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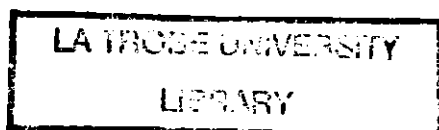
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 William Temple, Dip.Physio., M.A.P.A.
 *Valerie Townsend, Dip.Physio., M.A.P.A.
 Prudence Weeks, Dip.Physio., M.A.P.A.

Anatomy

Representatives of the Professor of Anatomy, University of Melbourne

Pathology

Leo Cussen, M.B., B.S., F.R.C.P.A.

Medical and Surgical Conditions

Ross Anderson, M.B., B.S., F.R.C.P.A., M.R.C.Path.
 Alan M. Beech, M.B., B.S., F.R.C.S., F.R.A.C.S.
 Eric Cooper, M.B., B.S., F.R.A.C.S.
 John Dowling, M.B., B.S., F.R.C.P.A.
 John Fliegner, M.B., B.S., M.G.O., F.R.C.S., F.R.A.C.S., M.R.C.O.G.
 Michael Fogarty, M.B., F.R.C.S., F.R.A.C.S.
 Hunter J. H. Fry, M.S., F.R.C.S., F.R.A.C.S.
 John Hart, M.B., B.S., F.R.A.C.S.
 Ian Johnstone, M.B., B.S., M.G.O., M.R.C.O.G.
 Patrick Maplestone, M.B., B.S., D.A., F.F.A.R.A.C.S.
 J. Barrie Morley, M.B., B.S., F.R.C.P., F.R.A.C.P.
 Jonathan Rush, M.B., B.S., F.R.A.C.S.
 Robert Southby, M.B., B.S., F.R.A.C.S.
 Margot Story, B.Sc., Ph.D.
 Edmond Tai, M.B., B.S., F.R.A.C.P.

Introductory Science

Applied Physics: Robert E. Budwine, M.Sc., Ph.D.
 Human Biology/Biochemistry: Krishna Moorthy, B.Sc., M.Sc.,
 A.R.A.C.I.
 Histology: Representatives of the Professor of Anatomy, University of
 Melbourne

Nursing Procedure

Representatives of the College of Nursing, Australia

Physiotherapy III and IV

Noel Bennett, M.B., B.S., M.R.C.P., M.R.A.C.P.
 Beatrice Burke, Dip.Physio., M.A.P.A.
 David Burke, M.B., B.S., D.P.R.M.
 Owen W. Deacon, M.B., B.S., F.R.C.S., F.R.A.C.S.
 Elizabeth Hooper, Dip.Physio., M.A.P.A.
 Robert E. Klein, M.B.E., M.B., B.S.
 Walter Moon, M.B., B.S.
 Kenneth G. Patterson, Dip.Soc.Stud.

* Part-time

Peter G. Smith, Dip.Physio., M.A.P.A.
J. Egerton Williams, M.R.C.S., L.R.C.P., F.F.A.R.A.C.S.

Administrative Officer: Sylvia Deutsch, B.A.(Hons.)
Secretary: Irene Bruhn
Receptionist/Typist: Kathryn Neeson
School Aide: Gillian Linke

School of Prosthetics and Orthotics

Head of School

Maureen McQuade, Dip.O.T.

S. Y. Pong, Dip. Eng. (Elec.), Dip. Prosthetics-Orthotics, L.B.I.S.T.
L. Barry Wollmer, L.Th., Dip.N.S.Ch., M.A.I.O.

Secretary: Karen McCormack

Department of Behavioural Science

Head of Department

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

Leon Allen, M.A., B.Sc., M.Sc., Ph.D., A.B.Ps.S., M.A.Ps.S.
Margaret Darbyshire, B.A.(Hons.), Dip.Ed., M.A.Ps.S.
George Foenander, B.A.(Hons.), M.A.Ps.S.
Peter Foreman, B.Sc.(Hons.), M.A.Ps.S.
Brigid McCoppin, M.A.
Mary Anne O'Connell, B.A.

Sessional Staff

Jon Frederick, B.A., M.A.Ps.S.
Noel Murray, B.A.(Hons.)

Secretary: Marlene Johnstone, B.A.
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Department of Biological Science

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

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Linda Oke, Dip.O.T.
Brian Rice, H.N.C.

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Department of Educational Resources

Head of Department

Hugh Batten, B.Sc., B.Ed., M.A.C.E.

Educational Development

Leila Griffiths, B.Sc.(Hons.), B.Ed., M.A.C.E.

Jacqueline Lublin, B.A., B.Ed., M.A.C.E.
Rodney Wellard, B.Com., T.S.T.C.

Library

Thora Grey, A.L.A.A., A.R.M.I.T.
Winifred Collins, M.Sc., A.L.A.A.
Jane Clyne
Mara Lidums, B.Sc., Grad.Dip.Lib.
Lucille Mitchell, B.A.(Hons.), Grad.Dip.Lib.
Lawrence Moloney
Heather Roberts
Noeline Sherwin, Lib.Tech.Cert.
Margaret Young

Media

Albert van de Kuyt, B.A., B.Ed.

Technical

Alan Kelly
Ben Langhammer

Reprography

David McNaughton
Jennifer Shore
Margaret Warland

Secretary: Anna Tomada, B.A.
Secretary to Department: K. Winsome Ashcroft

General Information

Admission Requirements

Applicants for admission to courses at Lincoln Institute must satisfy the following requirements.

Entry Requirements

Applicants must complete satisfactorily a *sixth-form course*, with appropriate subject prerequisites.

Applicants may fulfil the requirements of the Institute's *Special Entry Scheme* as follows:

- (i) applicants under the Special Entry Scheme must be at least 20 years of age by 1 January in the first year of the course;
- (ii) Special Entry applicants must not have made a full attempt at sixth-form studies (i.e. in the case of the Victorian H.S.C. examination: four H.S.C. subjects in one year, or three H.S.C. subjects for adult matriculants).

Subject Prerequisites

The following are the sixth-form subject prerequisites for Institute courses. These subject prerequisites do not apply to Special Entry applicants.

- (a) *Medical Record Administration* A pass in one of the following subjects: Biology, Chemistry, Physics, a branch of Mathematics. Ability to type is desirable.
- (b) *Occupational Therapy* No prerequisites. However, preference will be given to students with at least one science subject.
- (c) *Orthoptics* A pass in one science subject. If the science subject is Biology, a pass in Physics or a branch of Mathematics at fifth-form level is desirable.
- (d) *Physiotherapy* A pass in two of the following sixth-form subjects: Biology, Chemistry, Physics, a branch of Mathematics.
- (e) *Prosthetics and Orthotics* A pass in one of the following subjects: Physics, Chemistry, Biology.
- (f) *Communication Disorders* A "C Grade" pass in English. A pass in at least one science subject is desirable.

Age

Applicants must be 17 years of age (18 years for Medical Record Administration) by 31 March in the first year of the course.

Group Information Sessions

Applicants must attend one group information session for each course they have applied for. These sessions are held during the latter part of the year. Dates and times for these sessions are available at the beginning of the year.

Hospital Visits

The Schools of Medical Record Administration, Orthoptics, and Prosthetics and Orthotics also require that applicants take part in a hospital visit.

Exemptions

Exemptions may be granted in any area of study. Applications for exemption must be submitted in writing to the School concerned. They must be supported by documentary evidence of successful completion of a particular area of study, and must be received by 16 February 1976.

Deferment

- (a) Students are able to defer entry to an Institute course for one year.
- (b) Students offered a place, and wishing to defer entry, must notify the relevant School of the Institute within 48 hours of receiving the offer.
- (c) Students who have deferred entry to an Institute course are required to write to the Admissions Office by 30 November 1976, indicating their intention to enrol in an Institute course in 1977.

Application Procedure

Applications for courses must be made both to Lincoln Institute and to the Victorian Universities Admissions Committee. V.U.A.C. information and enrolment particulars are detailed in the *Victorian Universities Guide for Prospective Students* which is available at all schools or direct from the Victorian Universities Admissions Committee, 11 Queens Road, Melbourne 3004. Application forms are available from the Admissions Officer, Lincoln Institute, 625 Swanston Street, Carlton 3053.

Closing Date for Applications

The closing date for applications is 31 October. Applications received after 31 October may be considered, but they will be subject to a late application fee. Applicants are reminded of the V.U.A.C. regulations in this regard. Applications from overseas students must be received by 31 July.

Other Information

Term Dates

First Term	23 February-7 May 1976
Second Term	31 May-6 August 1976
Third Term	30 August-15 October 1976

Due to clinical affiliations, there may be variations to the above term dates. Students should refer to separate School entries for details.

Fees

A General Service Fee must be paid by students at the time of enrolment. The fee provides for the operations of the Students Representative Council, certain student union facilities, and other student requirements.

Insurance

The Institute has an accident insurance policy which covers students undertaking studies at the Institute and in clinical situations.

Uniforms and Equipment

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

Health Requirements

All students and staff of the 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 first term.

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

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

(c) *Communication Disorders* Following selection and before the start of term one, students will be expected to have an audiometric examination. An applicant suspecting hearing loss should inform the School of Communication Disorders before selection.

Fares

Students in most courses have to travel between Lincoln Institute, the University, 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 Admissions Office of the Institute.

Accommodation

The Admissions Office of the Institute has a register of different types of accommodation available to students. However, students are responsible for making their own arrangements for accommodation.

Student Union Facilities

A cafeteria, student lounge, gymnasium, and auditorium are available for student use and the following recreational facilities are available—badminton, volley ball, snooker, table tennis.

Educational Resources

The Institute has an Educational Resources Centre which includes a wide range of books, journals, cassettes, slides, and anatomical models. Inter-library loans can be arranged through the Institute library.

Lockers

Each student will be allocated a locker at the beginning of the year. Lost locker keys will be replaced by the Admissions Office and the cost charged to the student. All students will be required to return their keys at the end of third term.

Change of Address

Students should notify the Admissions Office of a change of address.

Stationery

A limited supply of stationery items is available for sale to students at the Admissions Office.

Open Day

Open Day is Sunday 20 June 1976, 10.00 a.m.-4.30 p.m. The Institute will be open to members of the public. Staff members and students will be available to provide information about Institute courses.

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 Science 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.

There is a shortage of qualified speech pathologists in many parts of Australia and a wide variety of positions is available to graduates. Speech pathologists 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 and at the University of Melbourne. Clinical practice is carried out within the School of Communication Disorders and students attend the following speech therapy clinics for observation, practice, and speech theory:

Hospitals

Alfred Hospital
 Austin Hospital
 Ballarat Base Hospital
 Box Hill and District Hospital
 Dandenong Hospital
 Geelong Base Hospital
 Greenvale Geriatric Centre
 Mount Royal Special Hospital for the Aged
 Prince Henry's Hospital
 Queen Elizabeth Hospital, Ballarat
 Repatriation General Hospital
 Royal Children's Hospital, including Yooralla Hospital Schools for Crippled Children
 Royal Melbourne Hospital
 Royal Talbot Convalescent Hospital
 St. Vincent's Hospital
 Western General Hospital

Education Department Centres at:

Special Services Division, Queensberry Street, Carlton
 Primary School, Dana Street, Ballarat
 Primary School, Whitehorse Road, Blackburn
 Special Services Division, Foster Street, Dandenong
 Primary School, Wheatsheaf Road, Glenroy
 81 Bell Street, Coburg
 Special Services Complex, Geelong West
 Primary School, Haig Street, Heidelberg West
 Primary School, Graham Road, Highett
 Prahran Speech Therapy Clinic
 Frankston Speech Therapy Centre, Chandler House, Nepean Highway, Frankston
 Footscray Speech Therapy Centre, Suite 6, 168 Nicholson Street, Footscray
 291 Whitehorse Road, Ringwood

Department of Social Services

Coonac Rehabilitation Centre and Glen Waverley Rehabilitation Centre

Adult Deaf Society

Hearing Education and Rehabilitation Programme

Spastic Children's Society of Victoria

Dame Mary Herring Centre

Marathon Spastic Centre

Chelsea Spastic Centre

Autistic Centre, Black Rock***Mental Health Authority***

Kew Cottages

Travancore Centre

LINCOLN INSTITUTE LIBRARY
625 SWANSTON ST CARLTON 3053

During training, visits of observation are arranged to:

Victorian School for Deaf Children, St. Kilda Road

Commonwealth Acoustic Laboratory

Princess Elizabeth Kindergarten for the Deaf

Glendonald School for Deaf Children

Lady Gowrie Child Centre

Education Department State Schools

General Information

First Term	First Year	23 February-7 May
	Second, Third, and Fourth Years	8 March-7 May
Second Term	31 May-6 August	
Third Term	30 August-15 October	
Fourth Term	25 October-18 December	

Clinical Block Placements

Year I	No clinical block placement
Year II	November-December 1976
Year III	No clinical block placement
Year IV	February 1976

Equipment

Students should own a white coat for use in certain hospital clinics and for use in the physiology laboratory. Years II-IV 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.

Audiometric Examinations

These are required following selection. If an applicant suspects hearing loss, this should be investigated prior to application.

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.

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.

Four-year Degree Course*First Year*

Speech and Language Pathology and Audiology I
Linguistics I
Behavioural Science I
Medical Sciences I

Second Year

Speech and Language Pathology and Audiology II
Linguistics II
Behavioural Science II
Medical Sciences II

Third Year

Speech and Language Pathology and Audiology III
Linguistics III
Behavioural Science III
Medical Sciences III

Fourth Year

Speech and Language Pathology and Audiology IV

Details of Syllabus: First Year**SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY I**

Development of Communication (52 hours of lectures) A study of developmental patterns and sequences in all areas of communication, particularly the normal development of language, articulation, voice, hearing, and rhythm. Development of communication as an integrated part of general development. The role of communication in interaction with the environment, from birth to adult life.

Assessment

Academic: progressive assessment throughout the year. *Practical:* progressive evaluation throughout the year.

Reference Books

- Britton, J., *Language and Learning*, Pelican, 1974.
Dale, P. S., *Language Development, Structure and Function*, Dryden, 1972.
Denes, P. B. and Pinson, E. N., *The Speech Chain*, Bell Telephone Laboratories, 1963.
Gesell, A., *The First Five Years of Life*, Hamilton, 1965.
Griffiths, R. S., *The Abilities of Babies*, University of London Press, 1967.
Illingworth, R. S., *The Normal Child*, Churchill, 1959.

- Lenneberg, E. H., *New Directions in the Study of Language*, Massachusetts Institute of Technology, 1964.
- Lewis, M. M., *How Children Learn to Speak*, Harrap, 1963.
- McNeill, D., *The Acquisition of Language: The Study of Developmental Psycholinguistics*, Harper & Row, 1970.
- Menyuk, P., *The Acquisition and Development of Language*, Massachusetts Institute of Technology, 1971.
- Minifie, F. D., Hixon, T. J., and Williams, F., *Normal Aspects of Speech, Hearing, and Language*, Prentice-Hall, 1973.
- Perkins, W. H., *Speech Pathology*, Mosby, 1971.
- Winitz, H., *Articulatory Acquisition and Behaviour*, Appleton-Century-Crofts, 1969.

LINGUISTICS I

(52 hours of lectures)

An introduction to phonetics, phonology, and morphology with emphasis on phonetic notation and articulatory description of English speech sounds. Introduction to syntax, including traditional, structural, and transformational approaches.

Assessment

Progressive assessment throughout the year.

Prescribed Texts

- Denes, P. and Pinson, E., *The Speech Chain*, Bell Telephone Laboratories, 1963.
- Ladefoged, P., *A Course in Phonetics*, Harcourt Brace Jovanovich, 1975.
- Lyons, J., *Introduction to Theoretical Linguistics*, Cambridge University Press, 1969.

BEHAVIOURAL SCIENCE I

The aim of the course is to introduce the student to Behavioural Science through both

1. a sequence of 52 hours of lectures and 26 hours of tutorials presenting certain broad key topics in psychology and sociology which students follow up in guided reading for tutorial discussions and written assignments which focus on more specific aspects of the topic;
2. a sequence of 50 hours of practical sessions which first provide a framework of basic principles of scientific methodology and of elementary statistics followed by some practical experience in the use of simple observational, experimental, and survey methods in the study of behaviour.

Assessment

1. *Lecture Course* Assessment will be progressive and will include short multiple-choice or short-answer quiz-type exams for basic content, as well as essays to encourage the student to read in some depth about a selected topic of interest.
2. *Laboratory Course* Assessment will involve objective tests, written assignments, and laboratory reports.

Note

1. The statistics programme is not a course in mathematics. However, it does involve the manipulation of elementary mathematical concepts. For some students a brief remedial course in basic numeracy will be offered before the start of the elementary statistics component.
2. Students who have successfully studied basic statistics may choose not to take the standard statistics programme and instead undertake a condensed review course in this area.

Prescribed Texts

Anderson, B. F., *The Psychology Experiment*, 2nd edn., Brooks Cole, 1971.

Psychology Today, 2nd edn., C.R.M. Books, 1972.

Berger, P. L., *Invitation to Sociology*, Penguin, 1966.

Young, R. K. and Veldman, D. J., *Introductory Statistics for the Behavioural Sciences*, 2nd edn., Holt Rinehart & Winston, 1972.

MEDICAL SCIENCES I**(a) General Physiology**

(52 hours of lectures)

This course aims to provide a study of human function. It commences with lectures on physics and chemistry as applied to biology. The course continues with the properties of living cells and those properties unique to special cells. An introduction to the concept of homeostasis will be followed by the study of systemic physiology. This study of the activity of different tissues and organs and the integration of these activities will include the body fluids, the cardiovascular system, the lung, the alimentary tract, the kidney, the endocrine glands, and the central nervous system.

Prescribed Texts

Bowsher, D., *Introduction to the Anatomy and Physiology of the Nervous System*, 3rd edn., Blackwell, 1975.

De Coursey, R. M., *The Human Organism*, 4th edn., McGraw-Hill, 1975.

(b) Anatomy for Speech and Hearing

(52 hours of lectures)

This course will consist of units, including a discussion on general anatomy of the body, and will also study specific mechanisms related to speech and hearing, such as the breathing mechanism, the structure for phonation, the articulators, and the ear. As well, there will be an introduction to the anatomy of the nervous system.

Prescribed Texts

Crouch, J. E., *Functional Human Anatomy*, 2nd edn., Lea & Febinger, 1973.

Cunningham, D. J., *Manual of Practical Anatomy*, vol. 3, (rev. by G. J. Romanes), 13th edn., Oxford University Press, 1967.

Zemlin, W., *Speech and Hearing Science*, Prentice-Hall, 1968.

Assessment

Academic: progressive assessment throughout the year. *Practical:* progressive evaluation throughout the year.

Details of Syllabus: Second Year**SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY II****Subject A—Disorders of Language in Children**

(26 hours of lectures)

A detailed study will be made of language development and factors affecting this development. Diagnosis, prognosis, and treatment of language disorders—together with training in observation, data collection, and report writing—will be presented.

Prescribed Texts

- Bangs, T. E., *Language and Learning Disorders of the Pre-Academic Child*, Appleton-Century-Crofts, 1968.
- Bereiter, C. and Englemann, S., *Teaching Disadvantaged Children in the Pre-School*, Prentice-Hall, 1966.
- Berry, M. F., *Language Disorders of Children*, Appleton-Century-Crofts, 1969.
- Bush, W. J. and Giles, M. J., *Aids to Psycholinguistic Teaching*, Merrill, 1969.
- Dale, P. S., *Language Development, Structure and Function*, Dryden, 1972.
- Eisenson, J., *Aphasia in Children*, Harper & Row, 1972.
- Irwin, J. V. and Marge, M. (eds.), *Principles of Childhood Language Disabilities*, Appleton-Century-Crofts, 1972.
- Karnes, M. L., *Helping Young Children Develop Language Skills*, The Council of Exceptional Children, 1968.
- Lenneberg, E. H., *New Directions in the Study of Language*, Massachusetts Institute of Technology, 1964.
- McNeill, D., *The Acquisition of Language: The Study of Developmental Psycholinguistics*, Harper & Row, 1970.
- Menyuk, P., *The Acquisition and Development of Language*, Massachusetts Institute of Technology, 1971.
- Perkins, W. H., *Speech Pathology*, Mosby, 1971.

Reference Book

- Travis, L. E. (ed.), *Handbook of Speech Pathology*, 2nd edn., Owen, 1971.

Subject B—Stuttering

(26 hours of lectures)

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 Texts

- Van Riper, C., *The Nature of Stuttering*, Prentice-Hall, 1971.
- Van Riper, C., *The Treatment of Stuttering*, Prentice-Hall, 1974.

Reference Books

- Eisenson, J. (ed.), *Stuttering: a Symposium*, Harper & Row, 1958.
 Emerick, L., *Therapy for Young Stutterers*, Illinois Interstate, 1970.
 Gregory, H. H., *Learning Theory and Stuttering Therapy*, Northwestern University Press, 1968.
 Luper, H. and Mulder, R., *Stuttering Therapy for Children*, Prentice-Hall, 1964.
 Perkins, W. H., *Speech Pathology*, Mosby, 1971.
 Robinson, R. B., *Introduction to Stuttering* (Foundation of Speech Pathology Series), Prentice-Hall, 1964.
 Sheehan, J. G., *Stuttering: Research and Therapy*, Harper & Row, 1970.
 Simpson, B. C., *Stuttering Therapy*, Illinois Interstate, 1966.
 Travis, L. E. (ed.), *Handbook of Speech Pathology*, Owen, 1971.

Subject C—Disorders of Voice

(26 hours of lectures)

This course will consist of a study of the mechanisms of normal and abnormal voice production. Aetiologies, symptomatology, diagnostics, and treatment of disorders of voice will be discussed.

Prescribed Texts

- Boone, D. R., *The Voice and Voice Therapy*, Prentice-Hall, 1971.
 Moncur, J. and Brackett, I., *Modifying Vocal Behaviour*, Harper & Row, 1974.
 Wilson, D. K., *Voice Problems of Children*, Williams & Wilkins, 1972.
 Zemlin, W. R., *Speech and Hearing Science*, Prentice-Hall, 1968.

Reference Books

- Barbara, D. (ed.), *Psychological and Psychiatric Aspects of Speech and Hearing*, Thomas, 1960.
 Fairbanks, G., *Voice and Articulation Drill Book*, 2nd edn., Harper, 1960.
 Luchsinger, M. D. and Arnold, G. E., *Voice-Speech-Language*, Wadsworth, 1965.
 Moore, P., *Functional Voice Disorders*, Prentice-Hall, 1971.
 Murphy, A. T., *Functional Voice Disorders*, Prentice-Hall, 1964.
 Perkins, W. H., *Speech Pathology: An Applied Behavioral Science*, Mosby, 1971.
 Van Riper, C. and Irwin, J. V., *Voice and Articulation*, Pitman Medical, 1968.

Subject D—Evaluation of Communication Disorders

(26 hours of lectures)

This course will include a comprehensive study of the principles of diagnostics, case history taking, interviewing techniques, test construction, and administration and interpretation of tests related to disorders of communication. Observation and practical work will be required of the students.

Prescribed Texts

- Darley, F. L., *Diagnosis and Appraisal of Communication Disorders* (Foundation of Speech Pathology), Harper & Row, 1963.
 Emerick, L., *The Parent Interview*, Illinois Interstate, 1969.

- Johnson, W., Darley, F. L. and Spriestersbach, D. C., *Diagnostic Methods in Speech Pathology*, Harper & Row, 1963.
 Rogers, C. R., *Client-Centred Therapy*, Constable, 1951.

Reference Books

- Bernstein, L. and Dana, R. H., *Interviewing and the Health Professions*, Appleton-Century-Crofts, 1970.
 Cronbach, L. J., *Essentials of Psychological Testing*, 2nd edn., Harper & Row, 1964.
 Fenlason, A. F., Ferguson, G. B. and Abrahamson, A. C., *Essentials in Interviewing*, rev. edn., Harper & Row, 1962.
 Ferard, M. L. and Hunnybun, N. K., *The Caseworker's Use of Relationships*, (Mind and Medicine Monographs), Tavistock, 1962.
 Goldman, L., *Using Tests in Counselling*, Appleton-Century-Crofts, 1961.
 Rich, J., *Interviewing Children and Adolescents*, Macmillan, 1968.
 Sullivan, H. S., *The Psychiatric Interview*, Tavistock, 1955.

Subject E—Clinical Methods

(26 hours of lectures)

This course will consist of a study of principles and methods as related to clinical practicum. Additionally, clinical organisation and administration will be discussed.

Subject F—Audiology

(26 hours of lectures)

A detailed study will be made of aetiologies of hearing losses. Audiometric testing, including pure tone, air, and bone, and speech testing will be included.

Prescribed Texts

- Newby, H. B., *Audiology*, 3rd edn., Appleton-Century-Crofts, 1972.
 Ventry, I. M., Chaiklin, J. B. and Dixon, R. F. (eds.), *Hearing Measurement*, Appleton-Century-Crofts, 1971.

Reference Books

- Davis, H. and Silverman, S. R., *Hearing and Deafness*, 3rd edn., Holt Rinehart & Winston, 1970.
 Jerger, J. (ed.), *Modern Developments in Audiology*, Academic Press, 1973.
 Katz, J., *Handbook of Clinical Audiology*, Williams & Wilkins, 1972.
 O'Neill, J. and Oyer, H., *Applied Audiometry*, Dodd Mead, 1966.
 Rose, D. E. (ed.), *Audiological Assessment*, Prentice-Hall, 1971.
 Travis, L. E. (ed.), *Handbook of Speech Pathology*, Owen, 1971.

Subject G—Clinical Practicum

(a) Speech Pathology

(210 hours)

There is a six-week block placement at the end of the academic year. This serves as an introduction to the clinical setting and an adjunct to the theory studied during the year. Observations and participation will aid the integration and application of theoretical principles.

(b) Audiology

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

Assessment

Academic: progressive assessment throughout the year. *Practical:* progressive evaluation throughout the year.

LINGUISTICS II

(26 hours of lectures)

Introduction to syntax, including traditional, structural, and transformational approaches.

Assessment

Academic: progressive assessment throughout the year.

Prescribed Text

Lyons, J., *Introduction to Theoretical Linguistics*, Cambridge University Press, 1969.

BEHAVIOURAL SCIENCE II

(52 hours lectures, 26 hours tutorials, 52 hours practicums)

The course consists of five units:

240—*Cognitive Development* and its relationship to language acquisition in infancy and early childhood.

242—*Psychometric Assessment of the Child* Theory and practice with particular reference to the diagnosis of developmental delays in the "non-verbal" child.

244—*Personality Development in Childhood and Adolescence* Psychodynamic, personal construct, and learning theory approaches in relation to normal and psychopathological development.

246—*Socialisation* The integration of a child into a social world and its implications for the development of communication competence.

260—*Research Methods* An introduction to research methodology and design, which includes a preliminary unit devoted to requisite elementary statistical procedures.

Assessment

Units 240, 242 Practical reports and assignments.

Units 240, 244, 246 Seminar presentations and a three-hour essay examination integrating the three.

Unit 260 Term tests.

Prescribed Texts

Adams, P. (ed.), *Language in Thinking*, Penguin, 1972.

Brenner, C., *An Elementary Textbook of Psychoanalysis*, Doubleday, 1957.

Foss, B., *New Perspectives in Child Development*, Penguin, 1974.

Gigliolo, P. (ed.), *Language and Social Context*, Penguin, 1972.

Ginsberg, H. and Oppen, S., *Piaget's Theory of Intellectual Development*, Prentice-Hall, 1969; or

- Phillips, J. L., *The Origins of Intellect: Piaget's Theory*, Freeman, 1969.
- Lloyd, B., *Perception and Cognition—A Cross Cultural Perspective*, Penguin, 1972.
- *Meyers, L. S. and Grossen, N. E., *Behavioural Research: Theory, Procedure and Design*, Freeman, 1974.
- Richards, M. P. M. (ed.), *The Integration of a Child into a Social World*, Cambridge University Press, 1974.
- Schaffer, H. R., *The Growth of Sociability*, Penguin, 1971.
- Tyler, L., *Tests and Measurements*, Prentice-Hall, 1971.

Reference Books

- Baldwin, A. L., *Theories of Child Development*, Wiley, 1967.
- Bower, T. G. R., *Development in Infancy*, Freeman, 1974.
- Erikson, E., *Identity-Youth and Crisis*, Faber & Faber, 1968.
- Hetherington, E. M. and Parke, R. D., *Child Psychology, A Contemporary Viewpoint*, McGraw-Hill, 1975.
- Piaget, J., *The Child's Conception of Number*, Routledge, 1969.
- Piaget, J. and Inhelder, B., *The Psychology of the Child*, Routledge & Kegan Paul, 1971.
- Alder, H. L. and Roessler, E. B., *Introduction to Probability and Statistics*, Freeman, 1972.

MEDICAL SCIENCES II

(a) Introductory Neurology and Introductory Neuroanatomy

(13 hours lectures)

General introduction to nervous system; spinal cord; spinal cord and meninges; dorsal aspect of brain stem; ventral aspect of brain stem; blood vessels and cranial nerves; cerebral hemisphere; ear. Ventricles and choroid plexuses; basal ganglia and major pathways, including cortical projection areas; blood vessels and meninges of brain; revise C.S.F.

(b) Respiratory Anatomy

(13 hours lectures)

General introduction to respiratory apparatus; structure of larynx; laryngeal cartilages; laryngeal joints and membranes; laryngeal muscles and movements; hyoid and floor of mouth; complete mouth; tonsil, and soft palate; pharynx; facial muscle; nose and nasal sinuses; trachea, lungs and bronchial tree, thoracic cage and diaphragm.

Prescribed Texts

- Crouch, James E., *Functional Human Anatomy*, 2nd edn., Lea & Febinger, 1973.
- Cunningham, D. J., *Manual of Practical Anatomy*, vol. 3, (rev. by G. J. Romanes), 13th edn., Oxford University Press, 1967.

(c) Paediatrics

(13 hours of lectures)

Basic understanding of the medical study and treatment of children. Development of the child. Stages in normal development, metabolism,

*Note: with the exception of this text all the above prescribed texts are paperbacks.

chronic infections, and infectious diseases. Infections of the nose, larynx and ear, and endocrine glands in relation to speech.

Reference Book

Illingworth, R. S., *The Normal Child*, Churchill, 1959.

Assessment

Academic: final assessment at end of year.

Details of Syllabus: Third Year

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY III

Subject A—Disorders of Communication of Neurological and Organic Origin

(35 hours of lectures)

This unit will consist of a study of language disorders in adults, such as aphasia, apraxia, and the agnosias. Dysarthria will also be studied.

Prescribed Texts

Penfield, W. and Roberts, L., *Speech and Brain Mechanism*, Princeton University Press, 1959.

Schuell, H. R., Jenkins, J. J. and Jimenez-Pabon, E., *Aphasia in Adults*, Hoeber Medical, Harper & Row, 1964.

Reference Books

Agranowitz, A. and McKeon, M. R., *Aphasia Handbook for Adults and Children*, Thomas, 1964.

Boone, D. R., *An Adult Has Aphasia*, Illinois Interstate, 1965.

De Reuck, A. V. S. and O'Connor, M. (eds.), *Disorders of Language*, Little Brown, 1964.

Goldstein, K., *Language and Language Disturbance*, Grune & Stratton, 1948.

Longerich, M. C., *Manual for the Aphasic Patient*, Macmillan, 1958.

Luria, A. R., *Traumatic Aphasia*, Mouton, 1970.

Luria, A. R., *The Working Brain: An Introduction to Neuropsychology*, Penguin, 1972.

Luria, A. R., *Higher Cortical Functions in Man*, Basic Books, 1966.

Luria, A. R., *Restoration of Function After Brain Injury*, Pergamon, 1963.

Miller, E., *Clinical Neuropsychology*, Penguin, 1972.

Millikan, C. and Darley, F. L. (eds.), *Brain Mechanisms Underlying Speech and Language*, Grune & Stratton, 1967.

Osgood, C. E. and Miron, M. S., *Approaches to the Study of Aphasia*, University of Illinois Press, 1963.

Sarno, M. T. (ed.), *Aphasia: Selected Readings*, Appleton-Century-Crofts, 1972.

Travis, L. E. (ed.), *Handbook of Speech Pathology*, Appleton-Century-Crofts, 1971.

Wepman, J. M., *Recovery from Aphasia*, Ronald Press, 1951.

Williams, M., *Brain Damage and the Mind*, Penguin, 1972.

Subject B—Cleft Lip and Palate

(17 hours of lectures)

This course will cover aetiologies, embryology, incidence and classification systems of cleft palate, and it will include the diagnosis and treatment of cleft palate cases. It will also include special lectures on plastic surgery, dental anatomy, orthodontics, and prosthetics and radiology, as related to cleft palate.

Prescribed Texts

- Bzoch, K. R., *Communicative Disorders Related to Cleft Lip and Palate*, Little Brown, 1971.
 Priestersbach, D. C. and Sherman, D., *Cleft Palate and Communication*, Academic Press, 1968.
 Wells, C. G., *Cleft Palate and Its Associated Speech Disorders*, McGraw-Hill, 1971.

Reference Books

- Falk, M., *A Cleft Palate Team Addresses the Speech Clinician*, Thomas, 1971.
 Grabb, W. C., Sheldon, W. R. and Bzock, K. R., *Cleft Lip and Palate*, Little Brown, 1971.
 Longacre, J. J., *Cleft Palate Deformation*, Thomas, 1970.
 Lencione, R. M. (ed.), *Cleft Palate Habilitation*, Syracuse University Press, 1968.
 Morley, M., *Cleft Palate and Speech*, 7th edn., Livingstone, 1970.
 Stark, R. (ed.), *Cleft Palate*, Harper & Row, 1968.
 Westlake, H. and Rutherford, D., *Cleft Palate*, Prentice-Hall, 1966.

Subject C—Cerebral Palsy

(13 hours of lectures)

This course will consist of a study of medical aspects of cerebral palsy. Detailed information on communicative disorders in cerebral palsy, their diagnosis, and treatment will also be discussed.

Prescribed Texts

- Crickmay, M., *Speech Therapy and the Bobath Approach to Cerebral Palsy*, Thomas, 1966.
 Mysak, E., *Neuroevolutional Approach to Cerebral Palsy and Speech*, Teachers College Press, Columbia University, 1968.

Reference Books

- Blencowe, S. (ed.), *Cerebral Palsy and the Young Child*, Livingstone, 1969.
 Daley, W. (ed.), *Speech and Language Therapy With the Cerebral Palsied Child*, Catholic University of America Press, 1965.
 Denhoff, E., *Cerebral Palsy—The Pre-School Years*, Thomas, 1967.
 Finnie, N., *Handling the Young Cerebral Palsied Child At Home*, Heinemann Medical, 1969.
 Holt, K. S. and Reynell, J. K., *Assessment of Cerebral Palsy*, vol. II, Lloyd-Luke, 1967.
 Irwin, O., *Communication Variables of Cerebral Palsied and Mentally Retarded Children*, Thomas, 1972.
 Keats, S., *Cerebral Palsy*, Thomas, 1965.

- Le Gay Brereton, B. and Sattler, J., *Cerebral Palsy: Basic Abilities*, Halstead Press, 1967.
- Loring, J. (ed.), *Assessment of the Cerebral Palsied Child for Education*, Heinemann, 1968.
- McDonald, E. and Chance, B., *Cerebral Palsy*, Prentice-Hall, 1964.
- Mecham, M., Berko, M., Berko, F. and Palmer, M., *Communication Training in Childhood Brain Damage*, Thomas, 1969.
- Westlake, H. and Rutherford, D., *Speech Therapy for the Cerebral Palsied*, National Society for the Crippled Children and Adults, 1961.

Subject D—Clinical Methods

(26 hours of lectures)

This course will consist of a study of principles and methods as related to clinical practicum. Additionally, clinical organisation and administration will be discussed.

Subject E—Audiology

(26 hours of lectures)

A further study in the aetiology of hearing losses, with appropriate audiometric testing procedures, will be presented. Students will be introduced to the study of rehabilitation procedures and community needs and services for the hard-of-hearing population. Practical sessions will be conducted in the above areas.

Prescribed Texts

- Jeffers, J. and Barley, M., *Speechreading (Lipreading)*, Thomas, 1971.
- Katz, J., *Handbook of Clinical Audiology*, Williams & Wilkins, 1972.
- Sanders, D. A., *Aural Rehabilitation*, Prentice-Hall, 1971.

Reference Books

- Griffith, J. (ed.), *Persons with Hearing Loss*, Thomas, 1969.
- Hazard, E., *Lip Reading*, Thomas, 1971.
- O'Neill, J. J. and Oyer, H. J., *Visual Communication for the Hard of Hearing*, Prentice-Hall, 1961.
- Pengilly, P., *By Word of Mouth*, Southdown Press, 1971.
- Pollack, D., *Educational Audiology for the Limited Hearing Infant*, Thomas, 1971.
- John Tracy Correspondence Course for Parents of Pre-School Deaf Children, California, 1968.

Subject F—Clinical Practicum

(a) *Speech Pathology* (200 hours) A continuation of the clinical training to allow for the growth and development of skills required in the practical area. The planning and execution of diagnostics and treatments will be required.

(b) *Audiology* Students are required to complete a minimum of 35 practicum hours involving diagnostic and rehabilitative audiology by the end of their fourth year.

Assessment

Academic: progressive assessment throughout the year. *Practical:* progressive evaluation throughout the year.

LINGUISTICS III

(13 hours of lectures)

A psycholinguistic approach to language acquisition and the perception of language. Syntactic and semantic aspects of language will be discussed.

Assessment

Academic: progressive assessment throughout the year.

Reference Books

Selected journal articles.

BEHAVIOURAL SCIENCE III**320—Neuropsychology**

(26 hours)

There are two subunits, as indicated below.

Physiological Psychology A programme designed to outline basic concepts of the biological bases of behaviour with particular reference to human functioning. Topics include: neural mechanisms of communication, neural integration, basic systems of information processing and storage, physiological bases of motivation and emotion, drug mechanisms and behaviour, biological processes in behavioural disorders.

Neuropsychology Presents current concepts of brain behaviour relationships in man both at maturity and developmentally. The course aims to develop an understanding of how higher functions in man are disturbed by lesions at various sites in the neural system. A clinical focus is provided with some demonstrations of appropriate diagnostic and assessment procedures.

Assessment

Course work is assessed progressively throughout the year.

Prescribed Texts

Luria, A. R., *The Working Brain*, Penguin, 1973.

Miller, E., *Clinical Neuropsychology*, Penguin, 1972.

370—Research Methodology

(13 hours)

A practical course focused on the planning of small-scale investigations in the field of communication disorders. Classwork periods and assignments provide experience in the application of the principles of research design and in methods of data collection, processing, and analysis with particular relevance in the clinical setting. An introduction to the use of computers in research is also included.

Prescribed Text

Reference will be made to a number of available texts held in the Library and extensive use made of journal articles published in the speech and hearing fields.

Assessment

Assignment work throughout the year.

350—Psychopathology of Behaviour

(13 hours)

The course for this unit presents material relevant to both the field of adult and of child psychopathology. A variety of topics is covered in the course, but the focus is on those of particular concern to the therapist in communication disorders. A detailed course outline with reading guides (rather than one prescribed text) will be available before the commencement of the academic year.

Assessment

Assignment work throughout the year.

MEDICAL SCIENCES III

(a) General Medicine

(7 hours of lectures)

Common illnesses; behaviour and management of the adult in disease; social factor in illness; social medicine.

Prescribed Text

Students will be directed to relevant material during lectures.

(b) Paediatrics

(13 hours of lectures)

Basic understanding of the medical study and treatment of children; development of the child; stages in normal development, metabolism, chronic infections and infectious diseases; infections of the nose, larynx and ear, and endocrine glands in relation to speech.

Reference Book

Illingworth, R. S., *The Normal Child*, Churchill, 1959.

Assessment

Academic: progressive assessment throughout the year.

(c) Advanced Neurology

(20 hours of lectures)

The course consists basically of neurological case presentations, discussions, and seminars produced by students. Case presentations are used to illustrate principles of applied physiology, anatomy, and pathology. A wide spectrum of case material is presented to familiarise the students with the consequences of neurological disturbances at various levels within the neuraxis. The mechanism of production of specific symptoms and signs is discussed, as are principles of diagnosis and treatment. Students are encouraged to take an active part in the patient interview and in the subsequent discussion.

The seminars are presented by students from topics that cover the whole spectrum of neurological disorders. Again, both individual and group discussion of this material is encouraged.

Prescribed Text

Chusid, J. G., *Correlative Neuroanatomy and Functional Neurology*, 15th edn., Lange Medical, 1973.

Reference Book

Curtis, B. A., Jacobson, S. and Marcus, E. H., *An Introduction to the Neurosciences*, Saunders, 1972.

Assessment

Academic: progressive assessment throughout the year.

Details of Syllabus: Fourth Year**SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY IV****Subject A—Stuttering**

(13 hours)

Major approaches to stuttering—their rationale and implications for diagnosis and treatment. Therapeutic techniques, counselling, and objective assessment procedures. Group and individual treatment with children and adults.

Prescribed Texts

Beech, H. R. and Fransella, F., *Research and Experiment in Stuttering*, Pergamon, 1968.

Luper, H. and Mulder, R., *Stuttering Therapy for Children*, Prentice-Hall, 1964.

Van Riper, C., *The Nature of Stuttering*, Prentice-Hall, 1971.

Van Riper, C., *The Treatment of Stuttering*, Prentice-Hall, 1974.

Reference Books

Bloodstein, D., *A Handbook on Stuttering*, National Easter Seal Society, 1969.

Eisenson, J. (ed.), *Stuttering: A Symposium*, Harper & Row, 1958.

Fransella, F., *Personal Change and Reconstruction*, Academic Press, 1972.

Gregory, H. H., *Learning Theory and Stuttering Therapy*, Northwestern University Press, 1968.

Perkins, W. H., *Speech Pathology*, Mosby, 1971.

Simpson, B. C., *Stuttering Therapy*, Illinois Interstate, 1966.

Subject B—Disorders of Language

(26 hours)

The general purpose of this course is to present a survey of the research and clinical management procedures in the field of language disturbance in children and adults. Students may elect to study either child or adult language. The course will attempt to focus on that body of research which seems most pertinent in the light of recent developments in this field. Students will be encouraged to develop language therapy programmes and diagnostic test batteries and to utilise videotape recording procedures.

Reference Books

Students will be directed to current research journal articles and to other relevant material.

Subject C—Disorders of Voice

(26 hours)

This unit will consist of a study of the diagnosis and treatment of the laryngectomized patient. A detailed study of techniques and methods for the treatment of voice disorders will be made. Students will also be directed to pertinent areas of research in voice disorders.

Prescribed Texts

Cooper, M., *Modern Techniques of Vocal Rehabilitation*, Thomas, 1973.
Gardner, W. H., *Laryngectomy Speech and Rehabilitation*, Thomas, 1971.

Reference Books

Diedrich, W. M. and Youngstrom, K. A., *Alaryngeal Speech*, Thomas, 1966.
Rigrodsky, S., Lerman, J. and Harrison, E., *Therapy for the Laryngectomized Patient*, Teachers College Press, Columbia University, 1971.
Snidecor, J., *Speech Rehabilitation of the Laryngectomized*, Thomas, 1969.

Subject D—Learning Disorders

(13 hours)

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

Ayres, A. J., *Sensory Integration and Learning Disorders*, Western Psychological Services, 1972.
Kephart, M., *The Slow Learner in the Class Room*, Merrill, 1971.
Vallet, R., *Programming Learning Disabilities*, Fearon, 1973.
Waugh, K. W. and Bush, W. J., *Diagnosing Learning Disorders*, Merrill, 1971.

Subject E—Recent Developments in Speech Pathology

(13 hours)

This course will focus on areas of professional interest and controversy. Some areas for discussion will be accountability, administration and organisation, ethics, health assistants and prevention programmes. Study methods will consist of small groups researching a specific topic, with seminar presentations.

Reference Books

Students will be directed to current research journal articles and to other relevant material.

Subject F—Principles and Techniques of Supervision

(13 hours)

This course will present the theories and techniques of supervision and their clinical application, which will prepare students for later work as clinician supervisors of speech pathology students.

Prescribed Texts

Argyle, M., *The Psychology of Interpersonal Behaviour*, Penguin, 1967.
 Mager, R. F., *Preparing Instructional Objectives*, Fearon, 1962.
 Papham, W. J. and Baker, E. L., *Systematic Instruction*, Prentice-Hall, 1970.

Reference Book

Pace, R. W. and Boren, R., *The Human Transaction*, Scott Foresman, 1973.

Subject G—Elective

Psychotherapy in Speech and Language Pathology (13 hours) A survey course to study and evaluate various approaches to psychotherapy as related to human communication disorders. Consideration of the types of communication problems that require psychotherapeutic intervention. The role of the speech clinician will be carefully examined. Theories of personality development, including psychodynamic, social psychological, behaviourist, and phenomenological theories will be studied. Current approaches to psychotherapy will be studied, including Transactional Analysis, Encounter Groups, Rogerian Client-Centred Therapy, and Gestalt Therapy. Practical demonstrations and class participation. Group and individual therapy. Parent counselling, family therapy, and supportive groups for parents and relatives. Current issues in psychotherapy and counselling will be studied, including such topics as client preference, media differences, and psychodrama.

or

Application of Linguistics to Speech and Language Pathology (13 hours) A study of linguistic principles as applied to the diagnosis and treatment of articulation, language, fluency, and voice disorders in both children and adults.

Reference Books

Students will be directed to current research journal articles and to other relevant material.

Subject H—Audiology

(26 hours of lectures)

This course will further attempt to clarify the theoretical and procedural aspects of basic measurement techniques used in clinical audiology. Emphasis will be placed on the role of the speech pathologist in the management of young children with hearing loss, and a further study will be made of principles of hearing education and aural rehabilitation for the hard-of-hearing adult.

Prescribed Texts

Katz, J., *Handbook of Clinical Audiology*, Williams & Wilkins, 1972.
 Ventry, I. M., Chaiklin, J. B. and Dixon, R. F. (eds.), *Hearing Measurement*, Appleton-Century-Crofts, 1971.

Reference Books

Berger, K. W., *Speech Reading Principles and Methods*, National Educational Press, 1972.

- Boothroyd, A. (ed.), *Auditory Training Handbook* (Curriculum Series), Clarke School for the Deaf, 1971.
- Griffith, J. (ed.), *Persons with Hearing Loss*, Thomas, 1969.
- Jerger, J. (ed.), *Modern Development in Audiology*, Academic Press, 1973.
- Northern, J. L. and Downs, M. P., *Hearing in Children*, Williams & Wilkins, 1974.
- Pollack, D., *Educational Audiology for The Limited Hearing Infant*, Thomas, 1971.
- Sanders, D. A., *Aural Rehabilitation*, Prentice-Hall, 1971.
- Stark, R. E. (ed.), *Sensory Capabilities of Hearing-Impaired Children*, University Park Press, 1974.
- John Tracy Correspondence Course for Parents of Pre-School Deaf Children*, California, 1968.

Subject I—Research Project

Independent Project Students may work individually or in pairs in the preparation of a research project on a speech and/or language pathology topic of their own choosing.

Subject J—Clinical Practicum

- (a) *Speech Pathology* (322 hours) A four-week block placement at the commencement of the year allows the student to gain a longitudinal view of a patient's treatment and to study the organisational patterns of the clinic. Experience will be given in as wide a field as possible under supervision, so that the student will have developed skills in all areas.
- (b) *Audiology* Students are required to complete a minimum of 35 practicum hours involving diagnostic and rehabilitative audiology by the end of their fourth year.

Assessment

Academic: progressive assessment throughout the year. *Practical:* progressive evaluation throughout the year.

School of Medical Record Administration

LINCOLN INSTITUTE LIBRARY
625 SWANSTON ST CARLTON 3053

Introduction to Medical Record Administration

Medical Record Administration is a career in the organisation of information which forms a person's health record, and the management of health information systems in a hospital or other health care delivery setting.

There is a shortage of qualified Medical Record Administrators in Australia and a wide variety of positions available to graduates. Medical Record Administrators are employed by both public and private hospitals and health institutions, community care centres, large medical group practices, and as regional consultants.

Graduates are employed in the above areas to implement and maintain health information systems, or to work in the specialised areas of medical research, statistics, manual and/or electronic processing of patient data.

Course of Study

Medical Record Administration is a full-time course of two years duration which is open both to men and women. Lectures are held at Lincoln Institute and practical education is undertaken at selected metropolitan, community, and country health care institutions/services throughout Victoria.

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

First Term	23 February-7 May
Second Term	31 May-6 August
Third Term	30 August-15 October
Assessment	25 October-29 October

Second Year

First Term	27 January-7 May
Second Term	31 May-6 August
Third Term	30 August-15 October
Assessment	25 October-29 October

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 I
 Human Biology
 Disease/Operation Classifications I
 Statistics I
 Foundations of Behavioural Science (150)

Second Year

Principles of Administration
 Medical Record Management II
 Disease/Operation Classifications II
 Fundamentals of Medicine and Surgery II
 Pharmacology
 Statistics II
 Health Care Services
 Personnel Management

Details of Syllabus: First Year**MEDICAL RECORD MANAGEMENT I**

(150 hours)

An introductory course to the structure of the Australian health care system; the role of the Medical Record Administrator in specific areas within the system; and the detailed organisation and management of a medical record department within a variety of health care institutions/services.

Assessment

Inter-term tests and final oral examination.

Prescribed Text

Huffman, E. K., *Medical Record Management*, Physicians' Record Company, 1972.

Reference Books

Clark, V. (ed.), *Outpatient Services Journal Articles*, Medical Examination, 1970.
 Driggs, M. F., *Problem Directed and Medical Information Systems*, Intercontinental Book Corporation, 1973.
 Hospitals and Health Services Commission, *Report on Hospitals in Australia*, Australian Government Publishing Service, 1974.
 Spencer, J. A., *Management in Hospitals*, Faber & Faber, 1967.
 Weed, L., *Medical Records, Medical Education and Patient Care*, The Press of Case Reserve University, 1969.

MEDICAL ETHICS AND LAW

(20 hours)

A study of ethical and legal responsibilities as related to health care institutions.

Assessment

Inter-term test and assignment.

Prescribed Texts

Burton, A. W., *Medical Ethics and the Law*, 2nd edn., Australasian Medical, 1974.

Huffman, E. K., *Medical Record Management*, Physicians' Record Company, 1972.

Reference Books

Derham, D. P., *An Introduction to Law*, The Law Book Company, 1971.

Speller, S. R., *Law Relating to Hospitals and Kindred Institutions*, Lewis, 1971.

FUNDAMENTALS OF MEDICINE AND SURGERY I

(96 hours)

This subject provides an introduction to the language of medicine including word construction, definition, and the use of terms related to all areas of medical science, hospital service, and the allied health specialties; an appreciation of the data in the patients' medical records.

Assessment

Inter-term tests and final examination.

Prescribed Texts

Dorland's Pocket Medical Dictionary.

Frenay, Sr. Agnes Claire, *Understanding Medical Terminology*, Catholic Hospital Association, 1973.

Victorian Association for Medical Record Librarians, *Clinical Abbreviations for Hospital Use*, Victorian Hospitals' Association, 1973.

HUMAN BIOLOGY

(43 hours)

This course provides an introduction to the anatomy and physiology of the major body systems.

Assessment

Assignments and short tests, mid-subject test and final examination.

Prescribed Texts

Burton, I. M. and McDonald, S., *Faber's Anatomical Atlas*, 4th edn., Faber, 1962.

Macey, R. I., *Human Physiology*, 2nd edn., Prentice-Hall, 1975.

DISEASE/OPERATION CLASSIFICATIONS I

(175 hours)

An introduction to statistical classification techniques used in health care institutions.

Assessment

Inter-term tests and final examination.

Prescribed Texts

American Cancer Society, *Manual of Tumor Nomenclature and Coding*, 1968.

American Medical Association, *Standard Nomenclature of Diseases and Operations*, McGraw-Hill, 1961.

Commission on Professional and Hospital Activities, *Hospital Adaptation of I.C.D.A.*, vols. 1 and 2, 2nd edn., C.P.H.A., 1973.

Commonwealth Department of Health, *Code of Surgical Operations*, C.B.C.S., 1968.

World Health Organization, *Manual of the International Statistical Classification of Diseases, Injuries, and Causes of Death*, vols. 1 and 2, W.H.O., 1969.

Reference Books

American Medical Association, *Current Medical Information and Terminology*, American Medical Association, 1971.

College of American Pathologists, *Systematized Nomenclature of Pathology*, C.A.P., 1965.

R.C.O.G. Tables and other specialist tables.

STATISTICS I

(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.

Assessment

Assignments, short tests, and final examination.

Prescribed Texts

Chase, C. I., *Elementary Statistical Procedures*, McGraw-Hill, 1967.

Huffman, E. K., *Medical Record Management*, Physicians' Record Company, 1972.

Reference Books

Bourke, G. J. and McGilvray, J., *Interpretation and Uses of Medical Statistics*, Blackwell Scientific Publications, 1969.

Hill, A. B., *Principles of Medical Statistics*, Lancet, 1971.

Lancaster, H. O., *An Introduction to Medical Statistics*, Wiley, 1974.

FOUNDATIONS OF BEHAVIOURAL SCIENCE (150)

(60 hours)

The course is aimed at providing an introduction to selected content areas within the behavioural sciences which:

- (a) are relevant to the professional education of the student,
- (b) will provide a necessary basis for later more specialised studies.

Unit I

(20 hours)

Human Behaviour and Individuality:

- (i) basic processes: human learning, motivation, emotion, cognition
- (ii) individuality of behaviour, male/female differences, personality and its assessment.

Unit II

(20 hours)

Social Functions:

- (i) communication, attitude formation, and attitude change
- (ii) socialisation
- (iii) social institutions.

Unit III

(20 hours)

In third term, students will be required to choose one of the following three electives:

1. visual perception
2. developmental psychology
3. conflict, adjustment, and mental health.

Assessment

Progressive, and at the conclusion of each unit. Several techniques will be used including essay, short-answer, and multiple-choice questions under either examination or take-home conditions.

Prescribed Text

Hilgard, E. R., Atkinson, R. C. and Atkinson, R., *Introduction to Psychology*, 6th edn., Harcourt Brace Jovanovich, 1975.

PRACTICAL EDUCATION

(240 hours)

Practical Education develops students' insight, understanding, and skill in the procedures of a Medical Record Department and an appreciation of staff inter-relations. Students have an orientation week at the end of first term at a metropolitan health care institution followed by 24-27 days practical experience in third term at three metropolitan/community hospitals in Victoria.

Assessment

Students are assessed on initiative, quantity and quality of work, ability to follow through procedures, and ability to work with other personnel.

Typing Requirement

(approximately 50 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.

Details of Syllabus: Second Year**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.

Assessment

Continuous assessment and final examination.

Prescribed Text

Byrt, W. J., *Theories of Organizations*, McGraw-Hill, 1973.

Reference Books

Byrt, W. J., *People and Organizations*, McGraw-Hill, 1971.

Etzioni, A., *Modern Organizations*, Prentice-Hall, 1964.

McGibony, M. D., *Principles of Hospital Administration*, Putnam, 1969.

Mills, D. (ed.), *Australian Management and Society, 1970-1985*, Penguin, 1971.

Yuill, B., *Organisation and Management*, West Publishing, 1973.

MEDICAL RECORD MANAGEMENT II

(36 hours)

This course is divided into four units: Records in Community Health Centres, Hospital Accreditation, Problem-Oriented Medical Records, and Forms Design. The units are designed to give the students detailed understanding of the specific topics.

Assessment

One assignment in Forms Design. Each unit is to be examined by oral examination.

Reference Books

Bjorn, J. C., *Problem Oriented Practice*, McGraw-Hill, 1970.

Driggs, M. F., *Problem-Directed and Medical Information Systems*, Intercontinental Medical Book Corporation, 1973.

Easton, R. E., *Problem Oriented Medical Record Concepts*, Appleton-Century-Crofts, 1974.

Knobb, D. A., *Organizational Psychology*, Prentice-Hall, 1974, pp. 202-212.

Weed, L., *Medical Records, Medical Education, and Patient Care*, Press of Case Western Reserve University, 1969.

Weed, L., "Medical Records That Guide and Teach", *New England Journal of Medicine*, 1968, 278, 11, 12, Mar. 14, 21, pp. 593-599; 652-657.

Organising Health Records—An Instructional Guide, American Medical Record Association, 1973.

Provisional Standards for Australian Hospitals, Australian Council on Hospital Standards, 1974.

Medical Record Systems in Primary Health Care in Australia, Australian Government Publishing Service, 1974.

Additional reading list distributed at beginning of each unit.

DISEASE/OPERATION CLASSIFICATIONS II

(70 hours)

Designed to extend the student's knowledge of coding gained in Disease/Operation Classifications I, to give him/her a deeper understanding of all the techniques with emphasis on practical application of individual systems in health care institutions of varying size.

Assessment

Assignments, practical application evaluation, and final examination.

Prescribed Texts

As for Disease/Operation Classifications I.

FUNDAMENTALS OF MEDICINE AND SURGERY II

(80 hours)

An integration and extension of previous studies in Fundamentals of Medicine and Surgery I. Disease conditions and surgical procedures of the specialties are examined in depth. Particular attention is given to pathology, as well as relating diseases to common laboratory and radiological examinations.

Assessment

Test at end of each unit of work.

Prescribed Texts

Davidson, S. and Macleod, J., *The Principles and Practice of Medicine*, 10th edn., Churchill Livingstone, 1972.

Evans, D. M. D., *Special Tests and Their Meanings*, Faber & Faber, 1971.

PHARMACOLOGY

(15 hours)

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

Assessment

Final multiple-choice examination.

Prescribed Text

Piper, D. W. (ed.), *Introductory Pharmacology and Therapeutics*, McGraw-Hill, 1973.

Reference Book

Burton, A. W., *Medical Ethics and the Law*, 2nd edn., ch. 19, "Possession and Prescribing of Drugs", Australian Medical, 1974.

STATISTICS II

(50 hours)

An extension of previous studies in statistics and information handling gained in Statistics I to give students a broader understanding of electronic data processing, statistical information systems on a local and international basis, and an introduction to epidemiology.

Assessment

Assignments, inter-term tests.

Prescribed Texts

Anderson, J., Gremy, F. and Pages, J. C., *Education in Information of Health Personnel*, North-Holland, 1974.

Huffman, E. K., *Medical Record Management*, Physicians' Record Company, 1972.

Race, D., *Electronic Data Processing in Victorian Hospitals*, Computer Study Group, 1972.

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

Reference Books

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

Coles, E., *A Guide to Medical Computing*, Butterworths, 1973.

Collen, M. F., *Hospital Computer Systems*, Wiley, 1974.

Gabriell, E. R., *Computerization of Clinical Records*, vol. 1, Grune & Stratton, 1970.

Weed, L., *Medical Records, Medical Education and Patient Care*, The Press of Case Western Reserve University, 1969.

Additional reading list given at beginning of lecture series.

HEALTH CARE SERVICES

(50 hours)

This course, through student seminars, examines the structure of health care services on an Australian and international level. Ancillary organisations are also explored. Problems in health care are defined and evaluated, and possible solutions are discussed on a broad basis.

Assessment

Seminar papers and participation in discussion periods following seminar presentations.

Prescribed Text

Dewdney, J. C. H., *Australian Health Services*, Wiley, 1973.

Reference Books

Fry, J. and Farnale, W. A. J. (eds.), *International Medical Care*, Medical and Technical Publishing, 1972.

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

Directory of Social Services 1972, Victorian Council of Social Services, 1971.

A Report on Hospitals in Australia, Hospitals and Health Services Commission, 1974.

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.

Assessment

Assignments, class participation in discussion, and final examination.

Prescribed Texts

Haney, W. V., *Communication and Organizational Behaviour*, Irwin, 1973.

Strauss, G. and Sayles, L. R., *Personnel: The Human Problems of Management*, Prentice-Hall, 1972.

Reference Books

Berne, E., *Games People Play: The Psychology of Human Relationships*, Penguin, 1969.

Brown, J. A. C., *The Social Psychology of Industry*, Penguin, 1965.

Hertzberg, F., *Work and the Nature of Man*, Staples Press, 1966.

Likert, R., *The Human Organization*, McGraw-Hill, 1967.

Lupton, T., *Management and the Social Sciences*, Penguin, 1971.

PRACTICAL EDUCATION

Approximately 680 hours are devoted to application of the theories of Medical Record Management 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 twenty-five Victorian hospitals and health care institutions participate in the practical education programme and the students work directly under the supervision of the Chief Medical Record Administrator. An assessment is made of each student and returned to the Head of School of Medical Record Administration, Lincoln Institute.

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*

First Term 23 February-7 May
 Clinical Orientation 1 10 May-21 May
 Second Term 7 June-6 August
 Third Term 30 August-15 October
 Assessment 25 October-5 November
 Community Involvement 8 November-12 November

Second Year

Clinical Orientation 2 2 February-13 February
 First Term 16 February-7 May
 Second Term 31 May-6 August
 Third Term 30 August-15 October
 Assessment 25 October-5 November

Third Year

First Term 2 February-7 May
 Clinic 1 24 May-23 July
 Clinic 2 2 August-1 October
 Clinic 3 11 October-10 December

Fourth Year

Clinic 4 16 February-15 April
 Elective 3 May-7 May
 Term (final) 10 May-2 July

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
 Colac District Hospital, Colac
 Echuca District Hospital, Echuca
 Gippsland Base Hospital, Sale
 Hamilton Base Hospital, Hamilton
 Latrobe Valley Community Hospital, Moe
 Mildura Base Hospital, Mildura
 Mooroopna and District Base Hospital, Mooroopna
 Ovens and Murray Home, Beechworth
 Queen Elizabeth Home and Hospital for the Aged, Ballarat
 Wangaratta District Base Hospital, Wangaratta
 Warrnambool and District Base Hospital, Warrnambool
 West Gippsland Base Hospital, Warragul
 Wimmera Base Hospital, Horsham
 Wodonga District Hospital, Wodonga
 Launceston General Hospital, Launceston
 Mersey General Hospital, Latrobe
 North Western General Hospital, Burnie
 Royal Hobart Hospital, Hobart
 St. Giles Home, Society for Crippled Children, Launceston
 St. John's Park Hospital, Newtown, Tasmania.

The Mental Health Authority also offers cadetships, usually to second-year/third-year students, and these are awarded on course results. They carry a bond equal to the period of sponsorship by the Authority.

Course Outline

Details concerning the number of lectures, tutorials, and practical sessions are given for guidance only. Similarly, only prescribed textbooks and some recommended reading books are listed. Detailed textbook lists and reading guides for all subjects are made available to students during the course.

Degree Course

First Year

Occupational Therapy I
 Ergonomics, Technology, and Therapeutic Media I
 Recreational Activities and Community Involvement
 Anatomy—Pure and Applied
 Physiology I
 Behavioural Science I
 Clinical Education I

Second Year

Occupational Therapy II

Ergonomics, Technology, and Therapeutic Media II

Behavioural Science II

Functional Neuroanatomy and Neurology

Clinical Medicine

Psychiatry I

Clinical Education II

Third Year

Occupational Therapy III

Ergonomics, Technology, and Therapeutic Media III

Behavioural Science III

Clinical Education III

Fourth Year

Occupational Therapy IV

Ergonomics, Technology, and Therapeutic Media IV

Behavioural Science IV

Psychiatry II

Clinical Education IV

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

(120 hours)

A series of lectures, practical classes, and tutorials throughout the year.

Unit A—Core

Introduction to Occupational Therapy, rationale and scope. Examination of psychological implications of disability and illness and concept of rehabilitation; introduction to basic treatment objectives and evaluation techniques in Occupational Therapy. Preparation for clinical orientation—medical terminology, professional responsibilities and communication, contribution of Occupational Therapy in health care. Development of skills in activity organisation and presentation; exploration of creative potential of media.

Unit B—Activities of Daily Living

A study of specific and general problems encountered by the disabled in the performance of daily living tasks. Introduction to the use of alternative techniques and environmental adaptations to achieve and maintain maximum personal independence.

Unit C—Child Studies

- (a) Introduction to normal child behaviour, including social and emotional development, and environmental influences on the child. Play and play techniques: Occupational Therapy use of play in assessment and treatment. The hospitalised child.
- (b) Introduction to developmental processes related to control of posture, movement, and manipulation skills in the normal child. Relevance of sequential development for Occupational Therapy assessment and treatment.

Assessment

Assignments, practical examination, one final three-hour examination paper.

Prescribed Texts

Miller, B. F. and Keane, C. B., *Encyclopaedia and Dictionary of Medicine and Nursing*, Saunders, 1972.

Purtillo, R., *The Allied Health Professional and the Patient—Techniques of Effective Interaction*, Saunders, 1973.

Willard, H. S. and Spackman, C. S., *Occupational Therapy*, 4th edn., Lippincott, 1971.

Reference Book

Illingworth, R. S., *The Development of the Infant and Young Child, Normal and Abnormal*, 5th edn., Churchill Livingstone, 1972.

ERGONOMICS, TECHNOLOGY, AND THERAPEUTIC MEDIA I

(132 hours)

The first year of the E.T.M. course introduces the student to basic studies and approaches that will be continually integrated and enlarged upon during the four year O.T. course. Subject matter is covered in lectures, small-group sessions, practical sessions, investigations within Lincoln Institute, and visits to nearby industrial settings and Occupational Therapy Departments:

- (a) basic architectural drawing
- (b) characteristics of materials and classification of loads
- (c) general safety—topography
 - geography
 - enclosures
 - clothing
- (d) audiovisual equipment, tape recorders
- (e) media—specific studies in selected media.

Assessment

Self-rating check lists, individual sub-unit assessments, written examinations.

Prescribed Texts

Grandjean, E., *Ergonomics of the Home*, Taylor & Francis, 1973.

Standards Association of Australia, Australian Standard No. C.A. 25—1955. *Architectural and Building Drawing Practice*; Australian Standard No. C.A. 52, part 1. 1968. *Design for Access by Handicapped Persons—Public Buildings and Facilities*. Sydney, S.A.A. (Both available from Lincoln Institute.)

RECREATIONAL ACTIVITIES AND COMMUNITY INVOLVEMENT

This course is integrated into the O.T. I programme. Visits and practical sessions are arranged with a view to enabling students to evaluate and

present realistic and effective treatment programmes, utilising recreational activities as the therapeutic media.

There is a period of one week at the end of first year when students work in a voluntary capacity in a community organisation to increase sensitivity to human need situations.

Prescribed Text

No prescribed text. References will be provided during the course of lectures and practical work.

Assessment

Assignments and/or surveys. One segment of final O.T. I examination paper.

ANATOMY—PURE AND APPLIED

(240 hours)

A—Pure Anatomy

Lectures, demonstrations, tutorials, and practical work. The fundamentals of anatomy including general skeletal and muscular structure and basic tissue of the body; detailed anatomy of the muscles, bones, joints, nerve, and blood supply of upper and lower limbs—application to Occupational Therapy.

Prescribed Texts

Cunningham, D. J., *Manual of Practical Anatomy*, vol. 1, (rev. by G. J. Romanes), 13th edn., Oxford University Press, 1966.

Lockhart, R. D., Hamilton, F. G. and Fyfe, F. W., *Anatomy of the Human Body*, 2nd edn., Faber & Faber, 1965.

Mudie, H. M. (ed.), *Handbook of Anatomical Terminology for First Year Students of Occupational Therapy* (available from Lincoln Institute).

B—Kinesiology and Applied Anatomy

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.

Assessment

Pure Anatomy—short tests and one three-hour examination paper. Kinesiology and Applied Anatomy—one one-hour examination paper and one two-hour examination paper.

Reference Books

Brunnstrom, S., *Clinical Kinesiology*, 3rd edn. (rev. by R. Dickinson), Davis, 1972.

PHYSIOLOGY I

A course of 2 lectures per week throughout the year supported by 9 laboratory classes and 1 tutorial per fortnight. This course aims to provide a study of human function, commencing with lectures on physics and chemistry as applied to biology. The course continues with the properties of living cells and those properties unique to special cells. An introduction to the concept of homeostasis will be followed by the study of systemic physiology. This study of the activity of different tissues and organs and the integration of these activities will include the body fluids, the cardiovascular system, the lung, the alimentary tract, the kidney, the endocrine glands, and the central nervous system.

Assessment

Two written assignments per term, a mid-year examination (1 hour), a final examination (3 hours).

Prescribed Texts

De Coursey, R. M., *The Human Organism*, 4th edn., McGraw-Hill, 1975.
Bowsher, D., *Introduction to the Anatomy and Physiology of the Nervous System*, 3rd edn., Blackwell, 1975.

BEHAVIOURAL SCIENCE I

The aim of the course is to introduce the student to Behavioural Science through both:

1. a sequence of 52 hours of lectures and 26 hours of tutorials presenting certain broad key topics in psychology and sociology which students follow up in guided reading for tutorial discussions and written assignments which focus on more specific aspects of the topic;
2. a sequence of 50 hours practical sessions which first provide a framework of basic principles of scientific methodology and of elementary statistics followed by some practical experience in the use of simple observational, experimental, and survey methods in the study of behaviour.

Assessment

1. *Lecture Course* Assessment will be progressive and will include short multiple-choice or short-answer quiz-type exams for basic content, as well as essays to encourage the student to read in some depth about a selected topic of interest.
2. *Laboratory Course* Assessment will involve objective tests, written assignments, and laboratory reports.
3. Students who have successfully studied basic statistics may choose not to take the standard statistics programme and instead undertake a condensed review course in this area.

Prescribed Texts

Anderson, B. F., *The Psychology Experiment*, 2nd edn., Brooks Cole, 1971.

Psychology Today, 2nd edn., C.R.M. Books, 1972.

Berger, P. C., *Invitation to Sociology*, Penguin, 1966.

Young, R. K. and Veldman, D. J., *Introductory Statistics for the Behavioural Sciences*, 2nd edn., Holt Rinehart & Winston, 1972.

CLINICAL EDUCATION I

(40 hours)

One orientation period of two weeks duration is arranged to enable the student to observe a sample of the actual work of the occupational therapist, and to gain insight into the integrative nature of the course content. This two-week period falls at the end of first-term studies in first year. It serves as an introduction to health care and gives the opportunity for an appreciation of the work, not only of the Occupational Therapy Department but of the other services within the hospital, emphasising the importance of effective team communication.

Details of Syllabus: Second Year

OCCUPATIONAL THERAPY II

(350 hours)

Lectures, clinical demonstrations and visits, practical work, special visits, and job experience. Application of Occupational Therapy by practical involvement in clinics held at major metropolitan general and psychiatric hospitals.

Unit 1—Occupational Therapy in the treatment of neurological, neuro-surgical, surgical, orthopaedic, and paediatric conditions.

Subunit A—Assessment and treatment of symptoms with a physical bias, including muscle re-education.

Subunit B—Occupational Therapy in the treatment of neurological, neurosurgical, medical, surgical, orthopaedic, and paediatric conditions.

Unit 2—Occupational Therapy in the treatment and rehabilitation of psychiatric disorders. This is highly integrated with psychiatry and consists of:

- (i) an appraisal of theoretical approaches related to the use of media, groups, and inter-personal relationships.
- (ii) lectures and tutorials related to method of meeting needs of patients.
- (iii) practical application of Occupational Therapy in psychiatric clinical settings.

Unit 3—Child Study. A longitudinal study of a child based on information gained in Child Studies (O.T. I).

Unit 4—Splinting and Orthotics. To give students a working knowledge of hand function. To introduce them to the manufacture and use of basic hand splints and to the properties and types of materials used. The application of splinting to hand disability.

Bi-weekly clinics to hospitals and centres are arranged during third term for the specific study of the Occupational Therapy treatment for related physical and psychiatric conditions.

Assessment

Ongoing assessment consisting of assignments, practical tests, essays, and examinations.

Prescribed Texts

- Brammer, L. M., *The Helping Relationship: Process and Skills*, Prentice-Hall, 1973.
 Goffman, E., *Asylums*, Penguin, 1961.
 Luchins, A. S., *Group Therapy: A Guide*, Random House, 1964.
 Neff, W. S., *Work and Human Behaviour*, Atherton Press, 1968.

Reference Books

- Lance, J. W., *A Physiological Approach to Clinical Neurology*, Butterworths, 1970.
 McDonald, E. M. (ed.), *Occupational Therapy in Rehabilitation*, 3rd edn., Tindall Bailliere & Cox, 1970.
 Mosey, A. C., *Activities Therapy*, Raven Press, 1973.
 Parry, W., *Rehabilitation of the Hand*, 2nd edn., Butterworths, 1966.
 Rickard, H. C. (ed.), *Behavioural Intervention in Human Problems*, Pergamon, 1971.
 Willard, H. S. and Spackman, C. S. (eds.), *Occupational Therapy*, 4th edn., Lippincott, 1971.

ERGONOMICS, TECHNOLOGY, AND THERAPEUTIC MEDIA II

(270 hours)

Lectures, visits and practical work. Ergonomics—the environment and machines. Man-machine interfaces, information processes. Engineering drawing. Technology of plastics, adhesives, surface finishes. Basic electric power. Media—ceramics, weaving, basketry, printing, creative activities and basic metalwork, woodwork with power machinery, art metalwork, materials technology, and techniques integrated for scientific use as therapy.

Assessment

Practical work assessment. One one-hour examination. One one-and-a-half-hour examination.

Prescribed Texts

- E.T.M. folder compiled from course hand-out material.
 Grandjean, E., *Ergonomics of the Home*, Taylor & Francis, 1973.

Job Experience

At the completion of second-year studies, students are required to obtain a job in a factory situation for a minimum of two weeks.

BEHAVIOURAL SCIENCE II**230—Human Development and Social Interaction**

(27 hours lectures)

A series of four lecture units as follows:

Unit A—Sociology (6 hours lectures). An introduction to the sociology of the social structures and institutions within Australian society.

Assessment

An essay on a topic of particular interest to the student arising out of the areas covered in the lecture course.

Prescribed Text

No prescribed text. A reading guide will be issued to students at the commencement of the course.

Unit B—Social Interaction (6 hours lectures). Includes the topics: social facilitation, small groups as interaction systems; basic processes of interaction in small groups.

Assessment

A short exam at the end of the unit.

Prescribed Text

Argyle, M., *The Psychology of Interpersonal Behaviour*, 2nd edn., Penguin, 1972.

Unit C—Developmental Psychology (9 hours lectures). An introduction to developmental concepts and to developmental stages, both cognitive and psycho-social, with an emphasis on early childhood.

Assessment

Two practical reports presenting the results of observational studies of individual children at different developmental stages.

Prescribed Texts

Phillips, J. C., *The Origin of Intellect*, Freeman, 1969. (Note: this text will also be used in the O.T. child study course.)

Unit D—Personality Theories (6 hours lectures). Students are introduced to several theoretical approaches to personality as a background to other course work in the psychopathology of behaviour, particularly clinical procedures.

Assessment

A term paper at the end of the unit.

Prescribed Text

Millon, T. (ed.), *Theories of Psychopathology and Personality*, Saunders, 1973. (This text is also prescribed for O.T. psychiatry courses.)

250—Research Methodology

A course of 10 lectures designed to enable students to evaluate research findings published in various scientific journals and introduce them to problems in the designing and carrying out of experiments. The subject will be approached from three aspects: (a) experimental design, (b) inferential statistics, (c) computational exercises and analysis and discussion of contemporary published papers of interest to occupational therapists.

Assessment

Writing up of experiments and/or objective examination.

Prescribed Text

Meyers, L. S. and Grossen, N. E., *Behavioural Research: Theory, Procedure and Design*, Freeman, 1974.

FUNCTIONAL NEUROANATOMY AND NEUROLOGY

(36 hours)

Section 1—Functional Neuroanatomy

An outline of the components of the central nervous system and their functional relationship with each other. Revision of the gross structural morphology of the central nervous system. Broad coverage of neural pathways subserving motor, sensory, special sensory, psychic, intellectual, and autonomic functions.

Section 2—Functional Neurology

Part A—Neurophysiology The neurophysiology of sensory and motor systems will be used to consider the mechanisms involved in perception, movement, consciousness, memory, and motivation.

Prescribed Text

Eccles, J. C., *The Understanding of the Brain*, McGraw-Hill, 1973.

Part B—Neuropsychology A conceptual model for studying brain behaviour relationships is provided. This section aims to develop an understanding of how man's higher functions are disturbed by lesions in various sites in the cerebral hemispheres.

Assessment

Section assessment. One three-hour examination at end of year.

Prescribed Texts

Bowsher, D., *Introduction to the Anatomy and Physiology of the Nervous System*, 3rd edn., Blackwell, 1975.

Williams, M., *Brain Damage and the Mind*, Penguin, 1970.

Reference Books

Lance, J. W., *A Physiological Approach to Clinical Neurology*, Butterworths, 1970.

CLINICAL MEDICINE

(69 hours)

Lectures and clinics. A series of lectures and clinical demonstrations covering the aetiology, diagnosis, symptomatology, and treatment of medical conditions. The lecture series is divided into the following groupings: general medical, surgical, orthopaedic, neurological, neurosurgical, and paediatric conditions.

Assessment

Three one-hour term unit examinations; one three-hour final examination.

Prescribed Texts

Adams, J. C., *Outline of Orthopaedics*, 7th edn., Churchill Livingstone, 1971.

Walshe, F., *Diseases of the Nervous System Described for Practitioners and Students*, 11th edn., Livingstone, 1970.

Whiteside, J. E., *Medical Nursing*, Angus & Robertson, 1970.

PSYCHIATRY I

(40 hours)

Lectures, tutorials, and clinical demonstrations. Concepts of mental health and mental illness. Introduction to interviewing techniques. Aetiology, symptomatology, and methods of treatment of organic brain syndromes, functional psychotic disorders, neuroses, personality disorders, alcoholism, and drug dependence. Intellectually handicapped, child behaviour disorders, and psychogeriatrics.

Assessment

One one-hour examination. One two-hour examination.

Prescribed Text

Sainsbury, M. J., *Key to Psychiatry: A Textbook for Students*, Australian and New Zealand Book Co., 1973.

Reference Books

Freedman, A. M., Kaplan, H. I. and Sadock, B. J., *Modern Synopsis of Psychiatry*, Williams & Wilkins, 1972.

Millon, T. (ed.), *Theories of Psychopathology and Personality*, Saunders, 1973.

CLINICAL EDUCATION II

A two-week clinical orientation period placed prior to the commencement of the first academic term in second year. This second clinical orientation period provides the opportunity for students to extend their awareness of the scope of Occupational Therapy and health services. Placed at this time, it allows 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**OCCUPATIONAL THERAPY III**

(220 hours)

Lectures, seminars, clinical, and practical experience. Supervised practical application of Occupational Therapy in the clinical field in the treatment of patients of all age groups with physical and psychological disorders.

Unit 1

Subunit A This unit builds on and develops the material covered in the Occupational Therapy II programme, with particular emphasis on development of personal skill in the areas of assessment and treatment of physical conditions.

Subunit B Introduction to specialised Occupational Therapy techniques in the field of psychiatry.

Subunit C Sociological aspects of patient care. Introduction to problems related to people in need with particular reference to minority groups.

Bi-weekly clinics at hospitals and centres are arranged for the specific study of the Occupational Therapy treatment for related physical and psychiatric conditions.

Assessment

Unit assessment.

Prescribed Text

References and handouts will be provided during the course.

Unit 2—Prosthetics

Lectures, demonstrations, tutorials, visits, and films. This course develops an appreciation of medical, surgical, and psychological implications of amputation. At the same time it introduces the student to the manufacture and use of standard and mechanised prostheses currently available for both upper and lower extremity amputees.

Assessment

One one-hour written examination.

Prescribed Text

There is no prescribed text, but specific reading guides will be issued during the unit.

Communication, Organisation, Co-ordination, and Administration

The 12-week course aims to provide students with understanding and experience of the administrative and consultative function of the occupational therapist in different health areas. Lectures, practical sessions, and seminars cover organisation, departmental planning, and communication skills. Occupational therapists from various clinical settings contribute.

Assessment

Assignments, tests, and practical work.

Prescribed Text

There is no prescribed text. References and handouts will be provided during the course of lectures and practical work.

ERGONOMICS, TECHNOLOGY, AND THERAPEUTIC MEDIA III

(25 hours)

This subject is co-ordinated with Occupational Psychology and involves visits to a variety of industrial work sites. The ergonomic checklist is utilised to develop student skill in making vocational assessments.

Assessment

Tests and practical work.

Prescribed Text

Grandjean, E., *Ergonomics of the Home*, Taylor & Francis, 1973.

BEHAVIOURAL SCIENCE III

(26 hours)

To develop and increase the understanding that Occupational Therapy students have of the behaviour of individuals as related to work behaviour, inter-personal processes with respect to inter-group and intra-group processes operating in work situations, and organisational psychology with special emphasis on the concept of organisations as social systems.

Assessment

Written examination.

Prescribed Text

Katz, D. and Kahn, R. L., *The Social Psychology of Organisations*, Wiley, 1966.

Reference Books

Crites, J. O., *Vocational Psychology*, McGraw-Hill, 1969.

Vroom, V., *Work and Motivation*, Wiley, 1964.

Warr, P. B. (ed.), *Psychology at Work*, Penguin, 1971.

CLINICAL EDUCATION III

(945 hours)

Clinical practice, seminars, and tutorials. Supervised practical application of Occupational Therapy in the treatment of patients with physical and psychological disorders of all age groups in the clinical field.

Details of Syllabus: Fourth Year**OCCUPATIONAL THERAPY IV****Unit 1**

This is a return in greater depth to the application of Occupational Therapy to work with people with physical and psychiatric disabilities and in the area of prophylaxis in the community. Students are required to undertake a number of individual and group investigations and assignments. Time is also allocated for the presentation of some new material which is implemented in the light of recent developments in medicine and health services.

Unit 2

Subject matter returns to the syllabus outline O.T.3/701, Unit 2 (q.v.). Thus, C.O.C.A. (Communication, Organisation, Co-ordination, and Administration) is re-examined at a higher level. Seminar cum workshop sessions with panels of speakers drawn from all areas of clinical Occupational Therapy, industry, and health administration will be included to extend information.

ERGONOMICS, TECHNOLOGY, AND THERAPEUTIC MEDIA IV

(20 hours)

The students contract for an individual project by selecting from within their clinical experience the need to design, modify, or further develop a device or system to advance Occupational Therapy treatment of assessment effectiveness. The task is to present the selected project with the need and the problem fully defined, with a design philosophy and an end point.

BEHAVIOURAL SCIENCE IV

This subject is integrated with O.T.IV. Research methods and statistics are applied to a mini research project based on material selected by students during their clinical affiliations.

PSYCHIATRY II

Lectures, seminars, and clinical demonstrations. This course runs parallel to O.T.IV Unit 1, which includes the re-examination, at a higher level, of occupational therapy techniques in psychiatry. Psychiatry II will also return to relook at some Psychiatry I Unit 1 material and provide an introduction of new material in the light of recent developments in this field.

CLINICAL EDUCATION IV

Students complete 315 hours in an elected area of Occupational Therapy practice.

School of Orthoptics

Introduction to Orthoptics

Orthoptics is a specialised study dealing mainly with the diagnosis and treatment of abnormalities of eye movements and the co-ordinated use of the two eyes. The main conditions treated are crossed or lazy eyes in children. Common problems in adults are fatigue arising from an inability to maintain co-ordination of the eyes and double vision after illness or accident.

Investigation involves the utilisation of suitable tests according to individual patient capabilities. From the results a diagnosis and plan of patient management may be formulated or progress of treatment may be assessed.

Application is not restricted to assessment of abnormalities of eye movements and co-ordination of the eyes: it also includes assessment of general ophthalmological and neurological conditions.

Orthoptic treatment is basically a process of mental training in which the higher centres of the brain concerned with vision, focusing, and control of eye movements are educated to function in a co-ordinated and efficient manner.

Orthoptists are qualified allied health personnel working in particularly close association with ophthalmologists, but also aiding other medical specialists, neurologists, neurosurgeons, endocrinologists, and plastic surgeons.

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 Hospital
 Preston and Northcote Community Hospital
 Prince Henry's Hospital
 Queen Elizabeth Hospital
 Queen Victoria Hospital
 Royal Adelaide Hospital
 Royal Melbourne Hospital
 Royal Children's Hospital
 Royal Victorian Eye and Ear Hospital
 St. Vincent's Hospital
 Royal Hobart Hospital.

Some clinical involvement is required during the term holidays. During training, visits of observation are arranged to: Royal Victorian School for the Blind, Dame Mary Herring Centre, Marathon Spastic Centre, Central Carlton Kindergarten.

Avenues of Employment

Orthoptists are employed by hospitals and in solo and sponsored private practice. The school does not assume responsibility for placing orthoptists, but newly qualified clinicians will be advised of existing vacancies and application procedure.

Course Outline

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

First Year

Principles and Practice of Orthoptics I
 Foundations of Behavioural Science I
 Human Biology
 Neurophysiology*
 Neuro and Ocular Anatomy*
 Ocular Physiology*
 Optics

Second Year

Principles and Practice of Orthoptics II
 Foundations of Behavioural Science II
 Ophthalmological Aspects of Orthoptics

Details of Syllabus: First Year

PRINCIPLES AND PRACTICE OF ORTHOPTICS I

A course of 135 hours of lectures and tutorials and 388 hours of clinical practice to provide:

1. a detailed understanding of normal visual function and abnormalities which arise from its dysfunction,

* Course completed first term second year.

2. an understanding of all orthoptic apparatus in general use and establishment of an efficient orthoptic examination routine,
3. an understanding of general principles and methods of treatment of ocular deviation including optical, surgical, medical, and orthoptic, with emphasis on continuous evaluation and if necessary modification of orthoptic management plans.

Assessment

The course will be examined by written assignments and practical assessments during the year, with final written, practical, and oral assessments.

Prescribed Texts

- Bredemeyer, H. G. and Bullock, K., *Orthoptics Theory and Practice*, Mosby, 1968.
- Duke-Elder, S. and Wybar, K., *System of Ophthalmology, Vol. VI Ocular Motility and Strabismus*, Kimpton, 1973.
- Hugonnier, R. and Hugonnier, S. A., *Strabismus, Heterophorias Ocular Motor Paralysis*, (trans. by S. Veronneau Troutman), rev. edn., Mosby, 1969.

Reference Books

- Lyle, T. K. and Wybar, K., *Practical Orthoptics in the Treatment of Squint*, Lewis, 1967.
- Cashell, G. T. W. and Durran, I. M., *Handbook of Orthoptic Principles*, 2nd edn., Churchill Livingstone, 1971.
- Hurt, J., Rasicovici, A., and Windsor, C. E., *Comprehensive Review of Orthoptics and Ocular Motility*, Mosby, 1972.
- Denby, H. M. and Shaterian, E. T., *Practical Ocular Motility*, Thomas, 1967.
- Burian, H. M. and von Noorden, G. K., *Binocular Vision and Ocular Motility Theory and Management of Strabismus*, Mosby, 1974.

FOUNDATIONS OF BEHAVIOURAL SCIENCE I

The course is aimed at providing an introduction to selected content areas within the behavioural sciences which are relevant to the professional education of the student and which will provide a necessary basis for later more specialised studies.

Unit I

(20 hours)

Human Behaviour and Individuality:

- (i) basic processes: human learning, motivation, emotion, cognition
- (ii) individuality of behaviour, male/female differences, personality and its assessment.

Unit II

(20 hours)

Social Functions:

- (i) communication, attitude formation, and attitude change
- (ii) socialisation
- (iii) social institutions.

Unit III

(20 hours)

In third term, students will be required to choose one of the following three electives:

1. visual perception
2. developmental psychology
3. conflict, adjustment, and mental health.

Assessment

Progressive and at the conclusion of each unit. Several techniques will be used including essay, short-answer, and multiple-choice questions under either examination or take-home conditions.

Prescribed Text

Hilgard, E. R., Atkinson, R. C. and Atkinson, R., *Introduction to Psychology*, 6th edn., Harcourt Brace Jovanovich, 1975.

HUMAN BIOLOGY

The course consists of 60 hours of lectures and tutorials providing an introduction to the anatomy and physiology of the major body systems. Tissues and organs studied will include: skeleton, nervous system, skeletal muscles, heart and circulation, lung, kidney, alimentary tract, endocrine glands.

Assessment

(a) Assignments and short tests during terms 1 and 2; (b) a mid-course test (1 hour); (c) a final examination at end of second term (2 hours).

Prescribed Texts

Burdon, I. M. and McDonald, S., *Faber's Anatomical Atlas*, 4th edn., Faber, 1962.

Macey, R. I., *Human Physiology*, 2nd edn., Prentice-Hall, 1975.

NEUROPHYSIOLOGY

This course consists of 24 hours of lectures and tutorials in which the physiology of neurones and their function in neuronal circuits will be studied. The lectures will introduce the students to details of the mechanisms of perception, movement, and the basis of behaviour.

Assessment

(a) Two assignments during the neurophysiology course, (b) final examination (1 hour).

Suggested Pre-course Reading

Lewin, R., *The Nervous System*, Anchor Books, 1974.

Bowsher, D., *Introduction to the Anatomy and Physiology of the Nervous System*, 3rd edn., Blackwell, 1975.

NEURO AND OCULAR ANATOMY

A course of 28 hours of lectures and tutorials to gain a knowledge of the anatomy of the eye, orbit, and visual pathways, with special reference to the extra ocular muscles and their nerve and blood supplies.

Assessment

Topic tests, and a written and an oral assessment on completion of the lecture course.

Prescribed Texts

Stephenson, R. W., *Anatomy, Physiology and Optics of the Eye, a Text Book for Orthoptic Students*, 2nd edn., Kimpton, 1973.

Wolff, E., *The Anatomy of the Eye and Orbit*, 6th edn., (rev. by R. J. Last), Lewis, 1968.

OCULAR PHYSIOLOGY

A course of 28 hours of lectures and tutorials to provide a knowledge of the physiology of the eye and visual pathways.

Assessment

Topic tests and a written and oral assessment on completion of the lecture course.

Prescribed Texts

Stephenson, R. W., *Anatomy, Physiology and Optics of the Eye, a Text Book for Orthoptic Students*, 2nd edn., Kimpton, 1973.

Davson, H., *Physiology of the Eye*, 3rd edn., Churchill Livingstone, 1972.

Reference Book

Gloster, J. and Weale, R. A., *System of Ophthalmology, Vol. 4 The Physiology of the Eye and of Vision*, Kimpton, 1968.

OPTICS

A course of 28 hours of lectures and tutorials to provide a basic knowledge of the principles of optics, with special reference to the refraction of the eye.

Prescribed Texts

Stephenson, R. S., *Anatomy, Physiology and Optics of the Eye, a Text Book for Orthoptic Students*, 2nd edn., Kimpton, 1973.

Duke-Elder, S., *The Practice of Refraction*, 8th edn., Churchill, 1969.

Reference Books

Harstein, J., *Review of Refraction*, Mosby, 1971.

Christman, E., *Primer on Refraction*, Thomas, 1972.

Borish, I. M., *Clinical Refraction*, 3rd edn., Professional Press, 1970.

Sloane, A., *Manual of Refraction*, 2nd edn., Little Brown, 1970.

Details of Syllabus: Second Year

PRINCIPLES AND PRACTICE OF ORTHOPTICS II

A course of 135 hours of lectures and tutorials and 351 hours of clinical practice designed to:

1. ensure the student is fully competent in the management of the orthoptic aspect of ocular deviation and related disorders, particularly those resulting from head trauma or associated with general medical or neurological conditions;
2. provide an awareness of the contributions and roles of other allied health professionals and the relationship of the orthoptist in a multi-disciplinary approach to learning disabilities and visual problems in handicapped children and adults.

Assessment

The course will be examined by written assignments, practical assessments during the year, with a final written, practical, and oral assessment.

Prescribed Texts

As for Orthoptics (first year).

FOUNDATIONS OF BEHAVIOURAL SCIENCE II

170—Introduction to Research Methods

A ten-hour programme requiring no statistical calculations. Function of research. Methods of research in the health sciences. The scientific method: reliability and validity; hypothesis testing; variables and their control; problems of sampling. Interpretation.

Assessment

By written assignment.

210—Psychology of Health and Illness

This 14-hour lecture course deals with a psychological study of various conditions associated with illness. The area will be considered from two viewpoints:

1. how a condition affects the person individually,
2. how a condition affects the person's social relationships, with particular reference to hospital, home, and community environments.

Topics included in the course are stress, response to stress, psychosomatics, illness and disability, stigma, hospitalisation, mental illness, and death.

Prescribed Text

There are no specific textbooks for the course. Students will be given references before each lecture.

Assessment

To be decided following discussion with the class about the objectives of the course and the needs of the students.

310—Medicine and Society

This course consists of one informal lecture and one tutorial each week for one term. Students will be expected to undertake a comprehensive reading programme on (a) the providers of medical care, their history and present organisation, professional and institutional, and (b) social medicine and the organisation of health care systems: contemporary problems and directions.

Assessment

An essay of approximately 3000 words.

420—Counselling Skills

10 hours of meetings in small groups. In any relationship, there is always the potential for counselling help. This is particularly so in the case of therapist-patient relationships where the practical business of therapy sets up constant contact. This course is aimed at teaching skills in the general area of interpersonal relationship. Most of the work is practical, revolving around working together in pairs and as a group, with theoretical material blended in from time to time.

Assessment

No formal examination. Assessment based on attendance.

OPHTHALMOLOGICAL ASPECTS OF ORTHOPTICS

A course of 170 hours of lectures, tutorials, clinical observation, and participation sessions to provide:

1. a broad understanding of aspects of ophthalmology related to orthoptics, including an elementary knowledge of the common diseases of the eye and its adnexa;
2. a working knowledge of clinical optics consisting of sight testing methods for children and adults, refractive errors, their correction and the use of prisms with particular emphasis on application to orthoptic conditions (the student also learns about the nature and fitting of contact lenses and in particular their application in monocular aphakia);
3. a basic knowledge of ocular diseases affecting ocular tension and their management, also teaches skills enabling competent investigation of ocular tension and measurement of aqueous outflow of the eye;
4. an understanding of the practical testing of visual fields, and assessment of field defects encountered in ophthalmological, neurological, and general medical diseases and their significance.

Assessment

Ongoing assessment consisting of written, practical, and oral tests.

Prescribed Texts

Trevor-Roper, P., *The Eye and Its Disorders*, Blackwell, 1974.

Stein, H. A. and Slatt, B. J., *The Ophthalmic Assistant*, 2nd edn., Mosby, 1971.

Rucker, C. W., *The Interpretation of Visual Fields*, 3rd edn., American Academy of Ophthalmology and Otolaryngology, 1957.

Reference Books

Harrington, D. O., *Visual Fields*, 3rd edn., Mosby, 1971.

Reed, H. and Drance, S. M., *The Essentials of Perimetry*, 2nd edn., Oxford University Press, 1972.

Drews, R. C., *Manual of Tonography*, Mosby, 1971.

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 Masseurs 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 the following hospitals and special centres for observation and clinical practice:

Alfred Hospital

Austin Hospital (general hospital and spinal injuries centre)

Box Hill and District Hospital

Caulfield Hospital

Coonac Rehabilitation Centre

Hampton Hospital

Mount Royal Geriatric Unit

Preston and Northcote Community Hospital

Prince Henry's Hospital

Queen Victoria Hospital

Repatriation General Hospital, Heidelberg

Royal Children's Hospital

Royal Melbourne Hospital

Royal Talbot Rehabilitation Hospital

Royal Women's Hospital

St. Vincent's Hospital
 Western General Hospital
 Additional clinical placements will be arranged.

Term Dates

First Year

First Term 23 February-7 May
 Second Term 31 May-6 August
 Third Term 30 August-15 October

Second Year

First Term 23 February-7 May
 Second Term 31 May-6 August
 Third Term 30 August-15 October
 There will be a block of clinical education during November.

Third Year

First Term 23 February-7 May
 Second Term 31 May-6 August
 Third Term 30 August-15 October
 There will be a block of clinical education during November.

Study Vacation 18 October-22 October inclusive.

Assessment 25 October-10 December 1976.

Fourth Year Clinical training with no terms. The year commences on 27 January 1976, and concludes on 16 July 1976. There will be a two-week break: Group A—26 April-7 May; Group B—12 April-23 April.

Book Exchange 1976

Students wishing to avail themselves of this service provided by the Physiotherapy Students Society may contact: Mr. Carl Wood, c/o Lincoln Institute, School of Physiotherapy, 625 Swanston Street, Carlton 3053; telephone 347-7544 ext. 46.

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.

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
Introductory Science
Man and Society I
Physiotherapy I

Second Year

Anatomy II
Man and Society II
Pathology
Physiology II
Physiotherapy II

Third Year

Medical and Surgical Conditions
Physiotherapy III
Anatomy III

or

Man and Society III

or

Physiology III

Fourth Year

Physiotherapy IV

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

A course of 260 hours 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 course includes detailed anatomy of the upper and lower limbs; detailed anatomy of the muscles, bones, and joints of the abdomen and pelvis; a general account of the abdominal contents; surface anatomy of the limbs and abdomen. The practical course 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 classes of practical osteology and demonstrations of radiological anatomy.

Assessment

Mid-year oral examination. Annual written examination will be given at the end of third term.

Prescribed Texts

(Anatomy I and II)

Cunningham, D. J., *Manual of Practical Anatomy*, vol. 1, (rev. by G. J. Romanes), 13th edn., Oxford University Press, 1966.

Cunningham, D. J., *Manual of Practical Anatomy*, vol. 2, (rev. by James C. Brash), 12th edn., Oxford University Press, 1968.

Cunningham, D. J., *Manual of Practical Anatomy*, vol. 3, (rev. by G. J. Romanes), 13th edn., Oxford University Press, 1967.

Cunningham, D. J., *Textbook of Anatomy*, (ed. G. J. Romanes), 10th edn., Oxford University Press, 1964 or 11th edn., Oxford University Press, 1971; or

Gray's Anatomy, (ed. D. V. Davies and R. E. Coupland), 34th edn., Longman, 1967; or

Gray's Anatomy, (ed. R. Warwick and P. L. Williams), 35th edn., Longman, 1973.

Dissecting instruments

Half set of bones

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

INTRODUCTORY SCIENCE

A course of 130 hours of lectures, tutorials, and practical work designed to provide a basis for the more reasoned understanding of Physiology and Physiotherapy. The course will be divided into three units.

1. Histology

To include a study of the cell; its basic structure and organelles; the basic structure of tissue; examples of the varieties of cells and tissues with particular emphasis on muscle, nerve, blood vascular system, and the components of joints.

2. Applied Physics and Physics for Electrotherapy

(a) *Applied Physics* An introduction to mechanics covering vector quantities, centre of gravity, pulley systems, moments, and springs; hydrostatics covering specific gravity, buoyancy, Archimedes Principle; hydrodynamics covering viscosity, turbulent, and lamina flow, and other properties of fluids; the principles of servo-mechanics and the application of the above principles to the human body.

(b) *Physics for Electrotherapy* A review of static electricity; current electricity including circuits; Ohm's Law, energy and power and impedance; the theory of electrolysis; magnetism, electromagnetism, electromagnetic induction, electromagnetic radiations; spectrum and properties, sound and ultrasound, comparison and contrast of properties, generation. An introduction to electrophysiology. Application of the above physical principles to treatment by electrotherapy.

3. Human Biology and Biochemistry

(a) Introduction to biological sciences; characteristics of living things; cell structure and function; cells, tissues, organ systems; cell division; classical genetics and gene theory, concepts of evolution. (b) Fundamental concepts of chemistry; structure of atoms, radioactivity; chemical bonds, electrolytes; pH; physico-chemical properties of water; review of organic chemistry with emphasis on bonding and nature of functional groups; chemical nature of life; basic chemical properties and biological role of carbohydrates, lipids, proteins, nucleic acids, vitamins, enzymes and hormones, role of inorganic ions in the body; digestion, absorption, and basic metabolism of carbohydrates, fats, and proteins; introduction to metabolic control mechanisms; brief discussions on anatomy, physiology, and evolution of major organs and functional systems are included when considering their biochemical aspects.

Prescribed Texts

Le Gros Clarke, W. E., *Tissues of the Body*, 6th edn., Oxford University Press, 1971.

Routh, J. I., Eyman, D. P. and Burton, D. J., *Brief Introduction to General Organic and Biochemistry*, Saunders, 1971.

Villee, C. A. and Dethier, V. G., *Biological Principles and Processes*, Saunders, 1971.

MAN AND SOCIETY I

(Behavioural Science 100)

The aim of the course is to introduce the student to Behavioural Science through both:

1. a sequence of 52 hours of lectures and 26 hours of tutorials presenting certain broad key topics in psychology and sociology which students follow up in guided reading for tutorial discussions and written assignments which focus on more specific aspects of the topic;
2. a sequence of 50 hours practical sessions which first provide a framework of basic principles of scientific methodology and of elementary statistics followed by some practical experience in the use of simple observational, experimental, and survey methods in the study of behaviour.

Assessment

1. *Lecture Course* Assessment will be progressive and will include short multiple-choice or short-answer quiz-type exams for basic content, as well as essays to encourage the student to read in some depth about a selected topic of interest.
2. *Laboratory Course* Assessment will involve objective tests, written assignments, and laboratory reports.

Note

1. The statistics programme is not a course in mathematics. However, it does involve the manipulation of elementary mathematical concepts. For some students a brief remedial course in basic numeracy will be offered prior to commencement of the elementary statistics component.
2. Students who have successfully studied basic statistics may choose not to take the standard statistics programme and instead undertake a condensed review course in this area.

Prescribed Texts

Anderson, B. F., *The Psychology Experiment*, 2nd edn., Brooks Cole, 1971.

Psychology Today, 2nd edn., C.R.M. Books, 1972.

Berger, P. C., *Invitation to Sociology*, Penguin, 1966.

Young, R. K. and Veldman, D. J., *Introductory Statistics for the Behavioural Sciences*, 2nd edn., Holt Rinehart & Winston, 1972.

PHYSIOTHERAPY I

This course is designed to give the student an understanding of normal movement. It comprises 182 hours of lectures, tutorials, and practical classes with provision for additional informal practical study. The syllabus includes:

1. an introduction to the study of Kinesiology and Applied Anatomy concurrently with Anatomy I; this includes the practical application of kinesiological principles as well as Surface Anatomy in which muscles will be outlined and palpated, and anatomical structures related to surface markings;
2. an introduction to the principles and practice of massage and passive movements;
3. commencement of a study of the development of the normal child with emphasis on the first year of life.

Assessment

Evaluation will be by varied forms of assessment on a progressive basis.

Prescribed Texts

**Brunnstrom, S., *Clinical Kinesiology*, 3rd edn., Davis, 1972.

**Beard, G. and Wood, E., *Massage—Principles and Techniques*, Saunders, 1964.

*Hamilton, W., Simon, G., and Hamilton, S., *Surface and Radiological Anatomy*, 5th edn., Williams & Wilkins, 1971.

**Lockhart, R. D., *Living Anatomy*, 5th edn., Faber & Faber, 1960.

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

Reference Books

Basmajian, J., *Muscles Alive*, Williams & Wilkins, 1967.

Close, J. R., *Functional Anatomy of the Extremities*, Thomas, 1973.

** Students are expected to purchase.

* Highly recommended, but purchase is not essential.

- Hall, M. C., *The Locomotor System—Functional Anatomy*, Thomas, 1965.
- Illingworth, R. S., *The Development of the Infant and Young Child, Normal and Abnormal*, 5th edn., Churchill Livingstone, 1972.
- Kapandji, I. A., *The Physiology of the Joints*, vols. I and II, 2nd edn., Livingstone, 1972.
- Kendall, H., Kendall, F. and Wadsworth, G., *Muscles—Testing and Function*, 2nd edn., Williams & Wilkins, 1971.
- MacConaill, M. A., and Basmajian, J. V., *Muscles and Movements: A Basis for Human Kinesiology*, Williams & Wilkins, 1969.
- O'Connell, A. L. and Gardiner, E. V., *Understanding the Scientific Bases of Human Movement*, Williams & Wilkins, 1972.
- Steindler, A., *Kinesiology of the Human Body*, Thomas, 1955.
- Williams, M. and Lissner, H. R., *Biomechanics of Human Motion*, Saunders, 1962.

Further references will be indicated throughout the course.

Details of Syllabus: Second Year

ANATOMY II

A course of 260 hours 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 head and neck and with a general account of the brain and spinal cord. Detailed anatomy of the thorax and its contents. Lectures and demonstrations of radiological anatomy. Applied anatomy with special reference to the locomotor apparatus.

Assessment

Mid-year oral examination. A written examination will be given at the end of the third term.

Prescribed Texts

As for first year.

MAN AND SOCIETY II

(Behavioural Science 210, 220, 250, 420)

A course comprising four components:

1. 210—The Psychology of Health and Illness

This course deals with a psychological study of various conditions associated with illness.

Assessment

Group participation.

Prescribed Texts

References will be supplied.

2. 220—Man and Society

The course consists of a weekly lecture and tutorial and a fortnightly seminar. There is considerable emphasis placed on the student's individual reading programme. The course covers: (a) dividing up society, (b) bureaucracy and organisation, (c) social order and cohesion.

Assessment

Assignments.

Prescribed Text

Marx, K. and Engels, F., *The Communist Manifesto*, Penguin, 1967.

3. 250—Research Methodology

A course of 10 lectures designed to enable students to evaluate research findings published in various scientific journals and introduce them to problems in the designing and carrying out of experiments. The subject will be approached from three aspects: (a) experimental design, (b) inferential statistics, (c) computational exercises and analysis and discussion of contemporary published papers of interest to physiotherapists.

Assessment

Writing up of experiments and/or objective examination.

Prescribed Text

Meyers, L. S. and Grossen, N. E., *Behavioural Research: Theory, Procedure and Design*, Freeman, 1974.

4. 420—Counselling Skills

A 10-hour segment designed to equip the student with teaching skills in the general area of interpersonal relationships.

Assessment

Group participation.

Prescribed Text

References will be supplied.

PATHOLOGY

A course of lectures in second and third terms. The syllabus includes an introduction to pathology, and a general outline of aetiology, hereditary factors, developmental disorders, deficiency states, physical agents in disease, chemical agents in disease, microbiological agents in disease, cellular injury, acute inflammation, repair and regeneration, chronic inflammation, immunity, hypersensitivity and auto-immunity, vascular disturbances, disorders of growth, and general features of neoplasms.

Assessment

By written examination.

Prescribed Text

Printed notes provided by the School of Physiotherapy.

Reference Books

Willis, R. A., *Principles of Pathology*, Butterworths, 1971.

PHYSIOLOGY II

A course of two lectures, two laboratory classes per week, and one tutorial each fortnight throughout the year.

The emphasis of the lecture course is on the function of the human body, supported by laboratory observations. The programme will commence with a study of the characteristics of living cells and those properties which are unique to special cells of the body. An introduction to the concept of homeostasis and the autonomic nervous system will be followed by the study of systemic physiology. The activity of different tissues and organs in co-ordinated human function will be taught in the following systems: body fluids, the cardiovascular system, the lung, the alimentary canal, the kidney, the endocrine glands, and the nervous system.

Assessment

(a) Two written assignments per term; (b) end-year examination (1½ hours) and a final examination (3 hours).

Prescribed Texts

Miles, F. A., *Excitable Cells*, Heinemann, 1969.

Vander, A., Sherman, J. H. and Luciano, D., *The Mechanism of Body Function*, 2nd edn., McGraw-Hill, 1975.

Reference reading lists will be supplied during the lecture programme.

PHYSIOTHERAPY II

A course of approximately 275 hours comprising these areas:

1. A nursing procedure course consisting of 20 hours of lectures and demonstrations and 80 hours of clinical experience in allotted hospitals during November. 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.
2. The remaining areas of the curriculum, listed below, are presented as a course of 8 hours per week throughout the year giving a total of approximately 175 hours. These areas will be studied by way of lectures, demonstrations, discussions, practical classes, clinical study, and independent study.

(a) *Techniques of Assessment* A practical and theoretical study of the techniques of assessment, as related to such areas as strength, endurance, mobility, posture, relaxation, and function.

(b) *Movement* The theory of therapeutic exercise and passive movement is studied and techniques practised. Topics include strengthening, endurance training, mobilisation exercises, passive mobilisation, relaxed passive movements, facilitation and relaxation techniques, and class work.

(c) *Massage* A practical and theoretical study of massage and allied soft tissue stretching and relaxation techniques.

(d) *Electrotherapy* A practical and theoretical study of treatment and diagnosis by electrical and allied forms of energy. The syllabus includes electrical safety; and the indications, contraindications, dosage, and technique for use of therapeutic heat and cold, ultraviolet radiation, electrical stimulation, and electrodiagnosis.

(e) *Child Development* An extension of material presented in Physiotherapy I with a stress placed on the second to fifth years of life.

Assessment

Evaluation of student performance will be by varied means and on a progressive basis.

Prescribed Texts

Beard, G. and Wood, E., *Massage Principles and Techniques*, Saunders, 1964.

Gardiner, M. D., *The Principles of Exercise Therapy*, 3rd edn., Bell, 1963.

Printed notes provided by the School of Physiotherapy.

Reference Books

Cyriax, J., *Textbook of Orthopaedic Medicine*, vol. II, 8th edn., Balliere Tindall & Cassell, 1971.

Duffield, M. H. (ed.), *Exercise in Water*, Balliere Tindall & Cassell, 1969.

Hollis, M. and Roper, M., *Suspension Therapy in Rehabilitation*, Balliere Tindall & Cassell, 1965.

Kendall, F. and Kendall, H., *Muscles—Testing and Function*, Williams & Wilkins, 1971.

Knott, M. and Voss, D., *Proprioceptive Neuromuscular Facilitation*, 2nd edn., Balliere Tindall & Cassell, 1968.

Krusen, F. H., Kottke, F. J. and Ellwood, P. M., *Handbook of Physical Medicine and Rehabilitation*, 2nd edn., Saunders, 1971.

Licht, S. (ed.), *Massage Manipulation and Traction*, Licht, 1960.

Licht, S. (ed.), *Therapeutic Exercises*, 2nd edn., Licht, 1965.

Maitland, G. D., *Peripheral Manipulation*, Butterworths, 1970.

Maitland, G. D., *Vertebral Manipulation*, 3rd edn., Butterworths, 1973.

Details of Syllabus: Third Year

MEDICAL AND SURGICAL CONDITIONS

A course of approximately 160 hours conducted by medical practitioners—specialists in pathology, pharmacology, medicine, and surgery. The course will be presented by means of lectures and attendance at clinics in specific areas of medicine and surgery. It is designed to acquaint the student with modern clinical and surgical practice and its relation to physiotherapy. It will include the pathology, aetiology, incidence, signs and symptoms, complications, aims, and techniques of the medical and surgical management of relevant conditions.

Areas covered include orthopaedic, cardio-pulmonary, neurological, circulatory, plastic surgery, obstetrics, and gynaecology.

Assessment

By means of written tests.

Prescribed Texts

- Jennett, W. B., *An Introduction to Neurosurgery*, Heinemann, 1970.
 Lance, J. W., *A Physiological Approach to Clinical Neurology*, 2nd edn., Butterworth, 1975.

Reference Books

- Apley, A. G., *A System of Orthopaedics and Fractures*, 3rd edn., Butterworths, 1970; or 4th edn., Butterworths, 1975.
 Bates, D., Macklem, P. and Christie, R., *Respiratory Function in Disease*, Saunders, 1971.
 Belcher, J. R. and Sturridge, M. E., *Thoracic Surgical Management*, 4th edn., Balliere Tindall & Cassell, 1972.
 Blackwood, W. *et al.*, *Greenfield's Neuropathology*, 2nd edn., Arnold, 1963.
 Lord Brain and Walton, J. N., *Brain's Diseases of the Nervous System*, 7th edn., Oxford University Press, 1969.
 Campbell, E., Dickinson, C. and Slater, J., *Clinical Physiology*, Oxford Blackwell Scientific, 1968.
 Gibbon, J., Sabiston, D. and Spencer F., *Surgery of the Chest*, 2nd edn., Saunders, 1969.
 Harrison, T., *Principles of Internal Medicine*, McGraw-Hill, 1974.
 Langworthy, O. R., *The Sensory Control of Posture and Movement*, Williams & Wilkins, 1970.
 Lenman, J. A. R. and Ritchie, A. E., *Clinical Electromyography*, Lippincott, 1970.
 Netter, F., *Ciba Collection of Medical Illustrations*, vol. 5, The Heart, Ciba, 1969.
 Roaf, R. (ed.), *The Oswestry, Textbook of Orthopaedic Nursing*, Pitman Medical, 1971.
 Russell, D., *Pathology of Tumours of the Central Nervous System*, 3rd edn., Williams & Wilkins, 1971.
 Swaiman, K. E. and Wright, F. S., *Neuromuscular Diseases of Infancy and Childhood*, Springfield, 1970.
 Swazey, J. P., *Reflexes and Motor Integration: Sherrington's Concept of Integrative Action*, Oxford University Press, 1969.
 Walter, J. B. and Israel, M. S., *General Pathology*, 2nd edn., Churchill, 1965.
 Wood, P., *Diseases of the Heart and Circulation*, 3rd edn., Eyre & Spottiswoode, 1968.

PHYSIOTHERAPY III

A course of approximately 450 hours comprising the following sections:

1. Electrotherapy

Further development of related material presented in Physiotherapy II with the addition of interferential therapy techniques and electrodiagnosis.

2. Movement

An extension of material presented in Physiotherapy II with emphasis on patient assessment, functional training, and theory and techniques of splinting.

3. Theory and Practice of Treatments

The application and rationale of therapeutic techniques in the treatment of selected disorders; orthopaedic, neurological, and thoracic disorders will be considered in detail, together with physiotherapy related to obstetrics and gynaecology, amputations, plastic surgery, and peripheral vascular disorders.

Presentation

1. Lectures, tutorials, demonstrations, and practical classes at Lincoln Institute.
2. Demonstration of assessment and treatment of selected disorders in the clinical situation.
3. Increasing participation by the student in the assessment and treatment of the patients.

Assessment

Progressive assessment by written and practical tests and assignments.

Prescribed Texts

- Apley, A. G., *A System of Orthopaedics and Fractures*, 3rd edn., Butterworths, 1970.
- Bannister, R., *Brain's Clinical Neurology*, Oxford Medical, 1973.
- Cash, J. E., *Chest, Heart and Vascular Disorders for Physiotherapists*, Faber & Faber, 1975.
- Cash, J. E., *Neurology for Physiotherapists*, Faber & Faber, 1974.
- Lance, J. W., *A Physiological Approach to Clinical Neurology*, Butterworths, 1970.

Reference Books

- Bobath, B., *Adult Hemiplegia, Evaluation and Treatment*, Heinemann, 1970.
- Cash, J. E., *A Textbook of Medical Conditions for Physiotherapists*, Faber & Faber, 1971.
- Cash, J. E., *Physiotherapy in Some Surgical Conditions*, Faber & Faber, 1971.
- Cherniak, R. M., Cherniak, L. and Naimark, A., *Respiration in Health and Disease*, Saunders, 1972.
- Cyriax, J. B., *Textbook of Orthopaedic Medicine*, vol. 1—*Diagnosis of Soft Tissue Lesions*, 5th edn., Balliere Tindall & Cassell, 1969.
- Downey, J. A. and Darling, R. E. (eds.), *Physiological Basis of Rehabilitation Medicine*, Saunders, 1971.
- Gaskell, D. V. and Webber, B. A., *The Brompton Hospital Guide to Chest Physiotherapy*, Blackwell Scientific, 1973.
- Licht, S. (ed.), *Arthritis and Physical Medicine*, Licht, 1969.
- Parry, W., *Rehabilitation of the Hand*, 3rd edn., Butterworths, 1973.

Renfrew, S., *An Introduction to Diagnostic Neurology*, vols. I and II, Livingstone, 1967.

Williams, M., *Brain Damage and The Mind*, Penguin, 1970.

Additional references will be supplied with printed notes during the year.

Note: Students may choose *one* of the following three subjects as an elective in third year.

ANATOMY III

Students will undertake a number of approved projects designed to advance the knowledge and understanding of Anatomy as applied to Physiotherapy.

MAN AND SOCIETY III

(Behavioural Science 310, 340, 360, and 400)

A course comprising four components:

1. 310—Medicine and Society

A course of one lecture and one tutorial per week in first term covering:

- (a) the providers of medical care, their history and present organisation, professional and institutional;
- (b) social medicine and the organisation of health care systems; contemporary problems and directions.

2. 340—Studies in Deviance

A course of 20 one-hour seminars/lectures in two parts:

- (a) examination of groups viewed as different in our society, including migrants and other culturally different groups, homosexuals, alcoholics, and drug addicts;
- (b) women in society: sex stereotypes, expectancies, and other changes in women's role in contemporary society.

3. 360—Communication in Human Sexual Disorders

A course of 14 one-hour seminars/lectures covering the biological basis of sexuality, psychology of sexuality, sexuality in society, and sexual counselling in the health sciences.

4. 400—Research Project

Students are expected to initiate and carry out a research project in an area related to some part of their programme in Behavioural Science and relevant to issues in the health science area.

Assessment

Assessment of Behavioural Science 310, 340, and 360 will be continuous and of Behavioural Science 400 will be on the written report of the student's research findings.

PHYSIOLOGY III

A series of two lectures per week throughout the year. Half-day experimental sessions will be held during second and third terms. The lecture series each term will consider one body system at an advanced level.

First Term

The neurophysiology of sensory and motor systems will be used to consider the mechanisms involved in perception, movement, consciousness, memory, and motivation.

Second Term

The physiology of cardiovascular and respiratory adjustments will be studied and will include particular reference to the following conditions: bed rest, exercise, pregnancy. The function of heart and lung in the newborn will also be examined.

Third Term

The physiology of muscle and some factors which influence human performance.

Assessment

Each unit will be assessed by means of a written assignment and/or a test on completion of the unit.

Prescribed Texts

Comroe, J. H., *Respiratory Physiology*, 3rd edn., Medical Year Book, 1975.

Coulson, F. D. and Wilkie, D. R., *Muscle Physiology*, Prentice-Hall, 1974.

Eccles, J. C., *The Understanding of the Brain*, McGraw-Hill, 1973.

Folkow, B. and Neil, E., *Circulation*, Oxford University Press, 1971.

Reference reading lists will be supplied during the lecture programme.

Details of Syllabus: Fourth Year

PHYSIOTHERAPY IV

A course of 23 weeks of clinical practice which will include lectures, tutorial-discussions, and seminars on selected topics. Clinical practice will be divided into units and subunits covering general hospital practice and practice in special centres. The general hospital unit must be completed by all students, but some choice of special centre subunits will be available.

Assessment

Practical and written tests, assignments, and presentation of seminar papers throughout the year.

Prescribed Texts

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

School of Prosthetics and Orthotics

Introduction to Prosthetics and Orthotics

The prosthetist-orthotist is responsible for the fitting and aligning of artificial limbs and appliances to restore function in patients with musculo-skeletal disabilities. He advises on the design 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 other health personnel, 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. Lectures, demonstrations, and practical sessions are held at the University of Melbourne and Lincoln Institute, whilst arrangements are to be made for clinical education to be conducted in selected centres.

Award

A Diploma in Prosthetics and Orthotics will be awarded by the Lincoln Institute to students successfully completing the course.

Term Dates

First Term	23 February-7 May
Second Term	31 May-6 August
Third Term	30 August-15 October

There is a possibility of a segment of clinical education at the end of third term, extending beyond 15 October until approximately 5 November.

Avenues of Employment

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

Uniforms and Equipment

Students will be required to have the prescribed workcoats, and a pair of safety glasses is to be purchased by the student for use in practical sessions. Details of these requirements will be available in the first weeks of the course.

Course Outline

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

First Year

Behavioural Science I
Anatomy and Applied Anatomy A
Prosthetics and Orthotics I

Second Year

Behavioural Science II
Anatomy and Applied Anatomy B
Physiology/Pathology
Prosthetics and Orthotics II

Third Year

Behavioural Science III
Prosthetics and Orthotics III
Social Welfare
Administration and Management

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

The course is aimed at providing an introduction to selected content areas within the behavioural sciences which are relevant to the professional education of the student and which will provide a necessary basis for later more specialised studies.

Unit I

(20 hours)

Human Behaviour and Individuality:

- (i) basic processes: human learning, motivation, emotion, cognition
- (ii) individuality of behaviour, male/female differences, personality and its assessment.

Unit II

(20 hours)

Social Functions

- (i) communication, attitude formation, and attitude change
- (ii) socialisation
- (iii) social institutions.

Unit III

(20 hours)

In third term, students will be required to choose one of the following three electives:

- 1. visual perception
- 2. developmental psychology
- 3. conflict, adjustment, and mental health.

Assessment

Progressive and at the conclusion of each unit. Several techniques will be used including essay, short-answer, and multiple-choice questions under either examination or take-home conditions.

ANATOMY AND APPLIED ANATOMY A

The course is to be of 200 hours, based on two lectures, one tutorial, and one practical class per week and demonstrations extending over 17 weeks. The aim is to provide the students with a knowledge of the structure and basic mechanics of the human body.

PROSTHETICS AND ORTHOTICS I

(410 hours)

- Unit 1* Introductory Lectures (10 hours lectures)
- Unit 2* Applied Mathematics, Physics, and Chemistry (30 hours lectures)
- Unit 3* Laboratory Procedure (100 hours lectures, demonstrations, practical work, and projects)
- Unit 4* Electricity and Electronics (40 hours lectures and practical work)
- Unit 5* Introduction to Prosthetics and Orthotics—Lower Limb (Including Footwear) (170 hours theory and practical work)
- Unit 6* Technical Drawing (30 hours)
- Unit 7* Clinical Education, a continuing educational programme developed over three years (30 hours)

Details of Syllabus: Second Year

BEHAVIOURAL SCIENCE II

The aim is to develop and consolidate some of the basic concepts introduced in the first year of the course, to emphasise the social context of behaviour and to examine in detail the various phenomena of interpersonal behaviour.

ANATOMY AND APPLIED ANATOMY B

Upper Limb, Head, and Trunk (100 hours theory and practical).

PHYSIOLOGY/PATHOLOGY

Normal and Abnormal Body Function, especially those conditions relevant to Prosthetics and Orthotics (60 hours: 2 hours per week for 30 weeks).

PROSTHETICS AND ORTHOTICS II

Five units of Theory, Practical, and Clinical Work (total 450 hours):

- Unit 1* Nursing Procedures (20 hours lectures, practical work, and tutorials)
- Unit 2* Electricity and Electronics—completing the two-year course begun in Prosthetics and Orthotics I (30 hours)
- Unit 3* Technical Drawing. Development and expansion of work in Prosthetics and Orthotics I. More specialised areas of Technical Drawing (30 hours)

Unit 4 Prosthetics and Orthotics—Upper Limb (360 hours: theory 120 hours, practical 240 hours)

Unit 5 Clinical Experience. The student to be able to prescribe, design, construct, fabricate, and fit simple functional devices (100 hours)

Assessment

The student's academic, practical, and clinical knowledge and skills will be evaluated by a continuous assessment process throughout the course, supplemented where necessary by formal examinations. A variety of assessment situations and forms will be used.

Details of other courses were not finalised at the time of going to press. Those interested in further details should apply to the Head of the School of Prosthetics and Orthotics.

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