NEEDS ASSESSMENT II (4 modules)

(24 hours)

In this unit, students take part as a group in a practical project assessing the health needs of a community. There is some introductory material presented on models of community assessment, existing needs assessments are critically evaluated, and the project work undertaken.

PG 760 HEALTH PROMOTION (8 modules)

(48 hours)

This unit consists of two sections. In the first section students undertake a guided reading programme which serves as an introduction to health promotion. In this section topics covered are the aims of health promotion; the role of legislation, environmental change, social change and behaviour change in health promotion; and health promotion programmes and resources in Australia. The second section is a series of problem-focused workshops, supplemented by some lecture material, on the development, delivery and evaluation of health education programmes. Students develop a health education programme of their own during this process.

**PG 770 COMMUNITY HEALTH RESEARCH AND EVALUATION (6 modules)
(36 hours)**

This unit builds on the knowledge and skills acquired in BS 501, BS 502 and BS 504, 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 the design and running of research; and the development of a research proposal by students for a project of their own.

ELECTIVE STUDIES

Details of all the elective studies to be offered in 1983 have not been finalised. Among the electives which may be offered are:

- Independent Research Project, (in which students will actually undertake the research proposal developed in PG 770)
- Community Health Theory and Practice III, (which is a seminar series in which students explore theoretical and practical issues in community health, which are selected by them as being key issues)
- Behaviour Modification in Health Care
- Organisational Psychology
- Introduction to Health Administration
- Introduction to Ergonomics
- Introduction to Rehabilitation

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 workplace.

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, human 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.

Assessment

Assessment requirements are primarily of the form of practical assignments (e.g. designing aspects of a workplace, carrying out an applied 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.

The subjects aim:

- (a) to enable qualified students lacking knowledge or skills in specified core areas to achieve a level of competence sufficient to allow their continuing and full participation in the course;
- (b) to enable qualified students to acquire some of the knowledge prerequisite to entry into a fully interdisciplinary learning environment.

Students with a record of tertiary success in component units in this subject may be granted exemptions.

PG 600 Introduction to Ergonomics

This subject provides a useful approach to the study of ergonomics. Few, if any, course participants will have previously achieved undergraduate success in these areas. The subject consist of five units:

BL 535 Introduction to Ergonomics (Biological) (2 modules) (12 hours)

See descriptive entry page 230.

PS 601 Introduction to Ergonomics (Physical Science) (2 modules) (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.

BS 590 Introduction to Research Methods and Statistics (4 modules) (24 hours)

See descriptive entry page 213.

BS 591 Introduction to Behavioural Sciences (4 modules) (24 hours)

See descriptive entry page 213.

ER 500 Academic Skills Acquisition (2 modules) (12 hours)

See descriptive entry page 234.

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 — students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory of Measurement 1 (1.5 modules)

BS 503 Empirical Single Case Design (1.5 modules)

or

BS 504 Survey and Interview Techniques (1.5 modules)

HEALTH AND HEALTH CARE — students must take five modules (30 hours)

BS 506 Epidemiology and Influences on Health (3 modules)

BS 512 Health Care Organisation and Models of Delivery (2 modules)

or

MR 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING — students must take three modules (18 hours)

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

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interactions (1 module)

SPECIALIST CORE STUDIES

PG 611 Theory and Rationale of Ergonomics

BS 560 People at Work

PG 612 Ergonomics in the Workplace

PG 613 Anthropometry

BL 530 Biological Bases of Ergonomics

BS 520 Sensory Processes

PG 614 The Working Environment

Second Year

PG 620 Work Systems

PG 621 Information Processing

PG 622 Applied Ergonomics Seminars

PG 623 Directed Project

ELECTIVE STUDIES

Students must undertake 13 modules of elective studies. Details of some elective subjects are still to be finalised.

Details of Syllabus**BASIC STUDIES****RESEARCH AND EVALUATION**

Students must take seven (7) modules (42 hours) from the following units:

BS 501 Introduction to Graduate Research Skills (4 modules)
(24 hours)

See descriptive entry page 208.

BS 502 Theory of Measurement I (1.5 modules)

(9 hours)

See descriptive entry page 208.

BS 503 Empirical Single Case Design (1.5 modules)

(9 hours)

See descriptive entry page 209.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 209.

HEALTH AND HEALTH CARE

Students must take five (5) modules (30 hours) from the following units:

BS 506 Epidemiology and Influences on Health (3 modules)

(18 hours)

See descriptive entry page 209.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 210.

or

MR 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 81.

PROFESSIONAL FUNCTIONING

Students must take three (3) modules (18 hours) from the following units:

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

(6 hours)

See descriptive entry page 81.

PG 901 Professional Roles (1 module)

(6 hours)

See descriptive entry page 170.

PG 902 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 170.

PG 903 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 170.

SPECIALIST CORE STUDIES**PG 611 THEORY AND RATIONALE OF ERGONOMICS (1 module)**

(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.

BS 560 PEOPLE AT WORK (1.5 modules)

(9 hours)

See descriptive entry page 212.

PG 612 ERGONOMICS IN THE WORKPLACE (1.5 modules)

(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; introduction to occupational health and safety. The meaning of systems ergonomics.

PG 613 ANTHROPOMETRY (1 module)

(6 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 530 BIOLOGICAL BASES OF ERGONOMICS (6 modules)

(36 hours)

See descriptive entry page 230.

BS 520 SENSORY PROCESSES (1 module)

(6 hours)

See descriptive entry page 212.

PG 614 THE WORKING ENVIRONMENT (4 modules)

(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; industrial processes and equipment (selected topics).

PG 620 WORK SYSTEMS (3 modules)

(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; environmental services and facilities.

PG 621 INFORMATION PROCESSING (2 modules)

(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; the quantitative elements of information processing.

PG 622 APPLIED ERGONOMICS SEMINARS (6 modules)

(36 hours)

It is envisaged that this subject 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 ageing 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 schools, urban factors.

This list will be extensively modified to meet the needs and interest of students and of available lecturers and guests.

PG 623 DIRECTED PROJECT (5 modules)

(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 applications 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.

ELECTIVE STUDIES

Details of elective studies to be offered in 1983 have not been finalised, however, they could include:

- 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
-

Graduate Diploma in Health Administration*Introduction*

Health service administration involves the acquisition and co-ordination of personnel, financial 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 is 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 Methods and Statistics (4 modules)

(24 hours)

See descriptive entry page 213.

BS 591 Introduction to Behavioural Sciences (4 modules)

(24 hours)

See descriptive entry page 213.

ER 500 Academic Skills Acquisition (2 modules)

(12 hours)

See descriptive entry page 234.

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 — students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory of Measurement 1 (1.5 modules)

BS 503 Empirical Single Case Design (1.5 modules)

or

BS 504 Survey and Interview Techniques (1.5 modules)

HEALTH AND HEALTH CARE — students must take five modules (30 hours)

BS 506 Epidemiology and Influences on Health (3 modules)

BS 512 Health Care Organisation and Models of Delivery (2 modules)

or

MR 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING — students must take three modules (18 hours)

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

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interactions (1 module)

SPECIALIST CORE STUDIES

PG 800 Introduction to Health Administration

PG 801 Management Theory and Practice

PG 802 Administration of Health Care Delivery

Second Year

PG 803 Administrative Tools, Techniques and Information Systems

PG 804 Implications for Client Management

PG 805 Directed Project

ELECTIVE STUDIES

Students must undertake 13 modules of elective studies. Details of elective studies are still to be finalised.

Details of Syllabus**BASIC STUDIES****RESEARCH AND EVALUATION**

Students must take seven (7) modules (42 hours) from the following units:

BS 501 Introduction to Graduate Research Skills (4 modules)

(24 hours)

See descriptive entry page 208.

BS 502 Theory of Measurement I (1.5 modules)

(9 hours)

See descriptive entry page 208.

BS 503 Empirical Single Case Design (1.5 modules)

(9 hours)

See descriptive entry page 209.

or

BS 504 Survey and Interview Techniques (1.5 modules)

(9 hours)

See descriptive entry page 209.

HEALTH AND HEALTH CARE

Students must take five (5) modules (30 hours) from the following units:

BS 506 Epidemiology and Influences on Health (3 modules)

(18 hours)

See descriptive entry page 209.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 210.

or

MR 501 Quality Assurance in Health Care (2 modules)

(12 hours)

See descriptive entry page 81.

PROFESSIONAL FUNCTIONING

Students must take three (3) modules (18 hours) from the following units:

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

(6 hours)

See descriptive entry page 81.

PG 901 Professional Roles (1 module)

(6 hours)

See descriptive entry page 170.

PG 902 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 170.

PG 903 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 170.

SPECIALIST CORE STUDIES**PG 800 INTRODUCTION TO HEALTH ADMINISTRATION (3 modules)**

(18 hours)

This unit provides a foundation for substantial 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; special characteristics of health services administration, measurement of input and output, efficiency, roles and relationships between professional and administrative staff.

PG 801 MANAGEMENT THEORY AND PRACTICE (7 modules)

(42 hours)

This unit develops an understanding of organisations, individual behaviour within organisations and the role of managers. It covers administrative and organisational processes and systems, organisational climate and change, individual behaviour, leadership styles, power, authority and compliance relationships, morale and motivation and management processes. Practical applications are made in personal time management, staff management, disputes and grievances, safety, selection, appraisal, and training and development.

PG 802 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; and contemporary issues, e.g health insurance and private versus public health care; recommendations for change; health planning and policy making; administration of change programmes.

PG 803 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; applications in specific areas, personnel, inventory and asset control, and service standards and utilisation.

PG 804 IMPLICATIONS FOR CLIENT MANAGEMENT (6 modules)

(36 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.

PG 805 DIRECTED PROJECT (5 modules)

(30 hours)

Course members will be encouraged to form project teams to identify a particular topic for investigation, determine the methods for 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 unit may be linked to the Independent Project in the Elective Studies where more substantial projects are planned.

ELECTIVE STUDIES

Details of elective studies to be offered in 1983 have not been finalised, however, they could include:

- Independent Project
- Health Management Seminar Programme

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 Methods and Statistics (4 modules)

(24 hours)

See descriptive entry page 213.

BS 591 Introduction to Behavioural Sciences (4 modules)

(24 hours)

See descriptive entry page 213.

ER 500 Academic Skills Acquisition (2 modules)

(12 hours)

See descriptive entry page 234.

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 — students must take seven modules (42 hours)

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory and Measurement 1 (1.5 modules)

BS 503 Empirical Single Case Design (1.5 modules)

or

BS 504 Survey and Interview Techniques (1.5 modules)

HEALTH AND HEALTH CARE — students must take five modules (30 hours)

BS 506 Epidemiology and Influences on Health (3 modules)

BS 512 Health Care Organisation and Models of Delivery (2 modules)

or

MR 501 Quality Assurance in Health Care (2 modules)

PROFESSIONAL FUNCTIONING — students must take three modules (18 hours)

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

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interactions (1 module)

SPECIALIST CORE STUDIES

PG 501 Rehabilitation Theory

PG 502 Rehabilitation Administration

PG 504 Evaluative Field Experience

PG 505 Rehabilitation Assessment

PG 511 The Rehabilitation Client in Society

PG 513 Socio-Political Factors in Rehabilitation

PG 524 Interpersonal Counselling Skills in Rehabilitation

Second Year

PG 503 Casework Management

PG 521 The Roles of Professionals in the Rehabilitation Team

PG 531 Rehabilitation Psychology

PG 540 Directed Project

ELECTIVE STUDIES

Students must undertake 13 modules of elective studies. Details of elective studies are still to be finalised.

Details of Syllabus

BASIC STUDIES

RESEARCH AND EVALUATION

Students must take seven (7) modules (42 hours) from the following units:

BS 501 Introduction to Graduate Research Skills (4 modules)
(24 hours)

See descriptive entry page 208.

BS 502 Theory of Measurement I (1.5 modules)

(9 hours)

See descriptive entry page 208.

BS 503 Empirical Single Case Design (1.5 modules)

(9 hours)

See descriptive entry page 209.

*or***BS 504 Survey and Interview Techniques (1.5 modules)**

(9 hours)

See descriptive entry page 209.

HEALTH AND HEALTH CARE

Students must take five (5) modules (30 hours) from the following units:

BS 506 Epidemiology and Influences on Health (3 modules)

(18 hours)

See descriptive entry page 209.

BS 512 Health Care Organisation and Models of Delivery (2 modules)

(12 hours)

See descriptive entry page 210.

*or***MR 501 Quality Assurance in Health Care (2 modules)**

(12 hours)

See descriptive entry page 81.

PROFESSIONAL FUNCTIONING

Students must take three (3) modules (18 hours) from the following units:

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

(6 hours)

See descriptive entry page 81.

PG 901 Professional Roles (1 module)

(6 hours)

See descriptive entry page 170.

PG 902 Interprofessional Functioning (2 modules)

(12 hours)

See descriptive entry page 170.

PG 903 Client-Professional Interactions (1 module)

(6 hours)

See descriptive entry page 170.

SPECIALIST CORE STUDIES**PG 501 REHABILITATION THEORY (2 modules)**

(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.

PG 502 REHABILITATION ADMINISTRATION (2 modules)

(12 hours)

This unit provides an understanding of rehabilitation management principles and techniques including administrative processes; personnel and resource management; organisational goal setting; the structure of service delivery in rehabilitation.

PG 503 CASEWORK MANAGEMENT (4 modules)

(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.

PG 504 EVALUATIVE FIELD EXPERIENCE (1 module)

(6 hours)

This unit involves describing and evaluating the functioning of health care organisations; the criteria for evaluation; and accreditation.

PG 505 REHABILITATION ASSESSMENT (3 modules)

(18 hours)

This unit involves practical analysis of instruments and techniques of assessment used by rehabilitation professionals; issues such as reliability, validity, interpretation of test results and prediction of rehabilitation potential will be explored.

PG 511 THE REHABILITATION CLIENT IN SOCIETY (2 modules)

(12 hours)

The aim of this unit is to develop an understanding of the needs of clients in the light of their social background and includes social class as a factor in disability; the impact of poverty, disadvantage and unemployment; and the role of the family.

PG 513 SOCIO-POLITICAL FACTORS IN REHABILITATION (2 modules)

(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.

PG 521 THE ROLES OF PROFESSIONALS IN THE REHABILITATION TEAM (3 modules)

(18 hours)

This unit focusses on the unique aspects of the roles of professionals in rehabilitation and their interaction and includes goals and principles of treatment of the various professions, commonalities, interfaces and divergencies; and limitations of professional roles.

PG 524 INTERPERSONAL COUNSELLING SKILLS IN REHABILITATION (4 modules)

(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, responding effectively; issues and assumptions about the helping process.

PG 531 REHABILITATION PSYCHOLOGY (4 modules)

(24 hours)

This unit includes:

- (a) psychological aspects of disability: motivation and the disabled; re-actions to trauma and hospitalisation, institutional dependency; life pattern damage; the sick role, etc.; and
- (b) psychological principles of behavioural analysis: antecedant and consequent conditions of behaviour; re-inforcement; techniques of behaviour change; environmental manipulation; cognitive factors; programme planning and evaluation.

PG 540 DIRECTED PROJECT (5 modules)

(30 hours)

The 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 carry out 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.

ELECTIVE STUDIES

Details of elective studies to be offered in 1983 have not been 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

Graduate Diploma Courses

Introduction

Graduate diploma courses at Lincoln Institute currently being offered are:

PG1 Communication Disorders	(Communication Disorders)
PG1 Community Health	(Interdisciplinary Studies)
PG1 Ergonomics for the Health Sciences	(Interdisciplinary Studies)
PG1 Health Administration	(Interdisciplinary Studies)
PG1 Manipulative Therapy	(Physiotherapy)
PG1 Physiotherapy	(Physiotherapy)
PG1 Rehabilitation Studies	(Interdisciplinary Studies)

With the exception of the PG1 Manipulative Therapy, at present 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 — 15 modules (90 hours)

Specialist Core Studies — maximum 32 modules (192 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 Methods and Statistics (4 modules)

BS 591 Introduction to Behavioural Sciences (4 modules)

ER 500 Academic Skills Acquisition (2 modules)

Plus preliminary studies in any of the specialist areas.

BASIC STUDIES

(15 modules — 90 hours)

These consist of three major subject areas which all student must undertake. However, within each subject area students have some limited choice.

Research and Evaluation

Students must take seven (7) modules.

BS 501 Introduction to Graduate Research Skills (4 modules)

BS 502 Theory of Measurement I (1.5 modules)*

*Students who have previously completed BS 502 may substitute BS 602 Theory of Measurement II.

BS 503 Empirical Single Case Design (1.5 modules)

or

BS 504 Survey and Interview Techniques (1.5 modules)

Health and Health Care

Students must take five (5) modules.

BS 506 Epidemiology and Influences on Health (3 modules)

BS 512 Health Care Organisation and Models of Delivery (2 modules)

or

MR 501 Quality Assurance in Health Care (2 modules)

Professional Functioning

Students must take three (3) modules.

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

PG 901 Professional Roles (1 module)

PG 902 Interprofessional Functioning (2 modules)

PG 903 Client-Professional Interaction (1 module)

Specialist Core Studies

(maximum 32 modules — 192 hours)

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

Lincoln Institute offers a programme leading to the degree of Master of Applied Science by thesis. 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 at Lincoln Institute is BS 600 (see descriptive entry page 213). Further details may be obtained from the Secretary, Research and Higher Degrees Committee, Lincoln Institute of Health Sciences. Regulations governing Masters Programmes may be found on page 38.

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 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 Head of Department of Behavioural Sciences and the particular lecturer involved for special entry to that programme.

Subjects in the Department of Behavioural Sciences.

- BS 100 Introduction to Behavioural Sciences
- BS 101 Introduction to Behavioural Sciences
- BL 105 Introduction to Research
- BS 106 Data Analysis
- BS 120 Psychological Aspects of Health Care
- BS 130 Organisation Theory A
- BS 131 Organisation Theory B
- 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 231 Infancy
- BS 232 Childhood and Adolescence
- BS 233 Adulthood and the Socio-Cultural Context of Development
- 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 360 Health and Community
- BS 390 Aspects of Theory and Practice of Counselling
- BS 400 Behavioural Science Seminars
- BS 410 Sexual Counselling
- BS 415 Theory and Practice of Counselling
- BS 420 Psychological Processes in Child Development with special reference to the Handicapped Child
- BS 425 Social-Cultural Aspects of Child Development
- BS 430 Motor Learning
- BS 435 Clinical Decision Making
- BS 440 Biofeedback
- BS 450 Immigration and Health
- BS 451 Health, Healers and History
- BS 452 The Human Experience
- BS 453 Research Design Seminar
- BS 455 Psychobiology of Pain
- BS 460 Introduction to Computers
- BS 465 Adulthood: Psychosocial Perspectives
- BS 470 Drugs and Behaviour I: A Pharmacological and Clinical Approach
- BS 471 Drugs and Behaviour II: A Social, Clinical and Political Approach
- BS 475 Psychology of Ageing
- BS 480 Behaviour Modification
- BS 485 Developmental Neuropsychology
- BS 490 Interdisciplinary Studies in Community Health
- BS 495 Psychosocial Aspects of Death, Dying and Bereavement
- BS 501 Introduction to Graduate Research Skills
- BS 502 Theory of Measurement I
- BS 503 Empirical Single Case Design
- BS 504 Survey and Interview Techniques
- BS 505 Introduction to Ergonomics (Psychology)
- BS 506 Epidemiology and Influences on Health
- BS 510 Assessment for Total Care Rehabilitation
- BS 511 Client and Society
- BS 512 Health Care Organisation and Models of Delivery
- BS 513 Psychology in Rehabilitation
- BS 514 Interpersonal Counselling
- BS 515 Vocational Counselling
- BS 516 Counselling and Sexuality in Rehabilitation
- BS 517 Research Methods in Rehabilitation
- BS 518 Rehabilitation Research Project
- BS 520 Sensory Processes
- BS 530 Learning and Skilled Performance
- BS 540 Decision Making
- BS 560 People at Work
- BS 575 Psychological Processes in Ageing
- BS 581 Introduction to Behavioural Techniques in Physical Therapy
- BS 590 Introduction to Research and Statistics
- BS 591 Introduction to Behavioural Sciences
- BS 600 Research Methodology for Master of Applied Science Programme

BS 601 Methodological Evaluation Seminar
 BS 602 Measurement and Test Theory II
 BS 603 Statistical Analysis of Complex Designs
 BS 604 Applied Computing
 BS 605 Advanced Issues in Research Design
 BS 606 Research Proposal Seminar
 BS 607 Reading Unit
 BS 800 Conversion Subjects
 BS 840 Research Design
 BS 860 Independent Research Project
 BS 865 Health and Community

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: One 1 hour objective examination, one 1 hour short answer examination, one 1 hour essay examination and two 1000 word essays.

Corequisites: It is recommended that BS 100 be taken with BS 105.

Prescribed Texts

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)

The unit is an alternative introductory course which is offered to students undertaking limited further studies in the Behavioural Sciences. As such, BS 101 covers a slightly broader range of topics than does 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 in-class assessment.

Prescribed Texts

As for BS 100.

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 analysis of 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

of and the writing of research reports including the structure and style of reports, section contents and editorial details.

Assessment: One 1 hour examination and three 500 word reports.

Corequisite: BS 100.

Prescribed Texts

A workbook will be obtainable from the Department of Behavioural Sciences at the beginning of term 1.

BS 106 DATA ANALYSIS

(15 hours of lectures/seminars)

This unit introduces the methods of analysis of the data generated by empirical research. Topics includes scales of measurement, graphs and frequency distributions, measures of central tendency and dispersion, standard scores, foundations of inferential statistics and chi-square analysis.

Assessment: One 1 hour examination.

Corequisites: BS 100 or BS 101.

Prescribed Texts

A workbook will be obtainable from the Department of Behavioural Sciences at the beginning of term 1.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE

(36 hours)

The first part of this unit provides an overview of method in psychology and basic psychological concepts of learning, perception, motivation and emotion; an introduction to developmental theories; the concept of normality, reactions to stress and behavioural disorders, and aspects of interpersonal communication. Emphasis is on the relevance and application of these concepts and principles for understanding individuals' behaviour in relation to their health.

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

PSYCHOLOGY today. 1975. 3rd ed. Delmar, Calif., CRM.

Additional readings will be recommended during the unit.

BS 130 ORGANISATION THEORY A

(27 hours)

This unit examines some of the theoretical aspects of modern organisations through the study of topics such as the theory of bureaucracy, comparative organisations, organisations as systems and as social entities undergoing change, formal and informal organisations, and a particular emphasis on professional organisations.

How can theoretical knowledge help administrators at the organisational work-face?

How can the main body of organisational theory be related to administering health sciences? Students will answer these questions by looking at the ideas of some prominent theorists and assessing their value for themselves in their own work.

Special attention will be given to material on professional organisations like hospitals.

BS 131 ORGANISATION THEORY B

(27 hours)

This unit takes up some of the topics and issues of BS 130 for study in greater depth. Throughout, there will be a special focus on the central concepts of authority and professionalism, both in theory and in application to organisational life.

Prerequisite: BS 130.

Assessment: For students taking BS 130 and BS 131, one 2500 word report.

For students taking only BS 130, one 1500 word report.

Recommended Reading

Students will be issued with a reading guide at the start of the course.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(36 hours)

In this course students consider the relationship between the individual and his or her surrounding society, by using health and medical care as a prism to illuminate the many facets of this relationship.

Topics will be discussed from two perspectives: that of the overall social or 'structural' point of view, and that of the individual in his or her immediate group. Topics will include characteristics of Australian society as they affect health; the institutionalised delivery of medical care; and health professionals and their clients.

Assessment: One essay of 2000-2500 words.

Recommended Reading

Appropriate readings will be suggested during the unit.

BS 150 BEHAVIOURAL SCIENCES IN NURSING

(18 lecture hours)

This unit is taken in the Diploma of Applied Science, Community Health Nursing Course. Emphasis will be on group dynamics and roles, including leadership, norms, attitudes, social perception, social influence, conflict management and teamwork.

Assessment: By essay.

Prerequisites: BS 120.

Prescribed Texts

As for BS 120.

Reference Books

HARRE, R. and SECORD, P. 1967. *The explanations of social behaviour*. Oxford, Blackwell.

JOHNSON, D. and JOHNSON, F. 1975. *Joining together*. M.S., Prentice-Hall.

RAVEN, B and RUBIN, J. 1976. *Social psychology*. N.Y., 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 psychoanalytic and human relations approaches.

Assessment: By presentation of a seminar paper.

Recommended Reading

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 student's personal and professional development.

Areas studied include human development during the life cycle, combined with a 'biographical' approach to the individual in his social surroundings. Other topics include reactions to stress; psychophysiological disorders; psychological aspects of alcohol and drug dependence; suicide, disease and trauma, and human sexuality; communication and its relevance to nurse-patient and nurse-nurse relationships; and human relations in organisations as they relate to nursing and health care.

Assessment: By presentation of a class paper, a report of an experimental study and an essay.

Reference Books

DEVELOPMENTAL psychology today. 1974. Delmar, California, CRM.

FRANSELLA, F. 1975. *The need to change*. London. Methuen.

PSYCHOLOGY today. 1975. 3rd ed. Delmar, California, CRM.

Plus selected references.

BS 202 SOCIOLOGICAL ASPECTS OF NURSING A

(36 hours)

In this course students build on first year material 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.

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 and assessment techniques in research and clinical settings. The seminar programme offers a forum for critical discussion of various theoretical approaches.

BS 231 Infancy

The human neonate's 'species-specific' neural structures and behavioural propensities and the social, inter-subjective nature of its normative rearing environment are examined with particular reference to early stages in the ontogenesis of cognitive and communicative behaviour. The developmental achievements of the first two years — the sensory motor schemes, social 'turn-taking' skills, object permanence and emergence of symbolic functioning — are mapped and their significant contribution to language acquisition highlighted.

Assessment: By examination and project.

Prescribed Text

BOWER, T.G. and R. 1979. *Human development*. San Francisco, Freeman.

BS 232 Childhood and Adolescence

The relationship between language and cognition provides the focal theme for the study of development across this wide age span. The nature of this relationship is examined largely in relation to Piaget's theory of cognitive development, as this has provided the major impetus for research into cognitive development in recent decades and, at the same time, has also inspired a substantial proportion of current developmental psycholinguistic research across this age span. The implications of this theory for children evidencing language delay or deficits at different stages of development is also examined. Developmental issues relating both to the maturation of the neurobiological basis of cognitive and linguistic behaviours, and to the socio-cultural context within which human development inevitably takes place are briefly raised, particularly as they relate to the school learning difficulties evidenced by many young children in our society.

Assessment: Two practicum reports on observational studies of individual children at different stages of cognitive development (60 per cent of marks) and one 1 hour examination in term 2 exam week.

Prescribed Text

GINSBURG, H. and OPPER, S. 1979. *Piaget's theory of intellectual development*. 2nd ed. Englewood-Cliffs, New Jersey, Prentice-Hall.

(All students are advised to purchase a copy of this relatively inexpensive paperback early in the year.)

BS 233 Adulthood and the Socio-Cultural Context 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 a 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: By examination,

Prerequisite: BS 100 or BS 101.

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 include the effects of career choice, parenthood, serious or chronic disease, somatic and or psychological trauma, retirement, death and dying.

Assessment: Group presentation and one 1200-5000 word report *or* one 2000 word individual assignment *or* one 1 hour examination.

Reference Books

Students will prepare their own reference list on an approved topic of their choice.

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 one 1½ hour 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 effect of the following sociological variables in health: work, social class, social stratification and leisure, unemployment, poverty, the nature of medical interaction, institutionalisation, attitudes

and beliefs about disability and concepts and operationalisation of illness and deviance;

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.

Assessment: By exam, written assignment and tutorial work.

Prerequisites: BS 100 or BS 101.

Recommended Reading

Lists of reading will be distributed at the commencement of the unit.

Reference Books

COLEMAN, J. 1976. *Abnormal psychology and modern life*. 5th ed. New York, Scott Foreman.

POMERLEAU, O.F. and BRADY, J.P. 1979. *Behavioural medicine: theory and practice*. Williams and Wilkins.

TUCKETT, D. 1976. *Introduction of medical sociology*. London, Tavistock.

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 and illness, psychological aspects of treatment settings, hospitalisation and institutionalisation, attitudes concerning the physically disabled and attitude change; behavioural approaches to the prevention and management of illness and rehabilitation.

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*. N.Y., Random House.

MOOS, R. (ed.) 1979. *Coping with physical illness*. N.Y., Plenum Publishing Corporation.

MARINELLI, R.P. and DELLARTO, A.E. 1978. *The psychological and social impact of physical disability*. N.Y., Springer Publishing Co.

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 Text

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 relationships: 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 tutorial hours)

This unit extends and develops previous studies in the behavioural sciences as related to health care.

Topics studied include research methodology and techniques and their application to nursing; psychological theories of maladjustment; and interviewing, problem-solving, and conflict management techniques and their application to communication in the health team in hospitals and community health centres.

Assessment: One 1000 word class paper and one 3000 word research essay/project.

Recommended reading

Selected references will be distributed at the beginning of the unit.

BS 302 SOCIOLOGICAL ASPECTS OF NURSING B

(36 hours)

In this course students examine arrangements for health care in Australia and in some contrasting societies. The controversy between 'high-tech' medicine and primary health care will be discussed from the point of view of the professional and from that of the patient.

Assessment: Two short (1500 word) essays or one short essay and one project.

BS 331 ABNORMAL BEHAVIOUR: PHENOMENA, THEORIES AND THERAPIES

(18 hours of lectures, 9 hours of tutorials)

This unit provides a broad 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 3000 word essay due on the first day of second term.

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 will focus on the neurophysiological correlates of 'organic' brain disorders and will cover genetic chromosomal aberrations, psychotic disorders and behavioural changes which occur as a result of ageing. 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 neuropsychol-

ological investigation of a particular syndrome. Only the assignment is graded, but students are required to obtain a satisfactory standard on the objective test.

Prerequisites: BS 351, CD 280 and CD 310 or equivalent courses.

Recommended Text

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 inter-personal 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: Attendance/participation, class exercises plus written assessment (500 words) and interview report.

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 relationships: 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.

VICTOR, J.S. 1980. *Human sexuality*. Englewood Cliffs, New Jersey, Prentice-Hall.

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 psychological testing to become informed users of psychometrically designed tests in both the assessment of clients and in the evaluation of therapy within clinical settings. Topics covered include the basic characteristics of psychological tests, the nature of psychological measurement and the interpretation of test performance, in terms of standard scores and test-age 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. This consists of a detailed critical evaluation of a particular test or test battery in current use in the above setting, to be presented as a written, referenced assignment at the completion of the unit.
Prerequisite: BS 250 or equivalent.

Prescribed Text

ANASTASI, A. 1976. *Psychological testing*. 4th ed. N.Y., 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 360 HEALTH AND COMMUNITY

(54 hours)

This unit has four integrated components; taught over three terms.

1. A critical examination of the Australian system of health care delivery: this section includes the study of such aspects as historical development, the incidence of disease, the modern hospital, the health professions as a 'team', and some controversial issues in the organisation of health care resources.
2. A comparison of the concepts and organisation of community health in Australia with those of other societies. Included will be 'socialist' societies, 'developing' countries and 'small scale' societies.
3. An evaluation of the effects of the environment and of the life-style of a community on the health of individuals: this section examines the effects of the physical and social environment on health, the role of education and prevention in health promotion, and the need for research and evaluation in community health.
4. An investigative project into some aspect of community health to be decided by the class. Students may also be required to contribute occasional seminar papers.

Assessment: One 4000 word essay. It is assumed that students will attend all classes over the three terms.

Corequisites: Not to be taken with BS 490.

Recommended Reading

Readings from various sources will be suggested at the start of the unit.

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.

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:

- (a) each group will involve a relatively small number of students;
- (b) students will take a much more active role in the teaching-learning process than is usually experienced; and
- (c) 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 1982.

BS 410 Sexual Counselling

(18 hours)

The unit aims to assist students to respond in a helpful way to those troubled aspects of their sexuality. This requires both a knowledge about human sexuality and an ability to communicate about sexual matters in a comfortable manner.

It is not expected that a student completing the unit will be equipped to function as a trained sexual counsellor but it is anticipated that they will have an understanding of, and a sensitivity to, problems of sexuality and will be able to refer patients and clients to appropriate sources of help.

The objectives of the unit are to provide students with the opportunity to:

- 1. acquire an understanding of their own and other people's expressions of sexuality;
- 2. acquire an understanding of the sexual needs and problems of special groups in the community, including the mentally and physically handicapped, the elderly and ethnic groups;
- 3. learn to communicate in helpful ways to individuals with sexual problems; and
- 4. acquire an understanding of methods of sex therapy currently in use.

Assessment: Based on attendance, participation and submission of a written assignment of up to 1500 words.

Recommended Reading

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

Reference Book

VICTOR, J. S. 1980. *Human sexuality*. New Jersey, Prentice-Hall.

BS415 Theory and Practice of Counselling

(18 hours)

This unit aims at helping participants become more sensitive and skilful in their use of counselling interventions. It will provide an introduction to the theoretical underpinnings behind the model of counselling skills offered, as well as continuing an inquiry into self-awareness. Most of the work will be practical, utilising the small group context.

Assessment: based on attendance/participation and 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 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.

Prerequisites: BS100 or BS101.

BS 425 Socio-Cultural Aspects of Child Development

(18 hours)

The unit examines current concepts of the role of socio-cultural factors in development, particularly with respect to the initial acquisition of cognitive and linguistic skills and the subsequent educational and occupational attainments of children growing up in a pluralist society such as that of contemporary Australia. (Current estimates indicate that, approximately, one out of every three Australians is either an immigrant, or a child of an immigrant.) The aim of the unit is to provide both:

1. a broad theoretical basis for understanding the diversities in development that may be evidenced by children from different ethnic groups in our society; and
2. an opportunity to carry out an 'in-depth' study in this area of a specific topic relevant to the individual student's discipline or concerned interest.

The role of socio-cultural factors is conceptualised in terms of the socialisation of certain human, species-specific, potentialities for development by both primary and secondary agents within a particular society. In modern urban societies, while secondary agents of socialisation (ie. schools) are, typically, monocultural, the primary agent (ie. family) is often multi-cultural in origin. The discontinuities that may result, and their implications for the cognitive, linguistic and social development of the child from an ethnically different background, are examined in the light of recent reappraisals of language and culture maintenance as an alternative to 'the melting pot' that has never been realised.

Assessment: A brief seminar presentation of the student's selected topic (see above) and its exposition as a written, referenced paper of some 1500 words.

Prerequisites: BS 100 or BS 101. Either BS 230, 234, 235 or BS 261 are seen as recommended but not compulsory prerequisites.

Recommended Reading

DE LACEY, P. R. and POOLE, M. E. (eds) 1979. *Mosaic or melting pot: cultural evolution in Australia*. Sydney: Harcourt, Brace Jovanovich Group (Aust.).

Additional references will be issued at the commencement of the unit.

BS 430 Motor Learning

(18 hours)

This lecture and seminar unit reviews the experimental psychology of human motor learning and explores its potential contribution to motor training and re-education programmes in the health professions. Topics include the effects of practice conditions (eg amount of practice, practice schedules, feedback parameters); issues in transfer of training (eg mental practice, cross-education, whole v. part learning); the role of

sensory information during different phases of motor learning; the nature of motor programmes, their storage and retrieval; and the role of motivational variables (eg arousal level, reward v. punishment effects, intrinsic v. extrinsic motivation). Each student will be required to present a seminar paper exploring the application of these concepts to a field of training selected from the health literature.

Assessment: Based on participation and submission of an assignment of 1500 words.
Prerequisite: BS 105.

Recommended Reading

SAGE, G.H. 1977. *Introduction to motor behaviour: a neuropsychological approach*. 2nd ed., Reading, Mass., Addison-Wesley.

SINGER, R.N. 1975. *Motor learning and human performance*. 2nd ed., N.Y., Macmillan.

Reference Books

Additional references will be provided in class.

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.

Prerequisites: BS 100 or equivalent.

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 440 Biofeedback

(18 hours)

This unit reviews the research literature on biofeedback with special emphasis on clinical applications. Following lectures containing an introductory overview, theoretical background and methodological issues, students are required to participate in seminars on the research literature concerned with clinical applications. Seminar topics include applications to the treatment of some neurological, cardiovascular, respiratory and gastro-intestinal conditions, headaches and other pains, anxiety, stuttering and other speech disorders. The unit also contains two to four hours of laboratory work intended to familiarise the student with instrument function and technique problems.

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

Prerequisites: BS 100 or BS 101.

Recommended Reading

Recommended reading lists are distributed in class as appropriate.

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: One 1500 word assignment and a brief class presentation.

Reference Books

HETZEL, B.S. 1976 *Health and Australian society*, rev. ed. Ringwood, Penguin.

BS 451 Health, Healers and History

(18 hours)

The aim of this unit is to examine in more detail some of the present day theories about behaviour which is designated as 'health' and 'illness'. The analysis is set within an historical framework. The unit examines how and in what ways definitions of health and illness change over time and what implications this has for the care of the sick, treatment, cure and cost. It explores the place of human values and non-scientific and ritual elements in medical settings. It also examines the processes whereby members of a society become the official definers of illness and cure and the relevance this has in the future for new health professionals.

Assessment: Based on attendance, participation and submission of one written assignment of 1500 words.

Reference Books

Readings from various sources will be suggested at the start of the unit.

BS 452 The Human Experience

This unit aims to explore those aspects of life, communicated through literature and art, which underlie the academically-based teaching of health science courses. It is felt that the quality of human experience disappears when examined within the necessarily rigorous framework of the medical, psychological and sociological disciplines. This unit will provide an opportunity to broaden participants' understanding of the human condition by examining the ways in which this is expressed in novels, poetry, biography, art and drama.

Each student will choose an individual area stream from a range of topics (disability, ageing, cultural experience, immigration, sexuality, the female experience) and will look at novels, biographies, art and drama dealing with this topic, with guidance from the unit conveners.

Works of literature and art which have been of significance to participants in their own development will be especially focused on in the course.

Assessment: Class presentation plus the equivalent of a 1500 word assignment.

BS 453 Research Design Seminar

(18 hours)

A module designed to provide students with experience in reviewing a field of research, deriving a hypothesis, and designing an appropriate test of the hypothesis. Students will be expected to prepare and submit a research proposal in consultation with an appointed supervisor.

Assessment: One 2000 word research submission.

Prerequisites: BS 100 or BS 101; BS 105; and at least one unit from the BS 250 series. Can not be taken concurrently or subsequently to BS 860, BS 350 or BS 358.

Prescribed Text

LINTON, M. 1972. *A simplified style manual*. New York, Appleton-Century-Crofts.

BS 455 Psychobiology of Pain

(18 hours)

This unit explores the phenomenon of pain through the following: physiological aspects of pain; sociocultural and psychological aspects of pain; clinical pain; theories of pain; the measurement of pain; the control of pain.

Assessment: Presentation of a seminar paper and an essay of 1500 words based on the seminar paper.

Prerequisite: BS 100 or BS 101.

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 computer assisted medical diagnosis, medical records systems, the computer as a therapist, data analysis and management information systems. It is assumed that the participant has little or no experience in computing.

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

Recommended Reading

A list of recommended readings will be distributed at the commencement of the unit.

Reference Books

KLECKA, W.R., NIE, N.H. and HULL, C.H. 1975. *SPSS Primer*. N.Y. McGraw-HILL.
SAUNDERS, D.H. 1977. *Computers in society*. 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 its alternatives; attachment, separation and loss; and inner growth — locating an individual's inner changes.

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

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

Recommended Reading

NEAUGARTEN, 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 470 Drugs and Behaviour I: A Pharmacological and Clinical Approach

(18 hours)

The aim of this unit is to introduce students to concepts of drug action and usage and to relate these concepts to practical situations that the students are likely to encounter in their professional practice. The programme will consider the nature of 'medical' drugs and the mechanisms by which they produce their effects; the social implications of medical drug 'use' and 'misuse' in Australian society; the use of drugs within the clinical setting; rationales for prescriptions; and the effects of commonly prescribed drugs in hospitals and other health settings.

Assessment: Based on an oral presentation, one 500-1000 word precis and an annotated bibliography.

Prerequisites: BS 100 or BS 101.

BS 471 Drugs and Behaviour II: 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 examination of one or two drugs. It is anticipated that students will spend a number of sessions out of class time visiting various relevant institutions and organisations, e.g. manufacturers,

marketers, schools, law enforcement agencies, politicians, rehabilitation centres. This should provide the students with varied practical experience in the area of drug use in our society. Group discussion sessions will be interspersed to evaluate and critically discuss these experiences as well as to provide an opportunity to present related material, e.g. pharmacological, legal, social, psychological and political aspects, for discussion.

Assessment: As for BS 470.

Prerequisites: BS 100 or BS 101.

BS 475 Psychology of Ageing

(18 hours)

This unit is concerned with the psychosocial aspects of ageing. Topics include the concept of ageing; retirement and disengagement; loneliness; loss, dying and bereavement; cognitive changes; rigidity; sexuality; personality adjustment and maladjustment; predicting the life span; care of the aged; community attitudes; role expectations and developmental tasks; achievement and fulfilment.

Assessment: One 1500 word assignment to be presented in class and to be submitted in writing.

Prerequisites: BS 100 or BS 101.

Recommended Reading

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

BS 480 Behaviour Modification

(18 hours)

This unit provides an introduction to the principles and techniques of behaviour modification with particular emphasis given to the application of behaviour modification to health related problems. Topics include operant procedures for managing behaviour change, respondent procedures, self-control procedures, behavioural analysis and behavioural assessment.

Assessment: Seminar presentation plus one 1500 word written assignment.

Prerequisites: BS 100 or BS 101.

Prescribed Text

MARTIN, G. and PEAR J. 1978. *Behaviour modification: what it is and how to do it*. Englewood Cliffs, N.J., Prentice-Hall.

Reference Books

An extensive reading list is provided at the commencement of the unit.

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

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

Prerequisites: BS 100 or BS 101. 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 490 Interdisciplinary Studies in Community Health

(18 hours)

This unit is concerned with the effect of the environment and life-style of communities on health of individuals. Topics to be covered include limitations to traditional health services; human ecology; the impact of the environment and social systems on health; education and prevention in health; the role of the community health centre; and evaluation and research in community health. Emphasis is placed on developing a multidisciplinary approach to health which focuses on the interaction of biophysical, psychological and social influences on health.

Assessment: An oral presentation of the project and a written summary of the class presentation and resources used.

Prerequisites: BS 100 or BS 101.

Not to be taken with BS 360.

Preliminary Reading

HETZEL, B.S. 1980. *Health and Australian society*. rev. ed. Ringwood, Penguin.

ILLICH, I. 1977. *Limits to medicine*. Harmondsworth, Penguin.

TAYLOR, R. 1979. *Medicine out of control*. Melbourne, Sun Books.

BS 495 Psychosocial aspects of Death, Dying and Bereavement

(18 hours)

It is the aim of this unit that, by acquiring a broader intellectual understanding of death in its many ramifications, and a clarification of personal feelings about death, the student will become more comfortable in relating to, and better able to help, the dying patient and the bereaved. Topics covered include children's concept of death; cultural and religious attitudes towards death; fear of death; will to live and desire to die; the funeral; bereavement and social customs; and grief.

Assessment: Based on attendance, participation and submission of a written assignment of up to 1500 words.

Prerequisites: BS 100 or BS 101.

Prescribed Texts

Various readings will be recommended during the unit.

BS 501 INTRODUCTION TO GRADUATE RESEARCH SKILLS

(24 hours of small group lectures/tutorials)

This unit provides an indepth review of the principles of the scientific method and research design; an overview of statistical methods for inference in these research designs; and a description of content, style and editorial requirements for the writing of scientific reports. 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, N.J., Prentice-Hall.

KIRK, R.E. 1972. *Statistical issues: A reader for the behavioural sciences*. Belmont, California, Brooks Cole.

LINTON, M. 1972. *A simplified style manual*. New York, Appleton-Century-Crofts.

A list of additional readings is distributed at the commencement of the unit.

BS 502 THEORY OF MEASUREMENT I

(9 hours of small group lectures/tutorials)

This unit will present the principles of measurement theory with particular reference to applications in the field of health. Topics include theory and methods of scaling; reliability indices and factors which affect reliability of measurements; validity indices and factors which affect validity of measurement; special problems in the measurement of change; and cost/benefit and practicability issues in clinical measurement.

Assessment: One 1500 word written assignment.

Prerequisites: BS 501 or its equivalent.

References

- NUNNALLY, J.C. 1972. *Introduction to psychological measurement*. N.Y., McGraw-Hill.
 NUNNALLY, J.C. 1972. *Educational measurement and evaluation*. 2nd ed. N.Y., McGraw-Hill.
 An additional list of readings is distributed at the commencement of the unit.

BS 503 EMPIRICAL SINGLE CASE DESIGN

(9 hours of small group lectures/tutorials)

This unit will present principles of systematic case design, assessment-based treatment decisions and the analysis of case study data with illustrations from the health literature. Topics include problems of unsystematic case design; experimental approach to case design; quantitative methods for the description of case data; and quantitative methods for inference with case data.

Assessment: Series of tutorial assignments on case design and analysis not exceeding a total of 1500 words.

Prerequisites: 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.
 An additional list of readings is distributed at the commencement of the unit.

BS 504 SURVEY AND INTERVIEW TECHNIQUES

(9 hours of small group lectures/tutorials)

This unit is concerned with the application of survey techniques to research and evaluation problems within the health sciences. Topics to be discussed include:

- 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.

Prerequisites: BS 501 or its equivalent.

Corequisites: BS 502 or its equivalent.

References

- BAILEY, K.D. 1987. *Methods of social research*. N.Y., Macmillan.
 GARDNER, G. 1976. *Social surveys for social planners*. Sydney, Holt Rinehart and Winston.
 MOSER, C.A. and KALTON, G. 1971. *Survey methods in social investigation*. 2nd ed., London, Heinemann.

BS 505 INTRODUCTION TO ERGONOMICS (PSYCHOLOGY)

(10½ hours)

This unit provides an introduction to basic processes of behaviour. Topics include perception, learning motivation, memory and thought.

BS 506 EPIDEMIOLOGY AND INFLUENCES ON HEALTH

(18 hours)

In this unit methods of defining and measuring health and illness will be considered, present patterns of mortality and morbidity in Australia reviewed and the significance of epidemiological data for health professionals evaluated. The socio-economic, demographic, cultural, environmental and individual lifestyle influences on health will be introduced. The significance of the impact of these health influences for health care practice will be reviewed.

BS 510 ASSESSMENT FOR TOTAL CARE REHABILITATION

(14 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.

Recommended Reading

A list of recommended readings will be available at the commencement of the unit.

BS 511 CLIENT AND SOCIETY

(12 hours lectures, 6 hours tutorials)

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: One 2000 word essay.

BS 512 HEALTH CARE ORGANISATION AND MODELS OF DELIVERY

(8 hours lectures, 4 hours tutorials)

Topics included in this unit are the historical background to the present problems in health care; the hospital — controversial centre of the health services; the present organisation of the Australian health service, comparing it with those of other countries such as the USA and England; the 'health debate' focusing on Australian government health policy, with special reference to the issues relating to Medibank.

Assessment: One 2000 word essay.

Reference Book

HETZEL, B.S. 1976. *Health and Australian society*. rev. ed. Ringwood. Penguin.

BS 513 PSYCHOLOGY IN REHABILITATION

(14 hours)

This unit is concerned with the psychosocial aspects of disability and of the rehabilitation process. Topics include concepts of normal and abnormal, and of impairment, disability and handicap; labelling effects and the sick role; reactions to trauma and hospitalisation in children and adults; sensory and perceptual processes in physical disability; life-styles and events conducive to illness; dependence/independence; self-concept; attitudes towards the disabled; and coping and adjustment mechanisms.

Assessment: One 2000 word essay.

Recommended Reading

A list of recommended readings will be made available at the commencement of the unit.

BS 514 INTERPERSONAL COUNSELLING

(18 hours)

This unit aims to help participants become more sensitive and helpful in the counselling interventions which form part of their day-to-day work. The unit will be essentially practical, involving human relations and counselling skills training, and utilising the small group context to provide opportunity for practising skills and beginning an enquiry into self-awareness. Use will be made of individual and group feedback, role-playing and serial counselling. Participants will be introduced to the theoretical underpinnings of the model of counselling skills being offered.

Prescribed Texts

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

EGAN, G. 1975. *The skilled helper*. Belmont, California, Brooks Cole.

Additional readings will be recommended throughout the course.

BS 515 VOCATIONAL COUNSELLING

(16 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.).

Prescribed Texts

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

BS 516 COUNSELLING AND SEXUALITY IN REHABILITATION

(16 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.

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 and Winston.

BS 517 RESEARCH METHODS IN REHABILITATION

(20 hours lectures/discussion)

This unit is designed to introduce students to the aims and principles of the scientific method and provide an overview of the empirical techniques and methods for data gathering. It is also designed to introduce the student to evaluation and writing of research reports.

Students will be expected to develop skills in the methodological evaluation of research in the area of rehabilitation through a series of lectures and seminars on the aims and principles of the scientific method, research, formats, error and error control techniques. Students will also be expected to develop the skills of scientific reporting through a series of exercises aimed at developing knowledge of content, style and editorial format in scientific communication.

Assessment: One 1 hour objective assessment based on mastery learning principle.

Prescribed Texts

A booklet containing course materials and references is available from the Department of Behavioural Sciences Office.

BS 518 REHABILITATION RESEARCH PROJECT

(54 hours)

This unit is intended to provide experience in initiating, conducting, analysing and reporting an original investigation of a problem relevant to rehabilitation. Students are required to work independently or in small groups in a chosen field of study under the assistance of an appointed supervisor. Students may elect to undertake an experimental study, observation, survey, case study or similar project in any area related to rehabilitation.

Assessment: A monograph describing the research project undertaken.

BS 520 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*. Macmillan Publishing Co., New York.

or

MURCH, G.M. 1973. *Visual and auditory perception*. Indianapolis, The Bobbs-Merrill Company Inc.

BS 530 LEARNING AND SKILLED PERFORMANCE

(10 hours)

This unit considers the effects of environmental and organismic variables on perceptual-motor learning with an emphasis on applications to problems in the field of health. Variables examined include practice extent, practice schedules, feedback effects, mental practice, whole v. part learning, cross education, role of sensory information, arousal level, appetitive v. aversive motivation, intrinsic v. extrinsic motivation, structure of perceptual motor abilities.

Assessment: One 1500 word written assignment.

BS 540 DECISION MAKING

(10 hours lectures/discussion)

In this unit an overview of political, psychological and economic perspectives of decision making is presented and various normative and descriptive models of decision processes are discussed. Factors leading to the shortfall between decision performance and optimal performance in various decision environments are considered.

Assessment: One 1500 word paper.

Recommended Reading

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

BS 560 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 IN AGEING

(18 hours lectures/seminars)

This unit provides detailed information on psychological processes and change in the ageing individual. Topics covered include changes in perception, reaction time, intellectual ability, memory, learning, motor skills and performance; personality, adjustment and maladjustment; sexuality; reactions to loss; and the terminal stage.

Assessment: One 1500 word assignment.

References

BIRREN, J.E. and SCHAE, K.W. (eds) 1977. *Handbook of the psychology of ageing*. New York, Van Nostrand Reinhold. 2nd ed. Harmondworth.

BROMLEY, D.B. 1974. *The psychology of human ageing*. Penguin.

NEUGARTEN, B. (ed.) 1968. *Middle age and ageing*. Chicago, Uni. of Chicago Press.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY

(18 hours)

This unit provides an introduction to important principles of behavioural psychology. Through a lecture and seminar format it investigates the application of these principles to clinical issues of concern to manipulative therapists (e.g. pain management, relaxation, patient compliance, control of illness-related behaviour and transfer of therapeutic effect). The topics in behavioural psychology that will be covered include behavioural analysis, reinforcement techniques, aversive techniques, cognitive techniques, placebo effects, self-control procedures and biofeedback.

Students will be expected to research a selected topic and present a discussion paper on that topic under the guidance of a seminar leader.

The objectives of the subject are:

- (a) to provide the student with knowledge of key principles and procedures of behavioural psychology and to demonstrate the application of these methods to the modification of physical symptoms and behaviours relevant to manipulative therapy and encourage the application of these to relevant clinical problems; and
- (b) to promote self-education skills and habits important in the maintenance of an updated professional level by encouraging the development of scholastic criticism and an interdisciplinary approach.

Assessment: One 1500 word essay plus tutorial presentations.

Reference Books

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; 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 graduate diploma courses who have insufficient background in psychology and sociology and 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; problems of psychological assessment, measurement and application in therapy; and
- (b) the nature of sociology, society, culture and the individual; sub-cultures; social class; family and socialisation; the dynamics of society; social control, deviance and change; applications of sociology.

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 are required to complete the following units within one year of full-time study or two years of part-time study: BS 501, BS 502, 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 period from the end of term 1 to the commencement of term 2. 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 501 Introduction to Graduate Research Skills

(24 hours)

See descriptive entry page 208

BS 502 Theory of Measurement I

(9 hours)

See descriptive entry page 208

BS 503 Empirical Single Case Design

(9 hours)

See descriptive entry page 209

or

BS 504 Survey and Interview Techniques

(9 hours)

See descriptive entry page 209

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 their colleagues' presentations. Evaluative criteria should be the concepts enunciated in BS 501.

Assessment: One essay not exceeding 2000 words.

Prerequisites: 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 502.

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.

Prerequisites: BS 502.

References

NUNNALLY, J.C. 1978. *Psychometric theory*. 2nd ed. N.Y. 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 principal components and factor analyses.

Assessment: One written assignment not exceeding 2000 words.

Prerequisites: BS 501.

References

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

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.

Prerequisites: BS 603.

References

- NIE, N.H. *et al.* 1975. *SPSS (guided) 2nd ed.*, N.Y., 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; power analysis; research plans involving sequential decisions.

Assessment: In conjunction with BS 606.

Prerequisites: 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, N.J., 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 502, 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.

Prerequisites: None.

References

Individual reading lists will be provided as appropriate.

BS 800 CONVERSION SUBJECTS

In conjunction with the BS 400 seminars the Department is offering the following subjects in 1982 as part of the Conversion Degree courses.

BS 840 RESEARCH DESIGN

(18 hours)

Students are expected to develop the ability to initiate, research and write a proposal

for original research. The course is intended to further develop the skills in hypothesis formulations, literature review, research design and scientific reportage obtained in introductory units. Students are also expected to develop their ability to conduct scholastic work in an independent, self-generated manner.

Prescribed Text

LINTON, M. 1972. *A simplified style manual*. New York, Appleton-Century-Crofts.

BS 860 INDEPENDENT RESEARCH PROJECT

A three-term module designed to provide students with experience in investigating a problem relevant to the health sciences. Students, working either independently or in small groups with an appointed supervisor, will review the literature in an area that interests them, define a specific problem for study, develop and conduct an investigation of that problem, analyse the results and present their findings as a written research report.

BS 865 HEALTH AND COMMUNITY

(54 hours)

See BS 360.

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 notice-board. 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.

Assessment

Assessment of student performance is usually made by examination and objective tests. Details of assessment in each subject programme are available on the Department notice-board 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 I
 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 Contractile and Connective Tissues
- BL 314 Sensory Processes
- BL 316 Physiology of Work and Exercise
- BL 317 Growth and Ageing
- BL 320 Physiology III with Laboratory Studies
- BL 321 Advanced Laboratory Studies in Physiology
- BL 325 Human Bioscience III
- BL 370 Medicine for Orthoptics
- BL 371 Medical Sciences for Orthoptics
- BL 511 Neurophysiology A
- BL 513 Respiration and Circulation A
- BL 515 Physiology of Neurological and Musculo-Skeletal Systems
- BL 517 Growth and Ageing
- BS 521 Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate
- BL 526 Introductory Applied Human Bioscience
- BL 527 Applied Human Bioscience A
- BL 528 Applied Human Bioscience B
- BL 529 Advanced Human Bioscience
- BL 530 Biological Bases of Ergonomics
- BL 535 Introduction to Ergonomics (Biological)
- 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 599 History and Philosophy of Science
- BL 626 General and Clinical Pathology A
- BL 627 General and Clinical Pathology B

BL 113 PHYSIOLOGY I

(91 hours)

This subject is taught as lectures supported by fortnightly tutorials and laboratory classes. The study of human function is introduced with the properties of living cells, 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 and endocrine.

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 BL282 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.

Prescribed Texts

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

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

The first text may be preferred by some students. Note that the physiology contained in this text is extremely similar to that presented in the second prescribed text. In addition, the first text presents an introduction to anatomy in a manner which illustrates the integration of structure and function.

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 weekly tutorial/demonstration sessions.

Prescribed Text

JACOB, S. W., FRANCONI, C. A. and LOSSOW, W. J. 1978. *Structure and function in man*. 4th ed. Philadelphia, W.B. Saunders Co.

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 the 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, N.J., Prentice-Hall.
- (b) Relevant chapters from the current HSC Biology text, particularly those dealing with basic cellular processes.

BL 125 HUMAN BIOSCIENCE I

(100 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 and the regulation and integration of all parts of the body and the maintenance of homeostatic balance are introduced. To this end, a study of cell biology, the internal environment, systems analysis and an introduction to biological control theory is undertaken. 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.

Prescribed Text

CROUCH, J. E. 1978. *Functional human anatomy*. 3rd ed. Philadelphia, Lea and Febiger.

Reference Books

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

(50 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.

During the first session, students are expected to purchase a laboratory manual.

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 course work. 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. 1976. *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)

The 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; exocrine and endocrine glands. Records of practical work contribute to final assessment in this subject.

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. 1976. *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 course work. 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., SOLOMONS, S. and WARD, A. R. 1981. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

HORSFIELD, R. S. 1976. *Biomechanics*. 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.

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

(98 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.

Prescribed Text

HOLLINSHEAD, W. H. 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, D. S., VANDER, A. J. and SHERMAN, J. H. 1978. *Human function and structure*. New York, McGraw-Hill (for term 1).
 CUNNINGHAM, D.S. (rev. G.J. Romanes) 1976. *Manual of practical anatomy: upper and lower limbs*. vol. 1, 14th ed. London, Oxford University Press.
 JAMIESON, E.G. (rev. R. Walmsley and J.R. Murphy) 1971. *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 details 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, N.J. 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.

Prescribed Text

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

Reference Books

- DAVSON, H. 1972. *Physiology of the eye*. 3rd ed. Edinburgh, Churchill Livingstone.
 LUCIANO, D. S., VANDER, A. J. and SHERMAN, J. H. 1978. *Human function and structure*. New York, McGraw-Hill.
 SCHMIDT, R. F. ed. 1978. *Fundamentals of sensory physiology*. New York, Springer Verlag.

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.

Prescribed Text

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

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

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

SCHMIDT, R. F. ed. 1978. *Fundamentals of neurophysiology*. 2nd ed. New York, Springer Verlag.

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, digestive, renal, haemopoietic and reproductive systems. Seminar participation in the following areas will be included: stress and adaptation; complications of bed rest; pain; sleep; and ageing. 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. 1979. *Physiology of the human body*. 5th 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

(20 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; biome-

chanics of joints; and biomechanics of prosthetic and orthotic devices. Practical emphasis is given to instrumentation and methods of human locomotion analysis and gait assessment.

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

(30 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.

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 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours of lectures)

This course comprises an introduction to general pathology, including aetiology and pathogenesis of the basic disease processes. Inherited and developmental disorders, inflammation, infections, repair and regeneration, hypersensitivity and auto-immunity, vascular disturbances, atheroma, thrombosis and embolism and neoplasia are amongst the topics studied. The principles of the basic disease processes are then applied to the organ systems of special relevance to Physiotherapy. The pathophysiology of altered organ system function is introduced and, where relevant, integrated with principles of pharmacology and therapeutics. This part of the course is complementary to and integrated with BL 215 Physiology II.

Prescribed Texts

SPECTOR, W.G. 1980. *An introduction to general pathology*. 2nd ed. Edinburgh, Churchill Livingstone.
GROER, M.E. and SHEKLETON, M.E. 1979. *Basic pathophysiology: a conceptual approach*. St Louis, Mosby.

Reference Books

A list of suggested reference books will be supplied at the commencement of the course.

BL 272 MEDICAL SCIENCE

(33 hours of lectures and tutorials)

This course comprises an introduction to the principles of general pathology and pathophysiology as outlined in BL271. These principles are then applied to a broader outline of clinical science, including terminology, pathology, special investigations and management of diseases of all body systems. The course is designed especially for students requiring advanced understanding of medical terminology and classification of disease, and is complementary to and integrated with BL 275 Introduction to Pharmacology.

Prescribed Texts

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

(25 hours of lectures)

This course comprises an introduction to principles of general pathology, pathophysiology and general medicine. The course is designed to be an introduction to the

biomedical aspects of health problems, focusing on areas of particular interest to podiatrists. General principles are applied to organ systems and tissues of special relevance to disorders manifest in the lower limbs. The course provides the background material for later clinical studies.

Reference Books

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

BL 274 MEDICAL SCIENCE FOR PROSTHETICS AND ORTHOTICS

(27 hours of lectures and tutorials)

This course comprises an introduction to principles of general pathology, general medicine and surgery, and neurology. The biomedical aspects of health problems of particular interest to prosthetists and orthotists are studied. General pathological principles are applied to organ systems and tissues of special relevance to this field.

Reference Books

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

BL 275 INTRODUCTION TO PHARMACOLOGY

(14 hours)

An introductory study of basic pharmacology to familiarise Medical Record Administration students with the more commonly used drugs, and systems for classifying drugs. This course is complementary to and integrated with BL 272 Medical Science.

Prescribed Text

BAILEY, R.E. 1975. *Pharmacology for nurses*. 4th ed. London, Bailliere Tindall.

Reference Books

WADE, A. ed. 1977. *Martindale: The extra pharmacopoeia*. 27th ed. London, The Pharmaceutical Press.
ASHLEY, M.H. 1981. MIMS Artarmon. Intercontinental Medical Statistics Publishing.

BL 281 NEUROANATOMY

(11 hours)

This will be a course of 10 lectures and two workshops dealing with the functional anatomy of the central nervous system.

Recommended Text

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

(92 hours)

This subject involves detailed study of the regional anatomy of the lower limbs and pelvic girdle including musculature, vasculature, innervation, joints and surface anatomy. Methods of teaching will include lectures, group discussions, demonstrations and practicals.

Prescribed Texts

CUNNINGHAM, D. J. (rev. G. J. Romanes). 1976. *Manual of practical anatomy: upper and lower limbs*. Vol. I. 14th ed. London, Oxford University Press.
JAMIESON, E. B. (rev. R. Walmsley and T. R. Murphy). 1971. *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: Pass in 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.

Prescribed Texts

MITCHELL, G. A. G. and MAYOR, D. 1977. *The essentials of neuroanatomy*. 3rd ed. Edinburgh, Churchill Livingstone.

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

Reference Books

CARPENTER, M. B. 1972. *Core text of neuroanatomy*. Baltimore, Williams and Wilkins Co.

PHILLIPS, C. G. and PORTER, R. 1977. *Corticospinal neurones: their role in movement*. London, Academic Press.

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; exercise and the ischemic heart.

Reference Books

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

BL 313 Contractile and Connective Tissue

(14 hours)

The physiology of skeletal muscle, with particular reference to human skeletal muscle, is studied in depth. 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.

The molecular and morphological characteristics of some connective tissues of the body are studied.

Reference Book

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

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.

Prescribed Text

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

Reference Book

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

BL 316 Physiology of Work and 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 Ageing

(14 hours)

Possible physiological definitions of growth and ageing 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 ageing are presented, and the physiological changes occurring with increasing age studied.

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.

BL 321 Advanced Laboratory Studies in Physiology

(42 hours)

Students will be introduced to some techniques used for laboratory investigations of the function of human muscle, the cardiovascular system, the respiratory system and the nervous system. The programme will include some study of relevant literature.

Prerequisite: BL 215.

Reference Books

Reading guides will be issued during the course.

Students will be expected to purchase laboratory guides.

BL 325 HUMAN BIOSCIENCE III

(40 hours)

This programme is designed to provide for an indepth study of selected biological and pathological aspects related to clinical assessment in specific areas relevant to nursing practice.

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 MEDICINE FOR ORTHOPTICS

(28 hours)

This subject consists of BL 371 and OR 360.

BL 371 Medical Science for Orthoptics

(20 hours of lectures)

This unit comprises an introduction to principles of general pathology, general medicine and surgery, with emphasis on the biomedical aspects of health problems of particular interest to orthoptists. Common and important disorders to the eye are studied in terms of the general pathological principles they illustrate. Certain systemic conditions which the orthoptist may encounter are also discussed.

OR 360 Medical Specialties in Orthoptics

(8 hours)

This unit comprises aspects of clinical medicine of special relevance to orthoptists; specialist areas not covered in BL 371.

Reference Books

Reading guides will be issued at the commencement of the unit.

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.

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 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.

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; the biochemical and mechanical properties of connective tissue.

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 517 GROWTH AND AGEING

(18 hours)

This programme is designed for students who wish to extend their knowledge and understanding of biological development and ageing of the human body. Possible physiological definitions of development and ageing 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 ageing will receive major emphasis, current theories of ageing, longevity, homeostatic control systems, immunity, 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: BS 513.

Reference Book

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

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. G. 1979. *Physiology of the human body*. Philadelphia, Saunders.

BL 527 APPLIED HUMAN BIOSCIENCE A

(54 hours)

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; 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.

Prescribed Texts

CROUCH, J. E. 1978. *Functional human anatomy*. 3rd ed. Philadelphia, Lea and Febiger.

GUYTON, A. C. 1979. *Physiology of the human body*. 5th ed. Philadelphia, Saunders.

THOMPSON, J. S. and THOMPSON, M. W. 1979. *Genetics in medicine*. 3rd ed. Philadelphia, Saunders.

BL 528 APPLIED HUMAN BIOSCIENCE B

(18 hours)

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 530 BIOLOGICAL BASES OF ERGONOMICS

(36 hours)

This subject 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 will be a combination of examinations, assignments and class presentation. Students must satisfactorily complete each of the two units.

Recommended Text

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

BL 535 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 BL530.

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 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 will be comprised of three topics selected from the following: biological molecules, biochemical reactions, electricity and electronics, radioactivity and nuclear medicine, acids and bases, fluids, 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 subject will provide 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 development from the fertilised egg to the formation of organs and some mention is made of congenital abnormalities.

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. 1979. *Genetics in medicine*. 3rd ed. Philadelphia, Saunders.

Reference Books

- O'RAHILLY, R. 1975. *A colour atlas of human embryology*. (35mm slide presentation.) Philadelphia, Saunders.
 TUCHMANN-DUPLESSIS, H., AUROUX, M. and HAEGEL, P. 1972. *Illustrated human embryology*. Vols. 1, 2 and 3. London, Chapman and Hall.

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

BL 580 HUMAN EMBRYOLOGY

(12 hours lectures and laboratory)

This subject 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.

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, 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.

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; nervous cardiac and respiratory pathology.

Prerequisites: BL 527 and BL 528

Prescribed Text

ANDERSON, J. R. ed. 1979. *Muir's textbook of pathology*. 11th ed. London, Edward Arnold.

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 studied in BL626.

Areas studied include: environmental pathology; endocrine, hematopoietic, renal, gastrointestinal and reproductive systems; and nutritional factors in disease.

Prerequisites: BL 527 and BL 528.

Prescribed Text

ANDERSON, J. R. ed. 1979. *Muir's textbook of pathology*. 11th ed. London, Edward Arnold.

Reference Book

ANDERSON, W. A. D. and KISSANE, J. M. 1977. *Pathology*. 7th ed. Vols 1 and 2. St Louis, Mosby.

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.

Department of Educational Resources

Introduction to Educational Resources

The Department of Educational Resources offers and encourages the use of a variety of resources by staff and students of the Institute and also by members of the relevant professions. The Department's resources are designed to meet the needs of individual staff and students.

General Functions

Resources are being developed to provide support and service in several areas:

(a) Library Services

The Library offers material in a variety of formats to support teaching programmes, and also material of general interest. Print materials consist of books, periodicals and pamphlets. Non-print materials include anatomical models, slides, films, filmstrips, audio cassette tapes, multi-media kits, records and video-cassettes. Slide viewers, cassette players, typewriters, calculators and other equipment are also available.

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

Hours of opening are posted on the notice-board outside the Library entrance and on other notice-boards throughout the Institute.

(b) Educational Development Services

These services include:

(i) *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 is provided, including individual consultation, informal and formal seminars and courses, workshop and simulation.

(ii) *Curriculum services* where staff are assisted to formulate policy in relation to curriculum, planning of new courses, and review and education of existing courses. Advice is available to individual staff in matters related to the preparation, conduct and review of their teaching programmes.

(iii) *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.

(iv) *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.

(c) Media Services

(i) *Media production*: audiovisual and media advisory, back-up and production facilities are co-ordinated to provide a support component to the teaching and

learning situation. Components include production advice and co-ordination, video production, tape-slide production and sound recording.

(ii) *Technical services*: general maintenance and installation of on-site Institute electronic equipment; development, design and construction of customised electronic equipment; distribution, operation and retrieval of audio-visual aids.

(iii) *Reprograhics*: a comprehensive offset printing and photocopying service is available and graphics assistance is provided in the production and presentation of printed, audio-visual and instructional media for staff and students.

(d) **Computer Facilities**

Computer services are available to support Schools and Departments in carrying out their educational and administrative functions and to support staff and students in their research programmes. The service utilises the RMIT Cyber 75 Computer which may be consulted interactively using terminals located at the Carlton campus (in the Library and in Hytone House), at home, using portable terminals which are available for loan from the library, or in batch mode.

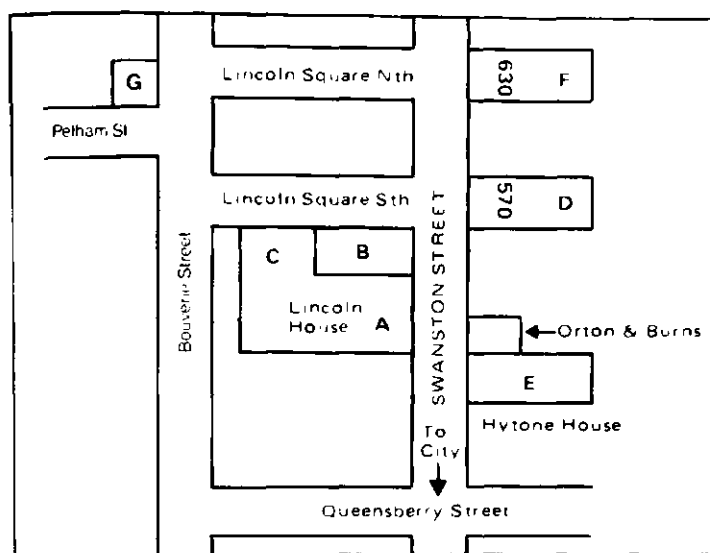
Postgraduate Studies

ER 500 ACADEMIC SKILLS AQUISITION (2 modules)

(12 hours)

The general aim of the 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.

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	Department of Educational Resources

BUILDING D

Ground Floor	School of Prosthetics and Orthotics
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BUILDING E

Ground Floor	School of Medical Record Administration
	Department of Behavioural Sciences

BUILDING F

First Floor	Student Administration and Careers Office
	Buildings Office
	Interdisciplinary Studies

BUILDING G

Department of Biological Sciences

The School of Nursing is located on a separate campus at 2-6 Arthur Street, Melbourne, 3004.

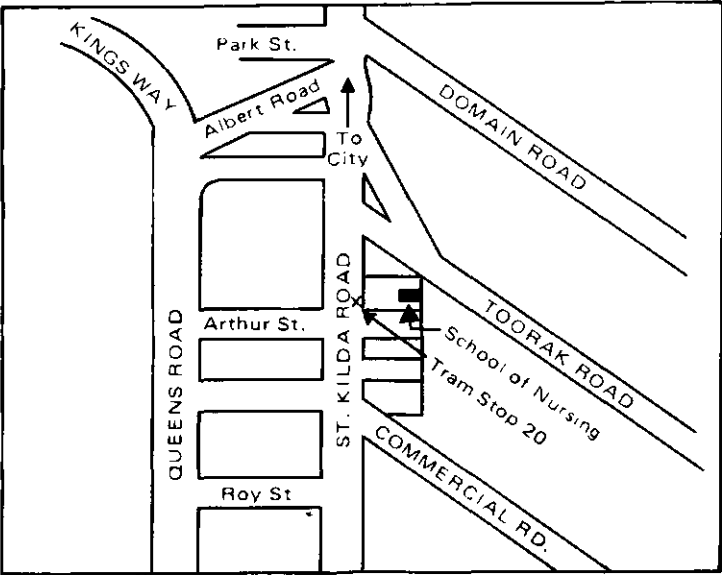
The School of Podiatry is located on a separate campus at St Helliers Street, Abbotsford 3067.

LINCOLN INSTITUTE SCHOOL OF NURSING
 2-6 ARTHUR ST., MELBOURNE, VIC., 3004 AUSTRALIA

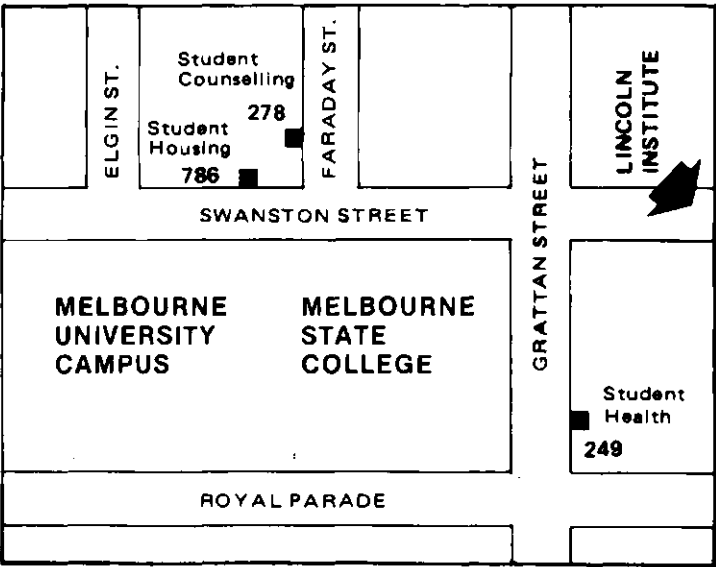
SCHOOL OF NURSING

**At College of Nursing, Australia Building
2-6 Arthur Street, Melbourne 3004**

**Telephone: 26 4495
267 2176**



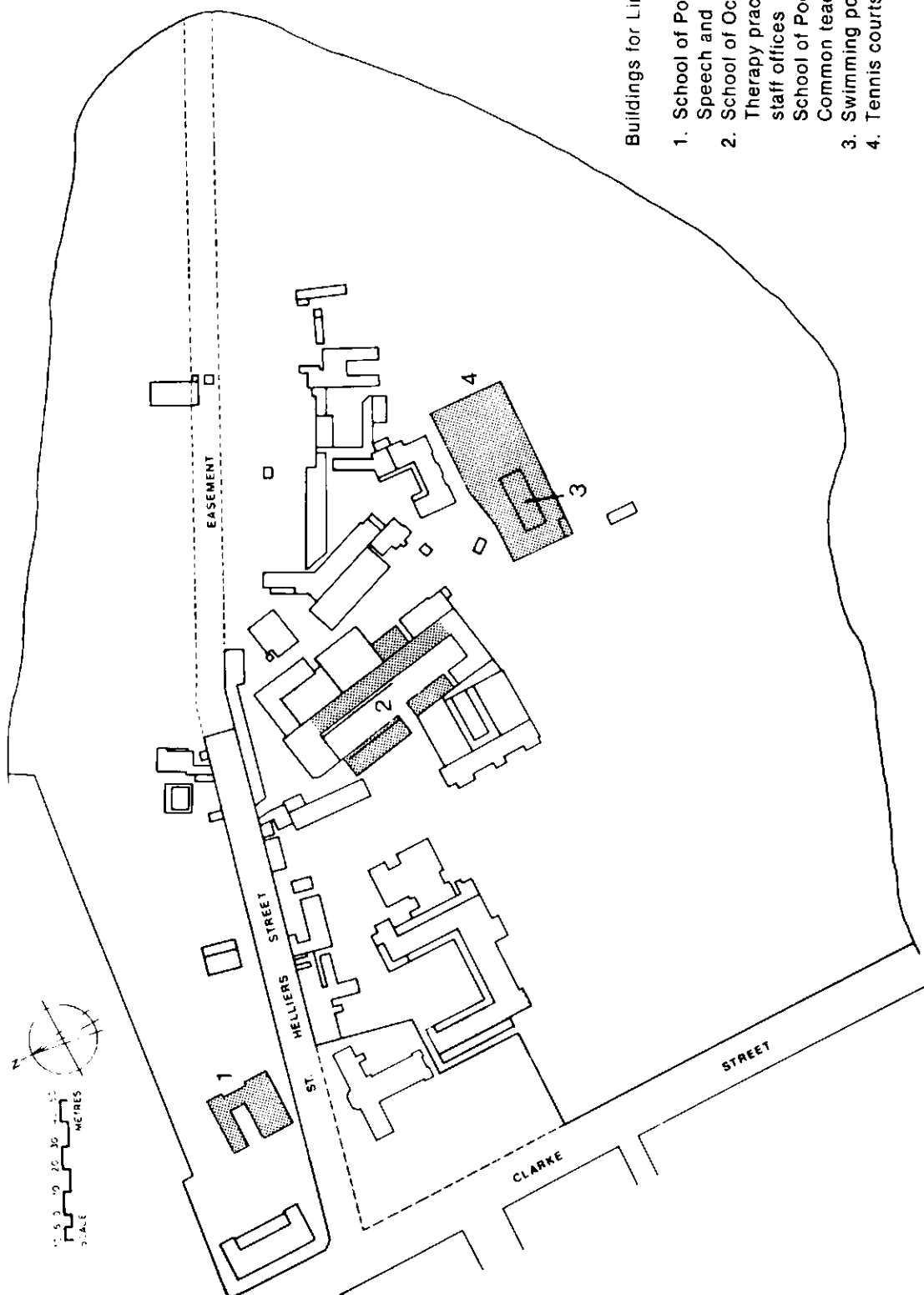
**STUDENT COUNSELLING,
HEALTH AND HOUSING SERVICES**



ABBOTSFORD CAMPUS

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



LIBRARY
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LA TROBE UNIVERSITY LIBRARY



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