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**Lincoln Institute of
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Handbook
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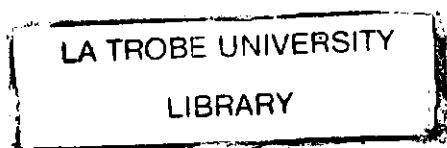


Lincoln Institute of Health Sciences
625 Swanston Street
Carlton, Victoria 3053

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Lincoln Institute of Health Sciences is at three locations; the addresses are as follows (location maps are on pages 218-20).

Main Carlton campus: Lincoln Institute of Health Sciences
625 Swanston Street
Carlton 3053
Telephone: 347 7544

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

Abbotsford campus: Lincoln Institute of Health Sciences
School of Chiropody/Podiatry
Speech and Hearing Clinic
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Enquiries about courses should be directed to the Student Administration and Careers Office.

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Principal Dates 1981

Term Dates

16 February–20 February	Orientation Week
23 February–1 May	First Term
4 May–8 May	First Term Examinations
1 June–31 July	Second Term
3 August–7 August	Second Term Examinations
31 August–30 October	Third Term
2 November–6 November	Study Vacation
9 November–13 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 Thursday, 2 April

Open Day Sunday, 21 June

Public Holidays

The Institute will be closed on the following public holidays:

New Year's Day	1 January
Australia Day	26 January
Labour Day	9 March
Good Friday	17 April
Easter Monday	20 April
Easter Tuesday	21 April
Queen's Birthday	8 June
Christmas Day	25 December
Boxing Day	26 December

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Buildings and Site Committee
 Finance Committee
 Safety Committee
 Staffing Committee
 Staff/Student Services Committee
 Student Loan Fund Committee

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

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Academic Committee of the School of Communication Disorders
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 Prosthetics and Orthotics
Academic Committee of the Department of Behavioural Sciences
Academic Committee of the Department of Biological Sciences
Academic Committee of the Department of Educational Resources
Academic Committee for Interdisciplinary Studies.

2. Standing Committees

The Board of Studies has the following Standing Committees:

Computer Committee
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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 Claudine Sachwald, Dip.Physio.
 Margaret Sherburn, B.App.Sc.(Phty), 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.
 *Diana Svendsen, Dip.Physio., M.A.P.A.
 *Cheryl Taylor, B.App.Sc.(Phty), M.A.P.A.
 Valerie Townsend, Dip.Physio., M.A.P.A.
 *Elizabeth Tully, Dip.Physio., M.A.P.A.
 *Barbara Walker, Dip.Physio., 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 Morley, M.B., B.S., F.R.A.C.P., F.R.C.P.
 John O'Brien, M.B., B.S., F.R.A.C.S.
 Laurence Simpson, M.B., B.S., F.R.A.C.S., F.C.C.P.
 Robert Southby, M.B., B.S., F.R.A.C.S.
 Edmond Tai, M.B., B.S., F.R.A.C.P.

Nursing Procedure

Representatives of the School of Nursing.

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

Administrative Assistant: Susan Hannah

Secretary: Irene Bruhn

*Receptionist/Typist: Anne Owens

Typist: Shirley Birchall

School Aide: Shelley Beer

School of Prosthetics and Orthotics

Erik Holmgren, Orth.O.P., M.O.P.A.S.A., M.A.O.P.A., M.I.S.P.O.

Raymond Marvin, C.P.O., M.A.A.O.P.

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.

Secretary: Diana Bell, B.A.

*School Aide: Traci Beale, T.B.I.D., Cert. Des. & Dec.

Interdisciplinary Studies

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

Secretary: K. Winsome Ashcroft

Introduction to Community Health

Co-ordinator: Bill Hart, M.B., B.S.

Lecturer: Alec Dempster, B.Med.Sc., 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

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

Graduate Diploma in Rehabilitation Studies

Co-ordinator: Andrew Remenyi, T.P.T.C., A.I.E., M.A., M.A.Ps.S.

Sessional Staff

Representatives from within the Institute of the Schools of Physiotherapy, the Department of Behavioural Sciences and the Department of Biological Sciences.

Further sessional lecturers with appointments in clinical practice, industry and colleges are employed as specialist lecturers.

Department of Behavioural Sciences

Head of Department

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

Graham Bradley, B.A.(Hons), Dip.Ed.

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

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

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

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

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

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

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

Leisl Osman, B.A., Dip.Soc.(Hons), A.A.Ps.S.

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

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

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

*Secretary: Kaye Walters

Typist: Rhonda White

Department of Biological Sciences

Head of Department

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

Timothy Bach, B.Sc., M.Sc.
 Andrew Bendrups, B.Sc.(Hons), M.Sc.
 Patricia Bingham, M.A., D.Phil.
 Elizabeth Brown, B.Sc.(Hons), M.Sc., Dip.Ed.
 Phillip Dooley, B.Sc.(Hons), M.Sc., Ph.D.
 Owen Evans, B.App.Sc.(Hons), M.Sc., Ph.D.
 *Robyn Gibson, B.Sc.(Hons), M.Sc.
 *Janet Guthrie, B.Sc., M.Sc., Dip.Ed.
 William Hart, M.B., B.S.
 A. S. Henry (A. H. Sathananthan), B.Sc.(Hons), Ph.D.
 Jill Keen, B.A.(Hons), S.Tut.Dip.
 Murray Lewis, M.Sc., Ph.D.
 *Pamela Miller, B.Sc., M.Sc., Dip.Ed.
 *Robert Naughton, B.Sc.
 Amanda Neal, B.Sc.(Hons), M.Sc.
 *Alan Pears, B.E.(Hons), Dip.Ed.
 Grant Perry
 Brian Rice, H.N.C.
 Doug Rogers, B.Sc.(Hons), Ph.D.
 Alex Ward, B.Sc.(Hons), M.Sc.

Secretary: Gail O'Donnell

Senior Typist: Audrey Sungaila

Department of Educational Resources

Head of Department

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

Educational Development

Jennifer Bryce, B.A., B.Ed., Dip.Arts (Music), M.A.C.E.
 Helen Edwards, M.A.
 Martin Hayden, B.A., M.Ed., M.A.C.E.

Library, Carlton Campus

Senior Librarian: Joan Martin, B.A., Dip.Ed., A.L.A.A., S.R.N.(D.C.)
 Sandra Abols
 Dan Colgan
 Ray Cotsell, A.L.A.A.
 *Gayle Edwards, B.Soc.Sci., A.L.A.A.
 Ray Endean, B.A., Grad.Dip.Lib., A.L.A.A.

Emina Fazlic
Morrie Jacobs
Barbara Jacoby, B.S., M.L., A.L.A.A.
Elizabeth McArthur, B.A., Grad.Dip.Lib., A.L.A.A.
Lucille Mitchell, B.A.(Hons), Dip.Lib., A.L.A.A.
Anne Parkhowell, B.A., Dip.Lib., A.L.A.A.
Gaetano Raiti
Heather Roberts
*Noeline Sherwin, Lib.Tech.Cert.
Jill Staff, Lib.Tech.Cert.
Jennifer Stark
Helen Tamme, Lib.Tech.Cert.

Library, School of Nursing

Sandra Naude, B.Soc.Sci., Dip.Lib.Sc., M.A., A.L.A.A.
Christina Austen, Lib.Tech.Cert.
Hatice Ibrahim, Lib.Tech.Cert.
Jean Leith, B.A., A.L.A.A.
*Jocelyn Scarr, B.Sc., A.L.A.A.
Barbara Toward

Media and Technical

Peter Bruhn, Dip.App.Sc. — seconded to School of Nursing
Michael Collins — seconded to School of Occupational Therapy and School of
 Physiotherapy
Eddie Heselwood
Michael Horan, Dip.Art
Alex Ivachev, Cert.Tech. — seconded to School of Communication Disorders part-
 time
Michael Ridley, T.V.C.O.P.
Adrian van Kampen, Cert.Tech., T.V.C.O.P.

Reprographics

Keith Allen
*Rhonda Brown
John Dunne
Judy McCombe, B.A. (Graphic Design)
Margaret Warland

Administrative Officer: Kate Minkoff, B.Sc.
Secretary: Angelika Gay
Aide: Kay Sackville

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 31 December 1979, and three of the members so elected shall serve until 31 December 1978.
- 11.4** The three members who shall serve until 31 December 1978 in accordance with the preceding sub-section shall be chosen by lot from the five members elected in accordance with that sub-section.

School and Department Organisation Regulations

A. HEAD OF SCHOOL OR DEPARTMENT

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

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

B. ACADEMIC COMMITTEES

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

1. Powers of the Committee

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

2. Membership

The Committee shall be constituted as follows:

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

3. Invitees

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

4. Chairman

- 4.1 The Head of School or Department shall be the Chairman, save where there is no Head of School or Department or where the Head of School or Department chooses not to act as Chairman. In such cases an appointment shall be made by Council on the nomination of the Committee.
- 4.2 In the absence of the Chairman the Committee shall elect an Acting Chairman.
- 4.3 The duties of the Chairman shall be the preparation and conduct of the meetings of the Academic Committee.

5. Term of Office

- 5.1 A member *ex officio* shall remain a member until such time as he ceases to hold the office in respect of which he was elected.
- 5.2 Academic staff shall remain members as long as they remain on the staff of the School or Department.
- 5.3 Student members shall be elected to hold office for a one-year term.
- 5.4 All other members shall hold office for a two-year term.
- 5.5 A student member shall cease to be a member if he or she ceases to be enrolled in a course at the Institute.
- 5.6 Where the Chairman is appointed by Council he or she shall hold office for a two-year term.
- 5.7 Members shall be eligible for re-election or re-appointment.

6. Elections

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

7. Meeting Procedure

- 7.1 The Committee shall meet at least once during each academic term.
- 7.2 All questions which come before the Committee shall be decided by a simple majority of the members present and voting. The Chairman shall have a deliberative vote and in the case of equality of votes shall have a casting vote.
- 7.3 No question shall be decided at any meeting of the Committee unless a quorum of the members thereof shall be present. The number of members who shall constitute a quorum shall be half the membership of the Committee at that time.
- 7.4 No proceeding of the Committee shall be invalidated by reason only of there being a vacancy in the number of members of the Committee at the time of such proceeding.
- 7.5 A meeting may be called by the Chairman or by request of not less than one-quarter of the members.
- 7.6 There shall be no proxy voting.

8. Report of Meetings

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

9. Executive Committee and Sub-Committees

- 9.1 Normally the Academic Committee shall form a Standing Executive Committee and may form such other sub-committees as it thinks fit.
- 9.2 The Head of School or Department shall be Chairman of the Executive Committee save where there is no Head of School or Department, the Chairman of the Academic Committee shall chair the Executive Committee.
- 9.3 The Executive Committee and other sub-committees shall be responsible to the Academic Committee of the School or Department.

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

Footnote:

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

- (i) staff appointed to positions of Tutor, Senior Tutor, Lecturer, Senior Lecturer, Principal Lecturer, Head of School, Head of Department — full or part-time;
- (ii) staff appointed to instructor or technical positions and involved in the teaching of students enrolled for courses or units offered by the School or Department where the teaching commitment is a requirement of the appointment;
- (iii) staff employed in professional librarian classifications;
- (iv) staff employed in Research Assistant and Research Fellow classifications.

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, post-graduate, 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 post-graduate 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 (2) above.

Counting of Votes

20. Upon the close of the poll—

- (1) The returning officer shall:
 - (a) open the ballot box and the envelopes containing the voting papers and the voting papers shall be arranged by placing in a separate parcel all those on which a first preference is indicated for the same candidate, omitting voting papers which require to be rejected;
 - (b) count all first preference votes given for each candidate respectively.
- (2) At an election where only one member is to be elected and there are only two candidates the result of the poll shall be ascertained as follows:
 - (a) if the two candidates have received an equal number of votes the returning officer shall in such case have the casting vote by lot;
 - (b) the candidate who has received the greater number of first preference votes (including the casting vote by lot of the returning officer (if necessary)) shall, by the returning officer, be declared duly elected.
- (3) At an election where only one member is to be elected and there are more than two candidates the result of the poll shall be ascertained as follows:
 - (a) The candidate who has received the greatest number of first preference votes if that number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected.
 - (b) If no candidate has an absolute majority of votes the returning officer shall:
 - (i) declare the candidate who has received the fewest first preference votes a defeated candidate;
 - (ii) distribute the voting papers counted to such defeated candidate amongst the non-defeated candidates next in order of each voter's preference; and
 - (iii) after such distribution again ascertain the total number of votes given to each non-defeated candidate.
 - (c) The candidate who has then received the greatest number of votes if such number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected.

- (d) If no candidate then has an absolute majority of votes the process of declaring the candidate who has the fewest votes a defeated candidate and distributing the voting papers counted to such defeated candidate among the non-defeated candidates next in order of the voter's preference shall be repeated and the votes shall be re-counted after every such redistribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.
 - (e) If on any count two or more candidates have an equal number of votes and one of them has to be declared a defeated candidate the returning officer shall decide which is to be declared a defeated candidate by lot and if on the final count two candidates have received an equal number of votes the returning officer shall, in such cases, have the casting vote by lot.
- (4) At an election where two or more members are to be elected the result of the poll shall be ascertained as follows:
- (a) The first vacancy shall be filled in the manner provided in the last preceding sub-section for ascertaining the result of the poll where only one member is to be elected and there are more than two candidates; provided that for the purpose of this sub-section any reference in the last preceding sub-section to a defeated candidate or to a non-defeated candidate shall be read and construed as if such reference were a reference to an excluded candidate or to a continuing candidate respectively.
 - (b) The second vacancy shall be filled in the following manner:
 - (i) The returning officer shall:
re-arrange all the voting papers other than the voting papers which require to be rejected under the names of the respective candidates in accordance with the first preference indicated thereon except that each voting paper on which a first preference for the elected candidate is indicated shall be placed in the parcel of the candidate next in order of the voter's preference; and ascertain the total number of votes given to each continuing candidate.
 - (ii) The candidate who has received the greatest number of votes, if such number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected.
 - (iii) If no candidate has an absolute majority of votes the returning officer shall:
declare the candidate who has received the fewest votes an excluded candidate; distribute the voting papers counted to such excluded candidate amongst the continuing candidates, next in order of the voter's preference; and after such distribution again ascertain the number of votes given to each continuing candidate.
 - (iv) The candidate who has then received the greatest number of votes, if such number constitutes an absolute majority of votes cast shall, by the returning officer, be declared duly elected.
 - (v) If no candidate then has an absolute majority of votes cast the process of declaring the candidate who has the fewest votes an excluded candidate and distributing the voting papers counted to such excluded candidate amongst the continuing candidates next in order to the voter's preference shall be repeated and the votes shall be recounted after every such redistribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.
 - (c) Each subsequent vacancy shall be filled in the manner provided in the last preceding paragraph for filling the second vacancy provided that every voting paper on which the first preference for any elected candidate is marked shall be placed in the parcel of the continuing candidate next in order of the voter's preference.
 - (d) If on any count two or more candidates have an equal number of votes and one of them has to be declared an excluded candidate, the returning

officer shall decide which is to be declared an excluded candidate by lot and if on the final count for filling any vacancy two candidates have received an equal number of votes, the returning officer shall, in such case, have the casting vote by lot.

(5) In this section:

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

Scrutineers

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

Declaration of Results

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

COURSE REGULATIONS

Regulations for the Degree of Bachelor of Applied Science

1. Preamble

- 1.1 These regulations shall govern the degrees of Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy), and Bachelor of Applied Science (Speech Pathology).
- 1.2 The Bachelor of Applied Science courses in section 1.1 above shall be conducted under the authority of, respectively, the Academic Committee of the School of Occupational Therapy, the Academic Committee of the School of Physiotherapy, and the Academic Committee of the School of Communication Disorders.
- 1.3 In these regulations 'Academic Committee' shall be taken to mean that Academic Committee responsible for conducting the course in question.

2. Eligibility

2.1 General

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

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

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.

*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.

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.

10. Grades

10.1 At the completion of each subject each student enrolled for that year shall be awarded one of the following grades:

distinction, credit, high pass, pass, fail.

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

11. Award

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

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

Regulations for the Graduate 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.

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

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

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.), 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 Award of Degree of Master by Thesis or Publication

1. Definitions

In these regulations:

Affiliated College means any institution which is an affiliated college within the meaning of the Victoria Institute of Colleges Act,

Board means the Board of Studies of the Victoria Institute of Colleges,

College means the affiliated college in which a person is, with the approval of the Board, undertaking a research program or other requirement of the Board in respect of a candidature, or the affiliated college in which an applicant proposes to enrol for such purpose,

Council means the Council of the Victoria Institute of Colleges,

Institute means the Victoria Institute of Colleges,

Degree of Master by Thesis or Publication means a degree of master specified in the schedule to the Victoria Institute of Colleges Statute 8.1 — Degrees and Diplomas, and

Registrar means the Registrar of the Victoria Institute of Colleges or any other person appointed by the Council to act as Registrar for the time being.

2. Candidature

The Board may admit persons to candidature for a degree of master by thesis or publication and any person so admitted may proceed to undertake the research program or other requirement prescribed by the Board, in respect of his candidature.

3. Admission to Candidature

3.1 A person may be admitted to candidature for a degree of Master by thesis pursuant to regulation 4.1 or 4.2, who is recommended for admission to candidature by the College in which he proposes to undertake his research program and who satisfies the Board that he

3.1.1 has qualified for a first degree of the Institute (or such other degree as the Board may deem equivalent for this purpose) at a standard considered by the Board to be sufficiently meritorious;

3.1.2 or has qualified for any other award judged by the Board to be of relevant character and appropriate standard; and has produced evidence of professional experience through which he has developed his applied knowledge of the relevant field of study, such as satisfies the Board that he has the capacity to undertake study for the degree of master;

3.1.3 and has fulfilled any other conditions relating to pre-requisite study which the Board may have imposed in respect of his admission to candidature.

3.2 A person may be admitted by the Board to candidature for a degree of Master by publication who

3.2.1 has held for a minimum period of five years

3.2.1.1 a first degree of the Institute or of an Australian university, or of any other institution approved by the Board for this purpose; or

3.2.1.2 such other qualifications as might be approved by the Board in individual instances,

provided that an applicant who is not resident in Victoria may be admitted to candidature only if he has gained a tertiary qualification from a Victorian institution; and

3.2.2 submits to the Board a publication or publications based on original research, investigation or developmental work carried out by him in an industrial, commercial, governmental, educational or research organisation, approved by the Board for the purpose, or carried out as a member of the staff of an Affiliated College; provided that the subject and nature of the research work are accepted by the Board as appropriate for examination for the award of the degree of Master.

4. Types of Programs

The following types of research programs may be approved by the Board as appropriate for candidates to undertake for qualifications for the award of degree of Master by Thesis:

4.1 presentation of a major thesis based on original research, investigation or developmental work, carried out under supervision in an Affiliated College by a candidate enrolled as a student of the College (hereafter referred to as a College-based research program);

4.2 presentation of a major thesis based on original research, investigation or developmental work, carried out by a candidate enrolled as a student of an Affiliated College in an approved industrial, commercial, governmental, educational or research organisation under the supervision of not less than two supervisors, of whom one is a full-time member of the staff of the College and appointed by the College (hereafter referred to as a non-College-based research program).

5. Research Program Requirements

5.1 A candidate proceeding to a program of research pursuant to regulation 4.1 or 4.2 shall be required to undertake, during the first year of his

candidature, a structured course of study approved by the Board, designed to advance his knowledge of certain specialised disciplines and to acquaint him with the methodology of research, unless it can be shown that the candidate has previously completed a post-graduate program, which has fulfilled this purpose; or had experience deemed by the Board to be equivalent.

- 5.2 An application for candidature pursuant to regulation 4.1 or 4.2 shall be submitted to the Board on the applicant's behalf by the Principal of the College and shall be in a form prescribed by the Board.
- 5.3 The Board shall determine whether an applicant shall be admitted to candidature. In arriving at such determination, the Board shall take into account, amongst other things, the facilities available for the student to undertake the program of research, and the subject and nature of the applicant's proposed research program.

6. Duration

- 6.1 The Board shall not certify as to the successful completion of a research program undertaken by a candidate until the elapsed period from the date of approval of the candidature is:
 - 6.1.1 in respect of a candidate who is admitted to candidature pursuant to regulation 3.1.1, two years full-time equivalent; and
 - 6.1.2 in respect of a candidate who is admitted to candidature pursuant to regulation 3.1.2, such minimum period as the Board may in any instance determine.
- 6.2 In regard to any stipulated period of full-time research or work the Board may determine, in respect of a candidate, the equivalent period to be spent in part-time research or in varying segments of full-time or part-time research.

7. Criteria for Publications

- 7.1 For the purpose of assessing an application pursuant to regulation 3.2, the Board shall require that any publication submitted in respect of the application:
 - 7.1.1 has been the subject of critical independent examination prior to publication;
 - 7.1.2 is available to the general public;
 - 7.1.3 is accompanied by documentary evidence that the applicant is the author; and
 - 7.1.4 where it consists of several papers, relates to one aspect of the subject.
- 7.2 A report issued by an organisation shall not, without the express consent of the Board, be accepted as a publication for the purpose of these regulations.
- 7.3 Where a paper has been published jointly, the applicant shall provide the Board with a written statement indicating the extent of the applicant's personal contribution to the project reported in the publication and any co-author or any person who in respect of the publication had been a supervisor of the applicant's work shall provide the Board with such documentary evidence as the Board may direct on the extent of the applicant's contribution to the project and the authorship of the publication.

8. Supervisors

- 8.1 For a candidate undertaking a College-based research program, the College shall appoint at least one supervisor who shall be a member of the staff of the College and who shall supervise and assist the candidate. The appointment of supervisors shall be subject to the approval of the Board.
- 8.2 For a candidate proceeding by non-College-based research program, the College shall appoint not less than two supervisors, of whom at least one shall be a member of staff of the College and of whom at least one shall be a person who is associated with the organisation in which the candidate is to carry out his program. The appointment of the supervisors shall be subject to the approval of the Board.

- 8.3 In respect of any such candidate, the College shall submit to the Board, at the completion of the first year of the program, and after the results of any examination are known, a report of approximately three hundred words on the work of the candidate, prepared by each supervisor, together with:
- 8.3.1 the results of any examination of the candidate;
 - 8.3.2 details of any modifications made to the candidate's approved research program;
 - 8.3.3 suggested modifications for the candidate's research program; and
 - 8.3.4 a recommendation as to whether the candidature should be continued or terminated.

9. Intermediate Examination

- 9.1 A College may, on the recommendation of a supervisor, require a candidate to undertake such examination requirements related to the approved research program as his supervisor or supervisors may determine.
- 9.2 The College shall be responsible for the conduct of any intermediate examination pursuant to regulation 9.1 above.

10. Candidate's Progress

The Board may, upon the recommendation of the College or at its own discretion, terminate the candidature of a candidate whom the Board considers not to be making satisfactory progress in his research program, presentation of thesis or any other requirement.

11. Examinations

- 11.1.1 In regard to candidates proceeding pursuant to regulation 4.1 or 4.2, the College shall recommend, and the Board may approve, the appointment of not less than two examiners, neither being a candidate's supervisor.
- 11.1.2 Not more than one of any such examiners may be a member of the staff of the College or any other place in which any research for the thesis was carried out and no person may be appointed as an examiner who has been associated either directly or indirectly with the candidate's research program.
- 11.2 In regard to candidates admitted to candidature pursuant to regulation 3.2, the Board shall appoint at least two examiners to examine the publication or publications submitted by the candidate in respect of his candidature.
- 11.3 The Registrar shall notify examiners of their appointment by the Board.
- 11.4 The name of any examiner must not, without the approval of the Board, be disclosed to a candidate.
- 11.5 Each examiner shall report to the Board on the standard of the candidate's thesis or publications as the case may be, and recommend the decision which the Board should take in respect of the candidature.
- 11.6 If differing recommendations are received from examiners, and the Board is considering failing the candidate, a referee examiner shall be appointed by the Board to examine the candidate, to consider the other examiners' reports, and to recommend the action to be taken by the Board in respect to the candidature.
- 11.7 A candidate shall not submit for final examination more than twice on the one research program.

12. Thesis or Publications

- 12.1 A candidate shall, except as provided in regulation 13, submit to the Board four bound copies of his thesis or publications, as the case may be. All copies of such thesis or publications shall conform with such specifications as are prescribed by the Board from time to time, and shall include a summary of approximately two hundred words and a certificate signed by the candidate to the effect that the work has not previously been submitted on behalf of the applicant, either in whole or in part, in respect of any other academic award.

- 12.2 Two copies of the thesis or publications shall become the property of the Institute and one further copy of the thesis shall become the property of the College.
- 12.3 If the research project has arisen in an organisation other than an Affiliated College, and the circumstances warrant the imposition of a measure of secrecy, the Board may direct that the thesis shall not become available for consultation for a period of time, which shall not be more than eighteen months from the date of such direction.
- 12.4 The Board may require a candidate to produce such evidence as it may direct to establish that any thesis or other publication may be published without infringing any agreement, patent, copyright, statutory obligation or contractual relationship.
- 12.5 The Council's policy on confidentiality, as published from time to time, shall apply in respect of any thesis, material, or other publication constituting a candidate's research program.
- 12.6 The Council shall be free to allow the thesis to be consulted or borrowed, and may signify a period of time after which it may issue the thesis or publications in whole or in part in photostat or microfilm or other copying medium, provided that the author has not in writing specifically withheld his consent to the thesis being made so available.

13. Submissions in the Arts

- 13.1 A candidate who is admitted to candidature in a field of the arts shall submit to the Board such compositions, designs, works of art, adjudicated performance, recordings or other forms of work as the Board shall deem appropriate in any case.
- 13.2 Where a thesis forms part or all of the submission by such candidate, such thesis may, to the extent approved by the Board, be in the form of photographs or other means of recording.
- 13.3 In connection with any submission to be made in a field of the arts, the Board shall advise the person seeking admission to candidature of any of its requirements in respect of ownership of any forms of work so submitted.
- 13.4 In all other respects the provisions of paragraphs 12.3 to 12.6 inclusive of regulation 12 shall apply in regard to any written thesis submitted in respect of a candidate in a field of the arts.

14. Fees

Notwithstanding any fees levied by the College, an applicant or candidate or graduand shall pay such examination, graduation and other fees as may be determined from time to time by the Council.

15. Eligibility for Degree

A candidate who has satisfied the requirements of these regulations shall, on the recommendation of the Board, and with the approval of the Council, be admitted to the appropriate Degree of Master and may apply in writing to the Registrar to have the Degree conferred upon him.

16. Conferring Degree

The Degree shall be conferred by the President of the Institute (or his representative) according to procedure determined by the President.

17. Degree without Examination

On the recommendation of the Board, the Council may admit to a Degree of Master without examination, or with such special examinations as may be prescribed by the Board any person who, having graduated at any university or other tertiary institution, has completed such formal academic study, research or investigation or achieved such eminence in the relevant profession as may be deemed, in the opinion of the Board, to be equivalent of the requirements in regulation 4.

18. Register

The Registrar shall keep a register of names of all graduates on whom a Degree of Master by Thesis or Publication is conferred and the date of such conferring.

19. College Rules to Apply

Except as specifically provided in these regulations, the rules for enrolment of students in a College, as determined by the College, shall apply to a candidate undertaking a research program leading to a Degree of Master by Thesis or Publication.

20. Delegation

20.1 There shall be a Standing Committee on Higher Degrees established by the Board.

20.2 The Council, on the recommendations of the Board may delegate such responsibilities in respect of the implementation of these regulations as it deems fit to the Standing Committee on Higher Degrees, or College as appropriate.

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 not later than the first week of teaching in that subject or unit and will remain affixed to appropriate notice boards 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 *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 deferred or supplementary 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 Academic Progress the name of any student whom it deems to have made unsatisfactory progress.

8. Supplementary Examinations and Deferred Examinations

- 8.1 The content of supplementary examinations and deferred examinations shall be determined by the Subject Examiner.
- 8.2 Supplementary examinations and deferred examinations shall normally be held no earlier than six weeks after the publication of results.
- 8.3 The results of supplementary examinations and deferred examinations shall be submitted to the appropriate Board of Examiners.

9. Unsatisfactory Progress

- 9.1 There shall be a Committee to Review Unsatisfactory Academic 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 Academic 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 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 Academic 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 Academic Progress, or the Discipline Committee.

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.

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.

Library Regulations

1. Definitions

In these Regulations:

- 1.1 'the library' means the group of libraries controlled by the Institute, including the Carlton Campus Library and the Arthur Street Campus Library;
- 1.2 'student' means a person enrolled for a course of Lincoln Institute of Health Sciences;
- 1.3 'graduate' means any person who holds a degree or diploma from the Lincoln Institute of Health Sciences, Lincoln Institute, the College of Nursing (Australia), Occupational Therapy School of Victoria, Physiotherapy School of Victoria, or the Victorian School of Speech Therapy;
- 1.4 'librarian' means the senior librarian of the Institute or any person authorised to act on the senior librarian's behalf;
- 1.5 'identity card' means a current identity card or statement of identity issued by the Institute or, in the case of persons who are not students or staff members, by the library;
- 1.6 'library material' includes any and every book, periodical, newspaper, pamphlet, music score, gramophone record, picture, print, photograph, map, chart, plan, film, slide, audiocassette, audiotape, videocassette, videotape, manuscript, microfilm, microfiche, transparency, item of computer software, model (anatomical or otherwise), poster, realia, game, or any other article of a like nature forming part of the contents of the library;
- 1.7 'library equipment' includes any and every piece of equipment designed for viewing, hearing or otherwise using any item of library material, typing, making diagnostic tests, computing or gaining access to a computer, together with their accessories, or any other article of a like nature forming part of the contents of the library.

2. Library Users

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

3. Entitlement to Borrow

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

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

4. Registration of Borrowers

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

5. Removal of Library Items

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

6. Loan Conditions

- 6.1 Library material and library equipment may be borrowed only after each item has been registered in the manner prescribed by the librarian from time to time.
- 6.2 Before a loan is approved, all borrowers shall produce identity cards or authorisations to borrow, as provided in section 3.
- 6.3 A borrower shall be responsible for the safekeeping of any item borrowed.
- 6.4 No item on loan shall be transferred from the borrower to any other person.

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

7. Loan Periods

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

8. Extensions

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

9. Returns

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

10. Inter-Library Loans

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

11. Counter Reserve

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

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

- 12.1 If a borrowed item is not returned by the due date, a fine of \$1.00 may be imposed, plus fifty cents for each additional day or part thereof, to a maximum of three dollars.
- 12.2 If a borrowed item has not been returned by two weeks after the due date, the borrower's borrowing rights may be suspended.
- 12.3 If a borrowed item has not been returned within two weeks of the due date, the Institute may issue the borrower with an invoice for the cost of replacing the item, and a processing fee as determined by the librarian, and any outstanding fine imposed on the borrower.
- 12.4 No student shall be permitted to re-enrol, to receive examination results, or to graduate while an invoice issued pursuant to regulation 12.3 or any fine imposed pursuant to regulation 12.1 above remains outstanding.
- 12.5 If any invoice or fine issued to or imposed upon a staff member under regulations 12.1 or 12.3 above remains outstanding for a period of one month or longer, the borrowing rights of that staff member shall be suspended.
- 12.6 Fines may be imposed for the late return of items borrowed from the Counter Reserve.

13. Rules for General Conduct

- 13.1 Any person who damages or defaces any item of Institute property in the custody of the library shall be required to pay the cost of repair or replacement plus, if the item is an item of library material or library equipment, a processing charge to be determined by the librarian.
- 13.2 Library users are required to be silent at all times in the library except in places designated as discussion areas, where quiet conversation is permitted.
- 13.3 No eating, drinking, or smoking is permitted in the library except in areas designated for these purposes.
- 13.4 Litter must be deposited in the receptacles provided.
- 13.5 Items of furniture shall not be used as steps or footrests unless they are provided for the purpose.
- 13.6 Small handbags containing valuables may be taken into the library; but other bags and containers may not be taken into the library without the permission of the attendant.

- 13.7 The Institute will not accept responsibility for the safekeeping of property belonging to library users.
- 13.8 Any person carrying library materials, library equipment, folders or containers, or other property out of the library may be required to submit them for inspection on leaving.
- 13.9 No poster or notice may be displayed in the library without the prior permission of the librarian.
- 13.10 Any person failing to comply with a direction given by a member of the library staff in accordance with these Rules for General Conduct may be excluded from the library for the rest of the day.
- 13.11 Any contravention or failure to comply with these rules of general conduct may be reported as a breach of discipline under section 2.1 of the Discipline Regulations.
- 13.12 Where a staff member or registered borrower persists in contravening or failing to comply with these Rules for General Conduct, his borrowing rights may be withdrawn at the discretion of the librarian.

14. Hours of Opening

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

15. Appeals

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

Student Loan Fund Regulations

(COMMONWEALTH "HELP FOR NEEDY STUDENTS" SCHEME)

1. Responsibilities

- (a) The Council of the Lincoln Institute of Health Sciences through its Student Loan Fund Committee shall:
 - (i) 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');
 - (ii) investigate all matters relevant to the applications;
 - (iii) make loans in accordance with these regulations from monies held in the Institute's loan fund;
 - (iv) arrange for the execution of all necessary documents;
 - (v) receive payments made by or on behalf of borrowers.
- (b) The Council of the Institute shall keep or cause to be kept proper books of account recording transactions of monies made available from the loan fund and have these audited at least once in each year.
- (c) Within thirty days after the end of each calendar year the Student Loan Fund Committee of the Institute shall forward to the Council of the Institute a report on its loan fund 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 loan fund held at the end of the year.

- (d) When the Council of the Institute is satisfied that, after all other avenues have been exhausted a debt is irrecoverable, the Council of the Institute shall write off the debt.

2. Membership of Lincoln Institute Student Loan Fund Committee

- (a) The membership of the Lincoln Institute Student Loan Fund 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 of the Institute, 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 (Secretary).
- (b) The Chairman shall be chosen annually by a vote of each member of the Committee.
- (c) A quorum shall be any three members of the Committee.

3. Procedure for Applying for Loans

- (a) Applicants shall in the first instance see the Student Services Co-ordinator, who shall issue them with an application form (Form A) which requires the written approval of the Head or Chairperson of the School in which the applicant is enrolled.
- (b) The applicant shall return the application form to the Student Services Co-ordinator who shall call a meeting of the Committee within three days of receipt of the application form.
- (c) The applicant shall be invited to attend the meeting.

4. Consideration of Application for Loans

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

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

5. Restrictions on Loans

The amount of any loan shall not exceed eight hundred 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 (Form B).

6. Purpose of Loans

- (a) Loans may be made for or towards the purchase of books and equipment and for subsistence.
- (b) Where the applicant 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

- (a) For a given loan in the first instance, the duration of a loan shall be 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 should be entered into as per 7(b) below.

- (b) The time for the repayment of the loan and any interest thereon should 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 at Lincoln Institute of Health Sciences. If, in the opinion of the Committee, exceptional circumstances exist, the loan repayment period may be extended up to five years.

8. Accrual of Interest

- (a) 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 the rate of five % per annum on the amount outstanding, except that interest at 10 % per annum shall apply on any amount outstanding beyond the period fixed for repayment in full as per 7(b) above.
- (b) The Committee reserves the right to waive interest in exceptional circumstances 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. Guarantee

- (a) The Committee shall require a borrower to provide a guarantee by an acceptable guarantor by completing Form C (Student Loan Fund Guarantee).
- (b) Unless otherwise directed by the Committee, loans of \$300 or less granted for a period of six months or less shall not require a guarantor.
- (c) The Committee reserves the right in exceptional circumstances to waive the requirement for a borrower to provide a guarantor.

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.

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 approved 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 Chiropody, Orthoptics, Physiotherapy, 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 1 January of the year in which they first presented for an HSC subject or subjects must pass three approved Group 1 HSC subjects, with at least two at one sitting. Subjects must include English and appropriate prerequisites.
- (d) Applicants may fulfil the requirements of the Institute's Special Entry Scheme which is open to persons who
 - (i) are not attempting to gain the Victorian HSC or its equivalent at the time when they apply for admission;
 - (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 examination or its equivalent at least five years prior to January of the year in which they wish to commence the course.
- (e) 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 sixth-form subject prerequisites for entry to the Institute's undergraduate courses. These prerequisites do not apply to Special Entry applicants.

(a) *Chiropody/Podiatry*

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

(b) *Communication Disorders (Speech Pathology)*

There are no prerequisites for entry to this course. (Refer to statement below on assumed science knowledge.)

(c) *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 fifth-form level. The ability to type 20 wpm is required at the time of commencing the course.

(d) *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, fourth-form level or above, in Mathematics.

(e) *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.)

(f) *Orthoptics*

One HSC science subject, preferably Biology. Recommended: a knowledge of Physics and/or Mathematics to fifth-form level.

(g) *Physiotherapy*

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

(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 application forms, other than those for Nursing, 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.

Application forms for Nursing may be obtained from the Institute's School of Nursing, 2-6 Arthur Street, Melbourne 3004.

Applicants for Medical Record Administration, and Prosthetics and Orthotics 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

All 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 31 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 \$66 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 92-5 and 121 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 page 179 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 1981 general service fee for full-time students is \$66.

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 1981 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 1981 Open Day will be held from 10.30 am to 4.30 pm on Sunday, 21 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.

Needy Students Loan Scheme

The Institute has an emergency fund available to assist students in particular situations of hardship. Students can borrow up to \$800 per year. 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. Creche facilities are at present being investigated. 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 of \$2.00 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 of \$2.00. 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 Union 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 each fortnight 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 all recreation interest groups on campus, e.g. LIAS, the Sports Union, staff, clubs and individuals, and acting as a facilitator, resource, and support person and/or educator. The recreation programme aims to increase awareness in students and staff of the concept of leisure and its importance, the close relationship between recreation, education, work, and everyday life, and the increasing range of recreation activities. Specifically, the programme offers activities and services such as instruction classes (e.g. stained glass, self-defence), concerts and various sports. The Recreation Officer also assists students in contacting and establishing clubs and societies.

Physical and Recreational Amenities

On the ground floor of Building B on the Carlton campus are located a cafeteria, lounge area, and table tennis and snooker facilities. The Lincoln Institute Association of Students Office and meeting room for student clubs and societies are located on the first floor of Building B. The gymnasium and auditorium on the fifth floor of Building A provide facilities for fitness training, volleyball, badminton, and basketball practice. Bicycle racks are provided in the basement of Building A and in the Orton and Burns Building. There is a common room and cafeteria at the School of Nursing. An outdoor swimming pool and tennis courts are located on the Abbotsford campus.

School of Chiropody/Podiatry

Introduction to Chiropody/Podiatry

The chiropodist 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 para-medical 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 chiropodist 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 chiropodist to fill his therapeutic role include clinical techniques, application of topical medicaments, and the prescription and manufacture of a range of appliance devices.

The chiropodist 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. A few openings may be available in the area of chiropodial education.

Course of Study

Chiropody is a full-time diploma course of three years duration.

Award

A Diploma of Applied Science in Chiropody 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 \$140. 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 Chiropody 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 Chiropody/Podiatry

BL 166 Cell Biology and Histology for Chiropody/Podiatry

- BL 183 Anatomy I for Chiropody/Podiatry
- BS 101 Introduction to Behavioural Sciences
- ID 101 Introduction to Community Health Problems
- CD 110 Therapeutics I
- CH 120 Pharmacology I
- CH 130 Podology I
- CH 140 Clinical Practice I
- CH 150 Appliance Studies I

Second Year

- BL 113 Physiology I
- BL 254 Biomechanics for Chiropody/Podiatry
- BL 273 Medical Science for Chiropody/Podiatry
- BL 282 Anatomy II for Chiropody/Podiatry
- BS 105 Introduction to Research Methods
- BS 280 Interpersonal Helping Skills
- 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
- BS 400 Behavioural Science Seminars

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

Details of Syllabus: First Year

BL 165 PHYSICAL SCIENCE FOR CHIROPODY/PODIATRY (84 hours)

See descriptive entry page 205.

BL 166 CELL BIOLOGY AND HISTOLOGY FOR CHIROPODY/PODIATRY (36 hours)

See descriptive entry page 205.

BL 183 ANATOMY I FOR CHIROPODY/PODIATRY (36 hours)

See descriptive entry page 205.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES (54 hours)

See descriptive entry page 180.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 164.

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 chiropodial 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 chiropodial conditions presented by patients of the School.

CH 150 APPLIANCE STUDIES I

(42 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.

Details of Syllabus: Second Year**BL 113 PHYSIOLOGY I**

(87 hours)

See descriptive entry page 202.

BL 254 BIOMECHANICS FOR CHIROPODY/PODIATRY

(30 hours)

See descriptive entry page 208.

BL 273 MEDICAL SCIENCE FOR CHIROPODY/PODIATRY

(25 hours)

See descriptive entry page 208.

BL 282 ANATOMY II FOR CHIROPODY/PODIATRY

(92 hours)

See descriptive entry page 209.

BS 105 INTRODUCTION TO RESEARCH METHODS

(40 hours)

See descriptive entry page 181.

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours)

See descriptive entry page 186.

CH 200 KINESIOLOGY

(25 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 chiropodial 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 chiropodial 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

(81 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 chiropodial 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

(162 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

(20 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 chiropodial conditions. Such topics as cardiovascular disease, vascular diseases; collagen diseases and arthroses; endocrine disorders and diseases of the nervous system are covered.

BS 400 BEHAVIOURAL SCIENCE SEMINARS

(18 hours)

See descriptive entry pages 189-94.

School of Communication Disorders

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. There is at present no provision for part-time or evening students.

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

16 February–20 February
23 February–1 May
4 May–8 May
1 June–31 July
3 August–7 August
31 August–30 October
9 November–13 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 \$80 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 130	Human Development
CD 225	Cleft Lip and Palate
CD 150	Acoustics and Introduction to Hearing Assessment
CD 160	Phonetics
CD 161	Syntax
BS 100	Introduction to Behavioural Sciences
BS 105	Introduction to Research Methods
BL 122	Human Morphology and Function
BL 184	Anatomy for Communication Disorders
ID 101	Introduction to Community Health Problems
CD 190	Clinical Orientation

Second Year

CD 200	Cerebral Palsy
CD 210	Phonology
CD 215	Diagnostics
CD 220	Disorders of Language
CD 225	Cleft Lip and Palate
CD 230	Disorders of Voice
CD 240	Therapeutic Processes
CD 250	Basic Audiology
BS 230	Developmental Psychology
BS 250	Research Evaluation
BS 351	Measurement and Test Theory I
CD 280	Neurology I
CD 290	Clinical Practicum II

Third Year

CD 310	Communication Disorders of Neurological Origin
CD 320	Stuttering

CD 340	Therapeutic Processes
CD 370	Learning Disorders
CD 350	Audiology: Aural Rehabilitation
CD 360	Applications of Linguistics to Disorders of Communication
BS 280	Interpersonal Helping Skills
BS 331	Abnormal Behaviour: Phenomena, Theories and Therapies
BS 332	Abnormal Behaviour: Psychoneurological and Biochemical Aspects
BS 400	Behavioural Sciences Seminars
BS 415	Theory and Practice of Counselling
BS 485	Developmental Neuropsychology
CD 390	Clinical Practicum III

Fourth Year

CD 440	Therapeutic Processes
BS 415	Theory and Practice of Counselling
BS 485	Developmental Neuropsychology

Plus two

CD 400	Elective Seminars
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and one

BS 400	Behavioural Sciences Seminar
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or in lieu of the three Seminars

BS 350	Directed Research Project
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CD 490	Clinical Practicum IV
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Details of Syllabus: First Year

SPEECH AND LANGUAGE PATHOLOGY I

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 Texts

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

PERKINS, W. H. 1971. *Speech pathology and applied behavioural science*. St Louis, Mosby.

WINITZ, H. 1969. *Articulatory acquisition and behaviour*. New York, Appleton-Century-Crofts.

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. 1977. *Child language and linguistics*. London, Arnold.

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

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 225 Cleft Lip and Palate

(9 hours of lectures)

This course will outline aetiologies, embryology, incidence, classification, associated problems and management of cleft lip and palate. It will include discussion of techniques for diagnosis and management of speech disorders related to cleft lip and palate.

Recommended Text

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

AUDIOLOGY I**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.

LINGUISTICS I**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 tutorials)

Introduction to syntax, including traditional and transformational approaches.

Recommended Text

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

BEHAVIOURAL SCIENCES I**BS 100 Introduction to Behavioural Sciences**

(81 hours)

BS 105 Introduction to Research Methods

(40 hours)

See descriptive entries pages 180-1.

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

(95 hours)

See descriptive entry page 203.

BL 184 Anatomy for Communication Disorders

(49 hours)

See descriptive entry page 206.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 164.

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.

Details of Syllabus: Second Year

SPEECH AND LANGUAGE PATHOLOGY II

CD 200 Cerebral Palsy

(13 hours of lectures)

This unit 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 Phonology

(27 hours of lectures, 13 hours of tutorials)

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

Recommended Text

PERKINS, W. H. 1977. *Speech pathology — an applied behavioural science*. St. Louis, Mosby.

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

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

IRWIN, J. V. and MARGE, M. eds. 1972. *Principles of childhood language disabilities*. New York, Appleton-Century-Crofts.

MUMA, J. R. 1978. *Language handbook: concepts, assessment, intervention*. Englewood Cliffs, N.J., Prentice-Hall.

CD 225 Cleft Lip and Palate

(9 hours of lectures)

This course will outline aetiologies, embryology, incidence, classification, associated problems and management of cleft lip and palate. It will include discussion of techniques for diagnosis and management of speech disorders related to cleft lip and palate.

Recommended Text

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

CD 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

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.

MONCUR, J. and BRACKETT, I. P. 1974. *Modifying vocal behaviour*. New York, Harper & Row.

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.

Recommended Text

SANDERS, L. J. c1972. *Evaluation of speech and language disorders in children*. Danville, Illinois, The Interstate Printers & Publishers, Inc.

AUDIOLOGY II**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.

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 entry page 184.

BS 250 RESEARCH EVALUATION

(18 hours)

See descriptive entry page 185.

BS 351 MEASUREMENT AND TEST THEORY I

(9 hours)

See descriptive entry pages 187-8.

MEDICAL SCIENCES II

CD 280 Neurology I

(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

(108 assigned hours)

CD 292 Child Treatment

The course provides an introduction to the strategies of diagnostics and to treatment programmes for stuttering, voice and childhood articulation and language disorders.

CD 294 Audiology — 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.

Details of Syllabus: Third Year

SPEECH AND LANGUAGE PATHOLOGY III

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, Unley.

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

CD 320 Stuttering

(45 hours of lectures)

Theories of aetiology and treatment of stuttering and related problems will be studied. Clinical experience of approaches to treatment will be integrated.

Recommended Texts

VAN RIPER, C. 1971. *The nature of stuttering*. Englewood Cliffs, N.J., Prentice-Hall.

VAN RIPER, C. 1973. *The treatment of stuttering*. Englewood Cliffs, N.J., Prentice-Hall.

Other texts will be recommended throughout the programme.

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 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).

EDUCATION DEPT. OF SOUTH AUSTRALIA. *Resource book on the development of reading skills*.

AUDIOLOGY III**CD 350 Audiology: Aural Rehabilitation**

(27 hours of lectures, 27 hours of tutorials)

Students will be introduced to the area of aural rehabilitation. Hearing aids, hearing aid evaluations, hearing aid maintenance and ear-moulds will be studied. Rehabilitation procedures will also be evaluated as they relate to children, adults and community needs for the hearing-impaired population. Practical sessions will be conducted during tutorials.

Recommended Texts

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

CLEZY, G. 1978. *Modification of the mother-child interchange*. Baltimore, University Park Press.

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.

MILLER, M. 1972. *Hearing aids*. Indianapolis, Bobbs-Merrill.

LINGUISTICS III**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.

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

(13½ hours)

BS 331 Abnormal Behaviour: Phenomena, Theories and Therapies

(18 hours)

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

BS 400 Behavioural Sciences Seminars
(18 hours)

Choice of one (1) from the listed topics.

BS 415 Theory and Practice of Counselling
(18 hours)

BS 485 Developmental Neuropsychology
(18 hours)
See descriptive entries pages 186-7, 189, 190, 193.

CD 390 CLINICAL PRACTICUM III
(204 assigned hours)

CD 391 Voice Disorders

CD 392 Child Treatment

CD 394 Aphasia Clinical Tutorials

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.

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.

BEHAVIOURAL SCIENCES IV

BS 415 Theory and Practice of Counselling
(18 hours)
See descriptive entry page 190.

BS 485 Developmental Neuropsychology
(18 hours)
See descriptive entry page 193.

ELECTIVES:

CD 400 Elective Seminars
(36 hours)

Year Four students select two from a list of electives published annually. Each elective is offered for 18 hours in a single term.

BS 400 Behavioural Sciences Seminars

(18 hours)

Year Four students select one seminar from the list of offerings provided by the Department of Behavioural Sciences.

See descriptive entries pages 189-94.

or

BS 350 Directed Research Project

(54 hours)

In lieu of the two electives in CD 400 and one BS 400 seminar, Fourth Year students may elect to pursue a formal research project under the direction of staff members from the Department of Behavioural Sciences and from the School.

See descriptive entry page 187.

CD 490 CLINICAL PRACTICUM IV

(663 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.

School of 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

16 February–20 February	(1 week)	Orientation Week
23 February–1 May	(10 weeks)	Theory with exception of Directed Practice Orientation on 28, 29 and 30 April
4 May–8 May	(1 week)	Examinations
1 June–31 July	(9 weeks)	Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 16 June–9 July
3 August–7 August	(1 week)	Examinations
31 August–30 October	(9 weeks)	Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 15 September–8 October
2 November–6 November	(1 week)	Study Vacation
9 November–13 November	(1 week)	Examinations

Second Year

2 February–6 February	(1 week)	Theory
9 February–13 March	(5 weeks)	DPP
16 March–1 May	(7 weeks)	Theory
4 May–8 May	(1 week)	Examinations
1 June–3 July	(5 weeks)	DPP
6 July–31 July	(4 weeks)	Theory
3 August–7 August	(1 week)	Examinations
31 August–9 October	(6 weeks)	DPP
12 October–30 October	(3 weeks)	Theory
2 November–6 November	(1 week)	Study Vacation
9 November–13 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

MR 110	Medical Record Management I
MR 120	Medical Ethics and Law
MR 130	Fundamentals of Medicine and Surgery
BL 121	Human Biology
MR 140	Disease/Operation Classification I
MR 150	Statistics
BS 101	Introduction to the Behavioural Sciences
ID 101	Introduction to Community Health Problems
MR 190	Directed Practice Programme Typing Requirement

Second Year

MR 210	Principles of Administration
MR 220	Medical Record Management II
MR 230	Disease/Operation Classification II
BL 272	Medical Science
MR 250	Pharmacology
MR 260	Medical Information Processing
MR 270	Health Care Services
MR 280	Personnel Management
MR 290	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. 1978. *The accreditation guide for Australian hospitals and extended care facilities*. Sydney.

HUFFMAN, E. K. 1972. *Medical record management*. Illinois, Physicians Record Co.

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 Texts

- BURTON, A. W. 1979. *Medical ethics and the law*. 3rd ed. Sydney, Australasian Medical.
OLAFSON, F. et. al. 1979. *Confidentiality in the hospital*. Compiled by the Medical Record Advisory Section, Health Commission of Victoria.
ROBINSON, K. and ELL, M. 1978. *Consent to treatment forms for hospitals — with guidelines*. Carlton, Lincoln Institute of Health Sciences.

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.
VICTORIAN ASSOCIATION FOR MEDICAL RECORD LIBRARIANS. 1973. *Clinical abbreviations for hospital use*. Melbourne, Victorian Hospitals' Association.

BL 121 HUMAN BIOLOGY

(59 hours)

See descriptive entry page 203.

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 I and 2. Geneva.
WORLD HEALTH ORGANISATION. 1978. *International classification of procedure in medicine*. Vols. 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.

Prescribed Text

- POLLARD, A. H. 1972. *Introductory statistics, a service course*. 2nd ed. Rushcutters Bay, Pergamon Press.

BS 101 INTRODUCTION TO THE BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 180.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 164.

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 inter-relations.

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 REQUIREMENTS

(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.

THE ACCREDITATION Guide for Australian Hospitals and Extended Care Facilities. 1978.

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

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. *International classification of diseases*. 9th revision. Geneva.
- WORLD HEALTH ORGANISATION. 1978. *International classification of procedures in medicine*. Vols 1 and 2. Geneva.

BL 272 MEDICAL SCIENCE

(33 hours)

See descriptive entry page 208.

MR 250 PHARMACOLOGY

(14 hours)

A study of basic pharmacology to familiarise students with the more commonly used currently prescribed drugs and the laws relating to drug handling.

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.

Prescribed Text

DeROSSI, Claude J. 1974. *Learning basic fact*. Reston, V.A., Reston Publishers 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.

School of Nursing

Introduction to the School of Nursing

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

- (a) Diploma of Applied Science, Nursing — a three-year basic nursing course leading to registration as a general 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, Nursing Course

Term Dates

Years I, II and III

16-20 February	Orientation Week
23 February	First Term commences
18-22 May	Study Leave and Examinations
25-29 May	Vacation
1 June	Second Term commences
24-28 August	Study Leave and Examinations
31 August-4 September	Vacation
7 September	Third Term commences
30 November-4 December	Study Leave and Examinations

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; and
- 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 general trained 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 metropolitan 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:

- 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 31.25 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

- 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 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	(4.5 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 the Behavioural Sciences	(2.0 points)
BS 106	Data Analysis I	(0.5 points)

BS 110	Communication Studies	(0.5 points)
N 0190	Clinical Practice I	

Total points = 12

Second Year

N 0280	Medical/Surgical Nursing I including Ear, Nose and Throat Nursing; Operating Room 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	Behavioural Sciences in Nursing A	(2.0 points)
N 0290	Clinical Practice II	

Total points = 12

Third Year

N 0310	Paediatric Nursing	(1.0 point)
N 0320	Maternity Nursing	(0.5 points)
N 0330	Gynaecological Nursing	(0.5 points)
N 0370	Community Health Nursing III	(1.0 point)
N 0340	Psychiatric Nursing	(1.0 point)
N 0360	Ophthalmic Nursing	(0.25 points)
N 0380	Medical/Surgical Nursing II including Critical Care Nursing and Management of a Nursing Unit	(1.0 point)
BS 301	Behavioural Sciences in Nursing B	(2.0 points)
N 0390	Clinical Practice III	

Total points = 7.25

Details of Syllabus: First Year**NURSING I****N 0100 Fundamentals of Nursing (4.5 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 illness, 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 patient/client with selected health problems, both in hospital and in the community.

Subsequently students are given an introductory course in medical/ surgical nursing in which the theoretical basis of the nursing process is continued and applied.

Prescribed Text

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

Reference Books

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

N 0190 Clinical Practice I

(351 hours in selected hospitals and other health agencies)

BIOLOGICAL AND RELATED SCIENCES

BL 125 Human Bioscience I (2.5 points)

(95 hours)

See descriptive entry page 203.

BL 155 Applied General Science (1.0 point)

(36 hours)

See descriptive entry page 204.

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, sterilization 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 180.

BS 106 Data Analysis I (0.5 points)

(15 hours)

See descriptive entry page 181.

BS 110 Communication Studies (0.5 points)

(14 hours)

See descriptive entry page 181.

Details of Syllabus: Second Year

NURSING II

N 0280 Medical/Surgical Nursing I (5.0 points)

(175 hours of lectures and laboratory sessions)

This area of study is devoted to the theory and application of principles of medical/surgical nursing care of patients suffering from common disease entities. It includes aspects of pathophysiology, symptoms and signs, reaction and behaviour, course, treatment, complications, and prognosis which are essential knowledge for the provision of high quality nursing care. Relevant diagnostic and therapeutic procedures, including radiological and radiotherapeutic procedures, surgical procedures, pharmacology, and diet therapy are included. This area of study also includes the principles and practices of ear, nose and throat nursing as well as operating room nursing. The discussion of specific disease conditions and principles of health education and conservation are emphasised. Students are given the opportunity to apply theoretical concepts in the clinical area 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 SORENSEN, K. 1980. *Medical-surgical nursing: a psychophysiologic approach*. 2nd ed. Philadelphia, Saunders.

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

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

Reference Books

Additional 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, 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 the individual and his family 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 0280 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.

N 0290 Clinical Practice II

(465 hours in selected hospitals and other health agencies)

BIOLOGICAL AND RELATED SCIENCES**BL 225 Human Bioscience II (2.0 points)**

(70 hours)

See descriptive entry page 207.

N 0290 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, Rinchart & 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 Behavioural Science in Nursing A (2.0 points)

(70 hours of lectures and tutorials)

See descriptive entry page 183.

Details of Syllabus: Third Year

NURSING III

N 0310 Paediatric Nursing (1.0 points)

(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 0320 Maternity Nursing (0.5 points)

(20 hours)

This unit introduces students to maternal and child care, including the role of midwives in the community. Areas covered include human growth and development, the normal neonate, introduction to pregnancy and normal delivery, and care of the puerperal woman. Selected clinical experience in maternity and neonatal nursing care is provided.

Prescribed Text

BEISCHER, N. A. and MACKAY, E. V. 1978. *Care of the pregnant woman and her baby*. Sydney, Saunders.

Reference Books

BEISCHER, N. A. and MACKAY, E. V. 1976. *Obstetrics and the newborn*. Sydney, Saunders.

MYLES, M. 1975. *Textbook for midwives*. 8th ed. Edinburgh, Churchill Livingstone.

N 0330 Gynaecological Nursing (0.5 points)

(20 hours)

This unit focuses on the care of women suffering from commonly occurring diseases of the reproductive system and the application of the appropriate principles of nursing care. Students gain experience in caring for patients suffering from these conditions.

Prescribed Texts

GREEN, T. H. 1971. *Gynaecology, essentials of clinical practice*. Boston, Little Brown.
MILLER, N. F. and AVERY, H. 1966. *Gynaecology and gynaecological nursing*. Philadelphia, Saunders.

Reference Book

HECTOR, W. and BOURNE, G. 1968. *Modern gynaecology for nurses*. London, Heinemann.

N 0370 Community Health Nursing III (1.0 point)

(30 hours)

This series of lectures runs concurrently with subjects N 0310, N 0320, N 0330 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 0360 Ophthalmic Nursing (0.25 points)

(10 hours of lectures and laboratory sessions)

This unit is designed to assist students to gain a basic understanding of the care of patients suffering from diseases and traumatic conditions of the eye which are common in the Australian community and with the application of principles of nursing care appropriate to these conditions. Students gain clinical experience in this specialised field of nursing.

Prescribed Texts

HOWSHAM, K. G. *et al.* *Lectures in diseases of the eye*. Melbourne, The Royal Victorian Eye and Ear Hospital.
MILLER, E. A. 1975. *Ward manual for eye, ear, nose and throat nursing*. Melbourne, The Royal Victorian Eye and Ear Hospital.

Reference Books

Selected references and a bibliography will be given prior to commencement of the course and additional references relative to this area are available in the library.

N 0380 Medical/Surgical Nursing II (1.0 point)

(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

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

Reference Books

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

N 0390 Clinical Practice III

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

SOCIAL AND BEHAVIOURAL SCIENCES**BS 301 Behavioural Science in Nursing B (2.0 points)**

(72 hours of lectures and tutorials)

See descriptive entry pages 186-7.

Bachelor of Applied Science, Advanced Nursing Course

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 intending to undertake major study in advanced clinical nursing, nursing administration or nursing education will be asked to select for study at an advanced level one of the following clinical areas of nursing practice:

Advanced medical-surgical nursing,
 Advanced critical care nursing,
 Advanced operating room nursing,
 Advanced midwifery nursing,
 Advanced paediatric nursing,
 Advanced geriatric nursing,
 Advanced psychiatric nursing, or
 Advanced community health nursing.

Approval to select a particular area of clinical practice normally requires at least twelve months recent experience as a qualified nurse in the selected area. However the adequacy of an applicant's clinical experience is assessed on an individual basis.

Applicants intending to undertake major study in community health nursing will

be asked to select for study at an advanced level one of the following areas of clinical nursing practice:

- Maternal and child health nursing (leading to registration as an infant welfare nurse),
- Community mental health nursing,
- Primary health care practitioner, or
- Occupational health nursing.

Applicants are required to have at least twelve months recent nursing experience either in the community or in a hospital. 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.

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 in-depth 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 specific 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

5-6 February	Orientation for Overseas Students
9-13 February	Orientation Week
16 February-24 April	First Term
27 April-15 May	Study Leave and Examinations
18 May-24 July	Second Term
27 July-28 August	Seminars, Field Experience, Study Leave and Examinations
31 August-6 November	Third Term
9-27 November	Seminars, 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 Course.

Unit Weighting in Points

Each unit offered to students enrolled in the post-registration courses has been allocated a weighting in points. Units of theory of approximately 15-20 hours have a value or weighting of one point; 30-40 hours have a weighting of two points. Units of field experience related to each year of study have been allocated a weighting of three points.

Behavioural and Biological Sciences' units have been allocated equivalent points 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	Teaching Functions of the Professional Nurse
N 1031	Applied Microbiology

Jo Martin

- *N 1042 Legal Studies
- N 1053 Field Experience I
- BL 527 Applied Human Bioscience A (2 points)
- BL 528 Applied Human Bioscience B (1 point)
- BS 120 Psychological Aspects of Health Care A (1 point)
- *BS 121 Psychological Aspects of Health Care B (1 point)
- BS 140 Sociological Aspects of Health Care A (1 point)
- *BS 141 Sociological Aspects of Health Care B (1 point)

NURSING PRACTICE OPTIONS

Students in all majors, except Community Health Nursing, will select three (3) units of Advanced Clinical Nursing from one of the following areas of nursing practice:

- N 1062 Advanced Medical-Surgical Nursing I — Themes
- N 1072 Advanced Medical-Surgical Nursing I — Assessment Skills
- N 1082 Advanced Medical-Surgical Nursing I — Emerging Trends

- N 1092 Advanced Operating Room Nursing I — Themes
- N 1102 Advanced Operating Room Nursing I — Assessment Skills
- N 1112 Advanced Operating Room Nursing I — Emerging Trends

- N 1122 Advanced Critical Care Nursing I — Themes
- N 1132 Advanced Critical Care Nursing I — Assessment Skills
- N 1142 Advanced Critical Care Nursing I — Emerging Trends

- N 1152 Advanced Midwifery Nursing I — Themes
- N 1162 Advanced Midwifery Nursing I — Assessment Skills
- N 1172 Advanced Midwifery Nursing I — Emerging Trends

- N 1182 Advanced Paediatric Nursing I — Themes
- N 1192 Advanced Paediatric Nursing I — Assessment Skills
- N 1202 Advanced Paediatric Nursing I — Emerging Trends

- N 1212 Advanced Geriatric Nursing I — Themes
- N 1222 Advanced Geriatric Nursing I — Assessment Skills
- N 1232 Advanced Geriatric Nursing I — Emerging Trends

- N 1242 Advanced Psychiatric Nursing I — Themes
- N 1252 Advanced Psychiatric Nursing I — Assessment Skills
- N 1262 Advanced Psychiatric Nursing I — Emerging Trends

- †N 1272 Advanced Community Health Nursing — Themes
- †N 1282 Advanced Community Health Nursing — Assessment Skills
- †N 1292 Advanced Community Health Nursing — Emerging Trends

ADDITIONAL COMPULSORY UNITS

Advanced Clinical Nursing and Nursing Education Majors only

- BL 558 Physical Sciences (2 points)

Nursing Administration Major only

- N 1322 Political Studies

Community Health Nursing Major only

- N 3002 Assessment and Interviewing
- N 3012 Family and Community

*Taken by students enrolled in all majors except Community Health Nursing (N 1042 is taken by Community Health Nursing students in year II).

†Not available to students enrolled in the Advanced Clinical Nursing Major.

- N 3022 Life Cycle IA
 N 3032 Life Cycle IB
 N 1301 Nutrition

plus any ONE of the following units of Community Health Nursing Practice

- N 1312 Maternal and Child Health Nursing I
 N 3042 Community Mental Health Nursing I
 N 3052 Occupational Health Nursing I
 N 3062 Primary Health Care Practitioner I

For details of Syllabus: First Year see page 100.

Year II

ADVANCED CLINICAL NURSING MAJOR

Students to select three (3) units of Advanced Clinical Nursing from the same area of nursing practice as was taken in the first year of the course:

- N 2002 Advanced Medical-Surgical Nursing II — Exploring Implications A
 N 2012 Advanced Medical-Surgical Nursing II — Exploring Implications B
 N 2022 Advanced Medical-Surgical Nursing II — Project

- N 2032 Advanced Operating Room Nursing II — Exploring Implications A
 N 2042 Advanced Operating Room Nursing II — Exploring Implications B
 N 2052 Advanced Operating Room Nursing II — Project

- N 2062 Advanced Critical Care Nursing II — Exploring Implications A
 N 2072 Advanced Critical Care Nursing II — Exploring Implications B
 N 2082 Advanced Critical Care Nursing II — Project

- N 2092 Advanced Midwifery Nursing II — Exploring Implications A
 N 2102 Advanced Midwifery Nursing II — Exploring Implications B
 N 2112 Advanced Midwifery Nursing II — Project

- N 2122 Advanced Paediatric Nursing II — Exploring Implications A
 N 2132 Advanced Paediatric Nursing II — Exploring Implications B
 N 2142 Advanced Paediatric Nursing II — Project

- N 2152 Advanced Geriatric Nursing II — Exploring Implications A
 N 2162 Advanced Geriatric Nursing II — Exploring Implications B
 N 2172 Advanced Geriatric Nursing II — Project

- N 2182 Advanced Psychiatric Nursing II — Exploring Implications A
 N 2192 Advanced Psychiatric Nursing II — Exploring Implications B
 N 2202 Advanced Psychiatric Nursing II — Project

or two (2) of the above units and

- BL 626 General and Clinical Pathology A (2 points)

PLUS

- ~~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
 BS 130 Organisation Theory A (2 points)

and either

- N 1442 Nursing Research II

or

- BS 250 Research Evaluation (1 point)
 BS 357 Participant/Observation (1 point)

Judy Parker

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 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 189-194. (1 point/seminar)

NURSING EDUCATION MAJOR

✦ N 5002	Educational Psychology A	Jo Martin
✦ N 5012	Educational Psychology B	
✦ N 5022	Educational Psychology C	
N 5032	Curriculum Development A	
N 5042	Curriculum Development B	
N 5052	Curriculum Development C	
✦ N 5062	Teaching Methods and Practice	Jo Martin
N 5072	Educational Administration	
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 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 189-194. (1 point/seminar)

NURSING ADMINISTRATION MAJOR

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	Meeting Procedure
N 1433	Field Experience II
BS 130	Organisation Theory A (2 points)
BS 131	Organisation Theory B (2 points)

and either

N 1442 Nursing Research II

or

BS 250 Research Evaluation (1 point)

BS 357 Participant/Observation (1 point)

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 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 189-194.
(1 point/seminar)

COMMUNITY HEALTH NURSING MAJOR

N 3102 Community Health Nursing Research A

N 3112 Community Health Nursing Research B

N 3122 Life Cycle II

N 3132 Health Education

N 1422 Behavioural Aspects of Nursing Management A

N 3141 Health Behaviour and Nursing Therapies

N 3151 Health Team Functioning

N 1042 Legal Studies

N 3161 Management Principles

N 1433 Field Experience II

BL 626 General and Clinical Pathology A (2 points)

Plus any one (1) of the following units of Community Health Nursing Practice in the same area as was taken in the first year of the course.

N 3172 Maternal and Child Health Nursing II

N 3182 Community Mental Health Nursing II

N 3192 Occupational Health Nursing II

N 3202 Primary Health Care Practitioner II

Plus any of the following elective units equivalent to six 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 189-194.
(1 point/seminar).

Details of Syllabus: First Year

Compulsory Core Units

N 1002 CONTEMPORARY NURSING

(30 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 societal 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.

Assessment is by assignment.

N 1012 NURSING RESEARCH I

(40 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.

Assessment is by assignment(s).



N 1022 TEACHING FUNCTIONS OF THE PROFESSIONAL NURSE

(30 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.

Assessment is by assignment(s)/examination.

N 1031 APPLIED MICROBIOLOGY

(20 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.

Assessment is by assignment or examination.

N 1042 LEGAL STUDIES

(30 hours)

This unit includes the study of common law and statute law applicable to the health care delivery system and considers the implications for nursing practice.

Assessment is by assignment and class tests.

N 1053 FIELD EXPERIENCE I

(3-5 weeks)

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

BL 527 APPLIED HUMAN BIOSCIENCE A (2 points)

(40 hours)

See descriptive entry page 212.

BL 528 APPLIED HUMAN BIOSCIENCE B (1 point)

(20 hours)

See descriptive entry page 212.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE A (1 point)

(20 hours)

See descriptive entry page 181.

BS 121 PSYCHOLOGICAL ASPECTS OF HEALTH CARE B (1 point)

(20 hours)

See descriptive entry page 182.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE A (1 point)

(10 hours of lectures, 10 hours of tutorials)

See descriptive entry page 182.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE B (1 point)

(10 hours of lectures, 10 hours of tutorials)

See descriptive entry page 182.

Nursing Practice Options**ADVANCED MEDICAL-SURGICAL NURSING**

This option comprises six units of study — three in year I and three in year II. In year I the units include the study of patients with disorders reflecting common medical-surgical problems; trends in management; and the implications for patients and medical-surgical nursing practice in Australia.

N 1062 Advanced Medical-Surgical Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of medical-surgical nursing.

Assessment is by assignment/examination.

N 1072 Advanced Medical-Surgical Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in medical-surgical nursing.

Assessment is by assignment/examination.

N 1082 Advanced Medical-Surgical Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of an aspect of medical-surgical nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in medical-surgical nursing practice.

Assessment is negotiated according to contract.

ADVANCED OPERATING ROOM NURSING

This option comprises six units of study — three in year I and three in year II. In year I the units include 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 1092 Advanced Operating Room Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of operating room nursing.

Assessment is by assignment/examination.

N 1102 Advanced Operating Room Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in operating room nursing.

Assessment is by assignment/examination.

N 1112 Advanced Operating Room Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of an aspect of operating room

nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in operating room nursing practice. Assessment is negotiated according to contract.

ADVANCED CRITICAL CARE NURSING

This option comprises six units of study — three in year I and three in year II. In year I the units include study of crises in human functioning; trends in management of patients and families experiencing crisis; and the implications for patients, families and critical care nursing practice in Australia.

N 1122 Advanced Critical Care Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of critical care nursing.

Assessment is by assignment/examination.

N 1132 Advanced Critical Care Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in critical care nursing.

Assessment is by assignment/examination.

N 1142 Advanced Critical Care Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of critical care nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in critical care nursing practice.

Assessment is negotiated according to contract.

ADVANCED MIDWIFERY NURSING

This option comprises six units — three in year I and three in year II.

In year I the units include clarification of the role of the professional nurse in the care of the family unit during the child-bearing process, from family planning to early child-rearing, in contemporary society.

N 1152 Advanced Midwifery Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of midwifery nursing.

Assessment is by assignment/examination.

N 1162 Advanced Midwifery Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in midwifery nursing.

Assessment is by assignment/examination.

N 1172 Advanced Midwifery Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of midwifery nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in midwifery nursing practice.

Assessment is negotiated according to contract.

ADVANCED PAEDIATRIC NURSING

This option comprises six units of study — three in year I and three in year II. In year I the units include appraisal of approaches to normal child growth and development;

common paediatric problems; trends in management; and the implications for children, families and paediatric nursing practice in Australia.

N 1182 Advanced Paediatric Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of paediatric nursing.

Assessment is by assignment/examination.

N 1192 Advanced Paediatric Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in paediatric nursing.

Assessment is by assignment/examination.

N 1202 Advanced Paediatric Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of paediatric nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in paediatric nursing practice.

Assessment is negotiated according to contract.

ADVANCED GERIATRIC NURSING

This option comprises six units of study — three in year I and three in year II. In year I the units include exploration of the ageing process from various perspectives; problems common to the ageing person in the community; study of the biopsychosocial function of ageing persons with a particular health problem; and the implications for geriatric nursing practice in Australia.

N 1212 Advanced Geriatric Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of geriatric nursing.

Assessment is by assignment/examination.

N 1222 Advanced Geriatric Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in geriatric nursing.

Assessment is by assignment/examination.

N 1232 Advanced Geriatric Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of geriatric nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in geriatric nursing practice.

Assessment is negotiated according to contract.

ADVANCED PSYCHIATRIC NURSING

This option comprises six units of study — three in year I and three in year II. In year I the units include 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 1242 Advanced Psychiatric Nursing I — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of psychiatric nursing.

Assessment is by assignment/examination.

N 1252 Advanced Psychiatric Nursing I — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in psychiatric nursing.

Assessment is by assignment/examination.

N 1262 Advanced Psychiatric Nursing I — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of psychiatric nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in psychiatric nursing practice.

Assessment is negotiated according to contract.

ADVANCED COMMUNITY HEALTH NURSING

This option comprises three units of study in the first year of the programme only. These units include the study of public health and nursing practices concerned with the promotion and preservation of health of individuals, families, groups and communities in contemporary society, and evaluative research in health care.

N 1272 Advanced Community Health Nursing — Themes

(30 hours)

This unit focuses upon the development of conceptual approaches to problems of community health nursing.

Assessment is by assignment/examination.

N 1282 Advanced Community Health Nursing — Assessment Skills

(30 hours)

This unit provides opportunities for students to further develop their clinical skills in using a problem-solving approach in community health nursing.

Assessment is by assignment/examination.

N 1292 Advanced Community Health Nursing — Emerging Trends

(30 hours)

In this unit students undertake an in-depth study of community health nursing which provides opportunity for the further development of both analytical and problem-solving skills related to the delivery of health care. This approach facilitates the identification of emerging trends in community health nursing practice.

Assessment is negotiated according to contract.

Additional Compulsory Units

Advanced Clinical Nursing Nursing Education Majors only

BL 558 PHYSICAL SCIENCES (2 points)

(40 hours)

See descriptive entry page 213.

Nursing Administration Major only

N 1322 POLITICAL STUDIES

(30 hours)

The aim of this unit is to enable the student to become acquainted with the Australian political system within which health agencies operate. It will include the study of the formulation of legislation in the health field at different levels of government and the procedures by which nurses can bring about changes in legislation affecting nursing practice and delivery of health care.

Assessment is by assignment.

*Community Health Nursing Major only***N 3002 ASSESSMENT AND INTERVIEWING**

(30 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 psycho-social data collection will be followed by a residential workshop (optional) focusing on self-awareness and interpersonal sensitivity.

This workshop is then followed by the practice of interviews involving holistic physical and psychosocial health counselling.

Assessment is by self and group evaluation.

N 3012 FAMILY AND COMMUNITY

(30 hours)

The focus in this unit is a problem-solving approach to individual and family nursing care within the context of community-centred care. It includes theoretical approaches to assessment of the health of individuals within the structures and processes of the family, family development and community assessment, followed by problem and need-identification, goal setting, implementation of nursing management and evaluation of the processes and outcomes of care.

This unit also includes sources of community health data and associated resources within the community.

Assessment is by seminar presentations and written assignment.

LIFE CYCLE UNITS

The Life Cycle units in the first year of the programme and the unit in the second year are designed as core units to help students develop an integrative approach to the life change events of individuals from conception to ageing and death.

Concepts, models and theories from both biological and psychosocial sciences are explored and utilised in the study of individuals in differing stages of their lives.

A team approach is being used in the planning and teaching of the units and resource personnel from the School of Nursing, Biological and Behavioural Science departments provide teaching to facilitate integration of subject matter.

N 3022 Life Cycle I A

(40 hours)

This unit serves to introduce generic concepts and models which will be further developed and elaborated in the subsequent units and throughout the whole programme. They include developmental theories, general and social systems theory, concepts of health and illness, stress and adaptation, loss and grief.

Students will utilise these theories and models to further understand the needs of children from the time they are born until they commence their adolescence.

Assessment is by presentation of seminar papers and assignment.

N 3032 Life Cycle I B

(40 hours)

This unit will study the developmental process of the adolescent and the young adult. It will utilise a holistic and integrative approach to the study of biological processes, including anatomy and physiology, sexual reproduction and contraception; psychological processes, including psychoanalytic, cognitive and psychosocial theories, with an emphasis on identity, body-image, intimacy, marriage and parenthood; sociological processes, including youth as a social phenomenon, education, preparation for a life career, and a special focus on migrants, aborigines and other special groups.

Assessment is by presentation of seminar papers and assignment.

N 1301 NUTRITION

(20 hours)

This unit will provide opportunities for students to explore further, and apply, relevant concepts of cell biology, control theory (homeostasis), and systems theory analysis

(from biological science units) as they relate to nutrition. The relationships between nutrition and the health status and developmental processes of individuals in different stages of their life cycle will also be explored. The unit will also serve as a basis for further understanding of current issues in community health related to nutrition. Assessment is by examination.

plus any one (1) of the following areas of Community Health Nursing Practice

N 1312 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 year 1 and includes seminar activities each week, spaced clinical days and block clinical placement.

Assessment is by assignments, child development studies, seminar papers and ongoing clinical evaluation.

N 3042 COMMUNITY MENTAL HEALTH NURSING I

(30 hours plus 20 hours clinical seminars and 10 clinical days)

This unit is designed to enable students to focus on the components of mental health and the factors conducive to mental health for individuals, families and groups in the community. It includes the opportunity for students to 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 community health nurse in promotion of a holistic approach to physical and mental health, through an understanding of the various types of therapeutic modalities. Assessment is by seminar papers and multiple choice examination/assignment.

N 3052 OCCUPATIONAL HEALTH NURSING I

(30 hours plus 20 hours clinical seminars and 10 clinical 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.

Assessment is by presentation of seminar papers, written assignment/descriptive study and ongoing evaluations in the clinical setting.

N 3062 PRIMARY HEALTH CARE PRACTITIONER

(30 hours plus 40 hours seminars and 20 clinical 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.

This unit requires the student to complete a series of two hours per week seminars and one clinical day per week throughout terms two and three.

Assessment is by presentation of seminar papers, written studies/assignment and ongoing clinical evaluation.

Details of Syllabus: Second Year

Advanced Clinical Nursing Major

Three 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 in depth chosen aspects of clinical nursing practice in order to build upon the units studied previously. Conduct of a relevant research project is required by all students.

Students may, if they wish, select only two of these units plus BL 626 General and Clinical Pathology A.

ADVANCED MEDICAL-SURGICAL NURSING

N 2002 Advanced Medical-Surgical Nursing II — Exploring Implications A (30 hours)

This unit provides opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in medical-surgical nursing practice.

Assessment is by assignment.

N 2012 Advanced Medical-Surgical Nursing II — Exploring Implications B (30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2022 Advanced Medical-Surgical Nursing II — Project (30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in medical-surgical nursing.

Assessment is by the research project.

ADVANCED OPERATING ROOM NURSING

N 2032 Advanced Operating Room Nursing II — Exploring Implications A (30 hours)

This unit provides 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 practice.

Assessment is by assignment.

N 2042 Advanced Operating Room Nursing II — Exploring Implications B (30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2052 Advanced Operating Room Nursing II — Project (30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in operating room nursing.

Assessment is by the research project.

ADVANCED CRITICAL CARE NURSING

N 2062 Advanced Critical Care Nursing II — Exploring Implications A (30 hours)

This unit provides 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 practice.

Assessment is by assignment.

N 2072 Advanced Critical Care Nursing II — Exploring Implications B

(30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2082 Advanced Critical Care Nursing II — Project

(30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in critical care nursing.

Assessment is by the research project.

ADVANCED MIDWIFERY NURSING

N 2092 Advanced Midwifery Nursing II — Exploring Implications A

(30 hours)

This unit provides 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 practice.

Assessment is by assignment.

N 2102 Advanced Midwifery Nursing II — Exploring Implications B

(30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2112 Advanced Midwifery Nursing II — Project

(30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in midwifery nursing.

Assessment is by the research project.

ADVANCED PAEDIATRIC NURSING

N 2122 Advanced Paediatric Nursing II — Exploring Implications A

(30 hours)

This unit provides opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in paediatric nursing practice.

Assessment is by assignment.

N 2132 Advanced Paediatric Nursing II — Exploring Implications B

(30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2142 Advanced Paediatric Nursing II — Project

(30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in paediatric nursing.

Assessment is by the research project.

ADVANCED GERIATRIC NURSING**N 2152 Advanced Geriatric Nursing II — Exploring Implications A**

(30 hours)

This unit provides opportunities for study of more specific areas of interest within the conceptual frameworks previously examined and for further critical appraisal of tools utilised in geriatric nursing practice.

Assessment is by assignment.

N 2162 Advanced Geriatric Nursing II — Exploring Implications B

(30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2172 Advanced Geriatric Nursing II — Project

(30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in geriatric nursing.

Assessment is by the research project.

ADVANCE PSYCHIATRIC NURSING**N 2182 Advanced Psychiatric Nursing II — Exploring Implications A**

(30 hours)

This unit provides 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 practice.

Assessment is by assignment.

N 2192 Advanced Psychiatric Nursing II — Exploring Implications B

(30 hours)

This unit provides opportunities for students to examine conceptual, methodological and clinical issues arising from their study undertaken in the previous unit.

Assessment is by assignment.

N 2202 Advanced Psychiatric Nursing II — Project

(30 hours)

In this unit students undertake an area of research which is related to their specific clinical interests in psychiatric nursing.

Assessment is by the research project.

or two of the above units and

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(30 hours)

See descriptive entry page 214.

PLUS the following:

N 2212 CLINICAL TEACHING A

(30 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 evaluating teaching-learning sessions relevant to their field of clinical nursing practice.

Assessment is by teaching practice/assignment.

* N 2222 CLINICAL TEACHING B

(30 hours)

This unit provides opportunities for students to explore creative approaches to clinical teaching and considers, in more depth, evaluation in clinical teaching.

Assessment is by teaching practice/assignment.

N 1402 NURSING ADMINISTRATION A

(40 hours)

Nursing Administration involves a problem-solving approach to the management of resources in organised nursing services. It commences with planning and such aspects as philosophy, objectives, policy and budgeting. Organising proceeds from the construction of an organisation to the process of delegating. The unit includes co-ordination and methods of communication.

Assessment is by assignment(s).

N 1412 NURSING ADMINISTRATION B

(40 hours)

This unit includes personnel management functions, such as maintenance of the nursing staff establishment, staff welfare, development and appraisal. An important area focuses upon standard setting and evaluation of nursing care. Opportunities are provided for development of management skills such as report writing and public speaking in small and large groups.

Assessment is by assignment(s).

N 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A

(10 hours lectures; 20 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 a 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.

Assessment is based on an assignment, seminar paper presentation, and group participation in seminars.

Prerequisite: BS 120.

Prescribed Text

DAVIS, K. 1977 (or later). *Human behaviour at work*. New Delhi, Tator McGraw-Hill.

Reference Books

BLAKE, R. R. and MOUTON, S. R. 1964. *The managerial grid* and 1978 *The new managerial grid*. Houston, Gulf Publishing.

FIEDLER, F. E. and CHEMERS, M. M. 1974. *Leadership and effective management*. Illinois, Scott, Foresman.

FILLEY, A. C. 1975. *Interpersonal conflict resolution*. Illinois, Scott, Foresman.

FRENCH, W. L. and BELL, C. H. 1973. *Organisation development: behavioural science intervention for organisation improvement*. N.J., Prentice-Hall.

HUSE, E. F. and BOWDITCH, J. L. 1977. *Behaviour in organisation: a systems approach to managing*. Reading, Massachusetts, Addison-Wesley.

JONGEWARD, D. 1973. *Everybody wins — transactional analysis applied to organisations*. Reading, Massachusetts, Addison-Wesley.

KATZ, D. and KAHN, R. L. 1978. *The social psychology of organisations*. N.Y., Wiley.

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 in year II of the programme.

BS 130 ORGANISATION THEORY A (2 points)

(30 hours)

See descriptive entry page 182.

and either

N 1442 NURSING RESEARCH II

(30 hours)

This unit provides opportunities for students to critically examine issues in the relationship between the empirical world and theory development, research strategies in natural settings, and problems in relation to implementing research.

Assessment is by assignment

or

BS 250 RESEARCH EVALUATION (1 point)

(18 hours)

BS 357 PARTICIPANT/OBSERVATION (1 point)

(9 hours)

See descriptive entries page 185, 189.

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

N 1322 POLITICAL STUDIES

(30 hours)

See descriptive entry page 104.

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(30 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

(30 hours equivalent)

This elective unit provides opportunity for students to undertake an additional piece of research or to enlarge on a project previously chosen.

Assessment is by the completion of a research project.

N 1472 ENGLISH STUDIES

(30 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 serve different purposes.

Class work is planned to provide opportunities for creative application of the principles discussed, with particular reference to nursing.

Assessment is by examination.

N 1482 THE NURSE AND SUFFERING, LOSS AND GRIEF

(30 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 develop their personal resources for coping with such situations. It will enable them also to critically analyse and evaluate the typical means of managing intense 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.

Assessment is by a seminar paper.

N 1491 HUMAN ECOLOGY

(20 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.

Assessment is by class presentation.

N 1502 EDUCATIONAL TECHNOLOGY

(30 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.

Assessment is by a completed project.

N 1511 NURSING AND LITERATURE A

(20 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.

Assessment is by an essay or the conduct of class discussion groups.

N 1522 NURSING AND LITERATURE B

(30 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.

Assessment is by an essay or the conduct of class discussion groups.

BL 517 GROWTH AND AGEING (1 point)

(20 hours)

See descriptive entry page 211.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(30 hours)

See descriptive entry page 212.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(30 hours)

See descriptive entry page 213.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(30 hours)

See descriptive entry page 214.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(30 hours)

See descriptive entry page 214.

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 inter-disciplinary learning experiences.

See descriptive entries on pages 189-94.

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

Nursing Education Major**N 5002 EDUCATIONAL PSYCHOLOGY A**

(40 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; student characteristics including intelligence, level of development, personality and individual differences and motivation.

Assessment is by examination/assignment.

Prescribed TextGAGE, N. L. and BERLINER, D. C. 1979. *Educational psychology*. 2nd ed. Rand McNally.**N 5012 EDUCATIONAL PSYCHOLOGY B**

(40 hours)

The aim of this unit is to give students an understanding of and to develop competence in, the fields of educational measurement and evaluation. The content of this unit includes: basic concepts of measurement and evaluation, standardised tests, teacher-made tests, grading and marking, basic statistical techniques. The unit is primarily concerned with criterion-referenced measurement.

Assessment is by examination.

Prescribed TextGAGE, N. L. and BERLINER, D. C. 1979. *Educational psychology*. 2nd ed. Rand McNally.GRONLUND, N. E. 1973. *Preparing criterion-referenced tests for classroom instruction*. MacMillan.**N 5022 EDUCATIONAL PSYCHOLOGY C**

(30 hours)

(a) The aim of this part of the unit is to give students an understanding of human behaviour and to develop the skills of group and individual counselling and of behavioural modification. It covers two main approaches: individual psychology and behavioural modification. Individual psychology covers the theoretical aspects and the techniques of Adlerian psychology.

(b) The aim of this part of the unit is to study both models, and methods of instruction. Models considered are those of Carroll, Bloom, Bruner, Skinner and Gagné, while the methods consider group discussion, individualised learning and lecture discussion procedures.

Assessment is by examination.

Prescribed TextDREIKURS, R. 1968. *Psychology in the classroom*. Harper and Row.GAGE, N. L. and BERLINER, D. C. 1979. *Educational psychology*. 2nd ed. Rand McNally.VERNON, W. N. 1972. *Motivating children: behavioural modification in the classroom*. Holt, Rinehart & Winston.

N 5032 CURRICULUM DEVELOPMENT A

(30 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.

Assessment is by assignment.

Co-requisite: 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 5042 CURRICULUM DEVELOPMENT B

(30 hours)

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

Assessment is by examination.

Recommended Texts

As for N 5032.

N 5052 CURRICULUM DEVELOPMENT C

(30 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 5032.

N 5062 TEACHING METHODS AND PRACTICE

(40 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.

Assessment is by teaching practice.

N 5072 EDUCATIONAL ADMINISTRATION

(40 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.

Assessment is by assignment and examination.

Co-requisites: BS 130, N 5032 and N 5042.

Recommended Texts

GALLAGHER, A. H. 1965. *Educational administration in nursing*. New York, MacMillan.
 HOY, W. K. and MISKEL, C. G. 1978. *Educational administration: theory, research and practice*. New York, Random House.

N 1433 FIELD EXPERIENCE II

(5 weeks and 2 weeks plus 6 intermittent days)

Field experience will be undertaken in schools of nursing and will involve activities in teaching, educational administration and curriculum development. A small survey project is also undertaken.

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(30 hours)

See descriptive entry page 214.

BS 130 ORGANISATION THEORY A (2 points)

(30 hours)

See descriptive entry page 182.

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

N 1322 POLITICAL STUDIES

(30 hours)

See descriptive entry page 104.

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(30 hours)

See descriptive entry page 111.

N 1462 NURSING RESEARCH PROJECT

(30 hours equivalent)

See descriptive entry page 111.

N 1472 ENGLISH STUDIES

(30 hours)

See descriptive entry page 111.

N 1482 THE NURSE AND SUFFERING, LOSS AND GRIEF

(30 hours)

See descriptive entry page 112.

N 1491 HUMAN ECOLOGY

(20 hours)

See descriptive entry page 112.

N 1502 EDUCATIONAL TECHNOLOGY

(30 hours)

See descriptive entry page 112.

N 1511 NURSING AND LITERATURE A

(20 hours)

See descriptive entry page 112.

N 1522 NURSING AND LITERATURE B

(30 hours)

See descriptive entry page 112.

BL 517 GROWTH AND AGEING (1 point)

(20 hours)

See descriptive entry page 211.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(30 hours)

See descriptive entry page 212.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(30 hours)

See descriptive entry page 213.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(30 hours)

See descriptive entry page 214.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(30 hours)

See descriptive entry page 214.

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 inter-disciplinary learning experiences.

See descriptive entries on pages 189-94.

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

Nursing Administration Major

N 1402 NURSING ADMINISTRATION A

(40 hours)

See descriptive entry page 110.

N 1412 NURSING ADMINISTRATION B

(40 hours)

See descriptive entry page 110.

N 4002 NURSING ADMINISTRATION C

(40 hours)

This unit includes group discussion and reporting following two periods of block field experience. It provides an opportunity to investigate in greater depth such areas as patient dependency and evaluation of staff and nursing care, with written and verbal reporting.

It also provides an introduction to automation and selected applications in nursing administration.

Approximately half the unit will focus on industrial relations and discussion of actual nursing service problems.

Assessment is by assignment(s)/examination.

Prerequisites: N 1402, N 1412.

N 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A

(30 hours)

See descriptive entry page 110.

N 4012 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT B

(10 hours lectures, 20 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; psychological aspects of interviewing and principles of counselling.

Assessment takes the same form as for N 1422.

Prerequisites: BS 120 and N 1422 or equivalent.

Prescribed Text

DAVIS, K. 1977 (or later). *Human behaviour at work*. New Dehli, Tator McGraw-Hill.

Reference Books

As for N 1422 see page 110

N 4022 HEALTH SERVICES ADMINSTRATON

(30 hours)

This unit provides an introduction to health care systems in Australia and overseas; it includes both hospital and community aspects. It includes the functions of Federal and State Governments in finance and policy making. The development of various hospital and community services are included.

Assessment is by assignment(s).

N 4031 FISCAL POLICY

(20 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. Visits will be made to the accounting departments of private and public hospitals.

Assessment is by assignment and class tests.

N 4041 MEETING PROCEDURE

(15 hours)

This unit includes the procedures related to the conduct of meetings and committees. Opportunity is provided for practising relevant skills.

Assessment is by participation in class activities, and individual and group assignments.

N 1433 FIELD EXPERIENCE II

(3 weeks and 2 weeks plus day visits)

Visits will be made to hospitals and/or community health agencies, providing opportunity for observation and analysis of administrative practices. A small survey project will be included in the first period and accreditation standards will be investigated and reported in the second period. This field experience is mandatory.

BS 130 ORGANISATION THEORY A (2 points)

(30 hours)

See descriptive entry page 182.

BS 131 ORGANISATION THEORY B (2 points)

(30 hours)

See descriptive entry page 182.

and either

N 1442 NURSING RESEARCH II

(30 hours)

See descriptive entry page 111.

or

BS 250 RESEARCH EVALUATION (1 point)

(18 hours)

BS 357 PARTICIPANT/OBSERVATION (1 point)

(9 hours)

See descriptive entries pages 185, 189.

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

N 1452 ADVANCED CLINICAL NURSING ELECTIVE

(30 hours)

See descriptive entry page 111.

N 4052 ISSUES IN MANAGEMENT

(30 hours)

This unit is designed to allow groups of students to investigate in depth 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

(30 hours equivalent)

See descriptive entry page 111.

N 1472 ENGLISH STUDIES

(30 hours)

See descriptive entry page 111.

N 1482 THE NURSE AND SUFFERING, LOSS AND GRIEF

(30 hours)

See descriptive entry page 112.

N 1491 HUMAN ECOLOGY

(20 hours)

See descriptive entry page 112.

N 1511 NURSING AND LITERATURE A

(20 hours)

See descriptive entry page 112.

N 1522 NURSING AND LITERATURE B

(30 hours)

See descriptive entry page 112.

BL 517 GROWTH AND AGING (1 point)

(20 hours)

See descriptive entry page 211.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(30 hours)

See descriptive entry page 212.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(30 hours)

See descriptive entry page 213.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(30 hours)

See descriptive entry page 214.

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 inter-disciplinary learning experiences.

See descriptive entries pages 189-94.

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

Community Health Nursing Major

N 3102 COMMUNITY HEALTH NURSING RESEARCH A

(30 hours)

This unit is designed to enable community health nursing students to identify categories of research approaches and their appropriate utilisation. It will also help identify nursing problems and formulate research hypothesis, through understanding concepts underlying research design, methodology and elementary statistical operations, and the ethical implications of research involving human subjects.

Assessment is by seminar exercises and submission of a research proposal.

N 3112 COMMUNITY HEALTH NURSING RESEARCH B

(30 hours equivalent)

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

Assessment is by the research project.

N 3122 LIFE CYCLE II

(30 hours)

This unit is designed for students to further develop their understanding of generic concepts and theories, to explore others, and to utilise their understanding by applying it to the life process of individuals from middle years to ageing.

Students will be given the opportunity to focus on a particular age group, the relevant dominant life events and identify issues amenable to research analysis.

Assessment is by presentation of seminar papers and an assignment.

N 3132 HEALTH EDUCATION

(30 hours)

This unit is designed to enable the community health nursing student to explore in-depth 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.

Assessment is by presentation of seminar papers and a written assignment.

N 1422 BEHAVIOURAL ASPECTS OF NURSING MANAGEMENT A

(30 hours)

See descriptive entry page 110.

N 3141 HEALTH BEHAVIOUR AND NURSING THERAPIES

(20 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. It includes psychoanalytic and human relations approaches.

Assessment is by assignment.

N 3151 HEALTH TEAM FUNCTIONING

(20 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.

Assessment is by process reports.

N 1042 LEGAL STUDIES

(30 hours)

See descriptive entry page 100.

N 3161 MANAGEMENT PRINCIPLES

(20 hours)

This unit is designed for students to apply concepts from organisational behaviour and

other areas of the programme, to the management of nursing services and community health nursing agencies. It explains management process in terms of planning, organising, co-ordinating, staffing and controlling in order to maximise the utilisation of resources.

Assessment is by assignment.

N 1433 FIELD EXPERIENCE II

(2 weeks and 3 weeks plus intermittent days)

Field experience provides opportunities to achieve objectives related to the main areas of study in year II of the programme.

BL 626 GENERAL AND CLINICAL PATHOLOGY A (2 points)

(30 hours)

See descriptive entry page 214.

Plus any one (1) of the following units of Community Health Nursing Practice

The unit chosen is to be in the same area as was taken in year I. These units are designed to enable students to obtain greater expertise in their chosen area of practice.

N 3172 MATERNAL AND CHILD HEALTH NURSING II

(30 hours)

N 3182 COMMUNITY HEALTH NURSING II

(30 hours)

N 3192 OCCUPATIONAL HEALTH NURSING II

(30 hours)

N 3202 PRIMARY HEALTH CARE PRACTITIONER II

(30 hours)

Assessment for these units will be negotiated within the learning contract.

Plus any of the following elective units equivalent to six (6) points.

N 1322 POLITICAL STUDIES

(30 hours)

See descriptive entry page 104.

N 1472 ENGLISH STUDIES

(30 hours)

See descriptive entry page 111.

N 1482 THE NURSING AND SUFFERING, LOSS AND GRIEF

(30 hours)

See descriptive entry page 112.

N 1491 HUMAN ECOLOGY

(20 hours)

See descriptive entry page 112.

N 1511 NURSING AND LITERATURE A

(20 hours)

See descriptive entry page 112.

N 1522 NURSING AND LITERATURE B

(30 hours)

See descriptive entry page 112.

BL 517 GROWTH AND AGEING (1 point)

(20 hours)

See descriptive entry page 211.

BL 529 ADVANCED HUMAN BIOSCIENCE (2 points)

(30 hours)

See descriptive entry page 212.

BL 569 GENETICS AND EMBRYOLOGY (2 points)

(30 hours)

See descriptive entry page 213.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE (2 points)

(30 hours)

See descriptive entry page 214.

BL 627 GENERAL AND CLINICAL PATHOLOGY B (2 points)

(30 hours)

See descriptive entry page 214.

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 189-94.

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

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 within the Victorian Nursing Council, and may serve as a basis to continue onto a first degree programme with advanced standing.

Entrance Requirements

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

Programme Design

During this one year course some core units are shared with degree course students. These include biological, social and behavioural sciences, contemporary nursing, and nursing research. Further subjects are taken that are specific to community health nursing and maternal and child health. They are life cycle, microbiology, nutrition, 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 95.

Unit Scheme

For an explanation of unit coding and weighting see page 95.

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 7001	Contemporary Nursing — Diploma
N 1012	Nursing Research I
N 7012	Assessment and Interviewing — Diploma
N 7022	Community Health Nursing A
N 7032	Community Health Nursing B
N 1312	Maternal and Child Health Nursing I
N 7042	Life Cycle A — Diploma
N 7052	Life Cycle B — Diploma
N 7061	Health Education A — Diploma
N 7071	Health Education B — Diploma
N 1031	Applied Microbiology
N 1301	Nutrition
N 7083	Field Experience — Diploma
BL 526	Introductory Applied Human Bioscience (2 points)
BS 120	Psychological Aspects of Health Care A (1 point)
BS 140	Sociological Aspects of Health Care A (1 point)
BS 150	Behavioural Science in Nursing (1 point)

Details of Syllabus**N 7001 CONTEMPORARY NURSING — DIPLOMA**

(20 hours)

This unit is designed to provide students with opportunities to develop an understanding of the expanded role of the community health nurse within the Australian health care system and in the health care team. It is conducted by exploration of philosophical issues as they relate to the uniqueness of man, the meaning of health, concepts, models and theories, methodology and strategies in nursing practice.

Assessment is by the presentation of a seminar paper.

N 1012 NURSING RESEARCH I

(40 hours)

See descriptive entry page 100.

N 7012 ASSESSMENT AND INTERVIEWING — DIPLOMA

(30 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.

Assessment is by self and group evaluation.

N 7022 COMMUNITY HEALTH NURSING A

(30 hours)

This unit is designed to explore and evaluate models for assessing individual and family levels of functioning, identify problems/needs, set goals and priorities, implement care and evaluate outcomes of nursing care to individuals, families and communities.

Assessment is by the submission of a Family Care Study.

N 7032 COMMUNITY HEALTH NURSING B

(40 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.

Assessment is by an assignment.

N 1312 MATERNAL AND CHILD HEALTH NURSING I

(30 hours plus 40 hours clinical seminars and 21 clinical days)

See descriptive entry page 106.

LIFE CYCLE UNITS

The two life cycle units are designed to act as an integrative core to health service concepts from nursing and the biological and behavioural services. The planning and teaching of the units is carried out by resource personnel from each of the above areas to facilitate students developing a holistic approach to their understanding of individuals, their life processes and life change events from the time they are born (neonate) to the time they age (senescence).

N 7042 Life Cycle A — Diploma

(40 hours)

This unit is designed to enable students to explore and understand generic concepts relevant to their study of individuals and their life processes, and includes growth and development, general systems theory, health and illness, stress and adaptation and loss and grief.

Students will begin to utilise and apply these concepts to their understanding of children from the time they are born until early adulthood.

Assessment is by an assignment.

N 7052 Life Cycle B — Diploma

(40 hours)

This unit is designed to enable students to explore further and understand both generic and other concepts and models, and apply them to the study of individuals, their life change events and life process from adulthood to senescence.

Assessment is by Case Study.

N 7061 HEALTH EDUCATION A — DIPLOMA

(20 hours)

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

Assessment is by a multiple choice and short answer examination.

N 7071 HEALTH EDUCATION B — DIPLOMA

(20 hours)

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

Assessment is by the submission of a health education programme.

N 1031 APPLIED MICROBIOLOGY

(20 hours)

See descriptive entry page 100.

N 1301 NUTRITION

(20 hours)

See descriptive entry page 105.

N 7083 FIELD EXPERIENCE — DIPLOMA

(1 week, 2 weeks and 3 weeks)

Field experience provides opportunities for students to concentrate on patient/client/family assignments and to use relevant nursing approaches for providing care.

BL 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE (2 points)

(40 hours)

See descriptive entry pages 211-12.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE A (1 point)

(20 hours)

See descriptive entry page 181.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE A (1 point)

(20 hours)

See descriptive entry page 182.

BS 150 BEHAVIOURAL SCIENCE IN NURSING (1 point)

(20 hours)

See descriptive entry page 182.

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 Victoria Institute of Colleges 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

16 February-20 February	Orientation Week
23 February-1 May	First Term
4 May	Examinations
6 May-15 May	Clinical Orientation Period
1 June-31 July	Second Term
3 August-7 August	Second Term Examinations
31 August-30 October	Third Term
9 November-13 November	Final Examinations
16 November-20 November	Community Involvement

Second Year

23 February-1 May	First Term
4 May-8 May	First Term Examinations
1 June-31 July	Second Term
3 August-7 August	Second Term Examinations
31 August-30 October	Third Term

9 November–13 November	Final Examinations
16 November–28 November	Clinical Placement 1

Third Year

2 February–24 April	First Term
4 May–8 May	Examinations
25 May–17 July	Clinical Placement 2
27 July–18 September	Clinical Placement 3
28 September–20 November	Clinical Placement 4

Fourth Year

23 February–6 March	Academic Weeks
9 March–15 May	Clinical Placement 5
1 June–7 August	Academic Term
7 August–28 August	Board of Examiners

Uniforms and Equipment

Students are required to have a prescribed uniform for hospital clinics and clinical education placements. Prescribed 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 is 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, 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.

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 notice-boards 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 Methods
 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 280 Interpersonal Helping Skills
 Research Unit
 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 290 Human Sexuality

Fourth Year

OT 416 Applied Occupational Therapy
 OT 415 Management
 OT 425 Design and Development
 OT 460 Clinical Psychiatry
 OT 470 Clinical Education
 BS 355 Research Design Seminar

Details of Syllabus: First Year

OT 110 OCCUPATIONAL THERAPY

(105½ 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.

PURTILLO, R. 1973. *The allied health professional and the patient — techniques of effective interaction*. Philadelphia, 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 I

(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

(82 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

(87 hours)

See descriptive entry page 202.

BS 100 INTRODUCTION TO THE BEHAVIOURAL SCIENCES

(54 hours lectures, 27 hours tutorials)

See descriptive entry page 181.

BS 105 INTRODUCTION TO RESEARCH METHODS

(40 hours)

See descriptive entry page 182.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 164.

EMERGENCY FIRST AID

(6 hours)

See descriptive entry page 165.

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)

During a one-week period at the end of first year, students work in a voluntary capacity in a community organisation to increase 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' behavior*. 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 Text

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

ID 103 The Health Team

(15 hours)

See descriptive entry page 164.

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, Metalwork, Printing, Clay, Creative Media, Weaving and Basketry.

Prescribed Texts

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

BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE

(18 hours)

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours)

See descriptive entries pages 185-6.

RESEARCH UNIT

The research unit is under review at the time of printing. Details will be made available as soon as possible.

OT 240 NEUROSCIENCES

(32 hours)

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

OT 241 Neuroanatomy

(12 hours)

OT 242 Neuropsychology

(8 hours)

Prescribed Text

WALSH, Kevin W. 1978. *Neuropsychology — a clinical approach*. Edinburgh, London and New York, Churchill Livingstone.

BL 218 Neurophysiology

(12 hours)

See descriptive entry page 207.

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/clinical demonstrations)

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.

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)

(49 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, use of audio-visual equipment, 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.

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 weeks periods, during which students will gain experience of 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 text to be used prior to commencement of lectures.

BS 290 HUMAN SEXUALITY

(9 hours)

See descriptive entry page 186.

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, submission writing, clinical supervision and the evaluation of occupational therapy services.

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:

- (a) **Working with Individuals**
- (b) **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.

- (c) **Group Dynamics and Group Therapy**

Prescribed Text

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

- (d) **Community Psychiatry and Family Therapy**

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 355 RESEARCH DESIGN SEMINAR

(20 hours)

This unit is conducted by the Department of Behavioural Sciences. Occupational Therapy School staff are involved in an advisory and consultative capacity in topic selection and development. Preliminary investigation in this unit is initiated in third year.

See descriptive entry page 188.

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 notice-boards from the beginning of the academic year.

Course Outline

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

First Year

BL 122	Human Morphology and Function
BL 151	Basic Physical Science
OR 110	Ocular Anatomy
BS 101	Introduction to the Behavioural Sciences
ID 101	Introduction to Community Health Problems
OR 120	Ocular Motility I
OR 130	Orthoptic Clinical Practice I

Second Year

BL 211	Neurosciences for Orthoptics
OR 242	Optics
OR 212	Ocular Physiology
BS 105	Introduction to Research Methods
BS 235	Child Development
BS 270	Rehabilitation Psychology
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 203.

BL 151 BASIC PHYSICAL SCIENCE

(50 hours)

See descriptive entry page 204.

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 THE BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 180.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 164.

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

BREDEMEYER, 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.

SOLOMON, H. 1978. *Binocular vision — a programmed text*. London, Heinemann.

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 206.

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. 1969. *Practice of refraction*. 8th 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

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

BEHAVIOURAL SCIENCE II

BS 105 Introduction to Research Methods

(40 hours)

BS 235 Child Development

(18 hours)

BS 270 Rehabilitation Psychology

(18 hours)

BS 280 Interpersonal Helping Skills

(13½ hours)

See descriptive entries pages 181, 185, 186.

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)

The 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 Orthoptics 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 211.

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 189-194.

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 science.

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

Course of Study

Physiotherapy is a full-time degree course. There is no provision for part-time or evening students.

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

Early Childhood Development Programmes

Frankston Community Hospital

Geelong Hospital

Glen Waverley Rehabilitation Centre

Goulburn Valley Hospital

Greenvale Geriatric Centre

Hampton Hospital

Independent Living Centre

Kingston Centre

Latrobe Valley Hospital, Moe

Mercy Maternity Hospital

Mont Calm

Montefiore Homes for the Aged

Moorabbin Hospital

Mount Royal Geriatric Unit

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
 St Vincent's Hospital
 Wangaratta and District Base Hospital
 Warrnambool Hospital
 Western General Hospital
 Community Health Centres
 Institutions run by:
 Mental Health
 Spastic Society
 Yooralla Society
 Private Practitioners
 Various Overseas Hospitals

Term Dates

16 February-20 February	Orientation Week
23 February-1 May	First Term
4 May-8 May	First Term Examinations
1 June-31 July	Second Term
3 August-7 August	Second Term Examinations
31 August-30 October	Third Term
2 November-6 November	Study Vacation
9 November-13 November	Final Examinations

Second-year students will have a Nursing Procedure block in February. Third-year students will have a block of Clinical Education between October and 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
Science for Physiotherapy
Introduction to Community Health Problems
Behavioural Sciences I

Second Year

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

Third Year

Physiotherapy III (including Medical Science)
Anatomy III

or

Behavioural Sciences III

or

Physiology III

or

In selected cases students may apply to study a combined elective made up of units of Behavioural Science, Biological Science and Physiotherapy General Studies.

Fourth Year

Physiotherapy IV

Details of Syllabus: First Year

PT 160 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.

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

(Anatomy I and II)

CUNNINGHAM, D. J. (rev. G. J. Romanes) 1976. *Manual of practical anatomy*. 14th ed. Vols 1, 2. London, Oxford University Press.LAST, R. J. 1978. *Anatomy, regional and applied*. 6th ed. Edinburgh. Churchill Livingstone.

or

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

Dissecting instruments

Half set of bones

White coats (drill, long-sleeved, full-length) — also used for Physiology.

PT 170 PHYSIOTHERAPY I

(195 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:

PT 171 Kinesiology

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 TextsBRUNNSTROM, 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.WARWICK, R. and WILLIAMS, P. L. eds. 1973. *Gray's anatomy*. 35th ed. Edinburgh, Longman. (As for Anatomy I.)

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

Reference BooksBASMAJIAN, 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.

PT 172 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 and pool therapy. These are considered in terms of safety (patient and therapist), kinesiology and anatomy, techniques of application and recording.

Prescribed TextHOLLIS, M. 1976. *Practical exercise therapy*. Oxford, Blackwell.

Reference Books

- HAMILTON, W., SIMON, G. and HAMILTON, S. 1971. *Surface anatomy and radiological anatomy*. 5th ed. Cambridge, Heffer.
 LOCKHART, R. D. 1960. *Living anatomy*. 5th ed. London, Faber and Faber.
 WOOD, E. C. 1974. *Beard's massage principles and techniques*. 2nd ed. Philadelphia, Saunders.

PT 173 Physiotherapy: Miscellaneous Units

These units comprise three specialised areas:

1 Child Development

This subject 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 Text

- CRATTY, B. J. 1979. *Perceptual and motor development in infants and children*. 2nd ed. Englewood Cliffs (New Jersey), Prentice-Hall.

Reference Book

- STONE, L. J. and CHURCH, J. 1979. *Childhood and adolescence*. 4th ed. New York, Random House.

Printed notes available from the School of Physiotherapy.

Further references will be supplied during the programme.

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. 1980.
 WARD, A. R. 1976. *Electricity, fields and waves in therapy*. Marrickville, Science Press.

3 Splinting

An introduction to the principles of splinting, with practical sessions applying these principles to splinting of upper and lower limbs.

BL 160 SCIENCE FOR PHYSIOTHERAPY

(142 hours)

See descriptive entry page 204.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 164.

BEHAVIOURAL SCIENCES I

(121 hours)

BS 100 Introduction to Behavioural Sciences

BS 105 Introduction to Research Methods

See descriptive entries pages 180, 181.

Details of Syllabus: Second Year

PT 260 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.

The syllabus includes all aspects of work as set out for first-year anatomy, together with detailed anatomy of the thorax, head and neck and a general account of the brain and spinal cord. In addition lectures and demonstrations of radiological anatomy and applied anatomy with special reference to the locomotor apparatus will be given.

Prescribed Texts

As for PT 160 Anatomy I, see page

and

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

PT 270 PHYSIOTHERAPY II

(326 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:

PT 271 Kinesiology and Applied Anatomy

(28 hours of lectures, tutorials and practical classes)

This unit is a continuation of kinesiology and applied anatomy (PT 171), and is designed to give the student an understanding of normal movement of the vertebral column, and the body as a whole (as in locomotion and posture). It includes a theoretical and practical component; the practical sessions comprising both surface anatomy and the application of kinesiological principles to the analysis of locomotion and posture.

Prescribed Texts

KAPANDJI, I. A. 1972. *The physiology of the joints*. Vol. 3. Edinburgh, Livingstone. Practical manual (to be purchased from the Physiotherapy School).

Reference Books

BASMAJIAN, J. 1967. *Muscles alive*. 4th ed. Baltimore, Williams & Wilkins.

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

Further references will be indicated throughout the course.

PT 272 Therapeutic Movement

(130 hours approximately)

A practical and theoretical study of techniques of therapeutic movement and their application. The syllabus includes: assessment; exercise; passive joint movement; massage; classwork; gymwork; splinting; 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

CYRIAX, J. 1978. *Textbook of orthopaedic medicine*. 7th ed. Vol. 1. London, Balliere Tindall and Cassell.

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

- KALTENBORM, F. M. 1976. *Manual therapy for the extremity joints*. 2nd ed. Oslo, Olaf Norlic Bokhandel.
- MAITLAND, G. D. 1977. *Peripheral manipulation*. 2nd ed. London, Butterworths.
- MAITLAND, G. D. 1977. *Vertebral manipulation*. 4th ed. London, Butterworths.

Reference Books

- CYRIAX, J. 1971. *Textbook of orthopaedic medicine*. 8th ed. Vol. II. London, Balliere Tindall and Cassell.
- GRIEVE, G. P. 1979. *Mobilisation of the spine*. 3rd ed. Edinburgh, Churchill Livingstone.
- HOPPENFED, S. 1976. *Physical examination of the spine and extremities*. New York, Appelton-Century Crofts.
- KALTENBORM, F. 1970. *Mobilisation of the spinal column*. Wellington, New Zealand, University Press.
- KNOTT, M. and VOSS, D. 1968. *Proprioceptive neuromuscular facilitation*. 2nd ed. London, Balliere Tindall and Cassell.
- LICHT, S. ed. 1960. *Massage manipulation and traction*. Connecticut, Licht.
- LICHT, S. ed. 1965. *Therapeutic exercises*. 2nd ed. Connecticut, Licht.
- MENNELL, J. McM. 1964. *Joint pain*. 1st ed. Boston, Little, Brown and Co.
- 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. 1971. *Beard's massage principles and techniques*. 2nd ed. Philadelphia, Saunders.
- Further references will be indicated during the programme.

PT 273 Physiotherapy: Miscellaneous Units

1 Child Development

This is a continuation of the child development begun in first year. This unit will study the development of the child from five years of age to adolescence.

Reference Books

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

2 Nursing Procedure

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.

PT 274 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 Texts

LINCOLN Institute electrotherapy practical manual. 1981.

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 actionotherapy*. 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.

BL 215 PHYSIOLOGY II

(135 hours)

See descriptive entry page 206.

BL 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours)

See descriptive entry page 208.

BEHAVIOURAL SCIENCES II

(101 hours of lectures, tutorials and practical study)

BS 261 Sociology and Psychology of Health**BS 280 Interpersonal Helping Skills****BS 290 Human Sexuality**

See descriptive entries pages 185-6.

Details of Syllabus: Third Year**PT 370 PHYSIOTHERAPY III**

(Approximately 620 hours of lectures, seminars, discussions, films, practical work, demonstrations and clinical practice)

The subject comprises the following units:

- PT 371 Seminar Programme
- PT 372 Ethics and Professionalism
- PT 373 Cardiothoracic
- PT 374 Neurology
- PT 375 Orthopaedics
- PT 376 General and Special Medicine
- PT 377 Paediatrics
- PT 378 Obstetrics and Gynaecology
- PT 379 Rehabilitation and Geriatrics
- PT 380 Clinical Study

PT 371 Seminar Programme

Seminars on selected topics are staged throughout the year and may be presented in an interdisciplinary setting. Topics include prolonged illness, pain, immigrant health, relaxation, mental health, mental retardation, disabled sport and sports medicine.

PT 372 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. *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.

PT 373 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.

Reference Books

- BELCHER, J. R. and STURRIDGE, M. E. 1972. *Thoracic surgical management*. 4th ed. London, Balliere Tindall & Cassell.
- CUMING, G. and SEMPLE, S. J. 1973. *Disorders of the respiratory system*. Oxford, Blackwell.
- GIBBON, J., SABISTON, D. and SPENCER, F. 1969. *Surgery of the chest*. 2nd ed. Philadelphia, Saunders.
- NETTER, F. 1969. *Ciba collection of medical illustrations: the heart*. Vol. 5. New York, Ciba.
- THOMSON, A. D. and COTTON, R. E. 1968. *Lecture notes on pathology*. 2nd ed. Oxford, Blackwell.
- WEST, J. B. 1979. *Respiratory physiology — the essentials*. 2nd ed. Oxford, Blackwell.
- WEST, J. B. 1977. *Pulmonary pathophysiology — the essentials*. Baltimore, Williams and Wilkins.
- WOOD, P. 1968. *Diseases of the heart and circulation*. 3rd ed. London, Eyre and Spottiswoode.

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. 1977. *The Brompton hospital guide to chest physiotherapy*. 3rd ed. Oxford, Blackwell.

Printed notes supplied by the School of Physiotherapy.

Reference Books

- CASH, J. E. 1979. *Cash's textbook of chest, heart and vascular disorders for physiotherapists*. 2nd ed. London, Faber and Faber.
- CHERNIACK, R. M., CHERNIACK, L. and NAIMARK, A. 1972. *Respiration in health and disease*. Philadelphia, Saunders.

Further references will be supplied during the programme.

PT 374 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.
- JENNETT, W. B. 1977. *An introduction to neurosurgery*. 3rd ed. London, Heinemann Medical.
- LANCE, J. W. and McLEOD, J. J. 1975. *A physiological approach to clinical neurology*. 2nd 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.

Prescribed Texts

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

Reference Books

- BANNISTER, R. 1978. *Brain's clinical neurology*. 5th ed. London, Oxford University Press.
- 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.
- GANONG, W. F. 1977. *The nervous system*. Los Altos, California, Lange Medical Publications.

PT 375 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 muscular 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.

PT 376 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.

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.

PT 377 Paediatrics

This unit consists of lectures, tutorials, practical sessions and clinical observation related to paediatric physiotherapy. It will introduce the student to consideration of the effects of illness and disability on the emotional and physical development of the child and his family.

Specialist medical practitioners will present lectures on the aetiology, pathology, signs and symptoms of some of the common congenital and acquired thoracic, orthopaedic and neurologic conditions affecting children.

Physiotherapy content includes developmental and neurologic assessment and the study of the rationale of the physiotherapeutic management of the child and his family with these conditions.

Prescribed Text

SHEPHERD, R. B. 1980. *Physiotherapy in paediatrics*. 2nd ed. London, Heinemann.

Reference Books

BOBATH, B. 1971. *Abnormal reflex activity caused by brain lesions*. 2nd ed. London, Heinemann.

ROBERTSON, J. 1970. *Young children in hospital*. 2nd ed. London, Tavistock.

PT 378 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 and pre- and post-surgical management of gynaecological disorders.

Prescribed Texts

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

PT 379 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) Orthoses in physiotherapy: lectures and practical sessions will introduce the student to orthotic principles, materials and the production of selected items.
- (c) Amputee management: lectures, films and demonstrations will cover relevant pathology, medical management and the physiotherapists involvement with amputees.

2 Geriatrics

The student will be introduced to the scope of this speciality. Background lectures on ageing theories and processes, and the medical conditions associated with the aged will enable a study of multi-disciplinary team management.

Reference Books

1. Rehabilitation—

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 —

- HAWKER, M. 1974. *Geriatrics for physiotherapists*. London, Faber and Faber.
- HODKINSON, H. 1975. *An outline of geriatrics*. London, Academic Press.

PT 380 Clinical Study

The unit 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. During the unit students will participate in a sub-unit of Interdisciplinary Studies.

Reference Books

- BLOOM, A. 1975. *Toohey'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. 1975. *The pharmacological basis of therapeutics*. 5th 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.

PT 360 ANATOMY III

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

A unit 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

BEHAVIOURAL SCIENCES III

(approximately 100 hours of lectures, tutorials and practical work)

either

BS 360 Health and the Community

Plus any two units of:

BS 400 Behavioural Science Seminars

or

BS 350 Directed Research Project

Plus any two units of:

BS 400 Behavioural Science Seminars

See descriptive entries pages 187, 189-94.

or

PHYSIOLOGY III

Either

BL 310 Physiology III

(Lectures and assignment)

See descriptive entry page 209.

or

BL 320 Physiology III

(Lectures, project and seminars)

See descriptive entry page 210.

or

PT 390 COMPOSITE ELECTIVES

Students may choose a composite elective made up of units from both Behavioural and Biological Sciences.

The units are selected in relation to one of the following themes: Paediatrics, Geriatrics or Human Performance.

In addition the student will complete an assignment for the School of Physiotherapy, which applies the knowledge gained in the units to Physiotherapy Management.

Details of Syllabus: Fourth Year

PT 470 PHYSIOTHERAPY IV

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

This subject comprises the following units:

Compulsory Units

- PT 471 Independent Study
- PT 472 Ethics and Professionalism
- PT 473 Cardiothoracic Physiotherapy
- PT 474 Physiotherapy in Neurology
- PT 475 Physiotherapy in Orthopaedics

Elective Units

Any two (2) of:

- PT 476 Rehabilitation
- PT 477 Paediatrics: General
- PT 478 Paediatrics: Mental and Physical Retardation
- PT 479 Paediatrics: Special Schools
- PT 480 Geriatrics
- PT 481 Spinal Paralysis

Plus any one (1) of:

- PT 482 Obstetrics and Gynaecology
- PT 483 Cardiac Rehabilitation
- PT 484 Rural Health
- PT 485 Private Practice
- PT 486 Community Health
- PT 487 Mental Health
- PT 488 Progressive Illnesses
- PT 489 Overseas Work Experience

Reference Books

Appropriate texts and references from previous years. Detailed reading guides will be issued prior to the commencement of the programme.

COMPULSORY UNITS

PT 471 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.

PT 472 Ethics and Professionalism

A 5-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.

PT 473, PT 474 and PT 475

In units PT 473, PT 474 and PT 475 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.

PT 473 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.

PT 474 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.

PT 475 Physiotherapy in Orthopaedics

A unit in physiotherapy in orthopaedics with an emphasis on the assessment and treatment of muscular-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 PT 476-489 provide students with the opportunity to experience physiotherapy as practised in a number of specialised areas.

PT 476 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, visiting other centres, and participating in domiciliary nursing and physiotherapy care.

PT 477 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's parents and others concerned with his management.

PT 478 Paediatrics: Mental and Physical Retardation

A unit designed to provide the student with the opportunity to gain insight into the role of the physiotherapist in this specialised area of paediatrics. Appreciation of the problems of the mentally and physically handicapped child will be gained through student participation in the assessment and treatment of these children. Students 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's family.

PT 479 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.

PT 480 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 departments, investigating community facilities, and observing the role of the domiciliary physiotherapist and the district nurse in the care of the elderly.

PT 481 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.

PT 482 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 broad scope of physiotherapy in obstetrics and gynaecology.

PT 483 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 to an acute coronary care unit and rehabilitation centre, with visits to specialised preventative and rehabilitative programmes.

Prerequisite: PT 373 Cardiothoracic.

PT 484 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 base hospital, and particular emphasis will be placed on participation in all the services provided, such as itinerant physiotherapy, domiciliary care, and physiotherapy in community health centres.

PT 485 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.

PT 486 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 assess and treat patients in the centre and in a domiciliary setting. There will be emphasis on preventative medicine and the team approach to health care.

PT 487 Mental Health

A unit designed to provide the student with an introduction to physiotherapy in the field of mental health. Students will be based at the Mont Park and Plenty complexes

where they will assess and treat patients in both the acute and chronic stages. Tutorials, ward rounds, and visits to specialised units serve to give the student a broad overview of patient management.

PT 488 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.

PT 489 Overseas Work Experience

A unit designed to provide students with an opportunity to experience alternative approaches to the practice of physiotherapy.

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 also 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 and interdisciplinary communication processes.

Admission Requirements

In compliance with the regulations determined by the Victoria Institute of Colleges, students applying to enter the course will normally be required to:

1. hold a degree or diploma in physiotherapy or its equivalent;
2. have successfully completed units in research methodology, statistics, and counselling skills at an equivalent level to the undergraduate programme;
3. have completed at least two years of clinical experience.

Students selected to enrol in the course may be required to undertake bridging studies, in the form of guided reading programmes or formal coursework, prior to, or concurrently with, units being studied in the first year of the course.

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 offered on a half-time basis over two academic years. Students will be provided with comprehensive knowledge and skills in manipulative therapy and an appreciation of the role of manipulative therapy in the overall health care of the community. 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.

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.

Course Outline

First Year

BL 515	Physiology of Neurological and Musculo-Skeletal Systems
PT 571	Biomechanics and Kinesiology I
PT 590	Theory and Management of Pain
BL 584	Histology
PT 560	Anatomy I
PT 581	Medical Sciences I
BS 581	Introduction to Behavioural Techniques in Physical Therapy
PT 573	Theory and Practice of Manipulative Therapy I (including Clinical Education)

Second Year

PT 572	Biomechanics and Kinesiology II
PT 582	Medical Sciences II
PT 561	Anatomy II
BS 514	Interpersonal Counselling
PT 574	Theory and Practice of Manipulative Therapy II (including Clinical Education)

Details of Syllabus

BL 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(20 hours)

See descriptive entry page 211.

BIOMECHANICS AND KINESIOLOGY

(30 hours)

PT 571 Biomechanics and Kinesiology I

PT 572 Biomechanics and Kinesiology II

This subject is conducted over two years and is designed to give the student a 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.

References

Texts and references will be distributed at the commencement of, and during, the course.

PT 590 THEORY AND MANAGEMENT OF PAIN

(20 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 multi-disciplinary 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.

References

Texts and references will be distributed at the commencement of, and during, the course.

BL 584 HISTOLOGY

(10 hours)

See descriptive entry page 214.

ANATOMY

(90 hours)

PT 560 Anatomy I

PT 561 Anatomy II

The subject comprises advanced study of the skeleton, nervous systems and locomotor apparatus, extending over a two-year academic period. In the first year 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 year 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 two years of the course. Students will also complete an individual project.

MEDICAL SCIENCES

(50 hours)

PT 581 Medical Sciences I

PT 582 Medical Sciences II

The subject will extend over the two academic years of the course and 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 contra-indications 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.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY

(20 hours)

See descriptive entry page 197.

BS 514 INTERPERSONAL COUNSELLING

(20 hours)

See descriptive entry page 195.

THEORY AND PRACTICE OF MANIPULATIVE THERAPY

(345 hours)

PT 573 Theory and Practice of Manipulative Therapy I

PT 574 Theory and Practice of Manipulative Therapy II

The subject comprises the major component of the course and extends over two academic years. The subject correlates theoretical knowledge 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. In the first year, the course will focus on mobilisation and manipulation of the vertebral column; the second year will focus on mobilisation and manipulation of peripheral joints. The subject Biomechanics and Kinesiology is closely related to study in this subject.

Clinical education will normally be conducted concurrently with theoretical and practical components of the subject.

Students will also complete an independent research project on a topic of their own choice.

Graduate Diploma in Physiotherapy

Details of this course are available on application to the School of Physiotherapy. Date of commencement to be announced.

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 on request from the School of Physiotherapy.

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.

Clinical Education (Block Placements)

These are held in the second and third weeks of Lincoln Institute vacation times in May and August. Second-year students are on placement for one week and third-year students for two weeks in May and four weeks in August.

Term Dates

16 February–20 February
23 February–1 May
4 May–8 May
1 June–31 July
3 August–7 August
31 August–30 October
2 November–6 November
9 November–13 November

Orientation Week
First Term
First Term Examinations
Second Term
Second Term Examinations
Third Term
Study Vacation
Final Examination Period

A final assessment and clinical period will continue for students until approximately 13 November.

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 121	Clinical Education I
PO 130	Technical Drawing
PO 140	Nursing Procedures
ID 101	Introduction to Community Health Problems
	Emergency First Aid

Second Year

BS 270	Rehabilitation Psychology
BS 280	Interpersonal Helping Skills
PO 220	Prosthetics and Orthotics II
PO 221	Clinical Education II
PO 230	Clinical Medicine
PO 240	Health Care Services
BL 252	Electronics
BL 253	Biomechanics for Prosthetics and Orthotics
BL 274	Medical Sciences for Prosthetics and Orthotics

Third Year

BS 400	Behavioural Science Seminars
PO 320	Prosthetics and Orthotics III
PO 321	Clinical Education III
PO 330	Administration and Management

Details of Syllabus: First Year

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 180.

BL 113 PHYSIOLOGY I

(87 hours)

See descriptive entry page 202.

BL 152 GENERAL SCIENCE

(84 hours)

See descriptive entry page 204.

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(98 hours)

See descriptive entry page 205.

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 121 CLINICAL EDUCATION I

(30 hours)

This comprises orientation visits to orthotic and prosthetic departments and rehabilitation centres.

PO 130 TECHNICAL DRAWING

(18 hours)

This subject consists of lectures, demonstrations and practical sessions in basic concepts of technical drawing. The sessions extend over a nine-week period and are designed to equip the students to prepare and read technical drawings relevant to the principles and practice of prosthetics and orthotics.

Prescribed Text

BOUNDY, A. W. and HASS, I. L. 1974. *Technical drawing — an Australian course*. Sydney, McGraw-Hill.

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 164.

EMERGENCY FIRST AID

(6 hours)

See descriptive entry page 165.

Details of Syllabus: Second Year

BEHAVIOURAL SCIENCES II

BS 270 Rehabilitation Psychology

(18 hours)

BS 280 Interpersonal Helping Skills

(13½ hours)

See descriptive entries page 186.

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 three units:

Below Knee Orthotics
Below Knee Prosthetics
Above Knee 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.

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 Placements: students are allocated to orthotic departments, prosthetic centres and allied health areas for two block periods — one week in May and one week in August.

PO 230 CLINICAL MEDICINE

(17 hours)

This unit comprises lectures in the areas of orthopaedics, neuroanatomy and paediatrics.

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:

1. One segment of BS 360 Health and Community (10 hours). See descriptive entry page 189.
2. 'The Health Team' multi-disciplinary unit in conjunction with the Department of Social and Preventative Medicine, Monash University (15 hours).

BL 252 ELECTRONICS

(15 hours)

See descriptive entry page 207.

BL 253 BIOMECHANICS FOR PROSTHETICS AND ORTHOTICS

(20 hours)

See descriptive entry page 208.

BL 274 MEDICAL SCIENCES FOR PROSTHETICS AND ORTHOTICS

(27 hours)

See descriptive entry page 208.

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 189-94.

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

Spinal Orthotics

Prescribed TextsNEW YORK UNIVERSITY, 1976. *Upper limb prosthetics with supplement.*NEW YORK UNIVERSITY, 1975. *Spinal orthotics 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. In third term the students will be placed in a centre for seven consecutive Fridays.
2. Block Placements: students are allocated to orthotic departments, prosthetic clinics and allied health areas for block periods — two weeks in May and four weeks in August.

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-relations 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.

Post-Graduate Studies

Three interdisciplinary post-graduate 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 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 post-graduate 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 bridging programmes 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.

Graduate Diploma in Community Health

Introduction

The course focuses on the needs of the client in community health settings, the need for multidisciplinary teamwork, the need for constant evaluation of health care, and the available facilities and resources in community health care.

The course is oriented to health science graduates who wish to develop and extend their professional knowledge and skills. Graduates who undertake the course will already have some knowledge, abilities and skills in the area of community health care. The course therefore aims to consolidate and synthesise this knowledge and integrate it with additional knowledge, skills and values, into a total concept of the health of individuals within communities. A significant emphasis will be placed on the values associated with developing a global concept of health of individuals within community settings.

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.

Course Outline

First Year

PG 710	Community Health Theory I
PG 720	Community Health Practice I
PG 730	Sociological and Environmental Context of Health
PG 740	Health Education I

Second Year

PG 750	Community Health Theory II
PG 760	Community Health Practice II
PG 770	Health Education II
PG 780	Research and Evaluation
PG 790	Communication and Teamwork

Details of Syllabus

PG 710 COMMUNITY HEALTH THEORY I

PG 750 COMMUNITY HEALTH THEORY II

(70 hours)

This subject consists of three units, two of which are taught in first year and the third in second year. The objectives of the subject are to introduce participants to alternative concepts of health, illness, community and health practitioner intervention strategies; to get participants to critically evaluate these concepts; and to be aware of the different applications of these concepts across cultural settings, health professions and stages of the life cycle.

*First Year***Systems and Theories of Community Health Care**

(10 hours)

This is an introductory unit which is aimed at highlighting the different views of what constitutes health, and how health care is organised within communities, via cross-cultural comparisons. Syllabus content includes socialised health care, health care in capitalist societies, health care in small scale societies, and health care in the Third World.

Health Practitioner Intervention Strategies

(15 hours)

In this unit the different concepts of health used by different health practitioners are considered, and these are contrasted with participants current modes of health intervention. Concepts considered include the notions of normal health, perfect health, optimal health, existential health and illness. Also considered are different models of intervention including treatment, education, prevention and health promotion.

*Second Year***Life Cycle**

(45 hours)

This unit is intended to develop an understanding of major life change events which influence health, and coping behaviours used to adjust to such changes. The unit will be focused on alternative models of life cycle development, the nature of stress and stress coping, major stages in the life cycle, and changing concepts of health over the life cycle.

PG 720 COMMUNITY HEALTH PRACTICE I**PG 760 COMMUNITY HEALTH PRACTICE II**

(65 hours)

This subject is comprised of three units, one taught in first and second year, and the other two solely in second year. Objectives of the subject are to give participants an understanding of the current structure and administration of the health care system in Australia, to teach methods of assessing health care needs, and to implement and evaluate change in the health care system.

*First and Second Year***Health Care Delivery System**

(40 hours)

In this unit the historical development, contemporary structure and utilisation of the health care delivery system are considered. Major problems in the system are discussed (e.g. emphasis on institutional care, public expectations, payment for services, role of the professions) and directions and mechanisms for change are considered. The role of management and administrative skills in health care are also considered.

*Second Year***Needs, Resources and Programme Planning**

(15 hours)

The technology of needs assessment, programme planning, programme development and implementation, in the context of health care, are introduced in this unit. Supervised experience in conducting needs assessments for health care is provided.

Helping in Particular Settings

(10 hours)

In this unit the alternative modes of providing health care across different Australian settings are explored. Evaluative field experiences are used to highlight the alternative objectives and methods of health practitioner intervention which occur in different contexts.

PG 730 SOCIOLOGICAL AND ENVIRONMENTAL CONTEXT OF HEALTH

(50 hours)

This subject consists of three units, all of which are taught in first year. The subject provides much of the essential background material on current patterns of health and illness in Australian society, and the sociological and environmental variables which influence these patterns.

Epidemiology

(10 hours)

In this unit a basic introduction to the field of epidemiology is provided. Topics included are: sources of vital epidemiological statistics, definitions of basic terms, the calculation of rates, and discussion of the major sources of mortality and morbidity in Australia.

Socio-Cultural Aspects of Health

(20 hours)

An attempt is made in this unit to introduce sociological approaches to the understanding of health issues. Specific topics considered are: work and health, social class and the experience of health, social definition of health and illness, ethnic status and health, and the nature of the health professional-client interaction.

Environmental Aspects of Health

(20 hours)

The broad range of biophysical environmental variables influencing health are emphasised in this unit. Factors such as water and air pollutants, diet, housing, the use of energy, the work environment, population density and transport are considered. The role of the health professional in monitoring these factors, educating the public and lobbying for change is evaluated.

PG 740 HEALTH EDUCATION I**PG 770 HEALTH EDUCATION II**

(60 hours)

This subject consists of four units, two of which are taught in each of the two years of the course. After completing the subject, it is intended that participants should have an understanding of the knowledge, attitude and behaviour of individuals and communities which influence health. Furthermore, they should be able to design, implement and evaluate health education programmes to change these factors.

*First Year***Health Promotion**

(15 hours)

In this introductory unit the major risk factors influencing the health of Australians are reviewed, the influences on these factors evaluated, and variables likely to influence the change of health related behaviours considered. Emphasis is placed on evaluating and possibly changing the lifestyles of participants as examples of health promotion.

Health Behaviour Analysis

(10 hours)

In this unit psychological principles of behaviour analysis and modification are introduced, and their application to the understanding and changing of health-related behaviours are considered. Basic principles reviewed are: stimulus, response, reinforcement, antecedent and consequent stimulus control, modeling and cognitive processes. Practice in the establishment of behavioural baselines, modes of behavioural intervention and methods of evaluation are provided.

*Second Year***Development and Delivery of Health Education Programmes**

(25 hours)

A major objective in this unit is to provide an introduction to theories of the

educational process and to utilise these theories to develop health education programmes. Methods of teaching and learning are evaluated for their applicability in different settings, and critical analysis of existing health education programmes undertaken. Students will be guided in the development and delivery of a series of health education programmes.

Evaluation of Health Education Programmes

(10 hours)

Modes of measuring changes in attitudes, behaviour and knowledge are reviewed in this unit, as are methods of assessing consumer perception of health education programmes. Knowledge and skills gained will be used to outline a health education programme evaluation proposal.

PG 780 RESEARCH AND EVALUATION

(40 hours)

This subject consists of two units, both of which are taught in second year. For students with no previous experience of research, it is intended they should be able to critically evaluate research reports on completion of the subject. Students with previous research experience will conduct an independent research project under supervision.

Research Methodology

(20 hours)

This unit is intended to introduce participants to basic principles of research methodology, and to allow them to critically evaluate research reports. Syllabus content includes measurement theory, sampling methods, principles of experimental design, natural comparison studies, observation and field research, simulation studies, survey and questionnaire design, clinical and single case designs, and literature searching. Students with prior exposure to research methodology may be exempted from this unit, and the time re-allocated to the research project.

Research Project

(20 hours)

This unit is streamed into two levels. Students completing the introductory Research Methodology unit are supervised in the writing of a critical evaluation of research in a topic area of interest. Students exempted from the introductory unit, by way of earlier experience deemed equivalent, are permitted to do a larger research project under supervision. This larger project usually involves data collection and the presentation of a research report.

PG 790 COMMUNICATION AND TEAMWORK

(80 hours)

This subject is designed to achieve three major aims: (a) to promote an integrated multi-disciplinary team approach to health care; (b) to teach certain interpersonal relating skills; and (c) to teach teamwork and organisational functioning skills. The subject is comprised of four units, all of which are taught in second year.

Interpersonal Counselling

(20 hours)

In this unit, participants should gain an understanding of alternative approaches to counselling, learn basic interpersonal skills, and gain an increased awareness of their values, beliefs and characteristic reactions which influence the counselling process. Theories of counselling considered include: humanistic, existential, gestalt, behavioural and psychoanalytic approaches. Skill training will focus on active listening skills, empathy, concreteness, problem solving and confrontation.

Group Processes

(20 hours)

This unit is included in the course to help provide an understanding of group dynamics and to teach skills in operating within group settings. Theories of group process are reviewed, and different types of group interactions considered. The major focus is on learning through experiencing the processes of group interaction.

Multidisciplinary Functioning

(30 hours)

In this unit a series of workshops, emphasising experiential learning with some didactic input, are used to highlight alternative modes of multidisciplinary health team functioning, to identify common problems in teamwork, and to experiment with alternative possible solutions to such problems. Topics covered include: issues of leadership, delegation and acceptance of responsibility, role ambiguities, overlaps and conflicts, conflict resolution, the conducting of team meetings, the role of the client in the team, the use of community resources, and the limitations of professional roles.

Organisational Psychology

(10 hours)

In this unit students should gain an understanding of the psychology of behaviour within organisations, and apply this understanding to promote the achievement of individual and organisational goals. Content includes organisational structures and their effects, decision making in organisations, systems within organisations (hierarchical, participative, etc.) and methods of organisational development and change.

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 Post-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.

Course Outline**First Year**

PG 600	Introduction to Ergonomics
PG 610	Ergonomic Practice I
BL 530	Biological Bases of Ergonomics
PG 620	Psychology in Human Performance I
PG 640	The Working Environment

Second Year

PG 650	Ergonomic Practice II
PG 660	Work Systems
PG 670	Safety and Accidents
PG 680	Psychology in Human Performance II

Details of Syllabus**First Year****PG 600 INTRODUCTION TO ERGONOMICS**

This subject provides introductory units in the three major disciplines contributing to ergonomics: biological, behavioural and physical science. Few, if any, course participants will have previously achieved undergraduate success in all three of these areas.

The subject aims —

- (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 remainder of 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.

The subject is conducted as a tutorial and guided reading programme. The three units are:

BL 535 Introduction to Ergonomics (Biological)

(10½ hours)

See descriptive entry page 213.

BS 505 Introduction to Ergonomics (Psychology)

(10½ hours)

See descriptive entry page 194.

PG 601 Introduction to Ergonomics (Physical Science)

(10½ 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.

PG 610 ERGONOMIC PRACTICE I

The core subject in first year serves to introduce key themes in ergonomics. It also provides a forum for seminar treatment of student projects and lectures on specialist themes. Students from different occupations will prepare interdisciplinary seminars to be conducted as part of the subject.

PG 611 General Methods in Ergonomics

(50 hours)

This unit covers a review of statistical methods; nature of measurement; scaling; quantification of attitudes; use of objective tests; evaluative techniques; anthropometry — data collection and use; design in surveys and questionnaires; introduction to the quantitative elements of information processing; research methods and design techniques.

PG 612 Ergonomics in the Workplace

(14 hours)

This unit covers the man-machine model; allocation of functions; task analysis; time and motion studies; the design of jobs; ergonomic check lists; presentation of results; occupational health and safety — an introduction.

PG 613 Minor Project

(35 hours)

In this unit, each student is to select a project related to his/her professional experience and, on completion, is to conduct a seminar, conveying the findings to the rest of the group. It is expected that students will apply skills learned in PG 611. A strong emphasis will be placed on communication with other members of the group.

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.

See descriptive entry page 213.

PG 620 PSYCHOLOGY IN HUMAN PERFORMANCE I

This subject provides knowledge in specific areas of behavioural science where there is relevance to ergonomic investigations. It is taught using lectures, demonstrations and seminars.

BS 520 Sensory Processes

(10 hours)

See descriptive entry page 196.

BS 540 Decision Making

(10 hours)

See descriptive entry page 197.

BS 560 People at Work

(8 hours)

See descriptive entry page 197.

PG 640 THE WORKING ENVIRONMENT

(20 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; clinical 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).

*Second Year***PG 650 ERGONOMIC PRACTICE II**

(83 hours)

This subject is the academic core of the second year, and is similar in its organisation to Ergonomic Practice I. It is the integrating thread of the year's coursework, and is also the forum within which major projects are selected and pursued.

Projects. These are normally drawn from the real work places of students, and are directed towards the solution of specified problems by the applications of ergonomic theory and the use of suitable methods of investigation and analysis. As well as making formal presentations of their work in a seminar setting, each student is required to arrange for the implementation of their solutions and the design of an evaluative process.

Examples of student projects in the past include:

Safety in the home for elderly people

Seating for process workers

Design of a baby-changing table

Environmental effects on the productivity of schizophrenics in a sheltered workshop

Kitchens for handicapped adults living independently

Work-station design for visual tasks in offices

Medical records administration.

Case Studies. This subject also deals with case studies of selected areas relevant to health science. Each student is required to present one case study, and there are further contributions by a series of specialist lecturers.

Site Inspections. Visits to areas of interest to the course are arranged on a regular basis.

Health Services. Students will be required to successfully complete the unit BS 550 as part of the subject.

BS 550 Health Services in Australia

(10 hours)

See descriptive entry page 197.

PG 660 WORK SYSTEMS

(38 hours)

This subject is intended to further stimulate students into approaching problems identified within their own areas of work or employment. Here the emphasis is on encouraging application of the skills acquired in the environmental factors areas. Further, it treats at greater depth some selected areas of technology where this may complement the needs health science practitioners express.

Contents. Flow-charting and networks; systems; feedback; measurements; the humans as systems components; reliability; control systems in the body; cybernetic models; organisations as systems; health systems and their organisation; medical information systems.

Review of the 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.

Prerequisite: PG 610.

PG 670 SAFETY AND ACCIDENTS

(32 hours)

A subject in which themes introduced earlier in the course are applied to the important area of safety. It is assumed that course graduates will be themselves accountable for the safety of others, either in design or by management.

Part of the applied area of this subject will be covered by special topic papers assigned to individual students for their research and presentation.

Contents. Scope and scale of the problem; sociological background to health and safety; causes of accidents; safety, reliability and efficiency relationships; risk, motivation and risk management; protective measures and equipment; reliability studies;

ergonomic model of safety as multi-factored interactive system process; surveys and epidemiology of accidents and hazards; preventative techniques, collective and individual; legal aspects; compensation; introduction to toxicology; topics in public and occupational health.

PG 680 PSYCHOLOGY IN HUMAN PERFORMANCE II

Two further units in the behavioural sciences complete the foundations of that discipline's contribution to ergonomics.

BS 530 Learning and Skilled Performance

(15 hours)

See descriptive entry page 196.

PG 681 Implementing Change

(12 hours)

This unit covers policy formation in industry; planning changes; industrial relations; communicating with groups, e.g. management, trade unions; and effecting change at the work station.

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) multi-disciplinary 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.

Course Outline

First Year

PG 500	Rehabilitation Theory and Practice I
PG 510	Community Studies I
PG 520	The Health Professions I
PG 530	Psychological Theory and Practice I
PG 540	Rehabilitation Research I

Second Year

PG 550	Rehabilitation Theory and Practice II
PG 560	Community Studies II
PG 570	The Health Professions II
PG 580	Psychological Theory and Practice II
PG 590	Rehabilitation Research II

Details of Syllabus

PG 500 REHABILITATION THEORY AND PRACTICE I

PG 550 REHABILITATION THEORY AND PRACTICE II

(82 hours)

The two parts of the subject contain five units which focus on major theoretical concepts and practical skills in the rehabilitation process. The subject provides a foundation for other studies in the course.

PG 501 Rehabilitation Theory

(10 hours)

This unit is designed to give students knowledge and understanding of basic theoretical concepts and socio-economic and cultural factors in the historical development of rehabilitation.

The first-year syllabus includes: rehabilitation — the nature of the process, basic definitions (e.g. impairment, disability, handicap, habilitation), concepts and philosophies; historical aspects — significant enquiries and reports, ideas through the ages; goals of rehabilitation. The second-year syllabus includes: rehabilitation in the context of community values, the effectiveness of rehabilitation, rehabilitation of different clients.

BS 510 Assessment for Total Care Rehabilitation

(14 hours)

See descriptive entry page 194.

PG 502 Rehabilitation Administration

(14 hours)

It is intended that students develop an understanding of major rehabilitation team management and resource management principles and techniques. Aspects included in the syllabus are administration principles, organisational goal-setting, decision making, planning and priorities, organisational systems and communications, personnel management and resources management and control.

PG 503 Casework Management

(24 hours)

This unit aims to develop in students practical skills through case studies associated with functioning in a multi-disciplinary rehabilitation team. It will be conducted in second year and considers, in the context of course studies, issues such as team co-ordination, information and documentation, the use of test reports, and associated administration.

PG 504 Evaluative Field Experience

(20 hours)

It is intended that students apply principles and skills acquired in rehabilitation theory and practice to particular field settings. The syllabus comprises organised visits to a number of rehabilitation units, methods of evaluating field settings, establishing criteria for evaluating and reporting on field settings and visits.

PG 510 COMMUNITY STUDIES I

PG 560 COMMUNITY STUDIES II

(80 hours)

The two parts of this subject contain three units which focus on various aspects of the relationship between the client, the rehabilitation process and the community.

PG 511 The Client and Society

(7 hours)

The aim of this unit is that students should understand and appreciate the needs of the client in the light of his/her social background. The syllabus includes lectures on ethnic and racial status, the role of the family in the rehabilitation process, legal factors (e.g. compensation, rights, etc.), in addition to unit BS 511.

BS 511 Client and Society

(15 hours)

See descriptive entry page 195.

PG 512 Organisation of Health Care Resources in the Community

(14 hours)

It is intended that students should have a knowledge of, and be able to evaluate existing community facilities in terms of patients' needs. The syllabus includes sessions on the range and variety of facilities available, the sources of facilities and their inter-relationships, economic factors, critical assessment of facilities in terms of community needs, in addition to unit BS 512.

BS 512 Organisation of Health Care Resources

(24 hours)

See descriptive entry page 195.

PG 513 Socio-Political Factors

(20 hours)

This unit is required to impart a knowledge of the policies, procedures, and legal requirements relating to rehabilitation. Consideration will be given to the development of social security and health care services in Australia, community attitudes and the influence of interest groups (AMA, HBS, etc.).

PG 520 THE HEALTH PROFESSIONS I**PG 570 THE HEALTH PROFESSIONS II**

(52 hours)

The two parts of the subject comprise three units which focus on the role of the health professions in the context of their interaction in the multi-disciplinary health care team.

PG 521 Role of Individual Professions

(10 hours)

The aim of the unit is that students understand the unique contribution of each profession in the health team, be capable of communicating this and appreciating the principles of treatment used by each profession. The first-year syllabus concentrates on professional roles, how they are viewed and acquired, and the goals of the professions. The second year comprises approaches to treatment and limitations of professional roles.

PG 522 Functioning in a Multidisciplinary Team

(20 hours)

It is intended that students understand the dynamics of team functioning, how to organise and facilitate it. In the syllabus, first year includes issues such as group communication processes, leadership, decision making, delegation, role conflict and ambiguity, and communicating with clients. The second year focus is on the conduct of health care team meetings and professional ethics and individual rights.

PG 523 Interdisciplinary Workshop

(22 hours)

The aim is to provide an opportunity for students to demonstrate and develop, in a practical workshop setting, their understanding of the roles of various professions in the team, principles of communication and decision making, and skills of meeting organisation and conduct, acquired in other units. The content consists of cognitive input, and practical and experiential exercises.

PG 530 PSYCHOLOGICAL THEORY AND PRACTICE I**PG 580 PSYCHOLOGICAL THEORY AND PRACTICE II**

(84 hours)

The two parts of this subject comprise four units aimed at developing greater under-

standing of the individual and acquiring skills in helping both at the individual and group level.

PG 531 Psychology in Rehabilitation

(10 hours)

Students should demonstrate an understanding of the factors influencing the behaviour and adjustments of disabled persons, and the psychological principles of behaviour analysis and change.

Students are introduced to application of behaviour principles in the rehabilitation setting, including issues such as the distinction between traditional and behavioural approaches, managing behaviour change through reinforcement, defining behavioural objectives and specifying measurable behaviours, maintaining behaviour outside the institution, and developing self-change skills in clients.

In addition unit BS 513 is taken.

BS 513 Psychology in Rehabilitation

(14 hours)

See descriptive entry page 195.

BS 514 Interpersonal Counselling

(20 hours)

See descriptive entry page 195.

PG 532 Group Processes

(20 hours)

The aim in this unit is for students to gain theoretical knowledge and practical skills in the processes concerned with group helping relationships. Issues in the use of group techniques, theories, and types of group interaction, and practice and experience of the dynamics of group processes comprise the syllabus.

PG 533 Specific Area Counselling

(4 hours)

This unit aims to give students specific knowledge and counselling skills in those areas of importance in the rehabilitation setting. The syllabus contains a general introduction to the areas of vocational, sexuality and behavioural counselling. Thereafter the three areas are conducted concurrently and each becomes an elective.

PG 534 Behavioural Counselling

(16 hours)

The aim is to introduce students to the use of behavioural change techniques and concepts in the counselling context. The syllabus contains sessions on the use of Krumboltz techniques, shaping, behavioural rehearsal, desensitisation, etc.

BS 515 Vocational Counselling

(16 hours)

See descriptive entry page 196.

BS 516 Counselling and Sexuality in Rehabilitation

(16 hours)

See descriptive entry page 196.

PG 540 REHABILITATION RESEARCH I

PG 590 REHABILITATION RESEARCH II

(74 hours)

The two parts of this subject contain two units and aim to enable students to undertake basic study and research with rehabilitation practice and to interpret and apply findings of surveys of rehabilitation facilities. It is also intended that, by undertaking a piece of research or a survey, students will develop skills in the planning of research, the

gathering of systematic analysis of data, and the communication of findings. Students will be required to carry out and write up an individual research project (experimental study, observation, survey, case study, or similar paradigm) within the rehabilitation area.

BS 517 Research Methods in Rehabilitation

(20 hours)

See descriptive entry page 196.

BS 518 Rehabilitation Research Project

(54 hours)

See descriptive entry page 196.

Master of Applied Science

Lincoln Institute offers a programme leading to the degree of Master of Applied Science by thesis or publication. 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 198). Further details may be obtained from the Registrar, Lincoln Institute of Health Sciences. Regulations governing Masters Programmes may be found on page 39.

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 the health sciences.

The Department of Behavioural Sciences is responsible for coursework in Psychology, Sociology, and Counselling. The subjects and units offered by the Department of Behavioural Sciences make up an integrated and sequential programme 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 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. 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.

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

Prescribed Text

HILGARD, E. R., ATKINSON, R. C. and ATKINSON, R. L. 1979. *Introduction to psychology*. 7th ed. New York, Harcourt Brace Jovanovich.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours of lecture/seminars)

This unit is an alternative introductory course which is offered to students undertaking limited further studies in the Behavioural Sciences. As such, BS 101 covers a slightly broader range of topics than does BS 100, and does so in a way which seeks to illustrate and demonstrate the ways in which these topics can be applied within particular health science fields. The course is taught in a classroom setting in which students participate in lectures, discussions and a variety of learning activities. Topics covered include biological and experimental psychology, personality and social psychology, and introductory sociology.

Prescribed Text

As for BS 100.

BS 105 INTRODUCTION TO RESEARCH METHODS

(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, 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.

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 I

(15 hours)

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

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 110 COMMUNICATION STUDIES

(14 hours of lectures and experiential work)

This unit provides an introduction to the importance, purpose and basic processes of human communication in personal and professional life. Topics covered include dynamics of communication, verbal and non-verbal skills of communication, and the utilisation and evaluation of information sources.

Prescribed Text

TRAVELBEE, J. 1971. *Interpersonal aspects of nursing*. 2nd ed. Philadelphia, F. A. Davis.

Reference Books

HANCOCK, A. 1971. *Communication*. London, Heinemann.

O'BRIEN, M. J. 1974. *Communication and relationships in nursing*. St Louis, Mosby.

BS 120 PSYCHOLOGICAL ASPECTS OF HEALTH CARE A

(20 hours)

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.

Prescribed Text

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

Additional readings will be recommended during the unit.

BS 121 PSYCHOLOGICAL ASPECTS OF HEALTH CARE B

(20 hours)

This unit comprises a development of the psychological concepts presented in BS 120. Focus is on developmental psychology and psychological needs of individuals at different stages of the life cycle. Emphasis will be directed also at understanding transitional states and continuities and discontinuities in development.

This unit is integrated with BS 141.

Prerequisite: BS 120.

Reference Books

As for BS 120.

Selected references will be given during the course.

BS 130 ORGANISATION THEORY A

(15 hours of lectures, 15 hours of tutorials)

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.

BS 131 ORGANISATION THEORY B

(15 hours of lectures, 15 hours of tutorials)

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.

BS 140 SOCIOLOGICAL ASPECTS OF HEALTH CARE A

(10 hours of lectures, 10 hours of tutorials)

This unit considers 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, and will include: characteristics of Australian society as they affect health; the institutionalised delivery of medical care; health professionals and their clients.

Assessment will take the form of an essay of medium length.

Recommended Reading

Appropriate readings will be suggested during the unit.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE B

(10 hours of lectures, 10 hours of tutorials)

This unit is an extension of the sociological concepts presented in BS 140, with focus on a biographical analysis of social structures and processes.

This unit is integrated with BS 121.

Prerequisite: BS 140.

Recommended Reading

Appropriate readings will be suggested during the unit.

BS 150 BEHAVIOURAL SCIENCES IN NURSING

(20 hours)

This unit, taken for the Diploma of Applied Science, Community Health Nursing Course, aims to develop concepts presented in BS 120 and N 7012, N 7042 and N 7052. Emphasis will be on group dynamics and roles, including leadership, norms, attitudes, social perception, social influence, conflict management and teamwork.

Prescribed Text

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 160 QUANTITATIVE METHODS FOR THE HEALTH PROFESSIONS

(10 hours)

This unit is designed to introduce students to elementary descriptive and inferential statistics. Topics include scales of measurements, graphs and frequency distributions, measures of central tendency, measures of dispersion, standard scores, foundations of inferential statistics, and chi-square.

Prescribed Text

- RUNYON, P. and HABER, A. 1971. *Fundamentals of behavioural statistics*. 2nd ed. Reading, Mass., Addison-Wesley.

BS 170 EDUCATIONAL PSYCHOLOGY I

(33 hours of lectures and tutorials)

The purpose of this unit is to demonstrate how concepts and methodological approaches apply to teaching and learning. Topics covered include: instructional models and objectives; entering behaviour; intellectual development; language development; motivation and instructional procedures.

Prescribed Text

- DE CECCO, J. P. and CRAWFORD, W. R. 1974. *The psychology of learning and instruction*. Englewood Cliffs, N.J., Prentice-Hall.

BS 171 EDUCATIONAL PSYCHOLOGY IA

(44 hours of lectures and tutorials)

This unit is identical with BS 170 except that it extends over 44 hours and covers the topics in increased depth.

BS 172 EDUCATIONAL PSYCHOLOGY II

(16 hours of lectures and tutorials)

This unit is concerned with the nature of personality theory and its relevance to areas of study in nursing education including the foundations and practical application of individual psychology and behaviour modification.

Prescribed Text

- DREIKURS, R. 1968. *The psychology of classroom behaviour*. New York, Harper & Row.

BS 173 EDUCATIONAL PSYCHOLOGY III

(16 hours of lectures and tutorials)

This unit is concerned with performance assessment and research, and focuses on the nature of assessment in criterion-referenced instruction, and the nature and importance of educational research in teaching and learning.

BS 201 BEHAVIOURAL SCIENCE IN NURSING A

(70 hours of lectures and tutorials)

This unit builds on to topics introduced in BS 100 Introduction to the Behavioural Sciences. It provides further study of relevant areas of psychology and sociology 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. There is an emphasis on the determinants of normal and abnormal behaviour, including the role of socio-economic, racial and cultural variations. Other topics include reactions to stress; psychophysiological disorders; psychological aspects of alcohol and drug dependence; suicide, disease and trauma, and human sexuality; the wider implications of abnormal behaviour as social deviance and social control, with some consideration of public welfare policies; interpersonal communication and its relevance to nurse-patient and

nurse-nurse relationships; and human relations in organisations as they relate to nursing and health care.

Reference Books

- BERGER, P. L. and BERGER, B. 1976. *Sociology. A biographical approach*. 2nd ed. Harmondsworth, Penguin.
 CONGALTON, A. A. 1976. *The individual in society. An introduction to sociology for nurses*. Sydney, Wiley.
 DEVELOPMENTAL psychology today. 1974. Delmar, Calif., CRM.
 FRANSELLA, F. 1975. *The need to change*. London, Methuen.
 PSYCHOLOGY today. 3rd ed. 1975. Delmar, Calif., CRM.

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 critically appraising research studies and be stimulated to actively research developmental issues in their own particular field.

Practical sessions provide experiences 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.

BS 232 Childhood and Adolescence

The relationship between thought and language provides the focal theme for the study of development during these periods. Piaget's stage theory of the development of intelligence is dealt with in some detail as it has provided the impetus for the majority of research. Its implications for language and other aspects of development are explored with reference to this now substantive body of research. Learning difficulties are also examined, both in relation to differential rates of neural development, and to the age and stage at which schooling imposes complex cognitive tasks on children.

BS 233 Adulthood and the Socio-Cultural Context of Development

The developmental tasks and various adjustments required during the stages 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.

Prerequisite: BS 100 or BS 101.

Prescribed Texts

- BOWER, T. G. and R. 1979. *Human development*. San Francisco, Freeman.
 GINSBURG, H. and OPPER, S. 1979. *Piaget's theory of intellectual development*. 2nd ed. Englewood-Cliffs, New Jersey, Prentice Hall.
 PHILLIPS, J. L. 1975. *The origins of intellect: Piaget's theory*. 2nd ed. San Francisco, W.H. Freeman.

Recommended Reading

Titles from the *Developing Child Series*, published by Fontana:

DeVILLIERS and DeVILLIERS. *Early Language*. DONALDSON, M., *Children's minds*; STERN, D., *The first relationship*.

BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE

(18 hours of lectures)

This unit provides an overview of the biological, cognitive and psychosocial aspects of the life-span of human development. Particularly 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.

Reference Books

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

BS 235 CHILD DEVELOPMENT

(18 hours of 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.

Prerequisite: BS 100 or BS 101.

Recommended Text

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 consists of two integrated parts. The first concentrates on interpreting statistical tests and recognising the research designs for which these tests are applicable. The statistical methods are given only a definitional description and computational competence is not emphasised. The use and interpretation of the methods is illustrated with examples from the health research literature. This part also contains a brief review of the principles of scientific method and the conduct of literature searches.

In the second part, students conduct a literature search and write an evaluative review of that literature. The evaluation criteria should include criticisms of the scientific method, research design, and statistical analysis, as well as content criteria appropriate to the topic. Grading is based on assessment of this literature. Assessment criteria include: comprehensiveness of information retrieval; ability to apply principles of scientific method, research design and statistical analysis; ability to critically apply content concepts; and ability to organise and report in a manner appropriate to scientific literature reviews. Students will have a choice of topics among several areas of research pertinent to their professional development.

Prerequisites: BS 105.

Recommended Reading

A reading list will be provided in class.

BS 261 SOCIOLOGY AND PSYCHOLOGY OF HEALTH

(74 class hours over three terms)

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, tutorials and workshops 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 give students an understanding of the effect of the following psychological variables on health: personality, individual coping mechanisms, stress, psychotherapeutic interventions, life-style and reactions to disability and illness;
3. to teach students a range of intervention techniques, derived primarily from applied social learning theory, which promote health. Particular emphasis is placed on disorders and clinical factors relevant to physiotherapy, e.g. motor skill learning, contingency management and self-control techniques to promote compliance, modification of health related behaviours (e.g. exercise, diet, smoking, drinking), etc.

Prerequisite: BS 100 or BS 101.

Recommended Reading

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

BS 270 REHABILITATION PSYCHOLOGY

(18 hours of lectures)

This unit explores the psychological dimensions of illness and disability and considers the application of psychological principles and theories to patient rehabilitation. Topics include: social and cultural orientations towards disability; theories of relationships between physique and behaviour, and between disability and adjustment; effects of illness and physical disability on development; psychological reactions to trauma, illness and hospitalisation; the sick role; dependency/independence; attitudes towards disability; work; behavioural analysis and modification in rehabilitation; coping with, and overcoming, handicaps.

Prerequisite: BS 100 or BS 101.

Prescribed Text

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

BS 280 INTERPERSONAL HELPING SKILLS

(13½ hours in small groups)

The aim in this unit is to teach interpersonal skills which facilitate helpfulness to others in both 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.

Prescribed Texts

A workbook will be available from the Department of Behavioural Sciences at the beginning of Term 1.

BS 290 HUMAN SEXUALITY

(13½ hours in small groups)

The unit aims at improving knowledge of sexuality and increasing comfort with discussion of attitudes and feelings related to people's sexual expression. Among the topics to be considered will be sex role and gender development, body image, and sexual and relationship needs of special groups, psychosexual development, social and cultural influences on sexual expression, sexual myths, varieties of sexual expression, pornography and erotica, and other topics of special interest to participants.

Films and some theoretical material will be presented and the small group context will be utilised to provide opportunity for experiential learning.

Prescribed Text

GAGNON, J. H. 1977. *Human sexualities*. Glenview, Ill., Scott Foresman.

BS 301 BEHAVIOURAL SCIENCE IN NURSING B

(72 hours of lectures and tutorials)

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; the incidence and prevalence of disease in the Australian community; interviewing, problem-solving, and conflict management techniques and their application to communication in the health team in hospitals and community health centres; the nature and relative status of the health professions; hospitals as complex professional organisations; and a critical assessment of the Australian system of health care delivery.

Reference Book

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

Additional recommended readings.

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.

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 of lectures)

This unit focuses on the biochemical and neuroanatomical substrates relevant to certain abnormalities of behaviour, i.e., affective and schizophrenic disorders, localised and diffuse brain syndromes, mental retardation and other anomalies of development, with regard to both their aetiology and to therapeutic intervention programmes.

Prerequisite: BS 331.

Recommended Reading

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

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 I

(9 hours)

This unit is designed to introduce the student to the basic concepts of measurement theory. Topics include: levels of measurement and scaling; measurement reliability, standard error of measurement, interpretation of reliability coefficients, improving reliability of measurement, measurement validity, predictive, concurrent, context, and construct validity; test norms; types of norms and interpretation of norms.
Prerequisite: BS 250 or equivalent.

Prescribed Text

AMASTASI, A. 1976. *Psychological testing*. 4th ed. New York, Macmillan.

BS 352 MEASUREMENT AND TEST THEORY II

(9 hours)

This unit introduces principles of test construction, building on the material presented in BS 351 Measurement and Test Theory I. Topics include: item construction, analysis, selection and characteristic curves with associated analytical techniques. This unit is particularly appropriate for those health professionals who use standard tests and measures and/or those who need to construct new tests.

Prerequisite: BS 351.

Prescribed Text

ANASTASI, A. 1976. *Psychological testing*. 4th ed. New York, Macmillan.

BS 353 EPIDEMIOLOGY

(9 hours)

Epidemiology data provide valuable information that can assist the clinician in diagnostic procedures and evaluation of health care. This unit provides an introduction to epidemiology. Topics include comparative methods of collection of medical statistics, World Health Organization guidelines for presentation of medical data and the use of such data for assessing the efficiency and effectiveness of health care services.
Prerequisites: BS 250 or equivalent.

Recommended Reading

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

BS 354 EMPIRICAL SINGLE-CASE DESIGN

(9 hours)

Empirical case design is valuable whenever the case requires an investigative approach to treatment. An investigative approach can become necessary for either clinical reasons (e.g. treatment validity is in doubt, unusual diagnosis, novel treatment is being introduced, diagnosis is in doubt, assessment of case progress is required, etc.) or research reasons. This unit will present lectures on both design strategies and analysis methods. Topics will include general principles in the empirical approach to single case design, basic designs, interaction designs, multiple baseline designs, multiple schedule designs, concurrent schedule designs, and analysis methods for single-case data.
Prerequisites: BS 250 or equivalent.

Prescribed Text

HERSEN, M. and BARLOW, D. H. 1976. *Single case experimental design*. New York, Pergamon.

BS 355 RESEARCH DESIGN SEMINAR

(20 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.

Prerequisites: BS 100 or BS 101; BS 105; and at least one unit from the BS 250 series.

Prescribed Text

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

BS 356 CLINICAL DECISION MAKING

(9 hours)

This unit examines the process of clinical inference and the ways in which it can be described and modelled. An understanding of how the clinician interprets and combines information is central to effective clinical functioning. This knowledge may be used as a safeguard against the cognitive biases that hinder clinical diagnosis. Decision theory and psychological approaches to medical decision making are presented. Topics include: introduction to decision theory; the limitations of the human decision maker; social judgement theory; group influences in the clinical setting; and decision aids and computer assisted diagnosis.

Prerequisites: BS 250 or equivalent.

Recommended Reading

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

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.
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 will be by submitting a critique of a chosen piece of work in line with the kinds of questions posed above.

Recommended Reading

A list of reading material to be announced in class.

BS 360 HEALTH AND COMMUNITY

(70 hours)

This unit has four integrated components:

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 will also be required to contribute occasional seminar papers.

Recommended Reading

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

Background Reading

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

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

BS 400 BEHAVIOURAL SCIENCE SEMINARS

This subject is made up of a number of units that can be chosen as options by senior

students. Each seminar involves approximately 18 hours of classwork over one term. It is intended that:

- each group will involve a relatively small number of students;
- students will take a much more active role in the teaching-learning process than is usually experienced; and
- 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 1981.

BS 410 Sexual Counselling

(18 hours)

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

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

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

- 1 Acquire an understanding of their own and other people's expressions of sexuality.
- 2 Acquire an understanding of the sexual needs and problems of special groups in the community, including the mentally and physically handicapped, the elderly and ethnic groups.
- 3 Learn to communicate in helpful ways to individuals with sexual problems.
- 4 Become more sensitive and skilful in the use of counselling referrals for individuals with sexual problems.
- 5 Acquire an understanding of methods of sex therapy currently in use.

Background Reading

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

BS 415 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.

Prerequisite: BS 280.

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.

Prerequisites: BS 100 or BS 101.

Reference Books

Lists of references appropriate to various topics will be distributed in class.

BS 425 Social/Cultural Aspects of Child Development

(18 hours)

This unit examines the interaction between social/cultural factors and the cognitive development of the child, and the relationship between cognitive development and social development.

Particular areas to be considered are:

- 1 Social/cultural aspects of intelligence and language development.
- 2 Cognitive development and play.
- 3 Motivational and value development.
- 4 Childhood illness in the context of family interaction and its effects on social development.

Students will be required to lead a group discussion and submit an essay on a selected topic.

Prerequisites: BS 100 or BS 101.

Recommended Reading

A reading list will be distributed 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 (e.g. amount of practice, practice schedules, feedback parameters); issues in transfer of training (e.g. 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; role of motivational variables (e.g. 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 will be based on an essay written on the topic of the seminar presentation.

Prerequisites: BS 105.

Reference Books

A reference list 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.

BS 440 Biofeedback

(18 hours)

This unit involves a theoretical and practical approach to some of the problems of biofeedback. Students will be expected to research the literature, present papers, and conduct group discussion on selected topics under the guidance of the seminar leader, and to undertake various practical exercises to familiarise themselves with biofeedback techniques. Areas to be covered include historical overview of the field, theoretical models, instrumentation, research methodology, optimisation of training parameters, individual differences, and applications, with particular emphasis on clinical issues relevant to the health sciences (e.g. relaxation, stuttering, subvocalisation, headache, muscular impairment, myocardial disorder, hypertension, Raynaud's syndrome, and control of prosthetic devices).

Prerequisite: BS 100 or BS 101.

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.
- 5 Culture and health beliefs and attitudes.

Background Reading

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 will be based on class attendance and evidence of understanding of the course content through discussion of the set readings.

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 will be by submission of a piece of creative work in a student's own area of interest, and/or by the leading of a class session on the area of interest.

BS 455 The 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.

Prerequisite: BS 100 or BS 101.

Prescribed Text

MELZACK, R. 1973. *The puzzle of pain*. Harmondsworth, Penguin.

BS 460 Introduction of Computers

(18 hours)

This unit is designed to equip the participant with a basic understanding of computers and their impact upon society. The emphasis is on practical skills with a series of graded exercises leading to participants writing simple programmes. Applications presented include computer assisting medical diagnosis, medical records systems, the computer as

a therapist, data analysis and word processing. It is assumed that the participant has little or no experience in computing.

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 'abuse' in Australian society; the use of drugs within the clinical setting; rationales for prescriptions; and the effects of commonly prescribed drugs in hospital and other health settings.

Prerequisite: 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 student 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.

Prerequisite: 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; theories 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.

Prerequisite: 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. Topics include basic terms and procedures; behavioural analysis, assessment, recording and evaluation; operant procedures for changing behaviour; respondent procedures for changing behaviour; programme planning. Emphasis is given to the application of behavioural techniques to clinical problems relevant to the health professional.

Prerequisite: BS 100 or BS 101.

Reference Book

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

BS 485 Developmental Neuropsychology

(18 hours)

This unit will present current concepts of the human brain's development and neural organisation at different stages of growth, particularly with respect to the issue of the plasticity v. vulnerability of the immature brain in response to trauma. A select number of clinical syndromes will be critically examined with the major emphasis on disorders

of higher cortical functions and the contribution of neuropsychological assessment procedures to diagnosis and therapeutic intervention. Students will have the opportunity to familiarise themselves with different approaches to neuropsychological assessment and the rationale for these as well as some current research and clinical applications of these. Students will be expected to select a particular topic within the area for a more 'indepth' study to be presented both as a brief seminar paper and written assignment in the latter part of the course (the topic may be related to a particular theoretical, diagnostic interest of the student).

Prerequisites: BS 100 or BS 101; BS 231 is recommended but not compulsory.

Prescribed Texts

Lists of references appropriate to various topics will be distributed in class. It is recommended that students have access to a copy of

WASLH, K. M. 1978. *Neuropsychology — a clinical approach*. Edinburgh, Churchill Livingstone.

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 the health of individuals. Topics to be covered include: (a) limitations to traditional health services; (b) human ecology; (c) the impact of the environment and social systems on health; (d) education and prevention in health; (e) the role of the community health centre; (f) 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.

Prerequisite: BS 100 or BS 101.

Not to be taken with BS 360.

Preliminary Reading

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

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

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; grief.

Prerequisite: BS 100 or BS 101.

Preliminary Reference

HINTON, J. 1972. *Dying*. 2nd ed. Harmondsworth, Penguin.

Graduate Studies

BS 505 INTRODUCTION TO ERGONOMICS (PSYCHOLOGY)

(10½ hours)

This unit covers basic processes of behaviour; perception; learning; memory and thinking; social psychology; and personality theories.

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

(15 hours)

This unit examines the sociology of the client/therapist relationship, considering the social characteristics of the client, e.g. ethnic groups, age, class position, the characteristics of therapists and the institutions they work for, and the way these socially determined factors influence the type of relationship between client and therapist.

Recommended Reading

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

Other references will be suggested during the unit.

BS 512 ORGANISATION OF HEALTH CARE RESOURCES

(24 hours)

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.

Reference Book

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

BS 513 PSYCHOLOGY IN REHABILITATION

(14 hours of lectures)

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; dependency/independence; self-concept; attitudes towards the disabled; coping and adjustment mechanisms.

Recommended Reading

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

BS 514 INTERPERSONAL COUNSELLING

(20 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 using audio and video tape. Participants will be introduced to the theoretical underpinnings of the model of counselling skills being offered.

Prescribed Texts

CARKHUFF, R. R. 1975. *The art of helping*. Amherst, Mass., Human Resources Development Press.

EGAN, G. 1975. *The skilled helper*. Belmont, Calif., 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; alternatives to employment (e.g. leisure/recreation activities, limited occupation, etc.).

Prescribed Text

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.

BRECHER, R. and BRECHER, E. 1966. *An analysis of human sexual responses*. New York, NAL.

KATCHADOURIAN, H. A. 1972. *Fundamentals of human sexuality*. New York, Holt Rinehart & Winston.

BS 517 RESEARCH METHODS IN REHABILITATION

(20 hours)

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 method 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. The student will also be expected to develop the skills of scientific reporting through a series of lectures and tutorial exercises aimed at developing knowledge of content, style and editorial format in scientific communication.

Prescribed Text

ANDERSON, B. F. 1971. *The psychology experiment*. Belmont, Calif., Brooks Cole.

Additional references will be listed in class.

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.

BS 520 SENSORY PROCESSES

(10 hours)

Visual, auditory, tactile, olfactory and vestibular systems; static and dynamic properties.

BS 530 LEARNING AND SKILLED PERFORMANCE

(15 hours)

Stages in skill acquisition; role of feedback, practice, reinforcement, arousal. Individual differences in skill learning, including ageing. Task characteristics, perceptual motor tasks, discrete, serial and continuous tasks, vigilance and inspection tasks, complex learning tasks.

BS 540 DECISION MAKING

(10 hours)

Approaches to the study of decision making. General models of decision making. Components of the decision-making process. Aids to human decision making.

BS 550 HEALTH SERVICES IN AUSTRALIA

(10 hours)

The elements of health services — their kinds, settings and suitability; hospitals; Australian health services — organisation, problems and issues, trends; the 'team' concept in health care; roles and interactions.

BS 560 PEOPLE AT WORK

(8 hours)

Work: attitudes and expectations; motivation, morale and leadership; alienation, unemployment, retirement; work and leisure.

BS 570 RESEARCH EVALUATION SEMINAR

(27 hours)

This unit is a postgraduate extension of BS 250 Research Evaluation. The literature evaluation exercise will proceed along the same lines and the assessment criteria will be similar. The postgraduate unit differs from the undergraduate in the following ways: (a) students will suggest their own topics; (b) the review will be expected to be more substantial and more sophisticated, in keeping with postgraduate standards; (c) each student will be required to participate in a colloquium where they will present a conference style address based on their evaluative review and where they will contribute to the discussion of their colleagues' presentations. The colloquium presentation and discussion should aid the subsequent written submission and thus enhance the mastery learning process.

Assessment in this unit will be based on the written submission.

Prerequisite: BS 250 or equivalent.

Reference Books

References will be presented in class as appropriate.

BS 581 INTRODUCTION TO BEHAVIOURAL TECHNIQUES IN PHYSICAL THERAPY

(20 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:

- 1 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;
- 2 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.

Reference Books

Appropriate reference lists will be distributed in class.

BS 600 GRADUATE SEMINARS IN RESEARCH METHODOLOGY

(150 hours)

This programme of small group lectures and seminars is designed to meet the needs of students proceeding by empirical thesis towards the degree of Master of Applied Science, or other graduates wishing to develop skills in the methods of research.

The subject is composed of several units. Each unit occupies a two hour session per week for one term of the academic calendar, excepting the Research Proposal Seminar, which is conducted as an intensive block at the end of the course.

The content of each unit is as follows:

Statistical Analysis of Simple Designs

A unit of self-instruction, tutorial and mastery learning in descriptive and inferential statistical methods up to and inclusive of correlation methods for nominal, rank and interval scale data and Type I error analysis statistics describing nominal, ordinal and interval scaled experiments with two data samples.

Statistical Analysis for Complex Designs

A unit of self-instruction, tutorial and mastery learning emphasising the problems of choice and interpretation of statistical techniques appropriate to the analysis of research designs with several samples of observation. Topics include review of unidimensional multisample analyses, analysis of factorial designs and other arrays for several independent variables, multiple comparison techniques, trend analysis, analysis of covariance and an introduction to multivariate techniques.

Methodological Evaluation Seminar

A lecture and seminar unit on the aims and principles of the scientific method, empirical research methods, types and sources of error, and error-control techniques. Candidates will be expected to deliver for peer group discussion a review of the application of these principles in their specialist area of research interest. A written version of the seminar paper will be submitted at the end of the unit.

Measurement Seminar

A seminar unit commencing with a review, conducted by the seminar leader, of classical and modern concepts in the theory of measurement. Topics include: the nature of measurement; scaling problems; reliability analysis; validity analysis. Following this review candidates will present a seminar paper reviewing the application of the above principles to their specialist area of research interest. Candidates will submit a written version of the seminar paper at the end of the unit.

Elementary Computer Skills

A unit of lectures and workshops intended to give candidates basis computer interaction skills. The unit will be particularly oriented towards the analysis of data using packaged programmes.

Advanced Issues in Research Design

A unit designed to enhance the candidate's ability to plan better research. The core is Research Design Optimisation. It is intended to develop the candidate's ability to plan more powerful research by a consideration of design techniques which minimise error effects and maximise phenomenon effects. Topics include: implications from basic descriptive and inferential statistics; effect of simultaneous inference and its efficient management; power as a function of the structure of the research design; experimental design and analysis for single case studies. Students with needs not covered in the above may choose in addition from two custom-tailored topics under specialist supervision. They are Non-Experimental Research Designs, or Individual Reading in Methodology.

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.

Colloquium Participation

Candidates are expected to attend and participate in the research colloquia conducted by the Institute.

Prerequisites: BS 105, BS 250 and BS 350 or their equivalents.

Prescribed Texts

ANDERSON, B. F. 1971. *The psychology experiment*. Belmont, Calif., Brooks Cole.

COHEN, J. 1977. *Statistical power analysis for the behavioural sciences*. 2nd ed. New York, Academic Press.

HERSEN, M. and BARLOW, D. H. 1976. *Single case experimental design*. New York, Pergamon Press.

KEPPEL, G. 1973. *Design and analysis: A researcher's handbook*. Englewood Cliffs, N.J., Prentice-Hall.

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

RUNYON, R. P. and HABER, A. 1980. *Fundamentals of behavioural statistics*. 4th ed. Reading, Mass., Addison-Wesley.

Reference Books

Additional references will be prescribed in class.

BS 800 CONVERSION SUBJECTS

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

BS 832 INTERPERSONAL HELPING SKILLS

(13½ hours)

See BS 280.

BS 834 INTRODUCTION TO RESEARCH METHODS

(18 hours)

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

Students will be expected to develop skills in the methodological evaluation of research in the health sciences through a series of lectures and tutorials on the aims and principles of the scientific method, research formats, error and error-control techniques.

Recommended Reading

No one text is appropriate. A reading list will be distributed in the first session.

BS 835 INTRODUCTION TO STATISTICS

(18 hours)

This unit is designed to introduce students to elementary descriptive and inferential statistics. Topics include: scales of measurement; graphs and frequency distributions; measure of central tendency; measures of dispersion; standard scores; foundations of inferential statistics; and several examples of inferential techniques.

Students will develop the ability to apply, calculate and interpret elementary statistical techniques. Although some calculation will be necessary the students' main involvement will be recognising conditions for correct application and in evolving correct interpretation of statistical descriptions and tests.

Recommended Reading

A reading list will be distributed at the first session.

BS 837 INDIVIDUAL AND SOCIETY I

(18 hours)

This unit is devoted to a study of social influence on the individual. Topics include social roles and norms, sex role development and the family, aggression and altruism, small-group processes, attitude formation and change.

Students should acquire a fairly detailed knowledge of the research literature in these

areas and an understanding of the importance of roles and norms to the individual in all social interactions, with special reference to the health setting. This unit is intended to lead into the consideration of larger social issues in Part II.

Prescribed Texts

ARONSON, E. 1976. *The social animal*. 2nd ed. San Francisco, Freeman.

KRUPAT, E. ed. 1975. *Psychology is social*. Glenview, Illinois, Scott Foresman.

BS 838 INDIVIDUAL AND SOCIETY II

(18 hours)

This unit continues the study of social influences on the individual. Topics include the division of people along lines of class, race, culture, age and sex, the relevance of these divisions to health and disease, the theory and practice of organisations, social authority and control, and social deviance.

The course has been designed to give students a theoretical basis for understanding those social factors such as class, ethnic membership, and sex that have a bearing on health and illness in the community, and for developing a more critical awareness of organisations that deal with health and welfare problems.

Recommended Readings

Individual readings will be suggested.

BS 839 REHABILITATION PSYCHOLOGY

(18 hours)

See BS 270.

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 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

(70 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 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 Chiropody/Podiatry
BL 166	Cell Biology and Histology for Chiropody/Podiatry
BL 182	Anatomy for Prosthetics and Orthotics
BL 183	Anatomy I for Chiropody/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 252	Electronics
BL 253	Biomechanics for Prosthetics and Orthotics
BL 254	Biomechanics for Chiropody/Podiatry
BL 271	Introduction to Medical Science

BL 272	Medical Science
BL 273	Medical Science for Chiropody/Podiatry
BL 274	Medical Science for Prosthetics and Orthotics
BL 282	Anatomy II for Chiropody/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 319	Physiology Assignment
BL 320	Physiology III
BL 321	Physiology Project
BL 329	Seminar Programme
BL 370	Medicine for Orthoptics
BL 371	Medical Sciences for Orthoptics
BL 515	Physiology of Neurological and Musculo-Skeletal Systems
BL 517	Growth and Ageing
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 558	Physical Sciences
BL 569	Genetics and 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

(87 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 BL 282 Anatomy II for Chiropody/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

(95 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.

Controlling mechanisms and their regulation and integration of all parts of the body and the maintenance of homeostatic balance is 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 Texts

CROUCH, J. E. 1978. *Functional human anatomy*. 3rd ed. Philadelphia, Lea and Febiger.
STRAND, F. L. 1978. *Physiology: a regulatory systems approach*. New York, Macmillan.

Reference Books

VANDER, A., SHERMAN, J. H. and LUCIANO, D. 1980. *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 a basic understanding of the physical, chemical, and mathematical ideas required for the Prosthetics and Orthotics course work. The content is provided in five modules: chemical reactions covering reaction mechanisms, rates, and energetics; organic chemistry with emphasis on polymers; introductory electronics as preparation for BL 252 Electronics; the mechanical properties of materials; mechanics and biomechanics. Records of laboratory investigations will contribute to final assessment in this subject.

Prescribed Text

HORSFIELD, R. S. 1976. *Biomechanics*. Marrickville, Science Press.

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

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 from physics, chemistry, and biochemistry are included and appropriate laboratory experience is provided.

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 160 SCIENCE FOR PHYSIOTHERAPY**BL 161 Principles of Biology**

(56 hours)

A preliminary subject to introduce the student to some basic cell biology; physical and chemical aspects of biological systems; organic chemistry with special emphasis on macromolecules; cellular metabolism, energetics, replication; genetics and evolution. It is taught as a lecture series.

Prescribed Text

HORSFIELD, R. S., SOLOMONS, S. and WARD, A. R. 1978. *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. 1978. *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 CHIROPODY/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 chiropody 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.

Prescribed Texts

HORSFIELD, R. S., SOLOMONS, S. and WARD, A. R. 1978. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

HORSFIELD, R. S. 1976. *Biomechanics*. Marrickville, Science Press.

Students will be expected to purchase a lecture/laboratory manual during the course.

BL 166 CELL BIOLOGY AND HISTOLOGY FOR CHIROPODY/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, discussions and practical classes.

Prescribed Texts

CUNNINGHAM, D. J. (rev. G. J. Romanes). 1976. *Manual of practical anatomy: upper and lower limbs*, vol. 1, 14th ed. London, Oxford University Press.

LUCIANO, D. S., VANDER, A. J. and SHERMAN, J. H. 1978. *Human function and structure*. New York, McGraw-Hill. (This text may also be used for BL 113 Physiology 1.)

Reference Books

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

BL 183 ANATOMY I FOR CHIROPODY/PODIATRY

(36 hours)

This is a lecture course of general anatomy followed by more detailed osteology of the lower limb in second and third terms.

Prescribed Text

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

Reference Books

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

BL 184 ANATOMY FOR COMMUNICATION DISORDERS

(49 hours)

This course covers the functional anatomy of the head, neck and thorax in relation to mechanisms of speech and hearing. Methods of teaching include lectures, tutorials and demonstrations.

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

(70 hours)

This programme encompasses major scientific concepts, principles and contemporary developments which may be utilised in assessment, planning 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 including medical and surgical 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, Mendelian and human population genetics, 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 252 ELECTRONICS

(15 hours)

A series of lecture/practical sessions for Prosthetics and Orthotics students covering aspects of electronics and instrumentation. Topics include: electronic transducers useful in measuring biomechanical parameters; amplification and filtering; origin, characteristics and processing of bioelectric signals with emphasis on the electromyogram.

Reference Books

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

BL 253 BIOMECHANICS FOR PROSTHETICS AND ORTHOTICS

(20 hours)

A series of lecture/practical sessions covering selected topics in biomechanics for students of Prosthetics and Orthotics. Topics covered include tissue rheology, body segment parameters, biomechanics of body segment movement and analysis of locomotion. Practical emphasis is given to instrumentation and methods of biomechanical analysis.

Reference Books

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

BL 254 BIOMECHANICS FOR CHIROPODY/PODIATRY

(30 hours)

A course of 18 lectures and six two-hour laboratory classes covering selected topics in biomechanics for students of Chiropody. Topics covered include tissue rheology, body segment parameters, biomechanics of body segment movement and analysis of locomotion. Practical emphasis is given to instrumentation and methods of biomechanical analysis.

BL 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours of lectures)

The 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.

Reference Books

Reading guides will be issued 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 BL 271. These principles are then applied to a broader outline of clinical science, including terminology, pathology, special investigations and management of diseases of all body systems. The course is designed especially for students requiring advanced understanding of medical terminology and classification of disease.

Reference Books

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

BL 273 MEDICAL SCIENCE FOR CHIROPODY/PODIATRY

(25 hours of lectures/discussion/demonstrations)

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 chiropodists. 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 282 ANATOMY II FOR CHIROPODY/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, together with the assessment in these units and the satisfactory completion of the assignment BL 319.

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.

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

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. The development of the lung in the foetus and the special features and functions of the heart and lung at the onset of air breathing is examined. Some aspects of the physiological adjustments which occur in bedrest and pregnancy are studied.

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

(14 hours)

This unit presents the structural arrangements and neural mechanisms of the nervous system which contribute to the processing of sensory information at cortical and sub-cortical levels.

Attention focuses on those areas of sensory neurophysiology most relevant to the work of physical therapists — providing a sound basis for further study and evaluation of neurological conditions and their treatments.

Prescribed Text

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 319 Physiology Assignment

Students are required to select a topic from a list to be promulgated at the commencement of the first term.

An essay or report of approximately 3000 words on the selected topic must be completed by the end of the annual examination period.

Students may submit their completed assignment at any time prior to the due date.

BL 320 PHYSIOLOGY III

This subject is designed to give students who have already demonstrated an above average knowledge in human physiology an opportunity to extend their understanding of physiological investigation.

Students are required to complete three of the units BL 311-317 and the associated assessment. See entry BL 310.

In addition each student will be required to complete BL 321 Physiology Project and BL 329 Seminar Programme.

BL 321 Physiology Project

(45 hours)

Each student is required to undertake a project of investigation from a list which will be promulgated at the beginning of first term. One project should be selected in consultation with staff of the department.

After selection of an area of study the student will work on the project under the supervision of a staff member. Projects consist of laboratory studies and associated reading of relevant literature.

BL 329 Seminar Programme

(10 hours)

Departmental seminars are conducted from time to time and students enrolled in BL 329 will be required to participate. Details are promulgated at the beginning of each term.

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 group discussions/tutorials)

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 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(20 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.

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

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

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

BL 517 GROWTH AND AGEING

(20 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. Consideration is given to the comparative biology and evolution of ageing.

Selected facets of biological ageing and their implications are discussed including: anatomic, biochemical and physiologic changes, contemporary theories of ageing, longevity, populations and pathobiology.

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 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE

(40 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

(40 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

(20 hours)

This programme is a continuation of the format and content of BL 527 and complements it.

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

(30 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 functions.

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

Tissue rheology. Forces at joints. Upper limb: reach. Lower limb: stance, gait. Trunk: lifting.

Assessment will be by a combination of examinations, assignments and class presentations.

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)

(10½ hours)

A tutorial and reading programme which forms the foundation in basic biological concepts. The unit is designed to prepare students for BL 530.

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 558 PHYSICAL SCIENCES

(40 hours)

Selected topics in physics and chemistry which form a foundation for an understanding of the biological sciences and nursing. The content is provided in four modules: biologically important molecules; acids and bases; fluids; topics in physics drawn from the areas of electricity, mechanics and radioactivity.

Prescribed Text

HORSFIELD, R. S., SOLOMONS, S. and WARD, A. R. 1978. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

References

Selected reference material, including relevant literature and journal articles, will be made available throughout the course.

BL 569 GENETICS AND EMBRYOLOGY

(30 hours)

Emphasis is placed on genetic investigation, the existing genetically-based aspects of human behaviour, use of pedigree charts, medical genetics 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 584 HISTOLOGY

(10 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

(30 hours)

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

(30 hours)

The modules have been designed so that the students may develop a closer understanding of the mechanisms of disease in selected areas.

Areas studied include: disease at the cellular level; inflammation and repair; genetic diseases; neoplasia; immune disorders; fluid and haemodynamic disturbances; cardiac and respiratory pathology.

Prescribed Text

ANDERSON, J. R. ed. 1979. *Muir's textbook of pathology*. 11th ed. London, Edward Arnold.

References

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.

BL 627 GENERAL AND CLINICAL PATHOLOGY B

(30 hours)

These modules complement those studied in BL 626.

Areas studied include: environmental pathology; nervous, endocrine, hematopoietic, renal, and gastrointestinal 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, slide transparencies, films, filmstrips, cassette tapes, multi-media kits, gramophone records and video-cassettes. Slide viewers, cassette players, 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) Education 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.

(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

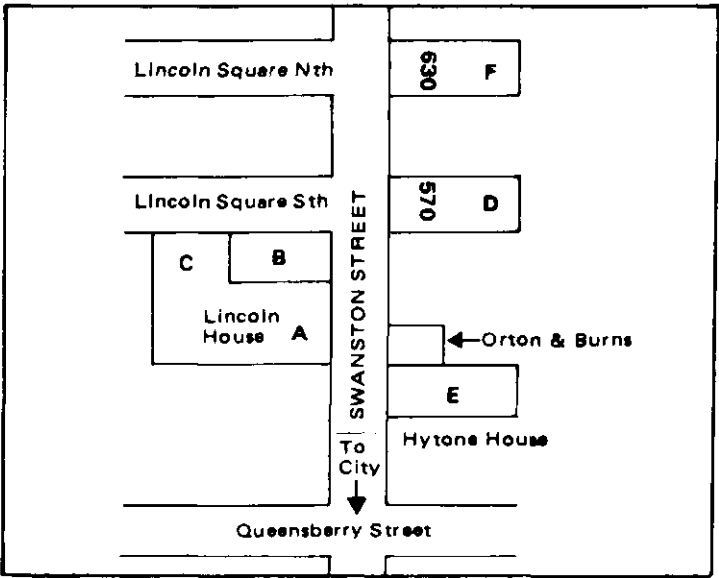
electronic equipment; distribution, operation and retrieval of audio-visual aids.

- (iii) *Reprographics*: 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), or in batch mode.

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
Fifth Floor	Department of Biological Sciences

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

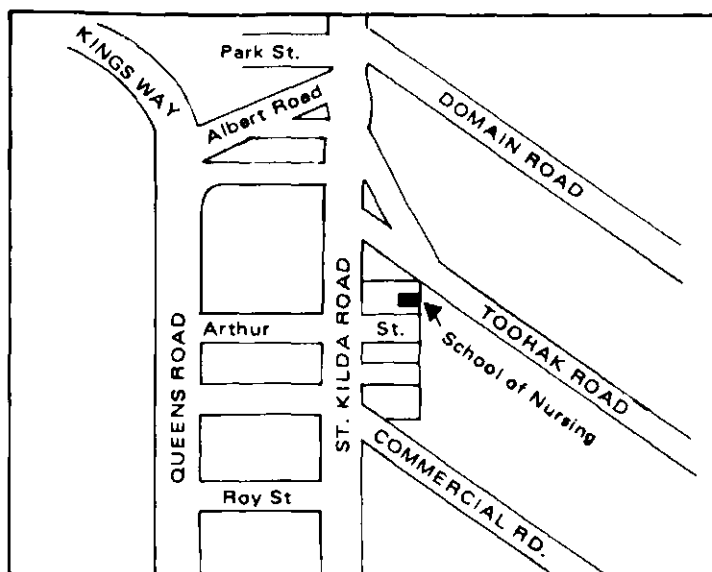
The School of Nursing is located on a separate campus at 2-6 Arthur Street, Melbourne 3004.

The School of Chiropody is located on a separate campus at St Heliers Street, Abbotsford 3067.

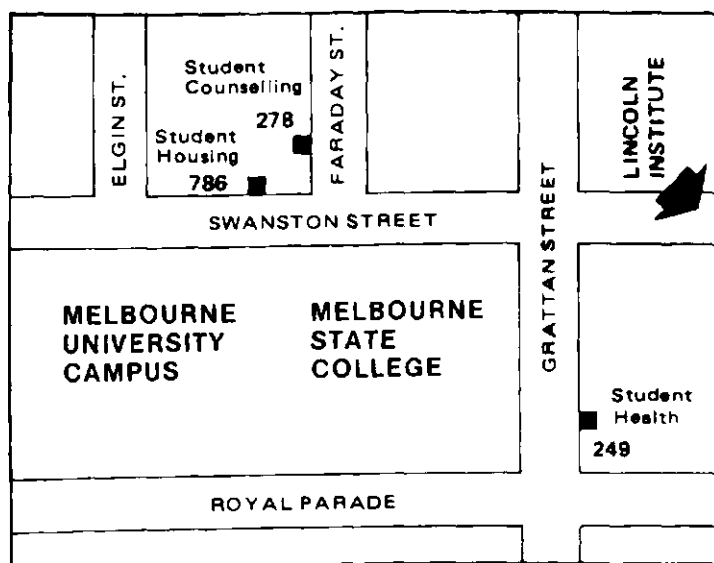
SCHOOL OF NURSING

At College of Nursing, Australia Building
2-6 Arthur Street, Melbourne 3004

Telephone: 26 4495
267 2176



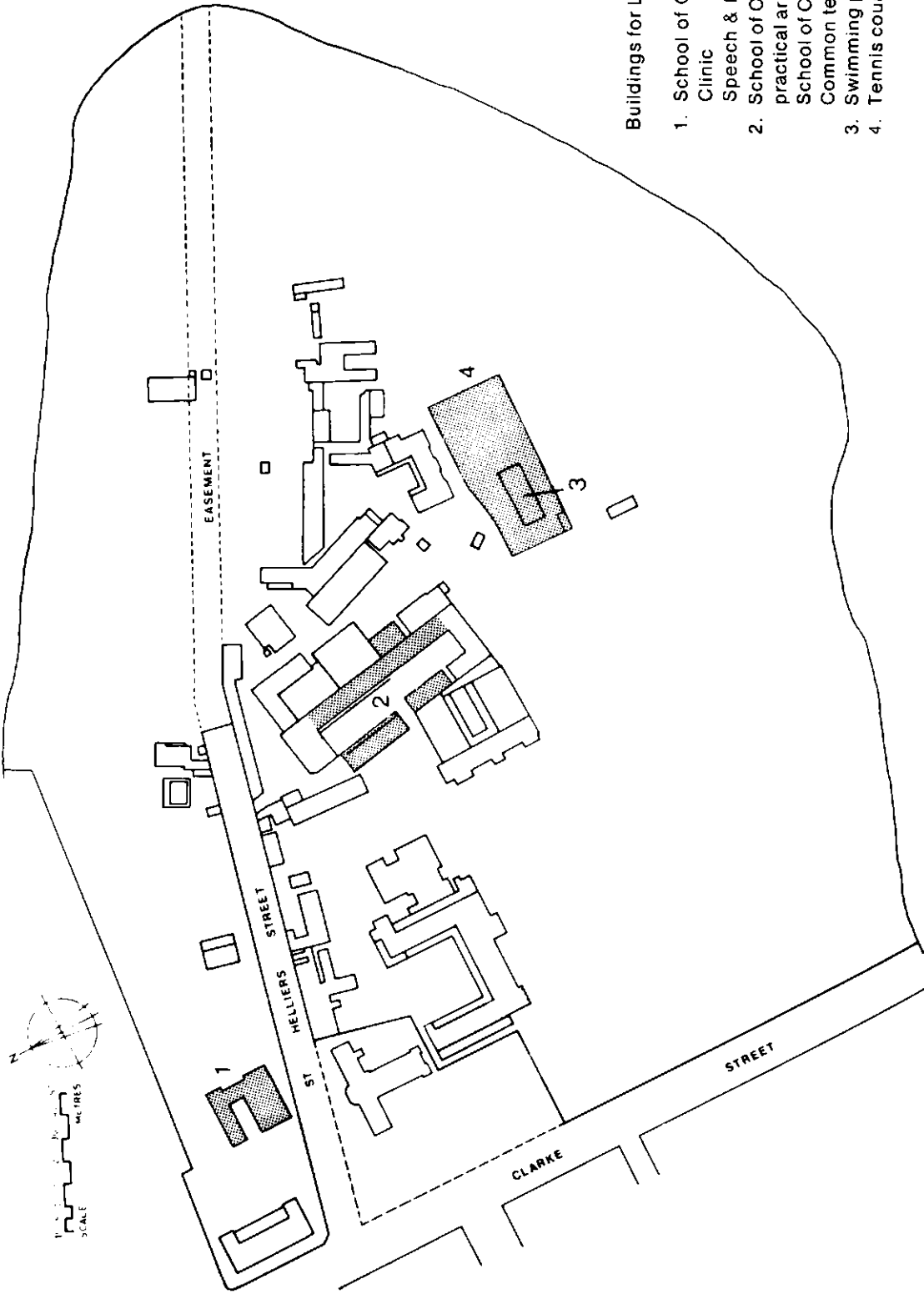
STUDENT COUNSELLING, HEALTH AND HOUSING SERVICES



ABBOTSFORD CAMPUS

Buildings for Lincoln Institute use

- 1. School of Chiropody/Podiatry Clinic
- Speech & Hearing Clinic
- 2. School of Occupational Therapy practical areas and staff offices
- School of Chiropody staff offices
- Common teaching rooms
- 3. Swimming pool
- 4. Tennis courts



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Bundoora Reference

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Lincoln Institute of Health

Sciences.

Handbook.

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