HANDBOOK

1979

LINCOLN INSTITUTE of Health Sciences

Chris. GAME

Lincoln Institute of Health Sciences Handbook 1979

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

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North Blackburn, Victoria 3130

Lincoln Institute of Health Sciences is at three locations; the addresses are as follows (location maps are on pp. 225-227):

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)

Contents

PRINCIPAL DATES 1979 5

LINCOLN INSTITUTE COUNCIL, COMMITTEES, AND STAFF 6

Council 6
Standing Committees of Council 7
Board of Studies 8
Committees of Board of Studies 9
Staff 10
Administrative Staff 10
School of Chiropody 11
School of Communication Disorders 11
School of Medical Record Administration 12
School of Nursing 12
School of Occupational Therapy 13
School of Orthoptics 14
School of Physiotherapy 15
School of Prosthetics and Orthotics 16
Interdisciplinary Studies 16
Department of Behavioural Sciences 17
Department of Biological Sciences 18
Department of Educational Resources 18

REGULATIONS 20
Appeals Committee Regulations 20
Assessment and Examination Regulations 20
Discipline Regulations 23
Board of Studies Regulations 24
Academic Committee for Interdisciplinary Studies Regulations 27
School and Department Organisation Regulations 30
Election Regulations 33
Regulations for Administration of the Student Loan Fund 38

ADMISSION 42
Undergraduate Courses 42
Post-Basic Nursing Courses 45
Post Graduate Courses 45

GENERAL INFORMATION 47

STUDENT SERVICES 49

SCHOOL OF CHIROPODY 52

SCHOOL OF COMMUNICATION DISORDERS 58
Details of Syllabus: First Year 59
Details of Syllabus: Second Year 61
Details of Syllabus: Third Year 64
Details of Syllabus: Fourth Year 66

SCHOOL OF MEDICAL RECORD ADMINISTRATION 68
Details of Syllabus: First Year 70
Details of Syllabus: Second Year 72

SCHOOL OF NURSING 76
Diploma in Applied Science, Nursing 79
Bachelor of Applied Science, Nursing Administration 90
Bachelor of Applied Science, Nursing Education 101
Diploma in Applied Science, Nursing Administration 108
Diploma in Applied Science, Nursing Education 113
Diploma in Applied Science, Hospital Nursing and Unit Management 118
Diploma in Applied Science, Community Health Nursing 123

SCHOOL OF OCCUPATIONAL THERAPY 131
Details of Syllabus: First Year 134
Details of Syllabus: Second Year 136
Details of Syllabus: Third Year 138
Details of Syllabus: Fourth Year 140

SCHOOL OF ORTHOPTICS 144
Details of Syllabus: First Year 145
Details of Syllabus: Second Year 147

SCHOOL OF PHYSIOTHERAPY 149
Details of Syllabus: First Year 152
Details of Syllabus: Second Year 154
Details of Syllabus: Third Year 156
Details of Syllabus: Fourth Year 162

SCHOOL OF PROSTHETICS AND ORTHOTICS 168
Details of Syllabus: First Year 169
Details of Syllabus: Second Year 170
Details of Syllabus: Third Year 172

INTERDISCIPLINARY STUDIES 174
Introduction to Community Health Problems 174
Graduate Diploma in Rehabilitation Studies 174
Graduate Diploma in Ergonomics 179

MASTER OF APPLIED SCIENCE 186

DEPARTMENT OF BEHAVIOURAL SCIENCES 187

DEPARTMENT OF BIOLOGICAL SCIENCES 210

DEPARTMENT OF EDUCATIONAL RESOURCES 223

LOCATION OF SCHOOLS AND DEPARTMENTS 225

Principal Dates 1979

Term Dates

19–23 February	Orientation Week
26 February–11 May	First Term
4 June–10 August	Second Term
3 September–19 October	Third Term
22–26 October	Study Vacation
29 October–9 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	Monday 19 March
Open Day	Sunday 24 June

Public Holidays

The Institute will be closed on the following public holidays:

Labour Day	12 March
Good Friday	13 April
Easter Monday	16 April
Easter Tuesday	17 April
Anzac Day	25 April
Queen's Birthday	18 June
Melbourne Cup Day	6 November

School of Orthoptics

The Institute has received approval to introduce a 3 year Diploma Course in Orthoptics in 1979. This course will replace the present 2 year Associate Diploma Course. As this approval was given just prior to going to press, it has not been possible to print details of the new course in this Handbook. For further information please contact the Student Administration and Careers Centre, 630 Swanston Street, Carlton 3053. Telephone 347 6088.

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Academic Committee of the School of Communication Disorders
Academic Committee of the School of Medical Record Administration
Academic Committee of the School of Nursing
Academic Committee of the School of Occupational Therapy
Academic Committee of the School of Orthoptics
Academic Committee of the School of Physiotherapy
Academic Committee of the School of Prosthetics and Orthotics
Academic Committee of the Department of Behavioural Sciences
Academic Committee of the Department of Biological Sciences
Academic Committee of the Department of Educational Resources

There is also an Academic Committee for Interdisciplinary Studies.

2. *Standing Committees*
The Board of Studies has the following Standing Committees:

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

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

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Roma O'Neill, Dip.Physio., B.A.(Hons.), M.A.P.A.
Robyn Rankin, B.App.Sc.(Physio.), M.A.P.A.
Sandy Rennie, B.Physio., M.C.P.A., C.A.T.A.
Margaret Sherburn, B.App.Sc.(Physio.), M.A.P.A.
Lindy Smith, Dip.Physio., M.A.P.A.
Barry Stillman, Dip.Physio., F.A.C.P., M.A.P.A., M.C.S.P.
*Diane Svendsen, Dip.Physio., M.A.P.A.
*Valerie Townsend, Dip.Physio., M.A.P.A.
*Elizabeth Tully, Dip.Physio., M.A.P.A.
*Barbara Walker, Dip.Physio., M.A.P.A.
Marilyn Webster, Dip.Physio., M.A.P.A.
Prudence Weeks, B.App.Sc.(Physio.), M.A.P.A.
Jan Wellard, Dip.Physio., M.A.P.A.

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*Part-time

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.
Michael Jelinek, M.B., F.R.A.C.P.
Vaughan Kiessling, L.L.B.
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: Position Vacant
Secretary: Irene Bruhn
Receptionist/Typist: Kathryn Neeson
School Aide: Wendy Refshauge

School of Prosthetics and Orthotics

Head of School
Maureen Cullen, Dip.O.T., V.A.O.T.

Erik Holmgren
S. Yan Pong, D.P.O., M.A.O.P.A., F.B.I.S.T., F.I.S.P.O.
Trevor Rogers, C.P., C.P.O. (U.C.L.A.), Dip.Admin. (N.Z.I.M.)
L. Barry Wollmer, L.Th., M.A.Pod.A.

Sessional Staff

Biomechanics
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Clinical Medicine
Jack Wodak, M.B., B.S., M.R.A.C.P.
John Woodward, M.B., B.S., F.R.C.S.

Nursing Procedures
Representatives of the School of Nursing

Paediatrics
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Prosthetics and Orthotics
Robert Klein, M.B.E., M.B., B.S., D.P.R.M., F.A.C.M.A.

Technical Drawing
John Liebert, A.I.D.I.A.

Secretary: Lyn Spillane, Dip.P.S.P.

Interdisciplinary Studies

Chairman of Academic Committee: Peter Foreman, B.Sc. (Hons.), Dip.Ed., M.A.Ps.S.
Executive officer: Vin Massaro, B.A.

Community Health Studies

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

Graduate Diploma in Ergonomics

Acting Co-ordinator: Mark Dohrmann, B.E., Dip.Phil., 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.Sci., Dip.Ed., T.T.T.C., M.I.E.Aust.
Edmund Perkins, D.P.A.
Representatives from the staff of the Graduate Diploma in Industrial Ergonomics, R.M.I.T.
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., B.A., M.A., M.S.Ps.S.

Sessional Staff

Ron Greig, T.T.T.C., B.A., M.A.C.E., M.A.Ps.S.
Margaret Lord, B.A., B.Ed., M.A.Ps.S.
Shane Thomas, B.A. (Hons.)
Pam Weir, A.BD., 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 School

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Margaret Darbyshire, B.A. (Hons.), Dip.Ed., M.A.Ps.S.
Peter Foreman, B.Sc. (Hons.), M.Sc., M.A.Ps.S.
Cynthia Gallois, B.S., M.A., Ph.D., M.A.P.A.
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.
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Kay Patterson, B.A. (Hons.), Ph.D., M.A.Ps.S.
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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.

Sessional Staff

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Don Jefferys, B.A., B.Ed., T.T.C., M.A.C.E.
Shane Thomas, B.A. (Hons.)

Secretary: Kaye Walters
Departmental Secretary: Sharon Shaw
Departmental Aide: Alexander Hilson

Department of Biological Sciences

Head of Department

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Patricia Bingham, M.A., Ph.D.
Elizabeth Brown, B.Sc. (Hons.), M.Sc., Dip.Ed.
Phillip Dooley, B.Sc. (Hons.), M.Sc. Ph.D.
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*Robyn Gibson, B.Sc. (Hons.), M.Sc.
*Janet Guthrie, B.Sc., M.Sc., Dip.Ed.
William Hart, M.B., B.S.
A. S. Henry (A. H. Sathananthan), B.Sc. (Hons.), Ph.D.
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Murray Lewis, M.Sc., Ph.D.
Linda Oke, Dip.O.T.
*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. (Hons.), M.A.I.P.

Administrative Officer: Marlene Johnstone, B.A.
Secretary: Marian Rubio

Department of Educational Resources

Head of Department

Hugh Batten, B.Sc., B.Ed.

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Jennifer Bryce, B.A., B.Ed.
Helen Edwards, M.A.
Martin Hayden, B.A., Dip.Ed., B.Ed.
Rodney Wellard, T.S.T.C., B.Com., B.Ed.

Library

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

*Part-time

Ray Cotsell, A.L.A.A.
Gayle Edwards, B.Soc.Sci., A.L.A.A.
Jane Kapsa, Dip.Lib., A.L.A.A.
Lucille Mitchell, B.A. (Hons.), Grad.Dip.Lib.
Noeline Sherwin, Lib.Tech.Cert.
Dan Colgan
Emina Fazlic
Morris Jacobs
Patrice Leavold, B.A.
Lawrence Moloney
Heather Roberts
Helen Tamme
Jan Thompson

Library, School of Nursing

Val Lloyd, Dip.Ph.C., A.L.A.A.
Jean Leith, B.A., A.L.A.A.
Val McLoughlan, Lib.Tech.Cert.
Tish Ibrahim
Vicki Telenta

Media and Technical

Peter Bruhn, Dip.App.Sc.—seconded to School of Nursing
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Eddie Heselwood
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Robert Murwood
Que Cam Truong—seconded to Communication Disorders
Adrian van Kampen

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Administrative Officer: Kate Minkoff, B.Sc.
Senior Typist: Angelika Karrasch

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

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 re-appointment 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; and

(e) have other such duties and powers as may from time to time be assigned to it by the Council.

10.3 The Board may establish such *ad hoc* and standing committees as it deems necessary to carry out its duties and may lay down regulations for the membership of such committees. No such delegation shall prevent the exercise by the Board of any of its powers or functions.

11. Transition Provisions

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

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

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

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

Academic Committee for Interdisciplinary Studies Regulations

1. Academic Committee

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

2. Powers of the Committee

2.1 The Committee shall:

(a) foster the concept and development of interdisciplinary education throughout the Institute;

(b) offer advice and act as a resource centre to encourage School or Department programmes which have the potential to achieve interdisciplinary aims, when requested to do so by the appropriate School or Department;

(c) develop and conduct new interdisciplinary courses;

(d) be responsible for the academic and administrative control of, and the allocation of funds, staffing and other resources for interdisciplinary courses and Institute-wide programmes when so charged by the Board.

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

3. Membership

The Committee shall be constituted as follows:

(a) all members of the academic staff teaching in interdisciplinary postgraduate and undergraduate courses shall be eligible for membership;

(b) one member shall be appointed by each School or Department not otherwise represented;

(c) one student elected by and from the enrolled full-time students of the Institute;

(d) one student elected by and from the enrolled part-time students of the Institute;

(e) such other persons not teaching in the interdisciplinary courses of the Institute appointed by the Board on the nomination of the Committee.

4. Invitees

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

5. Chairman

5.1 The Chairman of the Committee shall be elected from amongst its members.

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

(a) conduct the business of the Committee on behalf of the Academic Committee and the Executive Committee;

(b) hold executive reponsibility for the management of the Committee;

(c) act as Chairman of the Executive Committee;

(d) be *ex officio* a member of any standing or *ad hoc* committee of the Academic Committee;

(e) represent Committee decisions and recommendations to the Council, the Board, and the Director at the discretion of the Committee.

6. Secretary

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

7. Term of Office

7.1 Academic staff shall remain members as long as they are teaching in the area of interdisciplinary studies.

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

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

7.4 The Chairman shall be elected to hold office for a two year term.

7.5 A student member shall cease to be a member upon ceasing to be enrolled in a course of the Institute.

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

8. Elections

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

9. Meeting Procedure

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

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

9.3 There shall be no voting by proxy.

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

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

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

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

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

10. Report of Meetings

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

11. Executive Committee and Sub-Committees

11.1 The Committee may form a standing Executive Committee and such other sub-committees as it thinks fit.

11.2 The Chairman of the Academic Committee shall be Chairman of the Executive Committee.

11.3 The Executive Committee shall be responsible to the Academic Committee.

11.4 The Academic Committee may delegate to the Executive Committee such of its powers as it thinks fit.

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

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 papers 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 or 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 re-distribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.

(e) If on any count two or more candidates have an equal number of votes and one of them has to be declared a defeated candidate the returning officer shall decide which is to be declared a defeated candidate by lot and if on the final count two candidates have received an equal number of votes the returning officer shall, in such cases, have the casting vote by lot.

(4) At an election where two or more members are to be elected the result of the poll shall be ascertained as follows:

(a) The first vacancy shall be filled in the manner provided in the last preceding sub-section for ascertaining the result of the poll where only one member is to be elected and there are more than two candidates; provided that for the purpose of this sub-section any reference in the last preceding sub-section to a defeated candidate or to a non-defeated candidate shall be read and construed as if such reference were a reference to an excluded candidate or to a continuing candidate respectively;

(b) The second vacancy shall be filled in the following manner:

(i) The returning officer shall:

re-arrange all the voting papers other than the voting

papers which require to be rejected under the names of the respective candidates in accordance with the first preference indicated thereon except that each voting paper on which a first preference for the elected candidate is indicated shall be placed in the parcel of the candidate next in order of the voter's preference; and ascertain the total number of votes given to each continuing candidate;

(ii) The candidate who has received the greatest number of votes, if such number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected;

(iii) If no candidate has an absolute majority of votes the returning officer shall:
declare the candidate who has received the fewest votes an excluded candidate; distribute the voting papers counted to such excluded candidate amongst the continuing candidates, next in order of the voter's preference; and after such distribution again ascertain the number of votes given to each continuing candidate;

(iv) The candidate who has then received the greatest number of votes, if such number constitutes an absolute majority of votes cast shall, by the returning officer, be declared duly elected;

(v) If no candidate then has an absolute majority of votes cast the process of declaring the candidate who has the fewest votes an excluded candidate and distributing the voting papers counted to such excluded candidate amongst the continuing candidates next in order to the voter's preference shall be repeated and the votes shall be recounted after every such redistribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.

(c) Each subsequent vacancy shall be filled in the manner provided in the last preceding paragraph for filling the second vacancy provided that every voting paper on which the first preference for any elected candidate is marked shall be placed in the parcel of the continuing candidate next in order of the voter's preference.

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

(5) In this section:

(a) an absolute majority of votes in any count means a number greater than one-half of the total number of voting papers (excluding voting papers which require to be rejected or are deemed pursuant to paragraph (c) of this sub-section to be exhausted) received by the returning officer or polling clerk in accordance with these rules;

(b) a continuing candidate means a candidate not already elected or excluded from the count;

(c) where in any count the voting papers counted to a candidate already elected or excluded have to be distributed amongst the continuing candidates and any such voting paper does not indicate the voter's next succeeding preference for a continuing candidate such voting paper shall be deemed to be exhausted;

(d) next succeeding preference in any count means that preference which is marked on the voting paper and is next in order of the voter's preference after any prior preference or preferences given by him to any already elected or excluded candidate. Provided that where there is any repetition of a figure or any break in the consecutive numbering of the preferences marked by a voter on his voting paper only the preference or preferences preceding such repetition or break shall be taken into account.

Scrutineers

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

Declaration of Results

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

Regulations for Administration of the Student Loan Fund

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 five hundred dollars in any one year. A loan shall not be made to a part-time student unless, in the opinion of the Committee, special circumstances exist. All loans shall be subject to a written Agreement (Form B).

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 five per centum per annum on the amount outstanding, except that interest at 10% per annum shall apply on any amount outstanding beyond the period fixed for repayment in full as per 7(b) above.

(b) The Committee reserves the right to waive interest in exceptional circumstances until the borrower completes or abandons his/her course of study.

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. Applicants should be at least 17 years of age by 31 March in the year of commencing the course (18 years of age by 30 June for Medical Record Administration). There is no minimum age for Nursing applicants.

(ii) 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:
or

(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.

(iii) 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 is required by the end of Term I in first year.

(d) *Nursing*
A pass in HSC English Expression. Recommended: HSC Biology, Physics, Physical Science, and Chemistry. Documentation is required that the applicant has attained a satisfactory standard, form four 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.

2. HOW TO APPLY

(i) Persons holding or attempting Victorian HSC

Application for admission must be made *both* to the the Victorian Universities Admissions Committee and Lincoln Institute of Health Sciences.

V.U.A.C. information and admission procedures are detailed in its *Guide for Prospective Students* which is available at all schools or direct from the V.U.A.C., 11 Queens Road, Melbourne, 3004. The closing date for V.U.A.C. applications is the closest Friday to 31 October of each year. A more accurate date may be obtained by contacting V.U.A.C. or Lincoln Institute of Health Sciences. (V.U.A.C. applications received after the closing date will be considered, but will be subject to a late fee.)

Lincoln Institute of Health Sciences application forms are only available after attendance at a compulsory Course Information Session at the Institute. The dates for these sessions are printed in the V.U.A.C. *Guide for Prospective Students* and are also available from the Student Administration and Careers Office of the Institute.

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) **Persons with qualifications equivalent to Victorian HSC**

Persons in this category, including interstate applicants, should apply to the Victorian Universities and Schools Examinations Board at 437 St. Kilda Road, Melbourne, 3004, for the issue of an exemption certificate. (Further details concerning this procedure may be obtained from the V.U.S.E.B. or from the V.U.A.C. *Guide for Prospective Students.*) Application should then be made *both* to the V.U.A.C. and to Lincoln Institute of Health Sciences as detailed in paragraph (i) above.

NOTE: Interstate applicants are normally required to attend Course Information Sessions.

(iii) **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. V.U.S.E.B. and V.U.A.C. requirements for overseas applicants are detailed in the *Guide for Prospective Students* available from the V.U.A.C., 11 Queens Road, Melbourne, 3004.

(iv) **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 V.U.A.C.

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. This 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 V.U.A.C. 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 $50 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 may re-enrol by mail or in person by returning completed re-enrolment papers and the general service fee of $50 ($25 for Year 4 students in Physiotherapy and Occupational Therapy courses) to the Student Administration Office of the Institute by 31 January.

Post-Basic Nursing Courses

1. ENTRANCE REQUIREMENTS

Applicants for all post-basic 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-basic 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 pp. 77-78 of this handbook.

Postgraduate Courses

1. ENTRANCE REQUIREMENTS

Applicants for postgraduate courses at Lincoln Institute of Health

Sciences (other than post -basic 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 186 of this handbook.

General Information

1. Health Requirements

All students of Lincoln Institute are required to be immunised against polio and T.B. 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. An applicant suspecting 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 1979 student service fee for full-time students is $50.

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. I.D. 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 I.D. card when attending examinations, borrowing library books or claiming travel concessions.

Lost I.D. cards can be replaced by the Student Administration Office for a fee of $2.00.

5. Change of Name or Address

Students should notify the Student Administration Office *immediately* 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 1979 Open Day will be held from 10.30 a.m. to 4.30 p.m. on Sunday 24 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 Information Office 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.
9.00 a.m.—6.00 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 Information Office and 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

There are no child minding facilities at present at Lincoln Institute. A playgroup for school-aged children of students and staff operates during the May, September, and end-of-year school holidays. Inquiries should be directed to the Student Services Co-ordinator.

Legal Aid

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

Second-hand Book Service

A second-hand book service operates during February and March at the beginning of the academic year. Further information is posted on Institute noticeboards.

Lincoln Institute Association of Students

All students at Lincoln Institute of Health Sciences are members of the Lincoln Institute Association of Students on payment of the student service fee. The LIAS Executive, elected from and by the student body, is the constituted student voice in the Institute. It provides a recognised means of communication between students and other parts of the Institute, as well as with student bodies in other tertiary institutions.

The LIAS is funded from the student service fee. The Executive uses this money to fund its own activities. Social activities, such as union nights and balls, are organised by the LIAS Activities Committee, under the co-ordination of an Activities Director, who is a student. The LIAS also funds production of a student newspaper, *Libull*, which appears each fortnight during term. Most importantly, the LIAS acts as a watchdog and representative of students' interests. Elections for the LIAS are held in early March. Student clubs and societies, provided they adhere to the provisions of the LIAS constitution, may apply annually to the LIAS Executive for a financial grant.

Lockers

Students may be allocated a locker at the beginning of first term. 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 are located a cafeteria, lounge area, and table tennis and snooker facilities. The Lincoln Institute Association of Students Office and a meeting room for student clubs and societies are located on the first floor of Building B. The gymnasium of the fifth floor of Building A provides facilities for volleyball. 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.

Stationery

A limited supply of stationery items is available for sale to students.

Student Information Booklet

A Student Information Booklet will be issued to all students at the beginning of the year. This will contain 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. Hellier's 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 Physiotherapy and Chiropody
Behavioural Science I
Introductory Regional Anatomy
Therapeutics I
Pharmacology I
Podology I
Introduction to Microbiology
Introduction to Community Health Problems
Clinical Practice I
Appliance Studies I

Second Year
Anatomy for Chiropody
Physiology
Behavioural Science II
General Pathology
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 161 SCIENCE FOR PHYSIOTHERAPY AND CHIROPODY

(150 hours)
See descriptive entry page 214.

BS 100 INTRODUCTION TO THE BEHAVIOURAL SCIENCES

(81 hours)
See descriptive entry page 187.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(25 hours)
See descriptive entry page 172.

BL 183 ANATOMY I FOR CHIROPODY

(25 hours)
See descriptive entry page 215.

CH 110 THERAPEUTICS

(25 hours)
A detailed study of antispectic action, asepsis and sterilization will be made, to be followed by an in-depth 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

(50 hours)
In this section, the student will be introduced to theoretical aspects of clinical practice, shoe design and construction, usage of instruments, etiology 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 intially 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

(93 hours)
See descriptive entry page 211.

BL 282 ANATOMY II FOR CHIROPODY

(81 hours)
See descriptive entry page 218.

BL 273 GENERAL PATHOLOGY

(10 hours)
See descriptive entry page 218.

BS 260 THE INDIVIDUAL AND SOCIETY

(30 hours)
See descriptive entry page 196.

CH 200 KINESIOLOGY

(25 hours)
This course offers an in-depth 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

(108 hours)
Topics offered in this unit include the principles of diagnosis, syndromes, hallux valgus and allied fore-foot deformities, bursitis and teno-synovitis; toe deformities; effects of cold on tissues; etiology 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 in-depth 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.

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 Phoniatrics and members may attend its conferences.

Graduates in Speech Pathology may take up appointments in speech pathology clinics of general hospitals or education departments, or in the specialised fields of rehabilitation, geriatrics, education of the cerebral palsied, the deaf, or the mentally retarded. Students observe and practise speech pathology in each type of clinic during training.

The academic requirements of the course are demanding, and the growth of 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. To men and women interested in the social sciences, speech pathology offers 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 a period of 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 students attend speech therapy clinics.

Term Dates

19 February—23 February	Orientation Week
26 February—11 May	First Term
4 June—10 August	Second Term
3 September—19 October	Third Term
29 October—14 December (does not involve all students)	Fourth Term

Clinical Block Placements

First Year One week in fourth term
Second Year One week in fourth term

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 $50 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 will be advised of existing vacancies and application procedure.

Assessment

Details of assessment in each subject programme are available on the School noticeboard from the beginning of the academic year.

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

(15 hours of lectures, 10 hours of tutorials)
A study of the emerging phonological system in the normal child, including

articulation and speech sound perception, followed by a general introduction to types and classification of disorders related to phonology.

Prescribed 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 in children, emphasising the development of grammatical capacities, including semantic development, followed by a description of various language disorders.

Prescribed 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.

AUDIOLOGY I

CD 150 Acoustics

(7 hours of lectures, 12 hours of tutorials)
A general introduction to hearing sciences and a study of basic acoustics.

Prescribed Texts

LADEFOGED, P. 1962. *Elements of Acoustic Phonetics*. University of Chicago Press.
LIEBERMAN, P. 1972. *Speech Acoustics and Perception*. Indianapolis, Bobbs-Merrill.

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.

Prescribed Text

LADEFOGED, P. 1975. *A Course in Phonetics*. New York, Harcourt Brace Jovanovich.

CD 161 Syntax

(18 hours of lectures, 12 hours of tutorials)
Introduction to syntax, including traditional and transformational approaches, including case grammar.

Prescribed Text

LILES, B. L. 1975. *An Introduction to Linguistics*. New Jersey, Prentice-Hall.

CD 162 Phonetic Transcription

(26 hours of laboratory work)
A programme to develop phonetic transcription skills using the international phonetic alphabet.

Prescribed Text

THE PRINCIPLES of the International Phonetic Association, 1970. International Phonetic Association, University College London.

BEHAVIOURAL SCIENCES I

BS 100 Introduction to the Behavioural Sciences

BS 105 Introduction to Research Methods

See descriptive entries pages 187, 188.

MEDICAL SCIENCES I

CD 120 Anatomy for Speech & Hearing

(40 hours of lectures, 20 hours of tutorials)
The subject is divided into five sections: anatomy of the thorax; anatomy of the larynx; anatomy of the ear; facial and oral anatomy and dental anatomy; neuro anatomy.

Prescribed Texts

CUNNINGHAM, D. J. *Manual of Practical Anatomy*. Vol. 3, Head and Neck. (13th or subsequent edition). Oxford University Press.

SIDMAN, Z. L. and SIDMAN, M. 1965. *Neuroanatomy*. Boston, Little Brown & Co.

ZEMLIN, W. 1965. *Speech and Hearing Science Anatomy and Physiology*. Englewood Cliffs N.J., Prentice-Hall.

BL 122 Human Morphology and Function

(95 hours)
See descriptive entry page 212.

ID 101 Introduction to Community Health Problems

(Approximately 25 hours)
See descriptive entry page 174.

CLINICAL PRACTICUM I

(78 assigned hours)

CD 190 Clinical Orientation
CD 191 Child Language Sample

This practicum will run for 3 hours each term and serves as
(a) orientation to the role of the Speech Pathologist
(b) introduction to the clinical setting, and
(c) clinical application of linguistic constructs.
There is a one week block placement at the end of the academic year.

Details of Syllabus: Second Year

SPEECH AND LANGUAGE PATHOLOGY II

CD 200 Cerebral Palsy

(12 hours of lectures)
This unit will focus on the diagnosis and treatment of disorders in cerebral

palsy. Other relevant features of cerebral palsy, e.g., the medical aspects, will also be discussed.

Prescribed Text
There is no prescribed text in this subject.

CD 210 Disorders of Phonology

(30 hours of lectures, 20 hours of tutorials)
A detailed study of disorders of articulation and phonology, emphasising diagnostic principles and remediation strategies.

Prescribed Text
There is no prescribed text in this subject.

CD 215 Diagnostics

(20 hours of lectures)
Approaches to the diagnosis of various speech and language pathologies, emphasising general principles in the diagnostic strategy.

Prescribed Text

Any one of the following may be used.

DARLEY, F. L. 1964. *Diagnosis and Appraisal of Communication Disorders*. Englewood Cliffs, N.J., Prentice-Hall.
EMERICK, L. & HATTEN, J. J. 1974. *Diagnosis and Evaluation in Speech Pathology*. Englewood Cliffs, N.J., Prentice-Hall.
JOHNSON, W., DARLEY, F. L., SPRIESTERSBACH, D. C. 1963. *Diagnostic Methods in Speech Pathology*. New York, Harper & Row.

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.

Prescribed 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 230 Disorders of Voice

(26 hours of lectures and 13 hours of tutorials)
A study of the mechanisms of normal and abnormal voice production, including aetiologies, symptomatology, diagnostics, and treatment of voice disorders.

Prescribed Texts

BOONE, D. 1977. *The Voice and Voice Therapy*. Englewood Cliffs, N.J. Prentice-Hall.
MONCUR, J. and BRACKETT, I. P. 1974. *Modifying Vocal Behaviour*. New York, Harper & Rowe.
WILSON, F.B. 1972. *Voice Problems of Children*. Baltimore, Williams & Williams.

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.

Prescribed 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 anatomy, physiology, psychoacoustics and psychophics as they relate to audiologic testing and speech perception. Audiologic testing, including pure tone air and bone, speech and imittance testing, will be included.

Prescribed Texts

HARRIS, J. D. 1974. *Anatomy and Physiology of the Hearing Mechanism*. Indianapolis, Bobbs-Merrill.
MARTIN, F. 1972. *Clinical Audiometry and Masking*. Indianapolis, Bobbs-Merrill.
HOCHBERG, I. 1973. *Interpretation of Audiometric Results*. Indianapolis, Bobbs-Merrill.

LINGUISTICS II

CD 260 Acoustic Phonetics

(9 hours of lectures, 6 hours of tutorials)
A study of the acoustic analysis of speech, including the acoustic correlates of speech sounds and acoustic distinctive features.

Prescribed Text

LADEFOGED, P. 1962. *Elements of Acoustic Phonetics*. University of Chicago Press.

BEHAVIOURAL SCIENCES II

BS 231 Developmental Psychology I: Infancy, Childhood, and Adolescence

BS 232 Developmental Psychology II: Adulthood

BS 251 Data Analysis II: Correlation

BS 252 Data Analysis III: Two-sample Designs

BS 254 Measurement and Test Theory

See descriptive entries pages 194, 195, 196.

MEDICAL SCIENCES II

CD 280 Neurology I

(30 hours of lectures, 10 hours of tutorials)
A series of lectures and case presentations relating to the neurology of speech and language.

Prescribed Text

CHUSID, J. G. 1973. *Correlative Neuroanatomy and Functional Neurology*. California, Lange Medical.

CLINICAL PRACTICUM II

(146 assigned hours)

CD 290 Child Screening
CD 291 Diagnostics
CD 292 Child Treatment
CD 293 Adult Observation (non-assessable)

The course provides an introduction to the strategies of diagnostics and to treatment programmes for stuttering, voice and childhood articulation and language disorders. There is a one week block placement at the end of the academic year in clinics dealing with disorders of communication of neurological origin.

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 unit will consist of the study of language disorders such as aphasia, apraxia and agnosia in adults and children, as well as study of dysarthria, i.e., neuromuscular speech problems in adults.

Prescribed Text
There is no prescribed text in this subject.

CD 320 Stuttering

(36 hours of lectures, 18 hours of tutorials)
Theories of aetiology and treatment of stuttering and cluttering will be studied. Clinical observations and approaches to treatment of these disorders will be arranged.

Prescribed Text
To be advised.

CD 330 Cleft Lip and Palate

(8 hours of lectures, 8 hours of tutorials)
This course will cover aetiologies, embryology incidence and classification systems of cleft lip and palate, and it will include the diagnosis and treatment of cleft lip and palate cases.

Prescribed Text

BZOCH K. ed. 1972. *Communicative Disorders related to Cleft Lip and Palate*. Boston, Little Brown.
or
MORLEY, M. E. 1970. *Cleft Palate and Speech*. Edinburgh, Livingstone.

CD 340 Therapeutic Processes II

(26 hours of lectures)
This subject will consist of a study of principles and methods as related to clinical practicum.

Prescribed Text
There is no prescribed text in this subject.

CD 370 Learning Disorders

(30 hours of lectures)
A basic foundation course of study into the problems of children and adults with learning disorders and the role and responsibilities of the speech pathologist as a member of a team of professionals working in this area. Modern techniques of diagnosis and management will be studied.

Prescribed Texts

DRUMMOND, D. and WIGNELL, F. 1977. *Reading: A Source Book*. Primary Education (Publishing).
VALETT, R. 1973. *Programming Learning Disabilities* California, Fearon.
WAUGH, K. W. and BUSH, W. J. 1971. *Diagnosing Learning Disorders*. Ohio, Merril.
or
EDUCATION DEPT. OF SOUTH AUSTRALIA. *Resource Book on the Development of Reading Skills*.

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 will be conducted in the above areas.

Prescribed 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.
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*

BS 400 Behavioural Science Seminars

or

BS 355 Research Design Seminar

See descriptive entries pages 197, 199, 200.

MEDICAL SCIENCES III

CLINICAL PRACTICUM III

(217 assigned hours)

CD 390 Child Treatment
CD 391 Adult Screening
CD 392 Fluency
CD 393 Neuroscience Diagnostics
CD 394 Aphasia Clinical Tutorials (non-assessable)

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

CD 395 Audiology Diagnostics
CD 396 Aural Rehabilitation (Observation—non-assessable)
CD 397 Aural Rehabilitation (Participation)

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 440 Therapeutic Processes

(20 hours of lectures)

This subject will present the theories and techniques for analysing the therapy process which will prepare students for the evaluation of their clinical skills and therapy in general.

CD 400 Seminars

Year IV students select two units from those listed below. Each elective is offered for 20 hours in a single term, either Term I or Term II

CD 401 Disorders of Language in Children

CD 402 Child and Adult Language—Recent Developments

CD 403 Disorders of Voice II

CD 404 Stuttering—Recent Developments

CD 405 Laryngectomee

CD 406 Autism

CD 407 Mental Retardation

CD 408 Beginning Reading and Spelling

CD 409 Advanced Diagnostics

CD 410 Audiology IV

BEHAVIOURAL SCIENCES IV

BS 400 Behavioural Sciences Seminars

Year IV students select one seminar from the list of offerings provided by the Department of Behavioural Sciences. See descriptive entries pages 200-205.

BS 370 Independent Research Project

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

CLINICAL PRACTICUM IV

(618 assigned hours)

CD 490 Adult Treatment

CD 491 Child Treatment

CD 492 Clinical Elective

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 397 Aural Rehabilitation (Participation)

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 audiometric screening, 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 is obligatory on completion of the course.

Term Dates

First Year

February 26–May 11	(11 weeks)	Theory with exception of Directed Practice Orientation on May 1st, 2nd, 3rd and 4th.

June 4–August 10	(10 weeks)	Theory with exception of Directed Practice on all Tuesdays, Wednesdays, and Thursdays during the *last* 4 weeks of term.
August 27–October 19	(8 weeks)	Theory with exception of Directed Practice on all Tuesdays, Wednesdays, and Thursdays during the *first* 4 weeks of term.

Second Year

January 29–February 2	(1 week)	Theory
February 5–March 9	(5 weeks)	D.P.P.
March 12–May 11	(9 weeks)	Theory
June 4–July 13	(6 weeks)	D.P.P.
July 16–August 10	(4 weeks)	Theory
August 27–September 28	(5 weeks)	D.P.P.
October 1–October 19	(3 weeks)	Theory

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

(100 hours)

The Australian health care system is outlined briefly and precedes a study of the role of the medical record administrator in specific areas within the system. The majority of the syllabus emphasises the detailed organisation and management of medical record departments and related systems within various types of health care institutions and services.

Prescribed Texts

THE ACCREDITATION Guide for Australian Hospitals and Extended Care Facilities. 1978.
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, A.H.A.
AMERICAN Medical Record Association. 1973. *Organizing Health Records*. Chicago, A.M.R.A.
A REPORT of the Committee of Inquiry into Hospital and Health Services in Victoria. 1975. Melbourne, Victorian Government Printer.
BENJAMIN, B. ed. 1977. *Medical Records*. London, Heinemann Medical.
CLARK, V. V. ed. 1970. *Outpatient Services Journal Articles*, 1st ed. New York, Medical Examination Publishing.
CLARK, V. V., ed. 1973. *Outpatient Services Journal Articles*, 2nd ed. New York, Medical Examination Publishing.
GRANT, C. 1973. *Hospital Management*. Churchill Livingstone.
HOSPITALS and Health Services Commission. 1974. *A Report on Hospitals in Australia*. Canberra, Australian Government Publishing Service.
MEDICAL Record Systems in Primary Health Care in Australia. 1974. Report from a seminar held in Canberra organised by the Royal Australian College of General Practitioners.
RAUS, E. and RAUS, M. 1974. *Manual of History Taking, Physical Examination and Record Taking*, Philadelphia, Lippincott.
SMALL, I. F. 1971. *Introduction to the Clinical History*. New York, Medical Examination Publishing.
WEED, L. 1971. *Medical Records, Medical Education and Patient Care*. Chicago, Case Western Reserve University.

An additional reference list will be distributed at the beginnning of the lecture series.

MR 120 MEDICAL ETHICS AND LAW

(25 hours)

A study of ethical and legal responsibilities related to medical records specifically and to health care institutions generally.

Prescribed Texts

BURTON, A. W. 1974. *Medical Ethics and the Law*. 2nd ed. Sydney, Australasian Medical.
DERHAM, D. P. 1974. *An Introduction to Law*. Sydney, Law Book Co.

Reference Books

AMERICAN Medical Association. 1973. *Medicolegal Forms with Legal Analysis*. Chicago, A.M.A.
AUSTRALIAN Medical Association. 1969. *Code of Ethics*. Sydney, A.M.A.
BLISS, B. P. and JOHNSON, A. G. 1975. *Aims and Motives in Clinical Medicine, A Practical Approach to Medical Ethics*. London, Pitman Medical.
CHISHOLM, R. and NETTHEIM, G. 1974. *Understanding Law*. Melbourne, Butterworths.
HUNT, R. and ARRAS, J. 1977. *Ethical Issues in Modern Medicine*. Palo Alto, California, Mayfield.

MARTIN, C. R. A. 1973. *Law Relating to Medical Practice.* London, Pitman Medical.
MILLER, A. 1971. *The Assault on Privacy.* Ann Arbor, Mich., University of Michigan Press.
ORGANISATION for Economic Co-operation and Development. 1974. *Policy Issues in Data Protection and Privacy.* Proceedings of the O.E.C.D. Seminar, 24 to 26 June, Paris.
PRIVACY and Computers, Report of a Task Force Established Jointly by Department of Communications/Department of Justice, Canada. 1974. Ottawa, Information Canada.
REPORT of the Law Revision Commission Sub-Committee on Computer Data Banks and Privacy. 1973. New Zealand Government Printer.
REPORT of the Committee on Privacy. 1972. London, H.M. Stationery Office.
ROBINSON, K. and ELL, M. 1978. *Consent to treatment Forms with Guidelines.* Lincoln Institute.
ROSSER, M. 1976. *Going to Court?— A Guide to Practical Litigation.* Sydney, The Law Foundation of New South Wales.
SPELLER, S. R. 1973. *Law of Docter and Patient.* London, Lewis.
SPELLER S. R. 1971. *Law Relating to Hospitals and Kindred Institutions.* London, Lewis.
WALKER, K. M. 1973. *Coronial Law and Practice in New South Wales.* Sydney, Law Book Co.
WESTIN, A. F. and BAKER, M. A. 1972. *Databanks in a Free Society—Computers.* New York, Quadrangle.

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. 1973. *Understanding Medical Terminology.* 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 212.

MR 140 DISEASE/OPERATION CLASSIFICATIONS I

(100 hours)

An in depth study of classification systems.

Prescribed Texts

AMERICAN Medical Association. 1961. *Standard Nomenclature of Diseases and Operations.* Illinois, McGraw-Hill.
COMMISSION on Professional and Hospital Activities. 1978. *International Classification of Diseases, 9th Revision, Clinical Modification.* Vols. 1, 2, and 3. Ann Arbor, Michigan, C.P.H.A.
WORLD Health Organisation. 1977. *Manual of the International Statistical Classification of Diseases, Injuries, and Causes of Death.* vols. 1 and 2. Geneva, W.H.O.

MR 150 STATISTICS

(70 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.

Reference Books

BOURKE, G. J. and McGILVRAY, J. 2nd ed. 1972. *Interpretation and Uses of Medical Statistics*. Oxford, Blackwell Scientific Publications.
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 100 INTRODUCTION TO THE BEHAVIOURAL SCIENCES

(81 hours)
See descriptive entry page 187.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(25 hours)
See descriptive entry page 174.

MR 190 DIRECTED PRACTICE PROGRAMME

(232 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-- one week 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

(30 hours)
Current theories, concepts, and the elementary techniques of management are discussed, and the practice of administration in hospitals and other health care institutions is set forth in broad concepts and specific details.

Prescribed Text

KOONTZ, H. and O'DONNELL, C. 1976. *Management (A Systems and Contingency Analysis of Managerial Functions)*. Kogakusha, McGraw-Hill.

Reference Books

BYRT, W. J. 1971. *People and Organisations.* New York, McGraw-Hill.
BYRT, W. J. 1973. *Theories of Organisations.* New York, McGraw-Hill.
BYRT, W. J. and MASTERS, P. R. 1974. *The Australian Manager.* Melbourne, Sun Books.
ETZIONI, A. 1964. *Modern Organizations.* New York, Prentice-Hall.
MASSIE, J. L. 1971. *Essentials of Management.* New York, Prentice -Hall.

MR 220 MEDICAL RECORD MANAGEMENT II

(40 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—A Manual on Clinical Criteria Auditing.* Prince & Martin.
THE ACCREDITATION Guide for Australian Hospitals and Extended Care Facilities. 1978.
CANADIAN Council on Hospital Standards. 1972. *Guide to Hospital Accreditation.* Toronto.
EASTON, R. E. 1974. *Problem Oriented Medical Record Concepts.* New York, Appleton-Century-Crofts.
ASME Medical Education Booklet No. 6. March 1976. *The Problem Oriented Medical Record and Its Educational Implications.* McIntyre, Pugh & Lloyd.
JOINT Commission on Accreditation of Hospitals. 1974. Chicago, U.S.A.
WEED, L. 1969. *Medical Records, Medical Education and Patient Care.* Cleveland, Press of Case Western Reserve University.

A reading list including several journal articles will be distributed at the beginning of the lecture series.

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.
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 1974. 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.

An additional reference list will be distributed at the beginning of the lecture series.

MR 230 DISEASE/OPERATION CLASSIFICATIONS II

(50 hours)

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

Prescribed Tests

As for Disease/Operation Classifications I.

BL 272 MEDICAL SCIENCE

(60 hours)

See descriptive entry page 217.

MR 250 PHARMACOLOGY

(12 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

PIPER, D. W. ed. 1973. *Introductory Pharmacology and Therapeutics*. New York, McGraw-Hill.

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

COLES, F. 1973. *A Guide to Medical Computing*. London, Butterworths.

Reference Books

ABRAMS, M. E. 1970. *Medical Computing*. London, British Computer Co.

ACHESON, E. D. 1967. *Medical Record Linkage*. London, Oxford University Press.

ANDERSON, J. and FORSYTHE, J. 1970. *Information Processing of Medical Records*. Amsterdam, North-Holland Publishing.

COLLEN, M. F. 1974. *Hospital Computer Systems*. New York, Wiley.

GABRIELLI, E. R. 1970. *Computerization of Clinical Records*. Vol. 1. New York, Grune & Stratton.

PAYNE, L. C. and BROWN, P. T. 2nd ed. 1974. *An Introduction to Medical Automation*. Philadelphia, Whitefriars Press.

SHIRES, D. B. 1974. *Computer Technology in the Health Sciences*. Springfield, Illinois, Thomas.

SMITH, A. 1968. *The Science of Social Medicine*. London, The Garden City Press.

MR 270 HEALTH CARE SERVICES

(50 hours)

This subject, through student seminars, examines the structure of health care services on an Australian and international level. Ancillary organisations are also explored.

Prescribed Text

DEWDNEY, J. C. H. 1973. *Australian Health Services*. Sydney, Wiley.

Reference Books

A REPORT of the Committee of Inquiry Into Hospital and Health Services in Victoria. 1975. Melbourne, Victorian Government Printer.

AUSTRALIAN Hospitals and Health Services yearbook, 1977-1978. Melbourne.

FRY, J. and FARNFALE, W. A. J. eds. 1972. *International Medical Care*. Oxford, Medical and Technical Publishing.

HOSPITALS and Health Services Commission. 1974. *A Report on Hospitals in Australia*. Canberra, Australian Government Publishing Service.

HOSPITALS and Health Services Commission. 1976. *Rural Health in Australia*. Canberra, Australian Government Publishing Service.

HOSPITALS and Health Services Commission. 1976. *Health Transport Policies for Australia*. Canberra, Australian Government Publishing Service.

SAX, S. 1972. *Medical Care in the Melting Pot*. Sydney, Angus & Robertson.

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. 1973. *Communication and Organizational Behaviour*. Illinois. Irwin.
HERTZBERG, R. 1966. *Work and the Nature of Man*. London, Staples Press.
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 30 hospitals and health institutions in Victoria, ACT, Northern Territory and New Zealand participate in the programme and the 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-basic courses leading to UG2 Diploma qualifications, and two post-basic degree courses leading to Bachelor of Applied Sciences, Nursing degrees.

Location

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

Calendar of all Courses

DIPLOMA IN APPLIED SCIENCE, NURSING COURSE

19–23 February	Orientation Week
26 February	First term commences
21–25 May	Study leave and examinations
28 May–1 June	Vacation
4 June	Second term commences
27–31 August	Study leave and examinations
3–7 September	Vacation
10 September	Third term commences
3–7 December	Study leave and examinations
7 December	Completion of course

ALL POST-BASIC NURSING COURSES

8–9 February	Orientation for overseas students
12 February–27 April	First term
30 April–4 May	Study leave
7–11 May	Examinations
14 May–20 July	Second term
23 27 July	Study leave
30 July–3 August	Examinations
6–17 August	Field experience
20 August–26 October	Third term
29 October–9 November	Field experience
12 16 November	Seminar week
19–30 November	Study leave and examinations
4–15 December	Field experience: Diploma in Applied Science, Community Health Nursing Course (Maternal and Child Health Elective)

Post-Basic Courses for Qualified Nurses

Entrance Requirements

Applicants for all post-basic 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 a qualified nurse 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 years experience as a qualified midwife.

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

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 a qualified nurse 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 maternity nursing stream must be qualified midwives, 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 a qualified nurse 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 an infant welfare nurse must hold general and midwifery certificates.

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, Nursing Administration and Nursing Education Courses

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 Sciences, 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 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. It is possible that overseas students may 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) **Students' Loan Fund**—Small loans to assist students to complete courses of more than one year's duration are available. Applications should be made to the Head of the School of Nursing, Lincoln Institute.

(c) 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.

Award

The Degrees of Bachelor of Applied Science, Nursing Administration, and Bachelor of Applied Science, Nursing Education, are 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.

Diploma in Applied Science, Nursing Course

Entrance Requirements

See page 42.

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 to 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 nursing is an activity requiring substantial judgment 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 is 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
Development of the Nursing Profession and Professional Adjustments
Community Health Nursing I
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
including: Medical Surgical Nursing I
including Operating Room 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
Ear, Nose, and Throat 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

Units A, B, and D: 3 full units
(126 hours of lectures, 22 hours of 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 of nurses, as members of the interdisciplinary health team, in providing comprehensive nursing care is 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 subsequently 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 Texts

HENDERSON, V., 1969. *Basic Principles of Nursing Care*. Basel, Karger.

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 011 Development of the Nursing Profession and Professional Adjustments

Unit C: ½ unit

(10 hours)

The student is introduced to the pattern of growth and development of the nursing profession, the influence of outstanding role models, and the concept of professional status and what this implies.

Reference Books

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

NS 017 Community Health Nursing I

Unit E: 1 full unit

(36 hours)

This area of study includes an overview of the history and development of the delivery of health care in the Australian community with particular reference to Victoria. The student is introduced to the role and functions of the nurse in the community.

Prescribed Text

LEAHY, K. M. et al. 1972. *Community Health Nursing*. New York, McGraw-Hill.

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)

(100 hours, including laboratory sessions)

Units A and C: 2 full units

Unit B: ½ unit

See descriptive entry page 213.

BL 155 Applied General Science (1 unit)

(36 hours)

Units A and B: 2 half units

See descriptive entry page 213.

NS 016 Applied Microbiology I (1 unit)

Units A and B: 2 half units

(31 hours of lectures, 9 hours of 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 the Behavioural Sciences (1½ units)

Units A_1, B_1 and C: 3 one-half units

(54 hours and 27 hours tutorials)

See descriptive entry page 187.

BS 110 Communication Studies

Units A_2 and B_2: 2 one-quarter units

(14 hours)

See descriptive entry page 188.

BS 105 Introduction to Research Methods (1½ units)

Units A, B and C: 3 half units

(40 hours)

See descriptive entry page 188.

Details of Syllabus: Second Year

NURSING II (7 units)

NS 028 Medical/Surgical Nursing I (5 units)

Unit F: 1½ units
Unit G: 1½ units
Unit H: 2 full units

(185 hours of lectures, 25 hours of 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 medical and surgical 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.

Prescribed Texts

BURKE, S. 1976. *The Composition and Function of Body Fluids*. 2nd ed. St. Louis, Mosby.
EMOND, R. T. D. 1974. *A Colour Atlas of Infectious Diseases*. London. Wolfe Medical Books.
HOLVEY, D. ed. 1976. *The Merck Manual of Diagnosis and Therapy*. 13th ed. Rahway, Merck Sharp & Dohme.
LUCKMANN, J. and SORENSEN, K. 1975. *Medical-Surgical Nursing: A Psychophysiologic Approach*. 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 027 Community Health Nursing II (1 unit)

Units I and J: 2 half units
(36 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)

Units K_1, K_2 and K_3: 3 one-third units
(36 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.

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)

Unit D: 1 full unit
Units E and F: 2 half units
(80 hours)
See descriptive entry page 216.

NS 026 Applied Microbiology II (1 unit)

Units C and D: 2 half units
(36 hours including laboratory sessions)

This unit is designed to broaden and deepen the students' knowledge and understanding of those aspects of microbiology which are related to nursing practice. An area of study is devoted to those virus, 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 tenents of immunopathology are considered. Carefully selected laboratory demonstrations emphasise how valid clinical specimens are provided and the student is given the opportunity to examine pathogens from a variety of clinical specimens, to view antibiotic sensitivity tests, and to see how antibody levels in sera are measured. A revision demonstration of common pathogenic helminths,

fungi, and protozoa is carried out, and common insects which act as vectors are shown. Students are given the opportunity to utilise and apply principles of microbiology to nursing throughout the entire clinical programme.

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 (1 unit)

BS 201 Behavioural Science in Nursing A (1 unit)

(80 hours)

See descriptive entry page 194.

Details of Syllabus: Third Year

NURSING III (10 units)

NS 031 Paediatric Nursing

Unit L: 1 full unit

(28 hours of lectures, 8 clinical 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

Unit M: ½ unit

(18 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

Unit N: ½ unit

(18 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)

Units O and Q: 2 half units

(36 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)

Unit P: 1 full unit

(36 hours)

This unit introduces students to psychiatric and mental retardation nursing and includes an introduction to mental health, mental illness, the relevant principles of nursing care, and the roles and responsibilities of psychiatric

and mental retardation nurses. Students gain clinical experience in these areas 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, Australian 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 035 Ear, Nose and Throat Nursing

Unit R: ¼ unit
(9 hours of lectures, one-hour laboratory session)
This unit is designed to assist the student to gain a basic knowledge and understanding of the care of patients suffering from diseases of the ear, nose, and throat 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 these specialised fields of nursing.

Prescribed Texts

MILLER, E. A. *et al.* 1970. *A Study of the Ear, Nose and Throat for Nurses*. Melbourne, The Royal Victorian Eye and Ear Hospital.
MILLER, E. A. 1975. *Ward Manual for Eye, Ear, Nose and Throat Nursing*. Melbourne, The Royal Victorian Eye and Ear Hospital.

Reference Books

BOIES, L. R. 1964. *Fundamentals of Otolaryngology*. 4th ed. London, Wolfe Medical Books.
DE WEESE, D. and SAUNDERS, W. 1968. *Textbook of Otolaryngology*. St. Louis, Mosby.
TURNER, A. L. 1968. *Diseases of the Nose, Throat and Ear*. Bristol, Wright.

NS 036 Ophthalmic Nursing

Unit S: ¼ unit
(9 hours of lectures, one-hour laboratory session)
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 Including Principles of Intensive Care Nursing and Management of a Nursing Unit

Unit T: 1 full unit

(36 hours)

This unit is concerned with the care of acute, critically ill patients. Emphasis is placed on the areas of respiratory and circulatory resuscitation. The students gain clinical experience in intensive care units. In addition, time is allocated for revision of relevant medical surgical material and the students are also given an introduction to the major role of the graduate nurse, including an introduction to management of a ward or 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 198.

Bachelor of Applied Science Courses

The Bachelor of Applied Science Degrees in Nursing Administration and Nursing Education have been designed eventually to replace the Diplomas now being offered in these areas. The course content for the degree courses will include that which is in the diploma courses and, in addition, indepth study of nursing theory, the nursing process, nursing research, clinical nursing in one of several areas (to be selected by the student), and expansion of some of the specific areas in nursing administration and nursing education. The degree courses will provide the student with more opportunities for independent and self-directed study than the present diploma courses.

Bachelor of Applied Science, Nursing Administration

Purpose

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

Objectives

To prepare graduates 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.

Course Organisation

Two years' full-time study, 42 weeks per year. See page 95 for organisation of terms, subjects, field experience, and study leave. For every hour in class students will be expected to commit two hours individual study.

Course Outline

First Year

*NS 100 Contemporary Nursing Studies (Nursing Theory)
**NS 101 Advanced Nursing Studies: Nursing Care of Patients requiring Anaesthesia and Resuscitation

The student will select one advanced nursing study stream from NS 102–NS 109:

*NS 102 Advanced Nursing Studies (Clinical), Medical-Surgical Nursing
*NS 103 Advanced Nursing Studies (Clinical), Operating Room Nursing

*NS 104 Advanced Nursing Studies (Clinical), Critical Care Nursing
*NS 105 Advanced Nursing Studies (Clinical), Midwifery Nursing
*NS 106 Advanced Nursing Studies (Clinical), Paediatric Nursing
*NS 107 Advanced Nursing Studies (Clinical), Geriatric Nursing
*NS 108 Advanced Nursing Studies (Clinical), Psychiatric Nursing
*NS 109 Advanced Nursing Studies (Clinical), Community Health Nursing
*NS 190 Field Experience
*NS 002 Introduction to Nursing Research
*BS 120/10/20 Psychological Aspects of Health Care
*BS 141 Sociological Aspects of Health Care
*BL 527 Applied Human Bioscience
*BL 528 Applied Human Bioscience
*NS 005 Microbiology
NS 110 Teaching functions of the professional nurse
NS 120 Political Studies
NS 130 Mathematics for Elementary Statistics
NS 180 Approved work experience in a relevant practice setting.

Second Year
NS 210 Nursing Administration A, B and C
BS 130/10/20/30 Organisational Theory
NS 230 Legal Studies
BS 130/40/50 Organisational Behaviour
NS 240 Health Agency, Administration
NS 220 Issues in Nursing Administration
NS 250 Business Administration
NS 260 Selected Aspects of Organisational Communication
NS 290 Field Experience
Elective

Details of Syllabus: First Year

NS 100 CONTEMPORARY NURSING STUDIES

(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.

*Denotes areas of study common to both Bachelor of Applied Science, Nursing Administration, and Nursing Education Courses.
**Prerequisite for all but psychiatric and community health nursing.

Reference Books

MARRINER, A. 1975. *The Nursing Process - A Scientific Approach to Nursing Care.* St. Louis, Mosby.

ROY, C. and RIEHL, J. P. 1974. *Conceptual Models for Nursing Practice.* New York, Appleton-Century-Crofts.

Additional references will be given during the course.

NS 101 ADVANCED NURSING STUDIES: 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.

Reference Books

References will be given during the course.

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

NS 102 ADVANCED NURSING STUDIES (CLINICAL), 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.

Reference Books

References will be given during the course.

NS 103 ADVANCED NURSING STUDIES (CLINICAL), 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

Reference Books

References will be given during the course.

NS 104 ADVANCED NURSING STUDIES (CLINICAL), 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 to do indepth study on selected patients in the critical phase of illness.

Prerequisite: NS 101

Reference Books

References will be given during the course.

NS 105 ADVANCED NURSING STUDIES (CLINICAL) 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 maternity care within their personal and professional environments. There are four areas: (a) perspectives in maternity nursing; (b) planned parenthood; (c) child-bearing; and (d) child-rearing.

Prerequisite: NS 101

Reference Books

References will be given during the course.

NS 106 ADVANCED NURSING STUDIES (CLINICAL), 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

Reference Books

References will be given during the course.

NS 107 ADVANCED NURSING STUDIES (CLINICAL), ADVANCED GERIATRIC NURSING

(60 hours)

This subject is designed to explore the process of aging and the relationship 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 aging 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

Reference Books

References will be given during the course.

NS 108 ADVANCED NURSING STUDIES (CLINICAL), ADVANCED PSYCHIATRIC NURSING

(90 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: At least 12 months experience as a qualified psychiatric nurse.

Reference Books

References will be given during the course.

NS 109 ADVANCED NURSING STUDIES (CLINICAL), ADVANCED COMMUNITY HEALTH NURSING

(90 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: At least 12 months experience in community health nursing.

BACHELOR OF APPLIED SCIENCE, NURSING ADMINISTRATION: YEAR I

	TERM I			TERM II				TERM III			
1	2-11 (=10)		12, 13	14-23 (=10)		24-26	27	28-37 (=10)		38-40	41-42
	UNITS/SUBJECTS	HRS		UNITS SUBJECTS	HRS			UNITS SUBJECTS	HRS		
ORIENTATION	*NS 100 Contemporary Nursing Studies	30	STUDY LEAVE & EXAMINATIONS	*NS 002 *Introduction to* Nursing Research	30	STUDY LEAVE & EXAMINATIONS	WORKSHOPS	*NS 102-109 Adv. N. Studies (Clinical) Elective Stream	30	NS 190 FIELD EXPERIENCE	STUDY LEAVE & EXAMINATIONS
	*NS 101 Adv. N. Studies: Nursing Care of Patients Requiring Anaesthesia and Resuscitation	30		*NS 102-109 Adv. N. Studies (Clinical) Elective Stream	30			NS 110 Teaching Functions of the Professional Nurse	30		
	*BS 120 10 20 Psychological Aspects of Health Care	40		*BS 141 Sociological Aspects of Health Care	40			NS 120 Political Studies	30		
	*BL 527 Applied Human Bioscience	40		*BL 528 Applied Human Bioscience	20			NS 130 BS Mathematics for Elementary Statistics	40		
				NS 005 Microbiology	20						
	14 hours week	140		14 hours week	140			13 hours week	130	90 hrs.	

NS 180

FIVE WEEKS OF APPROVED WORK EXPERIENCE IN A RELEVANT PRACTICE SETTING

*Denotes courses common to both Bachelor of Applied Science: Nursing Administration and Nursing Education.

BACHELOR OF APPLIED SCIENCE, NURSING ADMINISTRATION: YEAR II

TERM I				TERM II				TERM III				
1	2-11 (=10)		12, 13	14-23 (=10)		24-26	27	28-37 (=10)		38-39	40	41-42
	UNITS/SUBJECTS	HRS		UNITS/SUBJECTS	HRS			UNITS/SUBJECTS	HRS			
WORKSHOP	NS 210 Nursing Administration A	40	STUDY LEAVE & EXAMINATIONS	NS 210 Nursing Administration B	40	NS 290 FIELD EXPERIENCE	STUDY LEAVE	NS 210 Nursing Administration C	30	NS 290 FIELD EXPERIENCE	SEMINARS	STUDY LEAVE & EXAMINATIONS
	BS 130 10 20 Organisations & Human Behaviour	30		BS 130 30A 30B Organisations & Human Behaviour	30			NS 220 Issues in Management	30			
	BS 130 40 Organisations & Human Behaviour	30		BS 130 50 Organisations & Human Behaviour	30			Elective	30			
	NS 230 Legal Studies	30		NS 240 Health Agency Administration	30			NS 250 Business Admistration	15			
								NS 260 Selected Aspects of Organisational Communication	15			
	13 hours week	130		13 hours week	130	90 hrs		12 hours week	120	60 hrs		

Reference Books

REINHARDT, A. M. and QUINN, M. D. 1973. *Family-Centered Community Nursing*. St. Louis, Mosby.
WISE, M. *et al.* 1974. *Making Health Teams Work*. Cambridge, Mass., Ballinger.

NS 190 ADVANCED NURSING STUDIES (CLINICAL) 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 002 INTRODUCTION TO NURSING RESEARCH

(30 hours)

This subject includes an examination of the purposes, objectives, techniques, methods, and organisation of nursing research, including exploration of the nursing research literature. It incorporates workshops and both empirical and non-empirical research perspectives are studied.

Reference Books

References will be given during the conduct of the unit.

BS 120/10/20 PSYCHOLOGICAL ASPECTS OF HEALTH CARE

(40 hours)

See descriptive entry page 188.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(40 hours)

See descriptive entry page 191.

BL 527 APPLIED HUMAN BIOSCIENCE

(40 hours)

See descriptive entry page 220.

BL 528 APPLIED HUMAN BIOSCIENCE

(20 hours)

See descriptive entry page 220.

NS 005 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 toward 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.

Reference Books

References will be given during the course.

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 planning small teaching sessions and selecting suitable techniques and aids.

Reference Books

These will be given during the course.

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.

Reference Books

References will be given during the course.

NS 130 MATHEMATICS FOR ELEMENTARY STATISTICS

(40 hours)

This subject is designed to improve students' facility in basic mathematical operations which they will encounter in statistics related to nursing research. Some principles of elementary statistics and their usage will be explored. BS 160 Quantitative Methods for the Health Professionals will be incorporated within this subject; see page 193 for descriptive entry.

NS 180 WORK EXPERIENCE

(5 weeks)

This 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.

Details of Syllabus: Second Year

NS 210 NURSING ADMINISTRATION A, B, AND C

(110 hours)

The aim of this subject is to prepare the student to carry out the functions of a nurse administrator in a top or middle level position in the nursing service of a health agency. It will be approached from a social systems framework, with the administrative process applied to the provision of nursing care and personnel management. It will include the application of developments in administration such as the use of programme evaluation review techniques, problem-oriented records, and quality control methods. In addition, it will include a module on health services planning ranging from the assessment of community needs to the role of the nurse in the commissioning team.

Reference Books

DIVINCENTI, M. 1972. *Administering Nursing Service*. Boston, Little Brown
STEVENS, B. 1975. *The Nurse as Executive*. Wakefield, Mass., Contemporary Publishing.

BS 130 Part 1 ORGANISATIONS AND HUMAN BEHAVIOUR

(45 hours)

See descriptive entry page 190.

BS 130 Part 2 ORGANISATIONS AND HUMAN BEHAVIOUR

(60 hours)

See descriptive entry page 190.

NS 230 LEGAL STUDIES

(30 hours)

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

Prescribed Text

O'SULLIVAN, J. 1976. *Law for Nurses*. Melbourne, Law Book Company.

Study Guides (to be issued) which will contain references to certain other texts and relevant statutes.

NS 240 HEALTH AGENCY ADMINISTRATION

(30 hours)

This subject, which is concerned both with general concepts and specific examples of administration in the hospital and other health care institutions, consists of two major sections relating to overall hospital administration and medical administration.

Reference Books

These will be given during the course.

NS 220 ISSUES IN NURSING ADMINISTRATION

(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.

NS 250 BUSINESS ADMINISTRATION

(15 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.

Reference Books

References will be given during course.

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.

Reference Books
References will be given during course.

NS 290 FIELD EXPERIENCE

(5 weeks and 5 day visits)
This field experience will provide for observation and analysis of administrative practice and for the conduct of a research study.

ELECTIVE

Students will choose one of 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.

Reference Books

GOWERS, Sir Ernest. 1962. *The Complete Plain Words*. Penguin.
KRON, T. 1972. *Communication in Nursing*. 2nd ed. Philadelphia, Saunders.

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.

Evaluation

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.

NS 130 Mathematics for Elementary Statistics

(40 hours)

See descriptive entry page 98.

NS 120 Political Studies

(30 hours) descriptive entry page 98.

BL 529 Advanced Human Bioscience

(30 hours)

See descriptive entry page 221.

BL 599 History and Philosophy of Science

(30 hours)

See descriptive entry page 222.

BL 569 Genetics and Embryology

(30 hours)

See descriptive entry page 221.

BL 559 Physical Sciences

(40 hours)

See descriptive entry page 221.

Students may choose a relevant elective from Behavioural Sciences after consultation with the course co-ordinator. See subject descriptions beginning on page 187.

Bachelor of Applied Science, Nursing Education

Purpose

The courses particular to nursing education are 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.

The student will be provided with opportunities to acquire and further develop knowledge, understanding, skills, and values appropriate for effective achievement of the purpose of the health agency or educational institution.

Objectives

Through a variety of learning experience, to prepare graduates 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 on-going study after graduation.

Course Outline

First Year

*NS 100 Contemporary Nursing Studies (Nursing Theory)
**NS 101 Advanced Nursing Studies: Nursing Care of Patients requiring Anaesthesia and Resuscitation

Each student will select one advanced nursing study stream from NS 102-NS 109:

*NS 102 Advanced Nursing Studies (Clinical), Medical-Surgical Nursing
*NS 103 Advanced Nursing Studies (Clinical), Operating Room Nursing
*NS 104 Advanced Nursing Studies (Clinical), Critical Care Nursing
*NS 105 Advanced Nursing Studies (Clinical), Maternity Nursing
*NS 106 Advanced Nursing Studies (Clinical), Paediatric Nursing
*NS 107 Advanced Nursing Studies (Clinical), Geriatric Nursing

*NS 108 Advanced Nursing Studies (Clinical), Psychiatric Nursing
*NS 109 Advanced Nursing Studies (Clinical), Community Health Nursing
*NS 002 Introduction to Nursing Research
*BS 120 10/20 Psychological Aspects of Health Care
BS 141 Sociological Aspects of Health Care
*BL 527 Applied Human Bioscience
*BL 528 Applied Human Bioscience
*NS 005 Microbiology
NS 245/1 Educational Psychology A
BL 529/4 Physical Sciences
NS 115 Teaching Methods and Practice in Clinical Nursing
NS 195 Field Experience
NS 185 Approved work experience in a relevant practice setting

Second Year

NS 245/2/3 Educational Psychology B and C
NS 225 Curriculum Development A, B, and C
NS 235 Educational Administration A and B
NS 215 Teaching Methods and Practice
NS 295 Field Experience
BL 626 General and Clinical Pathology A and B
Elective
Elective

Details of Syllabus: First Year

NS 100 CONTEMPORARY NURSING STUDIES (NURSING THEORY)

(30 hours)
See descriptive entry page 91.

NS 101 ADVANCED NURSING STUDIES: NURSING CARE OF PATIENTS REQUIRING ANAESTHESIA AND RESUSCITATION

(30 hours)
See descriptive entry page 92.

NS 102 ADVANCED NURSING STUDIES (CLINICAL), MEDICAL-SURGICAL NURSING

(60 hours)
See descriptive entry page 92.

NS 103 ADVANCED NURSING STUDIES (CLINICAL), OPERATING ROOM NURSING

(60 hours)
See descriptive entry page 92.

*Denotes courses common to both Bachelor of Applied Science: Nursing Administration and Nursing Education.
**Prerequisite for all but psychiatric and community health nursing.

NS 104 ADVANCED NURSING STUDIES (CLINICAL), CRITICAL CARE NURSING

(60 hours)
See descriptive entry page 93.

NS 105 ADVANCED NURSING STUDIES (CLINICAL), MATERNITY NURSING

(60 hours)
See descriptive entry page 93.

NS 106 ADVANCED NURSING STUDIES (CLINICAL), PAEDIATRIC NURSING

(60 hours)
See descriptive entry page 93.

NS 107 ADVANCED NURSING STUDIES (CLINICAL), GERIATRIC NURSING

(60 hours)
See descriptive entry page 94.

NS 108 ADVANCED NURSING STUDIES (CLINICAL), PSYCHIATRIC NURSING

(60 hours)
See descriptive entry page 94.

NS 109 ADVANCED NURSING STUDIES (CLINICAL), COMMUNITY HEALTH NURSING

(60 hours)
See descriptive entry page 94.

NS 002 INTRODUCTION TO NURSING RESEARCH

(30 hours)
See descriptive entry page 97.

BS 120/10/20 PSYCHOLOGICAL ASPECTS OF HEALTH CARE

(40 hours)
See descriptive entry page 188.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(40 hours)
See descriptive entry page 191.

BL 527 APPLIED HUMAN BIOSCIENCE

(40 hours)
See descriptive entry page 220.

BL 528 APPLIED HUMAN BIOSCIENCE

(20 hours)
See descriptive entry page 220.

NS 005 MICROBIOLOGY

(20 hours)
See descriptive entry page 97.

NS 245/1 EDUCATIONAL PSYCHOLOGY A

(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.

Reference Books
References will be given during the course.

BL 559 PHYSICAL SCIENCES

(40 hours)
See descriptive entry page 221.

NS 115 TEACHING METHODS AND PRACTICE IN CLINICAL NURSING

(30 hours)
This subject is designed to enable the student to identify the strategies which are available for teaching courses in a nursing education programme and their advantages and disadvantages in relation to specific courses, to examine the practical implications of utilising these strategies, and to determine ways in which the effectiveness of teaching methods may be evaluated.

Reference Books
References will be given during the course.

NS 195 FIELD EXPERIENCE

(3 weeks)
Students will be required to carry out the functions of a clinical teacher in the selected area of clinical practice. In addition students will prepare and conduct a number of teaching learning sessions in the hospital school of nursing.

NS 185 WORK EXPERIENCE

(5 weeks)
This five weeks will be spent between first year and second year, and will involve caring for a number of patients within the selected area of clinical nursing and participation in clinical teaching activities.

Details of Syllabus: Second Year

NS 245/2/3 EDUCATIONAL PSYCHOLOGY B AND C

(70 hours)
The aim of this subject is to demonstrate to students how certain concepts and methodological approaches apply to teaching and learning. These units focus on educational technology, personality theory, and educational measurement.

Reference Books

References will be given during the course.

NS 225 CURRICULUM DEVELOPMENT A, B and C

(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.

Unit one focuses on the development of the purpose of the School of Nursing, and includes consideration of philosophical issues in nursing and nursing education, and the social context of the curriculum, and introduces curriculum design.

Unit two further develops curriculum design, and includes behavioural objectives and taxonomies, identification of content through examination of the nursing process, and selection and organisation of learning experiences and content in nursing.

Unit three focuses on curriculum development and evaluation, and includes curriculum change and strategies for curriculum change, purpose and process of evaluation, evaluation in nursing practice and associated problems.

Reference Books

BEVIS, E. O. 1973. *Curriculum Building in Nursing: A Process*. St. Louis, Mosby.
CONLEY, V. C. 1973. *Curriculum and Instruction*. St. Louis, Mosby.

NS 235 EDUCATIONAL ADMINISTRATION A AND B

(60 hours)

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, The 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 in schools of nursing.

Prescribed Texts

There are no prescribed texts but a wide variety of references will be given during the course.

BACHELOR OF APPLIED SCIENCE, NURSING EDUCATION: YEAR I

TERM I				TERM II				TERM III			
1	2-11 (=10)		12-13	14-23 (=10)		24-26	27	28-37 (=10)		38-40	41-42
	UNITS SUBJECTS	HRS		UNITS SUBJECTS	HRS			UNITS SUBJECTS	HRS		
ORIENTATION	*NS 100 Contemporary Nursing	30	STUDY LEAVE & EXAMINATIONS	*NS 002 Introduction to Nursing Research	30	STUDY LEAVE & EXAMINATIONS	WORKSHOPS	*NS 102-109 Adv. Nur. Studies (Clinical) Elective Stream	30	FIELD EXPERIENCE NS 195	STUDY LEAVE & EXAMINATIONS
	*NS 101 Adv. Nur. Studies: Care of Patients requiring Anaesthesia and Resuscitation	30		*NS 102-109 Adv. Nur. Studies (Clinical) Elective Stream	30			NS 245 1 Educational Psychology A	40		
	*BS 120 10 20 Psychological Aspects of Health Care	40		*BS 141 Sociological Aspects of Health Care	40			NS 115 Teaching Methods & Practise in Clinical Nursing	30		
	*BI 527 Applied Human Bioscience	40		*BI 528 Applied Human Bioscience	20			BI 559 Physical Sciences	40		
				NS 005 Microbiology	20						
	14 hours week	140		14 hours week	140			14 hours week	140	90 hrs	

NS 185
FIVE WEEKS OF APPROVED WORK EXPERIENCE IN A RELEVANT PRACTICE SETTING

*Denotes courses common to both Bachelor of Applied Science, Nursing Administration and Nursing Education.

NS 215 TEACHING METHODS AND PRACTICE

(40 hours)

For description refer to NS 115 Teaching Methods and Practice in Clinical Nursing on page 105. This subject will involve classroom teaching.

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.

BL 626 GENERAL AND CLINICAL PATHOLOGY A AND B

(60 hours)

See descriptive entry page 222.

ELECTIVE

Students will choose two from the list on pages 100 and 101 after consultation with the course co-ordinator.

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 health of individuals and the community.

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.

The course may be taken part-time, over a period of two to three years. Nurses wishing to undertake this course part-time should contact the course co-ordinator as early as possible for further information.

BACHELOR OF APPLIED SCIENCE, NURSING EDUCATION: YEAR II

	TERM I			TERM II				TERM III			
1	2-11 (=10)		12-13	14-23 (=10)		24-26	27	28-37 (=10)		38-40	41-42
	UNITS/SUBJECTS	HRS		UNITS SUBJECTS	HRS			UNITS SUBJECTS	HRS		
WORKSHOP	NS 245 2 Educational Psychology B	40	STUDY LEAVE & EXAMINATIONS	NS 245 3 Educational Psychology C	30	NS 295 FIELD EXPERIENCE	STUDY LEAVE & EXAMINATIONS	NS 235 Educational Administration B	30	NS 295 FIELD EXPERIENCE	STUDY LEAVE & EXAMINATIONS
	NS 225 Curriculum Development A	40		NS 225 Curriculum Development B	40			NS 225 Curriculum Development C	30		
	NS 235 Educational Administration A	30		NS 215 Teaching Methods and Practice	40			Elective	30		
	BL 626 General and Clinical Pathology A	30		BL 626 General and Clinical Pathology B	30			Elective	30		
	13 hours week	130		13 hours week	130	90 hrs		12 hours/week	120	90 hr	

NS 295

INTERMITTENT FIELD EXPERIENCE. ONE SIX-HOUR DAY PER WEEK IN ADDITION TO BLOCK FIELD EXPERIENCE.

Course Organisation

This course is conducted over a period of 42 weeks. See plan on page 111 for the organisation of terms and units, field experience, and study leave. 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 A, B, C (3 units)
BS 130 Organisations and Human Behaviour Part 1
Organisation Theory BS 130/10/20/30 (1½ units)
BS 130 Organisations and Human Behaviour Part 2
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 three (1 unit)

Details of Syllabus

AREA 1: ADMINISTRATION (5 units)

NS 610 Nursing Administration A, B and C (3 units)

(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 organised 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.

Reference Books

DI VINCENTI, M. 1977. *Administering Nursing Service*. Boston, Little Brown.
STEVENS, B. J. 1975. *The Nurse as Executive*. Wakefield, Mass., Contemporary Publishing. (Available as hardback or paperback.)

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.

DIPLOMA IN NURSING ADMINISTRATION COURSE

TERM I				TERM II				TERM III				
1	2-11 (=10)		12-13	14-23 (=10)		24-25	26-27	28-37 (=10)		38-40	41	42
	UNITS/SUBJECTS	HRS		UNITS SUBJECTS	HRS			UNITS SUBJECTS	HRS			
ORIENTATION	NS 610 Nursing Administration A	40	STUDY LEAVE & EXAMINATIONS	NS 610 Nursing Administration B	40	STUDY LEAVE & EXAMINATIONS	FIELD EXPERIENCE	NS 610 Nursing Administration C	30	FIELD EXPERIENCE	SEMINARS	STUDY LEAVE & EXAMINATIONS
	BS 130 10 Organisation Theory BS 130 20 Organisation Theory	15 15		BS 130 30 Organisation Theory	15			NS 640 Issues in Management	30			
	BS 120 10 Psychological Aspects of Health Care	30		BS 130 40 Organisational Behaviour	30			BS 130 50 Organisational Behaviour	30			
	NS 630 Health Agency Administration NS 001 Contemporary Nursing	15 20		NS 630 Health Agency Administration NS 002 Introduction to Nursing Research	15 30			Elective	30			

Prescribed Text

O'SULLIVAN, J. 1977. *Law for Nurses and Allied Health Professionals in Australia.* Melbourne, Law Book Co.

NS 640 Issues in Management (1 unit)

(30 hours)
This full unit deals with current and emerging issues in nursing administration and health agency administration in Australia. It will require the preparation and conduct of a seminar related to a selected topic.

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 188.

BS 130 Organisations and Human Behaviour

PART I ORGANISATION THEORY (1½ UNITS)

BS 130/10 (½ unit)
(15 hours)
See descriptive entry page 190.

BS 130/20 (½ unit)
(15 hours)
See descriptive entry page 190.

BS 130/30 (½ unit)
(15 hours)
See descriptive entry page 190.

PART II ORGANISATIONAL BEHAVIOUR (2 UNITS)

BS 130/40 (1 unit)
(30 hours)
See descriptive entry page 190.

BS 130/50 (1 unit)
(30 hours)
See descriptive entry page 191.

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.

Prescribed Text

HENDERSON, V. 1969. *Basic Principles of Nursing Care*. rev. ed. Geneva International Council of Nurses.

NS 002 Introduction to Nursing Research (1 unit)

See descriptive entry page 97.

Elective (1 unit)

(30 hours)

Student will choose one elective from the list on pages 100-101 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 117. 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)
NS 720 Educational Administration in Schools of Nursing (1½ units)
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.

Prescribed Texts:

Unit A

De CECCO, J. P. and CRAWFORD, W. R. 1974. *The Psychology of Learning and Instruction*. 2nd ed. Englewood Cliffs, New Jersey, Prentice-Hall.

Unit B

De CECCO, J. P. and CRAWFORD, W. R. 1974. *The Psychology of Learning and Instruction*. 2nd ed. Englewood Cliffs, New Jersey, Prentice-Hall.
DREIKURS, R. 1968. *The Psychology of Classroom Behaviour*. New York, Harper & Row.

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 B_1

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-basic nursing education institutions.

Unit B_2

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

Reference Books

BEVIS, E. O. 1973. *Curriculum Building in Nursing: a Process*. St. Louis, Mosby.
CONLEY, V. C. 1973. *Curriculum and Instruction*. St. Louis, Mosby.
SCHWEER, J. E. 1976. *Creative Teaching in Clinical Nursing*. 3rd ed. St. Louis, Mosby.

NS 720 Educational Administration in Schools of Nursing

(56 hours)

Unit A1

This half 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.

Unit A2

The purpose of this half 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.

Unit B

In this unit the operational areas in educational administration are examined in more detail. These 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.

Reference Books

BLAU, P. M. and MEYER, M. W. 1971. *Bureaucracy in Modern Society*. 2nd ed. New York, Random House.
DAVIS, K. 1972. *Human Behaviour at Work*. 4th ed. New York, McGraw-Hill.

HACK, W. E., *et al.* eds. 1975. *Educational Administration: Selected Readings*. Boston, Allyn & Bacon.
LANE, W. R., *et al.*, 1967. *Foundations of Educational Administration*. New York, Macmillan.
SCHEIN, E. H. 1965. *Organisational Psychology*. New Jersey, Prentice-Hall.
STEVENS, B. 1975. *The Nurse as Executive*. Wakefield, Mass., Contemporary Publishing (paperback available).

NS 730 Teaching Methods and Practice in Nursing Programmes

(60 hours)
A subject of one and a half units comprising:

Unit A

A full unit offered in second term. 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.

Unit B

This half unit is offered in third term and includes critical analysis of selected teaching strategies. Consideration will be given to change and innovation in nursing education. Practical activities in teaching will be included.

Prerequisites: Educational Psychology Unit A and Curriculum Development Unit A.

Reference Books

KEMP, J. E. 1977. *Instructional Design*. 2nd ed. Belmont, Fearon.
Other references will be given during the course.

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 112.

DIPLOMA IN NURSING EDUCATION COURSE
PLAN OF COURSE ORGANISATION—FULL-TIME COURSE

	TERM I				TERM II				TERM III				
WEEKS / AREAS	1	2–11 (=10)		12–13	14–23 (=10)			24–25	26–27	28–36 & 39 (=10)		37–38	39	40–42
		UNITS	Hrs	U	UNITS	Hrs	U			UNITS	Hrs	U			
EDUCATION ADMINISTRATION RESEARCH 7 UNITS	ORIENTATION	NS 740 Educational Psychology Unit A NS 710 Development of Nursing Curricula Unit A_1 NS 720 Educational Admin. in School of Nursing Unit A_1	40 40 16	1 1 ½	NS 740 Educational Psychology Unit B_1 NS 710 Development of Nursing Curricula Unit A_2 NS 720 Educational Admin. in Schools of Nursing Unit A_2 NS 730 Teaching Methods & Practice in Nursing Programmes Unit A_1 A_2	20 20 20 40	½ ½ ½ 1	STUDY LEAVE & EXAMINATIONS	NS 790 FIELD EXPERIENCE	NS 740 Educational Psychology Unit B_2 NS 710 Development of Nsg. Curricula Unit B NS 730 Teaching Methods & Practice in Nsg. Programmes Unit B NS 720 Educational Admin. in Schools of Nursing Unit B	20 20 20 20	½ ½ ½ ½	NS 790 FIELD EXPERIENCE	SEMINAR WEEK	STUDY LEAVE & EXAMINATIONS
NURSING & APPLIED SCIENCE 3½ UNITS		NS 001 Contemporary Nursing BL 527 Applied Human Bioscience Unit A	20 40	½ 1	NS 002 Intro. to Nursing Research BL 528 Applied Human Bioscience NS 005 Microbiology Unit B	30 20 20	1 ½ ½							
ELECTIVES 2 UNITS										Electives		2		
TOTAL UNITS 12½				4			4½					4		

Conducted over a period of 42 weeks and comprising 12½ units of study in 30 teaching weeks plus four weeks of block field experience, four weeks of study leave, one week of orientation and three weeks of examinations.

NS 002 Introduction to Nursing Research (1 unit)

(30 hours)

See descriptive entry page 97.

BL 527 Applied Human Bioscience

(40 hours)

See descriptive entry page 220.

BL 528 Applied Human Bioscience

(20 hours)

See descriptive entry page 220.

NS 005 Applied Microbiology

(20 hours)

See descriptive entry page 97.

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 100 and 101, or from the list of clinical areas on pages 92-97 in consultation with Course Co-ordinator.

NS 921 Advanced Clinical Nursing

(30 hours)

See course outline for Diploma in Hospital Nursing and Unit Management, below.

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 100 and 101.

Diploma of 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. See page 121 for term and unit organisation, periods of field experience, and study leave.

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 Maternity Nursing (1½ units)
NS 925 Advanced Paediatric Nursing (1½ units)
NS 926 *Advanced Psychiatric Nursing (2½ 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)

*Students undertaking the advanced psychiatric nursing stream study an additional ½ unit of psychiatric nursing instead of the half unit in applied microbiology.

Details of Syllabus

AREA 1: ADVANCED CONTEMPORARY NURSING (3½ units)

NS 001 Contemporary Nursing: (½ unit)
(20 hours)
See descriptive entry page 112.

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 take 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.

Prescribed Text
There is no prescribed text, but selected references will be given during the unit.

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 Maternity Nursing
(60 hours)

NS 925 Advanced Paediatric Nursing
(60 hours)

NS 926 *Advanced Psychiatric Nursing
(80 hours)

Half a unit is conducted in the second part of second term and one full unit in third term. The area focuses on current and emerging trends in the care of clients in particular clinical settings, with emphasis on the nurse's role in the provision of comprehensive health care.

*Students undertaking the advanced psychiatric nursing stream study an additional ½ unit of psychiatric nursing instead of the half unit in applied microbiology.

DIPLOMA OF APPLIED SCIENCE, HOSPITAL NURSING AND UNIT MANAGEMENT COURSE
PLAN OF COURSE ORGANISATION—FULL-TIME COURSE

WEEKS / AREA	TERM I				TERM II				TERM III				
	1	2-11 (=10)		12-13	14-23 (=10)		24-25	26-27	37 (=10)		38-39	40	41-42
		UNITS	HRS		UNITS	HRS			UNITS	HRS			
NURSING 3½ UNITS	ORIENTATION	NS 001 Contemporary Nrsg. 20 NS 920 Adv. Clin. Nsg. (Anaesthesia & Resuscitation) 20		STUDY LEAVE & EXAMINATIONS	NS 002 Introduction to Nursing Research 30 NS 921-26 Adv. Clinical Nursing 20		STUDY LEAVE & EXAMINATIONS	NS 990 FIELD EXPERIENCE	NS 921-26 Adv. Clinical Nursing	40	NS 990 FIELD EXPERIENCE	SEMINARS	STUDY LEAVE & EXAMINATIONS
MAN-AGE-MENT 2 UNITS					NS 910 Unit Management	40			NS 910 Unit Management	40			
SOCIAL SCIENCE 3½ UNITS		BS 120.10 Psychological Aspects of Health Care 30 BS 130.20 Organisations and Human Behaviour 15			BS 130.40 Organisations and Human Behaviour	30			BS 142 Social Interaction Processes	30			
APPLIED SCIENCE 1½ UNITS EDUCATION 1½ UNITS		BL 527 Applied Human Bio-Science	40		NS 005 Applied Microbiology 20 NS 930 Teaching Learning Unit A	20			NS 930 Teaching Learning Unit B	40			
TOTAL UNITS 12		3½ Units	125		4½ Units	160			4 Units	150			

Reference Books

For advanced critical care nursing stream:

MELTZER, L. E. ed. 1976. *Concepts and Practices of Intensive Care for Nurse Specialists*. 2nd ed. Philadelphia, Charles Press.

For advanced maternity nursing stream:

CLAUSEN, J. P. *et al.* 1976. *Maternity Nursing Today*. 2nd ed. New York, McGraw-Hill.
HELLMAN, L. and PRITCHARD, J. 1976. *William's Obstetrics*. 15th ed. New York, Appleton-Century-Crofts.

There are no prescribed texts for the other streams, but a wide variety of references will be provided.

NS 002 Introduction to Nursing Research

(30 hours)

See descriptive entry page 97.

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.

Reference Book

HAIMANN, T. 1973. *Supervisory Management for Health Care Institutions*. St. Louis, Catholic Hospital Association.

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

(60 hours)

The half unit is conducted in the second half of second term and one full unit is conducted in third term. This 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.

Reference Books

POHL, M. 1973. *The Teaching Function of the Nursing Practitioner*. 2nd ed. Dubuque, Brown

Additional selected references will be provided.

NS 990 Field Experience (equivalent to 1½ units)

Field experience is a required component of the course and comprises two periods of two weeks when students visit hospitals (metropolitan, country, and interstate); in addition there are some day visits. Experience in clinical nursing, unit management evaluation, and clinical health teaching is included.

AREA 4: APPLIED BIOSCIENCE (1½ units)

This area comprises one full unit and one half unit.

BL 527 Human Bio-Science (1 unit)

(40 hours)
See descriptive entry page 220.

NS 005 Applied Microbiology (½ unit)

(20 hours)
This half unit focuses on selected concepts and principles of microbiology and immunology with particular emphasis on microbial control in hospitals and commonly encountered microbial diseases.

Reference Books

HOEPRICH, P. D. ed. 1972. *Infectious Diseases*. Hagerstown, Maryland, Harper & Row.
THOMAS, C. G. 1973. *Medical Microbiology*. 3rd ed. London, Bailliere, Tindall & Cassell.
WEIR, D. M. 1973. *Immunology for Undergraduates*. 3rd ed. New York, Churchill Livingstone.

AREA 5: SOCIAL SCIENCE (3 units)

BS 120 Psychological Aspects of Health Care (1 unit)

See descriptive entry page 188.

BS 130 Organisations and Human Behaviour Part 1 (1½ units)

(45 hours)
See descriptive entry page 190.

BS 142 Social Interaction Processes (1 unit)

(30 hours)
See descriptive entry page 191.

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 interdependent 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. See page 130 for term and unit organisation, periods of field experience and study leave.

There will be a three day residential workshop in term I.

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 minimum period of two years or a maximum period of three years. Following lodgement of their course application form, applicants who which 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
BS 150 Foundations of Social Science (3 units: BS 150/10, BS 150/20, BS 150/30)
NS 820 Life Cycle (2½ units)
NS 830 Community Health and Nursing (2 units)

Each student will select one of the following advanced study streams:

NS 841 Mental Health Nursing—Advanced Study Stream (1½ units)
NS 842 Occupational Health Nursing—Advanced Study Stream (1½ units)

NS 843 Early Childhood Development Advanced Study Stream (1½ units)
NS 845 School Health Nursing— Advanced Study Stream (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—Advanced Study Stream (1½ units)
NS 846 Nurse Practitioner—Advanced Study Stream (1½ units)
NS 890 Field Experience
NS 850 Health Education (2 units)

Details of Syllabus

AREA 1: NS 810 INTEGRATED APPLIED SCIENCE—(1 unit)

(40 hours)

This one unit 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.

Prescribed Texts

DE ROBERTIS, E. D. P. *et al.* 1974. *Cell Biology*. 6th ed. Philadelphia, Saunders.
GUYTON, A. C. 1974. *Function of the Human Body*. Philadelphia, Saunders.

Microbiology

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

Reference Books

There are no prescribed texts but a wide variety of resource material is available from the library.

Nutrition

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

Reference Book

WILLIAMS, S. R. 1973. *Review of Nutrition and Diet Therapy*. St. Louis, Mosby.

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

(96 hours)

See descriptive entry pages 191-192.

AREA 3: NS 820 LIFE CYCLE (2½ units)

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.

Reference Books

There are no prescribed texts, but a wide variety of references will be given thoughout the conduct of each unit.

BS 155 Interpersonal Process and Interviewing

(8 hours)

See descriptive entry page 192. (This is included within the 80 hours of NS 820).

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.

Reference Books

REINHARDT, A. M. and QUINN, M. D. 1973. *Family Centred Community Nursing: A Sociocultural Framework*. St. Louis, Mosby.

WALSH, Y. 1973. *The Nursing Process, Assessing, Planning, Implementing, Evaluation*. 2nd ed. New York, Appleton-Century-Crofts.

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.

Reference Book

ARCHER, C and FLESHMAN, R. 1975. *Community Health Nursing Patterns and Practice.* USA, Duxbury Press.

Community Health and Nursing C (1½ units)

This 1½ unit area provides for a selection of an advanced 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—Advanced Study Stream

(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.

Reference Books

There is no prescribed text, but a wide variety of references will be given during the conduct of the unit.

NS 842 Occupational Health Nursing—Advanced Study Stream

(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.

Reference Books

Selected readings throughout the conduct of the unit.

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—Advanced Study Stream

(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.

Reference Books

ANDERSON, R. and SHANE, H. 1971. *As the Twig is Bent.* New York, Houghton-Mifflin.
READ, K. 1971. *The Nursery School: A Human Relations Laboratory.* 5th ed. Philadelphia, Saunders.

NS 844 School Health Nursing—Advanced Study Stream

(60 hours)

This unit focuses on the nurse's role in relation to school age populations. It includes health screening programmes and procedures in schools from primary school through to teachers' colleges, the characteristics and needs of the well child, including physical, mental, socio-emotional, and health needs, and developmental experiences of early school age through to adolescence.

Reference Books

Selected readings throughout the conduct of the unit.

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 these 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.

Reference Books

CAMPBELL, K. and WILMOT, A. E. 1972. *A Guide to the Care of the Young Child.* 7th ed. Victoria, Department of Health.
SHERIDAN, M. 1960. *The Developmental Processes of Infants and Young Children.* London, Ministry of Health, Reports on Public Health and Medical Subjects, No. 102, Her Majesty's Stationery Office.

Selected readings.

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 848 Community Health Centre Development—Advanced Study Stream

(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 and the independent and interdependent roles and functions of community health nurses.

Reference Books

Selected readings throughout the conduct of the unit.

NS 846 Nurse Practitioner—Advanced Study Stream

(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 890 Field Experience

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

Reference Books

BATES, B. M. D. 1974. *A Guide to Physical Examination*. Philadelphia and Toronto, Lippincott.

MARRINER, A. 1975. *The Nursing Process– A Scientific Approach to Nursing Care* St Louis, Mosby.

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.

Reference Books

There is no prescribed text but a wide variety of references will be given during each unit.

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.

THE BACHELOR OF APPLIED SCIENCE COURSES HAVE NOT, AT THE TIME OF THIS PRINTING, BEEN APPROVED TO START IN 1979.

DIPLOMA IN COMMUNITY HEALTH NURSING COURSE
PLAN OF COURSE ORGANISATION—FULL-TIME COURSE

	TERM I				TERM II				TERM III						
WEEKS	1-10 (=10)			11	12 13	14 24 (=11)			25 26	27 35 & 40 (=10)			36 39	40	41	42
AREAS	UNITS	Hrs	U			UNITS	Hrs	U		UNITS	Hrs	U				
APPLIED SCIENCE 1 UNIT	NS 810 Integrated Applied Science	40	1	STUDY LEAVE	NS 890 FIELD EXPERIENCE				STUDY LEAVE				NS 890 FIELD EXPERIENCE	SEMINAR WEEK	STUDY LEAVE	EXAMINATIONS
SOCIAL SCIENCES 3 UNITS	BS 150 10 Foundations of Social Science A	40	1			BS 150 20 Foundations of Social Science B	40	1		BS 150 30 Foundations of Social Science C	40	1				
LIFE CYCLE 2½ UNITS	NS 820 Life Cycle A	40	1			NS 820 Life Cycle B (includes BS 155)	40	1		NS 820 Life Cycle C	20	½				
HEALTH EDUCATION 2UNITS						NS 850 Health Education A	40	1		NS 850 Health Education B	40	1				
COMMUNITY HEALTH & NURSING 3½ UNITS	NS 830 Community Health & Nursing A	40	1			NS 830 Community Health & Nursing B	40	1		NS 841-NS 847 Community Health & Nursing C Advanced Study Streams	60	1½				
Total Units 12		120	4				120	4			160	4				

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	
19 February–23 February	Orientation Week
26 February–4 May	First Term
7 May–18 May	Clinical Orientation I
4 June–10 August	Second Term
3 September–19 October	Third Term
29 October–9 November	Assessment
12 November–16 November	Community Involvement
Second Year	
5 February–16 February	Clinical Orientation II
19 February–11 May	First Term
4 June–10 August	Second Term
3 September–19 October	Third Term
29 October–9 November	Assessment
12 November–23 November	Job Experience
Third Year	
5 February–11 May	First Term
28 May–27 July	Clinical Placement 1
6 August–5 October	Clinical Placement 2
15 October–14 December	Clinical Placement 3
Fourth Year	
27 February	In School Day
28 February–20 April	Clinical Placement–D Affiliation
23 April–27 April	Clinical Placement–E Affiliation
21 May–3 August	Academic Term

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 at the completion of the course for two years.

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/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 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 1

(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.

OT 120 ERGONOMICS, TECHNOLOGY, AND THERAPEUTIC MEDIA 1

(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 therapeutically apply media. Units include technology 1, typing, basic woodwork, material studies and recreational activities.

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.

BL 113 PHYSIOLOGY 1

(93 hours)
See descriptive entry page 211.

BEHAVIOURAL SCIENCES 1

(121 hours)

BS 100 Introduction to the Behavioural Sciences

BS 105 Introduction to Research Methods

See descriptive entries pages 187, 188.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(25 hours)
See descriptive entry page 174.

OT 170 CLINICAL EDUCATION 1

(63 hours)

OT 170/10 Clinical Orientation Period 1

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.

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

(80½ hours)

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

The course is divided into the following units:

1. Musculo Skeletal.
2. Plastics and general medical.
3. Neurological– part 1.

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

OT 210/31 Splinting

(27½ 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 (Psychiatry)

(85 hours)

This unit aims to give students a basic knowledge of the role of occupational therapy in the assessment, treatment and rehabilitation of psychiatric disorders.

References and reading list will be supplied at the commencement of this unit.

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, Technology II, General Safety II, Industrial Practice II, Job Experience, Power Tools, Metalwork, Printing, Clay, Creative Media, Weaving and Basketry.

BEHAVIOURAL SCIENCES II

(38 hours)

BS 234 Developmental Psychology—Life Cycle

BS 255 Survey Analysis and Interpretation

BS 280 Interpersonal Helping Skills

See descriptive entries pages 195, 196, 197.

OT 240 NEUROSCIENCES
(32 hours)

OT 240/10 Neuroanatomy
(12 hours)

OT 240/20 Neuropsychology
(8 hours)

OT 240/30 Neurophysiology
(12 hours)

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)

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 (Psychiatry)).

OT 270 CLINICAL EDUCATION II
(62 hours)
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 the 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
(164 hours)
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 psychological disorders.

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

(57 hours)

This course includes the following units:

1. Neurological Unit Part 2 (27 hours)
2. Amputation (14 hours)
3. Cortical Dysfunction (12 hours)
4. Activities of Daily Living (4 hours)

The unit develops the students awareness of the theoretical, practical and clinical application of Occupational Therapy applied to the above conditions both in adults and children.

It provides the student with further specific skills in assessment and treatment techniques.

For each unit a booklet is provided as resource material.

OT 310/40 Assessment, Treatment and Rehabilitation (Psychiatry)

(57 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 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 psycho-social 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

(30 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 355 Research Design Seminar

See descriptive entry page 199. Preliminary investigation in this unit is initiated in third year and completed in fourth year.

Details of Syllabus: Fourth Year

OT 410 OCCUPATIONAL THERAPY IV

(95 hours of seminars, workshops and lectures)

OT 410/50 Management, Unit 2

(15 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 410/60 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 specialized 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

(23 hours)

Students select an individual project from the variety of needs met during their clinical affiliations. They contract to design, modify, or develop a device or system which is likely to increase the effectiveness of O.T. treatment or practice in some way. The task is to present the selected project with the problem and its constraints rigorously defined, to demonstrate creative diversity in problem-solving, and to communicate both their design philosophy and their proposed solution to the people expected to be using it.

OT 460 CLINICAL PSYCHIATRY II

(26 hours)

A course to extend and develop the individual students' competence in group skills. Introductory lectures and films provide a basis for group observation and discussion.

Direct experience in small groups with individual clinical tutors, enhances the appreciation of different approaches and techniques used in group work.

OT 470 CLINICAL EDUCATION IV

(283 hours)
This subject consists of 2 parts:

OT 470/50

Students undertake an eight-week supervised clinical affiliation. The area of occupational therapy practice will be elective.

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 Dept. of Behavioural Sciences. Occupational Therapy school staff are involved in an advisory and consultative capacity in topic selection and development.
See descriptive entry page 199. Preliminary investigation in this unit is initiated in third year and completed in fourth year.

SCHOOL OF OCCUPATIONAL THERAPY QUALIFYING AND CONVERSION COURSES

Occupational Therapy

In accord with V.I.C. Policy, a Conversion Course is available for persons holding a diploma in Occupational Therapy, to convert to the degree of Bachelor of Applied Science (Occupational Therapy).

V.I.C. Definitions:

"A *conversion course* is the additional course work which, together with the diploma course which the student has already passed, should in total expose the student to the same course work and level of examination as that required in the approved degree". A holder of an earlier diploma must successfully undertake the additional course work needed to bring his knowledge up to a level at least equivalent to the standard of the current diploma; (*qualifying course*).

Admission Regulations Qualifying and Conversion Courses:

Entry Requirements

Ref. VIC. 11/7/72

"Conversion courses are designed for holders of diplomas from affiliated colleges of the V.I.C. Students wishing to convert qualifications obtained from outside the V.I.C. affiliated college system into degree qualification may be considered by the Institute under its regulations for admission ad eundem statum."

Eligibility for Entry into OT Conversion Course

(i) Occupational Therapy School of Victoria Diplomates, who completed studies *after* 31 December 1968, are eligible to enrol in the O.T. Conversion Course.

(ii) Occupational Therapy School of Victoria Diplomates, who completed studies *prior to* 31 December, 1968, are required to complete the Qualifying Course, in addition to the Conversion Course.

(iii) Interstate and overseas diplomates, now residing in Victoria, who completed their studies prior to 31 December, 1968, are required to have the contents of their particular courses assessed in terms of equivalence. This assessment will determine whether they are required to complete all or part of the qualifying course, in addition to the Conversion Course. Applicants must submit full documentation of courses completed.

APPLICATION PROCEDURES QUALIFYING AND CONVERSION COURSES:

Initial inquiries concerning Qualifying and Conversion Courses should be directed to the Continuing Education Co-ordinator, School of Occupational Therapy, 2nd floor, Building A.

QUALIFYING COURSE CONTENT

BS 810 Behavioural Sciences (Qual.) 3 Units

(54 contact hours)

OT 860 Ergonomics and Technology for Occupational Therapists 4 Units

(45 contact hours)

OT 890 Clinical Requirement

(Students who have not completed a minimum of twelve months' clinical experience will be required to undertake an approved O.T. clinical programme of not less than three months duration [400 hours]).

CONVERSION COURSE CONTENT

BS 820 Behavioural Sciences (Conversion—O.T.)
(4 Units—72 Contact hours)

BS 840 Research Design
(18 Contact hours)

OT 870 O.T. Clinical Seminars
(50 hours)

OT 880 Occupational Therapy Organisational Techniques
(40 hours)

School of Orthoptics

Please note that this 2 year course is replaced by a 3 year U.G.2 Diploma Course, starting 1979. *See page 5.*

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 two years' duration.

Award

An Associate 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. Vincents 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 Biology
Neuro Sciences Unit 1
Ocular Anatomy
Optics A
Optics B
Ocular Physiology I
Behavioural Science I
Ocular Motility I
Introduction to Community Health Problems
Orthoptic Clinical Practice I

Second Year
Neuro Sciences Unit 2
Ocular Physiology II
Optics C
Behavioural Science II
Ocular Motility II
Ophthalmology
Orthoptic Clinical Practice II

Details of Syllabus: First Year

BL 121 HUMAN BIOLOGY

(50 hours)

See descriptive entry page 212.

BL 181 NEURO SCIENCES UNIT 1

(21 hours)

See descriptive entry page 215.

OR 110 OCULAR ANATOMY

(17 hours of lectures and tutorials)

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.

WOLFFE, E. (rev. R. J. Last), 1968. *The Anatomy of the Eye and Orbit.* 6th ed. London, Lewis.

BL 151 OPTICS A

(30 hours)

See descriptive entry page 213.

OR 112 OPTICS B

(17 hours)

These subjects are designed to give a basic knowledge of the principles of optics with special reference to the refraction of the eye.

Prescribed Text

DUKE-ELDER, S. 1969. *The Practice of Refraction.* 8th ed. Edinburgh, Churchill Livingstone.

OR 111 OCULAR PHYSIOLOGY I

(10 hours of lectures)

This subject is designed to provide a basic knowledge of the physiology of the eye.

Prescribed Text

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

BEHAVIOURAL SCIENCE I

BS 122 Human Information Processing

BS 123 Child Development

BS 124 Social Psychology

See descriptive entries page 189.

OR 120 OCULAR MOTILITY I

(140 hours of lectures, tutorials and seminars)

This subject aims to provide the student with an historical appreciation of orthoptics, the role of the orthoptist, and the relationship of orthoptics to other professions. Through practical demonstrations the student should also receive an introduction to the normal structure and functions of the eye as they relate to ocular motility.

The information taught should allow the student to be able to classify the concomitant abnormalities of ocular motility which may be found and to relate this 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.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(25 hours)

See descriptive entry page 174.

OR 130 ORTHOPTIC CLINICAL PRACTICE I

(288 hours)

Orthoptic Clinical Practicum is a core subject area, supervised clinical practice being an essential and integral part of the course, providing the student with the opportunity to apply the knowledge gained in both the pre-clinical and clinical theoretical subjects.

Details of Syllabus: Second Year

BL 211 NEURO SCIENCES UNIT 2

(21 hours)

See descriptive entry page 215.

OR 211 OCULAR PHYSIOLOGY II

(18 hours of lectures and tutorials)

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

ADLER, F. H. 1975. *Physiology of the Eye, Clinical Application*. 6th ed. St. Louis, Mosby.

OR 240 OPTICS C

(7 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 Text

HARTSTEIN, J. 1971. *Review of Refraction*. St. Lewis, Mosby.

BEHAVIOURAL SCIENCE II

BS 105 Introduction to Research Methods

BS 270 Rehabilitation Psychology

BS 280 Interpersonal Helping Skills

(64 hours)

See descriptive entries pages 188, 197.

OR 220 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 incomitant squint, plus an overview of the complete process in the management of all types of defects of ocular motility.

Prescribed Text

DUKE ELDER, S. and WYBAR, K. 1972. *System of Ophthalmology* vol. 6: *Ocular Motility and Strabismus*. London, Kimpton.

OR 250 OPHTHALMOLOGY

(28 hours)

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

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 230 ORTHOPTIC CLINIC PRACTICE II

(492 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

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 patients' 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
Box Hill and District Hospital
Caulfield Hospital
Coonac Rehabilitation Centre
Geelong Hospital
Hampton Hospital
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 Victoria Medical Centre
Repatriation General Hospital

Royal Children's Hospital
Royal Melbourne Hospital
Royal Women's Hospital
St. Vincent's Hospital
Western General Hospital
Community Health Centres
Institutions run by:—
  Mental Health
  Spastic Society
  Yooralla Society
Private Practitioners

Term Dates

First, Second, and Third Year

20 February–24 February	Orientation Week
26 February–12 May	First Term
4 June–10 August	Second Term
3 September–19 October	Third Term

Second-year students will have a Nursing Procedure block in February 1979.

Third-year students will have a block of clinical education in August, September 1979.

Fourth Year

Clinical practice with no terms. The year commences on 20 November 1978 and concludes on 18 July 1979. Assessment will take place from 19 July to 10 August. There will be one six-week break between 18 December 1978 to 19 January 1979 inclusive, and a second break from 2 April to 20 April 1979 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 180 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 Professor 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. *Grays 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

(162 hours of lectures, tutorials, and practical study, with provision for additional informal practical study)

This subject is designed to give the student an understanding of normal movement concurrently with Anatomy I. It comprises:

PT 170/1 Kinesiology and Applied Anatomy

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 the Joints*. 2nd ed. vols. 1, 2, and 3. Edinburgh. Livingstone.

MACDONALD, F. A. 1973. *Mechanics for Movement—Notes for Physiotherapy Students*. London, Bell.

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 & 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 & Wilkins.
MacCONAILL, M. A. and BASMAJIAN, J. V. 1969. *Muscles and Movements. A Basis for Human Kinesiology*. Baltimore, Williams & Wilkins.
O'CONNELL, A. L. and GARDINER, E. V. 1972. *Understanding the Scientific Bases of Human Movement*. Baltimore, Williams & 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 170/2 Physiotherapy Techniques

An introduction to the principles and practice of massage, passive movements, as well as surface anatomy, in which superficial bones, muscles, and joints are identified, outlined and palpated, relating where possible to deeper anatomical structures.

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 & Faber.
WOOD, E. C. 1974. *Beard's Massage Principles and Techniques*. 2nd ed. Philadelphia, Saunders.

PT 170/4 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.

BL 161 SCIENCE FOR PHYSIOTHERAPY

(150 hours)
See descriptive entry page 214.

BEHAVIOURAL SCIENCES I

(121 hours)

BS 100 Introduction to the Behavioural Sciences

BS 105 Introduction to Research Methods

See descriptive entries pages 187, 188.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(25 hours)
See descriptive entry page 174.

Details of Syllabus: Second Year

PT 280 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 with 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. 14th ed. 1976. *Manual of Practical Anatomy*. 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 270/1 Therapeutic Movement

(approximately 150 hours)

A practical and theoretical study of techniques of therapeutic movement and their application. The syllabus includes:

assessment
exercise
passive joint movement
massage
classwork
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 270/2 Electrotherapy

(approximately 80 hours of lectures, demonstrations, discussions, tutorials, practical classes, clinical study, and informal study)

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
—diagnosis
interferential therapy
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. 1979.
WARD, A. R. 1976. *Electricity, Fields and Waves in Therapy*.

Reference Books

LICHT, S. ed. 1965. *Therapeutic Heat and Cold*. 2nd ed. Connecticut, Licht.
LICHT, S. ed. 1967. *Therapeutic Electricity and Ultraviolet Radiation*. 2nd ed. Connecticut, Licht.
SCOTT, P. M. 1975. *Clayton's Electrotherapy and Actionotherapy*. 7th ed. London, Balliere Tindall & Cassell.

Further references will be given throughout the course.

PT 270/3 Nursing Procedure

(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

(114 hours of lectures, tutorials and practical study)

BS 260 The Individual and Society

BS 270 Rehabilitation Psychology

BS 280 Interpersonal Helping Skills

BS 290 Human Sexuality

BS 331 Abnormal Behaviour I: Theories and Therapies

BS 252 Data Analysis III: Two-Sample Designs

BS 251 Data Analysis II: Correlation

See descriptive entries pages 195-199.

BL 215 PHYSIOLOGY II

(135 hours)

See descriptive entry page 216.

BL 271 INTRODUCTION TO MEDICAL SCIENCE

(25 hours)

See descriptive entry page 217.

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 370/1 Cardiothoracic
PT 370/2 Neurology
PT 370/3 Orthodpaedics
PT 370/4 Clinical Study
PT 370/5 Ethics and Professionalism
PT 370/6 General and Special Medicine
PT 370/7 Obstetrics and Gynaecology
PT 370/8 Paediatrics
PT 370/9 Rehabilitation and Geriatrics
PT 370/10 Seminar Programme

PT 370/1 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 cardiopulmonary 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*. vol. 5: *The Heart*. New York, Ciba.

THOMSON, A. D. and COTTON, R. E. 1968. *Lecture Notes on Pathology*. 2nd ed. Oxford, Blackwell.

WEST, J. 1974. *Respiratory Physiology—The Essentials*. Oxford, Blackwell.

WOOD, P. 1968. *Diseases of the Heart and Circulation*. 3rd ed. London, Eyre & 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. 1973. *The Brompton Hospital Guide to Chest Physiotherapy*. Oxford, Blackwell.

Printed notes supplied by School of Physiotherapy.

Reference Books

CASH, J. E. 1975. *Chest, Heart and Vascular Disorders for Physiotherapists*. London, Faber & 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 370/2 Neurology

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 neurological conditions with emphasis on common conditions.

Prescribed Texts

CHUSID, J. G. and McDONALD, J. J. 1976. *Correlative neuroanatomy and functional neurology*. 16th ed. Los Altos, California, Lange Medical.

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.

Reference Books

BLACKWOOD, W. and CORSELLIS, J. A. N. 1976. *Greenfields neuropathology*. 3rd ed. London, Arnold.
BRAIN, LORD W. R. (rev. Walton, J. N.) 1977. *Brain's Diseases of the nervous system*. 8th ed. London, Oxford University Press.
LANGWORTHY, O. R. 1970. *The sensory control of posture and movement*. Baltimore, William & Wilkins.
RUSSELL, D. 1971. *Pathology of tumours of the central nervous system*. 3rd ed. Baltimore, Williams & Wilkins.
SWAIMAN, K. E. and WRIGHT, F. S. 1970. *Neuromuscular diseases of infancy and childhood*. Springfield, Ill., Thomas.

Section (b)

A study of the rationale and techniques of assessment and physiotherapeutic management of patients with neurological disorders. The disorders studied include cerebrovascular accidents, multiple sclerosis, Parkinsonism, cerebellar and sensory ataxias, and traumatic head injury. A section is devoted to the presentation of the principles and practice of functional training. Where applicable, reference is made to the rationale and techniques of specific treatment regimes, such as Bobath, Rood and Proprioceptive Neuromuscular Facilitation.

Prescribed Texts

BANNISTER, R. 1978. *Brain's clinical neurology*. 5th ed. London, Oxford University Press.
BOBATH, B. 1978. *Adult hemiplegia: Evaluation and treatment*. 2nd ed. London, Heinemann Medical.
CARR, J. and SHEPHERD, R. 1976. *A positive approach*. A handbook for early care of the stroke patient. Cumberland College of Health Sciences.
CASH, J. E. 1977. *Neurology for physiotherapists*. 2nd ed. London, Faber & Faber.
DeMEYER, 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.

Reference reading lists will be supplied during the programme.

PT 370/3 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 reinforcing the skill of applying treatment techniques learned in Physiotherapy II. Orthopaedic splinting and the use of plaster of paris and plastic materials will be included in this section of the curriculum.

Prescribed Text

APLEY, A. G. 1973. *A System of Orthopaedics and Fractures.* 4th ed. London, Butterworths.

Reference Books

References and reading list will be supplied at the commencement of the unit.

PT 370/4 Clinical Study

This unit comprises approximately 40 hours of practical work and 280 hours of 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 1 and 2 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, 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. *Toohey's medicine for nurses.* 11th ed. Edinburgh, Churchill Livingstone.

DUNPHY, J. and WAY, L. 1977. *Current surgical diagnosis and treatment.* 3rd ed. California, Lange Medical.

GOODMAN, L. and GILMAN, A. 1975. *The pharmacological basis of therapeutics.* 5th ed. New York, Macmillan.

HARVEY, A., JONES, R., OWENS, A. and ROSS, R. 1972. *The principles and practice of medicine.* New York, Meredith Corporation.

LAURENCE, D. 1973. *Clinical pharmacology.* 4th ed. Edinburgh, Churchill.

PT 370/5 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, Australia 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.*

THE PHYSIOTHERAPY ACT, 1978. Victorian State Government.

PT 370/6 General and Special Medicine

This unit comprises approximately 25 hours of general and special areas of medicine and surgery and their relationship to physiotherapy practice.

Topics include diabetes; vascular disease and its medical, surgical and physiotherapeutic management; burns and plastic surgery; general and special surgery and post surgical care.

Reference Books

DODD, H and COCKETT, F. 1976. *The pathology and surgery of the veins of the lower limb.* Edinburgh, Churchill Livingstone.
VON PRINCE, K. and PEAKEL, M. 1974. *The splinting of burn patients.* Illinois, Thomas.
WYNN PARRY, C. B. 1973. *Rehabilitation of the hand.* London, Butterworths.

PT 370/7 Obstetrics and Gynaecology

This unit comprises approximately 14 hours of 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.

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

PT 370/8 Paediatrics/Child Development

This is the second unit of Child Development. It introduces the student to the study of neurological, orthopaedic and thoracic conditions pertaining to paediatric physiotherapy. The study includes the sensory-motor development of the neonate, briefly that of the foetus, and consideration of the manifestations of normal and abnormal maturation of the central nervous system.

In addition, it provides the student with the opportunity to integrate this knowledge in the assessment and treatment of children.

Recommend 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 370/9 Rehabilitation and Geriatrics

(Approximately 20 hours)

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.

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 370/10 Seminar Programme

Seminars on selected topics are staged throughout the year and are sometimes presented in an interdisciplinary setting.
Topics include community health, prolonged illness, pain, death and dying.

PT 380 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 in depth 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 three units of

BS 400 Behavioural Science Seminars

or

BS 370 Independent Research Project

plus any two units of

BS 400 Behavioural Science Seminars

or

PHYSIOLOGY III

BL 310 Physiology 3.1

(Lectures and assignment)
See descriptive entry page 218.

BL 320 Physiology 3.2

(Lectures, project and seminars.)
See descriptive entry page 220.

PT 390 PHYSIOTHERAPY GENERAL STUDIES

PT 391 Traditions of Medicine

(20 hours. Seminar programme)
This unit will consider cultural variations in concepts of health and healing. Introductory seminars will outline a philosophical basis and current

theories of social anthropology. A methodology for comparative studies of health care systems will be discussed.
The unit will focus on indigenous medical systems and concepts of health and illness in hunter-gatherer, peasant and tribal societies of Asia, Africa, Melanesia, Polynesia and Australia. Students will research the available ethnographic material and present seminar papers concerning aspects of health care in relation to the socio-cultural systems of these various societies.
Questions concerning the effect of exogenous influences and their interaction with indigenous medical systems and the role of 'folk' medicine in industrial societies will also be considered.

Preliminary Reading

BEATTIE, J. 1972. *Other cultures*. London, Routledge.
KUPER, A. 1973. *Anthropologists and anthropology*. Penguin.

Prescribed Text

There is no prescribed text. A reading list will be distributed at the commencement of the unit.

PT 392

In the process of preparation.

PT 393

In the process of preparation.

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

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:

PT 471 Physiotherapy Theory

PT 471/1 INDEPENDENT STUDY

PT471/2 ETHICS AND PROFESSIONALISM

PT 472 Physiotherapy Practice—Compulsory Units

PT 472/1 PHYSIOTHERAPY IN ORTHOPAEDICS

PT 472/2 PHYSIOTHERAPY IN NEUROLOGY

PT 472/3 THORACIC PHYSIOTHERAPY

PT 473 Physiotherapy Practice—Elective Units

Three (3) of:—

PT 473/1 REHABILITATION

PT473/2 PAEDIATRICS: GENERAL

PT 473/3 PAEDIATRICS: MENTAL AND PHYSICAL RETARDATION

PT 473/4 PAEDIATRICS: SPECIAL SCHOOLS

PT 473/5 GERIATRICS

PT 473/6 SPINAL PARALYSIS

PT 473/7 OBSTETRICS AND GYNAECOLOGY

PT 473/8 CARDIAC REHABILITATION

PT 473/9 COUNTRY BASE HOSPITAL

PT 473/10 PRIVATE PRACTICE

PT 473/11 COMMUNITY HEALTH

PT 473/12 MENTAL HEALTH

PT 473/13 PROGRESSIVE ILLNESSES

PT 473/14 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.

PT 471 PHYSIOTHERAPY THEORY

(Approximately 75 hours of lectures, seminars, discussions, self-directed learning)
This section comprises the following units.

PT 471/1 Independent Study

A 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 471/2 Ethics and Professionalism

A unit designed to provide students with the opportunity to gain further understanding and knowledge of the legal and ethical responsibilities of professional practice including medical records and the role of the professional association.

PT 472 Physiotherapy Practice—Compulsory Units

In units PT 472/1, PT 472/2, PT 472/3 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 472/1 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.

PT 472/2 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 472/3 THORACIC PHYSIOTHERAPY

A unit in thoracic physiotherapy which aims to give the student an appreciation of the role of physiotherapy in cardio/thoracic conditions. The unit will include intensive care, medical conditions, cardio/thoracic 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 473 PHYSIOTHERAPY PRACTICE—ELECTIVE UNITS

The elective units PT 473/1, PT 473/2, PT 473/3, PT 473/4, PT 473/5, PT 473/6, PT 473/7, PT 473/8, PT 473/9, PT 473/10, PT 473/11, PT 473/12, PT 473/13, PT473/14 aim to provide the student with the opportunity to experience physiotherapy as practised in a number of specialised areas.

PT 473/1 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 473/2 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 473/3 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 473/4 PAEDIATRICS: SPECIAL SCHOOLS

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

PT 473/5 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 473/6 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 473/7 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 473/8 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: Physiology III (Cardio respiratory unit).

PT 473/9 COUNTRY BASE HOSPITAL

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 473/10 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 473/11 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 473/12 MENTAL HEALTH

A unit designed to provide the student with an introduction to physiothorapy in the field of mental health. Students will be based at the Mont Park, Plenty and Gresswell complex where they will assess and treat patients in both the acute and chronic stage. Tutorials, ward rounds, and visits to specialised units serve to give the student a broad overview of patient management.

PT 473/13 PROGRESSIVE ILLNESSES

A unit designed to give the student further knowledge and skills related to physiotherapy in the mangement 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 473/14 OVERSEAS WORK EXPERIENCE

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

Conversion Degree

BACHELOR OF APPLIED SCIENCE (PHYSIOTHERAPY)

A conversion course is currently available to enable diplomates to qualify for a bachelor's degree. It comprises two course components; Conversion Qualifying and Conversion Degree.

Diplomates who completed the course in 1967 or later are eligible to enrol in the Conversion Degree programme; diplomates who completed the course in 1966 or earlier will be required to successfully complete the qualifying component before progressing to the Conversion Degree programme.

The course is available on a temporary basis; it is envisaged that it will be gradually phased out over the next two to three years. i.e. initial qualifying year will be offered for the last time in 1979.

Full details of Qualifying and 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

The prosthetist-orthotist is responsible for the casting, fitting, and aligning of artificial limbs and appliances to restore function in patients with musculo-skeletal disabilities. He advises on the design fabrication and effectiveness of prosthetic-orthotic devices, assists and advises in pre-surgical planning, evaluates the end result of prosthetic-orthotic treatment, and records and reports relevant clinical information. Together with the clinic team the prosthetist-orthotist will be involved in aspects of surgery, nursing, therapeutic activities, activities of daily living, social integration, and future employment of disabled people.

Course of Study

This course extends over a period of three years full-time, and leads to a Diploma in Prosthetics and Orthotics.

Award

A Diploma in Prosthetics and Orthotics will be awarded by the 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 and rehabilitation centres for clinical experience, in addition to clinical education carried out at the Institute.

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

Term Dates

19 February- 23 February	Orientation week
26 February–11 May	First Term
4 June–10 August	Second Term
3 September–19 October	Third Term

A final assessment and clinical period will continue for students until approximately 16 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

I.S.P.O. Australian National Member Society Prize

This prize is donated by the above Society each year, to the top student from the final year of the Prosthetics and Orthotics course.

Assessment

The student's performance is assessed in a variety of ways including essays, short answer test, 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
Human Morphology and Function
Anatomy
General Science
Prosthetics and Orthotics I
Technical Drawing

Second Year

Behavioural Sciences II
Prosthetics and Orthotics II
Nursing Procedures
Clinical Medicine
Pathology
Electronics
Introduction to Community Health Problems
Biomechanics

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 the Behavioural Sciences

See descriptive entry page 187.

BL 122 HUMAN MORPHOLOGY AND FUNCTION

(95 hours)

See descriptive entry page 212.

BL 182 ANATOMY FOR PROSTHETICS AND ORTHOTICS

(88 hours)

See descriptive entry page 215.

GENERAL SCIENCE

(84 hours)

BL 152 General Science

See descriptive entry page 213.

PO 120 PROSTHETICS AND ORTHOTICS I

(323 hours)

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

Unit 1 Introductory Lectures (32 hours)
Unit 2 Laboratory Procedure (49 hours lectures, demonstrations, practical work, and projects)
Unit 3 Introduction to Prosthetics and Orthotics (212 hours theory and practical work)
Unit 4 Clinical Education (30 hours)

Prescribed Text

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.

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.

Details of Syllabus: Second Year

BEHAVIOURAL SCIENCES II

(64 hours)

BS 105 Introduction to Research Methods

BS 270 Rehabilitation Psychology

BS 280 Interpersonal Helping Skills

See descriptive entries pages 188, 197.

PO 220 PROSTHETICS AND ORTHOTICS II

(420 hours)

This subject is designed to give the 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 4 units.

Unit 1 Below Knee Orthotics
Unit 2 Below Knee and P.T.B. Prosthetics
Unit 3 Above Knee Orthotics
Unit 4 Spinal Orthotics

Clinical Education

This unit comprises two forms of clinical education, one of which is integrated into Prosthetics and Orthotics at Lincoln Institute, and the second of which takes place in orthotic departments and hospitals throughout Melbourne, in the form of clinical block placements.

Prescribed Texts

NEW YORK UNIVERSITY. 1974. *Lower Limb Orthotics with Supplement*. New York.
NEW YORK UNIVERSITY. 1975. *Lower Limb Prosthetics with Supplement*. New York.
NEW YORK UNIVERSITY. 1975. *Spinal Orthotics with Supplement*. New York.

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

PO 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, 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 273 GENERAL PATHOLOGY

(10 hours)
See descriptive entry page 218.

BL 252 ELECTRONICS

(20 hours)
See descriptive entry page 217.

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(approximately 25 hours)
See descriptive entry page 174.

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 models of lifting and carrying.

References will be provided at the commencement of the subject.

Details of Syllabus: Third Year

BEHAVIOURAL SCIENCES III

(60 hours)

BS 400 Behavioural Science Seminars

Choice of two (2) units from the listed topics.
See descriptive entries pages 200-205.

plus

BS 320 Advanced Rehabilitation Psychology

See descriptive entry page 198.

PO 320 PROSTHETICS AND ORTHOTICS III

(646 hours)
This subject is designed to complete the student's education in general prosthetics and orthotics. It also introduces the students to the more sophisticated areas of prosthetics and orthotics and integrates the total application of these specialised skills to the clients needs.

Unit 1 Above Knee Prosthetics
Unit 2 Upper Limb Prosthetics
Unit 3 Upper Limb Orthotics

Clinical Education

This area of Prosthetics and Orthotics comprises two types of clinical education: participation in clinical sessions conducted at the Institute, and in placements during the term on a half daily basis and block placements at hospitals throughout Melbourne.

Prescribed Text

NEW YORK UNIVERSITY. 1971. *Upper Limb Prosthetics with Supplement*. New York.

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)

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 clients response to treatment, and to give a broad understanding of the health and welfare services available within the community.

References will be advised at the commencement of this subject.

Interdisciplinary Studies

ID 101 INTRODUCTION TO COMMUNITY HEALTH PROBLEMS

(25 hours of lectures and seminar/discussions)

This subject is offered to all first year students at Lincoln Institute. The subject affords opportunities for students to explore common and important community 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:

(1) To convey the range and diversity of health problems in the community.
(2) To acquaint students with the roles of health scientists in community health maintenance.
(3) To encourage teamwork in the health professions by improving communication and collaboration between the professions.
(4) 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.

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 V.I.C. 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 205.

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 205.

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

(10 hours)

See descriptive entry page 206.

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 206.

BS 514/20 Interpersonal Counselling

(20 hours)

See descriptive entry page 206.

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 206

BS 514/41 Counselling and Sexuality in Rehabilitation

(16 hours)
See descriptive entry page 207

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 207

BS 515/50 Rehabilitation Research Project

(54 hours)
See descriptive entry page 207

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

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 forties and early fifties, 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 V.I.C. 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 in the mid to late afternoon. 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

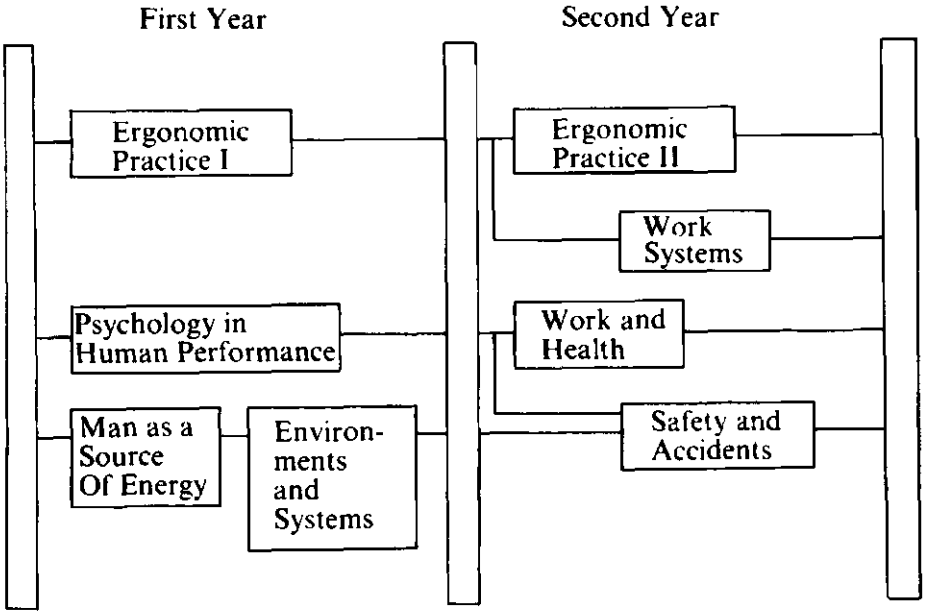
On successful completion of the course a Postgraduate Diploma in Ergonomics for the Health Sciences is awarded to students by Lincoln Institute.

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

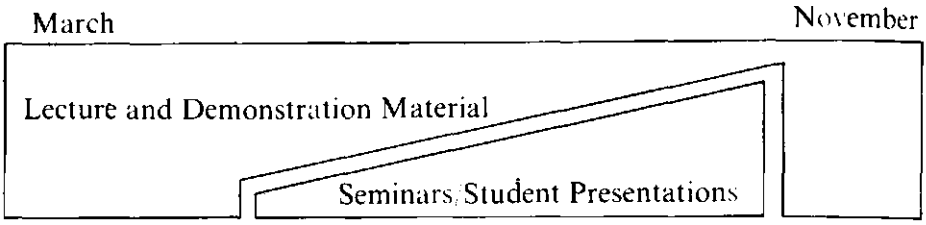


Details of Syllabus: First Year

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:



PT 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 topic related to his professional experience and is to conduct a seminar, conveying his findings to the rest of the group. It is expected that students will apply skills learned in General Methods in Ergonomics; 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. A certain number of hours are spent in the laboratory.

PG 620/10 Sensory Processes

(10 hours)
Visual, auditory, tactile, olfactory and vestibular systems; static and dynamic properties.

PG 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.

PG 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.

PG 630 MAN AS A SOURCE OF ENERGY

This subject deals with topics in the biological sciences—chiefly anatomy and physiology.

PG 630/10 Body Systems

(16 hours)
Skeleto-muscular, cardiovascular, respiratory, endocrine and nervous systems; special senses.

PG 630/20 Applied Topics

(20 hours)
Co-ordination and equilibrium—the neuromuscular processes; biomechanics of locomotion; posture—dynamic and static: a biomechanical and neurophysiological approach; concepts of fitness and physical training; factors affecting performance—with emphasis on ageing, environment, biorhythms, nutrition and drugs; stress and fatigue; a kinesiological investigation of the following regions; hand, shoulder and hip, knee, foot, vertebral column.

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 straightforward technology in addition to examining the effects of physical factors on performance. The systems unit is placed early in the course, so that students may soon begin to acquire skills in using the basic techniques of systems analysis in their work in all parts of their studies.

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.

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.

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 managements.

Contents. Scope and scale of the problem; sociological background to health and safety; causes of accidents; safety, reliability and efficiency relationships; risk, motivation and risk management; protective measures and equipment; reliability studies; ergonomic model of safety as multi-factored interactive system process; surveys and epidemiology of accidents and hazards; preventative techniques, collective and individual; legal aspects; compensation; introduction to toxicology; topics in public and occupational health.

PG 680 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.

PG 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.

PG 680/20 People at Work

(12 hours)

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

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.

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 208). 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. 1975. *Introduction to Psychology*. 6th ed. New York, Harcourt Brace Jovanovich.

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.

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

(22 hours of lectures, 11 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

(11 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 122 HUMAN INFORMATION PROCESSING

The unit is intended to introduce the study of the psychological bases of learning, memory, perception, thought, and language and will be concerned with human information processing from the point of view of:

(a) the psychological systems utilised in information processing;
(b) the factors limiting the capacity of the individual to process information;
(c) the techniques used to study information processes.

Prerequisites: None.

Prescribed Text

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

BS 123 CHILD DEVELOPMENT

The unit has been designed to introduce the student to recent research, its methods and findings in infant and child development, and to help the student to be able to observe critically the behaviour of the infant and child so that the child may be seen in his biological and psychological perspective. The unit will provide a basis for future study in the areas of abnormal development of infancy and childhood.

Topics covered will include biological and behavioural approaches to study of development; sensory, neural, and behavioural equipment of neonates; perceptual competency during the first year of life; self-regulatory mechanisms; play; social competency; symbolic function; affective development; quantitative assessment of development.

Recommended Reading

BOWER, T. G. R. 1974. *Development in Infancy*. San Francisco, Freeman.
PHILLIPS, J. L. 1975. *The Origins of Intellect, Piaget's Theory*. 2nd ed. San Francisco, Freeman
SCHAFFER, R. R. 1971. *The Growth of Sociability*. London, Penguin.

BS 124 SOCIAL PSYCHOLOGY

This unit is concerned with aspects of the human as a social being. Topics include socialisation and sex roles, race and prejudice, social acceptability, deviance, and mental health, aggression and altruism, and persuasion.

On completion of the unit, students should refine their appreciation of the social influences on interactions with other people, and should become familiar with various viewpoints and techniques which social psychologists use to study these interactions.

Prerequisites: None.

Prescribed Text

Textbook requirements will be announced at the first meeting of class.

BS 130 ORGANISATIONS AND HUMAN BEHAVIOUR

This is an integrated multi-unit program 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 1: 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.

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: BS 120.

Recommended Reading

ARGYLE, M. 1972. *The Social Psychology of Work*. Harmondsworth, Penguin.
SCHEIN, H. 1970. *Organizational Psychology*. Englewood Cliffs, N.J. Prentice-Hall.
ETZIONI, A. 1954. *Modern Organisations*. Englewood Cliffs, N.J. Prentice-Hall.
Additional reading will be recommended during the course.

BS 141 SOCIOLOGICAL ASPECTS OF HEALTH CARE

(22 hours of lectures, 22 hours of tutorials)
This unit aims to give students a firm grounding in some of the fundamental theories and issues in sociology, from which they can develop a critical understanding of the wider implications of health care in the community. Lectures and discussions will focus on some of the more divisive aspects of social life, such as stratification and inequality, ethnic and racial differences, and the distribution of power and influence, with special reference to Australia.
Prerequisite: BS 120.

Prescribed Text

There is no prescribed textbook; however,

CONGALTON, A. A. 1976. *The Individual in Society: An Introduction to Sociology for Nurses*. New York, Wiley,

is recommended as preliminary reading.

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.

Prerequisite: 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; 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.

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.

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.

BS 201 BEHAVIOURAL SCIENCE IN NURSING A

(80 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. 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 231 DEVELOPMENTAL PSYCHOLOGY I: INFANCY, CHILDHOOD, AND ADOLESCENCE

(36 hours of lectures, 36 hours of tutorial/practicums)

This subject is concerned with the developmental processes of infancy, middle childhood, and adolescence. Biological, affective, and social aspects of development are explored. Consideration is given to a number of theories of child development and the qualitative and quantitative approaches to its assessment. Emphasis is also given to the influences which may hinder the course of normal development. The tutorial/practicum sessions provide the opportunity to explore some of the techniques for investigating developmental processes in childhood, e.g. changes in moral judgement, social behaviour, and reasoning.

Prerequisite: BS 100.

Prescribed Texts

BOWER, T. G. R. 1974. *Development in Infancy*. San Francisco, Freeman.

CONGER, J. J. 1973. *Adolescence and Youth: Psychological Development in a Changing World*. New York, Harper & Row.

GINSBURG, H. and OPPER, S. 1969. *Piaget's Theory of Intellectual Development*. Englewood Cliffs, N.J. Prentice-Hall.

PAPALIA, D. E. and OLDS, S. 1975. *A Child's World: Infancy through Adolescence*. New York, McGraw-Hill.

BS 232 DEVELOPMENTAL PSYCHOLOGY II: ADULTHOOD

(14 hours lectures, 14 hours tutorial/practicums)

This unit is concerned with the cognitive, social, and personality development of the individual through early, middle, and late adulthood. The focus is on the developmental tasks and the various adjustments required at each stage. Included in the topics are: the concept of the life cycle; work; intellectual functioning and decline; personality processes and psychopathology; retirement; developmental changes preceding death: dying.

Prerequisite: BS 100

Prescribed Text

KIMMEL, D. 1974. *Adulthood and Aging*. New York, Wiley.

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

Prescribed Text

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

BS 251 DATA ANALYSIS II: CORRELATION

(10 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 rho, 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

(10 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 253 DATA ANALYSIS IV: MULTISAMPLE DESIGNS

(10 hours)

This unit is designed to introduce the student to the function, computation, and interpretation of hypothesis testing techniques for several independent or related samples. Included are techniques applicable to nominal, ordinal, and interval measurement. Topics include: one-way analysis of variance, Kruskal-Wallis, and Freedman test.

Prerequisites: BS 105; BS 252.

Prescribed Text

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

BS 254 MEASUREMENT AND TEST THEORY

(10 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; BS 251.

Prescribed Text

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

BS 255 SURVEY ANALYSIS AND INTERPRETATION

(10 hours)

This unit is designed to introduce the student to data collection and analysis methods in social research. Topics include data presentation and interpretation, elementary sampling theory, survey types, survey methods, and the implications of these factors in relation to reliability and validity of research results.

Prerequisite: BS 105

Reference Books

HUFF, D. 1954. *How to Lie with Statistics*. London, Gollancz.

MOSER, C. A. and KALTON, G. 1977. *Survey Methods in Social Investigation*. Heinemann, London.

OPPENHEIM, A. N. 1972. *Questionnaire Design and Attitude Measurement*. Heinemann, London.

BS 260 THE INDIVIDUAL AND SOCIETY

(20 hours of lectures, 10 hours of tutorials)

This unit covers the topics of social authority and control, and social inequality. It is presented in two parts:

1. Bases of social inequality: how people are divided in terms of social, cultural, and economic characteristics, and the implication of these divisions particularly in relation to health and disease.

2. **Authority and organisation:** the sociology of authority and control, particularly within bureaucratic and professional organisations. The nature of the relationship between social inequalities and authority structures within the wider society.

Prerequisites: None

Prescribed Text

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

BS 270 REHABILITATION PSYCHOLOGY

(14 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.

Prescribed Text

SAFILIOS-ROTHCHILD, C. 1970. *The Sociology and Social Psychology of Disability*. New York, Random House.

BS 272 HEALTH CARE SERVICES

(8 hours of lectures)

This unit introduces the student to health care and health services with a focus on the following topics:

The Patient: the most common causes of sickness and death in Australia, including a consideration of social factors in disease.

The Professional: qualities constituting "professions" and "professionalism"; evaluation of the health team concept; roles of members of the health team.

The Hospital: the organisation where professional and patient meet; the hospital of the future.

The Health Service: organising for comprehensive and equitable care.

Prerequisite: BS 100

Prescribed Text

HETZEL, B. S. 1976. *Health and Australian Society*. 2nd ed. Penguin.

BS 280 INTERPERSONAL HELPING SKILLS

(10 hours in small groups)

The aim of this unit is to teach interpersonal skills which facilitate helpfulness to others in both therapist-patient and personal relationships.

Most of the work is practical, utilising the small group context, to introduce and give practice in the use of a number of skills including— 1: attending behaviours, 2: active listening, 3: a range of styles of information seeking, 4: facilitative responding, 5: concreteness in communication, and 6: facilitating goal-setting for behaviour change.

Participants will be introduced to the theoretical foundations of the material presented.

Prerequisites: None

Recommended Reading

CARKHUFF, R. R. 1975. *The Art of Helping*. Amherst, Mass. Human Resources Development Press.

BS 290 HUMAN SEXUALITY

(10 hours in small group meetings)

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

KATCHADOURIAN, H. A. 1972. *Fundamentals of Human Sexuality*. New York, Holt Rinehart & Winston.

Other readings will be recommended throughout the unit.

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.

and additional recommended readings.

BS 320 ADVANCED REHABILITATION PSYCHOLOGY

(20 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

(20 hours of lectures, 10 hours of tutorials)

This unit provides a broad introduction to the study of abnormality. Various theoretical models will be presented but the focus will be on a psychosocial approach which emphasises environmental determinants of disordered behaviour. Included in the topics discussed will be: historical and recent approaches to abnormality; definitions and criteria; psychodynamic, humanistic, and social learning theories of description of the functional disorders; the therapies. Additionally, consideration will be given to certain psychosocial problems of modern life, such as violence, self-destructive behaviour, child abuse, and rape.

Prerequisite: BS 100.

Prescribed Text

KISKER, G. W. 1977. *The Disorganized Personality*. 3rd ed. New York, McGraw-Hill.

BS 332 ABNORMAL BEHAVIOUR II: PSYCHO-NEUROLOGICAL AND BIOCHEMICAL ASPECTS

(20 hours lectures, 10 hours 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 etiology 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, 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 three integrated components:

1. A critical examination of the Australian system of health care delivery: this section includes the study of such aspects of historical development, the incidence of disease, the health professions as a "team", and some controversial issues in the organisation of health care resources.
2. 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.
3. An individual research essay or investigation project which will embody a focus on students' own interests. Students may also 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, Pelican.

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, 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 20 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 1979 are listed as Units BS 410-BS 495.

BS 410 Sexual Counselling

(20 hours in small group meetings)

The unit aims at increasing knowledge and comfort with people's sexual concerns, and enabling students to respond in a helpful way to those troubled by aspects of their sexuality and/or relationships. Among the topics to be considered will be the special needs of the physically and mentally handicapped, and it is hoped that participants will become able to respond in a helpful way to handicapped people who have difficulties related to sexual expression. The unit aims at increasing participants'

sensitivity and skill in using counselling interventions. Knowledge of some of the current methods of brief and intensive sex therapy will be introduced. The unit will involve theoretical input, discussion, and skill training utilising the small group context.

Prerequisites: BS 280; BS 290 is strongly recommended.

Prescribed Texts

BELLEVEAU, F. and RICHTER, L. 1970. *Human Sexual Inadequacy*. Boston. Little Brown.
BRECHER, R. and E. 1966. *An Analysis of Human Sexual Response*. New York. NAL.

Other readings will be recommended throughout the unit.

BS 415 Theory and Practice of Counselling

(20 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 Developmental Problems of the Handicapped Child

(20 hours)

Intervention or therapeutic programmes are implicitly or explicitly based on some model of the developmental process. To many in the health sciences the words 'handicapped child' immediately invokes a medical model, not only of etiology but also of the developmental process. In this unit it is intended to critically examine the developmental models which are so often the basis of intervention programmes and to explore the possible value of some alternative models. Therefore the unit will require students to become familiar with recent advancements in the area of experimental child development and to creatively research the literature for possible application to a special area of interest with respect to the special problems of a particular group of handicapped children. Students will be expected to present papers and conduct group discussions on their selected topics. At least 50% of class time will take the form of lecture-discussion.

Prerequisite: BS 100.

BS 430 Motor Learning

A 20 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, BS 105.

Prescribed Text

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

BS 440 Biofeedback

(20 hours)

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

Prerequisite: BS 100.

BS 445 Non-Verbal Communication

(20 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.

Prescribed Text

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

BS 450 Health and Ethnic Groups

(20 hours)

This unit considers ethnic groups in terms of their position in the Australian social system and their specific cultural backgrounds, and explores the relationship between these factors and the health and health care characteristics of some groups.

The unit considers the possibility of social inequality in relation to health care and the questions raised concerning ethnic groups, such as Aborigines and migrant minorities, by this issue.

Prerequisites: BS 100 (BS 260 recommended but not compulsory).

Prescribed Text

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

BS 455 The Psychobiology of Pain

(20 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.

Prescribed Text

MELZACK, R. 1973. *The Puzzle of Pain*. Harmondsworth, Penguin.

BS 460 Introduction to Computers

(20 hours)

This unit will provide an introduction to the functions of computers and their application. It will include data preparation, use of interactive terminals, and batch processing. Students will be introduced to various packaged programmes, particular emphasis being given to statistical analysis packages. Examples of computer applications to modelling will be provided.

Prerequisite: BS 105.

BS 465 Women in the Professions

(20 hours)

This unit will explore aspects of women in the professions. Some questions to be examined are:

(a) How do women become professionals?
(b) What kinds of professions do women enter?
(c) What is the nature of their professional activity (i.e. their relationships with supervisors, peers, subordinates, and clients patients)?
(d) What is the relationship between professional activities and the traditional female role?

Particular attention will be paid to women in the medical and allied health professions, and their interactions with other professionals and patients.

Students taking this unit are expected to examine the issues mentioned above in the context of their personal experiences and or expectations, and explore in some detail, one topic relevant to the course and to report the results of such study to the course participants.

Prerequisite: BS 100.

Corequisite: None.

Prescribed Text

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

BS 470 Drugs and Behaviour

(20 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" and "social" drugs and the mechanisms by which they produce their effects; the social implications of 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.

BS 475 Psychology of Ageing

(20 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.

Prescribed Text

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

BS 480 Behaviour Modification

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.

BS 490 Interdisciplinary Studies in Community Health

(20 hours)

This unit is concerned with the effect of the environment and life-style of communities on the health of individuals in those communities. Topics to be covered include: (a) limitations to traditional health services, (b) human ecology, (c) the impact of the built 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.

Preliminary References

DIESENDORF, M. 1976. *The Magic Bullet*. Canberra, Society for Social Responsibility in Science.

ENGEL, G. L. 1977. "The need for a new medical model: A challenge for biomedicine." *Science*. 196: 130-136.

BS 495 Psychosocial Aspects of Death, Dying, and Bereavement

(20 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.

Preliminary Reference

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

Graduate Studies

BS 511/10 ASSESSMENT FOR TOTAL CARE REHABILITATION

(7 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 U.S.A. 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 techniques and method for data gathering. It is also designed to introduce the student to evaluation and writing of research reports.

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

Prescribed Text

ANDERSON, B. F. 1971. *The Psychology Experiment*. Belmont, Calif. Brooks Cole.

Additional references will be listed in class.

BS 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.

Prescribed Text

There is no set textbook. Reading programmes will be specifically tailored for individual projects.

BS 600/00 GRADUATE SEMINARS IN RESEARCH METHODOLOGY

This programme of small group lectures and seminars has been designed to meet the needs of students proceeding to master degrees, or others wishing to develop skills in the methodology of research. It consists of six units of tuition with a minimal class commitment of two and a half hours weekly. The first three units are oriented towards acquisition of basic methodological skills and their application to the student's research interests in appropriately oriented seminars. The fourth and fifth units are oriented towards the acquisition of more advanced methodological concepts. The individual interests and needs of students are met by alternatives within the programme. The final unit is devoted to seminars where each candidate presents his/her proposed project for peer group critique. Each unit runs for approximately one term.

BS 600/10 Elements of Research Methodolgy

Lectures and tutorials on the aims and principles of the scientific method, empirical research methods, types and sources of errors, and error control techniques.

BS 600/20 Scientific Communication Skills

Workshops on literature research and scientific reporting, focusing on use of literature survey aids, types of scientific reporting, content, style, and editorial conventions.

BS 600/30 Methodological Evaluation Seminar

A seminar unit where each candidate delivers, for group discussion, a review of the use of research principles and techniques absorbed in BS 600/10 as applied in his/her research interests.

BS 600/40 Measurement Seminar

Following a review of basic measurement theory by the seminar leader, each candidate will present a review of those principles as used in his/her research field.

BS 600/50 Elementary Computer Skills

Lectures and workshops intended to familiarise candidates with basic computer interaction skills, particularly oriented towards data analysis with packaged programmes. This unit is optional, but strongly recommended.

BS 600/60/70/80 Advanced Issues in Research Design

A series of alternative units designed to acquaint the student with more advanced principles in the methodology, particularly relevant to his/her research interests. Students may choose either one unit or a combination of units, as appropriate.

BS 600/60 Experimental Research Design
BS 600/70 Non-Experimental Research Design
BS 600/80 Individual Reading in Methodology

BS 600/90 Research Proposal Seminar

A group discussion unit representing the culminating application of skills developed in earlier units. Candidates will submit a paper containing title of thesis, introduction, proposed method, proposed analysis with hypothetical outcomes, and a hypothetical discussion based on these idealised results.

Colloquium Participation

Candidates are expected to attend and participate in the research colloquia conducted by the Institute.

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 1979.

BL 113 Physiology I

BL 121 Human Biology

BL 122 Human Morphology and Function

BL 151 Optics A

BL 152 General Science

BL 161 Science for Physiotherapy and Chiropody
Principles of Biology
Histology
Applied Physics

BL 181 Neurosciences: Unit 1

BL 182 Anatomy for Prosthetics and Orthotics
BL 183 Anatomy I for Chiropody
BL 211 Neurosciences: Unit 2
BL 215 Physiology II
BL 252 Electronics
BL 271 Introduction to Medical Science
BL 272 Medical Science
BL 273 General Pathology
BL 282 Anatomy II for Chiropody
BL 310 Physiology III. 1
BL 311 Motor Control
BL 312 Cardiopulmonary Responses
BL 313 Muscles and Joints
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

Department of Biological Sciences (Nursing) 1979

BL 125 Human Bioscience I
BL 155 Applied General Science
BL 225 Human Bioscience II
BL 526 Introductory Applied Human Bioscience
BL 527 Applied Human Bioscience (Core)
BL 528 Applied Human Bioscience
BL 529 Advanced Human Bioscience
BL 559 Physical Sciences
BL 569 Genetics and Embryology
BL 599 History and Philosophy of Science
BL 626 General and Clinical Pathology

BL 113 PHYSIOLOGY I

(93 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 8 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.

Prescribed Texts

VANDER, A., SHERMAN, J. H. and LUCIANO, D. 1975. *Human Physiology: The Mechanisms of Body Function*. 2nd ed. New York, McGraw-Hill.

LUCIANO, D. S., VANDER, A. J., and SHERMAN, J. H. 1978. *Human Function and Structure*. 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

MACEY, R. I. 1975. *Human Physiology*. 2nd ed. Englewood Cliffs, N.J. Prentice-Hall.

BL 122 HUMAN MORPHOLOGY AND FUNCTION

(95 hours)

This subject is presented as lectures and fortnightly tutorials. 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 the 80 hours of lectures and tutorials in BL 122 (above) this programme has 15 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 during 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 H.S.C. 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 H.S.C. Biology text, particularly those dealing with basic cellular processes.

BL 125 HUMAN BIOSCIENCE I (2½ Units)

(100 hours)

This course provides an introduction to the structure and function of the normal human body. Included are the structural and functional relationships of the body as a whole, the various body systems and organs of sensation, aspects of nutrition, and fluid, electrolyte, and acid-base balance.

Prescribed Texts

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

McELROY, W. D. and SWANSON, C. P. 1976. *Modern Cell Biology*. 2nd ed. New Jersey, Prentice-Hall.

Reference Books

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

BL 151 OPTICS A

(30 hours)

This subject will be taught as a lecture/demonstration programme. Students will be introduced to the physics of light with particular reference to the laws of reflection and refraction and the properties of prisms and lenses.

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 Electronics BL 252; 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 (1 Unit)

(40 hours)

This course 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.

Reference Books:

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

BL 161 SCIENCE FOR PHYSIOTHERAPY AND CHIROPODY

(150 hours)

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 Texts

HORSFIELD, R. S. and WARD, A. R. 1976. *Physics and Chemistry for the Health Sciences.* Marrickville, Science Press.

NOVIKOFF, A. B. and HOLTZMAN, E. 1976. *Cells and Organelles.* International ed., New York, Holt, Rinehart & Winston.

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.

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. and WARD, A. R. 1976. *Physics and Chemistry for the Health Sciences.* Marrickville, Science Press.

WARD, A. R. 1976. *Electricity, Fields and Waves in Therapy.* Marrickville, Science Press.

BL 181 NEUROSCIENCES: (Unit 1)

(21 hours)

The functional anatomy of the nervous system will be presented with an emphasis on structures underlying visual processing and occulomotor control. Students will study the neuroanatomy in a small group setting utilizing study questions, anatomical models and audio-visual aids.

Prescribed Text

NOBACK, C. R. and DEMAREST, R. J. 1975. *The Human Nervous System: Basic Principles of Neurobiology*. 2nd Ed. New York, McGraw-Hill.

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, small group discussions and demonstrations.

Prescribed Texts

CUNNINGHAM, D. J. (rev. G. J. Romanes). 1976. *Manual of Practical Anatomy*. Vol. I. Upper and Lower Limbs. 14th ed. London, Oxford University Press.

CUNNINGHAM, D. J. (rev. G. J. Romanes). 1976. *Manual of Practical Anatomy*. Vol. II. Thorax and Abdomen. 14th ed. London, Oxford University Press.

JAMIESON, E. B. (rev. R. Walmsley and T. R. Murphy). 1971. *Illustrations of Regional Anatomy*. Section VI. Upper Limb. 9th ed. Edinburgh, Churchill Livingstone.

JAMIESON, E. B. (rev. R. Walmsley and T. R. Murphy). 1971. *Illustrations of Regional Anatomy*. Section VII. Lower Limb. 9th ed. Edinburgh, Churchill Livingstone.

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 2)

(21 hours)

The fundamentals of motor and sensory neurophysiology, with emphasis on visuomotor and visuosensory systems, will be introduced, establishing a foundation for further study in neurophysiology and neurology.

Prescribed Text

NOBACK, C. R. and DEMAREST, R. J. 1975. *The Human Nervous System: Basic Principles of Neurobiology*. 2nd ed. New York, McGraw-Hill.

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 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.
WILKE, D. R. 1976. *Muscle*. 2nd ed. London, Edward Arnold.

BL 225 HUMAN BIOSCIENCE II (2 Units)

(80 hours)

This course encompasses contemporary developments in and major principles of the science which may be utilised in evaluation, assessment, and planning 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. An eclectic approach to the teaching of human bioscience is adopted including the devising of relevant puzzle-solving situations, lectures, tutorial sessions, group discussions, laboratory experience, and the introduction to research techniques and contemporary developments in human bioscience by reference to current literature.

Areas of major focus will include cell biology, Mendelian and human population genetics, control theory, anatomical and physiological systems analysis and pathology of nervous, endocrine, cardiovascular, pulmonary, digestive, renal, haemopoietic, and reproductive systems. Pertinent concepts including stress, homeostasis, autoregulation, and adaptive mechanisms are included.

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.

Prescribed Texts

GUYTON, A. C. 1976. *Textbook of Medical Physiology*. 5th ed. Philadelphia, Saunders.
HOPPS, H. C. 1964. *Principles of Pathology*. 2nd ed. New York, Appleton-Century-Crofts.
SNELL, R. S. 1973. *Clinical Anatomy for Medical Students*. Boston, Little Brown.

Reference Books

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

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 more broad 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 GENERAL PATHOLOGY

(10 hours of lectures)
This course comprises an introduction to the principles of general pathology as outlined in BL 271. The course is designed to be an introduction to the biomedical aspects of health problems and focuses on particular areas of special interest to particular schools, with the application of general principles to organ systems of special relevance. 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 provide the student with an introduction to general anatomy. A detailed regional anatomy of the lower limb and foot including musculature, blood supply, innervation, classification and description of joints will be a major emphasis of the programme. Methods of teaching will include lectures, small group discussions and demonstrations.

Prescribed Texts

CUNNINGHAM, D. J. (rev. G. J. Romanes). 1976. *Manual of Practical Anatomy*. Vol. 1. Upper and Lower Limbs. 14th ed. London, Oxford University Press.

JAMIESON, E. B. (rev. R. Walmsley and T. R. Murphy). 1971. *Illustrations of Regional Anatomy*. Section VII. Lower Limb. 9th ed. Edinburgh, Churchill Livingstone.

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
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-BL 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

This unit will examine the neurophysiology of sensori-motor mechanisms involved in movement. Orientation will be toward 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.

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 physiology and biophysics of some important human joints will be studied.

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.

BL 316 Human Performance

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.

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 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 526 INTRODUCTORY APPLIED HUMAN BIOSCIENCE (½ Unit)

(20 hours)
This area focuses on cell biology, genetics, selected concepts and principles of biochemistry and biophysics, and analysis of selected body systems.

Prescribed Texts

GUYTON, A. C. 1976. *Textbook of Medical Physiology*. 5th ed. Philadelphia, Saunders.
McELROY, W. D. and SWANSON, C. P. 1976. *Modern Cell Biology*. 2nd ed. New Jersey, Prentice-Hall.

BL 527 APPLIED HUMAN BIOSCIENCE (Core) (1 unit)

(44 hours)

This unit focuses on cell biology, selected concepts and principles of biochemistry and biophysics, an analysis of selected body systems, and control systems theory. Theories of disease processes will also be included.

Reference Books

CROUCH, J. E. 1973. *Functional Human Anatomy*. 2nd ed. London, Wiley.
DYSON, R. D. 1978. *Essentials of Cell Biology*. 2nd ed. New York, Allyn & Bacon.
GUYTON, A. C. 1976. *Textbook of Medical Physiology*. 5th ed. Philadelphia, Saunders.

Additional selected references will be given during the unit.

BL 528 APPLIED HUMAN BIOSCIENCE

(22 hours)
This half unit focuses on the science of anatomy where emphasis will be

placed on the development of anatomical concepts within a regional and functional framework and related pathology.

Prerequisite: BL 527.

Prescribed Text

SNELL, R. S. 1973. *Clinical Anatomy for Medical Students*. Boston, Little Brown.

BL 529 ADVANCED HUMAN BIOSCIENCE

(33 hours)

Encompassing indepth study of selected concepts of human bioscience and pathology and demonstrating correlations and integration of the 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 to predict the consequence of body function in a situation beyond the control of the homeostatic mechanisms.

Prerequisites: BL 527 and BL 528.

Prescribed Texts

A list of texts will be given prior to the commencement of study.

Reference Books

Selected references will be given during the course and additional reference material will be available in the library.

BL 559 PHYSICAL SCIENCES

(44 hours)

Designed to encompass selected concepts and contemporary theory of chemistry and physics which provides a foundation for the understanding of the biological sciences and the science of nursing.

The course will be comprised of three topics selected from the following areas: fluids; biomechanics; electricity and electronics; radioactivity and nuclear medicine; biologically important molecules; chemical reactions; organic chemistry and acids and bases.

Prerequisites: BL 527 and BL 528.

Reference Books

A list of reference material including relevant literature and journal articles will be provided prior to the commencement of the elective.

BL 569 GENETICS AND EMBRYOLOGY

(33 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 section in embryology will include the study of human development

from the fertilised egg to the formation of primary organ rudiments and some aspects of the physiology of the embryo. Lectures and practicals will be supplemented with 35 mm slides.

Prerequisites: BL 527 and BL 528.

Prescribed Text

MOORE, K. L. 1974 *Before we are born—Basic embryology and birth defects*. Philadelphia, Saunders.

Reference Books

O'RAHILLY, R. 1975. *A Colour Atlas of Human Embryology*. (35 mm slide presentation.) Philadelphia, Saunders.

THOMPSON, J. S. and THOMPSON, M. W. 1973. *Genetics in Medicine*. 2nd ed. Philadelphia, Saunders.

TUCHMANN-DUPLESSIS, H., AUROUX, M. and HAEGEL, P., 1972. *Illustrated Human Embryology*. vols. 1, 2, & 3, London, Chapman & Hall.

BL 599 HISTORY AND PHILOSOPHY OF SCIENCE

(33 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, which will include the mechanisation of the World Picture, a brief review of some of the philosophical schools of thought, evolution, the structure of theories, the nature and logic of scientific explanation, and the function of models.

Prescribed Texts

A list of texts will be given prior to the commencement of study.

Reference Books

Selected references will be given during the course and additional reference material will be available in the library.

BL 626 GENERAL AND CLINICAL PATHOLOGY

(60 hours)

The units have been designed so that the student may develop a closer understanding of the processes of disease and incorporates both general principles of pathology and clinical pathology. A knowledge of this area will facilitate and enhance the evaluation of measures necessary 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 units.

Prerequisites: BL 527 and BL 528.

Prescribed Text

CAPELL, D. F. and ANDERSON, J. R. eds. 1977. *Muir's Textbook of Pathology*. 10th ed. London, Arnold.

Reference Books

A list of reference material including relevant literature and journal articles will be provided prior to the commencement of study.

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 contains 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. For new members of staff, a segment on "Library Know-How" is included in the induction programmes. A *Library Guide* is presented to all new students and staff.

Conditions of borrowing are as generous as possible according to the degree of need at particular times. Hours of opening are posted on the Library notice boards 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

evaluation of existing courses. Advice is available to individual staff in matters related to the preparation, conduct, and review of their teaching programmes.

(iii) *Research services*, where encouragement and support are available to staff seeking to assess their teaching programme or to engage in research involving educational theory and practice. Basic data and information on student entry profile, later performance, and teaching programmes and related issues of significance may be explored.

(c) Media Services

(i) *Media production and technical services:* 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, sound recording, photography; 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.

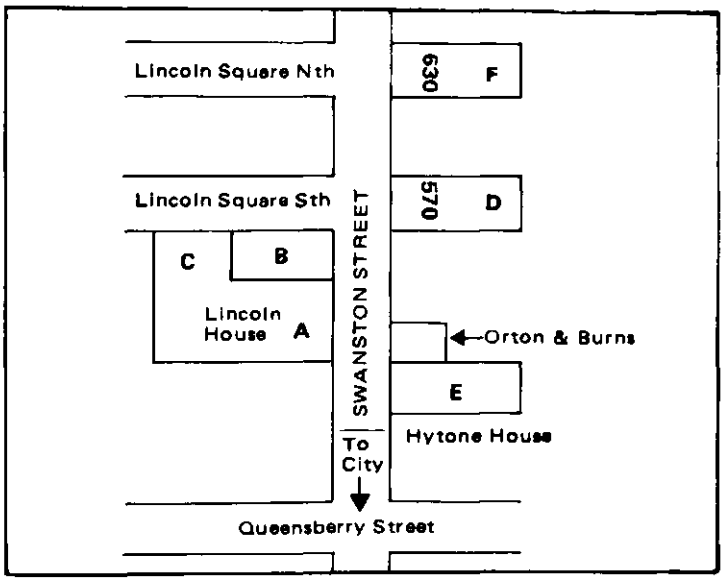
(ii) A comprehensive offset *printing and photocopying service;*

(iii) *Graphics:* assistance 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 R.M.I.T. Cyber 75 Computer which may be consulted interactively using terminals located at the Carlton campus, or in batch mode.

CARLTON CAMPUS
Location of Schools and Departments



BUILDING A

Ground Floor	Information Office and 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

BUILDING E

Ground Floor	School of Medical Record Administration
	Department of Behavioural Sciences

BUILDING F

First Floor	Student Administration and Careers Office
	School of Chiropody Offices

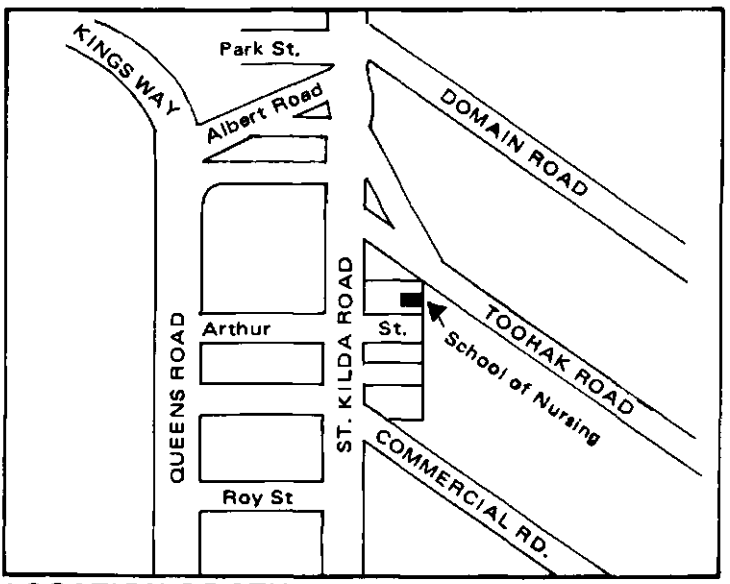
The School of Nursing is located on a separate campus at 2-6 Arthur Street, Melbourne, 3004.

The School of Chiropody is located on a separate campus at St. Helliers Street, Abbotsford, 3067.

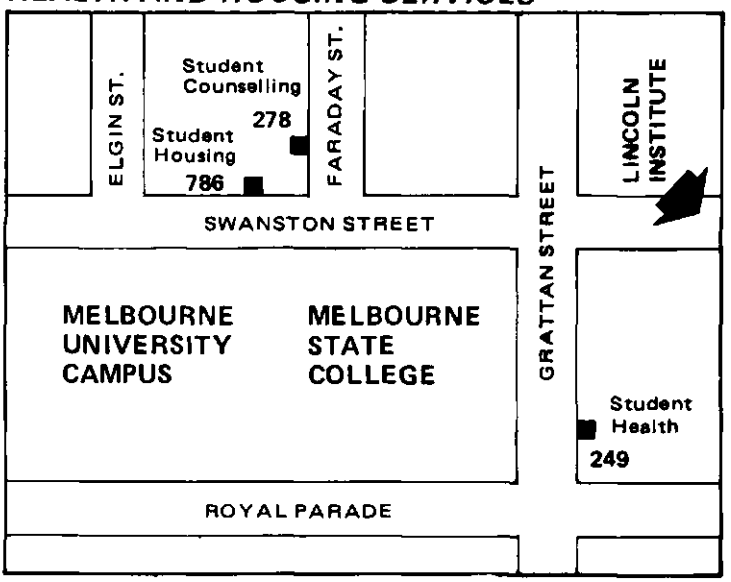
LOCATION OF SCHOOL OF NURSING

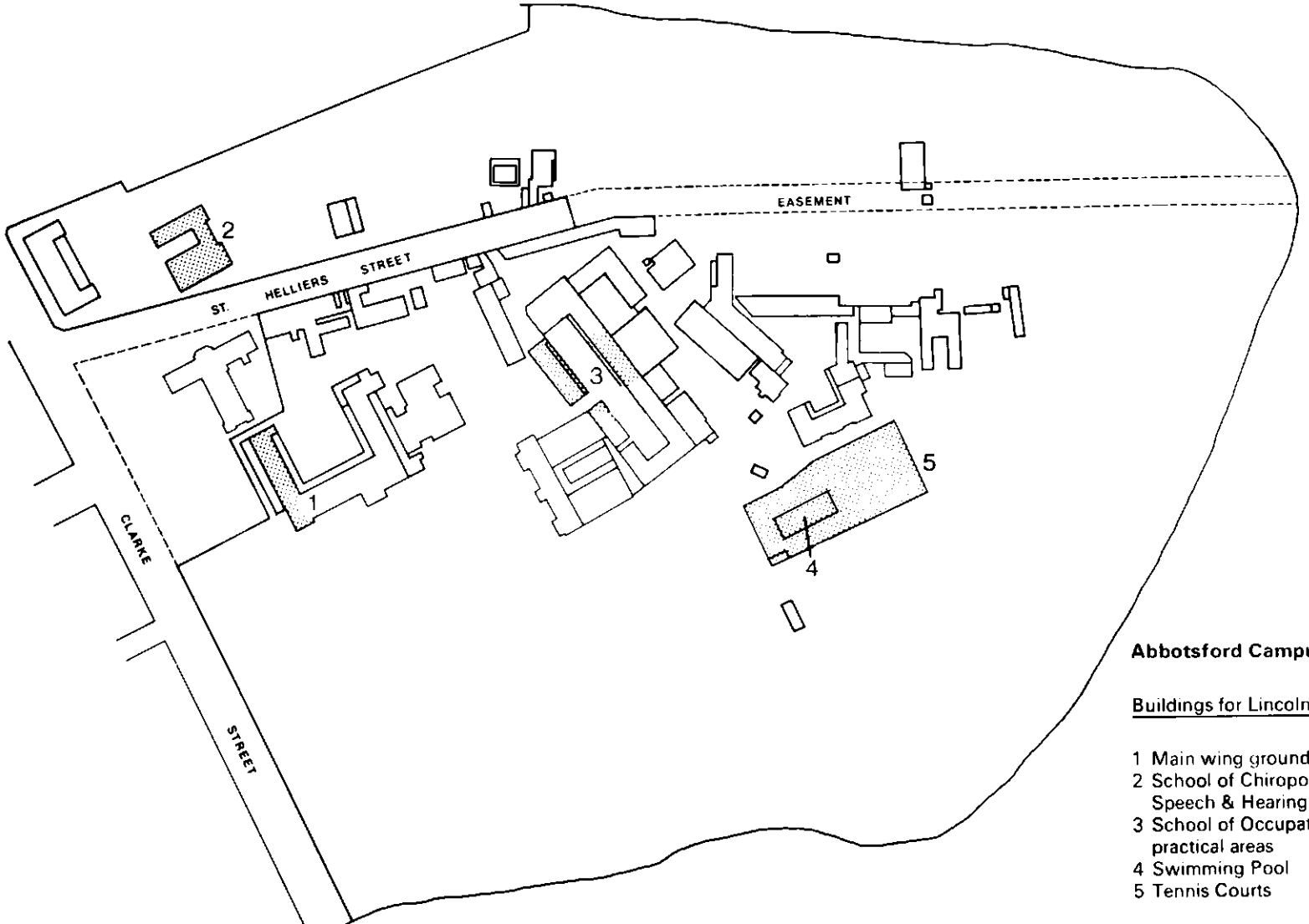
At College of Nursing, Australia Building
2-6 Arthur Street, Melbourne, 3004

Telephone: 26-4495
267-2176



LOCATION OF STUDENT COUNSELLING, HEALTH AND HOUSING SERVICES





EXISTING SITE
(JUNE 1977)
see schedule

SCALE METRES

Abbotsford Campus

Buildings for Lincoln Institute use only—1979

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

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