

HANDBOOK

1980

LINCOLN
INSTITUTE
of
Health
Sciences

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Lincoln Institute of Health Sciences Handbook 1980

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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 228-30):

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
Melbourne 3004
Telephone: 26 4495

Abbotsford campus: Lincoln Institute of Health Sciences
School of Chiropody
Speech and Hearing Clinic
St Helliers Street
Abbotsford 3067
Telephone: 419 7836

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

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

Location: Building F (630 Swanston Street, Carlton)

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Principal Dates 1980

Term Dates

18 February–22 February	Orientation Week
25 February–2 May	First Term
5 May–9 May	First Term Examinations
2 June–1 August	Second Term
4 August–8 August	Second Term Examinations
1 September–31 October	Third Term
3 November–7 November	Study Vacation
10 November–14 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, 10 April

Open Day Sunday, 22 June

Public Holidays

The Institute will be closed on the following public holidays:

New Year's Day	1 January
Australia Day	28 January
Labour Day	10 March
Good Friday	4 April
Easter Monday	7 April
Easter Tuesday	8 April
Anzac Day	25 April
Queen's Birthday	16 June
Melbourne Cup Day	4 November
Christmas Day	25 December
Boxing Day	26 December

Lincoln Institute Council, Committees and Staff

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Director

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F.B.Ps.S.

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J. R. L. Stone, B. Com., M. Admin.

Student Representative: Elected by the Students

M. Clarke

Secretary to Council

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

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

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 P. Randles

Secretary

P. Bailie, B.Com.

Committees of the Board of Studies

1. Academic Committees

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

Academic Committee of the School of Chiropody
 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

There is also an Academic Committee for Interdisciplinary Studies.

2. Standing Committees

The Board of Studies has the following Standing Committees:

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

Information about the membership or activities of these committees may be obtained from the Registrar (J. A. G. Price).

Staff

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Secretary: Cate Domini

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Registrar

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Central Filing and Timetable Office: Wendy Berriman, Tess Creevey
Administrative Officer: Peter Bailie, B.Com.

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Communication Disorders: Barbara Villis, B.A.
Nursing: Ng Khye Hoe, B.A.(Hons)
Occupational Therapy: Ilonaa Fenner, B.A., Grad.Dip.Sec.Stud.
*Physiotherapy: Russell Scott, B.A.
*Behavioural Sciences: Russell Scott, B.A.
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Student Administration and Careers Office

Assistant Registrar: Vin Massaro, B.A.
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*Part-time

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School of Chiropody

Head of School

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 Jeffrey Ferguson, M.A.Pod.A.
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Sessional Staff

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 *Laboratory Assistant: Heather Munro

School of Communication Disorders

Head of School

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Otolaryngology

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Administrative Assistant: Susan Tindall

Clerical Assistant: Elizabeth Bagnara

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Kerin Robinson, R.M.R.A.

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

*Margaret Sloss, R.M.R.A

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Sid Stevens, A.A.C.S., A.R.M.I.T.

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*Secretary: Ewa Blit

*Part-time

School of Nursing

Head of School

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Joyce Wickham, Dip.N.Ed.

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Sessional Staff

A number of sessional lecturers with appointments in universities, colleges and teaching hospitals are employed as specialist lecturers.

Administrative Officer: Ng Khye Hoe, B.A. (Hons)

Secretary to Head of School: Marea Johannesen

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Senior Secretary, Basic Course: Daphne Marshall

Secretary, Post-Registration Courses: Judy Stirling

Typist, Post-Registration Courses: Julie Tinker

Typist, Basic Course: Adriana Staffieri

Typist, Administration: Sharon Meehan

Receptionist/Typist: Cindy Lah

Junior Clerical Assistant: Sally Webster

School of Occupational Therapy

Head of School

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 G. Murphy, M.A., Dip.Ed., M.A.Ps.S.
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 J. Wodak, M.B., B.S., M.R.A.C.P.

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 Secretary: Jess Clark, Dip.D.R.
 Receptionist: Joan Henry, S.R.N.
 Student Services: Susy Hannah
 School Aide: Anne Coysh

School of Orthoptics

Head of School

Vivienne Gordon, D.O.B.A.

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*Part-time

Linda McKenzie, D.O.B.A.

*Toni McNamara, D.B.O.

Sessional Staff

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

Thomas Spring, M.B., B.S., D.O., M.R.A.C.O.

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M.R.A.C.O.

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Patricia Wister, D.O.B.A.

Secretary: Betty Bibb

School of Physiotherapy

Head of School

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Assistant Head of School

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

Patricia Bate, B.App.Sc.(Phty)

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

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

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

Jancis Dennis, Dip.Physio., M.A.P.A.

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

Belinda Ellis, Dip.Physio., M.A.P.A.

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

Mary Fielding, Dip.Physio., B.A., Dip.Ed.

Jennifer Fozard, Dip.Physio., M.A.P.A.

Jacqueline Goldman, Dip.Physio., M.C.S.P.

*Elaine Hatfield, Dip.Physio., M.A.P.A.

Deidre Jones, Dip.Physio., M.A.P.A.

*Rachel Kalman, Dip.Physio., M.A.P.A.

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

Helen Lane, B.App.Sc.(Phty), M.A.P.A.

Judith Lawler, B.App.Sc.(Phty), M.A.P.A.

Lindy Lester, Dip.Physio., M.A.P.A.

*Roslyn Lurati, Dip.Physio., M.A.P.A.

Elizabeth McCowan, Dip.Physio., M.A.P.A.

Joan McMeeken, Dip.Physio., B.Sc., M.A.P.A.

*Julie Messina, Dip.Physio.

Angela Moorhead, Dip.Physio., M.A.P.A.

Robyn Rankin, B.App.Sc. (Phty), M.A.P.A.

Sandy Rennie, B.P.T., M.A.P.A., M.C.P.A., C.A.T.A.

Valma Robertson, B.App.Sc. (Phty), B.A.(Hons), M.A.P.A.

*Rosemary Ryall, Dip.Physio., M.A.P.A.

*Part-time

*Adina Saaroni, B.App.Sc.(Phty), M.A.P.A.
 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.
 *Rosemary Tonkin, B.App.Sc.(Phty), M.A.P.A.
 *Valerie Townsend, Dip.Physio., M.A.P.A.
 *Elizabeth Tully, Dip.Physio., M.A.P.A.
 Micken Van Rompaey, Dip.Physio., Dip.Rehab. Studies., 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.
 Janne Williams, Dip.Physio., M.A.P.A.
 David Worth, B.App.Sc.(Phty), M.C.S.P., M.T.A.A., M.A.P.A.
 *Eda Wyse, Dip.Physio.

Sessional Staff

Anatomy

Representatives of the Professor of Anatomy, University of Melbourne.

Sessional Lecturers

Michael Fogarty, M.B., B.S., F.R.C.S., F.R.A.C.S.
 Edmondo Guli, M.B., B.S., M.R.C.Path., F.R.C.P.A.
 John Hart, M.B., B.S., F.R.A.C.S.
 J. Barrie Morley, M.B., B.S., F.R.A.C.P., F.R.C.P.
 David McIntosh, M.B., B.S., F.R.C.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: Russell Scott, B.A.
 Secretary: Irene Bruhn
 *Receptionist/Typist: Faye Hannington
 Typist: Shirley Birchall
 Clerical Assistant: Eileen Macpherson, B.Sc.
 School Aide: Shelley Beer

School of Prosthetics and Orthotics

Head of School

Rosemary Wilkinson, B.App.Sc.(Occ.Ther.), B.A., M.I.S.P.O.

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.

*Part-time

Sessional Lecturers*Biomechanics*

Roy Sandstrom, B.A., B.Ed., M.Sc., Dip.P.Ed.

Clinical Medicine

Damian Jensen, F.R.C.S., F.R.A.C.S.

Peter Wilson, M.B., B.S.

Nursing Procedures

Representatives of the School of Nursing.

Prosthetics and Orthotics

Robert Klein, M.B.E., M.B., B.S., D.P.R.M., F.A.C.M.A.

Technical Drawing

Paul Ket, Dip.Prod.Eng., M.I.P.E.

Secretary: Diana Bell, B.A.

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

Interdisciplinary Studies

Chairman of Academic Committee: Peter Foreman, B.Sc. (Hons), M.A.Ps.S.

Executive Officer: Vin Massaro, B.A.

Community Health Studies

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

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

Graduate Diploma in Ergonomics

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

Sessional Staff

David Capel, B.S. (Hons), Dip.Ed., M.Sc. (Erg.)

William Fricker, B.E. (Mech.), Dip.Elec.E., F.I.E.Aust., S.A.A.S.

Alan Howie, Dip.App.Chem., M.Sc. (Erg.)

Harold Jones, Dip.Mech.Eng., B.Mech.Eng., M.Eng.Sc., Dip.Ed., T.T.T.C., M.I.E.Aust.

Representatives from within the Institute of the School 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.

Graduate Diploma in Rehabilitation Studies

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

Sessional Staff

Bruce Ford, M.B.E., M.A., M.B., B.S., M.R.A.C.G.P., Dip.Phys. & Rehab.Med.
 Liz Hastings, Student Counsellor, La Trobe University
 Pam Weir, A.B.D., M.A., Ph.D.
 Trevor Wood, M.B., B.S., F.R.A.C.P., M.H.A., F.A.C.M.A., F.H.A., F.A.I.M.

Department of Behavioural Sciences

Head of Department

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

Graham Bradley, B.A. (Hons), Dip.Ed.
 Helen Crossing, B.Sc., 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., M.A.Ps.S., S.R.N.(D.C.)
 Kim Halford, B.B.Sc. (Hons), Ph.D., M.B.S.A.
 Ute Herzog, B.A. (Psych.), M.Qual.Psych., M.A.Ps.S.
 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 McGartland, B.Sc. (Hons), M.Sc.
 Leisl Osman, B.A., Dip.Soc. (Hons), A.A.Ps.S.
 Kay Patterson, B.A. (Hons), Ph.D., 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.
 Shane Thomas, B.A. (Hons), Dip.Public Policy, M.A.Ps.S.
 *Eric Timewell, B.A.

*Secretary: Kaye Walters

Typist: Rhonda White

*Departmental Aide: Maria Fusca

Department of Biological Sciences

Head of Department

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

Patricia Bingham, M.A., D.Phil.
 Elizabeth Brown, B.Sc. (Hons), M.Sc., Dip.Ed.
 *Alex Dempster, B.Med.Sc., M.B., B.S.
 Phillip Dooley, B.Sc. (Hons), M.Sc., Ph.D.
 Owen Evans, B.App.Sc. (Hons), Ph.D.
 *Robyn Gibson, B.Sc. (Hons), M.Sc.
 *Janet Guthrie, B.Sc., M.Sc., Dip.Ed.

*Part-time

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.
 Linda Oke, M.App.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., M.A.I.P.

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.
 Rodney Wellard, T.S.T.C., B.Com., B.Ed.

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.
 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.
 Helen Tamme
 Jan Thompson

Library, School of Nursing

Christina Austen, Lib.Tech.Cert.
 Jean Leith, B.A., A.L.A.A.
 Sandra Naudé, B.Soc.Sci., Dip.Lib.Sc., M.A.(Lib.Sci.)

*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.

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

Que Cam Truong — seconded to School of Communication Disorders

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

Appeals Committee Regulations

- (i) There shall be an Appeals Committee appointed by the Council.
- (ii) 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.
- (iii) 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.
- (iv) 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.
- (v) 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.
- (vi) The Appeals Committee shall notify an appellant in writing of its decision within three days of such decision being made.

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 course progress, the name of any student whom it deems to have made unsatisfactory progress in the year's work.

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 course progress in each School which may be the Board of Examiners or a sub-committee thereof.
- 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 course 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 permit that student to re-enrol under such conditions as it may determine, or may 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 course 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 course 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;
- 3.5.6 exclude the student from further participation in a course of the Institute;
- 3.5.7 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.

Board of Studies Regulations

1. The Board

There shall be a Board to be known as 'the Board of Studies of Lincoln Institute of Health Sciences' (hereinafter called 'the Board') which shall be the principal academic body of the Institute.

2. Membership

The Board shall be constituted as follows:

- (a) The Director of the Institute, and the Heads of Schools and Departments;
- (b) One member appointed by the Council of the Institute;
- (c) Two members not being members of the full-time staff of the Institute appointed by the Council upon the recommendation of the Board;
- (d) Ten members elected by all the academic staff from amongst their number, provided that not more than two such members shall be from the same School or Department;
- (e) Two full-time students of the Institute elected from amongst their number.

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 two or more scheduled consecutive meetings

should seek leave of absence from the Board. In such cases, with the consent of the Board, the Chairman shall invite the person acting for the absentee 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 a 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.

Academic Committee for Interdisciplinary Studies Regulations

At the time of going to press these regulations were under review.

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; and
- (j) 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 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 association where such associations exist;
- (g) such other persons, not being members of the academic staff of the School or Department, appointed by the Board of Studies on the nomination of the School or Department;
- (h) no surrogate members may be appointed without the consent of the Committee.

3. Invitees

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

4. Chairman

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

5. Term of Office

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

6. Elections

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

7. Meeting Procedure

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

8. Report of Meetings

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

9. Executive Committee and Sub-Committees

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

- 9.5 After each meeting the Executive Committee and other sub-committees shall send a report of the proceedings to the Academic Committee.

Footnote:

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

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

Election Regulations

- 1. These regulations shall apply to all official Institute elections.
- 2. The Registrar shall keep a roll of electors showing their names. The roll shall be divided into classes appropriate to the electors' qualifications to vote and the roll for each class shall be in alphabetical order.
- 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 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 can-

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.

Student Loan Fund Regulations

Responsibilities

- 1. (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 made available by the Council of the Victoria Institute of Colleges from the Commonwealth 'Help for Needy Students' 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 them audited at least once in each year. A report regarding the state of the fund shall be prepared half-yearly for the Council of the Institute by the Lincoln Institute Student Loan Fund Committee (hereinafter called 'the Committee').
- (c) Within fourteen days after the end of each calendar half-year the

Council of the Institute shall forward to the Council of the Victoria Institute of Colleges through the Victoria Institute of Colleges Central Committee (Students' Loan Fund) a report on its loan fund transactions for the half-year, including a summary of all loan applications received, the amounts applied for and 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 half-year.

Membership of Lincoln Institute Student Loan Fund Committee

2. (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.

Procedure for Applying for Loans

3. (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.

Consideration of Application for Loans

4. 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.

Restrictions on Loans

5. The amount of any loan shall not exceed \$500 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).

Purpose of Loans

6. (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.

Repayment of Loans

7. (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), at which time 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.

Accrual of Interest

8. (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 5 per cent per annum on the amount outstanding, except that interest at 10 per cent 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.

Abating of Interest

9. 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 at the time that half-yearly statements are made to the Institute Council as per 1(b) above.

Guarantee

10. (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 \$250 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.

Death or Total Permanent Disability of Borrower

11. In the event of the death, or the total and permanent disability (as defined in paragraph 3 of the Victoria Institute of Colleges Amended

Guidelines for Administration of the Commonwealth 'Help for Needy Students' Fund of 25 August 1977) of the borrower, application may be made to the Victoria Institute of Colleges Central Committee (Students' Loan Fund) for approval to write off the amount of loan and interest outstanding.

Recovery of Loans

12. 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:

- (i) Applicants must satisfactorily complete the Victorian Higher School Certificate or its equivalent with appropriate subject prerequisites.
- (ii) The minimum age of entry varies from course to course. Minimum age requirements are as follows:
 - (a) Applicants for the Chiropractic, 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.
 - (b) Applicants for the basic Nursing course must be 17 years of age by the date of commencement of the course.
 - (c) 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.
 - (d) There is no minimum age requirement for Speech Pathology and Occupational Therapy applicants.
- (iii) Applicants may fulfil 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 in the year of commencing the course;
and
- (b) have not attempted the Victorian HSC or its equivalent;
and
- (c) are not attempting to gain the Victorian HSC or its equivalent at the time when they apply for admission.

Scheme B

This scheme is open to persons who 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.

- (iv) 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*

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.

(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*

Preference is given to students who have completed at least one HSC science subject.

(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, Physical Science or Biology. As from the 1981 intake, a pass in Biology will no longer be a prerequisite.

2. HOW TO APPLY

(i) **Persons Holding or Attempting Victorian HSC**

Application for admission must be made *both* to the Victorian Universities Admissions Committee and Lincoln Institute of Health Sciences. 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 and Speech Pathology, 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. Application forms for Speech Pathology may be obtained either from the *non-compulsory* Course Information Sessions or from the Student Administration and Careers Office.

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

Hospital visit forms for Medical Record Administration and Prosthetics and Orthotics applicants will also be available 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.)

(ii) **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.

(iii) **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

- (i) An applicant who is selected for admission to a course of the Institute may apply *in writing* to the Head of the appropriate School for permission to defer entry for one year.
- (ii) The application to defer must be lodged by the date of enrolment specified at the time of the offer.
- (iii) 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.

- (iv) It is the applicants' responsibility to notify the Student Administration Office *in writing* of their intention to take up their deferred place 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 *in writing* 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 a general service fee of \$60 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 Student Administration Office of the Institute by the date specified in their re-enrolment instructions.

Post-Registration Nursing Courses

1. ENTRANCE REQUIREMENTS

Applicants for all post-registration courses must be currently registered as general nurses, or as mental health nurses and, in addition, hold a Higher School Certificate, which includes a pass in English, or hold an equivalent qualification, or satisfactorily complete an education entrance test.

Each applicant's professional experience will be considered individually.

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 82-5 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 177 of this handbook.

General Information

1. Health Requirements

All students of Lincoln Institute are required to be immunised against polio and TB and to have a chest X-ray. The Institute will make arrangements for these at the beginning of the first term.

(a) *Communication Disorders* Following selection and before the start of first term, students will be expected to have an audiometric examination. Applicants suspecting a speech problem or a hearing loss should inform the School of Communication Disorders before selection.

(b) *Nursing* Students selected for the Nursing course must be in good mental and physical health and prior to the commencement date of the course be immune to smallpox, diphtheria, poliomyelitis and tetanus. In addition, a tuberculin test needs to have been carried out and, if negative, immunisation against tuberculosis is necessary. Applicants must submit medical certificates of fitness and have a satisfactory report of a recent chest X-ray. A dental certificate, provided by the School, must be completed by a qualified dentist.

(c) *Orthoptics* Following selection and before the start of first term, students will be expected to have an ocular examination.

(d) *Physiotherapy* Students selected for the Physiotherapy course are required to inform the Head of the Physiotherapy School, prior to enrolment, of any physical or other disabilities which may affect their participation in the course.

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 1980 general service fee for full-time students is \$60.

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.

6. Withdrawals

Students intending to withdraw from a subject or course must notify the Head of their School *in writing*.

7. 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 1980 Open Day will be held from 10.30 a.m. to 4.30 p.m. on Sunday, 22 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 assists students in contacting and establishing clubs and societies, provides information about student counselling, health, and housing services, advises on the availability of financial assistance, and generally seeks to assist students in making effective use of student amenities and facilities at Lincoln.

The following services are available to Lincoln Institute students:

Student Counselling Service

Counselling is concerned with the well-being of all students. Many of its activities involve helping students who, without feeling they have any particular problem, want to increase their academic, social, or personal skills. The Student Counselling Service offers help to students trying to cope not only with the heavy demands made upon them academically, but also other pressures—financial, family, concern about the future, and uncertainty about self are some examples—which can leave them feeling troubled and often seriously distracted from their studies. Any discussion with a counsellor is always on a voluntary basis and is absolutely confidential. The Student Counselling Service is available to students, graduate students, and staff of Melbourne University, the Melbourne State College, and Lincoln Institute of Health Sciences. All are welcome to use its resources. All counselling services are free of charge. Either call in or ring to arrange the most suitable kind of appointment.

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

Monday to Friday 9.00 a.m.–5.30 p.m.

Student Health Service

The services of the Student Health Service are available to all Melbourne University, Melbourne State College, and Lincoln Institute of Health Sciences 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 a.m.–5.00 p.m.

Student Housing Service

The Student Housing Service is available to all students of Melbourne University, Melbourne State College, and Lincoln Institute of Health

Sciences 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 School of Nursing also has a list of accommodation which Nursing students have found useful in the past. Nursing students are urged to contact their School as well as using the Student Housing Service.

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

9.00 a.m.-5.00 p.m.

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. The procedure for application is as follows. Students should initially see the Student Services Co-ordinator. A loan application form is available from the Student Services Co-ordinator. It requires the signature of the Head of the School in which the student is enrolled. The loan application is considered by the Student Loan Fund Committee. The applicant may be requested to attend the meeting. Subsequent to approval of the loan application, the student signs a loan agreement with the Institute.

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 lab coats are on sale. Further information is posted on Institute noticeboards.

Lincoln Institute Association of Students

All students at Lincoln Institute are members of the Lincoln Institute Association of Students on payment of the general service fee at the beginning of each year. The LIAS Executive, elected from and by the student body, is the constituted student 'voice' in the Institute. It provides the recognised means of representation for students in relation to all aspects of their life at the Institute. It also acts as a means of communication between students within the Institute as well as with student bodies in other tertiary institutions. The LIAS Executive is made up of a President, Vice-President, Secretary and Treasurer, and also representatives from all courses at the Institute; these positions are all filled by elections in March of each year. More information about the running of LIAS can be found in the *Counter Handbook*.

LIAS is funded from the general service fee, and the Executive uses this money to fund the many aspects of student activities. Student clubs and societies, which cater for involvement at the Institute in many and varied sports and activities, are run totally by the students. Provided the clubs and societies adhere to the provisions of the LIAS constitution, they may apply annually to the LIAS Executive for a financial grant. Social activities, such as balls, union nights, and lunchtime concerts are organised by the LIAS Activities Committee under the co-ordination of an Activities Director, who is an elected, but paid, student. LIAS also funds production of a student newspaper, *Libull*, which appears regularly during term, and also a weekly news-sheet, which is available each Monday morning during term. LIAS is also involved in Orientation Week and the *Counter Handbook*.

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.

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. In 1979 a part-time Recreation

Officer was first appointed to develop recreational activities and services for students and staff at the Institute.

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.

School of Chiropody

Introduction to Chiropody

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 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 \$100. 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

Science for Chiropody
Behavioural Science I
Anatomy I for Chiropody
Therapeutics I
Pharmacology I
Podology I
Introduction to Community Health Problems
Clinical Practice I
Appliance Studies I

Second Year

Anatomy II for Chiropody
Physiology
Behavioural Science II
Medical Science for Chiropody
Kinesiology
Therapeutics II
Pharmacology II
Podology II
Clinical Practice II
Appliance Studies II

Third Year

Medicine
Surgery
Orthopaedic Surgery
Dermatology
Behavioural Sciences III
Anaesthesiology
Therapeutics III
Podology III
Clinical Practice III
Appliance Studies III

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

Details of Syllabus: First Year

BL 165 SCIENCE FOR CHIROPODY

(150 hours)

See descriptive entry page 212.

BS 101 INTRODUCTION TO BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 179.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 165.

BL 183 ANATOMY I FOR CHIROPODY

(35 hours)

See descriptive entry page 213.

CH 110 THERAPEUTICS

(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

(25 hours)

This unit introduces terminology, types of preparations of medicaments, and actions and uses of some commonly used chiropodial medicaments.

CH 130 PODOLOGY

(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

(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

(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 208.

BL 282 ANATOMY II FOR CHIROPODY

(81 hours)

See descriptive entry page 217.

BL 273 MEDICAL SCIENCE FOR CHIROPODY

(25 hours)

See descriptive entry page 216.

BS 270 REHABILITATION PSYCHOLOGY

(18 hours)

See descriptive entry page 189.

BS 280 INTERPERSONAL HELPING SKILLS

(14 hours)

See descriptive entry page 189.

BS 331 ABNORMAL BEHAVIOUR I: THEORIES AND THERAPIES

(27 hours)

See descriptive entry page 191.

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

(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

(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

(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

(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 that require particular skills and expertise in their management.

CH 250 APPLIANCE STUDIES

(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

(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 320 PODOLOGY

(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 330 CLINICAL PRACTICE

(243 hours)

Both general and advanced conditions are treated in this year with 3 hours per week allocated to a diagnostic and assessment clinic, and 2 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 340 APPLIANCE STUDIES

(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 350 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 cardio-vascular disease, vascular diseases; collagen diseases and arthroses; endocrine disorders and diseases of the nervous system are covered.

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.

BS 400 BEHAVIOURAL SCIENCE SEMINARS

(18 hours)

See descriptive entry page 192.

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 medical, psychological, and linguistic subjects.

The School of Communication Disorders is the only training school for student speech pathologists in Victoria.

The Australian Association of Speech and Hearing is the registering body for the profession in Australia. Speech pathologists with the degree of Bachelor of Applied Science in 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 those countries. The Australian Association of Speech and Hearing is affiliated with the International Association of Logopaedics and Phoniatics 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 this new and rapidly developing 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 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

18 February–22 February	Orientation Week
25 February–2 May	First Term
5 May–9 May	First Term Examinations
2 June–1 August	Second Term
4 August–8 August	Second Term Examinations
1 September–31 October	Third Term
10 November–14 November	Final Examination Period

Equipment

Students should own a white coat for use in certain hospital clinics and for use in the physiology laboratory. Second, third and fourth year students will find it necessary to have a small amount of clinical equipment for use in clinical treatments. Approximately \$70 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 and movement into clinical streams will be contingent upon successful remediation.

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.

Course

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.

Details of Syllabus: First Year**SPEECH AND LANGUAGE PATHOLOGY I****CD 100 Development and Disorders of Phonology**

(18 hours of lectures, 12 hours of tutorials)

A study of the emerging phonological system in the normal child, in-

cluding 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, 18 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 120 Anatomy for Speech and Hearing

(Approximately 40 hours of lectures)

This subject covers the functional anatomy of the following areas: the nervous system, respiratory system, phonatory system, auditory system and the face and oral cavity. A brief exposure to relevant embryology is also included.

Recommended Texts

- CUNNINGHAM, D.J. *Manual of practical anatomy*. Vol. 3, *Head and Neck*. (13th or subsequent edition.) London, Oxford University Press.
 ZEMLIN, W. 1965. *Speech and hearing science anatomy and physiology*. Englewood Cliffs, N.J., Prentice-Hall.

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.

AUDIOLOGY I

CD 150 Acoustics and Acoustic Phonetics

(14 hours of lectures, 7 hours of tutorials)

A general introduction to hearing sciences and a study of basic acoustics, including acoustic phonetics.

Recommended Text

- FRY, D. B. 1979. *The physics of speech*. London, Cambridge University Press.

LINGUISTICS I

CD 160 Phonetics

(24 hours of lectures, 16 hours of tutorials)

An introduction to phonetics, phonology and morphology with emphasis on articulatory description of English speech sounds and distinctive feature systems.

Recommended Text

BERNARD, J. and DELBRIDGE, A. 1980. *Language as a sign system*. Sydney, Prentice-Hall of Australia.

CD 161 Syntax

(18 hours of lectures, 12 hours of tutorials)

Introduction to syntax, including traditional and transformational approaches, including case grammar.

Recommended Text

LILES, B. L. 1975. *An introduction to linguistics*. New Jersey, Prentice-Hall.

CD 162 Linguistic Analysis

(20 hours of laboratory work)

A programme to develop phonetic transcription skills and critical listening skills using the international phonetic alphabet.

Recommended Text

THE PRINCIPLES of the international phonetic association. 1970. London, University College.

BEHAVIOURAL SCIENCES I

BS 100 Introduction to Behavioural Sciences

(54 hours)

BS 105 Introduction to Research Methods

(40 hours)

See descriptive entries pages 178, 179.

MEDICAL SCIENCES I

BL 122 Human Morphology and Function A

(95 hours)

See descriptive entry page 209.

CLINICAL PRACTICUM I

(10 assigned hours)

CD 190 Clinical Orientation

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

Details of Syllabus: Second Year

SPEECH AND LANGUAGE PATHOLOGY II

CD 200 Cerebral Palsy

(12 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.

Recommended Text

There is no recommended text in this subject.

CD 210 Phonology II

(25 hours of lectures, 6 hours of tutorials)

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

Recommended Text

There is no recommended text in this subject.

CD 215 Diagnostics

(10 hours of lectures, 20 hours of 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

(42 hours of lectures, 28 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. *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

(8 hours of lectures)

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

Recommended Text

BZOCH, K. ed. 1972. *Communicative disorders related to cleft lip and palate*. Boston, Little Brown.

CD 230 Disorders of Voice

(26 hours of lectures, 26 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.

MOORE, G. P. 1971. *Organic voice disorders*. Englewood Cliffs, N.J., Prentice-Hall.

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

CD 240 Therapeutic Processes

(26 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

(26 hours of lectures, 26 hours of tutorials)

Exposure to the history and profession of audiology will be provided. A detailed study will be made of psychoacoustics and psychophysics as they relate to audiological testing and speech perception. Audiological testing, including pure tone air and bone masking, speech and impedance testing, will be included. Disorders of hearing will also be discussed.

Recommended Texts

HARRIS, J. D. 1974. *Anatomy and physiology of the hearing mechanism*. Indianapolis, Bobbs-Merrill.

HOCHBERG, I. 1973. *Interpretation of audiometric results*. Indianapolis, Bobbs-Merrill.

KATZ, J. ed. 1978. *Handbook of clinical audiology*. Baltimore, Williams & Wilkins.

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

NORTHERN, J. L. 1976. *Hearing disorders*. Boston, Little, Brown & Co.

BEHAVIOURAL SCIENCES II

BS 231 Infancy

BS 232 Childhood and Adolescence

BS 233 Adulthood and the Socio-Cultural Context of Development

BS 251 Data Analysis II: Correlation

BS 252 Data Analysis III: Two-Sample Designs

BS 254 Measurement and Test Theory

See descriptive entries pages 186-8.

MEDICAL SCIENCES II**CD 280 Neurology I**

(26 hours of lectures, 26 hours of tutorials)

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

Recommended Text

To be advised.

CLINICAL PRACTICUM II

(146 assigned hours)

CD 290 Child Screening**CD 291 Diagnostics****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

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 second year students will be involved in audiometric screening throughout the year.

Details of Syllabus: Third Year**SPEECH AND LANGUAGE PATHOLOGY III****CD 310 Communication Disorders of Neurological Origin**

(52 hours of lectures, 26 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 Text

There is no recommended text in this subject.

CD 320 Stuttering

(36 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

(26 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

(34 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*.

CD 225 Cleft Lip and Palate

(8 hours of lectures)

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

Recommended Text

BZOCH, K. ed. 1972. *Communicative disorders related to cleft lip and palate*. Boston, Little Brown.

AUDIOLOGY III

CD 350 Audiology: Aural Rehabilitation

(26 hours of lectures, 26 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 in the above subjects will be conducted during tutorials.

Recommended Texts

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

DALE, P. S. 1976. *Language development structure and function*. New York, Holt Rinehart & Winston.

KATZ, J. ed. 1978. *Handbook of clinical audiology*. 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.

NORTHERN, J. L., 1976. *Hearing disorders*. Boston, Little, Brown & Co.

BEHAVIOURAL SCIENCES III

BS 280 Interpersonal Helping Skills

BS 331 Abnormal Behaviour I: Theories and Therapies

BS 332 Abnormal Behaviour II: Psychoneurological and Biochemical Aspects

BS 270 Rehabilitation Psychology

Plus either one of the

BS 400 Behavioural Sciences Seminars

or

BS 355 Research Design Seminar

See descriptive entries pages 189, 191, 192-8.

CLINICAL PRACTICUM III

(200 assigned hours)

CD 390 Child Treatment

CD 391 Voice Disorders

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 screening, diagnostics and aural rehabilitation.

Details of Syllabus: Fourth Year

SPEECH AND LANGUAGE PATHOLOGY IV AND AUDIOLOGY IV

CD 400 Neurology II

(10 hours of lectures)

Neuropsychology with special reference to speech and language syndromes.

Recommended Text

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

CD 440 Therapeutic Processes

(10 hours of lectures)

This subject will cover clinical administration, e.g. setting up a new clinic, filing systems, understanding hospital management, etc.

Recommended Text

There is no recommended text for this subject.

CD 400 Seminars

Year Four students select two from a list of electives published annually. Each elective is offered for 20 hours in a single term.

BEHAVIOURAL SCIENCES IV

BS 400 Behavioural Sciences Seminars

Year Four students select one seminar from the list of offerings provided by the Department of Behavioural Sciences. See descriptive entries pages 192-8.

BS 370 Independent Research Project

In lieu of the two CD 400 subjects and one BS 400 seminar, Year Four students may elect to pursue a formal research project under the direction of staff members from the Department of Behavioural Sciences. See descriptive entry page 192.

CLINICAL PRACTICUM IV

(450 assigned hours)

CD 490 Adult Treatment Placement

CD 491 Special Child Treatment Placement

CD 492 General Experience Placement

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 hearing aid monitoring, audiological diagnostics and aural rehabilitation.

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

25 February–2 May	(10 weeks)	Theory with exception of Directed Practice Orientation on 22, 23 and 24 April.
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5 May–9 May	(1 week)	Examinations
2 June–1 August	(9 weeks)	Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 17 June–10 July.
4 August–8 August	(1 week)	Examinations
1 September–31 October	(9 weeks)	Theory with exception of Directed Practice on Tuesday, Wednesday and Thursday during the period 16 September–9 October.
3 November–7 November	(1 week)	Study Vacation
10 November–14 November	(1 week)	Examinations

Second Year

4 February–8 February	(1 week)	Theory
11 February–14 March	(5 weeks)	D.P.P.
17 March–9 May	(8 weeks)	Theory
3 June–4 July	(5 weeks)	D.P.P.
7 July–8 August	(5 weeks)	Theory
2 September–10 October	(6 weeks)	D.P.P.
13 October–31 October	(3 weeks)	Theory
3 November–7 November	(1 week)	Study Vacation
10 November–14 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

Medical Record Management I
 Medical Ethics and Law
 Fundamentals of Medicine and Surgery
 Human Biology
 Disease/Operation Classifications I
 Statistics
 Introduction to the Behavioural Sciences
 Introduction to Community Health Problems
 Directed Practice Programme
 Typing Requirement

Second Year

Principles of Administration
 Medical Record Management II
 Disease/Operation Classifications II

Medical Science
 Pharmacology
 Medical Information Processing
 Health Care Services
 Personnel Management
 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.

Reference Books

AMERICAN HOSPITAL ASSOCIATION. 1972. *Medical record departments in hospitals: guide to organization*. Chicago, AHA.

AMERICAN MEDICAL RECORD ASSOCIATION. 1973. *Organizing health records*. Chicago, AMRA.

BENJAMIN, B. ed. 1977. *Medical records*. London, Heinemann Medical.

Additional reference lists are distributed at the beginning of each unit in the lecture series.

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.

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

ROBINSON, K. and ELL, M. 1978. *Consent to treatment forms for hospitals - with guidelines*. Carlton, Lincoln Institute of Health Sciences.

Reference Books

AMERICAN HOSPITAL ASSOCIATION. 1972. *Hospital medical records - guidelines for their use and the release of medical information*. Chicago..

HUNT, R. and ARRAS, J. 1977. *Ethical issues in modern medicine*. Palo Alto, Calif., Mayfield.

THE LAW REFORM COMMISSION. 1979. *Report no. 7, human tissue transplants*. Canberra, A.G.P.S.

REISER, S.J. et. al., eds., 1978. *Ethics in medicine - historical perspectives and contemporary concerns*. Cambridge, Mass., MIT.

SPELLER, S.R. 1978. *Law relating to hospitals and kindred institutions*. London, Lewis.

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 Claire. 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.

Reference Books

- CHABNER, Davi-Ellen. 1976. *The language of medicine*. Philadelphia, Saunders.
 EVANS, D.M.D. 1978. *Special tests and their meanings*, 11th ed. London, Faber & Faber.

BL 121 HUMAN BIOLOGY

(50 hours)

See descriptive entry page 209.

MR 140 DISEASE/OPERATION CLASSIFICATIONS I

(55 hours)

An indepth study of classification systems.

Prescribed Texts

- COMMISSION ON PROFESSIONAL AND HOSPITAL ACTIVITIES. 1978. *International classification of diseases, 9th revision, clinical modification*. Vols 1, 2 and 3. Michigan, Ann Arbor.
 WORLD HEALTH ORGANISATION. 1978. *International classification of procedures in medicine*. Vols 1 and 2. Geneva.
 WORLD HEALTH ORGANISATION. 1977. *Manual of international statistical classification of diseases, injuries, and causes of death*. 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.

Reference Books

- BOURKE, G.J. and McGILVRAY, J. 1972. *Interpretation and uses of medical statistics*. 2nd ed. Oxford, Blackwell Scientific Publications.
 CHASE, Clinton I. 1967. *Elementary statistical procedures*. Tokyo, McGraw-Hill.
 CROUCHER, John S. and OLIVER, Eddie. 1979. *Statistics: an introduction*. McGraw-Hill Book Co.
 HILL, A.B. 1977. *A short textbook of medical statistics*. London, Hodder & Stoughton.
 LANCASTER, H.O. 1974. *An introduction to medical statistics*. London, Wiley.

BS 101 INTRODUCTION TO THE BEHAVIOURAL SCIENCES

(54 hours)

See descriptive entry page 179.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 165.

MR 190 DIRECTED PRACTICE PROGRAMME

(216 hours)

Aims

To develop an appreciation of the scope of a medical record administrator; to develop a knowledge of the roles of the medical record administrator and other categories of staff working in the Medical Record Department; to develop insight, understanding and skill in the procedures of a Medical Record Department and an appreciation of staff interrelations.

Format

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

Second Term — 12 days at a metropolitan hospital.

Third Term — 12 days at a metropolitan hospital.

TYPING REQUIREMENT

(approximately 40 hours)

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

Details of Syllabus: Second Year**MR 210 PRINCIPLES OF ADMINISTRATION**

(25 hours)

Aims

To present the basics of an operational theory and science of management; to use the functions of managers — planning, organising, staffing, directing and leading, and co-ordinating and controlling to show how management knowledge can be organised in a useful and practical manner.

Prescribed Text

KOONTZ, H. and O'DONNELL, C. 1976. *Management — a systems and contingency analysis of managerial functions*. Kogakusha, McGraw-Hill.

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, Health Record Analysis, 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.

Reference Books

- APPM *pocket pal*. Melbourne, Associated Pulp and Paper Mills.
 BJORN, J. C. 1970. *Problem oriented practice*. New York, McGraw-Hill.
 DESIGN of forms in government departments. 1972. London, Her Majesty's Stationery Office.
 DRIGGS, M. F. 1973. *Problem-directed and medical information systems*. New York, Intercontinental Medical Book Corp.
 EASTON, R. E. 1974. *Problem oriented medical record concepts*. New York, Appleton-Century-Crofts.
 GRANDJEAN, E. 1973. *Ergonomics of the home*. London, Taylor & Francis.
 GRANDJEAN, E. 1975. *Fitting the task to the man*. London, Taylor & Francis.
 KNOBB, D. A. 1974. *Organizational psychology*. New York, Prentice-Hall, p. 202-212.
 MAZUR, W. B. 1974. *The problem-oriented system in the psychiatric hospital*. California, Trainex Press.
 MEDICAL record systems in primary health care in Australia. 1974. Report of a seminar held in Canberra, April 1974, organised by the Royal Australian College of General Practitioners.
 STYLE manual for authors, editors and printers. 1978. 3rd ed. Canberra, Australian Government Publishing Service.
 WEED, L. 1975. *Your health care and how to manage it*. Burlington, Essex Publishing Co.
 WEED, L. 1969. *Medical records, medical education and patient care*. Cleveland, Press of Case Western Reserve University.

MR 230 DISEASE/OPERATION CLASSIFICATIONS II

(30 hours)

Designed to extend the student's knowledge of coding gained in Disease/Operation Classifications I.

Prescribed Texts

As for MR 140 Disease/Operation Classifications I.

BL 272 MEDICAL SCIENCE

(60 hours)

See descriptive entry page 216.

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 internationally.

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. 1972. *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, 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 a three-year basic nursing course leading to registration as a general nurse, four post-registration courses leading to UG2 Diploma qualifications, and one post-registration degree course leading to Bachelor of Applied Science, Advanced Nursing. The degree course has four major streams of study: Nursing Administration, Nursing Education, Community Health Nursing and Clinical Nursing.

Location

The School of Nursing is situated at the College of Nursing, Australia Building, at 2-6 Arthur Street, Melbourne 3004, telephone 26 4495.

Diploma in Applied Science Nursing Course

Calendar

Years I, II and III

18-22 February	Orientation Week
25 February	First Term commences
19-23 May	Study Leave and Examinations
26-30 May	Vacation
2 June	Second Term commences
25-29 August	Study Leave and Examinations
1-5 September	Vacation
8 September	Third Term commences
1-5 December	Study Leave
8-12 December	Examinations

Entrance Requirements

See page 40.

Purpose

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

- (a) 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
- (b) 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 nurs-

ing 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.

Award

A Diploma in Applied Science, 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:

(a) Tertiary Education Assistance Scheme: Inquiries should be made to the Regional Director, Victorian State Office, Department of Education, 450 St Kilda Road, Melbourne, Victoria 3004, telephone 267 4700. Information brochures and application forms are also available from the Student Services Office, Lincoln Institute.

(b) Scholarships: A limited number of scholarships are available. Inquiries should be made to the Secretary, Diploma in Applied Science, Nursing Course, School of Nursing, Lincoln Institute of Health Sciences, 2-6 Arthur Street, Melbourne 3004.

Avenues of Employment

Many varieties 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.

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***Nursing I**

comprising: Fundamentals of Nursing
Clinical Practice

Human Bioscience I

Applied General Science

Applied Microbiology I

Introduction to the Behavioural Sciences

Communication Studies

Introduction to Research Methods

*Second Year***Nursing II**

comprising: Medical/Surgical Nursing I
including Operating Room Nursing; Ear, Nose and Throat
Nursing
Community Health Nursing II
Legal, Ethical and Professional Responsibilities
Clinical Practice

Human Bioscience II

Applied Microbiology II

Behavioural Sciences in Nursing A

*Third Year***Nursing III**

comprising: Paediatric Nursing
Maternity Nursing
Gynaecological Nursing
Community Health Nursing III
Psychiatric Nursing
Ophthalmic Nursing
Medical/Surgical Nursing, including Intensive Care Nursing and Management of a Nursing Unit
Clinical Practice

Behavioural Sciences in Nursing B

Details of Syllabus: First Year

NURSING I (4½ units)

NS 010 Fundamentals of Nursing

(175 hours of lectures and laboratory sessions)

The student is 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 the student is 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.

NS 019 Clinical Practice I

(351 hours in selected hospitals and other health agencies)

BIOLOGICAL AND RELATED SCIENCES (4½ units)

BL 125 Human Bioscience I (2½ units)

(95 hours, including laboratory sessions)

See descriptive entry page 210.

BL 155 Applied General Science (1 unit)

(36 hours)

See descriptive entry page 211.

NS 016 Applied Microbiology I (1 unit)

(38 hours of lectures and laboratory sessions)

This unit introduces the student to the classification of micro-organisms; the complexities of host-parasite relationships are highlighted, and principles relating to asepsis, sterilisation, and disinfection and other measures used to minimise infection in the hospital 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 theory 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 (3 units)

BS 100 Introduction to Behavioural Sciences (1½ units)

(54 hours)

See descriptive entry page 178.

BS 105 Introduction to Research Methods (1½ units)

(40 hours)

See descriptive entry page 179.

BS 110 Communication Studies

(14 hours)

See descriptive entry page 180.

Details of Syllabus: Second Year

NURSING II (7 units)

NS 028 Medical/Surgical Nursing I (5 units)

(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. 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.

Reference Books

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

NS 027 Community Health Nursing II (1 unit)

(35 hours)

This area of study provides the student with a deeper and broader understanding of community nursing practice, particularly the relationships between certain basic community characteristics, the organisation of health care delivery systems, and the health of the community. Emphasis is given to major community health problems, including those of inadequate nutrition, domestic, transport, rural and industrial accidents, misuse of alcohol and drugs, suicide, and common non-infectious diseases. Students are given the 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. The student is also introduced to the unique problems which arise following major disasters, including the modifications necessary in giving nursing care in a situation where personnel, supplies, medical equipment, facilities, and utilities are

limited. Community planning and facilities are discussed and the role of nurses in the organisational framework of the disaster health team is examined.

Reference Books

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

NS 020 Legal, Ethical and Professional Responsibilities (1 unit) (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. Students have an opportunity to visit the Supreme Court and a Court of Petty Sessions. 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.

Prescribed Texts

BURTON, A. W. 1974. *Medical ethics and the law*. 2nd ed. Sydney, Australasian Medical.
FAGOTHEY, A. 1972. *Right and reason*. 5th ed. St Louis, Mosby.
O'SULLIVAN, J. 1976. *Law for nurses*. Sydney, The Law Book Co.

Reference Books

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

NS 029 Clinical Practice II (455 hours in selected hospitals and other health agencies)

BIOLOGICAL AND RELATED SCIENCES (3 units)

BL 225 Human Bioscience II (2 units) (80 hours) See descriptive entry page 215.

NS 026 Applied Microbiology II (1 unit) (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, and concepts and principles of Communicable Diseases Nursing are integrated throughout the course. An area of study is devoted to those viruses, bacteria, fungi, protozoa and metazoa which are of importance in medicine and nursing and, where relevant, how clinical specimens are obtained and prepared for laboratory examination. Microbial principles relating to asepsis, sterilisation and disinfection are reinforced, the host-microbe interaction is studied in greater depth, and fundamental tenets of immunopathology are considered.

Prescribed Text

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

or

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

Reference Books

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

SOCIAL AND BEHAVIOURAL SCIENCES (2 units)

BS 201 Behavioural Science in Nursing A (2 units)

(70 hours)

See descriptive entry page 185.

Details of Syllabus: Third Year

NURSING III (5¼ units)

NS 031 Paediatric Nursing

(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.

NS 032 Maternity Nursing

(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.

NS 033 Gynaecological Nursing

(20 hours)

This unit focuses on the care of women suffering from common diseases

of the reproductive system and on 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.

NS 037 Community Health Nursing III (1 unit)

(40 hours)

This area of study emphasises the importance of comprehensiveness, continuity, and co-ordination when caring for families in their usual environment at home, school or work. The students have opportunities to study the developmental tasks of families during their life cycle. The role of the community health nurse in helping all families, from a wide variety of socio-economic groups, to achieve these tasks with a minimum of stress, is explored. The changing role of the community health nurse is discussed, and the student is given opportunities to visit organisations concerned with community health care programmes.

Prescribed Text

DUVALL, E. M. 1971. *Family development*. 4th ed. Philadelphia, Lippincott.

Reference Books

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

NS 034 Psychiatric Nursing (1 unit)

(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.

NS 036 Ophthalmic Nursing

(10 hours of lectures and laboratory sessions)

This unit is designed to assist the student to gain a basic understanding of

the care of patients suffering from diseases 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 Book

BEDFORD, M. A. 1971. *A colour atlas of ophthalmological diagnosis*. London, Wolfe Medical Books.

NS 038 Medical Surgical Nursing II

(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.

NS 039 Clinical Practice III

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

SOCIAL AND BEHAVIOURAL SCIENCES

BS 301 Behavioural Science in Nursing B

(72 hours of lectures and tutorials)

See descriptive entry page 190.

Post-Registration Nursing Courses

Calendars

BACHELOR OF APPLIED SCIENCE, ADVANCED NURSING COURSE

7 February-8 February

11 February-15 February

Orientation for Overseas Students

Orientation for Year I Students

Workshop for Year II Students

18 February–25 April	First Term
28 April–5 May	Study Leave and Examinations
12 May–18 July	Second Term
21 July–15 August	Workshops/Field Experience/ Seminars/Study Leave and Examinations
18 August–24 October	Third Term
27 October–14 November	Field Experience/Independent Study
17 November–28 November	Study Leave and Examinations

DIPLOMA COURSES

7 February–8 February	Orientation for Overseas Students
11 February–15 February	Orientation for All Students
18 February–25 April	First Term
28 April–5 May	Study Leave and Examinations
12 May–18 July	Second Term
21 July–28 July	Study Leave and Examinations
4 August–15 August	Field Experience
18 August–24 October	Third Term
27 October–7 November	Field Experience
10 November–14 November	Seminar Week
17 November–28 November	Study Leave and Examinations
1 December–12 December	Field Experience: Diploma in Applied Science, Community Health Nursing Course (Maternal and Child Health Nursing Stream)
1 December–19 December	Field Experience: Diploma in Applied Science, Community Health Nursing Course (Nurse Practitioner Stream)

Entrance Requirements

Applicants for all post-registration courses must be currently registered as general nurses, or as mental health nurses, and hold a Higher School Certificate, which includes a pass in English, or hold an equivalent qualification, or complete satisfactorily an education entrance test.

Each applicant's professional experience will be considered individually, and the following experience will be used as a guide to the minimum requirements for admission to the course.

Bachelor of Applied Science, Nursing Administration, and Diploma of Applied Science, Nursing Administration Courses

At least two years experience as a qualified nurse including at least twelve months experience with senior level responsibility in a ward or department or as a supervisor in a community health service, or other experience satisfactory to the School of Nursing.

Applicants intending to undertake elective areas of study in advanced clinical nursing will need to have had experience as qualified nurses in the nursing practice area in which they wish to study.

Bachelor of Applied Science, Nursing Education, Diploma of Applied Science, Nursing Education, Diploma of Applied Science, Nursing Education (Midwifery) Courses

At least two years experience as a qualified nurse, including some senior level responsibility in a ward or department in which student nurses gain clinical experience, or some other experience satisfactory to the School of Nursing.

Applicants intending to undertake the Diploma in Nursing Education (Midwifery) course will need to meet the above requirements, including having had at least one year's experience as qualified midwives.

Applicants intending to undertake elective areas of study in advanced clinical nursing will need to have had experience as qualified nurses in the nursing practice area in which they wish to study.

Bachelor of Applied Science, Advanced Nursing, Community Health and Clinical Majors

Applicants must be qualified general or mental health nurses and have had at least twelve months experience as qualified nurses in their area of specialisation. Applicants selecting the advanced midwifery nursing or maternal and child health nursing streams must be qualified midwives. At least one year's post-registration midwifery experience, within the previous three years, is required for the study of advanced midwifery nursing. Applicants selecting the advanced psychiatric nursing stream must be qualified psychiatric nurses but need not hold a general nursing certificate.

Diploma in Applied Science, Hospital Nursing and Unit Management Course

Applicants must be qualified general or mental health nurses and have had at least six months and preferably twelve months experience as qualified nurses in their area of specialisation.

Applicants selecting the advanced operating theatre and advanced critical care streams of study must have had at least twelve months experience in the area selected.

Applicants selecting the advanced midwifery nursing stream must be qualified midwives, with the prerequisites stated above, and applicants selecting the advanced psychiatric nursing stream must be qualified psychiatric nurses. These latter applicants need not hold a general nursing certificate.

Diploma in Applied Science, Community Health Nursing Course

Applicants must be qualified general or mental health nurses and have had at least twelve months experience as qualified nurses and preferably hold a midwifery certificate or have had at least three months maternity nursing experience.

Applicants selecting the maternal and child health nursing stream and seeking registration as infant welfare nurses must hold general and midwifery certificates and be registered in Victoria.

Pre-Course Preparation and Examinations

All applicants for admission to degree and diploma courses must undertake the prescribed pre-course study programme and complete satisfactorily assessment procedures as follows:

(a) Bachelor of Applied Science, Advanced Nursing Course

Satisfactory completion of a written test assessing the applicant's knowledge in physical and biological sciences. A bridging course will be offered in this area to bring applicants to this level and introduce basic biophysical science concepts.

Completion of a nursing studies assignment requiring a problem-solving approach will also be required.

(b) Diploma in Applied Science, Nursing Education and Diploma in Applied Science, Hospital Nursing and Unit Management Courses

Satisfactory completion of a written test assessing the applicant's knowledge in physical and biological sciences.

(c) Diploma in Applied Science, Nursing Administration and Diploma in Applied Science, Community Health Nursing Courses

Assignments written in the applicant's own time on given topics related to prescribed courses of reading.

Expenses

No tuition or examination fees are required for residents of Australia. Overseas students will be required to pay fees. Students must be prepared to meet living and travelling expenses, to purchase books and stationery and, if necessary, to meet the cost of having assignments typed.

Financial Assistance

(a) Australian Department of Education—Applicants who are permanent residents in Australia are eligible to apply for a tertiary education allowance, which is subject to a means test. Inquiries should be made to the Regional Director, Victorian State Office, Department of Education, 450 St Kilda Road, Melbourne 3004, telephone 267 4700.

Information brochures and application forms are also available from the Student Services Office, Lincoln Institute.

(b) Scholarships—In each state, scholarships are available from hospitals and health departments to assist qualified nurses undertaking courses. A number of voluntary nursing organisations and some commercial companies also offer awards. Information about scholarships for Victorian students is available from the Head of the School of Nursing, Lincoln Institute. Intending students are reminded that an application for a scholarship does not constitute an application for admission to a course for which separate application must be made on the appropriate form.

Awards

The Degree of Bachelor of Applied Science, Advanced Nursing is awarded by the Victoria Institute of Colleges to students on successful completion of the course.

Diplomas in Applied Science, Nursing Administration, Nursing

Education, Hospital Nursing and Unit Management, and Community Health Nursing are awarded by Lincoln Institute of Health Sciences to students on successful completion of the course.

Bachelor of Applied Science, Advanced Nursing Course

The Bachelor of Applied Science, Advanced Nursing Course will provide opportunity for registered nurses to study nursing theory and practice at an advanced level and to major in one of the following areas: nursing administration, nursing education, clinical nursing or community health nursing.

Students in each major stream will share a number of nursing and science units which are requisites for all areas of practice. There will also be units specific to each major, and electives will be offered.

Course Details

Bachelor of Applied Science, Advanced Nursing: Nursing Administration Major

Purpose

To prepare qualified nurses for top and middle level management positions in nursing service departments of hospitals and other health agencies.

Objectives

To prepare qualified nurses to:

- (a) participate in policy formulation and executive decision-making in health care institutions;
- (b) provide for adequate numbers and quality of staff, staff development, and staff evaluation within health care institutions;
- (c) provide quality nursing care and develop criteria for its evaluation;
- (d) provide nursing leadership within the institution, profession, and community;
- (e) gain further knowledge and skill in an area of clinical nursing selected by the student;
- (f) gain further knowledge of the physical, biological, and social sciences relevant to the functional and clinical areas of specialisation;
- (g) develop depth and breadth of knowledge of nursing as a profession, the functions of which evolve to meet the changing health needs of society;
- (h) develop attitudes and values, and gain knowledge and skill needed to function in a position of responsibility in nursing service administration;
- (i) 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; and
- (j) develop a liking for learning and a professional responsibility for ongoing study after graduation.

Bachelor of Applied Science, Advanced Nursing: Nursing Education Major

Purpose

The course particular to nursing education is designed to provide a rational basis for the student/graduate to use in carrying out administrative, teaching, and curriculum development functions of a nurse teacher in health agencies and educational institutions.

Objectives

Through a variety of learning experiences, to prepare qualified nurses to:

- (a) administer nursing education departments within hospitals and other health agencies and/or single or multipurpose educational institutions;
- (b) develop nursing curricula and establish criteria for the attainment of the stated objectives of the curriculum;
- (c) teach students, evaluate student achievement, and evaluate the quality and effectiveness of teaching;
- (d) participate in policy making and decision making where nursing education is concerned;
- (e) promote and develop nursing education;
- (f) apply research findings to teaching and learning problems, and identify new areas for research in nursing education;
- (g) develop a basic knowledge of research methods and acquire the ability to interpret and utilise research findings in nursing practice and identify areas where further nursing research is needed;
- (h) gain further knowledge and skill in a selected area of clinical nursing;
- (i) gain further knowledge of the physical, biological, and social sciences relevant to the functional and clinical area of specialisation;
- (j) develop depth and breadth of knowledge of nursing as a profession, the functions of which evolve to meet the changing health needs of society;
- (k) develop attitudes and values, and gain knowledge and skill needed to function in a position of responsibility in nursing education; and
- (l) develop a liking for learning and accept responsibility for ongoing study after graduation.

Bachelor of Applied Science, Advanced Nursing: Clinical Nursing Major

Purpose

To prepare qualified nurses to be leaders in clinical practice areas.

Objectives

To prepare qualified nurses to:

- (a) provide a high standard of comprehensive, individualised nursing care for patients, and support for the significant persons in the patient's milieu, within the area of the nurse's clinical specialty;
- (b) function as effective team members within nursing and multi-disciplinary teams;

- (c) act as nurse consultants in a specialised area of clinical nursing;
- (d) interact with patients and families to facilitate learning which will enable them to accept responsibility for their own health promotion and maintenance;
- (e) participate in the identification of changing needs of individuals and groups for health education, and collaborate with other health professionals in planning, implementing and evaluating health education programmes;
- (f) collaborate with students and educational institutions in identifying learning needs of students;
- (g) understand the current health care system and the relevant component organisations and be able to adjust to changes within the health care system and its component organisations and institutions;
- (h) participate with other administrative and health team personnel in the institutions in which they work in the formulation of organisational philosophy, goals and policy;
- (i) work within nursing and multi-disciplinary teams within and outside the institution in identifying health and nursing needs of individuals and families, and in planning, implementing and evaluating medical and health care;
- (j) initiate and participate in changes to improve standards of nursing and health care;
- (k) promote and participate in nursing and health care research studies;
- (l) critically appraise and utilise relevant research findings in their clinical practice.

Bachelor of Applied Science, Advanced Nursing: Community Health Nursing Major

Purpose

To prepare qualified nurses to take up leadership positions in community health nursing agencies.

Objectives

To prepare qualified nurses to:

- (a) provide primary care nursing services for families and individuals of any age group and at any developmental level in whatever community setting they may be found;
- (b) use the problem-solving process in providing individualised and family and community-centred nursing care;
- (c) demonstrate high standards of interpersonal, intellectual and clinical performance;
- (d) function as team members within nursing and multi-disciplinary teams;
- (e) provide effective direct nursing care in a community nursing area of special interest;
- (f) interact with clients to facilitate learning which leads to changes in habits or life-style, thus promoting clients' responsibility for their own health promotion and health maintenance;
- (g) identify community needs for health education and, in collaboration with other professionals and members of the community, plan, im-

- plement and evaluate health education programmes to meet those needs;
- (h) collaborate with students and educational institutions in identifying learning needs of students undertaking clinical experience;
 - (i) involve available personnel and utilise material resources in the health agency to plan, implement and evaluate a programme of clinical-based learning experiences for nursing students;
 - (j) act as role models to, and be able to facilitate the development of, knowledge, attitudes and psycho-social and other clinical skills in nursing students;
 - (k) have a knowledge of and understand the current health care system and be able to adjust to the changes within the health care system/agency and within society;
 - (l) have a knowledge of and be able to utilise the appropriate health agencies and health care personnel to assist the client to meet his needs;
 - (m) be able to participate with other members of the health team in the formulation of organisational policy;
 - (n) be able to identify health/nursing needs of individuals, families and groups in the community, plan and implement nursing services to meet those needs and evaluate the process and outcome of the nursing services;
 - (o) be able to participate in the evaluation of community health care provided by a multi-disciplinary team;
 - (p) have a knowledge of the process and strategies of change and be able to initiate changes to improve the standards of nursing and health care;
 - (q) identify nursing-related problems in the community and in the health care delivery system;
 - (r) promote and participate in nursing and health care research studies;
 - (s) critically appraise and utilise relevant research findings;
 - (t) be committed to learning as a life-long process to develop self and maintain professional competence;
 - (u) function as nursing leaders.

Details of Syllabus

Units Common, or Available, to All Majors

NS 100 CONTEMPORARY NURSING

(30 hours)

This subject 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 nursing practice, including a variety of patterns of nursing care delivery. It also introduces the student to philosophies of nursing education and nursing practice, formal theoretical models for nursing practice (e.g. systems models, developmental models) and an indepth analysis of the nursing process.

NS 002 INTRODUCTION TO NURSING RESEARCH

(40 hours plus 20 hours workshop)

This subject includes an examination of the purposes, objectives, techniques, methods, and organisation of nursing research, including exploration of the nursing research literature. Both empirical and non-empirical research perspectives are studied. Additional workshops (20 hours) in statistics are required to complete this unit. Workshop I (10 hours) statistical concepts; Workshop II (10 hours) choice of one of: BS 251, 252, 253, 254, 255. See descriptive entries pages 187-8.

BS 120/10/20 PSYCHOLOGICAL ASPECTS OF HEALTH CARE

(40 hours)

See descriptive entry page 180.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(40 hours)

See descriptive entry page 182.

BL 527 APPLIED HUMAN BIOSCIENCE (Core)

(40 hours)

See descriptive entry page 221.

BL 528 APPLIED HUMAN BIOSCIENCE

(20 hours)

See descriptive entry page 221.

NS 005 APPLIED MICROBIOLOGY

(20 hours)

This subject provides students with opportunities to broaden and deepen their knowledge of microbiology and immunology and explore contemporary developments. Orientation will be towards the person suffering or at risk from microbiological disease and the interplay between the pathological potentials of micro-organisms and the susceptibility and resistance of the host.

NS 110 TEACHING FUNCTIONS OF THE PROFESSIONAL NURSE

(30 hours)

This subject is designed to introduce relevant concepts of teaching and learning and their application to teaching individuals and groups in the clinical situation and the community. It will include conducting small teaching sessions.

BS 130 ORGANISATIONS AND HUMAN BEHAVIOUR PART I

(60 hours)

See descriptive entry page 181.

NS 230 LEGAL STUDIES

(30 hours)

This full unit involves a study of common law and statute law applicable to nurses.

NS 190 FIELD EXPERIENCE**(90 hours)**

The clinical streams will include three weeks (6 hours per day) of block field experience. This experience will concentrate on patient assignment utilising the nursing process and relevant research findings.

NS 180 WORK EXPERIENCE**(5 weeks)**

The five weeks will be spent between first year and second year working in a relevant practice setting. To be arranged by consultation with the course co-ordinator.

WORKSHOP ON WORK EXPERIENCE

A one-week workshop will be held during the first week of second year to give students the opportunity to discuss and clarify the nursing problems identified during their five weeks' work experience between first year and second year.

NS 101 NURSING CARE OF PATIENTS REQUIRING ANAESTHESIA AND RESUSCITATION**(30 hours)**

This subject is designed to help the student understand contemporary developments in the care of patients requiring anaesthesia and cardiopulmonary support and to see the relationship of this phase of care to total patient care. Additional contemporary knowledge of physical, biological, and social sciences will be introduced to guide the student in implementing the nursing process and in appreciating and using new research findings relevant to this phase of illness. There are three sections: (a) care of the patient requiring anaesthesia, including purposes, effects and factors affecting choice of anaesthesia and premedication, including drug interactions; (b) care of patients requiring pulmonary support and/or inhalation therapy, including anatomy and physiology of ventilation, and ventilatory failure; and (c) care of the patient requiring circulatory support, including anatomical, physiological, and haemodynamic considerations, shock, and parenteral therapy.

Students will select one advanced nursing study stream from NS 102-NS 109.

NS 102/10/20 ADVANCED MEDICAL-SURGICAL NURSING (2 units)**(60 hours)**

This subject is designed to provide an indepth study of selected patients with medical-surgical problems enabling the student to utilise the nursing process and research findings from nursing, biophysical, and social sciences. The topics will be drawn from disorders reflecting common medical-surgical problems including associated pain and emotional disturbances and be considered in relation to cause, progressive pathophysiology, prognosis, complications, and current and emerging trends in treatment.

Prerequisite: NS 101.

NS 103/10/20 ADVANCED OPERATING ROOM NURSING

(60 hours)

This subject is designed to increase the student's understanding of the total psycho-physiological experience of the patient undergoing anaesthesia and surgery, with emphasis on the nursing process as a problem-solving device and use of relevant research findings. It also aims to clarify the role of the professional nurse in the operating room team. The course will include: (a) applied anatomy; (b) surgical procedures, general and special in relation to physiological considerations, possible pathology, condition of the patient, operative techniques and pre- and post-operative management; and (c) the nursing process, an indepth study of selected patients undergoing surgical procedures.

Prerequisite: NS 101.

NS 104/10/20 ADVANCED CRITICAL CARE NURSING

(60 hours)

This subject is designed to help the student acquire additional knowledge of biophysical, social, and health sciences, to use the nursing process and relevant research findings, and to gain competency in specific techniques and skills in order to provide comprehensive, individualised nursing care to patients in the critical phase of any illness, and support to their families. The subject includes consideration of causative factors giving rise to crisis, current and future trends in management of patients in crisis, and responsibilities of the professional nurse in recognising and containing situational stress relevant to critical care areas. Opportunities will be given for indepth study of selected patients in the critical phase of illness.

Prerequisite: NS 101.

NS 105/10/20 ADVANCED MIDWIFERY NURSING

(60 hours)

This subject is designed to provide an understanding of the total child-bearing and child-rearing experience within the context of the family, to clarify the role of the professional nurse in the care of mother, child and the family unit, and to prepare nurses to assume responsibility for fostering family-centred midwifery care within their personal and professional environments. There are four areas: (a) perspectives in midwifery nursing; (b) planned parenthood; (c) child-bearing; and (d) child-rearing.

Prerequisite: NS 101.

NS 106/10/20 ADVANCED PAEDIATRIC NURSING

(60 hours)

This subject is designed to further the students' knowledge of normal child growth and development including heredity and environmental influences. It will consider the critical stages of development, child-rearing practices, and ways of promoting optimal growth, development, and health. It will include common paediatric problems and emerging trends in management.

Prerequisite: NS 101.

NS 107/10/20 ADVANCED GERIATRIC NURSING

(60 hours)

This subject is designed to explore the process of ageing and the relation-

ship of heredity and environment to the physiological and psychosocial functioning of the individual, to define the professional nurse's role and responsibilities for promoting conditions of optimum health of ageing persons and their enjoyment of the advantages peculiar to this stage of life and for facilitating a dignified death, to identify the geriatric problems common in the community, contemporary developments in geriatrics, and the factors influencing these developments, and to explore the physiological and psychological function of geriatric patients with a particular health problem. Opportunity is provided for indepth study of selected geriatric patients.

Prerequisite: NS 101.

NS 108/10/20 ADVANCED PSYCHIATRIC NURSING

(60 hours)

The advanced psychiatric stream of study focuses on current and emerging trends in the care of clients in various clinical settings with emphasis on the nurse's role in the provision of comprehensive health care. The content includes such topics as group therapies, counselling and individual psychotherapy, pharmacotherapy, culturally determined problems in psychiatry, child psychiatry, and an exploration of the implications for psychiatric nursing of current research in neurobiology and pharmacotherapy.

Prerequisite: NS 101.

NS 109/10/20 ADVANCED COMMUNITY HEALTH NURSING

(60 hours)

This subject has three major areas: (a) examination of models for family assessment and guidance in the community health setting; (b) examination of the role and resocialisation of the hospital trained nurse, and the role and functions of the community health nurse within the health team; and (c) evaluative research in health care.

Prerequisite: NS 101.

Units Specific to the Bachelor of Applied Science, Advanced Nursing, Nursing Administration Major

NS 210/10/20/30 NURSING ADMINISTRATION

(110 hours)

The first two units will be comprised of 40 hours each and will commence with aspects of the managerial process, including planning, philosophy, objectives, budgeting, organising, delegating, allocation and rostering of personnel, methods of communicating and co-ordinating. They will also include personnel management functions, such as maintenance of staff establishment, staff welfare, development and appraisal. An important area focuses upon standard setting and evaluation of nursing care. All aspects of the process of management will be applied to administration in nursing services and to developing relevant skills and techniques. The third unit of 30 hours will focus upon some of the above-mentioned areas in more depth. It will include analysis of administrative practice and procedures observed during field experience. In addition there will be a module on health services planning which includes assessment of global needs, facility planning and commissioning.

NS 120 POLITICAL STUDIES

(30 hours)

The aim of this subject 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.

BS 130 ORGANISATIONS AND HUMAN BEHAVIOUR: PART II

(60 hours)

See descriptive entry page 181.

NS 240 HEALTH AGENCY ADMINISTRATION

(30 hours)

This course will introduce students to the Australian health care system, its organisation and financing. The roles and relationships of the various levels of government will be discussed and compared with overseas systems.

A large section of the course will deal with hospital administration, studying current organisation and administrative practice in health agencies.

NS 220 ISSUES IN MANAGEMENT

(30 hours)

This subject is designed to allow the student to select and investigate or survey in some depth an issue relevant to administration of health services. The student will make a contract with the faculty member and, if necessary, make arrangements with a selected health agency or other agency, e.g. a government department, to study the chosen topic and prepare a seminar paper.

NS 250 FISCAL POLICY

(20 hours)

This subject is primarily related to decision making concerning financial aspects of nursing administration. It aims to assist the student to integrate and utilise relevant information from sources such as government departmental reports and health agency financial statements.

NS 260 SELECTED ASPECTS OF ORGANISATIONAL COMMUNICATION

(15 hours)

This subject will include procedures related to the conduct of committees and meetings, including review of parliamentary procedure.

NS 290 FIELD EXPERIENCE

(5 weeks plus day visits)

This field experience will provide for observation and analysis of administrative practice and for the conduct of a research study or a small survey.

Units Specific to the Bachelor of Applied Science, Advanced Nursing, Nursing Education Major

NS 115 TEACHING METHODS AND PRACTICE

(30 hours)

This subject is designed to introduce relevant concepts of teaching and learning and their application to teaching individuals and groups, including nursing students, in the clinical situation and the community. It will involve conducting small teaching sessions.

NS 215 TEACHING METHODS AND PRACTICE

(40 hours)

This subject 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 will be examined.

NS 195 FIELD EXPERIENCE

(90 hours)

Three weeks (6 hours per day) of block field experience will focus on patient assignment using the nursing process and including some clinical teaching for nursing students.

NS 295 FIELD EXPERIENCE

(6 weeks and 10 intermittent days)

Field experience will be undertaken in metropolitan, country, and/or interstate schools of nursing, and will involve activities in teaching, educational administration and curriculum development.

NS 225/10/20/30 CURRICULUM DEVELOPMENT

(110 hours)

The subject is designed to provide students with opportunities to acquire knowledge and understanding of concepts and principles underlying curriculum design and development, and to develop skills in planning, implementing, and evaluating nursing curricula in schools of nursing, health agencies, and other nursing education institutions.

Areas of study in units A and B include consideration of philosophical issues in nursing and nursing education; the social context of the nursing curriculum conceptional framework; behavioural objectives and taxonomies; curriculum design, development and evaluation; curriculum change and strategies for change; evaluation in nursing practice and associated problems.

No formal instruction will be given in unit C, but students will be assisted in working through a project in an area of special interest.

NS 235/10/20 EDUCATIONAL ADMINISTRATION

(40 hours including 20 hours of BS 130/10 Organisation Theory)

This subject is designed to facilitate the student's identification of relevant concepts and principles underlying the administrative process. Application will be made to the nurse educator's administrative function in achieving the purpose of an educational institution or a hospital school of nursing.

Areas of study include consideration of philosophy of education, basic concepts of educational administration, and the responsibilities of the nursing education administrator in defined operational areas in schools of nursing, health agencies, and other nursing education institutions. These two units will be related to certain areas of study in the subject Development of Nursing Curricula. Experience in selected aspects of education administration will be gained in schools of nursing according to the student's needs, and will be concurrent with practice teaching assignments.

NS 245/10 EDUCATIONAL PSYCHOLOGY

(40 hours)

The aim of this course is to demonstrate to students how certain concepts and methodological approaches apply to teaching and learning. This unit focuses on the psychology of learning.

NS 245/20/30 EDUCATIONAL PSYCHOLOGY

(70 hours)

These units focus on educational technology, personality theory and educational measurement.

BL 558 PHYSICAL SCIENCES

(30 hours)

See descriptive entry page 222.

BL 626 GENERAL AND CLINICAL PATHOLOGY

(30 hours)

See descriptive entry page 224.

ELECTIVES

Students will choose two from the list on pages 102-3 or from those offered by the Biological and Behavioural Sciences Departments after consultation with the course co-ordinator.

Units Specific to the Bachelor of Applied Science, Advanced Nursing, Clinical Nursing Major

BL 626/10 GENERAL AND CLINICAL PATHOLOGY

(30 hours)

See descriptive entry page 224.

NS 202-208/30/40 ADVANCED NURSING SPECIALTY STREAMS

Nursing subjects related to the student's chosen nursing specialty stream which are an extension of NS 102-108. Each student will select one of the following advanced nursing streams:

NS 202/30/40 Advanced Medical Surgical Nursing

(60 hours)

The student will select *one* of the following areas in which to concentrate, identifying nursing care problems common to patients in this area of nursing practice, working out possible solutions and evaluating the effect

of these solutions in order to contribute to the advance of nursing care and nursing management knowledge. Conduct of a relevant research project is required: nursing patients with cardio-pulmonary problems; metabolic and/or renal dysfunction; neoplastic disorders; neurological dysfunction or neurosurgical problems; multiple trauma; vascular, plastic and reconstructive surgery.

NS 203/30/40 Advanced Operating Room Nursing

(60 hours)

This unit is designed to provide further opportunities for professional nurses to:

- (a) increase their understanding of the total psycho-physiological experience of the patient undergoing anaesthesia and surgery;
- (b) use the nursing process to identify and solve nursing problems;
- (c) clarify their concept of the role of the nurse in the operating room.

Conduct of a relevant research project is required.

NS 204/30/40 Advanced Critical Care Nursing

(60 hours)

This course of study is designed to prepare the nurse specialist to assume leadership roles in the areas of direct patient care, teaching, supervision and management within critical care areas. Conduct of a relevant research project is required.

NS 205/30/40 Advanced Midwifery Nursing

(60 hours)

This course of study is designed to build on the midwives' understanding of the total childbearing/childrearing experience within the context of the family.

The course aims to direct the students into an active professional leadership role in planning hospital and community based midwifery care. Conduct of a relevant research project is required.

NS 206/30/40 Advanced Paediatric Nursing

(60 hours)

This course of study is designed to provide opportunities for professional nurses to further their knowledge and understanding of the normal human growth and developmental processes which involve biological and psychological systems as well as environmental systems outside the person. This basis will facilitate understanding of paediatric problems and use of the nursing process in the provision of individualised comprehensive nursing care. The course also aims to encourage students to explore selected theories relevant to nursing and allied disciplines and to use them in solving nursing problems as well as to appreciate the place of research in nursing and the contribution the individual nurse can make. Conduct of a relevant research project is required.

NS 207/30/40 Advanced Geriatric Nursing

(60 hours)

This course of study is designed to provide students with the opportunity to:

- (a) identify the geriatric problems common in the community,

- contemporary developments in geriatrics, and the factors influencing these developments;
 - (b) explore the physiological and psychological function of geriatric patients with a particular health problem;
 - (c) explore the ethical and social issues involved in geriatric nursing;
 - (d) produce leaders in geriatric nursing practice.
- Conduct of a relevant research project is required.

NS 208/30/40 Advanced Psychiatric Nursing
(60 hours)

This course of study is designed to prepare psychiatric nurse specialists to assume leadership roles in areas of direct patient care, teaching and supervising professional nurses and other personnel. The course is structured to enable students to acquire knowledge of major new developments in psychiatry and psychiatric nursing and stimulate them to engage in independent enquiry. Experience will be offered in collaborative working situations with members of other professional groups such as psychiatrists, occupational therapists, social workers and psychologists.

This course of advanced psychiatric nursing will also aim to augment psychiatric nursing knowledge by encouraging students to incorporate methods of scientific enquiry into clinical practice. Conduct of a relevant research project is required.

NS 202-208/10 Selected Topics in Nursing Care
(40 hours)

This unit is designed to give students an opportunity to study in depth nursing problems applicable to a wide spectrum of patients. Students will each choose two topics and will focus on aspects directly related to their nursing specialty.

NS 202-208/20 Selected Aspects of Biological and Behavioural Sciences Related to Nursing Specialties
(40 hours)

This unit provides opportunities for students to explore, in depth, nursing care problems within their nursing specialty in which additional specific information from the biophysical and behavioural sciences is needed. Students will be expected to integrate this knowledge with nursing care approaches. Relevant parts of BL 517 Growth and Ageing (page 220) and BS 185 Behavioural Science Applied to Clinical Settings (page 185) will be incorporated.

NS 210/10/20 NURSING ADMINISTRATION
(80 hours)

For descriptive entry see page 93.

BS 130/40 ORGANISATIONAL BEHAVIOUR
(30 hours)

For descriptive entry see page 181.

NS 217 CLINICAL TEACHING

(60 hours)

This course 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.

ELECTIVES

Students will choose two from the list on pages 102-3 or from those offered by the Biological and Behavioural Science Departments after consultation with the course co-ordinator. Students may also select one or two additional topics from NS 202-208/10 as an elective.

Units Specific to the Bachelor of Applied Science, Advanced Nursing, Community Health Nursing Major**NS 136/10/20, NS 236/10/20/30 COMMUNITY HEALTH NURSING**

(120 hours)

This course comprises five units plus correlated clinical experience and focuses on the development of the nurse as a skilled professional member of the multi-disciplinary health team. Emphasis will be on the development of interpersonal relationships, health team functioning, and problem-solving, enquiry, management and leadership skills to enable the nurses to carry out their roles and functions, and adapt to and initiate change in contemporary society and the health care delivery systems.

NS 126/10/20, NS 226 (incl. BS 180 and BL 525) LIFE CYCLE

(110 hours)

This life cycle course acts as an integrating core of health sciences. It comprises three units and includes life change events of individuals and families from conception to death, stresses of life adjustments and the coping behaviours leading to adaptation. Concepts related to family structure and functions, biological growth and development, nutrition, socialisation, culture and rehabilitation will be developed by resource personnel from the School of Nursing and the Departments of Behavioural and Biological Sciences. A team approach will be used in planning and teaching to facilitate integration of subject matter.

BS 105/10 BEHAVIOURAL SCIENCES IN NURSING

(10 hours)

This unit provides an extension of selected concepts from behavioural sciences in nursing and aims to provide opportunities for students to:

- (a) build on their knowledge of methodology in behavioural sciences;
- (b) explore selected concepts in depth;
- (c) apply this knowledge to develop their understanding of themselves, other individuals, groups and institutions in the community.

This unit will cover some of the topics listed in BS 105. See descriptive entry page 179.

BS 182 BEHAVIOURAL SCIENCE IN NURSING IV

(20 hours)

See descriptive entry page 185.

BS 400 BEHAVIOURAL SCIENCE SEMINARS

(20 hours)

This unit comprises an elective area or areas in which students are expected to take an active role in teaching situations; classes will be interdisciplinary in nature.

Students shall:

- (a) select and contract to study a specific area of behavioural science in depth, e.g. moral development, language development and communication, psychology of ageing;
- (b) demonstrate abilities in the areas of self-directed learning, appropriate use of resources and critical thinking.

BL 626/10 GENERAL AND CLINICAL PATHOLOGY

(30 hours)

See descriptive entry page 224.

NS 140 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.

Students will explore the relationships between nutrition and the health status and developmental processes of individuals in different stages of their life cycle. The unit will also serve as a basis for further understanding of current issues in community health related to nutrition.

NS 002, NS 008, NS 009 NURSING RESEARCH

(80 hours)

This course comprises two and a half units and one workshop and is designed to enable nurses to utilise the investigative process in promoting the standards of nursing/health care by: critical review of literature and research reports; utilising relevant and valid research findings; and promoting and participating in nursing/health care research.

The course is concerned with purposes and general strategies of research with attention to problems in epidemiology, clinical nursing and nursing/health care; types of research studies; procedures in conducting a research study; presentations and readings on sources of data; methods of data collection in the context of health care, epidemiologic or nursing research; populations and samples; common pitfalls of inference and statistical concepts.

NS 216 HEALTH EDUCATION

(30 hours)

This unit enables the student to explore in depth models of teaching and learning and to apply these to health education of particular client populations in the community by designing, implementing and evaluating health education programmes.

NS 176-179 ADVANCED NURSING PRACTICE I

(160 hours)

This course consists of two units and is designed to enable students to develop professional skills in a clinical nursing area of special interest and to take a nursing leadership role in the community. This entails development of problem-solving skills in clinical practice, teaching and management, and a research orientation to nursing practice.

Unit I is designed to enable students to commence studies specific to their elective stream of community nursing practice. The four study streams offered are:

NS 176 Maternal and Child Health Nursing**NS 177 Mental Health Nursing****NS 178 Nurse Practitioner****NS 179 Occupational Health Nursing**

At this time, students undertaking the Maternal and Child Health Nursing stream will be required to hold current registration — general and midwifery — with the Victorian Nursing Council. It is hoped that an approved maternity nursing course will be introduced in the near future which could be an alternative prerequisite to the twelve-month midwifery certificate course.

NS 276-279 ADVANCED NURSING PRACTICE II

(30 hours)

Unit II is designed to enable students to obtain greater expertise in a specific area related to their stream of nursing practice. During clinical placement in Term III, they will be expected to accept increased responsibility for the care of clients/patients.

The following are examples of areas of study relevant to the various streams of advanced nursing practice, which students may select to study in greater depth:

NS 276 Maternal and Child Health Nursing

Specific problems such as failure to thrive, hyperactivity, child maltreatment or cultural and social practices in the selection of contraceptive methods.

NS 277 Mental Health Nursing

Problems such as compliance with drug treatment or families with schizophrenic patients.

NS 278 Nurse Practitioner

Problems such as middle-ear conditions in children, alcohol and drug abuse.

NS 279 Occupational Health Nursing

Problems such as kinetic trauma, low back pain, nerve deafness or working mothers.

NS 296 RESEARCH PROJECT

In order to meet the requirements of the programme, students will submit a report of a small research project which they have undertaken

during Year II. In Term III, Year I they will identify a nursing issue related to their elective stream of advanced nursing practice and throughout Year II will carry out an investigative study in the clinical area.

ELECTIVE

Students will choose an elective from the list below or from those offered by the Biological and Behavioural Sciences Departments.

ELECTIVES OFFERED AT THE SCHOOL OF NURSING

Students will choose from the following areas of study after consultation with the course co-ordinator.

NS 003 Curriculum Development and Educational Administration

(30 hours)

This unit is offered to students who expect to take on a responsible role in curriculum development and educational administration in a school of nursing. No formal instruction will be given, but the unit will be concurrent with the compulsory units in curriculum development and educational administration in third term. For this elective unit, seminars and group and individual discussions will be the teaching method.

Students will be assisted in working through a project in the area of their particular interest. Assessment will be based on contribution to seminars and group discussions, and the quality of the final presentation of individual work on the project. The project would, for example take the form of work on a submission for modification or inclusion of a course or courses in a particular curriculum. This would require preparation of a statement of philosophy, statement of need of the course, rationale, aims and objectives, details of administration of the course, course structure and syllabus, student assessment, staffing, budget, facilities, and course evaluation.

NS 004 English Studies

(30 hours)

This course 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 communication 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.

NS 006 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.

Each student will be required to:

- (a) prepare and present a video tape, 8 mm movie or slide/tape in an area selected by the student; and
- (b) write a critical review of one learning package in an area not selected in (a) above.

Prerequisites: NS 245/10 and NS 225/10.

NS 102-109/30 Advanced Clinical Nursing, Elective Unit

(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.

NS 120 Political Studies

(30 hours)

See descriptive entry page 94.

BL 529 Advanced Human Bioscience

(30 hours)

See descriptive entry page 221.

BL 559 Physical Sciences Elective

(30 hours)

See descriptive entry page 223.

BL 569 Genetics and Embryology

(30 hours)

See descriptive entry page 223.

BL 599 History and Philosophy of Science

(30 hours)

See descriptive entry page 224.

BL 626/20 General and Clinical Pathology

(20 hours)

See descriptive entry page 224.

Students may choose relevant electives from Behavioural Sciences after consultation with the course co-ordinator. See subject descriptions beginning on page 192.

Diploma in Applied Science, Nursing Administration Course

Purpose

To prepare experienced professional nurses for responsibilities as senior nursing administrators of nursing services within hospitals and other health agencies.

Objectives

To help students to gain knowledge and understanding of:

- (a) organisation and administration theory and its application to the administration of nursing services in hospitals and other health agencies;
- (b) people and their behaviour as individuals and as members of groups and the relevance of this knowledge to the achievement of a nursing service which recognises the needs of both patients and personnel;
- (c) the administrative structure of health services and the roles and relationships of their personnel, with particular reference to the aim of developing co-ordinated services for the care of patients and the maintenance and promotion of individual and community health.

To develop increased skill in problem-solving and appreciate the need for continually recognising and solving problems affecting the delivery of health care to patients or clients.

To develop an awareness of the need for, and the use of, research in nursing.

To accept responsibility for continuing personal and professional development and for contributing to the change process within nursing and the community.

Course Organisation

This course is conducted over a period of 42 weeks.

A unit comprises 3-4 hours of class contact per week, i.e. a total of 30-40 hours per term. It is expected that for each hour in class, students will be committed to two hours of individual study.

Course Outline

NS 610	Nursing Administration (3 units)
BS 130	Organisations and Human Behaviour Part I: Organisation Theory BS 130/10/20/30 (1½ units)
BS 130	Organisations and Human Behaviour Part II: Organisational Behaviour BS 130/40/50 (2 units)
NS 630	Health Agency Administration (1 unit)
NS 640	Issues in Management (1 unit)
BS 120/10	Psychological Aspects of Health Care
NS 001	Contemporary Nursing (½ unit)
NS 002	Introduction to Nursing Research (1 unit)
	Elective in Term III (1 unit)

Details of Syllabus**AREA 1: ADMINISTRATION (5 units)**

NS 210/10/20/30 Nursing Administration
(110 hours)

For descriptive entry see page 93.

NS 630 Health Agency Administration (1 unit)
(30 hours)

This full unit combines legal studies with study of medical and overall administration of health agencies.

NS 220 Issues in Management

(30 hours)

This subject is designed to allow the student to select and investigate or survey in some depth an issue relevant to hospital or nursing administration. The student will make a contract with the faculty member and, if necessary, make arrangements with a selected health agency or other agency, e.g. a government department, to study the chosen topic and prepare a seminar paper.

**AREA 2: THE INDIVIDUAL AND THE ORGANISATION
(4½ units)****BS 120/10 Psychological Aspects of Health Care (1 unit)**

(30 hours)

See descriptive entry page 180.

BS 130 Organisations and Human Behaviour**PART I ORGANISATION THEORY (1½ units)*****BS 130/10 (½ unit)***

(15 hours)

See descriptive entry page 181.

BS 130/20 (½ unit)

(15 hours)

See descriptive entry page 181.

BS 130/30 (½ unit)

(15 hours)

See descriptive entry page 181.

PART II ORGANISATIONAL BEHAVIOUR (2 units)***BS 130/40 (1 unit)***

(30 hours)

See descriptive entry page 181.

BS 130/50 (1 unit)

(30 hours)

See descriptive entry page 181.

AREA 3: NURSING, RESEARCH AND ELECTIVE (2½ units)**NS 001 Contemporary Nursing (½ unit)**

(20 hours)

This half unit includes nursing in the context of the health care delivery system and a comparison of past, current, and emerging trends in nursing education and practice.

NS 002 Introduction to Nursing Research (1 unit)

See descriptive entry page 90.

Elective (1 unit)

(30 hours)

Student will choose one elective from the list on pages 102-3 after consultation with the course co-ordinator.

NS 690 Field Experience

(130 hours)

There are two periods of two weeks when students visit health agencies (metropolitan, country or interstate). There are also some day visits. The purpose of these visits is to relate theory to administrative practices in nursing and health agency administration.

Diploma in Applied Science, Nursing Education Course

Purpose

To prepare qualified nurses for positions as teachers and educational administrators in schools of nursing in hospitals, other health agencies, and educational institutions.

Objectives

To provide students with opportunities to:

- (a) identify the theories, principles, and concepts underlying successful teaching and learning, development and teaching of nursing curricula, and administration of a school of nursing;
- (b) demonstrate, through practice, the development of skills in teaching and curriculum development;
- (c) identify contemporary trends in nursing and related sciences;
- (d) explore in depth two units of study selected from the following areas: nursing, related sciences, teaching, curriculum development, educational administration; and
- (e) develop an awareness of the need for and use of research in nursing.

Course Organisation

The course may be undertaken on either a full-time or part-time basis. The full-time course extends over 42 weeks and a plan of the organisation of terms, units, field experience, and study leave is located on page 83. Part-time studies may be undertaken over two or three years. Intending part-time students should make arrangements to interview the course co-ordinator regarding the organisation of part-time studies.

Course Outline

NS 740	Educational Psychology (2 units)
NS 710	Development of Nursing Curricula (2 units)
S 720	Educational Administration in Schools of Nursing (1 unit)
NS 730	Teaching Methods and Practice in Nursing Programmes (1½ units)
NS 790	Field Experience
NS 001	Contemporary Nursing (½ unit)

NS 002	Introduction to Nursing Research (1 unit)
BL 527	Applied Human Bioscience (1 unit)
BL 528	Applied Human Bioscience (½ unit)
NS 005	Applied Microbiology (½ unit)
Electives (2 units)	

Details of Syllabus

AREA 1: EDUCATION

NS 740 Educational Psychology

(80 hours)

A subject of two units comprising:

Unit A

A full unit on the Psychology of Learning which will be offered in first term. The purpose of this unit is to demonstrate how concepts and methodological approaches of psychology apply to teaching and learning.

Unit B

Two half units comprising:

A half unit on Personality Theory which will be offered in second term. The purpose of this half unit will be to consider the nature of personality theory and its relevance to the field of nursing education.

A half unit on Performance Assessment and Research which will be offered in third term. The purpose of this half unit will be to consider the nature of assessment in criterion-reference instruction and to be aware of the nature and importance of educational research in teaching and learning.

NS 710 Development of Nursing Curricula

(80 hours)

A subject of two units comprising:

Unit A

A full unit offered in first term, concurrent with the learning unit in Educational Psychology. The purpose of the unit is to consider the development of the purpose of the School of Nursing, through examination of the relationship of learning theories, philosophy of nursing, and nursing education, and the social context, to curriculum development and curriculum design. Various curriculum models will be examined.

Unit B1

A half unit offered in second term. The purpose of this half unit is to further examine curriculum models for appropriateness for nursing curricula in a variety of basic and post-registration nursing education institutions.

Unit B2

A half unit offered in third term. Part of this unit consists of application of knowledge of curriculum design and development, in workshops and seminars. Curriculum innovation, change and methodology will be included.

NS 720 Educational Administration in Schools of Nursing

(40 hours, including 8 hours of BS 130/10/20/30 Organisation Theory)

This unit provides an introduction to administrative theory by the use of examples selected for their particular relevance to the analysis of departments in modern complex organisations such as hospitals and other health agencies.

The purpose of this unit is to show the relationship between educational administration, philosophy of education, and the purpose of a school, and to make specific application to a school of nursing. The administrative process is analysed broadly and related to operational areas in educational administration. Some emphasis is given to organisational psychology.

Operational areas in educational administration include: administration of curriculum; administration related to the promotion of school and community relationships; administration of the school's budget; administration of faculty, and student personnel services. Types of organisational structures in schools of nursing and the effect of such patterns on faculty and students are also examined.

NS 730 Teaching Methods and Practice in Nursing Programmes

(60 hours)

A subject of one-and-a-half units. Techniques and methodologies of teaching are considered and students are required to prepare for and conduct a variety of teaching/learning activities within the School of Nursing.

NS 790 Field Experience (equivalent to 1½ units)

(138 hours)

Two periods of field experience each of two weeks duration are requirements of the course: one period is at the end of second term and the second at the end of third term. In addition three days of intermittent experience precede one of these periods.

Field experience may be undertaken in metropolitan, country or interstate schools of nursing and is designed to provide learning experiences in two major areas:

- (a) Teaching Practice: students will be required to prepare for and conduct a number of teaching/learning sessions in both classroom and clinical settings;
- (b) Educational Administration and Curriculum Development: students are required to examine the educational administration and curriculum development functions of nursing educators in a school of nursing.

AREA 2: NURSING AND APPLIED SCIENCES**NS 001 Contemporary Nursing**

(20 hours)

See descriptive entry page 105.

NS 002 Introduction to Nursing Research (1 unit)

(30 hours)

See descriptive entry page 90.

BL 527 Applied Human Bioscience (Core)

(40 hours)

See descriptive entry page 221.

BL 528 Applied Human Bioscience

(20 hours)

See descriptive entry page 221.

NS 005 Applied Microbiology

(20 hours)

See descriptive entry page 90.

AREA 3: ELECTIVES (2 units)

Elective units offered in third term are designed to provide opportunities for students to:

- (a) increase depth and breadth of knowledge in subject areas related to nursing education programmes;
- (b) consider further aspects of specific subjects studied in first and second terms.

Students will choose two electives from the list on pages 102 and 103 or from clinical areas in consultation with the course co-ordinator.

NS 921 Clinical Nursing Studies (Streams: Medical-Surgical or Psychiatric Nursing)

(30 hours)

N.B. Advanced midwifery nursing is a required unit of the Diploma in Nursing Education (Midwifery) Course and advanced psychiatric nursing is a required unit for mental health nurses who do not hold a general nursing certificate. These students will be required to select only one elective unit of study from the list on pages 102 and 103.

Diploma in Applied Science, Hospital Nursing and Unit Management Course

Purpose

To prepare suitably qualified graduate nurses to carry out the functions and responsibilities of a nurse in charge of a nursing unit (i.e. ward or department) in a hospital.

Objectives

To assist the nurse to:

- (a) gain increased understanding of clinical nursing relevant to her field of practice;
- (b) develop skill in using the nursing process and demonstrating the application of relevant science principles to nursing decisions and actions;
- (c) develop management skills;
- (d) develop skills in health teaching and educational supervision;
- (e) accept responsibility for continuing personal and professional

- development and for contributing to improvements in nursing practice; and
- (f) develop an awareness of the need for, and use of, research in nursing.

Course Organisation

This course is conducted over a period of 42 weeks. A unit of study comprises 3-4 term hours per week, i.e. a total of approximately 30-40 classroom hours per term. It is expected that for each hour spent in class students will be committed to at least two hours of independent study.

The course may be taken on a part-time basis over a period of two or three years. Intending part-time students should make arrangements to interview the course co-ordinator regarding the organisation of part-time studies.

Course Outline

- | | |
|--------|--|
| NS 001 | Contemporary Nursing (½ unit) |
| NS 002 | Introduction to Nursing Research (1 unit) |
| NS 920 | Advanced Clinical Nursing — Anaesthesia and Resuscitation (½ unit) |

Each student selects one of the following streams of clinical nursing:

- | | |
|-----------|---|
| NS 921 | Advanced Medical-Surgical Nursing (1½ units) |
| NS 922 | Advanced Critical Care Nursing (1½ units) |
| NS 923 | Advanced Operating Room Nursing (1½ units) |
| NS 924 | Advanced Midwifery Nursing (1½ units) |
| NS 925 | Advanced Paediatric Nursing (1½ units) |
| NS 926 | *Advanced Psychiatric Nursing (2 units) |
| NS 927 | Advanced Geriatric Nursing (1½ units) |
| NS 910 | Unit Management (2 units) |
| NS 930 | The Teaching-Learning Process (1½ units) |
| NS 990 | Field Experience |
| BL 527 | Human Bio-Science (1 unit) |
| NS 005 | Applied Microbiology (½ unit) |
| BS 120/10 | Psychological Aspects of Health Care (1 unit) |
| BS 130 | Organisations and Human Behaviour (1½ units) |
| BS 142 | Social Interaction Processes (1 unit) |

Details of Syllabus

AREA 1: ADVANCED CONTEMPORARY NURSING (3½ units)

NS 001 Contemporary Nursing (½ unit) (20 hours)

See descriptive entry page 105.

*Students undertaking the advanced psychiatric nursing stream study an additional half unit of psychiatric nursing instead of the half unit in applied microbiology.

NS 920 Advanced Clinical Nursing — Anaesthesia and Resuscitation (½ unit)

(20 hours)

This half unit conducted in the first part of second term focuses on contemporary concepts and principles of care of patients requiring anaesthesia and resuscitation. Students will have the opportunity to do this half unit of study or to take a challenge examination and if successful they will only be required to complete a specific assignment in this area.

Advanced Clinical Nursing (1½ units)

Each student selects for study one of the following streams of clinical nursing:

NS 921 Advanced Medical-Surgical Nursing

(60 hours)

NS 922 Advanced Critical Care Nursing

(60 hours)

NS 923 Advanced Operating Room Nursing

(60 hours)

NS 924 Advanced Midwifery Nursing

(60 hours)

NS 925 Advanced Paediatric Nursing

(60 hours)

NS 926 Advanced Psychiatric Nursing

(80 hours)

NS 927 Advanced Geriatric Nursing

(60 hours)

Prerequisite: At least six to twelve months experience as a general trained nurse. Nurses electing to undertake advanced nursing in the speciality areas NS 922–926 will be required to have completed at least one year's experience as a registered nurse in the area selected.

AREA 2: NS 910 UNIT MANAGEMENT (2 units)

These two units will consist of 40 hours each and will cover the management process and selected management techniques with application made to management of a nursing unit. Aspects will commence with planning (based upon philosophy and objectives) and will be applied to nursing care, personnel, policies, procedures and budgets.

Organising will range from broad divisions in the health agency to delegation and the various methods of assigning nursing care and rostering staff.

Personnel management will include staff welfare, development and appraisal. Controlling will focus upon use of resources and evaluation of nursing care.

Two special areas focus upon legal aspects of nursing practice and management and upon the planning of health services.

AREA 3: NS 930 THE TEACHING-LEARNING PROCESS (1½ units)

(60 hours)

The half unit is conducted in second term and one full unit is conducted in third term. The subject includes relevant concepts and principles of learning and teaching and their application to health teaching of patients and their families and to the educational guidance of nurses at all levels within the nursing unit.

Diploma in Applied Science, Community Health Nursing Course

Purpose

The Diploma in Community Health Nursing Course is designed to prepare suitably qualified nurses to participate as members of multi-disciplinary health care teams in helping people meet their health care needs in a changing society. Health care includes health maintenance, health promotion, prevention of disease and injury, intervention and rehabilitation.

Objectives

To assist nurses to:

- (a) develop increased knowledge and skills in the area of community health nursing that will provide a base for independent and inter-dependent service and inquiry;
- (b) develop a repertoire of skills to enable the graduates to function as community health nurses within an everchanging health care system;
- (c) utilise a systematic problem-solving approach in recognising and helping to meet the health needs of individuals at each stage of the life cycle and in a variety of community settings;
- (d) be able to identify the major stresses which interfere with people's ability to function throughout the life cycle;
- (e) acquire an ability to assess the health status of individuals, families and communities at all stages of development, identify health needs, develop and implement nursing care plans for meeting these needs, and evaluate the effectiveness of the nursing actions;
- (f) understand the broad scope of community health and the role and functions of each member of the health team; understand the roles and functions of the community health nurse and develop the ability to function effectively as members of health teams; and
- (g) appreciate and accept responsibility for their own personal and professional development.

Course Organisation

The course is conducted over a period of 42-44 weeks.

There will be a three-day residential workshop in first term.

A unit of study comprises 3-4 term hours per week, i.e. a total of approximately 30-40 classroom hours per term. It is expected that for each hour spent in class students will be committed to at least three hours of independent study.

This course can be undertaken as a part-time study programme over a period of two years. Following lodgement of their course application form, applicants who wish to undertake the part-time programme are required to make an appointment with the course co-ordinator to discuss alternative plans for meeting course requirements.

Course Outline

- NS 810 Integrated Applied Science (1 unit)
 - BS 150 Foundations of Social Science (3 units: BS 150/10/20/30)
 - NS 820 Life Cycle (2½ units)
 - NS 830 Community Health and Nursing (2 units)
- Each student will select one of the following study streams:
- NS 841 Mental Health Nursing (1½ units)
 - NS 842 Occupational Health Nursing (1½ units)
 - NS 843 Early Childhood Development (1½ units)
 - NS 847 Maternal and Child Health Nursing Leading to Registration as an Infant Welfare Nurse (1½ units)
 - NS 848 Community Health Centre Development (1½ units)
 - NS 846 Nurse Practitioner (1½ units)
 - NS 890 Field Experience
 - NS 850 Health Education (2 units)

Details of Syllabus

AREA 1: NS 810 INTEGRATED APPLIED SCIENCE (1 unit) (60 hours)

This area comprises concepts from the following sciences:

Applied Human Bioscience

This area focuses on cell biology, selected concepts and principles of biochemistry and biophysics, an analysis of selected body systems and genetics.

Microbiology

This area focuses on selected concepts of microbiology and immunology specifically related to community health nursing practice.

Nutrition

This area applies selected principles from the biophysical sciences to the nutritional needs of individuals and groups of people in the community.

AREA 2: BS 150/10/20/30 FOUNDATIONS OF SOCIAL SCIENCE (3 units) (96 hours)

See descriptive entry pages 182-3.

AREA 3: NS 820 LIFE CYCLE (2½ units) (100 hours)

This life cycle course acts as integrating core of health sciences. It comprises two and a half units and includes life change events of individuals and families from conception to death, stresses of life adjustments and the coping behaviours leading to adaptation. Concepts related to family

structure and functions, biological growth and development, nutrition, socialisation, culture and rehabilitation will be developed by resource personnel from the School of Nursing and the Department of Behavioural and Biological Sciences. A team approach will be used in planning and teaching to facilitate integration of subject matter.

Life Cycle A (1 unit)

This unit focuses on conception through infancy to the pre-school stage of development.

Life Cycle B (1 unit)

This unit focuses on the individual from childhood to adolescence.

Life Cycle C (½ unit)

This half unit focuses on the individual from adolescence to senescence.

BS 155 Interpersonal Processes and Interviewing

(30 hours)

See descriptive entry page 183. (This is included within the hours of NS 830.)

AREA 4: NS 830 COMMUNITY HEALTH AND NURSING (3½ units)

(120 hours)

This area focuses on community health services and nursing in the community and the nurse as a professional member of the multi-disciplinary health team within an ever-changing health care system.

Community Health and Nursing A (1 unit)

This unit focuses on:

- (a) the expanded generalist role of nurses in health care in the community;
- (b) the health of clients within the context of their families and in a diversity of community settings; and
- (c) the available community resources as they exist for clients within the current health care system.

Community Health and Nursing B (1 unit)

This unit includes:

- (a) developments and trends in community health, principles of epidemiology, introduction to biostatistical methods, and principles of research;
- (b) an introduction to the theories of administration and their application to the management functions of community health nurses.

Community Health and Nursing C (1½ units)

This one and a half unit area provides for a selection of study stream to enable students to focus on the extension of their nursing skills within a special area of community health nursing practice.

Students may select one of the following options:

NS 841 Mental Health Nursing

(60 hours)

This area provides a focus for community health nurses to enable them to identify the environmental elements conducive to mental health of individuals, families and communities and the range of mental health services available, and to understand the ways in which the services may be utilised by the client. It also includes the symptomatology of common mental illnesses.

NS 842 Occupational Health Nursing

(60 hours)

This area focuses on community health nursing practice within an occupational setting. It includes concepts from ergonomics, advanced first-aid and emergency care, advanced rehabilitation, health assessment, including physical examination, and social psychology.

Field Experience

The student will gain four continuous weeks' experience in occupational health agencies and another two weeks in an agency under the guidance of a preceptor in order to develop skills in health assessment.

NS 843 Early Childhood Development

(60 hours)

This unit focuses on development in early childhood, socialisation and cognition, individual differences, the importance of play, current issues related to early childhood, and the application of this knowledge to the care of young children.

NS 845 Maternal and Child Health Nursing Leading to Registration as an Infant Welfare Nurse

(60 hours)

The unit focuses on community health nursing practice within maternal and child health care settings. Emphasis is placed on the growth and development of the child from conception to five years and on assisting students to develop competence in assessing the developmental process of children, diseases and disorders common in childhood and their current preventive measures, the principles and management of feeding infants and young children, and the health education role of assisting expectant parents maintain good health and learn the art of parentcraft.

Field Experience

Four continuous weeks in an infant welfare centre. Two continuous weeks in a day nursery. One week in a maternity hospital or mothercraft home.

NS 846 Nurse Practitioner

(60 hours)

This area provides a focus for the community health nurse who will be working in community settings where the nurse might be the initial contact person in the primary care setting or where the nurse is mainly responsible for continuity of care. The area focuses on an adult ambulatory population and emphasis is placed on interviewing, history taking, health assessment (including physical examination), commonly

occurring illnesses in the community's adult population, including pathophysiology and primary health care management.

NS 848 Community Health Centre Development

(60 hours)

The unit focuses on the rationale and strategies underlying the planning, conception and development of community health centres and the roles of community health nurses, and the development and aims of regionalisation of primary health care services.

NS 890 Field Experience

Seven weeks in a clinical setting which will provide for supervised practice.

AREA 5: NS 850 HEALTH EDUCATION (2 units)

(80 hours)

This two-unit area includes principles of learning and teaching and their application to health teaching of individuals and groups in the community and to the educational guidance of health workers.

Unit A focuses on health education for individuals and small groups.

Unit B focuses on the planning, implementation and evaluation of health education programmes for particular populations and on the role of the community health nurse as a model and guide for other students.

Bridging Unit for Qualified Nurses Undertaking a Multi-Discipline Postgraduate Course

NS 008 NURSING STUDIES

(30 hours)

This bridging unit is designed to facilitate an appreciation and understanding of the role and responsibilities of the professional nurse and the contemporary issues influencing nursing practice.

It establishes a grounding in theoretical nursing concepts.

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 interpersonal relationships and/or recreational pursuits.

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

Course of Study

Occupational Therapy is a full-time degree course. There is no provision 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 which, with other state organisations, forms the Australian 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

18 February–22 February
25 February–2 May
5 May

Orientation Week
First Term
Assessment

6 May-16 May	Clinical Orientation I
2 June-1 August	Second Term
4 August-8 August	Assessment
1 September-31 October	Third Term
10 November-14 November	Assessment
17 November-21 November	Community Involvement

Second Year

11 February-22 February	Clinical Orientation II
25 February-2 May	First Term
5 May-9 May	Assessment
2 June-1 August	Second Term
4 August-8 August	Assessment
1 September-31 October	Third Term
10 November-14 November	Assessment
15 November-28 November	Job Experience

Third Year

4 February-25 April	First Term
5 May-9 May	Assessment
26 May-25 July	Clinical Placement 1
4 August-3 October	Clinical Placement 2
13 October-19 December	Clinical Placement 3

Fourth Year

18 February-22 February	Orientation Week
25 February-29 February	Non-programmed Time
3 March-25 April	Clinical Placement — D
	Affiliation
28 April-2 May	Clinical Placement — E
	Affiliation
5 May-16 May	Vacation
19 May-1 August	Academic Term
4 August-22 August	Assessment

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
 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, Newtown, 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 Authority 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

Occupational Therapy I
 Ergonomics, Technology and Therapeutic Media I
 Anatomy—Pure and Applied
 Physiology I
 Behavioural Sciences I
 Introduction to Community Health Problems
 Clinical Education I

Second Year

Occupational Therapy II
 Ergonomics, Technology and Therapeutic Media II
 Behavioural Sciences II
 Neurosciences
 Clinical Medicine
 Clinical Psychiatry I
 Clinical Education II

Third Year

Occupational Therapy III
 Ergonomics, Technology and Therapeutic Media III
 Behavioural Sciences III
 Clinical Education III

Fourth Year

Occupational Therapy IV
 Ergonomics, Technology and Therapeutic Media IV
 Behavioural Sciences IV
 Clinical Psychiatry II
 Clinical Education IV

Details of Syllabus: First Year**OT 110 OCCUPATIONAL THERAPY I**

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

Outline:

- (a) An appreciation of the interrelationship between people and the environment in which they function, and the factors affecting their performance in various settings.
- (b) An exploration of the potential of creative and expressive media as the basis for the practice of occupational therapy.
- (c) An introduction to the basic principles of occupational therapy and the general and specific therapeutic skills and techniques utilised by occupational therapists.

Particular emphasis is given within the subject to the following areas:

OT 110/10 Basic Principles and Practice of Occupational Therapy

(48 hours)

Introduction to the rationale and scope of occupational therapy and its contribution to health care. Examination of psychological implications of disability and illness and the concept of rehabilitation. Introduction to personal and professional therapeutic skills. Development of skills in activity evaluation, organisation and presentation. Clinical orientation preparation—professional ethics and responsibilities, communication, etc.

OT 110/11 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.

OT 110/12 Community Involvement

(37 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.

OT 110/20 Child Studies I

(25 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.

Prescribed Texts

- 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.

OT 120 ERGONOMICS, TECHNOLOGY AND THERAPEUTIC MEDIA I

(110 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 media therapeutically. Units include Technology 1, Typing, Basic Woodwork, Material Studies and Recreation Activities.

Prescribed Text

STANDARDS ASSOCIATION OF AUSTRALIA. AS 1428 – 1977. *Design rules for access by the disabled*. (O.T. School carries stocks.)

Recommended Text

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

OT 130 ANATOMY—PURE AND APPLIED

(112 hours)

OT 130/10 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.

OT 130/20 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 208.

BEHAVIOURAL SCIENCES I

(121 hours)

BS 100 Introduction to the Behavioural Sciences

BS 105 Introduction to Research Methods

See descriptive entries pages 178, 179.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 165.

OT 170 CLINICAL EDUCATION I

(63 hours)

Clinical Orientation Period I

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.

Details of Syllabus: Second Year**OT 210 OCCUPATIONAL THERAPY II**

(210 hours of lectures, tutorials, practical work, clinical demonstrations and visits)

The following units make up this subject:

OT 210/20 Child Studies II

(17 hours approx.)

Longitudinal child observation. A series of three studies of a young child — a continuation of studies done in first year.

Prescribed Text

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

OT 210/30 Assessment, Treatment and Rehabilitation (Physical)

(83 hours)

Occupational therapy in the assessment, treatment and rehabilitation of physical disability.

The course is divided into the following units:

- 1 Introduction and musculo-skeletal.
- 2 Sensory loss, burns, hand injuries and general medical conditions.
- 3 Introduction to the treatment of neurological dysfunction.

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

Prescribed Texts

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

WYNN PARRY, C. B. 1973. *Rehabilitation of the hand*. 3rd ed. London, Butterworth & Co. Ltd.

OT 210/31 Splinting

(28 hours)

This unit aims to develop the students' working knowledge of hand function and splinting. Students will be introduced to a range of materials and gain experience in manufacturing simple splints. Experience in splint assessment is provided through a clinic. Full details of sessions are provided in the practical manual.

OT 210/40 Assessment, Treatment and Rehabilitation of Psychosocial Dysfunctions

(85 hours)

This unit 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 with 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.
MAXMEN, J. S., TUCKER, G. J. and LeBOW, N. 1974. *Rational hospital psychiatry*. New York, Brunner/Mazel.

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.
WING, J. L. ed. 1978. *Schizophrenia: towards a new synthesis*. London, Grune & Stratton.

OT 220 ERGONOMICS, TECHNOLOGY AND THERAPEUTIC MEDIA II

(241 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, Job Experience, Power Tools, Metalwork, Printing, Clay, Creative Media, Weaving and Basketry.

Prescribed Text

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

BEHAVIOURAL SCIENCES II

(42 hours)

BS 234 Developmental Psychology—Life Cycle

BS 255 Research, Analysis and Interpretation

BS 280 Interpersonal Helping Skills

See descriptive entries pages 187, 188, 189.

OT 240 NEUROSCIENCES

(32 hours)

OT 240/10 Neuroanatomy

(12 hours)

OT 240/20 Neuropsychology

(8 hours)

OT 240/30 Neurophysiology

(12 hours)

Prescribed Texts

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

OT 250 CLINICAL MEDICINE

(56 hours)

OT 250/10 Pathology and Orthopaedics

(16 hours)

OT 250/20 General Medicine and Paediatrics

(23 hours)

OT 250/30 Neurosurgery and Neurology

(17 hours)

Prescribed Texts

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

OT 260 CLINICAL PSYCHIATRY I

(26 hours of lectures/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 210/40 Assessment, Treatment and Rehabilitation of Psychosocial Dysfunctions.

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.

OT 270 CLINICAL EDUCATION II

(63 hours)

Clinical Orientation Period II

A two-week clinical orientation period placed prior to the commencement of the first academic term in second year. This second clinical orientation period provides the opportunity for students to extend their

awareness of the scope of occupational therapy and health services. Placed at this time it allows students to consolidate the theoretical and practical work of first year, as well as establishing a firm basis for the second academic year with its emphasis on general pathology and treatment.

Details of Syllabus: Third Year

OT 310 OCCUPATIONAL THERAPY III

Term 1 — (academic) lectures, seminars, clinical and practical experience.

Terms 2 & 3 — (clinical education) supervised practical application of occupational therapy in the treatment of patients of all age groups with physical and psychosocial disorders (see OT 370/20/30/40).

OT 310/30 Assessment, Treatment and Rehabilitation (Physical) (47 hours)

This course includes the following units:

- 1 Neurological Unit Part 2 (31 hours)
- 2 Higher Cortical Function (12 hours)
- 3 Activities of Daily Living (4 hours)

These units develop 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 provides the student with further specific assessment and treatment techniques.

For each unit a booklet is provided as resource material.

OT 310/40 Assessment, Treatment and Rehabilitation of Psychosocial Dysfunctions (49 hours)

This unit 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.

OT 310/50 Management I (50 hours)

The unit 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.

OT 320 ERGONOMICS, TECHNOLOGY AND THERAPEUTIC MEDIA III (6 hours)

A one-day programme designed to refresh students' knowledge of, and stimulate new media ideas, before commencing clinical affiliations.

OT 370/20/30/40 CLINICAL EDUCATION III

(850 hours)

Students will undertake 27 weeks of supervised clinical practice. This will consist of 9 weeks clinical work with emphasis on the psychosocial aspects of pathology and 9 weeks clinical work emphasising the sensory-motor aspects of pathology. A further 9 weeks will be divided into shorter periods, during which students will gain experience of some of the following areas: paediatrics, geriatrics, community care facilities, and other areas of specialisation.

BEHAVIOURAL SCIENCES III

(40 hours)

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.

BS 290 Human Sexuality

(14 hours)

See descriptive entry page 190.

BS 355 Research Design Seminar

See descriptive entry page 191. Preliminary investigation in this unit is initiated in third year and completed in fourth year.

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 410 OCCUPATIONAL THERAPY IV

(95 hours of seminars, workshops and lectures)

OT 415 Management, Unit 2

(17 hours)

In this unit, 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 416 Applied Occupational Therapy

(80 hours)

A return in greater depth to the application of occupational therapy within the area of physical, psychiatric and psychosocial dysfunction,

with increasing emphasis on the prophylactic role of occupational therapy within the community, and interdisciplinary team work.

Students are required to undertake a number of investigations and assignments. Time is also allocated for the presentation of new material implemented in the light of recent developments in the health, behavioural and social sciences, and for the introduction of certain specialised techniques which can be pursued at a postgraduate level.

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

OT 420 ERGONOMICS, TECHNOLOGY AND THERAPEUTIC MEDIA IV

OT 420/50 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 treatment or 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 II

(24 hours)

A course 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.

OT 470 CLINICAL EDUCATION IV

(283 hours)

This subject consists of two parts:

OT 470/50

Students undertake an eight-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.

OT 470/60

The final one-week affiliation will be spent in settings within health, welfare and community-related areas of the student's choice. The above affiliations can take place in Victoria, interstate or, in some cases, overseas.

BEHAVIOURAL SCIENCES IV

(10 hours)

BS 355 Research Design Seminar

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 191.

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.). Please note:

- 1 It has been decided to eliminate intake into conversion courses after 1979. Therefore no new admissions will be accepted to the above course in 1980.
- 2 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

Human Morphology and Function
 Neurosciences Unit I
 Basic Physical Science
 Ocular Anatomy
 Behavioural Science I
 Introduction to Community Health Problems
 Ocular Motility I
 Orthoptic Clinical Practice I

Second Year

Neurosciences Unit II
 Optics
 Ocular Physiology
 Behavioural Science II
 Ocular Motility II
 Ophthalmology I
 Orthoptic Clinical Practice II

Details of Syllabus: First Year

BL 123 HUMAN MORPHOLOGY AND FUNCTION B

(60 hours)

See descriptive entry page 210.

BL 181 NEUROSCIENCES: UNIT 1

(21 hours)

See descriptive entry page 212.

BL 151 BASIC PHYSICAL SCIENCE

(50 hours)

See descriptive entry page 210.

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 179.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 165.

OR 120 OCULAR MOTILITY I

(119 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.

STEIN, H.A. and SLATT, B.J. 1976. *The ophthalmic assistant*. 3rd ed. St Louis, Mosby.

OR 130 ORTHOPTIC CLINICAL PRACTICE I

(220 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: UNIT II**

(21 hours)

See descriptive entry page 213.

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

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

BEHAVIOURAL SCIENCE II

(90 hours)

BS 105 Introduction to Research Methods**BS 270 Rehabilitation Psychology****BS 280 Interpersonal Helping Skills****BS 235 Child Development**

See descriptive entries pages 179, 187, 189.

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 Clinical Orthoptics I.

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
 Geelong Hospital
 Glen Waverley Rehabilitation Centre
 Hampton Hospital
 Independent Living Centre
 Kingston Centre
 Latrobe Valley Hospital, Moe

Moorabbin Hospital
 Mooroopna and District Base 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 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

First, Second and Third Years

18 February–22 February	Orientation Week
25 February–2 May	First Term
5 May–9 May	First Term Examinations
2 June–1 August	Second Term
4 August–8 August	Second Term Examinations
1 September–31 October	Third Term
10 November–14 November	Final Examination Period
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.	

Fourth Year

Clinical practice with no terms. The year commences on 26 November 1979 and concludes on 22 July 1980. Assessment will take place from 23 July to 18 August. There will be one six-week break between 24 December 1979 and 19 January 1980 inclusive, and a second break from 31 March to 13 April 1980 inclusive, which includes Easter.

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
Behavioural Sciences I
Physiotherapy I
Science for Physiotherapy
Introduction to Community Health Problems

Second Year

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

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 Texts

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

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

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 Books

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

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

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

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

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

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

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

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

WILLIAMS, M. and LISSNER, H. R. 1962. *Biomechanics of human motion*. Philadelphia, Saunders.

Further references will be indicated throughout the course.

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, dosage, techniques of application and recording.

Prescribed Text

HOLLIS, 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

This unit comprises three specialised areas: Child Development; Electrotherapy; Splinting.

1 Child Development

Commencement of a study of the development of the normal child from

birth to puberty. This unit is designed to provide the student with a detailed knowledge of the principles of normal motor development, a basic study of the development of language, perception and personal-social behaviour, and the opportunity to develop observational skills which are necessary for practising physiotherapists.

Reference Books

GESSELL, A. ed. 1971. *The first five years of life*. London, Methuen.

GESSELL, A. and ILG, F. L. 1965. *The child from five to ten*. London, Hamish Hamilton.

ILLINGWORTH, R. S. 1975. *The development of the infant and young child, normal and abnormal*. 10th ed. Edinburgh, Churchill Livingstone.

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

(150 hours)

See descriptive entry page 211.

BEHAVIOURAL SCIENCES I

(121 hours)

BS 100 Introduction to Behavioural Sciences

BS 105 Introduction to Research Methods

See descriptive entries pages 178, 179.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 165.

Details of Syllabus: Second Year

PT 260 ANATOMY II

(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 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 first year

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

(225 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 Therapeutic Movement

(150 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; and functional training.

These are considered in terms of:

safety (patient and therapist)

physics (particularly mechanics)

anatomical and kinesiological foundations

physiological effects

indications

contraindications

dosage

techniques of application

recording (techniques and results of assessment and treatment)

care of the apparatus.

Prescribed Texts

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

THERAPEUTIC Movement Study Manual.

Reference Books

CYRIAX, J. 1971. *Textbook of orthopaedic medicine*. 8th ed. Vol. 2. London, Balliere Tindall & Cassell.

CYRIAX, J. 1975. *Textbook of orthopaedic medicine*. 6th ed. Vol. 1. London, Balliere Tindall & Cassell.

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

LICHT, S. ed. 1960. *Massage manipulation and traction*. Connecticut, Licht.

LICHT, S. ed. 1965. *Therapeutic exercises*. 2nd ed. Connecticut, Licht.

MAITLAND, G. D. 1970. *Peripheral manipulation*. London, Butterworths.

MAITLAND, G. D. 1973. *Vertebral manipulation*. 3rd ed. London, Butterworths.

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

Further references will be indicated during the programme.

PT 272 Electrotherapy

(80 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. 1980.

WADSWORTH, H. H. and CHANMUGAM, A. P. P. 1980. *Electrophysical agents in physiotherapy*. Marrickville, Science Press.

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.

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

SCOTT, P. M. 1975. *Clayton's electrotherapy and actionotherapy*. 7th ed. London, Balliere Tindall & Cassell.

Further references will be given throughout the course.

PT 273 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 section of the curriculum 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.

BEHAVIOURAL SCIENCES II

(120 hours of lectures, tutorials and practical study)

BS 251 Data Analysis II: Correlation

BS 252 Data Analysis III: Two-Sample Designs

BS 261 Sociology and Psychology of Health

BS 280 Interpersonal Helping Skills

BS 290 Human Sexuality

See descriptive entries pages 187, 188, 189, 190.

BL 215 PHYSIOLOGY II

(135 hours)

See descriptive entry page 214.

BL 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours)

See descriptive entry page 216.

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, death and dying, immigrant health, relaxation and mental health.

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.

Additional 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. 1976. *Correlative neuroanatomy and functional neurology*. 16th 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. and SHEPHERD, R. 1976. *A positive approach. A handbook for the early care of the stroke patient*. Cumberland College of Health Sciences.
- CASH, J. E. 1977. *Neurology for physiotherapists*. 2nd ed. London, Faber and Faber.

Reference Books

- BANNISTER, R. 1978. *Brain's clinical neurology*. 5th ed. London, Oxford University Press.
- 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 orthopaedic conditions affecting children.

Section (b)

A study of the rationale of physiotherapy management of acquired and traumatic orthopaedic disorders in children and adults. 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. Methods of immobilisation including traction and the use of plaster of paris and plastic materials will be discussed in this section of the curriculum.

Prescribed Text

- 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 observations related to paediatric physiotherapy. The subject includes the study of medical and surgical conditions in the areas of neurology, orthopaedics and thoracic.

The related physiotherapy includes assessment, special tests and treatment techniques. Essential to this section is a thorough understanding of normal child development as presented in the first and second years of the course.

Recommended Text

SHEPHERD, R. 1974. *Physiotherapy in paediatrics*. London, Heinemann.

Reference Books

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

BOBATH, B. and BOBATH, K. 1975. *Motor development in the different types of cerebral palsy*. London, Heinemann.

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**Section (a) Introduction to Rehabilitation**

This section will introduce the student to the principles of physiotherapy

management in the post acute rehabilitation stage, and will emphasise a holistic approach to the patient by the multidisciplinary rehabilitation team.

The rehabilitation of some specific patient groups will be reviewed in these terms. The scope and prescription of equipment in rehabilitation will also be covered.

Section (b) Amputee Management

This section is conducted by medical practitioners, physiotherapists and prosthetists specialising in the rehabilitation of patients following amputation. It includes the aetiology, pathology, medical and surgical management of amputations, together with the physiotherapeutic aims and treatment during the acute stage and prosthetic training.

Section (c) Geriatrics

This section, conducted by health professionals from the geriatric field, will introduce the student to the scope of this speciality.

Topics to be studied include common mental and physical disorders associated with the elderly and a multidisciplinary team approach to the treatment of these disorders both in community and institutional settings.

PT 380 Clinical Study

This unit comprises both practical work and clinical practice.

The practical component is designed to provide knowledge of splinting materials and to develop skills related to their use. Skills introduced in Physiotherapy I and II are further developed and reinforced.

The clinical component 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 in the clinical setting is also an important focus and emphasis is placed on applied pharmacology, medical and surgical management of conditions and an understanding of nursing procedures.

Reference Books

- BLOOM, A. 1975. *Toohy's medicine for nurses*. 11th ed. Edinburgh, Churchill Livingstone.
- DUNPHY, J. and WAY, L. 1977. *Current surgical diagnosis and treatment*. 3rd ed. California, Lange Medical.
- GOODMAN, L. and GILMAN, A. 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 170 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 370 Independent Research Project

Plus any two units of:

BS 400 Behavioural Science Seminars

See descriptive entries pages 191, 192.

or

PHYSIOLOGY III

BL 310 Physiology III.1

(Lectures and assignment)

See descriptive entry page 217.

BL 320 Physiology III.2

(Lectures, project and seminars)

See descriptive entry page 219.

or

PT 390 COMPOSITE ELECTIVES

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

Students may choose *four* approved units from the groups listed below. In addition the student will complete an assignment/essay related to that particular group. The Departments of Behavioural and Biological Sciences and the School of Physiotherapy will provide a list of suggested topics.

Group 1 Units Related to Neurology

Four of:

BL 311 Motor Control

BL 314 Sensory Processes

BL 316 Human Performance

BS 430 Motor Learning

BS 440 Biofeedback

BS 485 Developmental Neuropsychology

and

PT 391 Composite Elective Assignment

Group 2 Units Related to Paediatrics

All of:

BS 485 Developmental Neuropsychology

- BS 420 Psychological Processes in Child Development
with Special Reference to the Handicapped Child
BS 425 Social/Cultural Aspects of Child Development

One of:

BL 311 Motor Control

or

BL 317 Growth and Ageing

and

PT 391 Composite Elective Assignment

Group 3 Units Related to Community Medicine

Four of:

BL 317 Growth and Ageing

BS 490 Interdisciplinary Studies in Community Health

BS 445 Non-Verbal Communication

BS 450 Immigration and Health

BS 470 Drugs and Behaviour I: A Pharmacological and
Clinical Approach

or

BS 471 Drugs and Behaviour II: A Social, Clinical and
Political Approach

and

PT 391 Composite Elective Assignment

Group 4 Units Related to Orthopaedics/Sports Medicine

Four of:

BL 312 Cardiopulmonary Responses

BL 313 Contractile and Connective Tissues

BL 316 Human Performance

BS 455 The Psychobiology of Pain

BS 440 Biofeedback

and

PT 391 Composite Elective Assignment

Group 5 Units Related to Geriatrics

Four of:

BL 312 Cardiopulmonary Responses

BL 317 Growth and Ageing

BS 475 Psychology of Ageing

BS 485 Developmental Neuropsychology

BS 495 Psychosocial Aspects of Death, Dying and
Bereavement

and

PT 391 Composite Elective Assignment

Group 6 Units Related to Cardiothoracic Treatment and Cardiac Rehabilitation

Four of:

BL 312 Cardiopulmonary Responses

BL 316 Human Performance

- BS 415 Theory and Practice of Counselling
- BS 440 Biofeedback
- BS 455 The Psychobiology of Pain
- and
- PT 391 Composite Elective Assignment

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.

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 suitable for either medical or surgical management. 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 more complex conditions, greater student responsibility, and the treatment of the patient as a whole rather than the area of injury. Students will be expected to make use of knowledge gained in the Behavioural Sciences programme to match treatment not only to the condition but to the personal and social needs of the patient.

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 observing work and home situations.

PT 477 Paediatrics: General

This unit of paediatrics provides students with the opportunity to observe and treat both normally and abnormally developing children with acute and chronic disabilities, in a children's hospital.

PT 478 Paediatrics: Mental and Physical Retardation

This unit provides the student with opportunity to gain insight into the role of physiotherapy in this specialised area of paediatrics. Appreciation of the problems of the mentally and physically handicapped child will be gained through student participation in assessment and treatment of these children.

PT 479 Paediatrics: Special Schools

This unit emphasises the multidisciplinary approach in the treatment of physically handicapped children who attend special schools.

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, both staff and patient conferences, and visits to sheltered workshops 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. An 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 contra-indications 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 514/20	Interpersonal Counselling
PT 574	Manipulative Therapy II (including Clinical Education)

Details of Syllabus

BL 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(20 hours)

See descriptive entry page 219.

PT 571 BIOMECHANICS AND KINESIOLOGY

(30 hours)

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 224.

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 contraindications to 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 201.

BS 514/20 INTERPERSONAL COUNSELLING

(20 hours)

See descriptive entry page 200.

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 PT 571 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.

Conversion Course**BACHELOR OF APPLIED SCIENCE (PHYSIOTHERAPY)**

A conversion course is currently available to enable diplomates to qualify for a bachelor's degree.

The course is available on a temporary basis; it is envisaged that it will be gradually phased out over the next two years.

Full details of conversion degree courses are issued in a separate publication and are 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 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 artificial limbs and braces (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 him to be a capable member of the health care team. He will be concerned for the welfare of the disabled person and endeavour to provide an appliance which will assist him to cope more effectively.

Course of Study

This course extends over a period of three years full-time. There is no provision for part-time students.

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.

Term Dates

18 February–22 February	Orientation Week (First Year students)
25 February–2 May	First Term
5 May–9 May	First Term Examinations
2 June–1 August	Second Term
4 August–8 August	Second Term Examinations
1 September–31 October	Third Term
10 November–14 November	Final Examination Period

A final assessment and clinical period will continue for students until approximately 14 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

The course will produce clinically orientated professionals for hospitals, rehabilitation centres and limb and appliance 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 assessments.

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

Behavioural Sciences I
Physiology I
Anatomy
General Science
Prosthetics and Orthotics I
Technical Drawing
Introduction to Community Health
Emergency First Aid

Second Year

Behavioural Sciences II
 Prosthetics and Orthotics II
 Nursing Procedures
 Clinical Medicine
 Electronics
 Biomechanics
 Health Care Services

Third Year

Behavioural Sciences III
 Prosthetics and Orthotics III
 Administration and Management
 Health Care Services

Details of Syllabus: First Year**BEHAVIOURAL SCIENCES I**

(81 hours)

BS 100 Introduction to Behavioural Sciences

See descriptive entry page 178.

BL 113 PHYSIOLOGY I

(87 hours)

See descriptive entry page 208.

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(88 hours)

See descriptive entry page 213.

BL 152 GENERAL SCIENCE

(84 hours)

See descriptive entry page 211.

PO 120 PROSTHETICS AND ORTHOTICS I

(279 hours)

This subject is designed to give students an understanding of the materials, tools, techniques and equipment basic to prosthetics and orthotics and to introduce the student to the casting, fabricating, fitting and alignment of prostheses and orthoses.

- | | |
|------------|--|
| PO 120/1 | Introduction to Prosthetics and Orthotics (7 hours) |
| PO 120/2 | Introduction to Workshop Safety, Tools, Materials and Techniques of using them (32 hours) |
| PO 120/3 | Introduction to Tools, Techniques, both Practical and Clinical Equipment and Materials used (59 hours) |
| PO 120/4 | Introduction to Below Knee Prosthetics (73 hours) |
| PO 120/5 | Above Knee Prosthetics (20 hours) |
| PO 120/6 | U.C.B.L. Shoe Insert (12 hours) |
| PO 120/7 | Below Elbow Prosthetics (36 hours) |
| PO 120/8-9 | Spinal Orthotics (40½ hours) |

Prescribed Texts

NEW YORK UNIVERSITY. 1971. *Upper limb prosthetics with 1976 supplement*. New York.

Printed notes.

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

CLINICAL EDUCATION 1

(30 hours)

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

PO 130 TECHNICAL DRAWING

(50 hours)

This subject consists of lectures, demonstrations and practical sessions in basic concepts of technical drawing. The sessions extend over a period of 25 weeks 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.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(20 hours)

See descriptive entry page 165.

EMERGENCY FIRST AID

(6 hours)

See descriptive entry page 165.

Details of Syllabus: Second Year**BEHAVIOURAL SCIENCES II**

(72 hours)

BS 105 Introduction to Research Methods

BS 270 Rehabilitation Psychology

BS 280 Interpersonal Helping Skills

See descriptive entries pages 178, 189.

PO 220 PROSTHETICS AND ORTHOTICS II

(325 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:

PO 220/1 Below Knee Orthotics (124 hours)

PO 220/2 Below Knee Prosthetics (124 hours)

PO 220/3 Above Knee Orthotics (77 hours)

Prescribed Texts

NEW YORK UNIVERSITY. 1974. *Lower limb orthotics with supplement*. New York.

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

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

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

CLINICAL EDUCATION II

(160 hours)

The Clinical Education programme comprises three aspects:

- 1 Supervised clinical practice at Lincoln Institute within PO 220 Prosthetics and Orthotics II.
- 2 Half-Day Clinics at selected specialist clinics, orthotic and physiotherapy departments in hospitals and centres throughout Melbourne.
- 3 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 240 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 will be provided at the commencement of the subject.

PO 230 CLINICAL MEDICINE

(53 hours)

A series of lectures and demonstrations covering the diagnosis, aetiology, symptomatology and treatment of medical conditions in the following areas: paediatrics, orthopaedics, neuroanatomy, pathology, general surgery, neurology and general medicine.

These lectures will effectively cover conditions of the whole man but will give specific emphasis to those diseases which are more prominent in prosthetics and orthotics.

References will be provided at the commencement of the course.

BL 252 ELECTRONICS

(20 hours)

See descriptive entry page 215.

PO 250 BIOMECHANICS

(12 hours)

A series of lectures related to the practical aspects of prosthetics and orthotics.

The topics covered include body segment parameters, methods of biomechanics analysis, biomechanics of body segment movement, analysis of locomotion, biomechanical modes of lifting and carrying.

References will be provided at the commencement of the subject.

PO 340 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:

- (i) one segment of BS 360 Health and Community (10 hours). See descriptive entry page 191;
- (ii) 'The Health Team' multi-disciplinary unit in conjunction with Department of Social and Preventative Medicine, Monash University (15 hours).

Details of Syllabus: Third Year**BEHAVIOURAL SCIENCES III**

(54 hours)

BS 400 Behavioural Science Seminars

Choice of two (2) units from the listed topics.

See descriptive entries pages 192-8.

plus

BS 320 Advanced Rehabilitation Psychology

See descriptive entry page 190.

PO 320 PROSTHETICS AND ORTHOTICS III

(350 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 prosthetics and integrates the total application of these specialised skills to the client's needs.

PO 320/1 Upper Extremity Prosthetics (135 hours)

PO 320/2 Lower Extremity Prosthetics — Above Knee Amputations (135½ hours)

PO 320/3 Hip and Hemipelvectomy Prosthetics (18½ hours)

PO 320/4 Upper Extremity Orthotics (60½ hours)

CLINICAL EDUCATION III

(240 hours)

The Clinical Education programme comprises three aspects:

- 1 Supervised clinical practice at Lincoln Institute within PO 320 Prosthetics and Orthotics II.
- 2 Half-Day Clinics at selected specialist clinics, orthotic and physiotherapy departments in hospitals and centres throughout Melbourne.
- 3 Block Placements: students are allocated to orthotic departments, prosthetic clinics and allied health areas for block periods — two weeks in May and two weeks in August.

Prescribed Text

NEW YORK UNIVERSITY. 1971. *Upper limb prosthetics with supplement*. New York.

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

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 will be advised at the commencement of this subject.

PO 340 HEALTH CARE SERVICES

(25 hours)

See descriptive entry page 163.

Interdisciplinary 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:

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

Prescribed Texts and References

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

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.

Graduate Diploma in Ergonomics for the Health Sciences

Introduction to Ergonomics

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.

Admission Requirements

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

Course Structure

The course is offered on a part-time basis over two years. This will permit easier access by people currently at work. (It is preferred that students be employed while undertaking the course; a number of units are planned around research in field settings to enable students to evaluate aspects of the facilities in which they are employed, and to conduct projects.)

Students will be required to attend for an average of 6 hours per week; classes will normally be held through one afternoon and evening per week. There will be a number of field trips to locations distant from the Institute.

The course is co-ordinated by a staff member appointed to undertake the

planning and organisation associated with the conduct of the course. Teaching is provided by lecturers drawn from Institute staff, clinical practice, industry and other colleges. Students themselves will eventually be expected to make substantial contributions to the classroom teaching and learning process.

Award

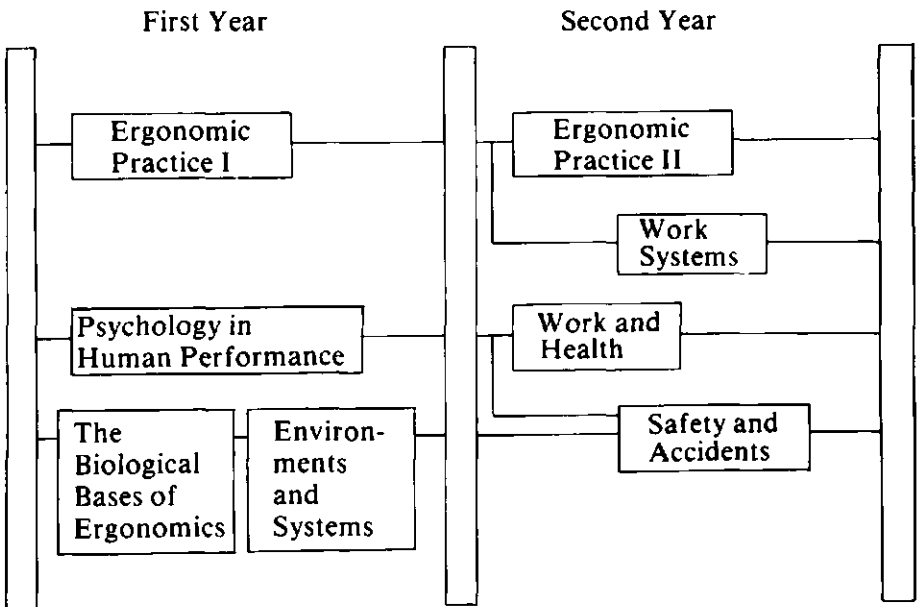
On successful completion of the course a Postgraduate Diploma in Ergonomics for the Health Sciences is awarded to students by Lincoln Institute.

Prescribed Texts and References

Reading lists, notes, necessary texts and references will be distributed at the commencement of, and during, the course.

Some applicants may be required to complete a short bridging reading course and satisfactorily complete an interview on the material studied before continuing into the first year; such applicants will be advised immediately after the course enrolment is finalised.

Course Outline

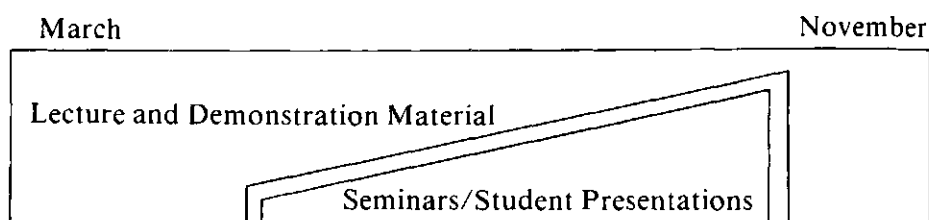


Details of Syllabus: First Year

PG 610 ERGONOMIC PRACTICE I

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

The intended balance is shown thus:



PG 610/10 Introduction to Ergonomics

(6 hours)

History of technology: emergence of ergonomics; relation of ergonomics to its component disciplines; current state of the art.

PG 610/20 General Methods in Ergonomics

(30 hours)

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.

PG 610/30 Ergonomics in the Workplace

(14 hours)

Task analysis; time and motion studies; operational research; the design of jobs; ergonomic check lists; presentation of results; occupational health and safety — an introduction.

PG 610/40 Minor Project

(35 hours)

In this unit, each student is to select a project related to his professional experience and, on completion, is to conduct a seminar, conveying his findings to the rest of the group. It is expected that students will apply skills learned in PG 610/20; a strong emphasis will be placed on communication with other members of the group.

PG 620 PSYCHOLOGY IN HUMAN PERFORMANCE

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 620/10 Sensory Processes

(10 hours)

See descriptive entry page 202.

BS 620/20 Learning and Skilled Performance

(15 hours)

See descriptive entry page 202.

BS 620/30 Decision Making

(10 hours)

See descriptive entry page 202.

BL 530 BIOLOGICAL BASES OF ERGONOMICS

(36 hours)

See descriptive entry page 222.

PG 640 ENVIRONMENTS AND SYSTEMS

This subject aims to familiarise students with the models, methods and use of modern systems science, and to increase their knowledge of the effects of environmental factors upon human performance. The unit treating environmental factors will present a certain amount of straight-forward technology in addition to examining the effects of physical factors on performance.

PG 640/10 The Working Environment

(24 hours)

Domestic environments; clinical environments; introduction to the man-environment model; vision, lighting, colour; sound, noise and vibration; climatic factors — natural and artificial; relevant architectural factors; codes of practice; industrial processes and equipment.

PG 640/20 Systems and Systems Development

(14 hours)

Flow-charting and networks; systems; feedback; measurements; the man-machine model; humans as systems components; the allocation of functions; reliability; control systems in the body; cybernetic models; organisations as systems; introduction to health systems and their organisation; medical information systems.

Details of Syllabus: Second Year**PG 650 ERGONOMIC PRACTICE II**

(85 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 will normally be drawn from the real work places of students, and will be directed towards the solution of specified problems by the applications of 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 will be required to arrange for the implementation of their solutions and the design of an evaluative process.

Case Studies. This subject will also deal with case studies of selected areas relevant to health science. Each student will be required to present

one case study, and there will be further contributions by a series of specialist lecturers.

Prerequisite: PG 610.

PG 660 WORK SYSTEMS

(29 hours)

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

Contents. 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.

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.

Prerequisites: PG 620 and PG 640.

PG 680 WORK AND HEALTH

A subject involving three units, through which students develop their understanding of the impact of work on health, and in which methods of introducing change — especially in industrial settings — are discussed.

Prerequisite: PG 620.

BS 680/10 Health Services in Australia

(10 hours)

See descriptive entry page 202.

BS 680/20 People at Work

(12 hours)

See descriptive entry page 202.

PG 680/30 Implementing Change

(12 hours)

Policy formation in industry; planning changes; industrial relations; communicating with groups — e.g. management, trade unions; effecting change at the work station.

Graduate Diploma in Rehabilitation Studies*Introduction to Rehabilitation Studies*

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, (i) the client, (ii) multi-disciplinary teamwork, and (iii) organisations and facilities.

Admission Requirements

The course aims to meet the needs of a wide range of health professionals. In compliance with VIC requirements, students applying to enter the PGI Rehabilitation Studies will normally be required to hold a degree or diploma in the health sciences or a related area. It is also intended that nursing personnel be admitted to the course. To facilitate this, a bridging programme will be provided.

Award

On successful completion of the course a Postgraduate Diploma in Rehabilitation Studies is awarded to students by Lincoln Institute.

Course Structure

The course is offered on a part-time basis over two years. This will permit easier access to the course by health care professionals currently working in the field. In fact, the structure is based, in part, on the assumption that it is desirable for students to be employed in health care whilst undertaking the course. A number of units in the course are planned around research in field settings to enable students to evaluate aspects of the facilities in which they are employed.

Students will be required to attend two evenings per week, but in some terms mid-afternoon attendance will be required. A further requirement is that students attend a two to three full-day seminar during the course.

The course is co-ordinated by a staff member appointed to undertake the planning and organisation associated with the conduct of the course. In the main, the course is serviced by existing academic staff of the Institute, but visiting lecturers with particular expertise and experience also participate. These include specialists from health and medical fields.

Assessment

Several techniques are employed including essays, seminar papers, short-answer tests, and assignments.

Prescribed Texts and References

Reading lists, notes, necessary texts and references will be distributed at the commencement of, and during, the course.

Course Outline

The following subjects are treated in each year of the course, but with different emphases and content:

Rehabilitation Theory and Practice
Community Studies
The Health Professions
Psychological Theory and Practice
Rehabilitation Research

Details of Syllabus**PG 510 REHABILITATION THEORY AND PRACTICE**

(80 hours)

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

PG 510/10 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 511/10 Assessment for Total Care Rehabilitation

(14 hours)

See descriptive entry page 198.

PG 510/20 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 communication, personnel management and resources management and control.

PG 510/30 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 510/40 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 520 COMMUNITY STUDIES

(64 hours)

The subject contains three units focusing on various aspects of the relationship between the client, the rehabilitation process, and the community.

PG 520/10 The Client and Society

(22 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 (7 hours) on ethnic and racial status, the role of the family in the rehabilitation process, legal factors (e.g. compensation, rights, etc.), in addition to the following unit:

BS 512/10 Client and Society

(15 hours)

See descriptive entry page 199.

PG 520/20 Organisation of Health Care Resources in the Community

(24 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 (14 hours) 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 the following unit:

BS 512/20 Organisation of Health Care Resources

(24 hours)

See descriptive entry page 199.

PG 520/30 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, the influence of interest groups (AMA, HBA, etc.).

PG 530 THE HEALTH PROFESSIONS

(52 hours)

The subject comprises three units focusing on the role of the health professions in the context of their interaction in the multi-disciplinary health care team.

PG 530/10 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 530/20 Functioning in a Multi-Disciplinary 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 530/30 Inter-Disciplinary 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 540 PSYCHOLOGICAL THEORY AND PRACTICE

(88 hours)

This subject comprises three units aimed at developing greater understanding of the individual and acquiring skills in helping both at the individual and group level.

PG 540/10 Psychology in Rehabilitation

(24 hours)

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

Students will be introduced (10 hours) 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 the following unit will be offered:

BS 514/10 Psychology in Rehabilitation

(14 hours)

See descriptive entry page 199.

BS 514/20 Interpersonal Counselling

(20 hours)

See descriptive entry page 200.

PG 540/20 Group Processes

(20 hours)

The aim in this unit is that students 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 content.

PG 540/30 Specific Area Counselling

(20 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 (4 hours). Thereafter the areas are conducted concurrently and each becomes an elective.

PG 540/40 Behavioural Counselling

(16 hours)

The aim of this unit 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, densitisation, etc.

BS 514/40 Vocational Counselling

(16 hours)

See descriptive entry page 200.

BS 514/41 Counselling and Sexuality in Rehabilitation

(16 hours)

See descriptive entry page 200.

PG 550 REHABILITATION RESEARCH

(74 hours)

This subject contains two units and aims to enable students to undertake basic study and research with rehabilitation practices 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 and 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 515/10 Research Methods in Rehabilitation

(20 hours)

See descriptive entry page 200.

BS 515/50 Rehabilitation Research Project

(54 hours)

See descriptive entry page 201.

References

These, and notes, will be provided during the course of the lectures.

Master of Applied Science

Lincoln Institute offers a programme leading to the degree of Master of Applied Science. Candidates are required to undertake a research programme in the health sciences leading to the presentation of a major thesis. All candidates must also complete a course in research methodology; the course offered at Lincoln Institute is BS 600 (see descriptive entry page 202). Further details may be obtained from the Registrar, Lincoln Institute of Health Sciences.

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).

Prerequisites: None.

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 subject 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.

Pre-requisites: None.

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 and culminates with laboratory work where those aspects will be applied and emphasised through empirical observation practice.

The aims and principles of the scientific method and an overview of research design will be covered, together with methods of analysis of the data generated by empirical research. Other topics will include scales of measurement, graphs and frequency distributions, measures of central tendency and dispersion, standard scores, foundations of inferential statistics, and chi-square analysis. 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.

Students will be expected to undertake multiple choice questionnaires in class and written exercises generated by the laboratory work associated with each term.

Prerequisites: None.

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 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.

Prerequisites: None.

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.

Prerequisites: None.

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

PART A: BS 120/10

(20 hours of lectures, 10 hours of tutorials)

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.

PART B: BS 120/20

(10 hours of tutorials)

This unit involves an additional segment of tutorials in which the concepts introduced in Part A are considered in more depth.

Prerequisites: None.

Prescribed Text

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

Additional readings will be recommended during the unit.

BS 130 ORGANISATIONS AND HUMAN BEHAVIOUR

This is an integrated multi-unit programme which studies organisations from both a psychological and sociological point of view. The course is divided into a number of units for the convenience of those students who

are not able to take the whole sequence but it remains as far as possible an integrated whole.

PART I: Organisation Theory

BS 130/10

(5 hours of lectures, 10 hours of tutorials)

This section introduces students to the study of organisations and human behaviour by examining the social and historical background to the growth and development of organisations into their contemporary forms.

BS 130/20

(5 hours of lectures, 10 hours of tutorials)

This section 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 130/30

(5 hours of lectures, 10 hours of tutorials)

This section takes up some of the topics and issues of BS 130/20 for study in greater depth. Throughout, there will be a special focus on the central concept of authority, both in theory and in its application to organisational life.

NB: Bachelor of Applied Science, Advanced Nursing students do an extra 15 hours in Part I.

PART II: Organisational Behaviour

BS 130/40

(10 hours of lectures, 20 hours of tutorials)

The aim of this unit is to provide opportunities for students to extend the areas of study introduced in BS 120/10 (Psychological Aspects of Health Care), and in BS 130 Part I to theories and research in the social psychology of organisations. The areas of study include communication, decision-making, attitudes, personality, individuals and groups, motivation to work, theories of leadership, stress and dysfunctional aspects of organisational behaviour, theories of job satisfaction and conflict resolution, and organisational change and development.

BS 130/50

(10 hours of lectures, 20 hours of tutorials)

In this unit the above areas will be studied in greater depth.

Prerequisite for BS 130 and BS 120.

Recommended Reading

- ARGYLE, M. 1972. *The social psychology of work*. Harmondsworth, Penguin.
 ETZIONI, A. 1954. *Modern organisations*. Englewood Cliffs, N.J., Prentice-Hall.
 SCHEIN, H. 1970. *Organizational psychology*. Englewood Cliffs, N.J., Prentice-Hall.

Additional reading will be recommended during the course.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(20 hours of lectures, 20 hours of tutorials)

This course 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.

Prescribed Text

There will be no prescribed text for this course, but appropriate readings will be suggested.

BS 142 SOCIAL INTERACTION PROCESSES

(11 hours of lectures, 22 hours of tutorials)

This unit aims to develop the understanding of the ways in which behaviour is influenced both by personality and social systems, and to apply this understanding to the development of interpersonal relationship skills. Areas of study include individual differences, and socialisation, roles, status, and social stratification, group dynamics, and theories of personal development and human relations.

Prerequisites: None.

Prescribed Texts

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

RAVEN, B. and RUBIN, J. 1976. *Social psychology — people in groups*. New York, Wiley.

BS 150 FOUNDATIONS OF SOCIAL SCIENCE

UNIT A: BS 150/10

(16 hours of lectures, 16 hours of tutorials)

This unit aims to introduce students to the nature and scope of psychology and sociology and their relationship to other disciplines. Students are encouraged to integrate basic concepts and principles of social sciences with community health nursing to broaden their understanding of the individual's needs. Areas of study in psychology include methodology, basic statistics, motivation, learning, perception and emotion, and elements of group dynamics. Sociology areas include social structures, socialisation and social roles, social change and action, and the sociology of health and illness.

Prerequisites: None.

UNIT B: BS 150/20

(16 hours of lectures, 16 hours of tutorials)

This unit aims to develop students' understanding of social science concepts and theories and their ability to integrate this knowledge with NS 820 Life Cycle. Emphasis is on psychosocial and cognitive development and developmental influences on behaviour from conception to death.

There is continuing integration of psychology and sociology and an introduction to anthropology with emphasis on the study of kinship, the family and sociocultural dimensions of health and illness, and the relevance of these concepts for cultural groups in Australian society.

Prerequisites: BS 150/10.

UNIT C: BS 150/30

(16 hours of lectures, 16 hours of tutorials)

This unit aims, through an integration of psychology, sociology, and anthropology, to develop further understanding of the theories introduced in Units A and B. Emphasis is on social psychology, including theories of group dynamics, personal development and human relations, and their relevance for the development of skills in interpersonal relations, with special references to the health team.

Prerequisites: BS 150/10 and BS 150/20.

Prescribed Texts

There is no prescribed textbook; references will be made to the following sources during the unit.

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

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

KNUTSON, A. 1965. *The individual society and health behaviour*. New York, Russell-Sage.

PSYCHOLOGY today. 1975. Delmar, Calif., CRM.

RAVEN, B. and RUBIN, J. 1976. *Social psychology: people in groups*. New York, Wiley.

BS 155 INTERPERSONAL PROCESSES AND INTERVIEWING

(3 hours of lectures, 5 hours workshops)

This unit aims to develop the knowledge attained in BS 150 Foundations of Social Science and to encourage the development of self-awareness, confidence, and interpersonal sensitivity. The focus is on theories of human relations and interviewing methods. The workshops provide opportunities for practising interpersonal skills and interviewing in a guided experiential situation.

Prerequisites: BS 150/10; BS 150/20; BS 150/30.

NB: Diploma of Community Health Nursing students do 22 hours extra.

Prescribed Text

CARKHUFF, R. 1973. *The art of helping*. Amherst, Mass., Human Resource Development Press.

or

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

BS 160 QUANTITATIVE METHODS FOR THE HEALTH PROFESSIONS

(10 hours)

This unit is taken in conjunction with NS 130 and is designed to introduce students to elementary descriptive and inferential statistics. Topics include scales of measurement, graphs and frequency distributions, measures of central tendency, measures of dispersion, standard scores, foundations of inferential statistics, and chi-square.

Prerequisites: None.

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.

Prerequisites: None.

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.

Prerequisites: None.

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.

Prerequisites: None.

BS 180 PSYCHOLOGICAL AND SOCIOLOGICAL DIMENSIONS OF LIFE-SPAN DEVELOPMENT

(40 hours)

This unit is an integral part of NS 126/10/20 and NS 226 Life Cycle in the Bachelor of Applied Science, Community Health Nursing course. It focuses on the process of socialisation in childhood and examines cognitive, psychoanalytic and ethological models of development.

Prerequisite: BS 120.

Prescribed Texts

See NS 126 and NS 226.

BS 182 BEHAVIOURAL SCIENCE IN NURSING IV

(20 hours)

This unit is incorporated as part of NS 236 and provides an extension and integration of the student's knowledge of psychology and sociology with emphasis on methodology, theories of personality, the various psychotherapies and their implications for the therapist/professional and the community.

Prerequisite: BS 120.

Reference Books

BERGER, P. and LUCKMANN, T. 1971. *The social construction of reality*. Penguin University Books.

BERRY, D. 1974. *Central ideas in sociology*. London, Constable.

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

MADDI, S. ed. 1976. *Personality theories*. 3rd ed. Homewood, Ill., Dorsey Press.

BS 185 BEHAVIOURAL SCIENCE APPLIED TO CLINICAL SETTINGS

(20 hours)

This unit integrates relevant behavioural science concepts into Advanced Clinical Nursing NS 202/208/20 with applications to clinical situations, using a multi-disciplinary team teaching approach.

Prerequisite: BS 120.

Prescribed Text

DE CECCO, J. P. and CRAWFORD, W. R. 1974. *The psychology of learning and instruction*. 2nd ed. Englewood Cliffs, N.J., Prentice-Hall.

Reference Books

ADAMS, J., HAYES, J. and HOPSON, B. 1976. *Transition*. London, Martin Robertson.

BERGER, P. L. and BERGER, B. 1976. *Sociology, a biographical approach*. Harmondsworth, Penguin.

ERIKSON, E. 1971. *Identity, youth and crisis*. London, Faber & Faber.

HARNACK, R. et al. 1977. *Group discussion theory and techniques*. Englewood Cliffs, N.J., Prentice-Hall.

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

(121 hours of lectures, practicals and seminars)

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.

There are three units, as set out below, each with two 1-hour lectures and one 2-hour practical session per week and a 1-hour seminar each fortnight.

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

PHILLIPS, J. L. 1975. *The origins of intellect: Piaget's theory*. 2nd ed. San Francisco, W.H. Freeman.

SHERROD, K., VIETZE, P. and FRIEDMAN, S. 1975. *Infancy*. Monterey, Calif., Brooks/Cole.

TROLL, L. E. 1975. *Early and middle adulthood*. Monterey, Calif., Brooks/Cole.

Students are also recommended to purchase the following titles in the Fontana 'The Developing Child' series:

BROWN, A., *Memory*; DONALDSON, M., *Children's minds*; and STERN, D., *The first relationship*.

BS 234 DEVELOPMENTAL PSYCHOLOGY — LIFE CYCLE

(18 hours of lectures)

This unit will provide an overview of the biological, cognitive, and psychosocial aspects of the life-span of human development. Particular emphasis will be given to developmental tasks, problems, adjustment, and achievements of the life-span from conception to death. Some of the topics included will be effects of maternal deprivation and separation, adjustment to school life, career choice and adjustment to work environment, retirement and fulfilment in old age.

Prerequisite: BS 100 or BS 101.

Prescribed Text

There is no prescribed textbook; however, reading lists will be provided at the commencement of the course.

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 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 251 DATA ANALYSIS II: CORRELATION

(9 hours)

This unit is designed to introduce the student to the function, the

computation, and the interpretation of correlation techniques. The course concentrates primarily on correlation techniques for parametric and ranked data, with a brief treatment of methods for dichotomous and nominal scale variables. Topics include Pearson's r product moment, Spearman's ρ , and other techniques.

Prerequisite: BS 105.

Prescribed Text

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

BS 252 DATA ANALYSIS III: TWO-SAMPLE DESIGNS

(9 hours)

This unit is designed to introduce the student to the function, the computation, and the interpretation of hypothesis testing techniques for independent and related two-sample experimental designs. Both parametric and non-parametric techniques are considered. Topics include Student's t test, Mann-Whitney U test, sign test, and Wilcoxon sign test.

Prerequisite: BS 105.

Prescribed Text

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

BS 254 MEASUREMENT AND TEST THEORY

(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.

Prerequisites: BS 105 and BS 251.

Prescribed Text

Reading lists will be distributed at the commencement of the unit.

BS 255 RESEARCH ANALYSIS AND INTERPRETATION

(10 hours)

This unit is designed to develop expertise in the areas of research design and analysis of reported studies. Emphasis will be placed on quasi experimental and survey methods of investigation and understanding the statistical techniques appropriate to these methods.

Prerequisite: BS 105.

Recommended Reading

CRANO, W. D. and BREWER, M. B. 1973. *Principles of research in social psychology*. New York, McGraw-Hill.

Additional reading lists will be distributed at the commencement of the unit.

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.

Prescribed Texts

There is no prescribed textbook; 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

(14 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

(14 hours in small groups)

The course 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, the 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.

Prerequisites: None.

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 320 ADVANCED REHABILITATION PSYCHOLOGY

(18 hours of lectures)

This unit extends and develops previous studies in this area. Topics include: life-style, stress and the onset of illness; effects of chronic illness and disability; disfigurement and loss of external organs; the self-concept and the body image; disturbances of the body image in illness and disability; hopelessness and the giving-up complex; hope and psychosocial factors influencing recovery and adjustment; reactions to external and internal mechanical devices.

Prerequisite: BS 270.

Prescribed Text

There is no prescribed textbook, but a list of recommended readings will be made available at the commencement of the unit.

BS 331 ABNORMAL BEHAVIOUR I: THEORIES AND THERAPIES

(18 hours of lectures, 9 hours of tutorials)

This unit provides a broad introduction to the study of abnormal behaviour. Various theoretical models of abnormality are considered but the focus is on a psychosocial approach which emphasises environmental determinants of behaviour.

Topics discussed include: historical and recent views of abnormality; definitions and criteria of abnormality; alternative theories of the functional disorders; and the psychotherapies. Consideration is also given to certain psychosocial problems of modern life such as child abuse, stress, violence and self-destructive behaviour.

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 II: PSYCHONEUROLOGICAL AND BIOCHEMICAL ASPECTS

(18 hours of lectures, 9 hours of tutorials)

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.

Prescribed Text

There is no prescribed textbook; a reading list will be distributed at the beginning of the unit.

BS 355 RESEARCH DESIGN SEMINAR

A 20-hour 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; at least one unit from the BS 250 series.

Prescribed Text

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

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.

Prescribed Text

There is no set textbook. Readings from various sources will be suggested at the start of the unit.

Preliminary Reading

HETZEL, B. S. 1976. *Health and Australian society*, rev. ed. Ringwood, Penguin.
ILLICH, I. 1977. *Limits to medicine*. Harmondsworth, Penguin.

BS 370 INDEPENDENT RESEARCH PROJECT

A 150-hour module designed to provide students with experience in initiating, conducting, analysing, and reporting an original investigation of a problem relevant to the health sciences. Students will work independently with an appointed supervisor. Additionally, research students will meet in weekly seminars.

Prerequisites: BS 100 or BS 101; at least one subject at the 200 level; at least one subject at the 300 level; and, although not compulsory, BS 355 is recommended.

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;
- the classes will be interdisciplinary in nature.

Seminars offered in 1980 are listed as Units BS 410-495.

BS 410 Sexual Counselling

(18 hours in small group meetings)

The unit is aimed at increasing participants' knowledge and comfort with people's sexual concerns. Topics to be considered will be: development of sexuality; common myths and misconceptions about sexuality; common sexual dysfunctions and deviances; the impact of disability, illness and ageing on sexuality; the special needs of people such as the physically and mentally disabled, and current methods of brief sexual counselling. The unit will involve theoretical input, discussion and skill training utilising the group context.

Prerequisites: BS 280; BS 290 is strongly recommended.

Prescribed Texts

ANNON, J. S. 1975. *The behavioural treatment of sexual problems*. Vol. 1. Honolulu, Hawaii, Kapiolani.

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

BS 415 Theory and Practice of Counselling

(18 hours)

The 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.

Prescribed Texts

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.

Prescribed Texts

There is no prescribed textbook: a reading list will be distributed at the commencement of the unit.

BS 430 Motor Learning

An 18-hour lecture, seminar, and research unit concerned with the variables that affect human motor learning. Topics include: theories of motor learning; the measurement of motor learning; the effects of training parameters (e.g. practice intensity, practice schedule, information feedback); the effects of motivational, perceptual-cognitive, and task variables; individual differences in motor learning. Each student, under the guidance of the seminar leader, will be expected to present a brief seminar paper and participate in a small research project. Formal grading will be derived from a written assignment on the topic of the student's seminar paper. Students will be expected to demonstrate in their seminar papers and written assignments a scholarly translation of the principles of motor learning psychology to a field of interest in the applied health sciences.

Prerequisites: BS 100 or BS 101; BS 105.

Prescribed Text

There is no prescribed text. Lists of references appropriate to various topics will be distributed in class.

BS 435 Clinical Decision Making

(18 hours)

This course examines ways in which the process of clinical inference can be modelled. The understanding of the ways in which therapists do and should combine information in their decisions is central to effective clinical functioning. This knowledge may be used as a safeguard against the cognitive biases that hinder clinical inference.

The course consists of a balance of theory, demonstrations and practical exercises with the following content.

Models of clinical inference and decision making:

- social judgement theory;
- elimination by aspects models;
- cascaded inference approach;
- Bayesian approach and signal detection.

Potential cognitive and informational biases in clinical inference:

- information processing limitations of the human organism;
- coping with uncertainty;
- cognitive biases and how to overcome them.

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 impair-

ment, myocardial disorder, hypertension, Raynaud's syndrome, and control of prosthetic devices).

Prerequisite: BS 100 or BS 101.

BS 445 Non-Verbal Communication

(18 hours)

This seminar unit involves an indepth study of communication processes, with particular emphasis on non-verbal communication, and their application to the patient-therapist relationship. Students will be expected to review the literature on a selected topic, participate in class discussions, and learn techniques for observing and measuring such behaviours as eye contact, body movement, and gesture. Topics will include the relation between gesture, tone of voice, and emotion, non-verbal cues to social roles, non-verbal negotiation of power and affiliation, and the relevance of non-verbal communication to the health scientist.

Prerequisite: BS 100 or BS 101.

Prescribed Text

There is no prescribed textbook; a reading list will be distributed at the commencement of the unit.

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 course 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. We shall consider 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 will explore the place of human values and non-scientific and ritual elements in medical settings. We shall also examine 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.

Prescribed Text

There is no textbook for this course. Assessment will be based on class

attendance and evidence of understanding of the course content through discussion of the set readings.

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 to 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.

Prerequisites: None.

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 prescription 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.

Prescribed Text

There is no prescribed textbook; 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

WALSH, 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 511/10 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 for 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.

Prerequisites: None.

Prescribed Text

There is no prescribed text, but a list of recommended readings will be available at the commencement of the unit.

BS 512/10 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.

Prescribed Text

There is no prescribed textbook; however, HETZEL, B. S. 1976. *Health and Australian society*. rev. ed. Ringwood, Penguin, is recommended reading. Other references will be suggested during the unit.

BS 512/20 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 514/10 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.

Prescribed Text

There is no prescribed textbook but a list of recommended readings will be made available at the commencement of the unit.

BS 514/20 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 514/40 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 514/41 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

BELLEVIEU, 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 515/10 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 tech-

niques 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 515/50 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 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.

Prescribed Texts

Appropriate reference lists will be distributed in class.

BS 620/10 SENSORY PROCESSES

(10 hours)

Visual, auditory, tactile, olfactory and vestibular systems; static and dynamic properties.

BS 620/20 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 620/30 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 680/10 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 680/20 PEOPLE AT WORK

(12 hours)

Work: attitudes and expectations; motivation, morale and leadership; alienation, unemployment, retirement; work and leisure.

**BS 600 GRADUATE SEMINARS IN RESEARCH
METHODOLOGY**

This programme of small group lectures and seminars was 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. It consists of six terms of tuition with a minimal average class commitment of two-and-a-half hours weekly.

At entrance candidates are expected as a minimal requirement to have completed satisfactorily the units BS 105, BS 251 and BS 252, or their equivalent. Students who have not achieved this are required to complete satisfactorily the unit BS 600/10 Bridging Statistics in addition to their normal course load in the first term of tuition. The units BS 254, BS 255, BS 355 or BS 370 or their equivalent would constitute excellent background for the prospective candidate. They are not expected as a minimal requirement, but may be recommended as additional work depending on the nature of the candidate's proposed project, and in consultation with the candidate's supervisory board.

Expected progress for part-time candidates is at the rate of three terms per academic year. Full-time candidates are expected to complete all six terms of BS 600 in one academic year.

The content of each unit and the order of completion is as follows:

*Term 1***BS 600/10 Bridging Statistics**

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.

BS 600/30 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.

*Term 2***BS 600/20 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.

*Term 3***BS 600/50 Elementary Computer Skills**

A unit of lectures and workshops intended to give candidates basic computer interaction skills. The unit will be particularly oriented towards the analysis of data using packaged programmes.

*Term 4***BS 600/40 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.

*Term 5***BS 600/60/70/80 Advanced Issues in Research Design**

A unit designed to enhance the candidate's ability to plan better research. The core unit is BS 600/60 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 units under specialist supervision. They are BS 600/70 Non-Experimental Research Designs, or BS 600/80 Individual Reading in Methodology.

Term 6

BS 600/90 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.

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.
 LINCOLN INSTITUTE. 1977. *Style manual for references and bibliographies*. Carlton.
 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

(14 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.

Prescribed Texts

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.

Prescribed Texts

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, small-group processes, communication in groups, and the process of 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.

SECORD, P. F. and BACKMAN, C. W. 1974. *Social psychology*. 2nd ed. Tokyo, McGraw-Hill.

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.

Prescribed Texts

There is no prescribed text; 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.

Prerequisites: BS 830/40 and BS 830/50.

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, and physiology to the Schools of the Institute. The aim of the programmes in physical science is to give students a basic literacy in physical and chemical ideas essential for the understanding of modern theories of the structure and functions of the human body. The programmes in the biological subjects aim to give students a good understanding of the structure and function of the human body as a basis for the specialised knowledge required for the branch of health science being studied.

The 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.

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 A
- BL 123 Human Morphology and Function B
- BL 151 Basic Physical Science
- BL 152 General Science
- BL 160 Science for Physiotherapy
- BL 161 Principles of Biology
- BL 162 Histology
- BL 163 Applied Physics
- BL 165 Science for Chiropody
- BL 166 Principles of Biology
- BL 167 Histology
- BL 168 Applied Physics

- BL 181 Neurosciences: Unit I
- BL 182 Anatomy for Prosthetics and Orthotics
- BL 183 Anatomy I for Chiropody
- BL 211 Neurosciences: Unit II
- BL 215 Physiology II
- BL 218 Neurophysiology
- BL 252 Electronics
- BL 271 Introduction to Medical Science
- BL 272 Medical Science
- BL 273 Medical Science for Chiropody
- BL 282 Anatomy II for Chiropody
- BL 310 Physiology III.1
- BL 311 Motor Control
- BL 312 Cardiopulmonary Responses
- BL 313 Contractile and Connective Tissues
- BL 314 Sensory Processes
- BL 316 Human Performance
- BL 317 Growth and Ageing
- BL 319 Physiology Assignment
- BL 320 Physiology III.2
- BL 321 Physiology Project
- BL 329 Seminar Programme
- BL 530 Biological Bases of Ergonomics
- BL 515 Physiology of Neurological and Musculo-Skeletal Systems
- BL 584 Histology

Department of Biological Sciences (Nursing)

- BL 125 Human Bioscience I
- BL 155 Applied General Science
- BL 225 Human Bioscience II
- BL 517 Growth and Ageing
- BL 525 Biological Sciences for Life Cycle
- BL 526 Introductory Applied Human Bioscience
- BL 527 Applied Human Bioscience (Core)
- BL 528 Applied Human Bioscience
- BL 529 Advanced Human Bioscience
- BL 558 Physical Sciences
- BL 559 Physical Sciences Elective
- BL 569 Genetics and Embryology
- BL 599 History and Philosophy of Science
- BL 626 General and Clinical Pathology
- BL 627 General and Clinical Pathology

BL 113 PHYSIOLOGY I

(87 hours)

This subject is taught as lectures supported by fortnightly tutorials and laboratory classes. The study of human function will be introduced with the properties of living cells, the concept of homeostasis followed by systemic physiology. This will involve the examination of organ systems and the integration of their functions in the whole human organism. Systems studied will include cardiovascular, respiratory, digestive, renal, nervous, and endocrine.

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

For students taking either BL 182 Anatomy for Prosthetics and Orthotics, or BL 183 Anatomy for Chiropody, combined physiology and anatomy demonstrations will replace the laboratory programme. The demonstrations will be 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. 1975. *Human physiology: the mechanisms of body function*. 2nd ed. New York, McGraw-Hill.

The second text may be preferred by some students. Note that the physiology contained in this text is extremely similar to that presented in the first text prescribed. In addition, the second 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

(50 hours)

This programme will study basic structures and functions of the human body. It will consist 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 A

(95 hours)

This subject, for first-year Communication Disorders students, is presented as lectures and fortnightly tutorials conducted over the three terms. Modern concepts of anatomy and physiology will be presented concurrently in a series of modules. The modules will 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 will introduce the student to some common techniques used in the study of the human body systems. Students will be 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 123 HUMAN MORPHOLOGY AND FUNCTION B

(60 hours)

This subject, for first-year Orthoptic students, is presented as a series of lectures and fortnightly tutorials conducted during Terms 1 and 2. The content for this subject is the same as BL 122 Human Morphology and Function A, except that students take no laboratory classes, and detailed treatment of the central nervous system is omitted.

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 will be introduced. To this end, a study of cell biology, the internal environment, systems analysis and an introduction to biological control theory will be undertaken. The principles of scientific methodology will be utilised throughout the course and selected pathological examples will be discussed.

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

Prescribed Texts

ANTHONY, C. P. and THIBODEAU, G. A. 1979. *Textbook of anatomy and physiology*. 10th ed. St Louis, Mosby.

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

Reference Book

LUCIANO, D. S., VANDER, A. J. and SHERMAN, J. H. 1978. *Human function and structure*. 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 will be 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 will provide students with a basic understanding of the physical, chemical, and mathematical ideas required for the Prosthetics and Orthotics course work. The content will be 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 will be expected to purchase four 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.

Prescribed Text

HORSFIELD, R. S., SOLOMONS, S. and WARD, A. R. 1978. *Physics and chemistry for the health sciences*. Marrickville, Science Press.

References

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

BL 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 will be 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

(48 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 will contribute to final assessment in this subject.

Prescribed Text

JUNQUEIRA, L. C., CARNEIRO, J. and CONTOPOULOS, A. N. 1971. *Basic histology*. 2nd ed. Los Altos, Calif., Lange Medical Publications.

BL 163 Applied Physics

(46 hours)

A course of 28 lectures and nine two-hour laboratory classes. The content will be provided in four modules. Module one: fluids, covering gases, hydrostatics, and hydrodynamics as background for physiology and hydrotherapy. Module two: biomechanics, the application of Newton's laws to normal body movement. Module three: electricity including the principle of production of pulsed and alternating current, as background for electrotherapy. Module four: fields and waves including the production of fields and waves and their effects on tissue. Records of laboratory investigations will 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 SCIENCE FOR CHIROPODY**BL 166 Principles of Biology**

(56 hours)

See BL 161.

BL 167 Histology

(48 hours)

See BL 162.

BL 168 Applied Physics

(46 hours)

See BL 163.

BL 181 NEUROSCIENCES: UNIT I

(21 hours)

The first half of the Neurosciences subject is presented in Year 1, Term III as BL 181. The second half is presented in Year 2, Term I as BL 211.

The subject will provide 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 a modified mastery-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 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(88 hours)

This will be a course of general anatomy followed by more detailed anatomy of the upper and lower limbs and vertebral column. The course will consist of lectures, tutorials and demonstrations.

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.

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 I.)

Reference Books

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

BL 183 ANATOMY I FOR CHIROPODY

(35 hours)

This will be 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 211 NEUROSCIENCES: UNIT II

(21 hours)

The first half of the Neurosciences subject is presented in Year 1, Term III as BL 181. The second half is presented in Year 2, Term I as BL 211.

The subject will provide 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 a modified mastery-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. 1975. *The mechanism of body function*. 2nd 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. 1976. *Respiratory physiology — the essentials*. 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 neurophysiology of sensory and motor systems is used to consider the mechanisms involved in perception, movement, consciousness and memory.

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

(80 hours)

This programme encompasses major scientific concepts and 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 will include concepts of health and disease, cell biology, Mendelian and human population genetics, control theory, systems analysis, regulation and pathology of the nervous, endocrine, cardiovascular, pulmonary, digestive, renal, haemopoietic and reproductive systems. Seminar participation in the following areas will be included: homeostasis; stress and adaptive mechanisms; 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

- ANDERSON, J. R. ed. 1979. *Muir's textbook of pathology*. 11th ed. London, Edward Arnold.
 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.

References

- GUYTON, A. C. 1976. *Textbook of medical physiology*. 5th ed. Philadelphia, Saunders.

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

(20 hours)

A programme of ten two-hour lecture/demonstrations for Prosthetics and Orthotics students which introduces the important elements of an electromyographically controlled prosthesis or orthosis. Additionally, electronic transducers and instrumentation useful in measuring biomechanical parameters will be described.

The topics covered will be:

- (a) the electromyogram (EMG) Origin, recording methods, electronic processing.

- | | |
|---------------------|---|
| (b) control systems | Negative feedback, proportional control, on-off control, EMG as a control signal. |
| (c) DC motors | Characteristics, control. |
| (d) transducers | (i) Types: Strain gauge, differential transformer, potentiometer, piezoelectric. |
| | (ii) Parameters: Pressure, force acceleration, position, velocity. |

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.

Prescribed Texts and References

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

BL 272 MEDICAL SCIENCE

(60 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.

Prescribed Texts and References

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

BL 273 MEDICAL SCIENCE FOR CHIROPODY

(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.

Prescribed Texts and References

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

BL 282 ANATOMY II FOR CHIROPODY

(81 hours)

This subject will involve detailed study of the regional anatomy of the lower limbs and pelvic girdle including musculature, vasculature, innervation, joints and surface anatomy. At all stages structure will be correlated with function. Methods of teaching will include lectures, tutorials, group discussions and demonstrations.

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. 1

The 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 will examine the neurophysiology of sensori-motor mechanisms involved in movement. Orientation will be towards understanding human motor behaviour and wherever possible attention will be 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 will examine 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 will be examined. Some aspects of the physiological adjustments which occur in bedrest and pregnancy will be studied.

BL 313 Muscles and Joints

(14 hours)

The physiology of skeletal muscle, with particular reference to human skeletal muscle, will be studied in depth. Particular importance will be placed on:

- (i) the origin, recording and interpretation of the electromyogram;
- (ii) functional and morphological differences between muscle fibres; and
- (iii) mechanical aspects of muscle contraction in different situations.

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

Prescribed Text

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 will present 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 will be focused 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.

Reference Book

IGGO, A. ed. 1973. *Handbook of sensory physiology: somatosensory system*. Vol. II. Berlin, Springer Verlag.

BL 316 Human Performance

(14 hours)

The physiological characteristics which contribute to the ability of the human body to do work will be considered. Cardiovascular and pulmonary adjustments in exercise will be examined in both normal, trained and detrained individuals. The physiological basis of stress testing and exercise rehabilitation therapy will be studied.

Consideration will be given to the physiological changes in both skeletal and cardiac muscle which occur during an intensive physical training programme.

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 will be explored. Growth and maturation of both tissues and body systems from the foetus

to the adult individual will be studied. The control of growth and factors affecting it will be discussed.

Theories of ageing will be presented, and the physiological changes occurring with increasing age will be studied.

BL 319 Physiology Assignment

Students will be 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. 2

This unit 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

(25 hours)

Each student will be 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 will consist of laboratory studies and associated reading of relevant literature.

BL 329 Seminar Programme

(10 hours)

Departmental seminars will be conducted from time to time and students enrolled in BL 329 will be required to participate. Details will be promulgated at the beginning of each term.

BL 515 PHYSIOLOGY OF NEUROLOGICAL AND MUSCULO-SKELETAL SYSTEMS

(20 hours)

The 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.

Prescribed Texts

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.

Reference Book

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 will be explored. Growth and maturation of both tissues and body systems from the foetus to the adult individual will be studied. The control of growth and factors affecting it will be discussed. After considering the comparative biology and evolution of ageing, the following theories of ageing will be studied: system integration and ageing — ageing as the breakdown of regulatory mechanisms; Hayflick hypothesis — ageing as a consequence of the progressive loss of body cells; genetic theory — ageing as a consequence of accumulation of genetic error, a failure in DNA replication, transcription or translation; the auto-immunity theory; free radical theory.

Selected facets of biological ageing will be discussed, including: molecular genetics; the cellular basis; immunity; environmental factors and anatomic and body composition changes; physiology, pathobiology and ageing.

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 525 BIOLOGICAL SCIENCES FOR LIFE CYCLE

(25 hours)

This programme deals with biological processes that will be integrated throughout the NS 126 and NS 226 Life Cycle units. Topics covered include genetics, embryology, patterns of growth at the cellular level and in different tissues, growth and development of body systems, control of growth, factors affecting growth, the control and development of sexual characteristics, the physiology of reproduction, and biological theories and physiological changes of ageing.

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 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE

(30 hours)

This programme is taken as part of NS 810. It gives an introduction to cell biology including some aspects of biochemistry and selected concepts in genetics. The function of the autonomic nervous system and endocrine system will be considered with emphasis on their role in the control of the gastrointestinal system, metabolism, body energy balance, body fluids and body temperature.

Prescribed Text

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

BL 527 APPLIED HUMAN BIOSCIENCE (Core)

(40 hours)

This programme has been developed within the framework of a biological holistic approach to man. We therefore look selectively at control and regulation from the molecular level to that of the whole human organism. The resultant integration of the organ systems to provide optimum parameters of the internal environment for normal body cell functioning and the deduction of consequences when these parameters are disturbed are studied.

The study of this programme is approached through three major modules — cell biology; control theory and biological control systems; and regulation and analysis of selected body systems. Included are biological concepts and principles, and the meaning, within a scientific context, of model, hypotheses, fact, theory, deductive and inductive inference; concepts of health and disease; homeostasis; stress and adaptive mechanisms; pain; sleep; and aspects of surgical and regional 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.

NOVITSKI, E. 1977. *Human genetics*. New York, Macmillan.

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

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 528 APPLIED HUMAN BIOSCIENCE

(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, plus:

SNELL, R. S. 1973. *Clinical anatomy for medical students*. Boston, Little Brown.

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 correlations 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.

Introductory Physiology

Cells and the cellular environment. Homeostasis and physiological regulation. Metabolism and provision of energy from foodstuffs. Excitable cells. Skeletal muscle. Cardiovascular system. Respiratory system.

Applied Physiology

Aspects of the central nervous system: sensory, motor, behaviour. Work physiology: limits to work capacity, methodology, training. Thermo-regulation. Endocrine responses to stress. Physiological rhythms.

Biomechanics and Kinesiology

Forces at joints. Upper limb: reach. Lower limb: stance, gait. Trunk: lifting.

Assessment will be by a combination of examinations, assignments and class presentations.

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.

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 558 PHYSICAL SCIENCES

(30 hours)

Selected topics in physics and chemistry which form a foundation for an understanding of the biological sciences and the science of Nursing. The content will be provided in three modules: biologically important molecules; acids and bases; fluids. Appropriate laboratory experience will be included in the coursework.

Prerequisites: BL 527 and BL 528.

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 559 PHYSICAL SCIENCES ELECTIVE

(30 hours)

A lecture/laboratory programme of topics in physics and chemistry which form a foundation for an understanding of the biological sciences and the science of nursing. This unit is designed to complement and extend the material included in BL 558.

The programme will be comprised of three modules selected from the following: biochemical reactions; electricity and electronics; radio-activity and nuclear medicine; biomechanics.

Prerequisite: BL 558.

Prescribed Texts

Appropriate texts will be nominated depending on the student's choice of topics.

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 will be 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 will include the study of human development from the fertilised egg to the formation of organs and some mention will be 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.

NOVITSKI, E. 1977. *Human genetics*. New York, Macmillan.

THOMPSON, J. S. and THOMPSON, M. W. 1973. *Genetics in medicine*. 2nd 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 the History and Philosophy of Science 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 introduce students 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; contemporary interpretations of the nature of science; and the views of T. S. Kuhn and K. R. Popper.

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

(30 hours)

The modules have been designed so that the student may develop a closer understanding of the process of disease and incorporate both general principles of pathology and clinical pathology. A knowledge of this area will facilitate and enhance the evaluation of measures necessary to prevent imbalance (disease state) or to re-establish a state of balance (health) of the human organism. Specific pathological examples arising from the topics studied will be utilised throughout the modules. The modules will be developed within the framework of a biological holistic approach to man.

Prerequisites: BL 527 and BL 528.

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, in-

cluding relevant literature and journal articles, will be made available throughout the course.

BL 627 GENERAL AND CLINICAL PATHOLOGY

(30 hours)

The modules have been designed so that the student may develop a closer understanding of the processes of disease and incorporate both general principles of pathology and clinical pathology. A knowledge of this area will facilitate and enhance the evaluation of measures necessary to prevent imbalance (disease state) or to re-establish a state of balance (health) of the human organism. Specific pathological examples arising from the topics studied will be utilised throughout the modules. The modules will be developed within the framework of a biological holistic approach to man.

This course of study is complementary to BL 626.

Prerequisites: BL 527 and BL 528.

Prescribed Text

ANDERSON, J. R. ed. 1979. *Muir's textbook of pathology*. 11th ed. London, Edward Arnold.

Reference

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 in-

dividual 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.

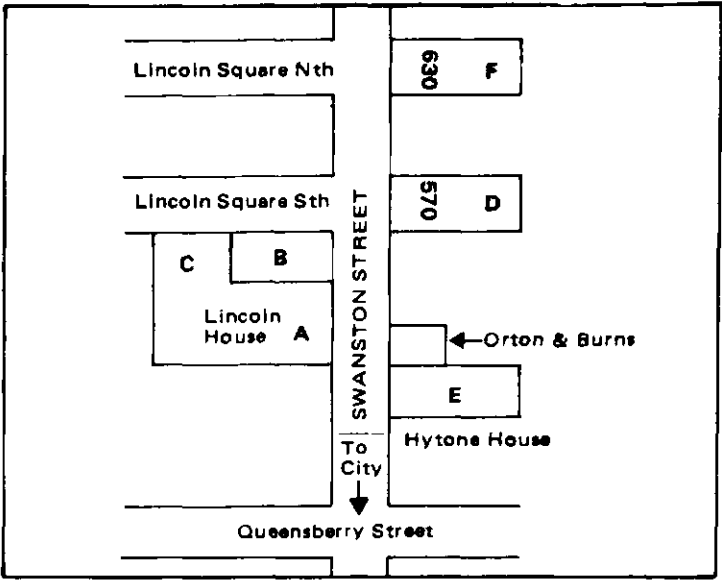
(c) **Media Services**

- (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



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
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BUILDING F

First Floor	Student Administration and Careers Office School of Chiropody Offices
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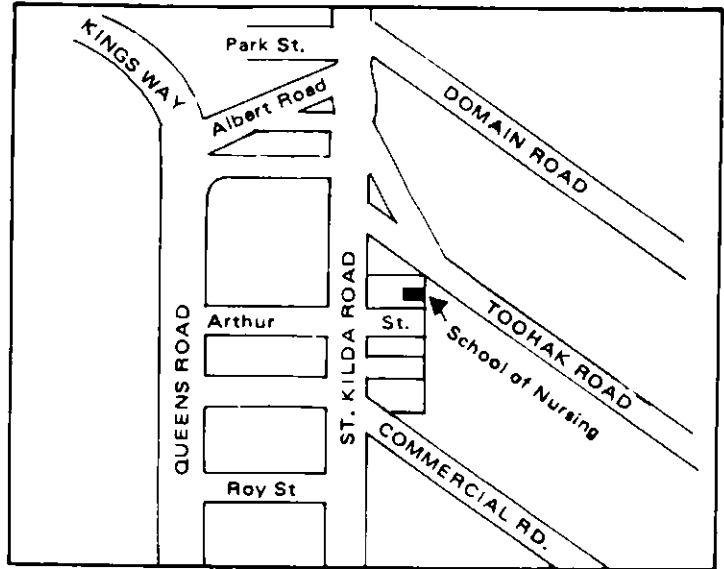
The School of Nursing is located on a separate campus at 2-6 Arthur Street, Melbourne 3004.

The School of Chiropody is located on a separate campus at St Helliers Street, Abbotsford 3067.

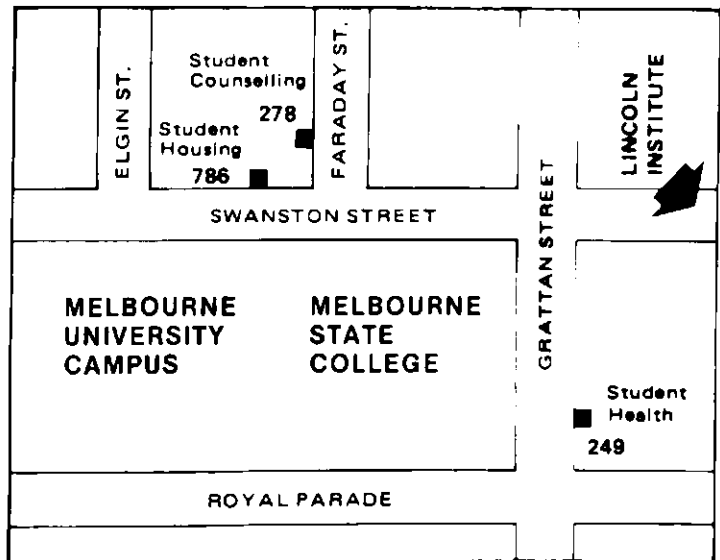
SCHOOL OF NURSING

At College of Nursing, Australia Building
2-6 Arthur Street, Melbourne 3004

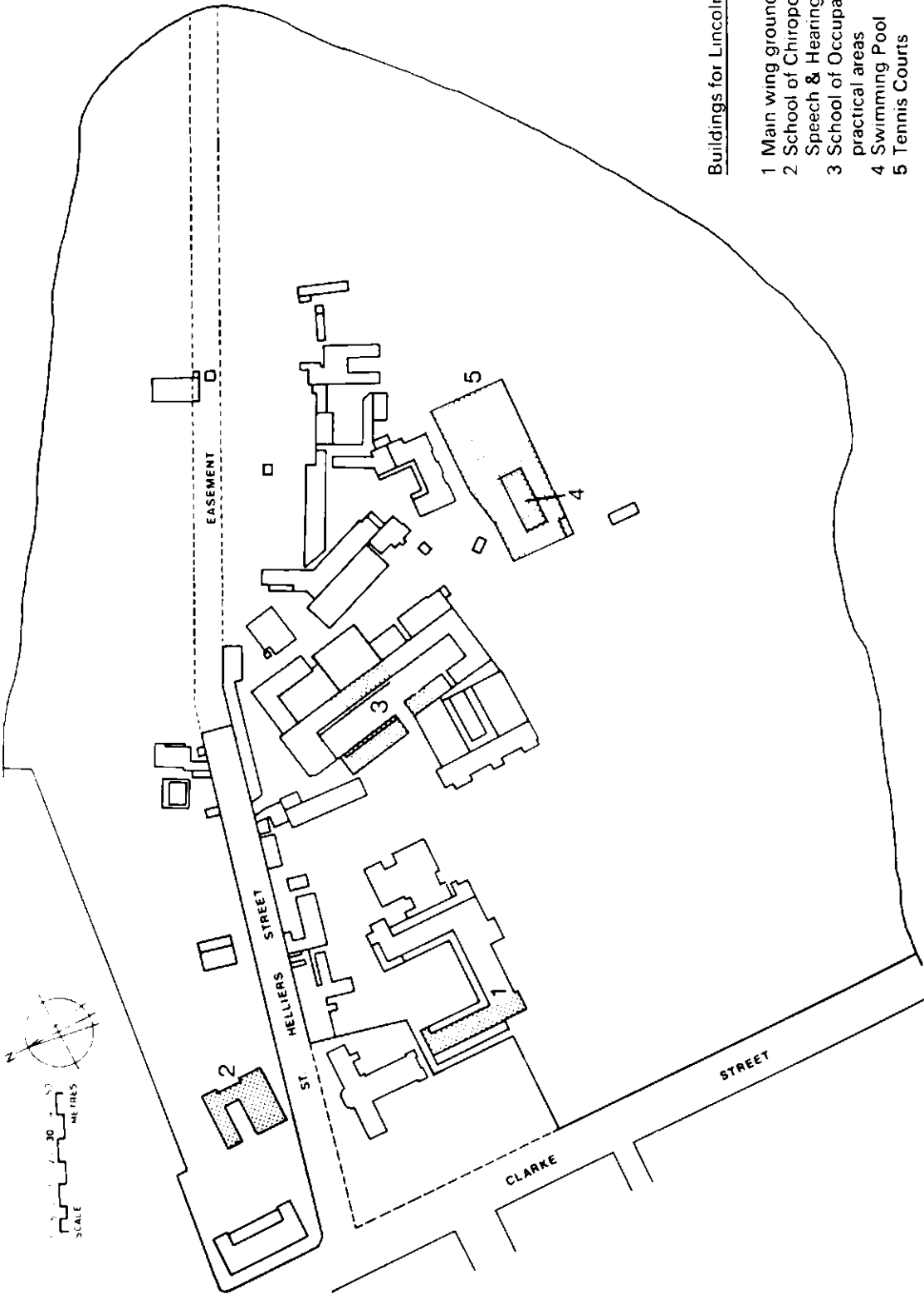
Telephone: 26 4495
267 2176



STUDENT COUNSELLING, HEALTH AND HOUSING SERVICES



ABBOTSFORD CAMPUS



Buildings for Lincoln Institute use

- 1 Main wing ground floor convent
- 2 School of Chiropody
- Speech & Hearing Clinic
- 3 School of Occupational Therapy practical areas
- 4 Swimming Pool
- 5 Tennis Courts

(a) ***Chiropody***

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. (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.

B The section under School of Communication Disorders on page 58 entitled Speech and Hearing Assessments should now read:

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.

INSERT FOR 1980 HANDBOOK

Since the publication of the 1980 Handbook, a number of amendments have been made.

A The section under Admission on pages 40-41 entitled Entrance Requirements should now read:

1. ENTRANCE REQUIREMENTS

Eligibility

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

- (i) Applicants must satisfactorily complete the Victorian Higher School Certificate or its equivalent with appropriate subject prerequisites. (Full-time HSC students must complete their HSC in one year.)
- (ii) The minimum age of entry varies from course to course. Minimum age requirements are as follows:
 - (a) 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.
 - (b) Applicants for the basic Nursing course must be 17 years of age by the date of commencement of the course.
 - (c) 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.
 - (d) There is no minimum age requirement for Speech Pathology and Occupational Therapy applicants.
- (iii) Applicants may fulfil 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 in the year of commencing the course;
- and*
- (b) have not attempted the Victorian HSC or its equivalent;
- and*
- (c) are not attempting to gain the Victorian HSC or its equivalent at the time when they apply for admission.

Scheme B

This scheme is open to persons who 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.

- (iv) 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.

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