

LINCOLN INSTITUTE

**A College of
Applied Behavioural
and Medical Sciences**

**Occupational Therapy
Physiotherapy
Speech Science**

1974

HANDBOOK

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LINCOLN INSTITUTE

A College of Advanced Education
offering courses in
Applied Behavioural and Medical Sciences

Handbook 1974

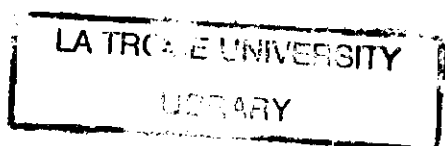
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LINCOLN INSTITUTE

Lincoln Institute is a College of Advanced Education affiliated with the Victoria Institute of Colleges. The Institute was established under an Order in Council dated 19 December 1972 and initially comprised of the former long standing schools known as the Occupational Therapy School of Victoria, Physiotherapy School of Victoria and Victorian School of Speech Science. The Council of the Institute is presently engaged in discussions with organizations with a view to ultimately absorbing other courses in a similar field to those already offered. Lincoln Institute is being developed as a unique tertiary education college offering a wide variety of courses at different academic levels for allied health personnel.

Members of the Lincoln Institute Council

President

Mr A. W. Hamer, M.A., B.Sc. (Oxon), F.R.A.C.I.
Managing Director, I.C.I. Australia Ltd.

Members

Mr G. H. O'D. Crowther
Solicitor, Welgall & Crowther

Professor R. H. Day, B.Sc., Ph.D., F.A.Ps.S., F.A.S.S.A.
Department of Psychology, Monash University

Miss J. M. Guest, Dip.O.T.
Dean, School of Occupational Therapy, Lincoln Institute

Mrs F. Hooper, L.A.C.S.T., M.A.C.S.T., L.T.C.L.
Consultant Speech Pathologist, Department of Social Security (Vic.), Commonwealth Government

Mr I. Langlands, M.Mech.E., B.E.E., F.I.E.Aust., F.A.I.B.
Research Consultant

Mr J. E. McClelland, F.H.A., A.C.A.
Executive Director, Geelong Hospital

Mr B. Rechter, M.Sc., B.Ed., M.A.C.E.
Chief Research Officer, Australian Council for Educational Research

Mr T. G. Rice, Dip.Physio., M.A.P.A.
Physiotherapist

Dr W. S. Rickards, M.D., B.Sc., F.R.A.C.P., F.A.N.Z.C.P.,
F.R.C. Psych., A.B.PsS., M.A.PsS., D.P.M. Director, Department of Psychiatry,
Royal Children's Hospital

Mr Barry Stillman, Dip. Physio., M.C.S.P.
School of Physiotherapy

Mrs T. Taft, Dip.O.T.
Occupational Therapist

Miss N. H. Tweeddale, B.A., Dip.Ed., M.A.C.E., L.A.C.S.T., M.A.C.S.T.
Speech Therapist

Mr E. W. Wall-Smith, Dip.Physio., M.A.P.A.
Physiotherapist

Dr H. N. Wattenhall, M.D., F.R.C.P., F.R.A.C.P.
Pediatrician, Royal Children's Hospital, Parkville

Miss R. W. Wilkinson, B.A., Dip.O.T.
Assistant Dean, School of Occupational Therapy, Lincoln Institute

Dr J. S. Yeatman, M.B., B.S., Dip.H.A., F.R.A.C.P., F.A.C.M.A., A.H.A.
Medical Administrator, Royal Melbourne Hospital

Secretary

Mr R. W. Edwards, B.H.A., F.I.C.S., F.C.E.S., F.C.I., A.F.A.I.M., L.H.A.

Members of the Board of Studies

Chairman: The Director

Acting Chairman: Mr B. Rechter, M.Sc., B. Ed., M.A.C.E.

Members: Miss P. Cosh, Dip.Physio., M.A.P.A., T.T.T.C

Mr R. W. Edwards, B.H.Admin., F.I.C.S., F.C.E.S., F.C.I., A.F.A.I.M.

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

Miss J. M. Guest, Dip.O.T., V.A.O.T.

Mr R. N. Harrison, B.A., Dip.Psych., M.A.Ps.S., L.A.C.S.T., M.A.C.S.T., T.P.T.C.

Mr G. Mocellin, Dip.O.T., V.A.O.T.

Mr N. O'Halloran, M.Sc., (Purdue), L.A.C.S.T., M.A.C.S.T., T.P.T.C.

Mr B C. Stillman, Dip.Physio., M.A.P.A., M.C.S.P

Staff

Administration

Director: To be appointed

Administrator: Mr R. W. Edwards, B.H.Admin., F.I.C.S., F.C.E.S., F.C.I., A.F.A.I.M.

Accountant: Mr P. D. Atkin

Admissions Officer: Mrs K. Lee, B.A.(Hons.)

Schools

Dean of Occupational Therapy: Miss J. M. Guest, Dip.O.T., V.A.O.T.

Dean of Physiotherapy: Miss P. Cosh, Dip.Physio., M.A.P.A., T.T.T.C.

Dean of Speech Science: Mr R. N. Harrison, B.A., Dip.Psych., M.A.Ps.S., L.A.C.S.T., M.A.C.S.T., T.P.T.C.

Library

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

Department of Behavioural Science

Head of Department: To be appointed

Lecturer: Mr P. Foreman, B.Sc.(Hons.)

General Staff

Administrative: Miss R. Kelly (*Secretary*)

Miss S. Mason (*Receptioniste*)

Miss M. Warland (*Duplicating*)

Library: Mrs. R. Blustein

Miss J. Riley

Mrs N. Sherwin

Miss M. Young

Resident Caretaker: Mr W. Walker

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 must have reached 17 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, 450 St Kilda Road, Melbourne 3004.
Application forms are available from:

The Admissions Officer

Lincoln Institute

625 Swanston Street, Carlton, Victoria 3053

or at compulsory group information sessions at the Institute.

The closing date for applications will coincide with that of VUAC.

Applications from overseas students must be received by 30 September.

6. 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	17 July	7.00 — 9.30 pm (Careers Night)†
Friday	30 August	4.00 — 5.30 pm
Friday	6 September	1.30 — 3.00 pm*
Thursday	19 September	4.00 — 5.30 pm
Monday	14 October	4.00 — 5.30 pm
Thursday	31 October	4.00 — 5.30 pm
Thursday	5 December	4.00 — 5.30 pm

SCHOOL OF PHYSIOTHERAPY

Wednesday	17 July	7.00 — 9.30 pm (Careers Night)†
Friday	26 July	4.00 — 5.30 pm
Friday	6 September	4.30 — 5.30 pm*
Friday	20 September	4.00 — 5.30 pm
Friday	4 October	4.00 — 5.30 pm
Friday	18 October	4.00 — 5.30 pm
Friday	1 November	4.00 — 5.30 pm

SCHOOL OF SPEECH SCIENCE

Wednesday	17 July	7.00 — 9.30 pm (Careers Night)†
Friday	23 August	4.00 — 5.30 pm
Friday	6 September	3.00 — 4.30 pm*
Friday	13 September	4.00 — 5.30 pm
Friday	27 September	4.00 — 5.30 pm
Friday	4 October	4.00 — 5.30 pm
Friday	18 October	4.00 — 5.30 pm

*All Schools will hold information sessions on this day

†All Schools will hold information sessions on Careers Night and applicants wishing to attend all three sessions should arrive at 7.00 pm.

Fees

Under the Commonwealth Government scheme for financing tertiary education, no tuition fees will be charged commencing 1974. Certain other fees, however, are not covered by the abolition of fees, and are due for payment as follows:

General Service Fee \$25.00 per annum. This fee is payable by all students of all years on any course offered in 1974. The 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 registration.

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 on a course. The fee is payable on enrolment to Lincoln Institute on behalf of the University of Melbourne.

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.

Scholarships, Bursaries and Cadetships

Commonwealth Scholarships Due to the abolition of tuition fees commencing in 1974 Commonwealth Scholarships will no longer be awarded. Holders of scholarships prior to 1974 will be advised by the Regional Office of the Australian Department of Education of their entitlements under the new scheme.

Tertiary Allowances Scheme Commencing in 1974 a living allowance will be 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 Administrator during the School year.

Commencement Dates

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

Occupational Therapy 25 February 1974

Physiotherapy 25 February 1974

Speech Science 11 March 1974

General Information

Library Facilities The Lincoln Institute Library has a collection of approximately 10,000 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 16 June 1974 from 10 am to 5 pm the Institute will conduct an open day for members of the public to inspect Institute facilities and activities.

Careers Night On Wednesday 17 July 1974 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 pm.

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.

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.

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 Assessment 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. Guest, Dip.O.T.

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

Occupational Therapy

Mary Carless, Dip. O.T.*

Betty Davies, Dip.O.T.

Glenys French, Dip. O.T.

Linda Horne, Dip. O.T.*

Anne Jackson, Dip. O.T.*

Primrose Lentin, Dip.O.T.

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

George Mocellin, Dip. O.T.

Diane Prattley, Dip.O.T. (N.Z.)*

Maria Schwarz, Dip. O.T. (Zurich)

Janet Taylor, Dip. O.T.*

*Part Time

Further appointments to be made.

Economics, 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.

E. M. Buckingham & 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.)

and representatives of the Lincoln Institute Department of Behavioural Science

Clinical Medicine

Neil A. Bromberger, M.B., B.S., F.R.A.C.S.

James R. F. Downie, M.B., B.S., F.R.A.C.S., F.R.C.S.

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

Robin Lowe, M.B., Ch.B., M.R.C.P., F.R.C.S.(Edin.), 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.

and specialist lecturers.

Psychiatry

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

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

Graham Burrows, M.B., Ch.B., B.Sc., D.P.M., M.A.N.Z.P., M.R.C.Psych.

Specialist Lecturers

Patricia Cosh, Dip. Physio., M.A.P.A., T.T.T.C.

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

Brian Nettleton, M.S.(Leeds), Dip. Phys. Ed.(Carnegie), M.S.(Oregon)

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

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

Occupational Therapists from various hospitals and centres.

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

Introduction to Occupational Therapy

Occupational Therapy is the art and science of directing man's participation in selected tasks to restore, reinforce and enhance performance, facilitate learning of those skills and functions essential for adaptation and productivity, diminish or correct pathology, and to promote and maintain health. Its fundamental concern is the development and maintenance of the capacity, throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to the mastery of self and the environment.

Since the primary focus of Occupational Therapy is the development of adaptive skills and performance capacity, its concern is with factors which serve as barriers or impediments to the individual's ability to function, as well as those factors which promote, influence, or enhance performance.

Occupational Therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the ageing process, poverty and cultural differences, physical injury or illness, or psychological and social disability.

Reference to occupation in the title is in the context of man's goal-directed use of time, energy, interest, and attention.

The practice of Occupational Therapy is based upon concepts which acknowledge that:

Activities are primary agents for learning and development and an essential source of satisfaction.

In engaging in activities, the individual explores the nature of his interests, needs, capacities and limitations, develops motor perceptual and cognitive skills, learns a range of interpersonal and social attitudes and behaviours sufficient for coping with life tasks and mastering elements of his environment.

Task occupation is an integral part of human development, it represents or reflects life-work situations and is thus a vehicle for acquiring or redeveloping those skills essential to the fulfilment of life roles.

When activities match or are related to the developmental needs and interests of the individual, these activities not only afford the necessary learning for development or restoration, but provide an intrinsic gratification which promotes and sustains health and evokes a strong investment in the restorative process. The end product inherent in a task or an activity provides concrete evidence of the ability to be productive and to have an influence on one's environment. Activities are 'doing' and such focus upon productivity and participation teaches a sense of self as a contributing participant rather than recipient.

(Prepared by A.O.T.A. Task Force)

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

Each year is divided into three terms, first term for first year students commencing on Monday 25 February 1974.

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 & Hospital for the Aged, Castlemaine
Bendigo and Northern District Base Hospital, Bendigo
Bendigo Home & Hospital for the Aged, Bendigo
Central Gippsland Hospital, Traralgon
Grace McKellar House, Geelong
Gippsland Base Hospital, Sale
Hamilton Base Hospital, Hamilton
Latrobe Valley Community Hospital, Yallourn
Mildura Base Hospital, Mildura
Mooroopna & District Base Hospital, Mooroopna
Queen Elizabeth Home and Hospital for the Aged, Ballarat
Wangaratta District Base Hospital, Wangaratta
West Gippsland Base Hospital, Warragul
Wimmera Base Hospital, Horsham

OCCUPATIONAL THERAPY

Launceston General Hospital, Launceston

Mersey General Hospital, Latrobe

North Western General Hospital, Burnie

Royal Hobart Hospital, Hobart

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 Old 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 all aspects of Community Care.

TERM DATES 1974

First Year

First Term: Monday, 25 February — Friday, 10 May *2 weeks Vacation:* Monday, 13 May — Friday, 24 May

Second Term: Monday, 27 May — Friday, 9 August C.O.P. I.: Monday, 27 May — Friday, 7 June *Vacation:* Monday, 12 August — Thursday, 29 August

Third Term: Monday 2 September — Friday, 18 October *Study Vacation:* Monday, 21 October — Friday, 1 November *Examinations:* Monday, 4 November — Friday, 15 November *Community Involvement:* Monday, 18 November — Friday, 22 November

Second Year

First Term: Monday, 4 February — Friday, 10 May C.O.P. II.: Monday, 4 February — Friday, 15 February *3 weeks Vacation:* Monday, 13 May — Friday, 31 May

Second Term: Monday, 3 June — Friday, 9 August *Vacation:* Monday, 12 August — Thursday, 29 August

Third Term: Monday, 2 September — Friday, 18 October *Study Vacation* Monday, 21 October — Friday, 1 November *Examinations:* Monday, 4 November — Friday, 15 November

Third Year

First Term: Monday, 21 January — Friday, 24 May *2 weeks Vacation:* Monday, 27 May — Friday, 7 June

Second Term: Monday, 10 June — Friday, 9 August *2 weeks Vacation:* Monday, 12 August — Friday, 23 August

Third Term: Monday, 26 August — Friday, 1 November *Study Vacation:* Monday 4 November — Friday, 15 November *Examinations:* Monday, 18 November — Friday, 22 November

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

Second Year

- Occupational Therapy II
- Ergonomics, Technology and Media II
- Psychology II
- Functional Neuroanatomy and Neurophysiology
- 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

THREE YEAR DIPLOMA COURSE

Third Year (1974) only

- Occupational Therapy III
- Ergonomics, Technology and Media III
- Clinical Education III

DETAILS OF SYLLABUS

First Year — Degree Course

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 Occupational Therapy within the Mental Health Services. The subject incorporates also Activities of Daily Living, Development of Motion and Basic Child Development.

Prescribed Texts

- Anderson, J., Katz et al, *Study Methods: A Practical Guide*. Sydney, McGraw-Hill, 1969.
- Illingworth, R., *The Normal Child: Some Problems of the Early Years and their Treatment*. 5th Ed. Edinburgh, Livingstone, 1972.
- Miller B. F., & Keane, C. B., *Encyclopaedia and Dictionary of Medicine and Nursing*, W. B. Saunders Co., 1972.
- 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).
- Tudor-Hart, B., *Toys, Play and Discipline in Childhood*. Routledge & Kegan Paul, 1970.
- Willard, H. S., & Spackman, C. S. (Eds.), *Occupational Therapy*. 4th Ed. Philadelphia, Lippincott, 1971.

Assessment

- Assignment and Tests
- Longitudinal Child Study
- 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

OCCUPATIONAL THERAPY

C. Introduction to Ergonomics

- Specific study of — Seating
 - Sound
 - Vision
 - Man/Machine Interfaces

D. General Safety — Topography

- Geography
- Enclosures
- Clothing

E. Audio-Visual Equipment

F. Media — Specific Studies in Selected Media

Text Books

School publications will be issued during the course.

Assessment

- Self rating check lists
- Individual Sub-Unit Assessments
- One, one hour written examination

RECREATIONAL ACTIVITIES

This course is integrated into the O.T.I. programme. Visits and work 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. 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. Churchill, London 1972.

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. (revised by R. Dickinson) Philadelphia, Davis, 1972.

Assessment

Anatomy — Short tests and one, three hour examination paper

Kinesiology — Short tests. 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 Texts

Ganong, W. F., *Review of Medical Physiology*. 5th ed. Los Altos, Calif. Lange Medical Publications, 1971.

OR

Guyton, A. C., *Textbook of Medical Physiology*. 4th ed. Philadelphia, Saunders, 1971.

OR

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

Assessment

Tests and one, three hour examination paper.

PSYCHOLOGY I

(75 hours)

Lectures and tutorials

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

Borger, R and Seaborne, A. E. M., *The Psychology of Learning*. Harmondsworth, Penguin, 1966.

King, Richard, A. (Ed.), *Readings for an Introduction to Psychology*. 3rd Ed. N.Y., McGraw-Hill, 1971.

Krech, D., Crutchfield, R. S. & Livson, N., *Elements of Psychology*. 2nd Ed., Knopf, 1969.

OR

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

Mann, L., *Social Psychology*. Sydney, Wiley, Australasia, 1969.

Prescribed Dictionaries

English & English, *A Comprehensive Dictionary of Psychological and Psychoanalytical Terms: A Guide to Usage*. N.Y., McKay, 1958, (reprint 1962).

OR

Chaplin, J. P., *Dictionary of Psychology*. N.Y., Dell Publishing Co., 1968, (reprint 1970).

AND

Rycroft, C. A., *A Critical Dictionary of Psychoanalysis*. London, Penguin, 1972.

Assessment

Tests, mid-year examination.

One final three hour examination.

CLINICAL EDUCATION I

(80 hours)

Two orientation periods, both of two weeks duration are 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. The first 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.

The second two week period is placed at the beginning of second year prior to the commencement of the first academic term.

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 — Degree Course

OCCUPATIONAL THERAPY II

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.

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.

Theoretical approaches in the use of media, groups and group activities — interpersonal relationships, interviewing, assessment. Methods of meeting needs of patients are presented during lectures and discussed in tutorials.

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

Unit 4 — Splinting and Orthotics.

Prescribed Texts

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

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

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

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

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

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

Recommended References

G. S. Fidler, & J. W. Fidler, *Occupational Therapy: A Communication Process in Psychiatry*. MacMillan, N.Y.

West W. (Ed.) *Psychiatric Occupational Therapy, Changing Concepts and Practices*. American O.T. Association, N.Y.

Additional reading will be issued during the course.

Assessment

Assignments, tests, practical tests.

Two, three hour 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 — Pottery, Weaving, Printing, Creative Activities and Basic Metalwork, Woodwork with power machinery, Art Metalwork, materials technology and techniques integrated for scientific use as therapy.

Prescribed Text

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

Fitts, P. M. & Posner, M. I., *Human Performance*. Belmont, Calif., Wadsworth, 1967, (reprint 1969).

Assessment

Practical work assessments.

One, one hour examination.

PSYCHOLOGY II

(30 hours of lectures. Tutorials as required.)

This course builds onto and expands some of the issues raised in the Psychology I. course. It emphasises and examines particular theoretical concepts underlying the application of psychological theories and principles within specific clinical and wider health systems. The course is closely linked and sequentially integrated with the specific studies of Psychiatry and Occupational Therapy II.

The particular areas of emphasis include:

A study of selected aspects of development — Biological

— Social Learning

— Growth of Cognition

— Transitional Periods of the Developmental Process, incl. Adolescence, Adulthood, Old Age.

An examination of Selected Theories of Personality — Roger's Self Theory

— Sullivan's Interpersonal Theory

— Maslow's Organismic Theory

— Eysenck's Factory Theory

Social Organization — Community, structure, affiliations and behaviour.

— Family, structure, kinship, role relation and change.

— Sources of Social Change.

— Communication as an instrument of Social Change.

Small Group Theory — Group Structure

— Group Dynamics

— Bargaining and Norm Foundation.

— Group Experience

Applied Learning Theory — Behavioural techniques and clinical application.

Scientific Method (continued) — An approach to the critical examination of published research reports related to Occupational Therapy.

Prescribed Texts

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

Beech, H. R., *Changing Man's Behaviour*. Harmondsworth, Penguin, 1969.

Bromley, D. B., *The Psychology of Human Ageing*. Harmondsworth, Penguin, 1966.

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

Davis, A. F. & Encel, F. (Eds.), *Australian Society, A Sociological Introduction*. 2nd Ed., Cheshire, 1972.

Erikson, E. H., *Childhood and Society*. 2nd ed., Harmondsworth, Penguin, 1965.

Goode, W. J., *The Family, Foundation of Modern Sociological Theories*, Prentice-Hall.

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

Mann, L., *Social Psychology*. Wiley, 1969.

Maslow, A. H., *Toward A Psychology of Being*. 2nd ed. Insight Books, Van Nostrand, 1968.

Phillips, J. L. Jnr., *The Origins of Intellect: Piaget's Theory*. San Francisco, Freeman, 1969.

Assessment

One, three hour examination.

FUNCTIONAL NEUROANATOMY AND NEUROLOGY

Lectures and demonstrations

Structure and function of the brain, spinal cord and anatomy of the major nervous pathways.

Prescribed Text

Chusid, J. G., *Correlative Neuro-Anatomy and Functional Neurology*. 14th ed. Lange Medical Books, 1970.

Recommended Reading

Luria, A. R., *The Working Brain*. Penguin Modern Psychology, London, 1973.

Miller, E., *Clinical Neuropsychology*. Penguin Science of Behaviour, Harmondsworth, 1972.

Assessment

One, three hour 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. Edinburgh, Churchill Livingstone, 1971.

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

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

Assessment

One, three hour examination.

PSYCHIATRY I

(40 hours)

Lectures, tutorials and clinics.

Clinical Psychiatry

(22 hours)

Concept of mental health.

Aetiology, symptomatology and methods of treatment of acute and chronic brain syndromes, epilepsy, functional psychoses, neurotic syndromes, personality and psychomatic disorders, drug addiction and alcoholism.

Intellectually handicapped, child behaviour disorders and psycho-geriatrics.

OCCUPATIONAL THERAPY

Psychopathology

(20 hours)

Basic concepts of psychopathology. Mental mechanisms of defence.

Psycho-sexual development.

Freud, Erickson and other theories regarding the psycho-pathology of the neuroses, the psychoses, depressive states, suicide, alcoholism and psychopathy.

Interviewing techniques.

Prescribed Texts

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

Henderson, D. & Gillespie, R. D., *Textbook of Psychiatry for Students and Practitioners* (revised by I. R. C. Batchelor). 10th ed. London, Oxford University Press, 1969.

Assessment

Mid-year examination.

Two, two hour examinations.

CLINICAL EDUCATION II

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.

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.

Third Year — Diploma Course

OCCUPATIONAL THERAPY III

E.T.M. III

CLINICAL EDUCATION III

(1370 hours)

Clinical practice, seminars, tutorials and industrial visits.

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

Medical, social and vocational aspects of rehabilitation — and the demands made upon man in the major fields of employment.

Assessment

Three, three hour examination papers.

SCHOOL OF PHYSIOTHERAPY

STAFF

Physiotherapy

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

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.

Further appointment to be made.

Tutor Demonstrators

Jennifer Caldwell, Dip.Physio.

Jan Dennis, Dip.Physio.*

Mary Fielding, Dip.Physio.

Anne James, Dip.Physio.

Elizabeth Kelly, M.C.S.P.*

Lesley Livingston, Dip.Physio.*

Robyn Rankine, Dip.Physio.

Kay Spencer, Dip.Physio.*

Diana Svendsen, Dip.Physio.*

William Temple, Dip.Physio.

Valerie Townsend, Dip.Physio.*

Gillian Webb, Dip.Physio.*

*Part-time

Further appointments to be made.

Anatomy

Representatives of the Professor of Anatomy, University of Melbourne

Physiology

Representatives of the Professor of Physiology, University of Melbourne

Man and Society

(a) Psychology

Representatives of the Lincoln Institute, Department of Behavioural Science

(b) Sociology

Lecturer: Frank Lewins, B.A. (Hons.) Dip.Physio.

Tutors: to be appointed.

Specialist Lecturers:

Pathology

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

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

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

Medical and Surgical Conditions

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.
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.
Applied Zoology: Gordon Sanson, B.Sc.
Biochemistry: Krishna Moorthy, B.Sc. (W.A.), M.Sc.
Histology: Representatives of the Professor of Anatomy, University of Melbourne

Physiotherapy III

H. J. H. Fry, M.S., F.R.C.S., F.R.A.C.S.
A. M. Beech, M.B., B.S., F.R.C.S., F.R.A.C.S.
O. W. Deacon, M.B., B.S., F.R.C.S., F.R.A.C.S.
R. Strang, M.B., B.S., F.R.A.C.P.
J. K. Henderson, M.B., B.S., F.R.C.S., F.R.A.C.S.
J. K. Clarebrough, M.B., B.S., F.R.C.S., F.R.A.C.S.
D. Burke, M.B., B.S., D.P.R.M.
W. J. Moon, M.B., B.S.
N. Bennett, M.B., B.S., M.R.C.P., M.R.A.C.P.
J. Egerton Williams, M.R.C.S., L.R.C.P., F.F.A.R.A.C.S.
W. I. H. Johnston, M.B., B.S., M.G.O., M.R.C.O.G.
J. Fleigner, M.B., B.S., M.G.O., F.R.C.S.(Ed.), F.R.A.C.S., M.R.C.O.G.
J. Neil, M.B., B.S., D.G.O., F.R.A.C.S., F.R.C.O.G.
R. A. Klein, M.B.E., M.B., B.S.
Fedora R. Trinker, Ph.D., M.B., B.S., B.Sc.
P. C. Smith, Dip.Physio., M.A.P.A.
Beatrice Burke, Dip.Physio., M.A.P.A.
Elizabeth Hooper, Dip.Physio., M.A.P.A.
Dana Zilinskas, Dip.Soc.Stud.
Sister M. A. Robinson, S.R.N., S.R.M., Dip.N.Ed., F.C.N.A.

Secretarial Staff

Irene Bruhn (*Secretary*)
Joy Sayers (*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.

Patients treated may require physiotherapy for:

- (a) complete or partial paralysis
- (b) fractures, dislocations, sprains or orthopaedic surgery
- (c) arthritis and other painful joint conditions
- (d) heart and lung surgery or respiratory diseases, e.g., asthma
- (e) burns or tendon ruptures requiring plastic surgery
- (f) obstetrical and gynaecological conditions.

Physiotherapy techniques include passive movements, manipulations, assisted, free or resisted exercises, the application of heat and cold, massage, splinting and the diagnostic and therapeutic use of electrical currents.

Physiotherapists are employed in general hospitals, rehabilitation and special centres; there is an evergrowing demand for service in both city and country areas. There are opportunities for experienced physiotherapists to enter private practice, to specialize in particular fields and in physiotherapy education.

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 without H.S.C. may also be admitted.
2. Seventeen years of age by 31st March of the first year of the course.
3. Certificate of medical fitness.
4. Suitability for the profession.

General Information

TERM DATES

First Year

First Term: 25 February — 17 May

Second Term: 10 June — 9 August

Third Term: 2 September — 18 October

Second Year

First Term: 11 February — 17 May

Second Term: 10 June — 9 August

Third Term: 2 September — 18 October

Third Year

Clinical training with no terms. The year commences on Monday 21 January and concludes on Friday 15 November 1974. There will be two breaks during the year, one of two weeks from 8 April — 19 April inclusive and a three weeks break from 5 August — 23 August 1974.

Study Leave 21 October-25 October 1974 inclusive.

Examinations are conducted over the period 28 October-13 December 1974.

BOOK EXCHANGE 1974

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

Miss R. Charker
University Womens College
Parkville 3052. Telephone: 347 1073

PRIZES

The undermentioned prizes are awarded annually to final year students:

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.

Alfred Peters Memorial Prize

This prize has been donated by members of the Victorian Massage and Physiotherapy Association as a memorial to Mr Alfred Peters. It is awarded to the student with the highest percentage of marks in both written and practical examinations in the final year of the course.

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

FOUR YEAR DEGREE COURSE

First Year

Junior Anatomy
Introductory Science
Man & Society I
Physiotherapy I

Second Year

Senior Anatomy
Man & Society II
Nursing Procedure
Pathology
Physiology
Physiotherapy II

Third Year

Medical and Surgical Conditions
Physiotherapy III

Elective

Anatomy III
or
Man & Society III
or
Physiology II

} Available 1975

Fourth Year

Physiotherapy IV

Available 1976

THREE YEAR DIPLOMA COURSE

Second Year

Senior Anatomy
Medical and Surgical Conditions
Nutrition
Pathology
Physiotherapy II

} 1974 last year offered

Third Year

Psychology as Applied to the Practice of Physiotherapy
Physiotherapy III

} 1975 last year offered

DETAILS OF SYLLABUS

First Year — Degree Course

JUNIOR ANATOMY

Representatives of the Professor of Anatomy, University of Melbourne.

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, 32nd edition or later (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 five units.

1. *Applied Zoology* — Mr G. Sanson.

An introduction to evolution, genetics, human biology, and the comparative study of vertebrates.

2. *Histology* — Representative of the Professor of Anatomy, University of Melbourne. 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.

3. *Biochemistry* — Mr K. Moorthy.

Review of organic chemistry with emphasis on bonding and nature of functional groups. Physico-chemical properties of water. 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.

Textbook

Jellinck, P. H., '*Biochemistry — An Introduction*' (Holt Rinehart and Winston).

4. Dr R. Budwine.

(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 electrophysiology. Application of the above physical principles to treatment by electrotherapy.

MAN AND SOCIETY I

Representatives of the Lincoln Institute, Department of Behavioural Science

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, tutorial papers to be presented verbally by students and accompanied by written notes, and an end-of-year paper to cover the whole year's work.

Reference Books

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

PHYSIOTHERAPY I

Mrs. M. Mackenzie and members of staff.

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.

- (b) an Introduction to Manipulation of Soft Tissue and the basic principles of moving, lifting and positioning a patient.
- (c) a study 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 (F. A. Davis & Co.) 1972.
Beard, G. & Wood, E., *Massage Principles & Techniques*, 1964, W. B. Saunders Co.
Lockhart, R. D., *Living Anatomy*, 5th edition, 1960 (Faber).
MacDonald, Françoise A., *Mechanics for Movement — Notes for Physiotherapy Students*, (G. Bell & Sons, London).
O'Connell, E., Gardiner, B., *Understanding the Scientific Basis of Human Movement*, (Williams, Wilkins).

Reference Books

- MacConaill & Basmajian, *Muscles & Movement — a Basis for Human Kinesiology*, (Williams, Wilkins).
Steindler, *Kinesiology of the Human Body*, (Thomas).
Williams & Lissner, *Biomechanics of Human Motion*, (W. B. Saunders Co.).
Hall, M. C., *The Locomotor System — Functional Anatomy*, (Charles E. Thomas).
Hamilton, Simon & Hamilton, *Surface & Radiological Anatomy*, 5th edition (Williams & Wilkins).
Kendall & Kendall, *Muscles — Testing and Function*, 2nd ed., (Williams & Wilkins).
Illingworth, R. S., *The Normal Child*, 5th edition (Churchill, Livingstone).

Second Year — Degree Course

SENIOR ANATOMY

Representatives of the Professor of Anatomy, University of Melbourne.

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

Mr. F. Lewins.

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'.

PHYSIOTHERAPY

Text Book

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

Reference Books

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

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

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

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

NURSING PROCEDURE

Tutor Sister, Fairfield Hospital.

A course of lectures, demonstrations and practice in general ward procedure and routine for one week, followed by two weeks practical experience in wards at allotted hospitals.

PATHOLOGY

Dr R. Anderson, Dr L. Cussen, Mr J. Rush and others.

General Pathology: A course of 12 hours of lectures in first 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.

Special Pathology: Lectures in Neurological, Orthopaedic and Thoracic Pathology.

An annual written examination is held at the end of second term.

Text Book

Printed notes.

Reference Books

Greenfield, *Neuropathology* (Arnold).

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

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

Willis, R. A., *Principles of Pathology* (Butterworth).

PHYSIOLOGY

Representatives of the Professor of Physiology, University of Melbourne.

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 Department of Physiology — Room N212. Manuals will be issued after 11 March.

Textbooks

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

*Lippold, O. C. J. and Winton, F. R., *Human Physiology*, 6th ed. Churchill, 1968.

OR

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

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

OR

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

OR

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

Reference Books

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

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

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

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

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

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

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

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

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

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

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

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

Human Reproduction, Science Journal Paladin, 1971.

Laboratory Notes — Issued by the Department.

Student Assessment to be based on:

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

PHYSIOTHERAPY II

A course consisting of four hours per week in Movement and two and one half hours per week in Electrotherapy and Electrodiagnosis throughout the year, giving a total of 168 course hours.

Movement

Mr J. R. Wheeler and staff.

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

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

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

Movement is weighted 60 per cent of the final mark of Physiotherapy II, and Electrotherapy and Electrodiagnosis 40 per cent.

Electrotherapy and Electrodiagnosis

Mr B. C. Stillman and staff.

A course of 70 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, and cryo-therapy.

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

Textbooks

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

Gardiner, M. Dena, *The Principles of Exercise Therapy*, 3rd ed., 1963 (Bell, London).

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

Krusen, F. H., Kottke, F. J. and Ellwood, P. M., (1971) *Handbook of Physical Medicine and Rehabilitation*, 2nd ed. (W. B. Saunders Co.).

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

Maitland, G. D., *Vertebral Manipulation* 3rd Edition 1973 (Butterworth).

Robb, Margaret D., *The Dynamics of Motor-Skill Acquisition* 1972 (Prentice-Hall).

Reference Books

Beard, G. and Wood, E., *Massage Principles and Techniques*, 1964 (W. B. Saunders Co.).

Cyriax, J., *Textbook of Orthopaedic Medicine*, Vol. II, 8th ed., 1971 (Cassell).

Hollis, M. and Roper, M., *Suspension Therapy in Rehabilitation* (Bailliere, Tindall & Cassell).

Kendall and Kendall, *Muscles — Testing and Function*, (Williams & Wilkins).

Knott and Voss, *Proprioceptive Neuromuscular Facilitation*, 2nd ed., 1968 (Bailliere, Tindall & Cassell).

Licht, *Massage Manipulation and Traction*, 1960 (E. Licht).

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

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

Third Year — Degree Course

MEDICAL AND SURGICAL CONDITIONS

A course of lectures designed to acquaint the student with modern clinical and surgical practice and its relation to physiotherapy. It will include the aetiology, incidence, signs and symptoms, complications and aims and techniques of medical and surgical management of relevant conditions, with particular emphasis on orthopaedic, cardio-pulmonary and neurological disorders.

PHYSIOTHERAPY III

A composite course of lectures, demonstrations and practical work, comprising the following sections:

1. Therapeutic Movement — A more detailed study of subjects introduced in Physiotherapy II, viz. assessment, functional training and child development, together with the theory and techniques of splinting.
2. Theory and Practice of Treatments — An introduction to the clinical application of therapeutic techniques in the treatment of selected clinical disorders. Students will attend clinical demonstrations and treat selected patients under supervision.
3. Electrotherapy and Electrodiagnosis —

Electrotherapy: continuous direct current, low frequency current and interference therapy techniques.

Electrodiagnosis: strength-duration and related tests and electromyography.

Actinotherapy: local and general ultra-violet and ultra-violet diagnosis.

Vibratory Motor/Sensory Stimulation.

4. Applied Physiology — A course of lectures aimed at understanding the pathological observations of normal function and the physiological basis for techniques of therapy and assessment with respect to skeletal muscle, joints, nervous system, cardio-vascular and respiratory systems and obstetrics.

ELECTIVE

ANATOMY III

The syllabus will include a detailed study selected from the following or similar topics:

Synovial joints, vertebral column, pelvis, thorax, brain and spinal cord, locomotor apparatus. Particular emphasis will be placed on applying this study to physiotherapy.

OR

MAN AND SOCIETY III

Details not yet available.

OR

PHYSIOLOGY II

The syllabus will include a detailed study selected from the following topics:

Cardiovascular and respiratory systems, servo-mechanisms in relation to neurological function, the nervous system, the physiological bases of electrotherapy and electrodiagnosis and the physiology of muscle. Particular emphasis will be placed on applying this study to physiotherapy.

Fourth Year — Degree Course

PHYSIOTHERAPY IV

A course of 34 weeks of lectures, demonstrations, seminars, and clinical practice. Clinical practice will be divided into one major section covering general hospital practice, and shorter sections covering special areas such as geriatrics, paediatrics, obstetrics and rehabilitation.

Second Year — Diploma Course

SENIOR ANATOMY

As for degree course.

MEDICAL AND SURGICAL CONDITIONS

Dr B. Clarke, Mr E. Cooper, Dr M. Fogarty, Mr J. Hart, Dr J. B. Morley, Mr I. A. Shumack, Mr R. Southby.

A course of 75 hours of lectures designed to acquaint the student with modern clinical medicine and surgical practice and its relation to physiotherapy.

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

Text Books

Jennett, W. Bryan, *An Introduction to Neurosurgery* (William Heinemann).

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

Reference Books

Apley, A. Graham, *A System of Orthopaedics and Fractures*, 1968, 3rd ed. (Butterworth & Co.).

Belcher, J. R. and Sturridge, M. E., *Thoracic Surgical Management*, 4th ed. (Bailliere Tindall).

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

Gibbon, Sabiston, Spencer, *Surgery of the Chest*, 2nd ed. (Saunders).

Harrison, *Principles of Internal Medicine* (McGraw-Hill).

Langworthy, O. R., *The Sensory Control of Posture and Movement*, 1970 (Williams & Wilkins).

Lenman, J. A. R. and Ritchie, A. E., *Clinical Electromyography*, 1970 (Lippincott).
Netter, *Ciba Collection of Medical Illustrations*, Vol. 5, The Heart.

Swaiman, K. E. and Wright, F. S., *Neuromuscular Diseases of Infancy and Childhood*, 1970 (Thomas Springfield).

Swazey, J. P., *Reflexes and Motor Integration: Sherrington's Concept of Integrative Action*, 1969 (Oxford University Press).

Wood, Paul, *Diseases of the Heart and Circulation* (Eyre & Spottiswood).

NUTRITION

Mrs J. Steel.

The course comprises a broad introduction to human nutrition designed to provide understanding of individual and community needs in relation to food and food nutrients. It will include discussion of the adequate diet, and nutrition and physical performance.

This subject will be examined by assignment.

Reference Books

- Clements, F. W. and Rogers, J. F., *Food and Diet for Family Health in Australia and New Zealand*, 1972 (A. H. & A. W. Reed).
- Clements, F. W. and Rogers, J. F., *You and Your Food*, 1970 (A. H. & A. W. Reed).
- Corden, M. and Thomas S., *Simplified Food Composition Tables*, 1971 (Australian Publishing Service).
- Davidson, S., Passmore, B. and Brock, J. F., *Human Nutrition and Dietetics*, 5th ed., 1972 (Livingstone).
- Manual of Nutrition*, 1970 ed. (H.M.S.O.).

PATHOLOGY

As for degree course.

PHYSIOTHERAPY II

This subject is divided into the following 5 sections:

A. Movement

Miss B. Bowring and Staff.

A course of 250 hours, throughout Terms I and II, of lectures, demonstrations and supervised practical work involving further study in the theory and techniques of therapeutic movement. This will include techniques of muscle strengthening, muscle lengthening, joint mobilization, manipulation of soft tissue; methods of assessment; and the use of apparatus. Principles and techniques involved in functional training and details of the uses, construction and fitting of splints will also be included.

Clinical demonstrations will be included each week.

This section will be assessed by assignments and written and practical tests throughout terms I and II.

B. Theory and Practice of Treatments

Miss B. Bowring and Staff.

A course of 90 hours, during Term III, of lectures, demonstrations and practical work on the application of therapeutic techniques in the treatment of selected clinical disorders. This will comprise orthopaedic, neurological, thoracic and miscellaneous (obstetrical, circulatory, plastic, class work) sections.

An annual written and practical examination will be held at the end of Term III.

C. Medical Electricity

Mr B. C. Stillman and Staff.

A course of 85 hours of lectures, demonstrations and supervised practical classes extending throughout the year. This section 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 and cryotherapy.

Electrodiagnosis: strength-duration and related tests, and electromyography.

Actinotherapy: local and general ultra-violet treatment, and ultra-violet diagnosis.

The section will be examined by practical and viva voce tests, and assignments conducted throughout the year.

D. Applied Physiology

Mr B. C. Stillman and Staff.

A course of 30 hours of lectures dealing with physiology related to the understanding and practice of physiotherapy.

The syllabus includes aspects of normal function that are particularly related to physiotherapy; the physiological basis of certain selected disorders and their assessment; and the physiological basis of the various techniques employed in physiotherapy.

This section will be examined by means of tests and assignments.

E. Nursing Procedure

As for degree course.

Textbooks

Cash, Joan E., *Physiotherapy in Medical Conditions*, 4th ed. (Faber).

Cash, Joan E., *Physiotherapy in Surgical Conditions*, 4th ed. (Faber).

Krusen, F. H., Kottke, F. J., and Ellwood, P. M., (1971) *Handbook of Physical Medicine and Rehabilitation*, 2nd ed., published by W. B. Saunders Co.

Reference Books

Adams, J. Crawford, *Outline of Fractures*, (E. & S. Livingstone).

Barnett, C. H. et al (1961) *Synovial Joints: Their Structure and Mechanics* (Longmans Green & Co.).

Beard, G. and Wood, E., *Massage Principles and Techniques*, 1964 (W. B. Saunders Co.).

Campbell, E. J. M., et al (1971) *Clinical Physiology*, 4th ed. (Blackwell Scientific Publ.).

Cherniak, R. M. et al (1971) *Respiration in Health and Disease*, 2nd ed. (W. B. Saunders Co.).

Chusid and McDonald, *Correlative Neuroanatomy and Functional Neurology* (Lange).

Crofton, J. and Douglas, A., *Respiratory Diseases*, 1969 (Blackwell).

Cyriax, *Text Book of Orthopaedic Medicine*, Vol. I, 5th ed., 1969 (Cassell).

Vol. II, 8th ed., 1971 (Cassell).

Downey, J. A. and Darling, R. C. (ed.) (1971) *Physiological Basis of Rehabilitation Medicine* (W. B. Saunders Co.).

Guyton, A. C. (1971) *Textbook of Medical Physiology*, 4th ed. (W. B. Saunders Co.).

Kendall and Kendall, *Muscles — Testing and Function* (Williams & Wilkins).

Knott and Voss, *Proprioceptive Neuromuscular Facilitation*, 2nd ed., 1968 (Bailliere, Tindall & Cassell).

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

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

Licht, S., *Arthritis and Physical Medicine* (E. Licht).

Licht, *Massage, Manipulation and Traction*, 1960 (E. Licht).

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

Luhan, J. A., *Neurology*, 1968 (Williams & Wilkins).

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

Maitland, G. D., *Vertebral Manipulation*, 3rd ed., 1973 (Butterworth).

Pedersen, E. (1969) *Spasticity: Mechanism, Measurement, Management* (Charles C. Thomas Publ. Co.).

Proceedings Northwestern University Special Therapeutic Project (Northwestern University Medical School, Chicago).

Additional references, specific sources of reference and printed notes will be provided throughout the year.

Third Year — Diploma Course

PSYCHOLOGY AS APPLIED TO THE PRACTICE OF PHYSIOTHERAPY

Lecturer to be announced.

A course of 24 hours of lectures throughout the year. The syllabus will include the bases of social behaviour; group behaviour; social interaction; interperson effects on behaviour; interperson perception; attitudes; decision making.

After introduction to personality and personality assessment, selected aspects of abnormal personality functioning will be discussed; communication with patients; adjustments to illness, hospitalization, surgery and, physical disabilities; psychological aspects of pain, and psychosomatic medicine.

Reference Books

Erikson, E. H., *Childhood and Society*, 1965 (van Nostrand) Pelican Books.

Schein, Edgar, *Organizational Psychology*, 1965 (Prentice-Hall, paperback).

Secord & Backman, *Social Psychology*, 1964 (McGraw-Hill).

PHYSIOTHERAPY III

Miss M. Nayler and members of staff.

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 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.

Listed texts for prior two years.

Adams, J. Crawford, *Outline of Fractures* (E. & S. Livingstone).

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

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

Reference Books

Adams, J. Crawford, *Introduction to Orthopaedics* (E. & S. Livingstone).

Buxton, C., *A Study of Psychophysical Methods for Relief of Childbirth Pain*, 1962 (Saunders).

Handbook of Physical Medicine and Rehabilitation, edited by Krusen, F. H., Kottke, F. J., and Ellwood, P. M. (W. B. Saunders & Co.).

Hobson, E., *Physiotherapy in Paraplegia* (J. & A. Churchill).

Licht, S., *Therapeutic Exercise*, vol. 3 of Physical Medicine Library (E. Licht).

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

Parry, W., *Rehabilitation of the Hand* (Butterworth).

Pedersen, E., *Spasticity: Mechanism, Measurement, Management*, 1969 (Charles C. Thomas).

Renfrew, S., *An Introduction to Diagnostic Neurology*, vol. I, vol. II (E. & S. Livingstone).

Tranchell, H. C., and Bannister, C. R., *Circulatory Ulcers. A Physical Medicine Approach*, 1960 (John Wright & Sons).

Walsh, Sir Francis, *Diseases of the Nervous System*, 1963 (E. & S. Livingstone).

Watson-Jones, R., *Fractures and Joint Injuries*, vol. I, vol. II (E. & S. Livingstone).

Willard & Spackman, *Occupational Therapy* (Pitman).

Listed references for prior two years.

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. (Purdue), 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.(Purdue), M.Sc.(Purdue), 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.

Lecturer in Psychology

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

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 ~~Steele~~, L.A.C.S.T., M.A.A.S.H.

One further appointment to be made.

miss m^ebrae (now)

Tutor

Appointment to be made.

Secretarial

Geraldine Faine, A.I.P.S.A.

Suzanne Tobin

Gloria Gray

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.

Peter Field, F.R.A.C.S.

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

Barry Blake, M.A.

Further 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

Donald S. McMahon, D.L.O., F.R.A.C.S.

Paediatrics

Alexander Venables, M.D., M.R.A.C.P.

Physiology

Representatives of the Professor of Physiology, University of Melbourne.

Plastic Surgery

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

Psychology

Hugh Esson, B.A., Dip.Ed.

Marie Joyce, B.A.Hons.

Philip Langley, B.A., B.Ed., M.A.Ps.S., A.B.P.S.

Kevin Walsh, B.A., M.B., B.S., M.Sc., M.A.Ps.S.

Susan Wright, B.A.Hons.

Psychopathology of Behaviour

Phyllis Lewis, M.B., B.S., D.P.M., M.A.N.Z.C.P., M.R.C.Psych.

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: 11 March — 18 May (10 weeks)

Second Term: 10 June — 10 August (9 weeks)

Third Term: 2 September — 19 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 two white coats for use in certain hospital clinics and for use in the Physiology laboratory. Students will require a dissecting set as used by pre-medical students for practical work in Physiology and Anatomy. 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
Caulfield Convalescent Hospital
Caulfield Geriatric Hospital
Dandenong Hospital
Footscray & Districts 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

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, Heidelberg West, Haig Street, Heidelberg West
Primary School, Graham Road, Highett
Primary School, Eastern Road, South Melbourne

Department of Social Services

Coonac 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

Mental Health Authority

Kew Cottages

Travancore Centre

Oakleigh Retarded Children's Centre

During training, visits of observation are arranged to

Vic. 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

Statistics and Research Method

DETAILS OF SYLLABUS

First Year — Degree Course

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY I

(77 hours of lectures, 52 hours of tutorials, 102 hours of clinical 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

Erlich, A. B., *Training Therapists for Tongue Thrust Correction*, C. Thomas, Springfield, 1970.

Graber, T. M., *Orthodontics: Principles and Practices*, Saunders, Philadelphia, 1966.

Moyers, R., *Handbook of Orthodontics*, Yearbook Medical Publishers, Chicago, 1966.

LINGUISTICS I

(26 hours of lectures and 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 Texts

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

Lehmann, W. P., *Descriptive Linguistics: An Introduction*, Random House, 1972.

PSYCHOLOGY I

(52 hours of lectures, 52 hours of statistics and practical work periods, 26 hours of tutorials)

UNIT A — General Psychology: A series of lectures centred on the following basic topics — Biological foundations of behaviour, its evolutionary and genetic origins; neuropsychology of behaviour; perceptual processes; associative and cognitive learning of behaviour; symbolic behaviour — language and thinking; states of arousal and affect and their physiological components; individuality of behaviour — the measurement of intelligence and the assessment of personality; the social context of behaviour.

UNIT B — An Introduction to Methodology in Psychology — two sub-units:

- (1) **Elementary Statistics** — Types of measurement distributions and graphs, descriptive statistics, probability and inferential statistics, correlation, testing and prediction.

- (2) Scientific Method — A general introduction to scientific method as applied to psychological research. Demonstrations of principles and some detailed practical application of various research methods.

The units are designed to co-ordinate with one another as far as possible so that there is some integration of content and methodology.

Examinations: Unit A — Three one-hour papers, One essay. Unit B — Three one-hour papers, Three assignments.

Prescribed Texts

Anderson, B. Y., *The Psychology Experiment*, 2nd ed., Belmont, California, Wadsworth, 1971.

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

Wright, D. S., Ann Taylor et al, *Introducing Psychology*, Penguin, 1970.

Young R. K. and Veldman, D. J., *Introducing Statistics for the Behavioral Sciences*, 2nd ed., N.Y. Holt, Rinehart & Winston, 1972.

Recommended Texts

Carroll, J. B., *Language and Thought*, Englewood Cliffs, New Jersey, Prentice-Hall, 1964.

Day, R., *Human Perception*, Wiley, 1969.

Dodwell, P. C., *New Horizons in Psychology*, Penguin, 1972.

Isaacson, R. L. et al, *A Primer of Physiological Psychology*, Harper & Row, 1971.

Krech, D. R. S., Crutchfield and N. Livson, *Elements of Psychology*, 2nd ed. N.Y., Alfred A. Knopp, 1969.

Medrick, S., *Learning*, Prentice-Hall, 1972.

Sarkin, T. R. and Coe, W. C., *The Student Psychologist's Handbook*, Cambridge, Massachusetts, Schenkman, 1969.

Thompson, R., *The Pelican History of Psychology*, Penguin, 1968.

MEDICAL SCIENCES I

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: One three-hour paper.

Reference Books

Introductory Text

Langley, L. L., *Review of Physiology*, 3rd ed., McGraw-Hill, 1971.

Text Books

Ganong, W. F., *Review of Medical Physiology*, 5th ed., Lange Medical Publ., 1971.

OR

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

OR

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

Reference Books

- Bell, G. H., Davidson, J. N. and Scarborough, H., *A Textbook of Physiology and Biochemistry*, 7th ed., E. & S. Livingstone, 1968.
- Best, C. H. and Taylor, N. B., *The Physiological Basis of Medical Practice*, 8th ed., Williams & Wilkins Co., 1966.
- Bowsher, D., *Introduction to the Anatomy and Physiology of the Nervous System*, 2nd ed., Blackwell, 1970.
- Vander, A. J., Sherman, J. H. and Luciano, D. S., *Human Physiology — The Mechanisms of Body Function*, 1st ed., McGraw-Hill, 1970.

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 Textbooks

To be announced.

Second Year — Degree Course

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY II

(130 hours of lectures, 78 hours of tutorials, 152 hours of clinical 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 productions. Etiologies, symptomatologies, diagnostics and treatment of organic and functional 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.

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, N.J., 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.

- Carroll, J. B., *Language and Thought* (Foundations of Modern Psychology Series), Prentice-Hall, 1964.
- Dale, P. S., *Language Development, Structure and Function*, The Dryden Press, 1972.
- Eisenson, J., *Aphasia in Children*, Harper & Row, N.Y., 1972.
- Irwin, J. V. and Marge, M. (eds.), *Principles of Childhood Language Disabilities*, Appleton-Century-Crofts, N.Y., 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.
- 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 Texts

- 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, N.Y., 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, Evanston, 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, N.Y.
- 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.

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., Belmont, California, 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, St. Louis, 1971.
- Van Riper, C. and Irwin, J. V., *Voice and Articulation*, Pitman Medical Publishing Co. Ltd., London, 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 & 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 & Row.
- Fenlason, A. F., Ferguson, G. B., Abrahamson, A. C., *Essentials in Interviewing*, revised ed., Harper & Row, N.Y.
- 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, N.Y., 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, N.Y., 1972.
- Ventry, I. M., Chaiklin, J. B., Dixon, R. F. (eds.), *Hearing Measurement*, Appleton-Century-Crofts, N.Y., 1971.

Recommended Texts

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

LINGUISTICS II

(26 hours of lectures, tutorials and demonstrations).

Advanced articulatory phonetics and phonology with emphasis on the notation of a wide variety of speech sounds and suprasegmental features. Basic acoustics and acoustic phonetics. Introduction to syntax, including traditional, structural and transformational approaches. Semantics.

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

Prescribed Texts

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

Additional References

- Lyons, J., *Introduction to Theoretical Linguistics* — Cambridge University Press, 1969.
- Lyons, J., *Chomsky* — London, Fontana, 1970.
- Lehiste, I., *Readings in Acoustic Phonetics* — Cambridge, Mass. M.I.T., 1967.
- 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* — Haricourt, Bruce & World, 1968.
- Chomsky, N., *Syntactic Structures* — The Hague. Mouton, 1957.
- Chomsky, N., *Aspects of the Theory of Syntax* — Cambridge, M.I.T., 1965.
- Miller, G. A., *Language and Communication* — N.Y. McGraw Hill, 1963.
- Gimson, A. C., *An Introduction to the Pronunciation of English* — London, Edward Arnold, 1970.
- Langendoen, D. T., *The Study of Syntax* — N.Y. Holt, Rinehart & Winston, 1969.
- Van Bergeijk, W. A., Pierce, J. R., & Davis Jr. E. E., *Waves and the Ear* — London, Heinemann, 1961.
- Pierce, J. R. & Davis Jr. E. E., *Man's World of Sound* — Garden City, N.Y., 1958.

PSYCHOLOGY II

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

The course introduces the student to the areas of:

- (a) Developmental and Social Psychology.
- (b) Psychological measurement and research application of Elementary Statistical Methods.

To provide integration within areas, and with aspects of the Speech and Language Pathology Course, it is structured as follows:

UNIT I (a) (b): Theories of Cognitive Development and Assessment.
(20 hours lectures, 10 hours tutorials, 20 hours practicals).

An outline of theory underlying Piagetian and Psychometric approaches to Intelligence is presented in a parallel series with lectures and tutorials. Practical sessions use demonstration and work periods to introduce students to:

- (a) Piagetian Tasks and qualitative approaches to assessment.
- (b) Individual Intelligence Scales and Test Technology.
(With children in the 5-7 year age range).

Examination: Three reports on practical work; One one-hour paper.

UNIT I (b): Elementary Statistical Methods in Developmental and Diagnostic Studies.
(26 hours lectures, 14 hours practicals).

Variance and the Analysis of Variance in the analysis of data; non-parametric statistics, choosing the appropriate statistical method. The design of non-experimental investigations and the use of observational methods.

Examination: Three one-hour papers. Three reports.

UNIT II (b): Psychometric Methods in Developmental Diagnosis.

Unit I (a) (b) above, together with Subjects A and D of the Speech and Language Pathology course provide background for a series of practical sessions focusing on the assessment of the *pre-school* age child. Students are expected to acquire competence in handling a number of psychometrically based instruments (i.e. diagnosis is in terms of deviance from norms) in current use in the Speech Science field. Demonstrations and supervised training are provided in these sessions with additional sessions in the Speech Pathology course. (18 hours and practicals).

Examination: Three reports.

UNIT II (a): Theories of Socialization in Early Childhood.
(18 hours of lectures, 9 hours tutorials).

Learning and Social Learning theories; psychodynamic-theories of Freud and Erikson; ethological and cognitive — developmental — Bowlby and Schaffer.

Examination: One three-hour paper.

UNIT III (a): The Socio-cultural Context and Adolescence.
(14 hours lectures, 7 hours tutorials).

The family — a social institution within a particular society; the role of social institutions in the socialization process; cross-cultural and within-culture contrasts; adolescence in our society.

Examination: Two essays.

Prescribed Texts

- Adams, Parveen (Ed.), *Language in Thinking — Selected Readings*, Penguin, 1972.
Anderson, B. F., *The Psychology Experiment*, 2nd Edit. Wadsworth, Belmont, California, 1971.
Baldwin, A. L., *Theories of Child Development*, N.Y. Wiley, 1967.
Brenner, C., *An Elementary Text-book of Psycho-Analysis*, N.Y. Doubleday, 1957.
Erikson, E., *Childhood and Society*, Penguin, 1965.
Ginsburg, H. and Oppen, Sylvia, *Piaget's Theory of Intellectual Development*, Englewood Cliffs, New Jersey, Prentice-Hall, 1969.
Goode, W. J., *The Family*, Prentice-Hall, 1964.
Lloyd, Barbara, *Perception and Cognition — A Cross-Cultural Perspective*, Penguin, 1972.
Piaget, J., *The Child's Conception of Number*, Routledge Paperback Ed., 1969.
Scaffer, H. R., *The Growth of Sociability*, Penguin, 1971.
Tyler, Leona, *Tests and Measurements*, Prentice-Hall, 1971.
Young, R. K. and Veldman, D. J., *Introductory Statistics for the Behavioral Sciences*, 2nd Ed. N.Y. Holt, Rinehart & Winston, 1972.

Recommended Texts

- Anastasi, Anne, *Psychological Testing*, 3rd Ed. N.Y. Macmillan, 1968.
Brown, Roger, *Social Psychology*, Student Ed. Collier-Macmillan, 1967.
Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research*, Chicago, Rand-McNally, 1966.
Erikson, E., *Identity and the Life Cycle*, N.Y. International Universities Press, 1959.
Flavell, J. H., *The Developmental Psychology of Jean Piaget*, Nostrand, 1963.
Freud, S., *Three Essays on the Theory of Sexuality*, Ed. and trans. by J. Strachey, Lond. Hogarth, 1962.
Maxwell, A. E., *Basic Statistics in Behavioral Research*, Penguin, 1970.
Piaget, J., *Play Dreams and Imitation in Childhood*, Lond. Routledge and Kegan Paul, 1962.

MEDICAL SCIENCES II

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.

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

Cunningham's manual of *Practical Anatomy Vol. 3. London*, 11th of subsequent ed., O.U.P.

Examination: One three-hour paper.

Third Year — Degree Course

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY III

(130 hours of lectures, 78 hours of tutorials, 208 hours of clinical 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 — Disorders of Voice: This unit will consist of a study of the mechanisms of normal and abnormal voice productions. Aetiologies, symptomatologies, diagnostics and treatment of organic and functional disorders of voice will be discussed.

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

Academic: Progressive assessments.

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

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*, New York, Hoeber Medical Division, Harper and Row, 1964.

Recommended Texts

Agranowitz, A. and McKeon, M. R., *Aphasia Handbook for Adults and Children*, Springfield, 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*, Boston, Little, Brown & Co., 1964.

- Goldstein, K., *Language and Language Disturbance*, New York, Grune & Stratton, 1948.
- Longerich, M. C., *Manual for the Aphasic Patient*, The Macmillan Co., New York, 1958.
- Longerich, M. C., *Longerich Aphasia Therapy Set*, Los Angeles, 1966.
- Luria, A. R., *Traumatic Aphasia*, Mouton, The Hague, 1970.
- Luria, A. R., *The Working Brain: An Introduction to Neuropsychology*, Penguin Books, 1972.
- Luria, A. R., *Higher Cortical Functions in Man*, Basic Books, New York, 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, New York, 1967.
- Osgood, C. E. and Miron, M. S., *Approaches to the Study of Aphasia*, Urbana, University of Illinois Press, 1963.
- Sarno, M. T. (ed.), *Aphasia: Selected Readings*, Appleton-Century-Crofts, New York, 1972.
- Travis, L. E. (ed.), *Handbook of Speech Pathology*, Appleton-Century-Crofts, New York, 1971.
- Wepman, J. M., *Recovery from Aphasia*, Ronald Press, New York, 1951.
- Williams, M., *Brain Damage and the Mind*, Penguin Books, 1972.

Subject B — Disorders of Voice:

Prescribed Texts

- Boone, D. R., *The Voice and Voice Therapy*, Prentice-Hall, 1971.
- Wilson, D. K., *Voice Problems of Children*, Williams & Wilkins, 1972.

Recommended Texts

- Barbara, D., *Psychological and Psychiatric Aspects of Speech & Hearing*, C. C. Thomas, 1960.
- Fairbanks, G., *Voice and Articulation Drill Book*, 2nd ed., Harper, 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., Belmont, California, 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 Behavioural Science*, C.V. Mosby, 1971.
- Van Riper, C. and Irwin, J. V., *Voice and Articulation*, Pitman Med., London, 1968.

Subject C — 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 D — 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.
 Denhoff, 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 E — Audiology:

Prescribed Texts

- Katz, J., *Handbook of Clinical Audiology*, The Williams & Wilkins Co., Baltimore, 1972.
 Newby, H. A., *Audiology*, 3rd ed., Appleton-Century-Crofts, N.Y., 1972.
 Ventry, I. M., Chaiklin, J. B. and Dixon, R. F. (eds.), *Hearing Measurement*, Appleton-Century-Crofts, N.Y., 1971.

Recommended Texts

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

PSYCHOLINGUISTICS

An outline of the course and texts will be announced for this subject.

PSYCHOLOGY III

Physiological Psychology

An outline of the course and texts for this subject will be announced.

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, Baltimore, 1967.

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

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

ADVANCED NEUROLOGY

(26 hours of lectures and 26 hours of tutorials)

Neurological examination illustrating principles of simple applied neurophysiology and neuroanatomy. Common neurological conditions placing emphasis on the underlying pathology. 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 of peripheral nerves, etc., in 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 Text

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

Recommended Text

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

Fourth Year — Degree Course

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY IV

Lectures/Seminars on:

1. *Stuttering*. A study of recent research and investigations into the phenomenon of stuttering. A comprehensive study of organic and psychological considerations relevant to this area.
2. *Disorders of Language*. An advanced course in the study of language problems in children and adults. Special reference will be made to research. Further experience in the use of tests for the purpose of differential diagnosis.
3. *Disorders of Voice*. Comprehensive study of the disorders of voice. A description of aetiologies, diagnostics and therapeutic techniques related to the clinical treatment of disorders of voice.
4. *Learning Disorders*. Reading, spelling and writing problems related to human communication disorders. Included will be a study of perceptual-motor disorders and intellectual retardation in children and adults. Modern techniques of diagnosis and treatment will be demonstrated.
5. *Psychotherapy in Speech and Language Pathology*. Theories of personality development and psychotherapy will be studied as related to human communication disorders.
6. *Application of Linguistics to Speech and Language Pathology*. Phonological and linguistic principles as applied to the diagnosis and treatment of articulation and language disorders. A special study of developmental syntax and semantics will be included.
7. *Audiology*. A further study and practical application of clinical audiometry and rehabilitation procedures to enable speech pathologists to diagnose and to treat effectively those problems of hearing losses referred for treatment.
8. *Recent Developments in Speech and Language Pathology*. Study and research into the literature of modern developments in the areas of administration, organizational theories, principles of clinical management, differential diagnosis, equipment and other relevant areas in the field of human communication.
9. *Principles and Techniques of Supervision*. A unit of study which will prepare students for later work as clinician supervisors of speech science students. With ample use of the audio-visual equipment students will investigate techniques of observation, patient/student management and assessment.

Students will be required to attend tutorials in all areas. Each student will be required to prepare a seminar paper on one area each term. 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.

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General Information

As from 1st January 1974 the course in Medical Record Librarianship has been absorbed by the Lincoln Institute, a College of Advanced Education affiliated with the Victoria Institute of Colleges. This supplement provides general information and syllabus details specifically for the course in Medical Record Librarianship. It should be read in conjunction with the Lincoln Institute Handbook for 1974 in order to get full details concerning the Institute.

COURSE OF STUDY

Medical Record Librarianship is a full time course of two years duration and no provision is made for part time students.

Lectures are held at Lincoln Institute, 625 Swanston Street, Carlton. Practical Education is undertaken at selected city and country hospitals and health care institutions in Victoria.

Applicants must have reached 18 years of age by 31 March of the first year of studies. Higher School Certificate must include a pass in one of the following subjects: Biology, Chemistry, Physics, Mathematics (any one branch).

AWARD

An associate diploma in Medical Record Librarianship 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 School 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

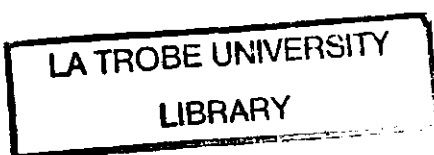
Medical Record Librarians are members of the administrative health team in hospitals and health care institutions. Medical Record Librarians are also being called upon to act as consultants and co-ordinators in country sectors, community care centres and medical computer centres.

TERM DATES

First Year

First Semester: 12 March-28 June.

Second Semester: 15 July-7 November.



Second Year

First Semester: 29 January-28 June.

Second Semester: 15 July-2 November.

Study Leave 8 November-21 November.

Examinations 22 November-29 November.

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 Systems & 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

An introduction to the history of medical records, professional ethics, an acceptable medical record, analysis of medical record systems and basic management principles. (150 hours)

Textbook

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

Reference Books

- Currie, R. M. *Work Study*, 1963. (Pitman & Sons Ltd.)
- 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, one term paper, evaluation of practical education sessions and one final 3 hour examination.

MEDICO-LEGAL ASPECTS OF MEDICAL RECORDS

A study of legal responsibilities as related to health care institutions. (20 hours)

Textbook

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

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

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. (45 hours)

Textbook

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 Hospitals*, 1973. (Victorian Hospitals' Association.)

Assessment

Short tests and one final 3 hour examination.

ANATOMY AND PHYSIOLOGY

An introduction to normal structure and function of the human body as well as an introduction to the terms related to biological disorders. (120 hours)

Textbook

Jacob, S., and Francone, C. *Structure and Function in Man*, 2nd edition. (W. B. Saunders.)

Reference Book

Ross, Janet S., and Wilson, K. 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

An introduction to statistical classification techniques used in health care institutions. (90 hours)

Textbook

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

Commission on Professional and Hospital Activities. *Hospital Adaptation of ICDA*, Vol. 1 and 2, 1968. (CPHA.)

World Health Organization. *Manual of the International Statistical Classification of Diseases, Injuries, and Causes of Death*, Vol. 1 and 2, 1965. (WHO.)

Commonwealth Department of Health. *Code of Surgical Operations*, 1968. (CBCS.)

Reference Books

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

College of American Pathologists. *Systematized Nomenclature of Pathology*, 1965. (CAP.)

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

Assessment

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

STATISTICS I

An introduction to statistical techniques as applied in health care institutions, fundamentals of information handling and forms design. (70 hours)

Textbook

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

Reference Books

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

Assessment

Assignments and one final 3 hour examination.

GENERAL PSYCHOLOGY

The introduction to psychology as a behavioural science. (50 hours.)

Textbook

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

Reference Books

Dictionary of Psychology, 1968. (Dell Publishing Company.)

Kagan, J., and Havemann, E. *Psychology — An Introduction*, 1972. (Harcourt, Brace, Javanovich, Inc.).

Morgan, C. T., and King, R. A. *Introduction to Psychology*, 1971. (McGraw-Hill Book Company.)

Assessment

Assignments and one final 3 hour examination.

Second Year

BUSINESS ADMINISTRATION AND ORGANIZATIONAL THEORY

A study of the principles of organizational theory and the history of its development. 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. (100 hours)

Textbooks

- Etzioni, Amitai. *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. (Editor). *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

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. (60 hours)

Textbook

Same textbooks 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

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. (120 hours)

Textbook

- Evans, D. M. D. *Special Tests and Their Meanings*, 1971. (Faber & Faber.)
Other textbooks announced at beginning of lecture series.

Assessment

Short tests, one term paper and one final 3 hour examination.

STATISTICS II

An extension of previous studies in statistics and information handling gained in Statistics I to give students a broader understanding of electronic data processing and statistical information systems on a local and international basis. (80 hours)

Textbook

Gabrieli, E. R. *Computerization of Clinical Records*, Vol. 1, 1970. (Grune and Stratton.)

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

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

Reference Books

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

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

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. (50 hours)

Textbook

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

Reference Books

Fry, Dr. John, and Farnfale, W. A. J. (Editors). *International Medical Care*, 1972. (Medical and Technical Publishing Company Ltd.)

Directory of Social Services, 1972. (Published by the Victorian Council of Social Services.)

Assessment

Tutorial papers to be presented verbally by students accompanied by typewritten notes and one final 3 hour examination.

PERSONNEL MANAGEMENT

Designed to equip the student to deal effectively with the human problems of health care institutions as business organizations. Subject deals with individual motivation, behaviour in small groups and large organizations, the impact of technology, union-management relationships and the skills of face-to-face supervision. (60 hours)

Textbook

- 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*, 1964. (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 Librarian. An assessment is made on each student and returned to the Head of Department of Medical Record Librarianship.

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