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Managing Director, I.C.I. Australia Ltd.

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Department of Physiology, Melbourne University

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Consultant Speech Pathologist, Department of Social Security (Vic.),
Commonwealth Government

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Research Consultant

Dr. J. W. Mills, M.B., B.S., B.Sc.

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A.B.Ps.S., M.A.Ps.S., D.P.M. Director, Department of Psychiatry,
Royal Children's Hospital

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Mr. P. Trumble, LL.B.

Solicitor

Mrs. N. H. Tweeddale, B.A., Dip.Ed., M.A.C.E., L.A.C.S.T., M.A.A.S.H.

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Medical Administrator, Royal Melbourne Hospital

Secretary

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Associate Director, Lincoln Institute

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Miss W. Hines (Secretary)

Accountant: Mr. P. Atkin

Accounts Assistant: Miss J. Murphy

Admissions Officer: Mrs. K. Lee

Admissions Assistant: Mrs. T. Creevey

Administrative Officer: Mr. C. Feld

Department of Behavioural Science

Head of Department: Dr. R. J. Kirkby, B.Sc., Ph.D., M.A.Ps.S.

Lecturers in Psychology: Mr. P. Foreman, B.Sc.(Hons)

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

Lecturer in Sociology: To be appointed

Department of Educational Resources

Head of Department: Mr. H. D. Batten, B.Sc., B.Ed.

Librarian: Mrs. T. Grey, A.L.A.A., A.R.M.I.T.

Library Staff: Miss L. Mitchell, B.A.(Hons)

Miss M. Lidums, B.Sc.

Mrs. J. Steven, M.A., B.A.PED., Dip.Lib., A.L.A.A.

Mrs. N. Sherwin, Lib.Tech. Certificate

Miss J. Clyne

Miss H. Roberts

Miss M. Young

Audio Visual Officer: Mr. B. Turner

Audio Visual Technician: Mr. A. Kelly

Course Development Officer: Mrs. L. Griffiths, B.Sc.(Hons), B.Ed., M.A.C.E.

General Staff

Miss S. Mason (Receptionist)

Miss M. Warland (Duplicating)

Miss L. Newman (Duplicating)

Mr. W. Walker (Resident Caretaker)

Admission Procedure

1. The educational prerequisite for all courses in Lincoln Institute is a satisfactory pass at sixth form level. Specific prerequisites are detailed in the general information sections for each course.
2. Applicants who fulfil course requirements may be interviewed by Selection Committees whose decision on admission to courses is final.
3. All courses accept applications from both men and women.
4. Applicants for all courses, except the Medical Record Administration course, must have reached 17 years of age by 31 March of the first year of the course. Those wishing to apply for the Medical Record Administration course must have reached 18 years of age by 31 March of the first year of the course.
5. Application for courses must be made both to Lincoln Institute and to the Victorian Universities Admissions Committee. VUAC 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, Victoria 3053

or at a compulsory group information session at the Institute.

6. The closing date for applications is 31 October. Applications received after 31 October may be considered, but will be subject to a late application fee. Applicants are reminded of the VUAC regulations in this regard. Applications from overseas students must be received by 31 July.
7. Deferment: The Institute is prepared to consider applications for deferment of enrolment into a course.
Students, who wish to defer their place for one year, will be expected to indicate their intention concerning enrolment in 1976, by 30 November 1975, and also participate in an interview, no later than 15 December 1975.
8. Applicants for courses, regardless of whether they have already obtained Higher School Certificate or are currently undertaking these studies, must attend Lincoln Institute for the appropriate group information session(s).
No appointment is necessary for these sessions, but intending applicants should ensure that they attend on the date(s) stated and are urged to observe the starting times of these sessions.

Group Information Sessions

SCHOOL OF OCCUPATIONAL THERAPY

Wednesday	23 July	7.00 – 9.30 p.m.† (Careers Night)
Friday	5 September	1.30 – 3.00 p.m.*
Thursday	18 September	4.00 – 5.30 p.m.
Friday	17 October	5.30 – 8.00 p.m.†
Thursday	30 October	4.00 – 5.30 p.m.
Thursday	4 December	4.00 – 5.30 p.m.

SCHOOL OF PHYSIOTHERAPY

Wednesday	23 July	7.00 – 9.30 p.m.† (Careers Night)
Friday	5 September	4.30 p.m.*
Friday	19 September	4.00 p.m.
Friday	3 October	4.00 p.m.
Friday	17 October	5.30 – 8.00 p.m.†
Friday	31 October	4.00 p.m.

SCHOOL OF SPEECH SCIENCE

Wednesday	23 July	7.00 – 9.30 p.m.† (Careers Night)
Friday	22 August	4.00 – 5.30 p.m.
Friday	5 September	3.00 – 4.30 p.m.*
Friday	12 September	4.00 – 5.30 p.m.
Friday	26 September	4.00 – 5.30 p.m.
Friday	3 October	4.00 – 5.30 p.m.
Friday	17 October	5.30 – 8.00 p.m.†

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION

Wednesday	23 July	7.00 – 9.30 p.m.† (Careers Night)
Friday	22 August	4.00 – 5.30 p.m.
Friday	5 September	3.00 – 4.30 p.m.*
Friday	12 September	4.00 – 5.30 p.m.
Friday	26 September	4.00 – 5.30 p.m.
Friday	3 October	4.00 – 5.30 p.m.
Friday	17 October	5.30 – 8.00 p.m.†

DEPARTMENT OF ORTHOPTICS

Wednesday	23 July	7.00 – 9.30 p.m.† (Careers Night)
Friday	22 August	4.00 – 5.30 p.m.
Friday	5 September	3.00 – 4.30 p.m.*
Friday	12 September	4.00 – 5.30 p.m.
Friday	26 September	4.00 – 5.30 p.m.
Friday	3 October	4.00 – 5.30 p.m.
Friday	17 October	5.30 – 8.00 p.m.†

† All Schools will hold information sessions on this evening and applicants wishing to attend all three sessions should arrive at 7.00 p.m.

* All Schools will hold information sessions on this day.

Fees

Under the Commonwealth Government scheme for financing tertiary education, no tuition fees will be charged in 1975. Certain other fees, however, are not covered by the abolition of fees, and are due for payment as follows:

General Service Fee \$40.00 per annum. This fee is payable by all students of all years on any course offered in 1975. This amount covers the S.R.C. fee, class notes and materials, accident insurance and identification card and photographs. Students will not be permitted to proceed to lectures until this fee is paid at the time of enrolment.

University Union Fee All students taking subjects at the University of Melbourne during their first and second years are required to pay the Union fee. The amount varies from year to year and students will be told the amount when notified of their acceptance for a particular course. The fee is payable on enrolment to Lincoln Institute on behalf of the University of Melbourne. The Lincoln Institute General Service Fee will be reduced to \$25 for those students required to pay the University Union fee.

Other Expenses Students in some courses will be required to purchase hospital uniforms and protective clothing. The schools concerned will advise students of the availability of these items which will be issued on a cash sale basis.

Bursaries and Cadetships

Tertiary Education Allowance Scheme A living allowance is available to any tertiary student on a means-tested basis. Application forms are available from the Institute or any Regional Office of the Australian Department of Education.

Other Assistance Numerous other forms of assistance are available to tertiary students such as Soldiers' Children Education Scheme, Legacy, R.S.L. and Needy Students Scheme. Students who believe they may be eligible for some form of assistance should discuss the matter with the school concerned at the time of enrolment or with the Academic Registrar during the School year.

Hospital Bursaries A limited number of bursaries are available from country hospitals. Preference is given to country students although any student may apply for a bursary. On completion of the course students are bonded to the sponsoring hospital under a legal arrangement. A bursary provides for a living allowance on a non-means tested basis plus a textbook allowance.

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

Studentships The Education Department of the Victorian Government offers a limited number of studentships to students undertaking the course in Speech Science. Enquiries should be made at the School of Speech Science.

Commencement Date

Students enrolled in the first year of a course should note the following commencement dates for the respective courses:

Occupational Therapy	24th February 1975
Physiotherapy	24th February 1975
Speech Science	10th March 1975
Medical Record Administration	24th February 1975
Orthoptics	24th February 1975

General Information

Library Facilities The Lincoln Institute Library has a collection of approximately 12,000 items. Apart from books, cassetted lectures, slides and anatomical models are available for study. Subscriptions are taken to all relevant Australian and overseas journals. Students also have access to Melbourne University Library facilities. Inter-library loans may be arranged through the Institute Librarian.

Uniforms and Equipment Students in some courses may be required to have a prescribed uniform for hospital clinics and placements. Specific requirements are noted under the general information section pertaining to individual courses.

Health The Melbourne University Student Medical Service and Student Counselling Service are available to all first year students. Other arrangements for medical and/or counselling services may be made with the appropriate Dean of School.

Insurance As an educational body the Institute carries a Public Risk Policy, but can bear no responsibility for students injured at Lincoln Institute or in clinical practice. All students are covered by an accident insurance policy which provides benefits and/or lump sum payments in the event of injury while undertaking studies at the Institute.

Student Union Facilities A large cafeteria with lounge area, student common room, gymnasium, table tennis area and S.R.C. office are available to students. Apart from S.R.C. organized functions the Institute screens films of general interest and offers evening courses in the creative arts from time to time.

Open Day On Sunday 22 June 1975 from 10 a.m. to 5 p.m. the Institute will conduct an open day for members of the public to inspect Institute facilities and activities.

Careers Night On Wednesday 23 July 1975 the Institute will organize a careers night when information will be provided on all courses within the Institute.

This function is available only to fifth and sixth form students and their parents. Students wishing to attend group information sessions for all courses should arrive at 7.00 p.m.

Accommodation Lincoln Institute is non-residential. Country and interstate students may obtain a list of hostels and colleges offering accommodation from the Admissions Officer. Students are responsible for making their own arrangements for accommodation and are advised to make tentative bookings well in advance of acceptance to a course.

Fares Students will be required to travel between Lincoln Institute, the University, teaching hospitals, and venues for other special visits. Certain concessions are available to students from the Victorian Railways and the Tramways Board (forms available from the Institute).

Regulations for the Award of Degree of Bachelor of Applied Science

The degree of Bachelor of Applied Science will be awarded by the Victoria Institute of Colleges when the requirements of the Institute regulations, as set out herein, have been fulfilled.

1. Registration

Students will be required to make application and registration with the Lincoln Institute before studies begin each academic year. Such application is to be submitted on the prescribed form which may be obtained from the Institute.

2. Unless otherwise approved, the educational programme shall extend over a period of not less than four years.

3. Each course shall consist of:

(a) Academic subjects (subjects as in Lincoln Institute Handbook).

(b) Clinical practicum.

Exemptions may be granted in any area of study. Application for exemption must be supported by documentary evidence of having successfully completed areas of study and presented to the Assessment Board of each school before such exemptions are granted.

4. Examinations

The students shall be assessed by means of progressive assessments, end of the year examinations and other such supplementary and special assessments and examinations as shall be considered necessary by the Assessment Boards.

Methods of assessment for each subject are indicated in the respective course detail in this Handbook. The Institute reserves the right to alter any of the conditions therein.

5. A candidate must pass in all subjects of each year of study in one and the same year unless otherwise decided by the Assessment Board concerned.

6. A candidate failing in any year of the course will not be permitted to re-attend the full year of study unless otherwise decided by the Assessment Board concerned.

7. **Conditions of Supplementary Examinations**

- (a) Supplementary examinations are not automatic but at the discretion of the Assessment Boards, taking into consideration examination results, year's work and attendance.
- (b) A viva may be allowed for borderline candidates if the examiners so desire.
- (c) It will be at the discretion of the examiners as to whether the supplementary should be written, oral and/or practical.
- (d) In certain circumstances, School (faculty) passes may be granted by the Assessment Boards.
- (e) In certain circumstances, the Assessment Boards may grant candidates not reaching the required standard by progressive assessment, the opportunity to attend supplementary examinations.

8. The Board of Studies may modify the above regulations at its discretion for individual candidates.

9. **Results of Examinations**

At the end of the year, where appropriate, results of progressive assessments or examinations will be released by the Institute under the following grades: Distinction, Credit, Pass, Fail, for each subject.

10. The degree will be awarded upon satisfactory fulfilment of the requirements of the final year.

11. **Special Examinations**

Candidates unable to sit for examinations at nominated times may, after producing a medical certificate at the time of the examination, be granted special examinations at the discretion of the Assessments Boards concerned.

Other special circumstances will be considered by the Assessment Boards.

Student Organization

The overall student body in the Lincoln Institute is the Students Representative Council.

The Council consists of President, Secretary, Treasurer, three Vice-Presidents, and committee members from each year of each programme in the Institute.

The Council serves and represents the students of the Institute, promotes communication and co-operation between students, between students and staff and between students and other appropriate bodies.

Each School has an association of students in its own discipline, which is concerned with communication between students and staff of the appropriate school, co-operating with similar bodies in other States and communicating with the professional body concerned.

Those students of the Lincoln Institute who attend lectures at the University of Melbourne are also members of the University Union S.R.C. and Sports Union to varying degrees depending on the time spent at the University and the fees they are required to pay.

SCHOOL OF OCCUPATIONAL THERAPY

STAFF

Dean: Janet M. Hawkins, Dip.O.T.

Assistant Dean: Rosemary Wilkinson, Dip.O.T., B.A.

Occupational Therapy

Mary Corless, Dip.O.T.*

Bett Davies, Dip.O.T.

Jillian Francis, Dip.O.T.

Linda Horne, Dip.O.T.*

Primrose Lentin, Dip.O.T.

Maureen McQuade, Dip.O.T. (*Clinical Co-ordinator*)

George Mocellin, Dip.O.T.

Linda Oke, Dip.O.T.

Penny Plumbe, Dip.O.T.

Dianne Prattley, Dip.O.T.*

Janet Taylor, Dip.O.T.*

*Part Time

Further appointments to be made.

Ergonomics, Technology and Media

Stuart R. Skinner (*Research and Development Officer*)

Stuart Sime

L. Barry Wollmer, L.Th., Dip.N.S.Ch., M.A.I.O.

Margaret May, Dip. of Art, T.T.T.C.

Staff, R.M.I.T. Commercial School

Anatomy

Representatives of the Professor of Anatomy, University of Melbourne

Physiology

Representatives of the Professor of Physiology, University of Melbourne

Psychology

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

David T. Barnes, M.B., B.S.(Adel.), D.P.M.(Melb.), M.A.N.Z.C.P.

and representatives of the Lincoln Institute Department of Behavioural Science

Clinical Medicine

Bernard S. Gilligan, M.B., B.S., M.R.A.C.P.

Mr. W. F. Heape, M.B., B.S., F.R.A.C.S.

Ian H. McKenzie, M.B., B.S., M.R.A.C.P.

John C. Spensley, M.B., B.S., M.R.A.C.P.

John Woodward, M.B., B.S., F.R.C.S.

and specialist lecturers

Psychiatry

J. Richard B. Ball, M.D., D.P.M., F.A.N.Z.C.P. and associates

Specialist Lecturers

Robert W. Klein, M.B.E., M.B., B.S.

Barry Stillman, Dip.Physio., M.A.P.A., M.C.S.P.

William Temple, Dip.Physio.

Kevin Walsh, B.A., M.B., B.S., M.Sc.(Melb.), M.S.Ps.S.

Advisory Psychiatrist

Gwen R. Nash, M.B., B.S., M.A.N.Z.C.P.

Secretary

Jess Clark, Dip.D.R.

Assistant Secretary

Lyn Creek

School Aide

Catherine Bolger

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 utilize 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, in addition, to lead a life which is perceived as having direction and purpose.

General Information

COURSE OF STUDY

Occupational Therapy is a full time course of four years duration and no provision is made for part time students.

Lectures are held at the School of Occupational Therapy which is situated within the Lincoln Institute, 625 Swanston Street, Carlton, and at the University of Melbourne. Clinical Education is undertaken at selected teaching hospitals.

Each year is divided into three terms, first term for first year students commencing on Monday 24 February 1975.

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 recognized by the World Federation of Occupational Therapists, and graduates may apply for membership of the Victorian Association of Occupational Therapists which, with other state organizations, forms the Australian Association of Occupational Therapists.

BURSARIES AND CADETSHIPS

A limited number of bursaries are available from country hospitals. Preference for these will be given to country students, and applicants should contact the hospital in their chosen area themselves. 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.

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

Alexander Home and Hospital for the Aged, Castlemaine
Ballarat and District Base Hospital, Ballarat
Bendigo and Northern District Base Hospital, Bendigo
Bendigo Home and Hospital for the Aged, Bendigo
Central Gippsland Hospital, Traralgon
Echuca District Hospital, Echuca
Grace McKellar House, Geelong
Gippsland Base Hospital, Sale
Hamilton Base Hospital, Hamilton
Latrobe Valley Community Hospital, Moe
Mildura Base Hospital, Mildura
Mooroopna & 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
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.

The Mental Health Authority also offers cadetships, usually to 2nd and 3rd year students, and these are awarded on course results. They carry a bond equal to the period of sponsorship by the Authority.

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 specialized aspects of Community Care.

TERM DATES 1975

First Year

First Term: Monday, 24th February – Friday, 9th May. Two weeks C.O.P.I, Monday, 12th May – Friday, 23rd May. Two weeks vacation: Monday, 26th May – Friday, 6th June.

Second Term: Monday, 9th June – Friday, 8th August. Three weeks vacation: Monday, 11th August – Friday, 29th August.

Third Term: Monday, 1st September – Friday, 17th October. Two weeks Study Vacation: Monday, 20th October – Friday, 31st October. Two weeks Examination and Assessment: Monday, 3rd November – Friday, 14th November.

Second Year

First Term: Monday, 3rd February – Friday, 9th May. C.O.P.II, Monday, 3rd February – Friday, 14th February. Three weeks vacation: Monday, 12th May – Friday, 30th May.

Second Term: Monday, 2nd June – Friday, 8th August. Three weeks vacation: Monday, 11th August – Friday, 29th August.

Third Term: Monday, 1st September – Friday, 17th October. Two weeks Study Vacation: Monday, 20th October – Friday, 31st October. Two weeks Examination and Assessment: Monday, 3rd November – Friday, 14th November.

Third Year

Academic: Monday, 10th February – Friday, 28th March.

Easter Vacation: Monday, 31st March – Friday, 4th April.

Academic: Monday, 7th April – Friday, 9th May.

Vacation: Monday, 12th May – Friday, 23rd May.

O.T.C.1: Monday, 26th May – Friday, 25th July.

Vacation: Monday, 28th July – Friday, 1st August.

O.T.C.2: Monday, 4th August – Friday, 3rd October.

Vacation: Monday, 6th October – Friday, 17th October.

O.T.C.3: Monday, 20th October – Friday, 19th December.

C.O.P.—Clinical Orientation Period. O.T.C.—Clinical Placement.

Course Outline

Details concerning the number of lectures, tutorials, etc., 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.

FOUR YEAR DEGREE COURSE

First Year

Occupational Therapy I

Ergonomics, Technology and Media I

Recreational Activities

Anatomy—Pure and Applied

Physiology

Psychology I

Clinical Education I

OCCUPATIONAL THERAPY

Second Year

Occupational Therapy II
Ergonomics, Technology and Media II
Psychology II
Functional Neuroanatomy and Neurology
Clinical Medicine
Psychiatry I
Clinical Education II

Third Year

Occupational Therapy III
Ergonomics, Technology and Media III (incl. Management)
Psychology III
Clinical Education III

Fourth Year

Occupational Therapy IV
Ergonomics, Technology and Media IV
Psychology IV
Psychiatry II
Clinical Education IV

DETAILS OF SYLLABUS

First Year

OCCUPATIONAL THERAPY I

(120 hours)

Occupational Therapy I is an introduction to the philosophy of Occupational Therapy, including basic principles of treatment.

It is presented as a series of lectures, discussions, practical classes and tutorials, with the objective of introducing the student to The Philosophy of Occupational Therapy, Media Studies, and general and specific principles of evaluation and treatment used within Occupational Therapy. The course examines the Psychological Effect of Illness upon the Individual, the Concept of Rehabilitation, Sociological Aspects of "The Hospital" and the Occupational Therapy Department within the Hospital Structure, and introduces the students to the wide range of areas within which Occupational Therapists may make a contribution, e.g. General Hospitals, Rehabilitation Centres, Mental Health Services, Children's Hospitals and Centres, Special Centres and Hospitals for the Elderly, etc.

Prescribed Texts

Miller, B. F. & Keane, C. B. *Encyclopaedia and Dictionary of Medicine and Nursing*. 1972, W. B. Saunders Co.
Purtillo, R. *The Allied Health Professional and the Patient—Techniques of Effective Interaction*. 1973, W. B. Saunders Co.
Tudor-Hart, B. *Toys, Play and Discipline in Childhood*. 1970, Routledge & Kegan Paul.
Willard, H. S. & Spackman, C. S. (Eds.). *Occupational Therapy*. 4th ed., 1971, Lippincott.

Assessment

Assignments, Practical Examinations.
One final three hour examination paper.

E.T.M. I (Ergonomics, Technology and Media)

(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 the 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. Audio-Visual Equipment, Tape Recorders
- E. Media—Specific Studies in Selected Media.

Text Books

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

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.)

Assessment

- Self rating check lists
- Individual Sub-Unit Assessments
- Written examinations.

Recreational Activities

This course is integrated into the O.T. I programme. Visits and practical sessions are arranged with the view to enabling students to evaluate and present realistic and effective treatment programmes, utilizing recreational activities as the therapeutic media.

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. *Cunningham's Manual of Practical Anatomy*. Vol. 1. *Upper and Lower Limbs*. Revised Romanes, 13th ed. Oxford University Press, London, 1966.

Last, R. J. *Anatomy, Regional and Applied*. 5th ed., 1972. Churchill.

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.

Prescribed Text

Bruunstrom, S. *Clinical Kinesiology*. 3rd ed., 1972 (revised R. Dickinson), Davis.

Assessment

Pure Anatomy—Short tests and one, three hour examination paper.

Kinesiology and Applied Anatomy—one, one hour examination paper.

—one, two hour examination paper.

PHYSIOLOGY

(124 hours)

Lectures, tutorial and laboratory work.

A general introduction to the study of human physiology, covering an outline of the scope of the subject and its relation to other sciences. The chemical, physical and physiological properties of cells. The structure and function of tissues with special reference to nerve and muscle. An introduction to the functional organization of the nervous system. An outline of the physiology of other systems of the body. The circulatory system, with special reference to mechanics, dynamics, and control. The respiratory system, the alimentary system, body temperature regulation, endocrine glands, renal function.

Throughout, inter-relationships of the various systems, and the integrating mechanics of the intact organism, are stressed. Topics such as neuro-muscular activity, posture and the physiology of exercise are discussed in some detail.

Practical work is performed concurrently with the theoretical and it is used to illustrate the principles enunciated in the lectures. Experiments on nerve and muscle, blood, circulation, respiration and nervous mechanisms are performed on isolated preparations and intact organisms (including human).

Prescribed Text

Vander, A. J., Sherman, J. H. & Luciano, D. S. *Human Physiology—The Mechanisms of Body Function*. 1970, McGraw-Hill.

OR

Ganong, W. F. *Review of Medical Physiology*. 6th ed., 1973, Land Medical Publishers.

Reference Books

Brobeck, J. R. *Best and Taylor's Physiological Basis of Medical Practice*. 9th ed., 1973, Williams & Wilkins Co.

Bowsher, D. *Introduction to the Anatomy and Physiology of the Nervous System*. 2nd ed., 1970, Blackwell.

Guyton, A. C. *Textbook of Medical Physiology*. 4th ed., 1971, Oxford University Press.

Keele, C. A. & Neil, E. *Samson Wright's Applied Physiology*. 12th ed., 1971, Oxford University Press.

Assessment

(a) A mid-year examination (1½ hours) and an end-of-year examination (3 hours).

(b) Assignments related to laboratory classes and demonstrations.

The relative loading of these three assessments of the student's knowledge of physiology will be outlined at the commencement of the year.

PSYCHOLOGY I

(100 hours)

A comprehensive introduction to modern psychology covering representative areas in general and individual psychology, and the methodology of psychological enquiry. The course is divided into the following topics:

Nature and scope of psychology

Perception

Learning and memory

Motivation

Scientific method in psychological enquiry

Individual differences:

(a) growth and development

(b) mental abilities

(c) personality and assessment

(d) adjustment to frustration

Social bases of behaviour.

Prescribed Texts

Anderson, B. F. *The Psychology Experiment*. 1971, Wadsworth.

Chaplin, J. P. *The Dictionary of Psychology*. 1968, Dell.

King, R. *Readings for Introduction to Psychology*. 3rd ed., McGraw-Hill.

Wright, D. S. & Taylor, A. et al. *Introducing Psychology: An Experimental Approach*. 1970, Penguin.

Assessment

Topic tests, laboratory assignments and one, 3 hour end-of-year examination.

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.

COMMUNITY INVOLVEMENT

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

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, Neurosurgical, Surgical, Orthopaedic and Paediatric Conditions.

Sub-Unit A — Assessment and Treatment of Symptoms with a physical bias, including Muscle Re-education and Higher Cortical Function.

OCCUPATIONAL THERAPY

Sub-Unit 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 methods of meeting needs of patients.
- (iii) Practical application of Occupational Therapy in Psychiatric Clinical Settings.

Unit 3 — Occupational Therapy: Sociological Aspects of Patient Care.

Unit 4 — Splinting and Orthotics.

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.

Prescribed Texts

Bickerstaff, E. R. *Neurological Examination in Clinical Practice*. 2nd ed., 1968. Blackwell Scientific Publication.

Brammer, L. M. *The Helping Relationship: Process and Skill*. 1973, Prentice-Hall.

Gilewich, G., Jiminez, J. & Redford, J. B. *Simple Splints, Principles and Techniques*. 1969, University of Alberta Hospital, Department of Physical Medicine and Rehabilitation.

Goffman, E. *Asylums*. 1961, Anchor Books.

Luchins, Abraham S. *Group Therapy: A Guide*. 1964 (reprint 1967), Random House.

Neff, W. S. *Work and Human Behaviour*. 1968, Atherton Press.

Willard, H. S. & Spackman, C. S. (Eds.). *Occupational Therapy*. 4th ed., 1971, Lippincott.

Recommended Reading

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

McDonald, E. M. (Ed.). *Occupational Therapy in Rehabilitation*. 3rd ed., Tindall, Bailliere & Cox

Mosey, A. C. *Activities Therapy*. 1973, Raven Press.

Rickard, H. C. (Ed.). *Behavioural Intervention in Human Problems*. 1971, Pergamon Press.

Assessment

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

E.T.M. II (ERGONOMICS, TECHNOLOGY AND MEDIA)

(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.

Prescribed Texts

E.T.M. folder compiled from course hand-out material.

Fitts, P. M. & Posner, M. I. *Human Performance*. 1967 (reprint 1969) Paperback—Brooks Cole Publishing Co.

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

Assessment

Practical work assessments.

One, one hour examination.

One, one and a half hour examination.

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.

PSYCHOLOGY II

(30 hours of Lectures, Tutorials, as required.)

This course builds onto and expands some of the issues raised in Psychology I. It examines theories and principles in the areas of social, developmental and personality psychology which have application within specific clinical and wider health systems. The course is closely linked and sequentially integrated with specific studies of psychiatry and O.T. II.

The areas studied include:

- (a) Selected aspects of development: early attachment and the growth of sociability and personality development during childhood, adolescence and old age.
- (b) Examination of theories of personality: Freudian theory, social learning theory, Rogers' self theory, consistency theories.
- (c) Social psychology: social facilitation, social learning, role behaviour, communication, small group theory, motivations for work, social structure of organizations.

Prescribed Texts

Bandura, A. & Walters, R. H. *Social Learning and Personality Development*. Holt, Rinehart & Winston.

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

Church, J. & Stone, L. S. *Childhood and Adolescence*. 3rd ed. 1973, Random House.

Lindgren, H. C. L. *An Introduction to Social Psychology*. 1972, Wiley.

Schaffer, H. R. *The Growth of Sociability*. 1971, Penguin.

Recommended Reading

Baldwin, A. L. *Theories of Child Development*. 1967, Wiley.

Bromley, H. R. *The Psychology of Human Ageing*. 1968, Penguin.

Cartwright, D. & Zander, A. (Eds.). *Group Dynamics*. 4th ed., 1972, Tavistock.

Erikson, E. *Identity and the Life Cycle*. 1959, International Universities Press.

Hall, C. S. & Lindzey, G. *Theories of Personality*. 1957, Wiley.

Maddi, S. R. *Personality Theories. A Comparative Analysis*. 1968, Dorsey.

Assessment

Three, one hour term topic tests.

One, three hour final examination.

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

This section provides a working knowledge of general sensory and somatic motor function.

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.

Prescribed Texts

Bowsher, D. *Introduction to the Anatomy and Physiology of the Nervous System.* 2nd ed., 1970, Blackwell.

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

Recommended Text

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

Assessment

Section assessment.

One, three hour end-of-year examination.

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.

Prescribed Texts

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

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

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

Assessment

Three, one hour term unit examinations.

One, three hour final examination.

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.

Prescribed Texts

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

Recommended Texts

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

Millon, T. (Ed.). *Theories of Psychopathology and Personality*. 1973, W. B. Saunders Co.

Assessment

One, one and a half hour examination.

One, two hour examination.

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 student 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.

Third Year

OCCUPATIONAL THERAPY III

(220 hours)

Lectures, seminars, clinical and practical experience.

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

Unit 1

Sub-Unit 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.

Sub-Unit B — Introduction to specialized Occupational Therapy techniques in the field of psychiatry.

Sub-Unit C — Sociological aspects of patient care. Introduction to problems related to people in need with particular reference to minority groups.

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

Text Books

References and handouts will be provided during the course.

Assessment

Unit assessment.

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 mechanized prostheses currently available for both upper and lower extremity amputees.

Prescribed Text

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

Assessment

One, one hour written examination.

Unit 3.—C.O.C.A. (Communication, Organization, Co-ordination and Administration)

This course is specifically aimed at providing students with experience in the administrative function of the Occupational Therapist in different clinical settings.

Lectures, workshop/discussion and practical sessions provide opportunities to apply theories related to the planning and organization of Occupational Therapy Departments.

Prescribed Text

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

Assessment

Assignments, tests and practical work.

E.T.M. III (ERGONOMICS, TECHNOLOGY AND MEDIA)

(25 hours)

This subject is co-ordinated with Occupational Psychology and involves visits to a variety of industrial work sites.

The Ergonomic Checklist is utilized to develop student skill in making vocational assessments.

Prescribed Texts

Fitts, P. M. & Posner, M. I. *Human Performance*. 1967 (reprint 1969). Paperback—Brooks Cole Publishing Co.

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

Assessment

Tests and practical work.

PSYCHOLOGY III

(20 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 intergroup and intra-group processes operating in work situations, and
- organizational psychology with especial emphasis on the concept of organizations as social systems.

Prescribed Text

Katz, D. & Kahn, R. L. *The Social Psychology of Organizations*. 1966, John Wiley & Sons.

Recommended References

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

Vroom, V. *Work and Motivation*. 1964, John Wiley & Sons

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

Assessment

Written examination.

CLINICAL EDUCATION III

(1080 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.

FOURTH YEAR (To commence in 1976) —

SUBJECTS

OCCUPATIONAL THERAPY IV

E.T.M. IV

PSYCHOLOGY IV

PSYCHIATRY II

CLINICAL EDUCATION IV

SCHOOL OF PHYSIOTHERAPY

Academic Committee

Helen Aitken, student

John Bowden, B.Sc., Ph.D., Dip.Ed., A.R.A.C.I.

Barbara Bowring, Dip.Physio., T.T.T.C.

Patricia Cosh, Dip.Physio., T.T.T.C.

Eric Glasgow, M.D., B.Ch., B.A.O. (Belf.)

Robert Holthouse, Dip.Physio.

Nancy Main, Dip.Physio.

Margaret Nayler, B.A., Dip.Physio.

William Temple, Dip.Physio.

John Wheeler, M.Ed., B.Sc., M.C.S.P., Dip.T.P.

STAFF

Dean

Patricia Cosh, Dip.Physio., T.T.T.C.

Senior Lecturers

Margaret Nayler, B.A., Dip.Physio.

John Wheeler, M.Ed., B.Sc., M.C.S.P., Dip.T.P.

Lecturers

Elizabeth Bingham, Dip.Physio.

Barbara Bowring, Dip.Physio., T.T.T.C.

Barbara Duncan, Dip.Physio., Dip.T.P.

Merilyn Mackenzie, Dip.Physio.

Barry Stillman, Dip.Physio., M.C.S.P.

William Temple, Dip.Physio.

Further appointment to be made.

Tutor Demonstrators

Jennifer Caldwell, Dip.Physio.

Jan Dennis, Dip.Physio.*

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

Anne James, Dip.Physio.

Lesley Livingston, Dip.Physio.*

Robyn Rankin, Dip.Physio.

Kay Spencer, Dip.Physio.*

Diana Svendsen, Dip.Physio.*

Valerie Townsend, Dip.Physio.*

Prudence Weeks, Dip.Physio.

Further appointment to be made.

*Part-time.

Anatomy

Representatives of the Professor of Anatomy, University of Melbourne

Physiology

Representatives of the Professor of Physiology, University of Melbourne

PHYSIOTHERAPY

Man & Society

(a) Psychology

Representatives of the Lincoln Institute, Department of Behavioural Science

(b) Sociology

Representatives of the Lincoln Institute, Department of Behavioural Science

Specialist Lecturers:

Pathology

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

Medical and Surgical Conditions

Ross Anderson, M.B., B.S., M.R.C.P.A., M.R.C.Path.

Bernard Clarke, M.B., B.S., F.R.A.C.P., M.R.C.P.(Lond.)

Eric Cooper, M.B., B.S., F.R.A.C.S.

Michael Fogarty, M.B., Ch.B., F.R.C.S.Ed., F.R.A.C.S.

John Hart, M.B., B.S., F.R.A.C.S.

J. Barrie Morley, M.B., B.S., M.R.C.P., F.R.A.C.P.

Jonathan Rush, M.B., B.S., F.R.A.C.S.

Ian A. Shumack, M.B., B.S., F.R.A.C.S.

Robert Southby, M.B., B.S., F.R.A.C.S.

Nutrition

Joan E. Steel, B.Sc., A.I.D.(N.S.W.)

Introductory Science

Applied Physics: Robert E. Budwine, M.Sc., Ph.D.

Human Biology/Biochemistry: Krishna Moorthy, B.Sc.(W.A.), M.Sc., A.R.A.C.I.

Histology: Representatives of the Professor of Anatomy, University of Melbourne

Physiotherapy III

Alan M. Beech, M.B., B.S., F.R.C.S., F.R.A.C.S.

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.

John K. Clarebrough, M.B., B.S., F.R.C.S., F.R.A.C.S.

David W. J. Clark, B.Sc., M.Pharm., Ph.D.(Otago), M.P.S.

Owen W. Deacon, M.B., B.S., F.R.C.S., F.R.A.C.S.

John Fleigner, M.B., B.S., M.G.O., F.R.C.S.(Ed), F.R.A.C.S., M.R.C.O.G.

Hunter J. H. Fry, M.S., F.R.C.S., F.R.A.C.S.

J. Keith Henderson, M.B., B.S., F.R.C.S., F.R.A.C.S.

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

Ian Johnston, M.B., B.S., M.G.O., M.R.C.O.G.

Robert A. Klein, M.B.E., M.B., B.S.

Walter J. Moon, M.B., B.S.

Robert G. Myers, M.B., B.S., D.P.M.

Kenneth G. Patterson, Dip.Soc.Stud.

Margaret A. Robinson, S.R.N., S.R.M., Dip.N.Ed., F.C.N.A.

Peter C. Smith, Dip.Physio., M.A.P.A.

Roderick Strang, M.B., B.S., F.R.A.C.P.

J. Egerton Williams, M.R.C.S., L.R.C.P., F.F.A.R.A.C.S.

Secretarial Staff

Irene Bruhn (Secretary)

Ewa Blit (Receptionist/Typist)

Introduction to Physiotherapy

Physiotherapy is a profession which is open to both 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 practice as a Physiotherapist in the State of Victoria, registration with the Masseurs Registration Board is obligatory.

COURSE OF STUDY

The course which leads to a Bachelor of Applied Science (Physiotherapy), extends over a period of four consecutive years and is full time, with no provision for part-time or evening students. Lectures, demonstrations and practical sessions are held at the University of Melbourne and Lincoln Institute, and clinical education is conducted in the metropolitan teaching hospitals and special centres.

ENTRANCE REQUIREMENTS

1. Higher School Certificate satisfying the University entrance requirements of the Victorian Universities and Schools Examinations Board including two of the following four subjects: Biology, Chemistry, Physics, a branch of Mathematics. Students with other sixth form qualifications may also apply.
2. At least 17 years of age by 31st March in first year of training.
3. Certificate of medical fitness.
4. Applicants who fulfil course requirements may be interviewed by Selection Committees whose decision on admission to courses is final.

General Information

EXEMPTIONS

Applications for exemptions from subjects on the grounds of previous equivalent academic qualification, must be lodged with the Secretary to the Dean by Monday 17th February, 1975.

TERM DATES

First Year

First Term: 24 February – 9 May

Second Term: 2 June – 16 August (1 week break from 7-7-75 – 11-7-75 incl.)

Third Term: 1 September – 17 October

Second Year

First Term: 10 February – 9 May

Second Term: 2 June – 16 August (1 week break from 7-7-75 – 11-7-75 incl.)

Third Term: 1 September – 17 October

Third Year (Course B)

First Term: 11 March – 9 May

Second Term: 2 June – 16 August (1 week break from 7-7-75 – 11-7-75 incl.)

Third Term: 1 September – 14 November

Third Year (Course A)

Clinical training with no terms. The year commences on Wednesday 29th January, 1975 and concludes Friday 21st November, 1975. There will be three breaks during the year; from 27th March – 4th April inclusive, two weeks from 23rd June to 4th July inclusive, and a two week break from 18th August – 29th August inclusive.

Study Vacation: 20 October – 24th October inclusive.

Examinations are conducted over the period 27 October – 12 December, 1975.

BOOK EXCHANGE 1975

Students wishing to avail themselves of this service provided by the Physiotherapy Students Society may contact:

Miss Lynette Rieniets,
C/- 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 wish 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 organization, 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 as to the numbers of lectures and tutorials are included for general guidance only, and may be modified without notice.

FOUR YEAR DEGREE COURSE

First Year

Anatomy I
Introductory Science
Man & Society I
Physiotherapy I

Second Year

Anatomy II
Man & Society II
Pathology
Physiology I
Physiotherapy II

Third Year

Medical and Surgical Conditions

Physiotherapy III

Anatomy III

OR

Man & Society III

OR

Physiology II

Fourth Year

Physiotherapy IV (available 1976)

THREE YEAR DIPLOMA COURSE

Third Year

Psychology as Applied to the Practice of Physiotherapy

Physiotherapy III

} 1975 last year offered

DETAILS OF SYLLABUS

First Year — Degree Course

ANATOMY I

A course of 260 hours of lectures, demonstrations and practical work during first, second and third University terms in accordance with detailed time-tables to be published each year in the Department of Anatomy.

The course includes microscopic study of basic tissues of the human body; detailed anatomy of the upper and lower limbs; detailed anatomy of the muscles, bones and joints of the abdomen and pelvis; and 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.

Annual written examination will be given at the end of third term.

Text Books (First and Second Year)

Cunningham's Manual of Practical Anatomy, ed. by G. J. Romanes, 13th edition, 3 vols. (Oxford University Press).

Gray's Anatomy, 35th edition (Longmans) or *Cunningham's Text Book of Anatomy*, 10th or subsequent edition (Oxford University Press).

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, electro-magnetism, electro-magnetic induction, electro-magnetic radiations; spectrum and properties, sound and ultrasound, comparison and contrast of properties, generation. An introduction to electro-physiology. Application of the above physical principles to treatment by electrotherapy.

3. *Human Biology and Biochemistry*

To include:—

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.

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.

Text Books

Le Gros Clark. *Tissues of the Body*, 6th edition, Oxford University Press, 1971.

Routh, Eyman and Burton, *A Brief Introduction to General Organic and Biochemistry*, Saunders, 1971.

Villee, C. A., *Biology*, 8th edition, Saunders, 1972.

MAN AND SOCIETY I

Contents of Course

The course is intended as a general introduction to, and as a basis for, the further study of psychology and sociology.

The aim of the course will be to integrate the various factors involved in the interaction of humans with their environment. The role of biological processes, learning, motivation, perception and socialization in mediating behaviour and personality development will be examined. Attention will also be given to research methods and measurement in psychology.

Class Attendance

Students are required to attend two hours of lectures per week, and two hours of tutorial and practical work.

Assessment

Examination in this subject is cumulative and performance throughout the year

is of the utmost importance. Assessment includes short tests immediately following a course of lectures, essay assignments, reports of practical work, and an end-of-year paper to cover the whole year's work.

Reference Books

- Chaplin, J. P., *Dictionary of Psychology*, Dell, 1968.
Dember, W. N., *The Psychology of Perception*, Holt, Rinehart and Winston, 1960.
Harrison, A. A., *Psychology as a Social Science*, Wadsworth, 1972.
King, R., *Readings for an Introduction to Psychology*, McGraw-Hill, 1961.
Krech, D., Crutchfield, R. and Livison, N., *Elements of Psychology*, 2nd edition, Knopf, 1969.
Wright, D. and others, *Introducing Psychology: An Experimental Approach*, Penguin, 1970.

PHYSIOTHERAPY I

A course of 208 hours of lectures, tutorials and practical work throughout the year. The course is designed to give the student an understanding of normal movement.

Running concurrently with the Anatomy course, this syllabus includes—

- (a) An introduction to the study of Kinesiology and Applied Anatomy, with additional practical sessions on Surface Anatomy, in which muscles will be outlined and palpated, and bony landmarks identified.
- (b) An introduction to Manipulation of Soft Tissue and the basic principles of moving, lifting and positioning a patient.
- (c) A study of the development of the normal child.

The course will be examined by written assignments, practical examinations during the year, with a final written and practical examination.

Text Books

- Brunnstrom, Signe, *Clinical Kinesiology*, 3rd edition, Davis, 1972.
Beard, G. and Wood, E., *Massage Principles and Techniques*, Saunders, 1964.
*Hamilton, Simon and Hamilton, *Surface & Radiological Anatomy*, 5th edition, Williams and Wilkins, 1971 OR
*Lockhart, R. D., *Living Anatomy*, 5th edition, Faber, 1960.
Kapandji, I. A., *The Physiology of the Joints—Annotated Diagrams of the Mechanics of the Human Joints*, Vols. 1 & 2, Longman, 1970.
Kendall and Kendall, *Muscles—Testing and Function*, 2nd edition, Williams and Wilkins, 1971.
MacDonald, Françoise A., *Mechanics for Movement—Notes for Physiotherapy Students*, Bell, 1973.
O'Connell, E., Gardiner, B., *Understanding the Scientific Basis of Human Movement*, Williams and Wilkins, 1972.
Williams and Lissner, *Biomechanics of Human Motion*, Saunders, 1962.

Reference Books

- Basmajian, J., *Muscles Alive*, Williams and Wilkins, 1967.
Close, J. R., *Functional Anatomy of the Extremities—Some Electronic and Kinematic Studies*, Thomas, 1973.
Hall, M. C., *The Locomotor System—Functional Anatomy*, Thomas, 1965.
Illingworth, R. S., *The Normal Child*, 5th edition, Churchill Livingstone, 1972.
MacConaill and Basmajian, *Muscles and Movement—A Basis for Human Kinesiology*, Williams and Wilkins, 1969.
Royce, J., *Surface Anatomy*, Davis, 1965.
Steindler, *Kinesiology of the Human Body*, Thomas, 1970.

Second Year — Degree Course

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, with a general account of the brain and spinal cord. Detailed anatomy of the thorax and its contents. Applied anatomy with special reference to the locomotor apparatus.

An annual written examination will be given at the end of the third term.

Text Books: (As for First Year).

MAN AND SOCIETY II

Course Outline: This course of lecture/tutorials aims at introducing to the student some of the basic concepts of Sociology, e.g. social change, theories of society, socialization. While it is realized that Sociology forms a relatively minor part of the total physiotherapy programme, this course has been designed to strike a mean between learning too much about too little, and learning too little about too much. Accordingly, it is hoped that students will gain some sociological insights, to realize that the practice of their future profession does not occur within a 'social vacuum'.

Text Book

Worsley, P., *Introducing Sociology*. Penguin, 1971.

Reference Books

Giner, S., *Sociology*, Martin Robertson, 1972.

Landis, J., *Sociology: Concepts and Characteristics*, Wadsworth Publishing Co., 1971

Truzzi, M. (ed.), *Sociology and Everyday Life*, Prentice Hall, 1968.

Wilson, R. N., *The Sociology of Health: An Introduction*, Random House, 1970.

PATHOLOGY

A course of lectures in second and third term.

The syllabus includes an introduction to Pathology, general outline of aetiology, hereditary factors, developmental disorders, deficiency states, response of tissue to injury, modification of processes of repair at special sites, chronic inflammatory disorders, physical agents in disease, chemical agents in disease, microbiological agents in disease, non-bacterial parasites, vascular disturbances, functional requirements, general features of tumours.

Text Book

Printed notes.

Reference Books

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

PHYSIOLOGY

A course of two lectures and 2½ hours practical work and one tutorial per week throughout the year (Science 200).

Syllabus: The emphasis is on the functions of the human body, although the foundations of this knowledge commonly depend on observation and experiment in other animals.

The course provides an introduction to (a) cellular physiology, concerned with both those properties that characterize all living cells, and those that are unique to special cell types such as neurones and muscle fibres, (b) systemic physiology in which the activity of different tissues and organs subserving the various co-ordinated

functions of the human body (e.g. the cardiovascular, respiratory and nervous systems) are considered. The concept of homeostasis is a recurrent theme in the course.

Laboratory Work: Laboratory experiments and demonstrations are co-ordinated with the lecture course.

Students require a set of dissecting instruments, a white coat, and a roll of recording paper obtainable from the Department of Physiology, Room N212.

Laboratory Manual: Students should obtain these from the Lincoln Institute.

Student Assessment to be based on:

- (a) a mid-year examination (1½ hours) and an end-of-year examination (3 hours).
- (b) assignments related to the laboratory classes/demonstrations.

The relevant loading of the different factors fixed for assessing the student's understanding of physiology will be outlined at the beginning of year and indicated in the laboratory manual.

Text Books

*Davson, H. and Eggleton, M. G., *Principles of Human Physiology*, 14th edition, Churchill, 1968.

OR

*Mountcastle, V. B., *Medical Physiology*, 12th edition, Mosby, 1968.

OR

*Ruch, T. C. and Patton, H. D., *Physiology and Biophysics*, 19th edition, Saunders, 1965.

*Guyton, A. C., *Textbook of Medical Physiology*, 4th edition, Saunders, 1971.
For students intending to proceed to *Physiology 300*.

OR

*Lippold, O. C. J. and Winton, F. R., *Human Physiology*, 6th edition, Churchill, 1968.
Vander, A. J., Sherman, J. H. and Luciano, D. S., *The Mechanisms of Body Function*, McGraw-Hill, 1970.

Reference Books

Aidley, D. J., *The Physiology of Excitable Cells*, Cambridge U.P., 1971.

Berne, R. M. and Levy, M. N., *Cardiovascular Physiology*, Mosby, 1967.

Campbell, E. J. M., Dickinson, C. J. and Slater, J. D. H. *Clinical Physiology*, 3rd edition, Blackwell, 1968.

Catt, K. J., *An ABC of Endocrinology*, The Lancet Ltd., 1971.

Comroe, J. H., *Physiology of Respiration: An Introductory Text*, Year Book Medical Publishers, 1965.

Davenport, H. W., *The Digestive Tract*, 3rd edition, Year Book Medical Publishers, 1971.

Davson, H., *A Textbook of General Physiology*, 4th edition, Churchill, 1970.

Eccles, J. C., *The Physiology of Synapses*, Springer-Verlag, 1964.

Ganong, W. F., *Review of Medical Physiology*, 6th edition, Lange Los Altos, 1973.

Katz, B., *Nerve, Muscle and Synapse*, McGraw-Hill, 1968.

McLennan, H., *Synaptic Transmission*, 2nd edition, Saunders, 1970.

Pitts, R. F., *Physiology of the Kidney and Body Fluids*, 3rd edition, Year Book Medical Publishers, 1968.

Human Reproduction, Science Journal Paladin, 1971.

Laboratory Notes—issued by the Department.

PHYSIOTHERAPY II

A preliminary course in Nursing Procedure consisting of 20 hours of lectures/demonstrations and 80 hours of experience in allotted hospitals during the first three weeks, followed by a course consisting of 4 hours per week in Movement and 2½

hours per week in Electrotherapy throughout the year giving a total of 168 course hours.

Nursing Procedure

This section of the curriculum is designed to give the students an appreciation of basic nursing technique, 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.

Movement

The theory of therapeutic movement is studied and techniques practised. Subjects include muscle strengthening, muscle lengthening, joint mobilization, soft tissue manipulation, methods of assessment, child development and group exercise classes.

Student activities will include group discussion, directed independent study, practical work, and group or single projects.

Assessment of student performance will be via varied means and on a cumulative basis.

Electrotherapy

A course of 64 hours of lectures, demonstrations and supervised practical classes throughout the year.

This subject will deal with the theory, principles and practice of treatment/diagnosis by electrical and allied forms of energy.

The syllabus includes—

Electrical safety: all forms of safety related to the use of electro-medical apparatus, including the cause, prevention and management of earth shock.

Therapeutic heat and cold: superficial heating techniques, deep heating techniques, cryo-therapy, ultra-violet radiation and mechanical vibration.

The subject will be examined by means of practical and viva voce tests, and written assignments conducted throughout the year.

Text Books

Gardiner, M. Dena, *The Principles of Exercise Therapy*, 3rd edition, Bell, 1963.

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

Maitland, G. D., *Vertebral Manipulation*, 3rd edition, Butterworth, 1973.

Book of Readings provided by School of Physiotherapy.

Reference Books

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

Cyriax, J., *Textbook of Orthopaedic Medicine*, Vol. 11, 8th edition, Balliere, Tindall & Cassell, 1971.

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

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

Joint Motion, Method of Measuring and Recording, Churchill Livingstone, 1966.

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

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

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

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

Licht, S. (ed.), *Therapeutic Exercise*, 2nd edition, Licht, 1965.

Specific sources of reference and printed notes will be provided through the year for Electrotherapy.

Third Year — Degree Course

MEDICAL AND SURGICAL CONDITIONS

A course of approximately 150 hours conducted by medical practitioners—specialists in pathology, 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 will be by means of written tests.

Text Books

Jennett, W. Bryan, *An Introduction to Neurosurgery*, Heinemann, 1970.

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

Reference Books

Apley, A. Graham, *A System of Orthopaedics and Fractures*, 3rd edition, Butterworth, 1970.

Bates, D., Macklem, P and Christie, R., *Respiratory Function in Disease*, Saunders, 1971.

Belcher, J. R. and Sturridge, M. E., *Thoracic Surgical Management*, 4th edition, Balliere, Tindall & Cassell, 1972.

Lord Brain and Walton, J. N., *Brain's Diseases of the Nervous System*, 7th edition, Oxford University Press, 1969.

Campbell, E., Dickinson, C. and Slater, J., *Clinical Physiology*, Oxford Blackwell Scientific, 1968.

Gibbon, J., Sabiston, D., Spencer, F., *Surgery of the Chest*, 2nd edition, Saunders, 1969.

Greenfield, J., *Neuropathology*, Arnold, 1965.

Harrison, T., *Principles of Internal Medicine*, McGraw-Hill, 1974.

Langworthy, O. R., *The Sensory Control of Posture and Movement*, Williams and 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, 1969.

Roaf, R. (ed.), *The Oswestry Textbook of Orthopaedic Nursing*, Pitman Medical, 1971.

Russell, D., *The Pathology of Tumours of the Central Nervous System*, Arnold, 1963.

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.

Wood, Paul, *Diseases of the Heart and Circulation*, 3rd edition, Eyre & Spottiswood, 1968.

PHYSIOTHERAPY III

A course of approximately 450 hours comprising the following sections:

1. Electrotherapy

Electrical Stimulation: continuous direct current, low frequency current and interferential therapy techniques.

Electrodiagnosis: strength-duration and related tests and electromyography.
Further development of related material presented in Physiotherapy II.

2. Movement

An extension of material presented in Physiotherapy II with emphasis on 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

Assignments and tests throughout the year.

Text Books

- Apley, A. G., *A System of Orthopaedics in Fractures*, Butterworth, 1968.
Bannister, R., *Brain's Clinical Neurology*, Oxford Med. Publications, 1973.
Cash, J. E., *Neurology for Physiotherapists*, Faber, 1974.
Gaskell, D. V. and Webber, B. A., *The Brompton Hospital Guide to Chest Physiotherapy*, Blackwell Scientific Publications, 1973.
Lance, J. W., *A Physiological Approach to Clinical Neurology*, Butterworth, 1970.

Reference Books

- Bobath, B., *Adult Hemiplegia, Evaluation and Treatment*, Heinemann, 1970.
Cash, J. E., *A Textbook of Medical Conditions for Physiotherapists*, Faber, 1971.
Cash, J. E., *Physiotherapy in Some Surgical Conditions*, Faber, 1971.
Cherniack, R. M., Cherniack, L. and Vaimark, A., *Respiration in Health and Disease*, Saunders, 1972.
Cyriax, J. B., *Textbook of Orthopaedic Medicine*, Vol. I—*Diagnosis of Soft Tissue Lesions*, 5th edition or later, Balliere, Tindall & Cassell, 1969.
Downey, J. A. and Darling, R. C. (ed.), *Physiological Basis of Rehabilitation Medicine*, Saunders, 1971.
Finnie, N. R., *Handling the Young Cerebral Palsied Child at Home*, Heinemann, 1968.
Jennett, W. B., *An Introduction to Neurosurgery*, Heinemann, 1970.
Licht, S. (ed.), *Arthritis and Physical Medicine*, Licht, 1969.
Parry, W., *Rehabilitation of the Hand*, Butterworth, 1966.
Renfrew, S., *An Introduction to Diagnostic Neurology*, Vols. I & II, Livingston, 1967.
Shephard, R. J., *Alive Man: The Physiology of Physical Activity*, Thomas, 1972.
Williams, M., *Brain Damage and the Mind*, Penguin, 1970.

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

A series of units will be offered in areas such as sociology of minority groups, perception, industrial psychology and medical sociology.

PHYSIOLOGY II

A series of lecture units throughout the year, viz. brain and behaviour; renal function and mammalian adaptation; regional blood flow and respiratory physiology; endocrinology and reproduction.

Fourth Year — Degree Course

PHYSIOTHERAPY IV

A course of 34 weeks comprising 24 weeks full time clinical practice and 10 weeks of lectures, tutorials, discussions, preparatory reading for clinical work, and presentation of an approved special study.

Clinical practice will be divided into two twelve-week segments; one segment will cover general hospital practice (orthopaedics, neurological and thoracic) and the other will cover practice in special centres, with students completing three four-week units selected from areas such as paediatrics, geriatrics, rehabilitation, obstetrics and gynaecology, spinal injuries, community health, spinal disorders, and private practice. The special study will require the student to carry out a minor research project or structured investigation related to the practice of physiotherapy in any approved clinical area not covered by their formal syllabus.

Third Year — Diploma Course

PSYCHOLOGY AS APPLIED TO THE PRACTICE OF PHYSIOTHERAPY

A course of 24 lectures throughout the year. This subject develops selected psychological concepts and principles and emphasises their application within specific clinical and wider health systems. The syllabus includes models of personality; psychological aspects of pain; reactions and adjustment to illness, hospitalization, trauma and physical disability; neurotic, psychotic and psychosomatic disorders. Aspects of social psychology are also discussed; social class and cultural influences on behaviour; social role theory and social systems; communication; group behaviour, attitudes and attitude change.

Reference Books

- Coleman, J. C., *Abnormal Psychology and Modern Life*, Scott Foresman, 1972.
Knutson, A. L., *The Individual, Society and Health Behaviour*, Russell-Sage Foundation, 1965.
Lindgren, H. C., *An Introduction to Social Psychology*, 2nd edition, Wiley, 1973.
Safilis-Rothschild, C., *The Sociology and Social Psychology of Disability*, Random House, 1970.

PHYSIOTHERAPY III

A course of approximately 36 weeks of clinical practice. The student will treat patients under supervision at metropolitan teaching hospitals and centres. Clinical experience will include general, orthopaedic, plastic, thoracic, geriatric, paediatric, obstetrical and neurological conditions, and rehabilitation.

The institutions attended for these clinical affiliations are:

- General Hospitals Alfred Hospital
 Austin Hospital
 Prince Henry's Hospital
 Repatriation General Hospital, Heidelberg
 Royal Children's Hospital
 Royal Melbourne Hospital
 St. Vincent's Hospital

Special Centres Coonac Rehabilitation Centre
 Hampton Hospital
 Mount Royal
 Royal Talbot General Rehabilitation Hospital
 Royal Women's Hospital

Throughout the year there will be a series of 130 hours of lectures, demonstrations and practice by specialist medical practitioners, representatives of ancillary professions and physiotherapists in special fields (viz. thoracic, orthopaedic, manipulation, rehabilitation).

There will be no final examination. Physiotherapy Theory will be assessed by written assignments and tests/reports throughout the year. Physiotherapy Practice will be assessed by practical tests and/or reports at the conclusion of each clinical affiliation, or part thereof.

Supplementary examinations may be granted if the standard reached warrants additional consideration.

Text Books

Printed Notes.

Apley, A. Graham, *A System of Orthopaedics and Fractures*, 3rd edition, Butterworth, 1968.

Cash, Joan E., *Physiotherapy in Medical Conditions*, 4th edition, Faber, 1971.

Cash, Joan E., *Physiotherapy in Surgical Conditions*, 4th edition, Faber, 1971.

Cash, Joan E., *Neurology for Physiotherapists*, Faber, 1974.

Reference Books

Adams, J. Crawford, *Introduction to Orthopaedics*, Livingstone, 1971.

Adams, J. Crawford, *Outline of Fractures*, Livingstone, 1972.

Krusen, F. H., Kottke, F. J. and Ellwood, P. M. (ed.), *Handbook of Physical Medicine and Rehabilitation*, Saunders, 1971.

Lawton, E. B., *Activities of Daily Living for Physical Rehabilitation*, McGraw-Hill, 1963.

Licht, S. (ed.), *Therapeutic Exercise*, Vol. 3 of Physical Medicine Library, Licht, 1961.

Parry, W., *Rehabilitation of the Hand*, Butterworth, 1966.

Pedersen, E., *Spasticity: Mechanism, Measurement, Management*, 1969.

Renfrew, S., *An Introduction to Diagnostic Neurology*, Vols. I & II, Livingstone, 1964.

Willard, H. and Spackman, C., *Occupational Therapy*, Pitman, 1971.

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

SCHOOL OF SPEECH SCIENCE

STAFF

Dean:

Ronald N. Harrison, B.A., Dip.Psych., M.A.Ps.S., L.A.C.S.T., M.A.A.S.H., T.P.T.C.

Assistant Dean:

Neil O'Halloran, M.Sc., L.A.C.S.T., M.A.A.S.H., T.P.T.C.

Lecturers in Speech and Language Pathology and Audiology:

Moirá Madsen, B.Ed., LL.B., Dip.Ed., L.A.C.S.T., M.A.A.S.H., T.P.T.C.

Gilbert Best, Ph.D., M.Sc., L.A.C.S.T., M.A.A.S.H.

Nanette Good, L.A.C.S.T., M.A.A.S.H.

Further appointments to be made.

Clinical Supervisors:

Mary Buttifant, L.A.C.S.T., M.A.A.S.H.

Isaac Brown, L.A.C.S.T., M.A.A.S.H., T.P.T.C.

Margaret Macrae, L.A.C.S.T., M.A.A.S.H.

One further appointment to be made.

Tutor/Clinicians:

Louise Brown, L.A.C.S.T., M.A.A.S.H.

Susan Simmons, L.A.C.S.T., M.A.A.S.H.

Margaret Young, L.A.C.S.T.

Secretarial:

Marian Mooney (Secretary to the Dean)

Suzanne Tobin (Administrative Assistant)

Gloria Gray (Typist)

Specialist Lecturers

Audiology:

Patricia Pengilley, B.E.S.T., A.A.T.D., N.C.T.D.

Anatomy:

Leslie J. Ray, M.B., B.S., Ph.D.

Kenneth F. Russell, M.B., M.S., F.R.A.C.S., F.R.A.C.P.

One further appointment to be made.

Cerebral Palsy:

John Gooch, M.B., B.S., M.R.C.P., D.C.H.

Dental Anatomy:

Geoffrey Quail, M.D.Sc., D.D.S.

Linguistics:

Appointment to be made.

Neurology:

Henryk Kranz, M.B.B.S., M.R.A.C.P.

Orthodontics and Prosthetics:

Gordon Hinrichsen, M.D.Sc., L.D.S.

Otolaryngology:

Wallace Watson, F.R.C.S., F.R.C.F.E.

Paediatrics:

Appointment to be made.

Physiology:

Representatives of the Professor of Physiology, University of Melbourne.

Physiological Psychology:

Jon Russell, M.A.

Plastic Surgery:

George Gunter, M.S., F.R.A.C.S., F.R.C.S.

Psychology:

Representatives of the Department of Behavioural Sciences, Lincoln Institute.

Psychopathology of Behaviour:

John H. Lloyd, M.D., Ch.B., D.R.C.O.G., M.A.N.Z.C.P., D.P.M.

General Medicine:

David Rollo, M.B.B.S., B.Sc.(Med.), M.Sc., M.R.A.C.P.

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 Speech Science is the only training school for student speech pathologists in Victoria. Students are prepared for the examination for the award of Bachelor of Applied Science.

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 specialized 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.

A prospective student should have reached a satisfactory Sixth Form level of education, for 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.

General Information

Term Dates

First Term: 10 March – 10 May (9 weeks)

Second Term: 2 June – 5 July (5 weeks)
14 July – 16 August (5 weeks)

Third Term: 1 September – 18 October (7 weeks)

Course of Study

The course extends over a period of four consecutive years. A four week clinical block placement may be included before first term or after third term. It is a full-time course and there is no provision for part-time or evening students.

Lectures and Clinical Practice

Lectures are held at Lincoln Institute and at the University of Melbourne. Clinical practice is carried out within the Speech Science School and in the Speech Pathology Departments of teaching hospitals, in clinics conducted by the Education Department, in clinics of the Mental Hygiene Department, the Department of Social Services, the Spastic Children's Society of Victoria, and in certain country clinics.

Prerequisites

1. The educational prerequisite is a satisfactory pass at Sixth Form Level. A pass in at least one H.S.C. Science subject is desirable. Biology is the preferred subject. Applicants are also required to have reached at least a 'C' grade in English Expression at H.S.C. Level.
2. Medical and audiometric examinations are required following selection. If an applicant suspects hearing loss this should be investigated prior to application.
3. Victorian students must be available for a Selection Committee interview in January.

Equipment

Students should own a white coat for use in certain hospital clinics and for use in the Physiology laboratory. Year II-IV students will find it necessary to have a small amount of clinical equipment for use in clinical treatments. Approximately \$30 should be allowed for this.

Clinical Training

Students attend the following Speech Therapy clinics for observation and practice of Speech Theory.

HOSPITALS

Alfred Hospital
Austin Hospital
Ballarat Base Hospital
Box Hill & District Hospital
Caulfield Convalescent Hospital
Caulfield Geriatric Hospital
Dandenong Hospital
Geelong Base Hospital
Grace McKellar Hospital for the Aged
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
Royal Victorian Eye and Ear 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
Primary School, Glenhuntly Road, Caulfield
Special Services Division, Foster Street, Dandenong
Primary School, Wheatsheaf Road, Glenroy
81 Bell Street, Coburg
Primary School, Swanston Street, Geelong
Primary School, Haig Street, Heidelberg West
Primary School, Graham Road, Highett
Primary School, Eastern Road, South Melbourne
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
Northern Districts Spastic Centre
Shannon Park Spastic Centre
Chelsea Spastic Centre

Mental Health Authority

Kew Cottages
Travancore Centre
Oakleigh Retarded Children's Centre

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

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 as to the number of lectures, tutorials, etc., 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
Psychology I
Medical Sciences I

Second Year

Speech and Language Pathology and Audiology II
Linguistics II
Psychology II
Medical Sciences II

Third Year

Speech and Language Pathology and Audiology III
Linguistics III
Psychology 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

(77 hours of lectures, 52 hours of tutorials, 102 hours of observation and practice.)

Subject A—Introduction to Communication Disorders: The aim of the subject is to introduce students to the general aspects of human communication disorders. Students will make a study of the communication systems between humans, with special emphasis on the breakdown of these systems. Main areas of communication breakdown to be studied will cover articulation, language, voice, hearing and rhythm. Classification systems and terminology related to these areas will also be studied. The subject will introduce the training of practical observation, data collection, and oral and written presentation of reports.

Subject B—Development of Communication in the Child: The aim of this subject is the study of normal patterns of development of language, articulation, voice, hearing and rhythm. A study will be made of physical, social, emotional and environmental factors which may arrest or retard normal patterns of communicative development.

Subject C—Articulation Development and Disorders: A detailed study will be made of phonological development and factors affecting this development. Diagnosis, prognosis and treatment of articulation disorders, together with training in observation, data collection and report writing will be presented.

Subject D—Dental Anatomy, Orthodontics and Prosthetics: A detailed study will be made of dental anatomy, orthodontics and prosthetics in relation to articulation development and disorders.

Academic: Progressive assessments.

Practical: Evaluation of each student's progress throughout the year.

Subject A—Introduction to Communication Disorders:

Introductory Reading

Wood, N., *Delayed Speech and Language Development* (Foundation of Speech Pathology Series), Prentice-Hall, 1964.

Prescribed Texts

Perkins, W. H., *Speech Pathology*, The C.V. Mosby Co., 1971.

Recommended Texts

Berry, M. F. and Eisenson, J., *Speech Disorders*, Peter Owen, 1964.

Denes, P. B. and Pinson, E. N., *The Speech Chain*, Bell Telephone Laboratories, 1963.

Eldridge, M., *A History of the Treatment of Speech Disorders*, E. & S. Livingstone Ltd., 1968.

Rieber, R. W. and Buebaker, R. S. (eds.), *Speech Pathology*, North-Holland Publishing Co., 1970.

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

Subject B—Development of Communication in the Child:

Recommended Texts

Gessell, 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.

Lewis, M. M., *How Children Learn to Speak*, Harrap, 1963.

Subject C—Articulation Development and Disorders:

Introductory Reading

Carrell, J., *Disorders of Articulation*, Foundation of Speech Pathology Series, Prentice-Hall, 1964.

Prescribed Texts

Darley, F. L., *Diagnosis and Appraisal of Communication Disorders*, Foundation of Speech Pathology Series, Prentice-Hall, 1964.

Johnson, W., Darley, F. L. and Spriestersbach, D. C., *Diagnostic Methods in Speech Pathology*, Harper & Row, 1963.

Winitz, H., *Articulatory Acquisition and Behaviour*, Appleton-Century-Crofts, 1969.

Recommended Texts

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

Van Riper, C., *Voice and Articulation*, Pitman Medical Publishers, 1959.

Young, E. and Hawk, S., *Moto-Kinesthetic Speech Training*, Stanford University Press, 1965.

Subject D—Dental Anatomy, Orthodontics and Prosthetics:

Recommended Texts

- Erllich, A. B., *Training Therapists for Tongue Thrust Correction*, C. Thomas, 1970.
Graber, T. M., *Orthodontics: Principles and Practices*, Saunders, 1966.
Moyers, R., *Handbook of Orthodontics*, Yearbook Medical Publishers, 1966.

LINGUISTICS I

(26 hours of lectures and 26 hours of tutorials)

An introduction to phonetics, phonology and morphology with emphasis on phonetic notation and articulatory description of English speech sounds.

Examination: One one-hour test in phonetic notation and transcription and one one-hour test in articulatory phonetics, phonology and morphology.

Prescribed Text

- Gimson, A. C., *An Introduction to the Pronunciation of English*, Edward Arnold, 1962.

PSYCHOLOGY I

(52 hours of lectures, 26 hours of tutorials)

Unit A: AN INTRODUCTION TO PSYCHOLOGY. A series of lectures and tutorials based on the following topics:

Studying behaviour scientifically—historical origins and current approaches. Biological basis—evolutionary and genetic origins. Brain-behaviour relationship and neuropsychological methods. Studying learning and perceptual processes. Approaches to studying the 'higher functions' in man. Physiological psychology in the study of motivation and emotion. Individual differences in behaviour, their origins and measurement.

(26 hours of lectures—26 hours of practicals)

Unit B: AN INTRODUCTION TO METHODOLOGY. A series of combined lectures and work periods. A general introduction to scientific method in psychology with demonstrations of principles and methods and some practicals.

An introduction to quantitative methods—to basic concepts and the use of elementary statistics.

Examination: Unit A—2 papers—1 hour, 2 hours. One Essay.

Unit B—2 papers—1 hour, 2 hours; term assignments.

Prescribed Texts

- Chaplin, J. P., *Dictionary of Psychology*, Well, 1968.
Deise, James, *Psychology as Science and Art*, Harcourt Brace Jovanovich, 1972.
Isaacson, R. L. et al., *A Primer of Physiological Psychology*, Harper and Row, 1971.
McGaugh, J. L., *Learning and Memory*, Albion, 1973.
Runyon, R. P. & Haber, A., *Fundamentals of Behavioural Statistics*, Addison Wesley, 1971.
Wright, D. S., Ann Taylor et. al., *Introducing Psychology*, Penguin, 1970.

Recommended Texts

- Anderson, B. F., *The Psychology Experiment*, 2nd Ed., Wadsworth, 1971.
Dodwell, P. C. (ed.), *New Horizons in Psychology*, Penguin, 1972.
Foss, B. M. (ed.), *New Horizons in Psychology*, Penguin, 1966.
Luria, A. R., *The Working Brain: An Introduction to Neuropsychology*, Penguin, 1972.

MEDICAL SCIENCES I

(a) GENERAL PHYSIOLOGY

(146 hours of lectures, tutorials and practical work)

Cell physiology; nerve cells and impulse conduction; activation and contraction of muscle; sensory reception, introduction to C.N.S.; spinal and suprasegmental reflexes; physiology of synapses; cerebral control of movement; circulation introduction; physics of blood flow; properties of blood; heart and cardiac output; autonomic nervous system; arterial pressure and its regulation; peripheral blood flow and its regulation; capillaries and lymph. Circulatory adjustments in man; lung structure and ventilation; transport of blood gases; pulmonary gas exchange; control of respiration; respiratory adjustments; kidney, acid-base balance; digestive system and liver; endocrinology and reproduction; nutrition and metabolism; temperature regulation; behaviour of whole organism.

Examination:

- (a) a mid-year examination (1½ hours) and an end-of-year examination (3 hours).
- (b) Assignments related to the laboratory classes and demonstrations.

The relative loading of these three assessments of the student's knowledge will be outlined at the commencement of the year.

Text Books

Vander, A. J., Sherman, J. H. and Luciano, D. S., *The Mechanisms of Body Functions*, McGraw-Hill, 1970.

Ganong, W. F., *Review of Medical Physiology*, 6th Ed., Lange Medical Publishers, 1973.

Reference Books

Guyton, A. C., *Textbook of Medical Physiology*, 4th Ed., W. B. Saunders, 1971.

Keele, C. A. & Neil, E., *Samson Wright's Applied Physiology*, 12th Ed., Oxford University Press, 1971.

Brobeck, J. R., *Best & Taylor's—The Physiological Basis of Medical Practice*, 9th Ed., Williams & Wilkins Co., 1973.

Bowsher, D., *Introduction to the Anatomy and Physiology of the Nervous System*, 2nd Ed., Blackwell, 1970.

(b) GENERAL ANATOMY

(26 hours of lectures, 26 hours of tutorials and practical work)

A course of lectures and demonstrations dealing with the structure and functions of the muscular, skeletal, respiratory, cardiovascular and nervous systems.

Prescribed Text

Crouch, James E., *Functional Human Anatomy*, 2nd Ed., Lea and Febinger, 1973.

Recommended Text

Joseph, J., *Essential Human Anatomy*, M.T.P., 1971.

Second Year

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY II

(130 hours of lectures, 78 hours of tutorials, 152 hours of observation and practice)

Subject A—Disorders of Language in Children: 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.

Subject B—Stuttering: Theories of aetiology and treatment of stuttering and cluttering will be studied. Clinical observations and approaches to treatment of these disorders will be arranged.

Subject C—Disorders of Voice: This unit will consist of a study of the mechanisms of normal and abnormal voice production. Etiologies, symptomatology, diagnostics and treatment of disorders of voice will be discussed.

Subject D—Diagnostics and Testing: 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.

Subject E—Audiology: 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. Practical audiometric sessions will be conducted in the above areas.

Subject F—Clinical Methods: This course will consist of a study of principles and methods as related to clinical practicum. Additionally, clinical organization and administration will be discussed.

Academic: Progressive assessments throughout the year.

Practical: Evaluation of each student's progress throughout the year.

Subject A: Disorders of Language in Children.

Prescribed Texts

Bangs, T. E., *Language and Learning Disorders of the Pre-Academic Child*, Appleton-Century-Crofts, 1968.

Bereiter, C. and Engelmann, *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*, C. Merrill Publishing Co., 1969.

Dale, P. S., *Language Development, Structure and Function*, The Dryden Press, 1972.

Eisensohn, J., *Aphasia in Children*, Harper and 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*, M.I.T. Press, 1964.

McNeill, D., *The Acquisition of Language: The Study of Developmental Psycholinguistics*, Harper and Row, 1970.

Menyuk, P., *The Acquisition and Development of Language*, M.I.T. Press, 1971.

Perkins, W. H., *Speech Pathology*, The C.V. Mosby Co., 1971.

Recommended Text

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

Subject B: Stuttering.

Prescribed Texts

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

- Eisenson, J. (ed.), *Stuttering: A Symposium*, Harper & Row, 1958.
Luper, H. and Mulder, R., *Stuttering Therapy for Children*, Prentice-Hall, 1964.
Van Riper, C., *The Nature of Stuttering*, Prentice-Hall, 1971.

Recommended Texts

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

Subject C: Disorders of Voice.

Prescribed Texts

- Boone, D. R., *The Voice and Voice Therapy*, Prentice-Hall, 1971.
Wilson, D. K., *Voice Problems of Children*, Williams and Wilkins, 1972.
Zemlin, W. R., *Speech and Hearing Science*, Prentice-Hall, 1968.

Recommended Texts

- Barbara, D., *Psychological and Psychiatric Aspects of Speech and Hearing*, Charles C. Thomas, 1960.
Fairbanks, G., *Voice and Articulation Drill Book*, Harper, 2nd ed., 1960.
Greene, M., *The Voice and its Disorders*, new ed., Pitman.
Luchsinger, M. D. and Arnold, G. E., *Voice-Speech-Language*, Wadsworth Publishing Co. Inc., 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*, The C.V. Mosby Company, 1971.
Van Riper, C. and Irwin, J. V., *Voice and Articulation*, Pitman Medical Publishing Co. Ltd., 1968.

Subject D: Diagnostics and Testing.

Prescribed Texts

- Darley, F. L., *Diagnosis and Appraisal of Communication Disorders* (Foundation of Speech Pathology), Harper and Row, 1963.
Emerick, L., *The Parent Interview*, Danville Illinois Interstate, 1969.
Johnson, W., Darley, F. L. and Spriestersbach, D. C., *Diagnostic Methods in Speech Pathology*, Harper and Row, 1963.
Rogers, Carl R., *Client-Centred Therapy*.

Recommended Texts

- Bernstein, L. and Dana, R. H., *Interviewing and the Health Professions*, Appleton-Century-Crofts, 1970.
Cronbach, L. J., *Essentials of Psychological Testing*, 2nd ed., Harper and Row.
Fenlason, A. F., Ferguson, G. B., Abrahamson, A. C., *Essentials in Interviewing*, revised ed., Harper and Row.
Ferard, M. L. and Hunnybun, N. K., *The Caseworker's Use of Relationships*, Mind & Medicine Monographs, Tavistock Publications.

- Goldman, L., *Using Tests in Counselling*, Appleton-Century-Crofts, 1961.
Rich, J., *Interviewing Children & Adolescents*, MacMillan, 1968.
Sullivan, H. Stack, *The Psychiatric Interview*, Tavistock, 1955.

Subject E: Audiology.

Prescribed Texts

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

Recommended Texts

- Jerger, J. (ed.), *Modern Developments in Audiology*, Academic Press, 1973.
Katz, J., *Handbook of Clinical Audiology*, The Williams & Wilkins Co., 1972.
O'Neill, J. and Dyer, H., *Applied Audiometry*, Dodd-Mead & Co., 1966.
Rose, D. E. (ed.), *Audiological Assessment*, Prentice-Hall Inc., Englewood Cliffs, 1971.
Travis, L. E. (ed.), *Handbook of Speech Pathology*, Owen, 1971.

LINGUISTICS II

(52 hours of lectures, tutorials and demonstrations)

Basic acoustic phonetics.

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

Examination: One one-hour test in second term, and one one-hour test at the end of third term.

Prescribed Texts

- Ladefoged, P., *Elements of Acoustic Phonetics*, Oliver & Boyd, 1962.
Denes, P. & Pinson, E., *The Speech Chain*, N.Y. Bell Telephone Laboratories, 1963.

Additional References

- Lyons, J., *Introduction to Theoretical Linguistics*, Cambridge University Press, 1969.
Lyons, J., *Chomsky*, Fontana, 1970.
Oldfield, R. C. & Marshall, J. C. (eds.), *Language*, Harmondsworth Penguin, 1968.
Pulgram, E., *Introduction to the Spectrography of Speech*
Langacker, R. W., *Language and its Structure*, Harcourt, Bruce and World, 1968.
Chomsky, N., *Syntactic Structures*, Mouton, 1957.
Chomsky, N., *Aspects of the Theory of Syntax*, Cambridge, M.I.T., 1965.
Miller, G. A., *Language and Communication*, McGraw-Hill, 1963.
Gimson, A. C., *An Introduction to the Pronunciations of English*, Edward Arnold, 1970.
Van Bergeijk, W. A., Pierce, J. R. & Davis, Jr., E. E., *Waves and the Ear*, Heine-
mann, 1961.
Pierce, J. R. & Davis, Jr., E. E., *Man's World of Sound*, Garden City, 1958.

PSYCHOLOGY II

(78 hours of lectures, 26 hours tutorials, 52 hours practical work)

The course includes the following areas of study:

- Developmental Psychology—cognitive, personal/social.
Process of Socialization and its Socio-Cultural context.

Quantitative Methods—psychological measurement

—further statistical concepts and their application in research studies.

In order to provide some integration within areas and with the course in Speech and Language Pathology, it has been structured into units as below:

UNIT 1: Cognitive Development—Piagetian and Psychometric Approach. (20 hours lectures, 9 hours tutorials, 20 hours practicals)—Term I.

A parallel series of approaches presents basic theory and methods developed by those respective approaches. Tutorials focus on some critical issues as they relate to the individual child's development. Practical provide opportunities for familiarization, demonstration and practice in the use of both Piagetian Tasks and some psychometric tests appropriate to the young school-age child.

UNIT 2: Cognitive Development—Relationship between language and thought in early childhood. (9 hours lectures and 18 hours practicals)—Term II.

Lectures outline theoretical approaches, empirical studies and diagnostic implications. Practical provide opportunities for observing and assessing the emergence of symbolic functioning and representational thought in the very young child. They also integrate with the speech pathology course as training sessions in the use of psychometrically-based diagnostic instruments.

UNIT 3: Quantitative Methods—Psychometric and Statistical and their application to individual assessment and research design. (19 hours lectures, 14 hours practicals)—Terms I, II, III.

Lectures introduce basic concepts, assignments, provide practice in their use and Practical in Term III give students experience in the analysis of group data and the design of research studies.

UNIT 4: Personal-Social Development of the Child and Adolescent—An introduction to psychodynamic, social learning and personal construct theories. (16 hours lectures, 9 hours tutorials)—Terms II and III.

Lectures outline theories and their relevance to development, both in childhood and adolescence. Tutorials focus on critical aspects and attempt to integrate both cognitive and personal-social aspects of development.

UNIT 5: The Process of Socialization and its Socio-Cultural Context. (14 hours lectures, 7 hours tutorials)—Term III.

Development conceptualized as involving a socialization (cognitive, linguistic and personal-social) of the child into a particular society or sub-group of it.

Lectures present themes which students develop in seminars, drawing implications of relevance to the language area in particular.

Examinations: Assessment by Term assignments of practical reports, essays, seminar presentation and two examinations.

Prescribed Texts

Adams, Parveen (ed.), *Language in Thinking—Selected Readings*, Penguin Books, 1972.

Baldwin, A. L., *Theories of Child Development*, Wiley, 1967.

Brenner, C., *An Elementary Text-Book of Psycho-Analysis*, Doubleday, 1957.

Erikson, E., *Childhood and Society*, Penguin Books, 1965.

Erikson, E., *Identity—Youth and Crisis*, Faber, 1968.

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

Lloyd, Barbara, *Perception and Cognition—A Cross-cultural Perspective*, Penguin Books, 1972.

Phillips, J. L., *The Origins of Intellect—Piaget's Theory*, W. H. Freeman, 1969.

- Piaget, J., *The Child's Conception of Number*, Routledge, Paperback, 1969.
Schaffer, H. R., *The Growth of Sociability*, Penguin, 1971.
Siegel, S., *Nonparametric Statistics for the Behavioural Sciences*, Intern. Student Edition.
Tyler, Leona, *Tests and Measurements*, Prentice Hall, 1971.

Recommended Texts

- Brown, Roger, *Social Psychology*, Student Edition, Collier-Macmillan, 1967.
Flavell, J. H., *The Development Psychology of Jean Piaget*, Nostrand, 1963.
Freud, S., *Three Essays on the Theory of Sexuality*, edited and translated by J. Strachey. Hogarth, 1962.
Ginsberg, H. & Oppen, Sylvia, *Piaget's Theory of Intellectual Development*, Prentice-Hall, 1969.
Worsley, P. et al., *Modern Sociology: Introductory Readings*, Penguin Books, 1970.

MEDICAL SCIENCES II

(a) INTRODUCTORY NEUROLOGY AND INTRODUCTORY NEUROANATOMY

(13 hours lectures and 13 hours tutorials)

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 and 13 hours tutorials)

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 ed., Lea & Febinger, 1973.
Cunningham's *Manual of Practical Anatomy*. Vol. 3 London 11th or subsequent ed., O.U.P.

Third Year

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY III

(130 hours of lectures, 78 hours of tutorials, 208 hours of observation and practice)

Subject A—Disorders of Communication of Neurological Origin: This unit will consist of a study of language disorders in adults, such as aphasia, apraxia and the agnosias. Dysarthria will also be studied.

Subject B—Cleft Palate: This unit will cover aetiologies, embryology, incidence and classification systems of cleft palate; and will include the diagnosis and treatment of cleft palate cases. It will include special lectures on plastic surgery, dental anatomy, orthodontics and prosthetics as related to cleft palate.

Subject C—Cerebral Palsy: This course will consist of a study of medical aspects of cerebral palsy. Detailed information of communicative disorders in cerebral palsy; their diagnosis and treatment will also be discussed.

Subject D—Audiology: 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 for adults, and community needs and services for the hard-of-hearing population. Practical sessions will be conducted in the above areas.

Subject E—Clinical Methods: This course will consist of a study of principles and methods as related to clinical practicum. Additionally, clinical organization and administration will be discussed.

Subject A—Disorders of Communication of Neurological Origin:

Prescribed Texts

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

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

Recommended Texts

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

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

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

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

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

Longerich, M. C., *Longerich Aphasia Therapy Set*, Los Angeles, 1966.

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

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

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

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

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

Millikan, C. and Darley, F. L. (eds.), *Brain Mechanisms Underlying Speech and Language*, Grune and 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 Books, 1972.

Subject B—Cleft Palate:

Prescribed Texts

Bzoch, K. R., *Communicative Disorders Related to Cleft Lip and Palate*, Little, Brown & Co., 1971.

Spiestersbach, 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.

Recommended Texts

Falk, M., *A Cleft Palate Team Addresses the Speech Clinician*, Charles C. Thomas, 1971.

- Grabb, W. C., Sheldon, W. R. and Bzoch, K. R., *Cleft Lip and Palate*, Little, Brown & Co., 1971.
- Longacre, J. J., *Cleft Palate Deformation*, Charles C. Thomas, 1970.
- Lencione, R. M. (ed.), *Cleft Palate Habilitation*, Syracuse University Press, 1968.
- Morley, M., *Cleft Palate and Speech*, 7th ed., E. & S. Livingstone, 1970.
- Stark, R. (ed.), *Cleft Palate*, Harper & Row, 1968.
- Westlake, H. and Rutherford, D., *Cleft Palate*, Prentice-Hall, 1966.

Subject C—Cerebral Palsy:

Prescribed Texts

- Crickmay, M., *Speech Therapy and the Bobath Approach to Cerebral Palsy*, Charles C. Thomas, 1966.
- Mecham, M., Berko, M., Berko, F., Palmer, M., *Communication Training in Childhood Brain Damage*, Charles C. Thomas, 1969.
- Mysak, E., *Neuroevolutional Approach to Cerebral Palsy and Speech*, Teachers College, Columbia University, 1968.

Recommended Texts

- Blencowe, S. (ed.), *Cerebral Palsy and the Young Child*, E. & S. Livingstone, 1969.
- Daley, W. (ed.), *Speech and Language Therapy with the Cerebral Palsied Child*, Catholic University of America Press, 1965.
- Denthoff, E., *Cerebral Palsy—The Pre-School Years*, Charles C. Thomas, 1967.
- Finnie, N., *Handling the Young Cerebral Palsied Child at Home*, William Heinemann Medical Books, 1969.
- Holt, K. S. and Reynell, J. K., *Assessment of Cerebral Palsy*, II Lloyd-Luke, 1967.
- Irwin, O., *Communication Variables of Cerebral Palsied and Mentally Retarded Children*, Charles C. Thomas, 1972.
- Keats, S., *Cerebral Palsy*, Charles C. 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*, William Heinemann Ltd., 1968.
- McDonald, E. and Chance, B., *Cerebral Palsy*, Prentice-Hall, 1964.
- Westlake, H. and Rutherford, D., *Speech Therapy for the Cerebral Palsied*, National Society for the Crippled Children and Adults, 1961.

Subject D—Audiology:

Prescribed Texts

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

Recommended Texts

- Griffith, J. (ed.), *Persons with Hearing Loss*, Charles C. Thomas, 1969.
- Hazard, E., *Lip Reading*, Charles C. Thomas, 1971.
- Jerger, J. (ed.), *Modern Development in Audiology*, Academic Press, 1973.
- Pengilly, P., *By Word of Mouth*, Southdown Press, 1971.
- Pollack, D., *Educational Audiology for the Limited Hearing Infant*, Charles C. Thomas, 1971.
- Sanders, D. A., *Aural Rehabilitation*, Prentice-Hall Inc., Englewood Cliffs, 1971.
- Tracy, J., *Correspondence Course for Parents of Pre-School Deaf Children*, California, 1968.

PSYCHOLINGUISTICS

(26 hours of lectures)

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

Recommended Texts

Chomsky, N., *Aspects of the Theory of Syntax*, M.I.T. Press, 1970.

Menyuk, P., *The Acquisition and Development of Language*, Prentice-Hall, 1971.

McNeill, D., *The Acquisition of Language*, Harper and Row, 1970.

PSYCHOLOGY III

(a) PHYSIOLOGICAL PSYCHOLOGY

(26 hours of lectures)

The course as outlined here will examine the inter-relationships between behaviour and the basic biological properties of living organisms (i.e. structural, biochemical and bioelectrical). Although an attempt will be made to integrate general aspects of behaviour and biological events, particular emphasis will be placed on learning and memory and emotion. In addition to examining these relationships, the question of the 'mind's' influence on the 'body' will be discussed, along with the dangers of this conceptualization. It is hoped that by presenting parallel relationships between the behavioural and biological sciences, neither will be subsumed by the other and both will contribute to our understanding of man's behaviour.

Recommended Texts

Milner, P. M., *Physiological Psychology*, Holt, Rinehart & Winston, 1970.

Grossman, S. P., *Essentials of Physiological Psychology*, John Wiley & Sons, 1973.

Assessment

Three one-hour examinations.

(b) STATISTICAL AND RESEARCH METHODS

(26 hours of lectures)

A practical course focussed chiefly on the planning of small scale investigations in the field of Speech and Language Pathology. Class work periods and assignments provide experience in the application of the principles of research design and sampling techniques and in methods of data collection, processing and analysis of particular relevance in the clinic setting.

Prescribed Texts

To be issued next year. Extensive use will be made of journal articles published in this field, together with statistical texts from previous courses.

Assessment

Assignment work throughout the year.

(c) PSYCHOPATHOLOGY OF BEHAVIOUR

(26 hours of lectures, tutorials and clinical demonstrations)

General introduction. Concept of normal as related to behaviour. Interviewing Techniques. Mental State. Classification of Psychiatric Illness. Clinical Psychiatry including organic brain syndrome, affective disorders, alcoholism and drug dependency, schizophrenia, neurotic disorders, personality disorders, psychosomatic medicine. Child psychiatry. Psychological mechanisms in illness. Social Psychiatry. Treatment in Psychiatry.

The relevance of the above to speech pathology is stressed.

Examination: One three-hour paper.

Prescribed Texts

Davies, B. M., *An Introduction to Clinical Psychiatry*, Melbourne University Press, 1971.

Recommended Texts

Engel, G. L., *Psychological Development in Health & Disease*, W. B. Saunders Co.
Freedman, A. M. and Kaplan, H. I., *Comprehensive Textbook of Psychiatry*, Williams & Wilkins, 1967.

Kolb, L. C., *Noyes' Modern Clinical Psychiatry*, W. B. Saunders Co.

Slater, E. and Roth, M., *Clinical Psychiatry*, Bailliere, Tindall & Cassell, 1969.

MEDICAL SCIENCES III

(a) GENERAL MEDICINE (13 hours of lectures)

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

Texts to be announced.

(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.

Texts to be announced.

(d) ADVANCED NEUROLOGY

(26 hours of lectures and 26 hours of tutorials)

Neurological case presentations illustrating principles of applied neurophysiology and neuroanatomy. Common neurological conditions are discussed with emphasis on the underlying pathology and pathophysiology. Special reference to cerebral vascular functions with reference to memory, learning, dominance, agnosia and apraxia. Discussion of specific speech disorders. Pathology and disordered function of the nervous system. Degeneration and regeneration in peripheral and the central nervous system. Disturbances of sensation, abnormal movements, vascular disorders, C.S.F. circulation and obstruction. Dementia, nature of process and common causes.

Prescribed Texts

Chusid, J. G., *Correlative Neuroanatomy and Functional Neurology*, 15th Ed., Lange Medical Publishers.

Recommended Text

Curtis, Jacobson and Marcus, *An Introduction to the Neurosciences*, W. B. Saunders & Co., 1972.

Fourth Year

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY IV

LECTURES/SEMINARS ON:

Subject A: STUTTERING: (19 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.

Subject B: DISORDERS OF LANGUAGE: (19 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 both children and adults. The course will attempt to focus on that body of research that seems most pertinent in the light of recent developments in this field. Students will be encouraged to develop language therapy programs, diagnostic test batteries and utilize video-tape recording procedures.

Subject C: DISORDERS OF VOICE: (19 hours) This unit will consist of:

- (a) A study of the diagnosis and treatment of the laryngectomized patient.
- (b) Research in the area of voice disorders.

Subject D: LEARNING DISORDERS: (26 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.

Subject E: PSYCHOTHERAPY IN SPEECH AND LANGUAGE PATHOLOGY: (17 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-Centres 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.

Subject F: APPLICATION OF LINGUISTICS TO SPEECH AND LANGUAGE PATHOLOGY: (17 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.

Subject G: AUDIOLOGY: (52 hours, including practicum) 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.

Subject H: RECENT DEVELOPMENTS IN SPEECH PATHOLOGY: (17 hours) A course of study in recent developments in speech pathology and language. Study method will consist of small groups researching a specific topic, with seminar presentation.

Subject I: 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 science students.

Students will be required to attend tutorials in all areas.

Students will be required to present seminar papers. Extensive reading and research will be expected for the preparation of seminars.

Independent Project: Students may work individually, or in pairs, in the preparation of a research project on a speech and/or language pathology and/or audiology topic of own choosing, on which at least 100 hours are to be spent.

Statistics and Research Method: Basis of research; experimental and ex-post-facto control; sampling; randomization; matching; validity of a design; methods of data gathering; interview; questionnaire; observation introspection; tests statistical analysis; reporting.

Subject A: Stuttering:

Prescribed Texts

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

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

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

Recommended Texts

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

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

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

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

Perkins, W. H., *Speech Pathology*, The C.V. Mosby Co., 1971.

Simpson, B. C., *Stuttering Therapy*, The Interstate Printers & Publishers.

Assessment: One and a half hour examination.

Subject B: Disorders of Language:

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

Assessment: Seminar and/or assessment.

Subject C: Disorders of Voice:

Prescribed Texts

Cooper, M., *Modern Techniques of Vocal Rehabilitation*, Charles C. Thomas, 1973.

Gardner, W. H., *Laryngectomy Speech and Rehabilitation*, Charles C. Thomas, 1971.

Recommended Texts:

Diedrich, W. M. & Youngstrom, K. A., *Alaryngeal Speech*, Charles C. Thomas, 1966.

Rigrodsky, S., Lerman, J. & Harrison, E., *Therapy for the Laryngectomized Patient*, Teachers College Press, 1971.

Snidecor, J., *Speech Rehabilitation of the Laryngectomized*, Charles C. Thomas, 1969.

Assessment:

One hour assessment First Term.

Seminar presentation Second Term.

Subject D: Learning Disorders:

Prescribed Texts

Ayres, A. Joan, *Sensory Integration and Learning Disorders*, Western Psychological Services, 1972.

Valett, Robert E., *Programming Learning Disabilities*, Fearon, 1969.

Waugh, Kenneth, *Diagnosing Learning Disorders*, Merrill, 1971.

Recommended Texts

Ashlock, Patrick, *Teaching Reading to Individuals with Learning Difficulties*, Thomas, 1969.

Bateman, Barbara (ed.), *Reading*, Special Child Publication, 1971.

Blake, James Neal, *Speech, Language and Learning Disorders: Education and Therapy*, Thomas, 1971.

Cawley, John F., Goodstein, Henry A. & Burrow, Will H., *The Slow Learner and the Reading Problem*, Thomas, 1972.

Criscuole, Nicholas P., *Improving Classroom Reading Instruction*, C. A. Jones Pub. Co., 1973.

Kephart, Newell C., *The Slow Learner in the Classroom*, 2nd Ed., Merrill, 1971.

Koppitz, Elizabeth Munsterberg, *Children with Learning Disabilities: A Five Year Follow-up Study*, Grune and Stratton, 1971.

Tarnopol, Lester (ed.), *Learning Disabilities: Introduction to Education and Medical Management*, Thomas, 1969.

Tarnopol, Lester (ed.), *Learning Disorders in Children: Diagnosis, Medication, Education*, Little Brown, 1971.

Assessment

Assessments will be conducted in each term:

1. Seminar presentations
2. Assignments
3. Unit Tests.

Subject E: Psychotherapy in Speech and Language Pathology:

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

Assessment: One and a half hour examination.

Subject F: Application of Linguistics to Speech and Language Pathology:

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

Assessment

Seminar presentation.

Written paper based on seminar presentation.

Subject G: Audiology:

Prescribed Texts

Katz, J., *Handbook of Clinical Audiology*, The Williams & Wilkins Co., 1972.

Ventry, I. M., Chaiklin, J. B. & Dixon, R. F. (eds.), *Hearing Measurement*, Appleton-Century-Crofts, 1971.

Recommended Texts

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

Griffith, J. (ed.), *Persons with Hearing Loss*, Charles C. Thomas, 1969.

Jeffers, J. & Barley, M., *Speechreading*, Charles C. Thomas, 1969.

Jerger, J. (ed.), *Modern Development in Audiology*, Academic Press, 1973.

Pollack, D., *Educational Audiology for the Limited Hearing Infant*, Charles C. Thomas, 1971.

Sanders, D. A., *Aural Rehabilitation*, Prentice-Hall Inc., 1971.

Tracy, J., *Correspondence Course for Parents of Pre-School Deaf Children*, 1968.

Assessment:

Theory—one hour examination.

Practical clinical audiometry.

Practical rehabilitation techniques.

Subject H: Recent Developments in Speech Pathology:

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

Assessment: Participation in selected seminar presentations.

Subject I: Principles and Techniques of Supervision:

Prescribed Texts

Argyle, Michael, *The Psychology of Interpersonal Behaviour*, Pelican Ed.

Popham, W. James & Baker, Eva L., *Systematic Instruction*, Prentice Hall.

Recommended Texts

Manis, Jerome C. & Meltzer, Bernard N., *Symbolic Interaction: A Reader in Social Psychology*, Ref. Pt. 3.

Assessment: Workshop participation and clinical practicum.

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION

STAFF

Head of Department: Mary Ell, R.R.L., B.Sc., C.C.C.H.R.A.

Lecturers:

Peter Allen, M.B., B.S., M.R.C.O.G.

Ian Brand, F.H.A., F.A.C.M.A., A.A.S.A., F.S.H.P., M.A.C.E.

Peter Foreman, B.Sc.(Hons).

Peter Gay, M.B., B.S., F.R.C.S., F.R.A.C.S.

Jim Leigh, M.B., B.S., Ph.D., B.Sc.

Leslie Norton, M.B., B.S., M.R.A.C.P., A.A.I.M.T.

David Sillence, M.B., B.S.

Gad Trevaks, M.B., B.S., F.A.C.M.A., Dip.H.A., L.H.A.

Tutors:

Kerin Byrne, R.M.R.L.

Margaret Sloss, R.M.R.L.

Further appointment to be made.

Secretary: Carole Tuck

Introduction to Medical Record Administration

Medical Record Administration is a career in the organization and management of health information systems. Medical Record Administrators are members of the health institution administrative team responsible for planning, organizing and controlling health information systems.

There is a shortage of qualified Medical Record Administrators in Australia and a wide variety of positions are 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 specialized 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. Lectures are held at Lincoln Institute and Practical Education is undertaken at selected city and country hospitals and Health Care Institutions in Victoria and A.C.T.

Prerequisites

Applicants must have reached 18 years of age by 31 March of first year of studies. H.S.C. must include a pass in one of the following subjects: Biology, Chemistry, Physics, Mathematics (any one branch). Ability to type is desirable.

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 Association of Medical Record Librarians is obligatory on completion of the course.

Bursaries

A limited number of bursaries are available from country hospitals and other health care institutions. Applicants should contact the hospital in their chosen areas themselves. Students who apply to hospitals or health care institutions will be required to have an interview at the above place(s). If an applicant is accepted by the Department and is deemed to be the most suitable applicant by the hospital or health care institution, he or she will be awarded the bursary. Students who accept a bursary are usually bonded to the sponsoring hospital or health care institution at the completion of the course for two years.

Uniforms

Students are required to have a white uniform for Practical Education placements.

Avenues of Employment

Medical Record Administrators are members of the administrative health team in hospitals and health care institutions. Medical Record Administrators are also being called upon to act as consultants and co-ordinators in country sectors, community care centres and medical computer centres.

TERM DATES

First Year

First Term: February 24 – May 16 (12 weeks)

Second Term: June 2 – July 25 (8 weeks)

Third Term: August 11 – October 24 (11 weeks)

Examinations: November 3 – November 14

Second Year

First Term: January 28 – May 16 (16 weeks)

Second Term: June 2 – July 25 (8 weeks)

Third Term: August 11 – November 7 (13 weeks)

Examinations: November 12 – November 21

Course Outline

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

First Year

- Medical Record Management
- Medico-legal Aspects of Medical Records
- Fundamentals of Medicine & Surgery I
- Anatomy & Physiology
- Coding & Indexing Methods I
- Statistics I
- General Psychology

Second Year

- Business Administration & Organizational Theory
- Coding Systems & Indexing Methods II
- Fundamentals of Medicine & Surgery II
- Statistics II
- Health Care Services
- Personnel Management

DETAILS OF SYLLABUS

First Year

MEDICAL RECORD MANAGEMENT

(150 hours)

A basic course in the organization and management of health information systems.

Text Book

Huffman, Edna K., *Medical Record Management*, 1972. (Physicians' Record Company.)

Reference Books

Clark, Vivian (ed.), *Outpatient Services Journal Articles*, 1970. (Medical Examination Publishing Company.)

Driggs, Marshall F., *Problem Directed and Medical Information Systems*, 1973. (Intercontinental Book Corporation.)

MacEachern, Malcolm T., *Hospital Organization and Management*, 1957. (Physicians' Record Company.)

Spencer, J. A., *Management in Hospitals*, 1967. (Faber and Faber.)

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

Assessment

Assessment includes short tests immediately following a course of lectures, and one final 3 hour examination.

MEDICO-LEGAL ASPECTS OF MEDICAL RECORDS

(20 hours)

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

Text Books

Burton, Arthur W., *Medical Ethics and the Law*, 1971. (Australasian Medical Publishing Company Ltd.)

Huffman, Edna K., *Medical Record Management*, 1972. (Physicians' Record Company.)

Reference Books

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

Speller, S. R., *Law Relating to Hospitals and Kindred Institutions*, 1971. (H. K. Lewis Company Ltd.)

Assessment

Assignment and one final 2 hour examination.

FUNDAMENTALS OF MEDICINE AND SURGERY I

(45 hours)

A study of 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.

Text Books

Frenay, Sr. Agnes Claire, *Understanding Medical Terminology*, 1973. (Catholic Hospital Association, St. Louis, U.S.A.)

Victorian Association for Medical Record Librarians, *Clinical Abbreviations for Hospital Use*, 1973. (Victorian Hospitals' Association.)
Dorland's *Pocket Medical Dictionary*.

Assessment

Short tests and one final 3 hour examination.

ANATOMY AND PHYSIOLOGY

(120 hours)

An introduction to normal structure and function of the human body as well as an introduction to the terms related to biological disorders.

Text Book

Jacob, S. and Francone, C., *Structure and Function in Man*, 3rd edition. (W. B. Saunders.)

Reference Book

Ross, Janet S. and Wilson, D. J., *Foundations of Anatomy and Physiology*, 1969. (E. and S. Livingstone Ltd.)

Assessment

Short tests and one final 3 hour examination.

CODING SYSTEMS AND INDEXING METHODS I

(90 hours)

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

Text Books

American Medical Association, *Standard Nomenclature of Diseases Operations*, 1961. (McGraw-Hill Book Company.)

Commission on Professional and Hospital Activities, *Hospital Adaptation of C.D.A.*, Vols. 1 and 2, 1968. (C.P.H.A.)

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

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

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

Reference Books

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

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

Assessment

Short tests, practical application evaluation and one final 3 hour examination.

STATISTICS I

(70 hours)

An introduction to statistical techniques as applied in health care institutions.

Text Books

Chase, Clinton I., *Elementary Statistical Procedures*. (McGraw Hill Ltd.)

Huffman, Edna K., *Medical Record Management*, 1972. (Physicians' Record Company.)

MEDICAL RECORD ADMINISTRATION

Reference Book

Hill, Sir Austin Bradford, *Principles of Medical Statistics*, 1971. (The Lancet Ltd.)

Assessment

Assignments and one final 3 hour examination.

GENERAL PSYCHOLOGY

(50 hours)

The introduction to psychology as a behavioural science.

Text Book

Mussen, P. and Rosenzweig, M. R., *Psychology: An Introduction*, 1973. (D. C. Heath & Company.)

Reference Book

Krech, P., Crutchfield, R. S. and Livison, N., *Elements of Psychology*, 1969. (Alfred A. Knopf, Inc.)

Assessment

Assignments and one final 3 hour examination.

Second Year

BUSINESS ADMINISTRATION AND ORGANIZATIONAL THEORY

(100 hours)

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

Text Books

Etzioni, Amital, *Modern Organizations*, 1964. (Prentice-Hall Inc.)

Massie, Joseph L., *Essentials of Management*, 1971. (Prentice-Hall Inc.)

Reference Books

Byrt, W. J., *People and Organizations*, 1971. (McGraw-Hill Book Company.)

McGibony, M. D. *Principles of Hospital Administration*, 1969. (G. P. Putnam's Sons.)

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

Tappan, Frances M., *Towards Understanding Administrators in the Medical Environment*, 1968. (The MacMillan Company.)

Yuill, Bruce, *An Outline of Organizational Principles and Management*, 1966. (West Publishing Corporation Pty. Ltd.)

Assessment

Assignment and one final 3 hour examination.

CODING SYSTEMS AND INDEXING METHODS II

(60 hours)

Designed to extend the student's knowledge of coding gained in Coding and Indexing 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.

Text Books

Same text books as for Coding Systems and Indexing Methods I.

Assessment

Assignments, practical application evaluation and one final 3 hour examination.

FUNDAMENTALS OF MEDICINE AND SURGERY II

(120 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 greater depth. Particular attention is given to pathology, as well as relating diseases and operations to the statistical classification. Latter portion of course is devoted to an introduction of pharmacology.

Text Books

- Evans, D. M. D., *Special Tests and Their Meanings*, 1971: (Faber & Faber.)
Davidson, Sir Stanley and Macleod, John, *The Principles and Practice of Medicine*, 10th edition, 1972. (Churchill Livingstone, Edinburgh & London.)
Piper (ed.), *Introductory Pharmacology & Therapeutics*, 1973. (McGraw Hill.)

Assessment

Short tests and one final 3 hour examination.

STATISTICS II

(80 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, (80 hours) and an introduction to epidemiology.

Text Books

- Huffman, Edna K., *Medical Record Management*, 1972. (Physicians' Record Company.)
Race, D., *Electronic Data Processing in Victorian Hospitals*, 1972. (Computer Study Group.)
Smith, Alwin, *The Science of Social Medicine*, 1968. (The Garden City Press Ltd.)

Reference Books

- Acheson, E. D., *Medical Record Linkage*, 1967. (Oxford University Press.)
Gabiell, E. R., *Computerization of Clinical Records*, Vol. 1, 1970. (Grune and Stratton.)
Weed, L., *Medical Records, Medical Education and Patient Care*, 1969. (The Press of Case Western Reserve University.)

Assessment

Assignments, short tests and one final 3 hour examination.

HEALTH CARE SERVICES

(30 hours)

A comprehensive outline of health care services on a local and international level. Problems in health care are defined, evaluated and possible solutions discussed on a broad basis.

Text Book

- Dewdney, J. C. H., *Australian Health Services*, 1973. (John Wiley & Sons Australasia Pty. Ltd.)

Reference Books

- Fry, Dr. John and Farnfale, W. A. J. (eds.), *International Medical Care*, 1972. (Medical and Technical Publishing Company Ltd.)
Directory of Social Services, 1972. (Published by the Victorian Council of Social Services.)

Assessment

Seminar papers and participation in discussions.

PERSONNEL MANAGEMENT

(60 hours)

Designed to equip the student to deal effectively with the human problems of health care institutions as business organizations, the impact of technology, union-management relationships and the skills of face-to-face supervision.

Text Books

- Haney, V. W., *Communication & Organizational Behaviour*, (Irwin.)
Hertzberg, F., *Work and the Nature of Man*, 1966. (Staples Press.)
Strauss, G. and Sayles, L. R., *Personnel: The Human Problems of Management*. 1972. (Prentice-Hall Book Company.)

Reference Books

- Berne, Eric, *Games People Play: The Psychology of Human Relationships*, 1969. (Penguin Books.)
Brown, J. A. C., *The Social Psychology of Industry*, 1965. (Penguin Books.)
Likert, Rensis, *The Human Organization*, 1967. (McGraw-Hill Book Company.)
Lupton, Tom, *Management and the Social Sciences*, 1971. (Penguin Books.)

Assessment

Assignments, class participation and one final 3 hour examination.

PRACTICAL EDUCATION PERIODS

At least three hundred 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; learn to deal with the problems of medical record personnel; accept responsibilities and recognize the need for preserving the confidential nature of medical records; recognize the contribution of and learn to work with other professional and non-professional personnel. Over twenty Victorian hospitals and health care institutions participate in the practical education program and the students work directly under the supervision of the Chief Medical Record Administrator. An assessment is made on each student and returned to the Head of Department of Medical Record Administration, Lincoln Institute.

DEPARTMENT OF ORTHOPTICS

Introduction to Orthoptics

Orthoptics is a specialised study which deals 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 and lazy eyes in children. Common problems in adults are fatigue arising from inability to maintain co-ordination of the eyes and double vision after illness or accident.

Orthoptists are qualified allied health personnel working in conjunction with Ophthalmologists who are doctors specializing in disease of the eyes and vision.

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. In close co-operation with an ophthalmologist, treatment involving these principles is planned and supervised for various eye conditions. In addition, the orthoptist considerably helps the ophthalmologist to control the course of a squint (or related abnormality) by making certain detailed diagnostic tests, especially before and after surgical operations.

Course of Study

Orthoptics is a full time course of two years duration. Lectures will be held at the Lincoln Institute and clinical work will be undertaken at selected hospitals and clinics.

Prerequisites

The educational prerequisite is a satisfactory pass at Higher School Certificate level or its equivalent. A knowledge of physics, biology or mathematics to at least form five would be desirable.

Selection for the course is based on personal interview, as well as educational achievements.

Award

An Associate Diploma in Orthoptics is awarded by Lincoln Institute to students successfully completing the course. Following successful completion of the course students are eligible to apply for registration with the Orthoptic Board of Australia.

Uniforms

Students are required to have a prescribed white uniform for clinical education placements.

Term Dates

First Term: February 24 – May 16 (12 weeks)

Second Term: June 2 – July 25 (8 weeks)

Third Term: August 11 – October 24 (11 weeks)

Examinations: November 3 – November 14

DETAILS OF SYLLABUS

First Year

ORTHOPTICS

A course of 285 hours of lectures, demonstrations and practical work to provide an understanding of all orthoptic apparatus in general use, and also a knowledge of

LINCOLN INSTITUTE

the principles of normal and abnormal binocular vision, and clinical investigation of binocular function.

Text Books

- Bredemeyer, H. G. and Bullock, K., *Orthoptics, Theory and Practice*, Mosby, St. Louis, 1968.
- Denby, H. M. and Shaterian, E. T., *Practical Ocular Mobility*, Springfield, Thomas, 1967.
- Duke-Elder, S. and Wybar, K., *System of Ophthalmology*, Vol. VI: *Ocular Motility and Strabismus*, Kimpton, London, 1973.
- Hugonnier, R. & Hugonnier, S. A., *Strabismus, Heterophorias Ocular Motor Paralysis*. Trans. by S. Veronneau Troutman, rev. ed., Mosby, St. Louis, 1969.

Reference Books

- Lyle, T. K. and Bridgeman, C. J. C., *Worth & Chavasse's Squint*, 9th Ed., London, Bailliere, Tindall & Cox, 1959.
- Scobee, R. G. and Katzin, H. M., *Rehabilitation of a Child's Eyes*, Mosby, St. Louis.
- Cushell, G. T. W. and Durran, I. M., *Handbook of Orthoptic Principles*, 2nd ed., Churchill Livingstone, Edinburgh, 1971.
- Hurt, J., Rasicovici, A. and Windsor, C. E., *Comprehensive Review of Orthoptics and Ocular Motility*, Mosby, St. Louis, 1972.

INTRODUCTION TO OPHTHALMOLOGY

A course of six hours of lectures to gain a basic understanding of clinical ophthalmology including the diagnosis, clinical signs and management of various eye diseases relevant to orthoptics, or liable to be encountered by the Orthoptist. The diagnosis and signs of general medical disease which affect orthoptic assessment and management.

Reference Books

- Mann, I. C. and Pirie, A., *The Science of Seeing*, Perth, Peterson Press, 1962.
- Trevor-Roper, P., *The Eye and Its Disorders*, Blackwell, Oxford, 1974.

GENERAL ANATOMY

A course of 23 hours of lectures and tutorials to gain a basic understanding of general anatomy with special reference to anatomy of the nervous system. In particular, the cell, its structure and function. The difference between cells. The grouping of cells into structures and the different function of different structures, muscles, nerves, vessels, bone and especially the specialised structures of the eye.

Text Book

- Sears, W. G., *Anatomy and Physiology for Nurses*, 4th ed., Arnold, London, 1965.

Reference Book

- Last, R. J., *Anatomy: Regional and Applied*, 5th ed., Churchill Livingstone, Edinburgh, 1972.

SPECIAL 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.

Text Books

Stephenson, R. W., *Anatomy, Physiology and Optics of the Eye*, a text book for Orthoptic students, 2nd ed., Kimpton, London, 1973.

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

GENERAL PHYSIOLOGY

A course of 21 hours of lectures and tutorials to provide a basic understanding of general physiology, including an outline of the various systems of the body, circulatory, respiratory, alimentary, excretory, haemopoietic, skeletal and supporting tissues, and the nervous system. Secretion, glands, internal secretions especially pituitary and thyroid gland.

Text Books

Best, C. H. and Taylor, N. B., *The Living Body*, 4th ed., Chapman & Hall, London, 1959.

Ganong, W. F., *Review of Medical Physiology*, 6th ed., Lange, Los Altos, California, 1973.

Sears, W. G., *Anatomy and Physiology for Nurses*, 4th ed., Arnold, London, 1965.

Reference Books

Best, C. H. and Taylor, N. B., *The Physiological Basis of Medical Practice*, 9th ed., Williams & Wilkins, Baltimore, 1973.

NEURO PHYSIOLOGY

A course of 21 hours of lectures and tutorials to gain a knowledge of the physiology of the nervous system.

Text Books

Stephenson, R. W., *Anatomy, Physiology, Optics of the Eye*, a text book for Orthoptic students, 2nd ed., Kimpton, London, 1973.

Best, C. H. and Taylor, N. B., *The Living Body*, 4th ed., Chapman & Hall, London, 1959.

Ganong, W. F., *Review of Medical Physiology*, 6th ed., Lange, Los Altos, California, 1973.

Reference Book

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

PHYSIOLOGY OF THE EYE

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

Text Books

Stephenson, R. W., *Anatomy, Physiology and Optics of the Eye*, a text book for Orthoptic students, 2nd ed., Kimpton, London, 1973.

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

Reference Book

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

ORTHOPTICS

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.

Text Books

- Stephenson, R. W., *Anatomy, Physiology and Optics of the Eye*, a text book for Orthoptic students, 2nd ed., Kimpton, London, 1973.
Duke-Elder, S., *The Practice of Refraction*, Churchill, London, 8th ed., 1969.

PSYCHOLOGY

A course of 30 hours of lectures to gain an understanding of the way in which psychology relates to the work of an Orthoptist:

1. Introduction to Psychology as an applied science.
2. General Psychology—
Learning: principles of learning, skill learning, emotions and motivation.
Thinking: development of thinking processes, decision making, problem solving.
3. Personality—
What constitutes a healthy personality, with reference to Maslow.
Social learning, Humanist and Psychoanalytic approaches to understanding personality.
4. Social Psychology—
Communication, verbal and non-verbal.
Development of attitudes and values.
Social role theory.
Organizational psychology: psychological processes in organizations, status and leadership.
5. Measurement in Psychology—
Principles of measurement, simple descriptive statistics, sampling, correlation, reliability and validity.
Experimental design.
Principles of questionnaire construction and surveys.

Text Book

- Morgan, C. T. and King, R. A., *Introduction to Psychology*, McGraw-Hill, 4th ed., 1971.

Second Year

PRINCIPLES AND PRACTICE OF ORTHOPTICS

A course of 195 hours of lectures and tutorials and 180 hours of observation and practice in Orthoptic Clinics, to make students fully competent of understanding and managing orthoptic aspects of strabismus and related disorders.

OPHTHALMOLOGICAL ASPECTS OF ORTHOPTICS

A course of 30 hours of lectures to give a broad understanding of all aspects of Ophthalmology, with special reference to those aspects related to Orthoptics, and to provide elementary knowledge of the common diseases of the eye and its adnexa.

Reference Book

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

APPLIED CLINICAL OPTICS

A course of nine hours of lectures and 20 clinical sessions to gain a working knowledge of clinical optics, consisting of sight testing methods for children and adults, refractive errors and their correction, and the use of prisms.

Text Book

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

Reference Book

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

FIELD TESTING AND PERIMETRY

A course of five hours of lectures and 30 clinical sessions to provide the practical testing of visual fields and assessment of field defects. including the field defects encountered in ophthalmological, neurological and general medical diseases and their significance.

Text Book

Rucker, C. Wilbur, *The Interpretation of Visual Fields*, 3rd ed., American Academy of Ophthalmology and Otolaryngology, Rochester, Minn., 1957.

Reference Books

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

Traquair, H. M., *Clinical Perimetry*, 7th ed., ed. by G. I. Scott, Kimpton, 1957.

Hughes, B., *The Visual Fields*, Blackwell, Oxford, 1954.

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

TONOMETRY AND TONOGRAPHY

A course of four hours of lectures and 30 clinical sessions to obtain competence in the investigation of ocular tension and measurement of aqueous outflow of the eye. A basic knowledge of the ocular diseases affecting ocular tension and their management.

Reference Books

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

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

CONTACT LENS FITTING

A course of four hours of lectures and 8 clinical sessions to provide an understanding of the nature and fitting of contact lenses.

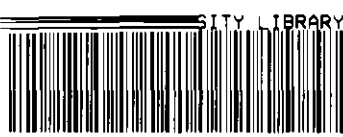
Reference Book

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

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