



Postgraduate Handbook 2004

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|---|------|
| Important notice to all students | iii |
| Using the Handbook at enrolment | iii |
| Courses offered by the University | iv |
| Contents | viii |
| Foreword | 1 |
| General Information – the University | 3 |
| General Information – information for students | 9 |
| Campus maps | 23 |
| Scholarships, Awards and Prizes | 33 |
| Officers and Staff | 49 |
| Faculty of Health Sciences – Bundoora | 71 |
| Faculty of Humanities and Social Sciences – Bundoora | 165 |
| Faculty of Law and Management – Bundoora | 227 |
| Faculty of Science, Technology and Engineering – Bundoora | 249 |
| Faculty for Regional Development – Bendigo | 299 |
| Institute for Education – Bendigo | 309 |
| Educational Studies – Bundoora | 180 |
| Albury-Wodonga Campus | 371 |
| Beechworth Campus | 389 |
| Mildura Campus | 391 |
| Mt Buller Campus | 393 |
| Shepparton Campus | 395 |
| Index by subject name | 399 |
| Index by subject code | 413 |

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IMPORTANT NOTICE TO ALL STUDENTS

The Foreword and General Information sections of this Handbook contain important information. You should familiarise yourself with these as the University will assume you have read this material.

While every effort is made to provide full and accurate information in this Handbook at the time of publication, it may contain inadvertent errors. The University does not give any warranties in relation to the accuracy and completeness of the contents. No responsibility will be taken for any loss incurred as a result of reliance on information in the Handbook.

The availability of subjects and courses listed in this Handbook is conditional on the availability of staff and other resources. While every effort is made to provide the subjects and courses offered, no absolute guarantee of the structure or manner of teaching or availability is implied in the listing of a subject or course for this or any subsequent year.

The University reserves the right not to offer any subject for which the number of enrolments or the resources available are insufficient and it reserves the right to restrict the number of enrolments in any subject.

This Handbook is also available on the web at:
www.latrobe.edu.au/handbook/

You should note that the Handbook on the web is updated periodically.

You should check with the relevant Faculty, School or Department before relying on any information in the Handbook.

Some of the material presented in your course may prove to be confronting and contrary to your personal beliefs. One of the objectives of a university education is to present material that allows students to reach an informed decision concerning the merit of material in a social, political and cultural context. Such material may not necessarily present the views and values of teaching staff of the University. Accordingly, students who do not wish to be exposed to material that may include explicit sexual, political, religious and racial references need to consider these factors before enrolling.

USING THE HANDBOOK AT ENROLMENT

The following is a suggested procedure for using the Handbook to plan your enrolment.

1. Decide on the course you wish to study.
2. Check that you satisfy the admission requirements.
3. Note the requirements for qualifying for the award (generally listed as the degree requirements).
4. Read the course structure and options for programs of study.
5. Determine your preferred major, minor or specialist studies.
6. Choose your subjects according to the above criteria and any other relevant considerations.
7. Read the subject descriptions and note the prerequisites, co-requisites and class requirements.
8. Note particularly the methods of assessment which apply to your chosen subjects and be certain that you are comfortable with them (if not published, enquire about them).
9. Note any quotas which apply to your chosen subjects.
10. Select one or more back-up subjects in case of quota exclusion or timetable problems.
11. Use the class timetable, available in Student Centres, Faculty Offices and on the web, to check that you will be able to combine the desired subjects with each other and with your personal commitments.
12. Read the Foreword (Using this Handbook) and General Information sections for further important information.

The University will presume you have read this material.

COURSES OFFERED BY THE UNIVERSITY

Courses listed under Faculty of Health Sciences, Faculty of Humanities and Social Sciences, Faculty of Law and Management and Faculty of Science, Technology and Engineering are available at Bundoora.

Courses available at Regional campuses are listed according to each campus of offer. Various Institute for Education courses are available at Albury-Wodonga, Bendigo, Bundoora, Mildura and Shepparton.

(The Institute for Education consists of the School of Education at Bendigo and Mildura and the School of Educational Studies at Bundoora, Albury-Wodonga and Shepparton. At the time of compilation of this Handbook an administrative restructure of the Institute occurred resulting in some duplication of information in this Handbook.)

FACULTY OF HEALTH SCIENCES

| | |
|---|----|
| BACHELOR OF EDUCATION IN LOTE (AUSLAN) (HSBEL) | 74 |
| DOCTOR OF CLINICAL SCIENCE (HSDCS) | 98 |
| DOCTOR OF MEDICINE (HDMED) | 98 |
| DOCTOR OF NURSING (HSPNR) | 98 |
| DOCTOR OF PHILOSOPHY – BUNDOORA, ALBURY-WODONGA, CITY (HSPHD) | 98 |
| DOCTOR OF PHYSIOTHERAPY (HSDPHT) | 98 |
| DOCTOR OF PUBLIC HEALTH (HSDPUH) | 98 |
| DOCTOR OF SOCIAL WORK (HSDSW) | 98 |
| GRADUATE CERTIFICATE IN AGED CARE SERVICES MANAGEMENT – CITY (HSCACSM) | 74 |
| GRADUATE CERTIFICATE IN BREAST CARE NURSING | 82 |
| GRADUATE CERTIFICATE IN BREAST CARE NURSING – BUNDOORA (HSCBCDE) | 81 |
| GRADUATE CERTIFICATE IN CANCER NURSING (HSCCN) | 82 |
| GRADUATE CERTIFICATE IN CANCER NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN CARDIAC NURSING (HSCCAN) | 82 |
| GRADUATE CERTIFICATE IN CARDIAC NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN CARE CO-ORDINATION (PCNSCC) | 82 |
| GRADUATE CERTIFICATE IN CARE CO-ORDINATION – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN CLINICAL NURSING EDUCATION (HSCCED) | 83 |
| GRADUATE CERTIFICATE IN CLINICAL NURSING EDUCATION – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN COMMUNITY NURSING (HSCCON) | 83 |
| GRADUATE CERTIFICATE IN COMMUNITY NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN DEAF STUDIES – BUNDOORA (HSCDS) | 75 |
| GRADUATE CERTIFICATE IN DYSPHAGIA (HSCD) | 76 |
| GRADUATE CERTIFICATE IN E-HEALTHCARE – (HSGHCDE) | 78 |
| GRADUATE CERTIFICATE IN EMERGENCY AND SPECIAL CARE OF THE NEWBORN (HSCESCEN) | 83 |
| GRADUATE CERTIFICATE IN EMERGENCY AND SPECIAL CARE OF THE NEWBORN – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN EMERGENCY NURSING (HSCEN) | 83 |
| GRADUATE CERTIFICATE IN EMERGENCY NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN FAMILY SENSITIVE PRACTICE – FLEMINGTON (HSCFSP) | 76 |
| GRADUATE CERTIFICATE IN FAMILY THERAPY IN PSYCHIATRY – FLEMINGTON (HSCFTF) | 77 |
| GRADUATE CERTIFICATE IN FAMILY THERAPY SUPERVISION, CONSULTATION AND TRAINING – FLEMINGTON (HSCFTS) | 77 |
| GRADUATE CERTIFICATE IN GERONTIC NURSING (HSCGN) | 83 |
| GRADUATE CERTIFICATE IN GERONTIC NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN GERONTOLOGY – CITY (HSCG) | 77 |
| GRADUATE CERTIFICATE IN HEALTH POLICY – CITY (HSCHP) | 78 |
| GRADUATE CERTIFICATE IN HEALTH PROMOTING PALLIATIVE CARE – CITY (HSCHPD) | 78 |
| GRADUATE CERTIFICATE IN HEALTH PROMOTION – CITY (HSCHP) | 78 |
| GRADUATE CERTIFICATE IN HEALTH SERVICES MANAGEMENT – CITY (HSCHM) | 80 |
| GRADUATE CERTIFICATE IN INTENSIVE CARE NURSING (HSCINC) | 84 |
| GRADUATE CERTIFICATE IN INTENSIVE CARE NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN MUSCULOSKELETAL PHYSIOTHERAPY – BUNDOORA (HCMP) | 84 |
| GRADUATE CERTIFICATE IN NEONATAL INTENSIVE CARE NURSING (HSCNICN) | 84 |
| GRADUATE CERTIFICATE IN NEONATAL INTENSIVE CARE NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN OCCUPATIONAL HEALTH AND SAFETY – BUNDOORA (HSCOHSDE) | 85 |
| GRADUATE CERTIFICATE IN ORTHOPAEDIC NURSING (HSCON) | 84 |
| GRADUATE CERTIFICATE IN ORTHOPAEDIC NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN PALLIATIVE CARE NURSING (HSCPC) | 84 |
| GRADUATE CERTIFICATE IN PALLIATIVE CARE NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN PERIANAESTHETIC NURSING (HSCPAN) | 84 |
| GRADUATE CERTIFICATE IN PERIANAESTHETIC NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN PERIOPERATIVE NURSING (HSCPN) | 85 |
| GRADUATE CERTIFICATE IN PERIOPERATIVE NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN PUBLIC HEALTH – CITY (HCPHE) | 86 |
| GRADUATE CERTIFICATE IN QUALITY IMPROVEMENT FOR PRIMARY CARE SERVICES (HSCQPC) | 87 |

| | |
|---|----|
| GRADUATE CERTIFICATE IN REHABILITATION NURSING (HSCRN) | 85 |
| GRADUATE CERTIFICATE IN REHABILITATION NURSING – BUNDOORA | 81 |
| GRADUATE CERTIFICATE IN REHABILITATION STUDIES – CITY (HSCR) | 87 |
| GRADUATE CERTIFICATE IN SPORTS PHYSIOTHERAPY – BUNDOORA (HCSP) | 87 |
| GRADUATE DIPLOMA IN ART THERAPY – BUNDOORA (HSGAT) | 75 |
| GRADUATE DIPLOMA IN COUNSELLING AND HUMAN SERVICES – BUNDOORA (HSGCHS) | 75 |
| GRADUATE DIPLOMA IN DEAF STUDIES (INTERPRETING) – BUNDOORA (HSCDSI) | 75 |
| GRADUATE DIPLOMA IN DEAF STUDIES (LANGUAGE) – BUNDOORA (HSGDSL) | 75 |
| GRADUATE DIPLOMA IN DEAF STUDIES (LOTE) – BUNDOORA (HSGDSE) | 76 |
| GRADUATE DIPLOMA IN DEAF STUDIES (TEACHING) – BUNDOORA (HSGDST) | 76 |
| GRADUATE DIPLOMA IN E-HEALTHCARE – (HSGHCDE) | 78 |
| GRADUATE DIPLOMA IN ORIENTATION AND MOBILITY – BUNDOORA (HSGOM) | 86 |
| GRADUATE DIPLOMA IN ORTHOPTIC STUDIES – BUNDOORA (HSGO) | 86 |
| MASTER OF APPLIED SCIENCE – BUNDOORA, ALBURY-WODONGA, CITY (HSMASR) | 97 |
| MASTER OF ART THERAPY – BUNDOORA (HSMATC) | 88 |
| MASTER OF ARTS (DEAF STUDIES) (HSMAR), MASTER OF EDUCATION (HSMEDR) | 97 |
| MASTER OF ARTS (DEAF STUDIES) – BUNDOORA (HSMAC), MASTER OF EDUCATION – BUNDOORA (HSMEDC) | 88 |
| MASTER OF COUNSELLING AND HUMAN SERVICES – BUNDOORA (HSMCHSC) | 88 |
| MASTER OF COUNSELLING PSYCHOLOGY – BUNDOORA (HMCP) | 89 |
| MASTER OF COUPLE AND FAMILY THERAPY – FLEMINGTON (HSMFTC) | 89 |
| MASTER OF ERGONOMICS (MODE 1) – BUNDOORA (HSMEC) | 97 |
| MASTER OF ERGONOMICS (MODE 2) – BUNDOORA (HSMEC) | 89 |
| MASTER OF GERONTOLOGY – CITY (HSMGC) | 90 |
| MASTER OF GESTALT THERAPY – BUNDOORA (HSMGTC) | 90 |
| MASTER OF HEALTH ADMINISTRATION – CITY (HSMHAC) | 90 |
| MASTER OF HEALTH SCIENCES – BUNDOORA AND CITY (HSMHSC) | 91 |
| MASTER OF MIDWIFERY SCIENCE – ROYAL WOMEN'S HOSPITAL (HSMMS) | 92 |
| MASTER OF MUSCULOSKELETAL PHYSIOTHERAPY – BUNDOORA (HMMSPC) | 91 |
| MASTER OF NURSING SCIENCE (RESEARCH) – BUNDOORA (HSMNSR) | 97 |
| MASTER OF NURSING SCIENCE IN CHILD FAMILY AND COMMUNITY – BUNDOORA (HSMNSCF) | 92 |
| MASTER OF NURSING SCIENCE – BUNDOORA (HSMNSC) | 92 |
| MASTER OF OCCUPATIONAL HEALTH – BUNDOORA (HSMOHC) | 92 |
| MASTER OF OCCUPATIONAL THERAPY (MODE 1) – BUNDOORA (HSMOTR) | 97 |
| MASTER OF OCCUPATIONAL THERAPY PRACTICE (HSMOTP) | 94 |
| MASTER OF OCCUPATIONAL THERAPY – BUNDOORA (HSMOTC/HSMOTR) | 93 |
| MASTER OF PHYSIOTHERAPY – BUNDOORA (HSMPC) | 94 |
| MASTER OF PUBLIC HEALTH – CITY (HSMPHC) | 94 |
| MASTER OF SIGN LANGUAGE (LINGUISTICS OR INTERPRETING) – BUNDOORA (HSMSLIC OR HSMSLC) | 95 |
| MASTER OF SOCIAL WORK (MODE 1) – BUNDOORA, ALBURY-WODONGA (HMSWR), BENDIGO (BEMSWR) | 98 |
| MASTER OF SOCIAL WORK MODE 1: BUNDOORA, ALBURY-WODONGA (HMSWR); BENDIGO (BEMSWR) MODES 2 & 3: BUNDOORA (HMSWC); ALBURY-WODONGA (SSMSWCW); BENDIGO (SSMSWBE) | 96 |
| MASTER OF SPEECH PATHOLOGY – BUNDOORA (HSMSPC) | 96 |
| MASTERS OF SPORTS PHYSIOTHERAPY – BUNDOORA (HSMSPHC) | 97 |
| POSTGRADUATE DIPLOMA IN FAMILY THERAPY SYSTEMIC OR NARRATIVE – FLEMINGTON (HSPFT) | 76 |
| POSTGRADUATE DIPLOMA IN GERONTOLOGY – CITY (HSPG) | 77 |
| POSTGRADUATE DIPLOMA IN HEALTH POLICY – CITY (HSPHP) | 78 |
| POSTGRADUATE DIPLOMA IN HEALTH PROMOTING PALLIATIVE CARE – CITY (HSPHPPC) | 78 |
| POSTGRADUATE DIPLOMA IN HEALTH PROMOTION – CITY (HSPHEP) | 78 |
| POSTGRADUATE DIPLOMA IN HEALTH RESEARCH METHODOLOGY – BUNDOORA (HSGHRM) AND ALBURY-WODONGA (HSPHRMW) | 79 |
| POSTGRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT – CITY (HSPHSM) | 80 |
| POSTGRADUATE DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY – BUNDOORA (HSPHDE) | 85 |
| POSTGRADUATE DIPLOMA IN PUBLIC HEALTH – CITY (HPPHE) | 86 |
| POSTGRADUATE DIPLOMA IN REHABILITATION STUDIES – CITY (HSPRS) | 87 |
| POSTGRADUATE DIPLOMA OF MIDWIFERY SCIENCE – ROYAL WOMEN'S HOSPITAL (HSPMS) | 80 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN BREAST CARE (HSPBC) | 82 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN CANCER CARE (HSPCNC) | 82 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN CARDIAC CARE (HSPCC) | 82 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN CHILD, FAMILY AND COMMUNITY (HSPCFC) | 83 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN CLINICAL EDUCATION (HSPCE) | 83 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN COMMUNITY PRACTICE (HSPCP) | 83 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN EMERGENCY AND SPECIAL CARE OF THE NEWBORN (HSPESC) | 83 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN EMERGENCY CARE (HSPHC) | 83 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN GERONTIC NURSING (HSPGN) | 83 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN HOME AND COMMUNITY (HSPNSHC) | 85 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN INTENSIVE CARE (HSPIC) | 84 |

| | | | |
|---|------------|--|------------|
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN NEONATAL INTENSIVE CARE (HSPNIC) | 84 | FACULTY OF LAW AND MANAGEMENT | 227 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN ORTHOPAEDICS (HSPO) | 84 | DOCTOR OF PHILOSOPHY | 227 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN PALLIATIVE CARE (HSPPC) | 84 | DOCTOR OF PHILOSOPHY (ECPHD) | 234 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN PERIANAESTHETIC CARE (HSPPAC) | 84 | DOCTOR OF PHILOSOPHY (LMPHD) | 240 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN PERIOPERATIVE CARE (HSPPOC) | 85 | DOCTOR OF PHILOSOPHY (THPHD) | 245 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN REHABILITATION (HSR) | 85 | GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION (LMCBA) | 227 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN SPINAL CORD INJURY (HSPNSSC) | 85 | GRADUATE CERTIFICATE IN CONFLICT RESOLUTION (LMCCR) | 241 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN WOUND PREVENTION AND REPAIR (HPNSWP) | 85 | GRADUATE CERTIFICATE IN FRAUD INVESTIGATION (LMCFI) | 242 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE – BUNDOORA (HSPGNS) | 81 | GRADUATE CERTIFICATE IN GLOBAL BUSINESS LAW (LMCGBL) | 242 |
| PROFESSIONAL DOCTORATES – BUNDOORA, ALBURY-WODONGA | 98 | GRADUATE DIPLOMA IN ACCOUNTING – BUNDOORA (LMGA), SHEPPARTON (LMGAP) | 235 |
| FACULTY OF HUMANITIES AND SOCIAL SCIENCES | 165 | GRADUATE DIPLOMA IN BUSINESS ADMINISTRATION (ECGBA) | 228 |
| COURSEWORK MASTERS | 181 | GRADUATE DIPLOMA IN BUSINESS STUDIES – BUNDOORA (LMGBS), SHEPPARTON (LMGBSS) | 235 |
| DOCTOR OF EDUCATION (EDED) | 181 | GRADUATE DIPLOMA IN CONFLICT RESOLUTION (SSGCR) | 241 |
| DOCTOR OF PHILOSOPHY (EDPHD) | 181 | GRADUATE DIPLOMA IN ECONOMETRICS (ECGET) | 236 |
| DOCTOR OF PHILOSOPHY (PHD) (HUPHD) | 166 | GRADUATE DIPLOMA IN ECONOMICS (ECGE) | 236 |
| GRADUATE CERTIFICATE IN EDUCATION | 185 | GRADUATE DIPLOMA IN FAMILY LAW MEDIATION (LMGFLM) | 241 |
| GRADUATE CERTIFICATE IN EDUCATION (PROFESSIONAL DEVELOPMENT) (EDCEPD) | 185 | GRADUATE DIPLOMA IN HOSPITALITY MANAGEMENT (LMGHM) | 246 |
| GRADUATE CERTIFICATE IN EDUCATION – ADULT LITERACY AND BASIC EDUCATION (ALBE) (EDCAL) | 185 | GRADUATE DIPLOMA IN LAW AND LEGAL STUDIES (LMGLLS) | 242 |
| GRADUATE CERTIFICATE IN EDUCATION – LANGUAGES OTHER THAN ENGLISH (LOTE) TEACHING (EDCEL) | 186 | GRADUATE DIPLOMA IN TOURISM MANAGEMENT (LMGT) | 246 |
| GRADUATE CERTIFICATE IN EDUCATION – TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (EDCET) | 186 | MASTER OF ARTS (BY RESEARCH) (LMMAR) | 241 |
| GRADUATE CERTIFICATE IN EDUCATIONAL ADMINISTRATION (EDCEA) | 187 | MASTER OF ARTS (BY RESEARCH) (THMAR) | 245 |
| GRADUATE CERTIFICATE IN HIGHER EDUCATION (EDCHE) | 185 | MASTER OF ARTS (ECMAR), MASTER OF BUSINESS (LMMBR) | 234 |
| GRADUATE CERTIFICATE IN HUMANITIES AND SOCIAL SCIENCES (HUSCHSS) | 165 | MASTER OF ARTS, MASTER OF BUSINESS, MASTER OF COMMERCE AND MASTER OF ECONOMICS | 227 |
| GRADUATE CERTIFICATE IN INDUSTRY TRAINING AND EDUCATION (EDCITE) | 188 | MASTER OF BUSINESS (BY RESEARCH) (LMMBP) | 246 |
| GRADUATE CERTIFICATE IN JOURNALISM (HUSCJ) | 211 | MASTER OF BUSINESS ADMINISTRATION (LMMBA) | 228 |
| GRADUATE CERTIFICATE IN MEDIA STUDIES (HUSCMS) | 212 | MASTER OF COMMERCE (SSMCR) | 234 |
| GRADUATE DIPLOMA IN ADULT LITERACY AND BASIC EDUCATION (ALBE) (EDGAL) | 186 | MASTER OF ECONOMICS (ECMER) | 234 |
| GRADUATE DIPLOMA IN ART HISTORY (HUGHAI) | 170 | MASTER OF LAWS (BY COURSEWORK) IN GLOBAL BUSINESS LAW (LMLLGBG) | 242 |
| GRADUATE DIPLOMA IN DEVELOPMENT STUDIES (HUSGDS) | 176 | MASTER OF LAWS (BY RESEARCH) (SSMLR) | 241 |
| GRADUATE DIPLOMA IN EDUCATION | 184 | MASTERS OF CONFLICT RESOLUTION (LMCF) | 242 |
| GRADUATE DIPLOMA IN EDUCATION (PRIMARY) (EDGEPI) | 184 | POSTGRADUATE DIPLOMA IN ACCOUNTING (ECGA) | 234 |
| GRADUATE DIPLOMA IN EDUCATION (SECONDARY) (EDGES) | 184 | POSTGRADUATE DIPLOMA IN ECONOMICS (LMPE) | 234 |
| GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION (EDGEA) | 188 | POSTGRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT (LMPHRM) | 234 |
| GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (EDGEST) | 186 | POSTGRADUATE DIPLOMA IN MARKETING (LMPM) | 235 |
| GRADUATE DIPLOMA IN HUMANITIES AND SOCIAL SCIENCES (HUSGHSS) | 165 | POSTGRADUATE DIPLOMA IN TOURISM MANAGEMENT (LMPTM) | 246 |
| GRADUATE DIPLOMA IN INDUSTRY TRAINING AND EDUCATION (EDGITE) | 188 | FACULTY OF SCIENCE, TECHNOLOGY AND ENGINEERING | 249 |
| GRADUATE DIPLOMA IN INTERNATIONAL AND ASIAN POLITICS (HUGIAP) | 219 | DOCTOR OF CLINICAL NEUROPSYCHOLOGY (STDPCNR) | 262 |
| GRADUATE DIPLOMA IN JOURNALISM (HUSGJ) | 212 | DOCTOR OF CLINICAL PSYCHOLOGY (STDPCPR) | 263 |
| GRADUATE DIPLOMA IN LOTE TEACHING (EDGLT) | 187 | DOCTOR OF HEALTH PSYCHOLOGY (STDPHPR) | 264 |
| GRADUATE DIPLOMA IN MEDIA STUDIES (HUSGMS) | 212 | DOCTOR OF PHILOSOPHY | 269 |
| GRADUATE DIPLOMA IN PROFESSIONAL WRITING AND SPEECH (HUSGPWS) | 222 | DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY, CLINICAL NEUROPSYCHOLOGY AND HEALTH PSYCHOLOGY) (RESEARCH) | 262 |
| GRADUATE DIPLOMA IN STUDENT WELFARE (EDGSW) | 189 | DOCTOR OF PSYCHOLOGY IN CLINICAL NEUROPSYCHOLOGY (COURSEWORK) – STDPCN | 262 |
| GRADUATE DIPLOMA IN TECHNOLOGY EDUCATION (EDGTE) | 189 | DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (COURSEWORK) (STDPCP) | 263 |
| GRADUATE DIPLOMA IN TESOL (EDGET) | 187 | DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY, CLINICAL NEUROPSYCHOLOGY AND HEALTH PSYCHOLOGY (COURSEWORK) | 262 |
| GRADUATE DIPLOMA IN VOCATIONAL EDUCATION AND TRAINING (EDGVET) | 189 | DOCTOR OF PSYCHOLOGY IN HEALTH PSYCHOLOGY (COURSEWORK) (STDPHP) | 263 |
| MASTER OF ADULT EDUCATION (EDMAEC) | 181 | GRADUATE CERTIFICATE IN INFORMATION TECHNOLOGY (STCIT) | 252 |
| MASTER OF APPLIED LINGUISTICS (EDMAL) | 182 | GRADUATE CERTIFICATE IN MICROELECTRONICS (STCME) | 253 |
| MASTER OF ARCHAEOLOGY BY COURSEWORK (HUSMA) | 168 | GRADUATE DIPLOMA IN COMPUTER SCIENCE (MIGCS) | 252 |
| MASTER OF ARTS (EDMAC) | 182 | GRADUATE DIPLOMA IN ENVIRONMENTAL MANAGEMENT (BSGEMW) | 253 |
| MASTER OF ARTS BY COURSEWORK IN CINEMA STUDIES (HUMAC) | 174 | GRADUATE DIPLOMA IN MATHEMATICAL AND INFORMATION SCIENCES (MIGMI) | 253 |
| MASTER OF ARTS BY COURSEWORK IN ENGLISH (HUMAC) | 205 | GRADUATE DIPLOMA IN PSYCHOLOGY (BVGPI) | 253 |
| MASTER OF ARTS BY COURSEWORK IN GENDER, SEXUALITY AND DIVERSITY STUDIES (HUMAC) | 207 | MASTER OF AGRICULTURAL SCIENCE (AGMASR) | 264 |
| MASTER OF ARTS BY COURSEWORK IN GREEK STUDIES (HUMAC) | 208 | MASTER OF BEHAVIOURAL SCIENCE (BVMBSR) | 265 |
| MASTER OF ARTS BY COURSEWORK IN MEDIA STUDIES (HUMAC) | 213 | MASTER OF CLINICAL NEUROPSYCHOLOGY (COURSEWORK) (STMEN) | 262 |
| MASTER OF ARTS BY RESEARCH (HUMAR) | 166 | MASTER OF CLINICAL PSYCHOLOGY (COURSEWORK) (STMCP) | 262 |
| MASTER OF ARTS IN STUDENT WELFARE AND GUIDANCE (COURSE CODE TO BE ADVISED) | 182 | MASTER OF COMPUTER NETWORKS | 259 |
| MASTER OF EDUCATION (EDMEC) | 182 | MASTER OF COMPUTER SCIENCE (MIMCSC) | 256 |
| MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT (EDMELC) | 183 | MASTER OF ELECTRONIC ENGINEERING (STMEEC) | 259 |
| MASTER OF INTERNATIONAL POLICY STUDIES BY COURSEWORK (HUSMIP) | 209 | MASTER OF ENGINEERING (PSMER) | 265 |
| MASTER OF LINGUISTICS | 211 | MASTER OF HEALTH PSYCHOLOGY (COURSEWORK) (STMHP) | 263 |
| MASTER OF SCIENCE AND TECHNOLOGY EDUCATION (EDMSTE) | 183 | MASTER OF INFORMATION SYSTEMS (STMIS) | 256 |
| MASTER OF TEACHING (EDMTC) | 184 | MASTER OF INFORMATION TECHNOLOGY (COMPUTER NETWORKS) | 258 |
| POSTGRADUATE DIPLOMA IN ARCHAEOLOGY (HUSPA) | 167 | MASTER OF INFORMATION TECHNOLOGY (INTELLIGENT SYSTEMS AND INTERNET COMPUTING) | 258 |
| POSTGRADUATE DIPLOMA IN CINEMA STUDIES (HUSPCS) | 174 | MASTER OF INFORMATION TECHNOLOGY (SOFTWARE ENGINEERING) | 258 |
| POSTGRADUATE DIPLOMA IN MEDIA STUDIES (HUSPMS) | 213 | MASTER OF INFORMATION TECHNOLOGY (STMIT) | 257 |
| POSTGRADUATE DIPLOMA IN SCIENCE AND TECHNOLOGY EDUCATION (EDPSTE) | 188 | MASTER OF MICROELECTRONIC ENGINEERING (STMEM) | 259 |
| RESEARCH MASTERS | 181 | MASTER OF PSYCHOLOGY (CLINICAL PSYCHOLOGY, CLINICAL NEUROPSYCHOLOGY, HEALTH PSYCHOLOGY) (COURSEWORK) | 262 |
| | | MASTER OF SCIENCE (BSMSR) | 265 |
| | | MASTER OF SCIENCE IN PHYSICAL SCIENCES (PSMSC) | 260 |
| | | MASTER OF SOFTWARE ENGINEERING | 258 |

| | | | |
|---|------------|--|------------|
| MASTER OF STATISTICAL SCIENCE (MIMSTC) | 264 | GRADUATE DIPLOMA IN SOCIAL WORK (SSGSWB) | 328 |
| MASTER OF TELECOMMUNICATION ENGINEERING (STMET) | 260 | GRADUATE DIPLOMA IN SPECIAL EDUCATION AND HUMAN SERVICES – BENDIGO (BEGSEHS) | 314 |
| MASTERS AND DOCTORS OF PSYCHOLOGY | 261 | GRADUATE DIPLOMA IN STUDENT WELFARE – BUNDOORA (EDGSW), BENDIGO (EDGSWBE), ALBURY-WODONGA (EDGSWW) | 314 |
| POSTGRADUATE DIPLOMA IN AGRICULTURAL SCIENCE (STGA) | 254 | GRADUATE DIPLOMA IN TECHNOLOGY EDUCATION – BUNDOORA (EDGTE), BENDIGO (BEGTE), MILDURA (EDGTEM), SHEPPARTON (EDGTEP), ALBURY-WODONGA (EDGTEW) | 314 |
| POSTGRADUATE DIPLOMA IN COMPUTER SCIENCE (STGCS) | 254 | GRADUATE DIPLOMA IN TESOL – BUNDOORA (EDGET), BENDIGO (BEGET) | 315 |
| POSTGRADUATE DIPLOMA IN ELECTRONIC ENGINEERING (STPEE) | 254 | GRADUATE DIPLOMA IN VOCATIONAL EDUCATION AND TRAINING – BUNDOORA (EDGVET), BENDIGO (BEGVET), MILDURA (EDGVETM), SHEPPARTON (EDGVETP), ALBURY-WODONGA (EDGVETW) | 315 |
| POSTGRADUATE DIPLOMA IN FORENSIC SCIENCE (STGFS) | 254 | LANGUAGES OTHER THAN ENGLISH (LOTE) TEACHING STREAM – BUNDOORA (EDCEL) | 310 |
| POSTGRADUATE DIPLOMA IN MICROELECTRONICS (STPME) | 255 | MASTER OF ADULT EDUCATION – BUNDOORA (EDMAEC), BENDIGO (BEMAECT), ALBURY-WODONGA (EDMAECW) | 316 |
| POSTGRADUATE DIPLOMA IN PSYCHOLOGY (STGP) | 255 | MASTER OF APPLIED LINGUISTICS – BUNDOORA (EDMAL), BENDIGO (BEMAL) | 317 |
| POSTGRADUATE DIPLOMA IN WINE PRODUCTION (STPWP) | 256 | MASTER OF ARTS (COMMUNITY DEVELOPMENT) (RMACD) | 307 |
| POSTGRADUATE DIPLOMAS IN SCIENCE (STGS) | 255 | MASTER OF ARTS IN STUDENT WELFARE AND GUIDANCE – BENDIGO (RMASWG), BUNDOORA (EDMASWG) | 318 |
| FACULTY FOR REGIONAL DEVELOPMENT | 299 | MASTER OF ARTS – BUNDOORA (EDMAC), ALBURY-WODONGA (EDMACW), MASTER OF EDUCATION – BUNDOORA (EDMEC), BENDIGO (BEMEDC), ALBURY-WODONGA (EDMECW) | 317 |
| INSTITUTE FOR EDUCATION | 309 | MASTER OF BUSINESS MANAGEMENT – BENDIGO (RMBMC), ALBURY-WODONGA (LMMBMW) | 322 |
| ACUTE CARE STREAM (RPAC) | 327 | MASTER OF BUSINESS SYSTEMS – BENDIGO (SUBJECT TO ACCREDITATION) | 322 |
| ADULT LITERACY AND BASIC EDUCATION STREAM – BUNDOORA (EDCAL) | 309 | MASTER OF CHILD FAMILY AND COMMUNITY NURSING SCIENCE (RMCFCN) | 329 |
| BACHELOR OF EDUCATION – BENDIGO (BEBED) | 309 | MASTER OF COMPUTING (BEMCC) | 323 |
| BREAST CARE (RPBC) | 327 | MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT – BUNDOORA (EDMELC), BENDIGO (BEMELMC1), ALBURY-WODONGA (EDMELCW) | 318 |
| CANCER CARE (RPCN) | 327 | MASTER OF ELECTRONIC COMMERCE – ALBURY-WODONGA (LMMECCW) | 323 |
| CHILD, FAMILY & COMMUNITY STREAM (RPCF) | 327 | MASTER OF HEALTH SCIENCE (BEMHSC) | 328 |
| CLINICAL EDUCATION (RPCE) | 327 | MASTER OF INTERNATIONAL BUSINESS – BENDIGO (RMIBC) | 323 |
| CRITICAL CARE STREAM (RPCC) | 327 | MASTER OF NURSING SCIENCE (RMNSC) | 328 |
| DOCTOR OF EDUCATION | 303 | MASTER OF REGIONAL BUSINESS DEVELOPMENT – BENDIGO (RMRBDC) | 323 |
| DOCTOR OF EDUCATION (EDED) | 320 | MASTER OF SCIENCE AND TECHNOLOGY EDUCATION – BUNDOORA (EDMSTE) | 319 |
| DOCTOR OF PHILOSOPHY | 329 | MASTER OF SOCIAL WORK IN HUMAN SERVICE MANAGEMENT (SSMSWBE) | 329 |
| DOCTOR OF PHILOSOPHY | 303 | MASTER OF SPECIAL EDUCATION – BENDIGO (BEMSE) | 319 |
| DOCTOR OF PHILOSOPHY (BEPHDB) | 324 | MASTER OF TEACHING – BUNDOORA (EDMTC), BENDIGO (BEMTC), ALBURY-WODONGA (EDMTCW) | 319 |
| DOCTOR OF PHILOSOPHY (EDPHD) | 320 | MASTERS DEGREES | 302 |
| EMERGENCY CARE STREAM (RPEC) | 327 | MASTERS DEGREES BY COURSEWORK | 303 |
| GRADUATE AND POSTGRADUATE DIPLOMAS | 302 | MASTERS DEGREES BY RESEARCH | 303 |
| GRADUATE CERTIFICATE IN ACUTE CARE NURSING (RCACN) | 324 | MASTERS OF BUSINESS | 322 |
| GRADUATE CERTIFICATE IN BREAST CARE NURSING (RGCBC) | 324 | MENTAL HEALTH STREAM (RPMH) | 327 |
| GRADUATE CERTIFICATE IN CANCER NURSING (RGCCN) | 324 | PALLIATIVE CARE (RPPAL) | 327 |
| GRADUATE CERTIFICATE IN CLINICAL NURSING EDUCATION (RCCNE) | 325 | PERIOPERATIVE CARE STREAM (RPPC) | 327 |
| GRADUATE CERTIFICATE IN COMPUTING (BECC) | 320 | POSTGRADUATE DIPLOMA IN APPLIED PSYCHOLOGY (SPAPB) | 329 |
| GRADUATE CERTIFICATE IN CRITICAL CARE NURSING (RCCRN) | 325 | POSTGRADUATE DIPLOMA IN MIDWIFERY SCIENCE (RPMS) | 326 |
| GRADUATE CERTIFICATE IN EDUCATION | 309 | POSTGRADUATE DIPLOMA IN SCIENCE AND TECHNOLOGY EDUCATION – BUNDOORA (EDPSTE) | 315 |
| GRADUATE CERTIFICATE IN EDUCATION (PROFESSIONAL DEVELOPMENT) – BUNDOORA (EDCEPD), BENDIGO (BECEPD), ALBURY-WODONGA (EDCEPDW) | 310 | POSTGRADUATE DIPLOMA OF NURSING SCIENCE | 326 |
| GRADUATE CERTIFICATE IN EDUCATIONAL ADMINISTRATION – BUNDOORA (EDCEA), ALBURY-WODONGA (EDGEAW) | 310 | PREP – YEAR 12 (P-12) PROGRAM – ALBURY-WODONGA (EDGEPW) | 312 |
| GRADUATE CERTIFICATE IN EMERGENCY NURSING (RCEN) | 325 | PRIMARY PROGRAM – BUNDOORA (EDGE), SHEPPARTON (EDGEPP) | 312 |
| GRADUATE CERTIFICATE IN HIGHER EDUCATION – BUNDOORA, BENDIGO (EDCHE) | 310 | SECONDARY PROGRAM – BUNDOORA (EDGES), BENDIGO (BEGES) | 311 |
| GRADUATE CERTIFICATE IN INDUSTRY TRAINING AND EDUCATION – BUNDOORA (EDCITE), ALBURY-WODONGA (EDCITEW) | 310 | TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) STREAM – BUNDOORA (EDCET) | 310 |
| GRADUATE CERTIFICATE IN MANAGEMENT (BECM) | 320 | ALBURY-WODONGA CAMPUS | 371 |
| GRADUATE CERTIFICATE IN MENTAL HEALTH NURSING (RCMHN) | 325 | COURSEWORK MASTERS | 379 |
| GRADUATE CERTIFICATE IN OUTDOOR AND ENVIRONMENTAL EDUCATION | 306 | DOCTOR OF EDUCATION – EDED | 379 |
| GRADUATE CERTIFICATE IN OUTDOOR AND ENVIRONMENTAL EDUCATION (SUBJECT TO ACCREDITATION) | 305 | DOCTOR OF PHILOSOPHY – ALBURY-WODONGA | 375 |
| GRADUATE CERTIFICATE IN OUTDOOR EDUCATION – BECEO | 305 | DOCTOR OF PHILOSOPHY – EDPHD | 379 |
| GRADUATE CERTIFICATE IN PALLIATIVE CARE NURSING (RGCPN) | 325 | GRADUATE CERTIFICATE IN ACUTE CARE NURSING – HCACN | 372 |
| GRADUATE CERTIFICATE IN PERIOPERATIVE NURSING (RCPOP) | 326 | GRADUATE CERTIFICATE IN COMMUNITY NURSING – HCCONW | 372 |
| GRADUATE CERTIFICATE IN PUBLIC AND COMMUNITY HEALTH | 326 | GRADUATE CERTIFICATE IN CRITICAL CARE NURSING – HCCCN | 373 |
| GRADUATE CERTIFICATE IN RURAL AND REGIONAL PLANNING (BECRRP) | 306 | GRADUATE CERTIFICATE IN EDUCATION (PROFESSIONAL DEVELOPMENT) – EDCEPDW | 381 |
| GRADUATE CERTIFICATE IN RURAL AND REGIONAL PLANNING (BECRRP) | 305 | GRADUATE CERTIFICATE IN EDUCATIONAL ADMINISTRATION 1 – EDGEAW | 382 |
| GRADUATE CERTIFICATES | 301 | GRADUATE CERTIFICATE IN INDUSTRY TRAINING AND EDUCATION – EDCITEW | 382 |
| GRADUATE DIPLOMA IN ADULT LITERACY AND BASIC EDUCATION – BUNDOORA (EDGAL) | 311 | GRADUATE CERTIFICATE IN MANAGEMENT – SSCM | 384 |
| GRADUATE DIPLOMA IN ADVANCED COMPUTING (BEGAC) | 320 | GRADUATE CERTIFICATE IN MENTAL HEALTH NURSING – HCMHN | 373 |
| GRADUATE DIPLOMA IN ARTS (BEGA) | 305 | GRADUATE CERTIFICATE IN RURAL HEALTH – ALBURY-WODONGA – HSCRHW | 373 |
| GRADUATE DIPLOMA IN COMPUTING (BEGC) | 321 | GRADUATE DIPLOMA IN EDUCATION (P-12) – EDGEPW | 381 |
| GRADUATE DIPLOMA IN EDUCATION – BUNDOORA, BENDIGO, SHEPPARTON, ALBURY-WODONGA | 311 | GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION – EDGDEAW | 382 |
| GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION – BUNDOORA (EDGEA), BENDIGO (BEGEA1), ALBURY-WODONGA (EDGDEAW) | 313 | GRADUATE DIPLOMA IN EDUCATIONAL STUDIES – EDGESTW | 381 |
| GRADUATE DIPLOMA IN EDUCATIONAL STUDIES – BUNDOORA (EDGEST), BENDIGO (BEGEST1), SHEPPARTON (EDGESTP), ALBURY-WODONGA (EDGESTW) | 313 | GRADUATE DIPLOMA IN ELECTRONIC COMMERCE – LMGEW | 384 |
| GRADUATE DIPLOMA IN ENVIRONMENTAL HEALTH (BEGEH) | 326 | GRADUATE DIPLOMA IN ENVIRONMENTAL MANAGEMENT – BSGEMW | 386 |
| GRADUATE DIPLOMA IN ENVIRONMENTAL HEALTH (BEGEH) (EDGITE), ALBURY-WODONGA (EDGITEW) | 313 | | |
| GRADUATE DIPLOMA IN LOTE TEACHING – BUNDOORA (EDGLT) | 313 | | |
| GRADUATE DIPLOMA IN MANAGEMENT (BEGM) | 321 | | |
| GRADUATE DIPLOMA IN OUTDOOR AND ENVIRONMENTAL EDUCATION | 306 | | |
| GRADUATE DIPLOMA IN OUTDOOR EDUCATION (BEGOE) | 305 | | |
| GRADUATE DIPLOMA IN PSYCHOLOGY (BEGP) | 330 | | |
| GRADUATE DIPLOMA IN PUBLIC AND COMMUNITY HEALTH (BEGPCH) | 327 | | |
| GRADUATE DIPLOMA IN RURAL AND REGIONAL PLANNING (BEGRRP) | 306 | | |

| | |
|--|------------|
| GRADUATE DIPLOMA IN HOSPITALITY MANAGEMENT – LMGHMW | 385 |
| GRADUATE DIPLOMA IN HUMANITIES AND SOCIAL SCIENCES – HUGHW | 378 |
| GRADUATE DIPLOMA IN INDUSTRY TRAINING AND EDUCATION – EDGITEW | 382 |
| GRADUATE DIPLOMA IN MANAGEMENT – LMGMW | 384 |
| GRADUATE DIPLOMA IN PSYCHOLOGY – STGPW | 387 |
| GRADUATE DIPLOMA IN STUDENT WELFARE – EDGSWW | 383 |
| GRADUATE DIPLOMA IN TECHNOLOGY EDUCATION – EDGTEW | 383 |
| GRADUATE DIPLOMA IN TOURISM – LMGTW | 386 |
| GRADUATE DIPLOMA IN VOCATIONAL EDUCATION AND TRAINING – EDGVETW | 384 |
| MASTER OF ADULT EDUCATION – EDMAECW | 379 |
| MASTER OF APPLIED SCIENCE – ALBURY-WODONGA | 375 |
| MASTER OF ARTS – EDMACW | 379 |
| MASTER OF BUSINESS (MANAGEMENT) – LMMBMCW | 385 |
| MASTER OF EDUCATION – EDMCEW | 380 |
| MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT – EDMELCW | 380 |
| MASTER OF NURSING SCIENCE – ALBURY-WODONGA – HMNSCW | 374 |
| MASTER OF NURSING – ALBURY-WODONGA | 375 |
| MASTER OF SOCIAL WORK – ALBURY-WODONGA – SSMSWCW | 375 |
| MASTER OF SOCIAL WORK – BUNDOORA, ALBURY-WODONGA, BENDIGO | 375 |
| MASTER OF TEACHING – EDMTCW | 380 |
| MASTERS DEGREES AND DOCTOR OF PHILOSOPHY | 378 |
| POSTGRADUATE DIPLOMA IN APPLIED PSYCHOLOGY – SPAPW | 388 |
| POSTGRADUATE DIPLOMA IN ENVIRONMENTAL MANAGEMENT AND ECOLOGY – STPEME | 386 |
| POSTGRADUATE DIPLOMA IN HEALTH RESEARCH METHODOLOGY – ALBURY-WODONGA – HSPHRMW | 373 |
| POSTGRADUATE DIPLOMA IN RURAL HEALTH – ALBURY-WODONGA – HSPRHW | 373 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN ACUTE CARE –HPAC | 372 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN COMMUNITY PRACTICE – HPCPW | 372 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN CRITICAL CARE –HSPCRCW | 373 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE IN MENTAL HEALTH –HPMH | 373 |
| POSTGRADUATE DIPLOMA OF NURSING SCIENCE, ALBURY-WODONGA – HPNSW | 372 |
| RESEARCH MASTERS | 379 |
| BEECHWORTH CAMPUS | 389 |
| MILDURA CAMPUS | 391 |
| GRADUATE DIPLOMA IN TECHNOLOGY EDUCATION (WO, BE, B, M, S) – BEGTE | 391 |
| GRADUATE DIPLOMA IN VOCATIONAL EDUCATION AND TRAINING (WO, B, M, S) – EDGVETM | 391 |
| GRADUATE CERTIFICATE IN MANAGEMENT – BEGM | 392 |
| MT BULLER CAMPUS | 393 |
| SHEPPARTON CAMPUS | 395 |
| GRADUATE DIPLOMA IN ACCOUNTING – LMGAP | 395 |
| GRADUATE DIPLOMA IN BUSINESS STUDIES – LMGBSS | 396 |
| GRADUATE CERTIFICATE IN EDUCATION (PROFESSIONAL DEVELOPMENT) – EDCEPD | 396 |
| GRADUATE DIPLOMA IN EDUCATION (PRIMARY) – EDGEPP | 397 |
| GRADUATE DIPLOMA IN EDUCATIONAL STUDIES – EDGESTP | 397 |
| GRADUATE DIPLOMA IN VOCATIONAL EDUCATION AND TRAINING – EDGVETP | 397 |

CONTENTS

| | |
|---|------------|
| Foreword | 1 |
| Using this Handbook | 1 |
| General Information – the University | 3 |
| History of the University | 3 |
| Mission, defining features and objectives of the University | 3 |
| Governance, guidelines and legislation | 3 |
| Organisation of the University | 5 |
| Campuses | 5 |
| Research and Development Park | 6 |
| Centres and Institutes | 6 |
| The Library | 8 |
| Language Centre | 8 |
| General Information – information for prospective and current students | 9 |
| Campus student administration centres | 9 |
| Important dates | 9 |
| Admissions | 9 |
| Enrolment, re-enrolment, variations and withdrawal | 10 |
| Fees, HECS, PELS and BOTPLS | 12 |
| Student identification details | 13 |
| Academic skills assistance and study advice | 14 |
| Examinations and assessment | 14 |
| Graduations | 16 |
| New student information system | 16 |
| Financial assistance | 16 |
| International Programs Office | 16 |
| Student Exchange Program | 17 |
| Campus and student services | 18 |
| Student accommodation and financial services | 20 |
| College accommodation | 20 |
| Student organisations | 21 |
| Public transport | 22 |
| Maps | 23 |
| Scholarships, Awards and Prizes | 33 |
| Officers and Staff | 49 |
| Faculty of Health Sciences | 71 |
| Faculty of Humanities and Social Sciences | 165 |
| Faculty of Law and Management | 227 |
| Faculty of Science, Technology and Engineering | 249 |
| Faculty for Regional Development – Bendigo | 299 |
| Institute for Education – Bendigo | 309 |
| Educational Studies – Bundoora | 180 |
| Albury-Wodonga Campus | 371 |
| Beechworth Campus | 389 |
| Mildura Campus | 391 |
| Mt Buller Campus | 393 |
| Shepparton Campus | 395 |
| Index by subject name | 399 |
| Index by subject code | 413 |

FOREWORD

USING THIS HANDBOOK

The *La Trobe University Postgraduate Handbook* is designed as an aid to students contemplating enrolment or re-enrolment in postgraduate courses. Understanding what information is provided and how it is ordered will assist you to make the best use of it. For information on undergraduate courses, see the *La Trobe University Undergraduate Handbook*.

This Handbook contains information on the courses of the four metropolitan Faculties (Health Sciences; Humanities and Social Sciences; Law and Management; Science, Technology and Engineering), and the Faculty for Regional Development (located at Bendigo) including the Institute for Education which delivers courses across all campuses. (The Institute for Education consists of the School of Education at Bendigo and Mildura and the School of Educational Studies at Bundoora, Albury-Wodonga and Shepparton. At the time of compilation of this Handbook an administrative restructure of the Institute occurred resulting in some duplication of information in this Handbook.)

Faculty structures, admission requirements, course structures, possible programs of study, academic progress rules, and subject descriptions are provided.

Information on the other Regional campuses is also included – Albury-Wodonga, Shepparton, Mildura, Beechworth and Mt Buller. Full course outlines and subject names are contained in the Regional sections. In some instances students must refer to the relevant Faculty pages for further details, ie. full subject descriptions, class requirements and assessment details. An index of subjects by subject name and a second index by subject code will assist you to find subject descriptions. Both are located at the back of the Handbook. In addition to descriptions of courses and subjects being offered in 2004, important information is contained in the introduction to each Faculty or Campus chapter. Students are advised to read all of the information associated with their course of study prior to enrolment. The University presumes they will have done so.

Availability of subjects and courses

The availability of subjects and courses listed in this Handbook is conditional on the availability of staff and other resources.

While every effort is made to provide full and accurate information, no absolute guarantee of the structure or manner of teaching or availability is implied in the listing of a subject or course for this or any subsequent year.

The University reserves the right not to offer any subject for which the number of enrolments or the resources available are insufficient and it reserves the right to restrict the number of enrolments in any subject.

New Student Information System

The University will implement a new Student Information System during 2004 and it is expected that this will assist in providing higher levels of service in areas of student administration across the University.

This will result in terminology changes during 2004. When this Handbook was compiled the term 'subject' was still in use. This term will change to 'unit' throughout 2004. Some other terminology changes are listed below.

Old Student Information System

Course
Subject
Deferral
Reserved Place
Withdrawal from a course
Withdrawal from a subject
Course enrolment
Subject enrolment
Statement of Enrolment

New Student Information System

Will remain Course
Will become Unit
Will become Intermission
Will become Deferral
Will become Discontinuation of Course
Will become Discontinuation of Unit
Will become Course Attempt
Will become Unit Attempt
Will become Statement of Account

More information will be provided throughout the introduction and implementation phases of the new system. A website has been created to provide a reference point for students as information becomes available. You may access the website through:
www.latrobe.edu.au/acadserv/current/studentNewSIS.htm

Subject descriptions

Depending on the Faculty, subject descriptions are listed in alphabetical order either by subject name or by subject code. Each description includes the following in its subject heading:

- the subject name and subject code
- the credit-point value of the subject (expressed as CPs)
- the semester(s) in which it is offered
- the campus or campuses at which the subject is offered (see abbreviations below)
- and, in most cases, the name of the course co-ordinator.

This is followed by a brief subject description, prerequisite, co-requisite and incompatible subjects if relevant, class quotas if relevant, class requirements, assessment requirements, and booklists.

These booklists are for:

Preliminary reading – texts to be read by students before attending the first lecture

Prescribed reading – basic textbooks essential to the course

Recommended reading – a list of texts that may be useful.

It is suggested that students check with their course co-ordinator before purchasing any of the texts listed in the Handbook.

Subject codes

Subject codes are written (usually) as three letters followed by two digits followed by three letters, eg. ELE51BDC. The first three letters indicate the discipline (in this case, Electronic Engineering). The first digit indicates a postgraduate year level. The second digit indicates the semester in which the subject is offered (in this case, semester 1). The common semester indicators are: 1 for first semester, 2 for second semester, 0 for all year, and 3 for summer. The last three letters denote an abbreviation of the subject name (in this example, Broadband Digital Communications).

Campus abbreviations

The main campus abbreviations in the subject descriptions are:

B: Bundoora
BE: Bendigo
BW: Beechworth
CI: City
DE: Distance education
HK: Hong Kong
M: Mildura
MB: Mt Buller
OL: Online *
OSITE: Other site
S: Shepparton
SI: Singapore
WO: (Albury) Wodonga

* Some online subjects require that students visit websites outside the La Trobe University web pages. These are generally accessible from computers on campus. If students want to study online from off campus, they will not be able to access these external sites via a modem connection to the La Trobe site. These students will need to arrange their own Internet Service Provider (ISP).

Postgraduate programs

Postgraduate programs are developed and maintained through a rigorous approval, accreditation and review process. This can involve both internal and external scrutiny, and consultation with appropriate professional registration authorities to ensure the continuing quality and relevance of the programs and awards.

Modes of delivery

While much of the teaching and learning at La Trobe University is designed around the traditional lecture/tutorial/seminar/practical class which takes place in a classroom, modern technology supports these modes of delivery as appropriate. In addition, many of the courses and subjects offered at La Trobe University are specifically designed around state-of-the-art methods of flexible teaching and learning. This means that topics and components of some subjects could be studied via one, or a combination of, the following modes:

- computer-based learning
- online (web-based) learning
- electronic mail and electronic mailing lists
- CD-ROM materials and tasks

FOREWORD

- video-conferencing and video-lecturing
- teleconferencing
- self-paced print materials and study guides
- pre-taped video cassettes
- student-led discussion.

These flexible learning environments and responsive teaching and learning practices are particularly used to increase cross-campus course offerings and enhance student learning outcomes. Flexible learning practices can be used to offer students more choice about when, where and/or how to learn. You may confirm with your subject co-ordinator the modes of delivery of the subjects in which you plan to enrol.

Academic standards and conduct

On enrolment, all students are required to sign a declaration acknowledging that they are subject to the statutes and regulations of the University.

The primary purpose of the statutes and regulations is to establish and to uphold the academic standards of the University in an environment where staff and students can best pursue their academic goals.

Misconduct, in relation to examinations, or written or practical work for assessment, or in the more general sense as a member of the University, is viewed seriously. Penalties such as fail grades for work submitted, failure in a subject as a whole, fines, and exclusion from the University may be imposed for breaches of discipline.

GENERAL INFORMATION

THE UNIVERSITY

History of the University

La Trobe University, established and incorporated through an Act of the Victorian Parliament in December 1964, was officially opened by the Premier of Victoria in March 1967 and began teaching during the first term of that year. It was the third university established in Victoria and has since grown to accommodate some 24,000 students across its several campuses in Victoria.

The Act requires that the University serves the community and in particular, the citizens of Victoria, by the provision of facilities necessary for the advancement of knowledge through teaching and research, the conferring of degrees and awarding of diplomas and the fostering of the general welfare and development of all enrolled students.

Land for the main campus at Bundoora was made available by the Government of Victoria on the recommendation of the Third University Committee, established in 1964.

This campus, comprising more than 200 hectares, is located only 16 kilometres from the city of Melbourne and is accessed easily by public transport. It is an attractive campus, featuring native garden settings and a vast range of native flora and fauna, particularly native birds. The University also maintains a presence in the city.

The regional campuses of the University are located at Albury-Wodonga, Beechworth, Bendigo, Mildura, Mt Buller and Shepparton. The campus at Bendigo caters for over 4,000 students, and is set on 33 hectares of natural bushland only three kilometres from the heart of Bendigo and 150 kilometres north-west of Melbourne. The history of La Trobe University at Bendigo goes back to 1873 when the Bendigo School of Mines and Industries was established. As the technical education it provided broadened, it became the Bendigo Institute of Technology. In 1976 this Institute merged with the State College of Victoria, Bendigo (formerly the Bendigo Teachers' College) to form the Bendigo College of Advanced Education. This College affiliated with La Trobe University in 1991 as La Trobe University College of Northern Victoria, which integrated as a Faculty of the University from 1994. The Faculty for Regional Development offers a broad range of courses at Bendigo and also at other campuses.

There are around 1,000 students at Albury-Wodonga, originally the campus of the Wodonga Institute of Tertiary Education which amalgamated with La Trobe in 1991.

Late in 1993, the University established a presence in Shepparton following a State Government review of higher education in the Goulburn Valley region. The campus at Shepparton is co-located with the Goulburn-Ovens Institute of TAFE and provides a number of three-year courses.

At Mildura a new University building has been developed adjacent to the Sunraysia Institute of TAFE on land designated for educational purposes. A close relationship exists with the TAFE. Students have the opportunity to complete some three-year courses in arts, business and visual arts, as well as the first year of a number of courses which can be completed at other campuses.

Tourism and hospitality courses are offered at Mt Buller and through the Beechworth campus.

Mission, defining features and objectives of the University

Mission

The mission of La Trobe University is to be an internationally recognised leader in the scholarly discovery, preservation, transmission and application of knowledge.

The defining features of the University

The mission of the University is pursued within the context of a number of defining features which may be summarised as follows:

- teaching, scholarship, research and professional practice in specified traditional/basic and vocational/professional fields of study
- the maintenance of a balance between vocational/professional and traditional/basic of approximately 55/45

- teaching and learning that is both student centred and is informed by research, scholarship and professional practice
- pure and applied research in identified areas of strength
- the promotion of a scholarly environment in which intellectual freedom is appropriately protected and of a physical environment conducive to learning
- the pursuit of equal opportunity
- the encouragement of staff development
- the maintenance of an effective network in regional Victoria as an integral part of the operations of the University
- a strong international profile encompassing opportunities for local students and staff and the export of higher education and training services
- outreach programs embracing local communities, industry and the professions
- campuses conducive to a rich and varied set of student activities
- high quality infrastructure to support learning.

Objectives

The objectives deriving from the above may be summarised as follows:

- to produce from a diversified enrolment graduates capable of meeting the various needs and challenges of society
- to be an internationally recognised centre for teaching, scholarship, training and research
- to maintain a successful outreach program.

Governance, guidelines and legislation

Act, statutes and regulations

The La Trobe University Act 1964 gives the governing body of the University (the Council of the University) the authority to make statutes and regulations for the management and regulation of the affairs of the University.

Much of this subsidiary legislation directly affects students – their conduct on campus, examinations, payment of fees, and so on. Copies of all legislation are available in each library, student centre, Faculty office and many School offices.

AVCC guidelines

The University endorses the guidelines published by the Australian Vice-Chancellors' Committee (AVCC), *Universities and their Students: Principles for the Provision of Education by Australian Universities*.

Equal opportunity policy

In keeping with the spirit and provisions of Commonwealth and State equal opportunity legislation and University policy, La Trobe University is committed to a policy of equal opportunity in education and employment. As an employer and an educator, the University is opposed to, and accepts that it has a responsibility to eliminate from its structures, any source of direct or indirect discriminatory practice or behaviour, and is committed to providing an environment which is free from sexual harassment, harassment and discrimination.

For further information and advice, contact the Equity and Access Unit at the Bundoora campus, tel: (03) 9479 2900, email: equity@latrobe.edu.au or the Equity Officers at regional campuses.

Sexual harassment and discrimination policy

Under the Victorian Equal Opportunity Act 1995, it is unlawful to discriminate against another on the basis of age, disability, industrial activity, lawful sexual activity, sexual orientation, marital status, breastfeeding, parental/carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, gender identity, and personal association with a person who is identified with any of these attributes.

Under this legislation sexual harassment is also unlawful. Sexual harassment includes a wide range of unacceptable behaviours of a sexual nature that takes place in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated. Unacceptable behaviors could include: personally offensive verbal comments; whistling or leering; sexual, crude, or smutty jokes; repeated comments or teasing about a person's alleged sexual activities or private life; persistent, unwelcome social invitations or telephone calls; unsolicited letters, notes, graffiti, electronic messages; obscene telephone calls; offensive hand or body gestures; physical contact such

as patting, pinching, touching, or putting an arm around another person's body; provocative visual material or posters with a sexual connotation particularly pornography.

Offenders may be liable to disciplinary action or individual prosecution under the relevant legislation. The University has people, policy and procedures in place to deal with sexual harassment and discrimination. Advisers and conciliators throughout the University are trained to deal with these issues on a confidential basis. Brochures providing information are available from the Equity and Access Units, residential colleges and student unions throughout the University. Information relating to the policy on sexual harassment and discrimination can be found on the Equity and Access Unit's website www.latrobe.edu.au/eau.

For further information and advice, contact the Equity and Access Unit at the Bundoora campus, tel: (03) 9479 2900, email: equity@latrobe.edu.au or the Equity Officers at regional campuses.

Racial and religious tolerance

Under the Racial and Religious Tolerance Act 2001, it is unlawful to vilify a person or group on the basis of their race or religion. The act includes behaviour that incites hatred against, serious contempt for, or revulsion due to a person or group's race or religion. The type of conduct considered to be unlawful includes the wearing of symbols or uniforms, graffiti, telephone calls, speeches, statements, or internet and email messages. Offenders may be liable to disciplinary action or individual prosecution under the relevant legislation.

For further information and advice, contact the Equity and Access Unit at the Bundoora campus, tel: (03) 9479 2900, email: equity@latrobe.edu.au or the Equity Officers at regional campuses.

Children on campus policy

The University acknowledges that students and staff may also be parents or guardians of children. While it emphasises that the responsibility for each child's safety rests with the adult concerned, it directs staff to deal sympathetically with requests from students to bring a dependent child into teaching situations if normal arrangements change unexpectedly. Children are not permitted to enter scientific laboratories, workshops or commercial kitchens without the express approval of the area manager, and then provided they are under appropriate supervision.

Information relating to the policy on children on campus can be found on the Equity and Access Unit's website www.latrobe.edu.au/eau.

Further information may be obtained from the Equity and Access Unit on the Bundoora campus, tel: (03) 9479 2900, email: equity@latrobe.edu.au or the Equity Officers at regional campuses.

People with disabilities, mental health issues and/or ongoing medical conditions policy

The University is committed to the enhancement of educational opportunities for people with disabilities or additional needs at all its campuses and strives to provide a study environment that recognises and responds to the needs of students with disabilities or additional needs.

Information relating to the policy on people with disabilities, mental health issues and/or ongoing medical conditions can be found on the Equity and Access Unit's website www.latrobe.edu.au/eau

For further information contact the Disability Liaison Officer, Equity and Access Unit at the Bundoora campus, tel: (03) 9479 2900, email: disability_support@latrobe.edu.au or the Disability Liaison Officers at regional campuses.

Occupational health and safety on campus

The University Occupational Health and Safety policy recognises the University's obligation to take reasonable precautions to protect the safety of its employees, students and visitors while they are on campus.

Safety is the responsibility of all members of the University and requires active participation on the part of all staff and students. The University is concerned that every student should enjoy a safe study environment.

Each student therefore:

- is responsible for following practices consistent with the extent of his/her control over or influence on study conditions and methods
- is obligated, given the experimental nature of work carried out in laboratories and workshops, to adhere rigidly to prescribed safety standards

- should co-operate with management in achieving a safe and healthy workplace
- has the responsibility to ensure that she/he does nothing to render ineffective the University's actions in safety matters
- should report any safety issues to his/her supervisor.

Incident report forms are available from School offices and are used to report accidents or any safety issue.

Evacuation procedures

On hearing the fire alarm or when directed to evacuate a building by a building warden, people must leave the building immediately via the nearest exit and assemble as directed by the building warden.

Smoking policy

The University prohibits smoking in all University buildings.

Further information can be obtained from the Occupational Health and Safety Section which is located in Room W228 – 230, David Myers Building, telephone (03) 9479 1186.

Ombudsman

Complaints or grievances regarding University decisions can be made to the University Ombudsman. After students have pursued avenues of appeal against University decisions through a Faculty, School or administrative department, persons from all campuses may seek advice from the Ombudsman on further rights of appeal. For advice on complaints or grievances contact the Ombudsman, Mr Klaus Richter, Room 371, Level 3, Martin Building, Bundoora campus, tel: (03) 9479 1897.

Insurance

The University insures its students for accidents on outside placement, field work or other work undertaken off campus within Australia in connection with a course or approved research work, undertaken with the knowledge and consent of the University, including travel to and from such outside locations and any travel undertaken in connection with the work in such off-campus activities, other than normal commuting.

Where the students are travelling overseas on University related activities, dependent on the arrangements, cover may be provided at no cost or can be purchased via the University Insurance Office if required. In each case a Request for Personal Accident & Travel Insurance must be submitted to the University Insurance Office for approval prior to cover being granted.

Claims under the University's policy should be submitted through the University Insurance Office.

The student associations insure students for accidents occurring whilst involved in official University activities. Claims under these policies should be made directly through the student association on campus (for Bundoora students it is the Sports and Recreation Association (SARA), while students at other campuses should contact their student body). Health insurance legislation restricts the type of health cover that can be provided by insurers (for example, no policy can cover any type of expense for which a Medicare benefit is available).

More information about SARA Accident Insurance can be found on the SARA website: www.latrobe.edu.au/sara/. Neither the University nor the student associations insure valuables, money, books or other personal property of students. It is the responsibility of each student to assess his or her own level of risk and to take whatever action is deemed appropriate, which may include taking out insurance to cover death, accident, injury, sickness, disease, weekly income, hospital or medical expenses, personal property and theft or damage to vehicles, etc.

The University Insurance Office's home page

(www.latrobe.edu.au/insurance) includes a section, Student Insurance, which provides a summary of the cover available, including a summary of frequently asked questions which should clarify matters for students.

Freedom of information

The Victorian Freedom of Information Act (FOI) assigns to individuals the right of access to information, with certain exceptions. A formal request for documents under FOI may be made in writing to the University's FOI Officer.

The University makes special provision for students to inspect their own files and examination papers. These may be examined under supervision and a request need not be made under the provisions of the FOI Act. In the case of student files, the appropriate Student Centre

should be contacted, while each Faculty office can assist with access to examination scripts. Students should note that examination scripts are only available until the end of semester one in the year following that in which the assessment was made. Applications for access to evaluation reports of student placements will be considered on a case-by-case basis. See www.latrobe.edu.au/records/foi.htm for more information.

Copyright

Unless otherwise permitted by the Copyright Act 1968, unauthorised copying of a work in which copyright subsists may infringe the copyright in that work. If you reproduce material, in either hardcopy or electronic formats, which is protected by copyright, without the permission of the copyright owner, you may infringe copyright. Reproducing a part of a work may infringe copyright if a part is important; it need not be a large part. Copyright owners are entitled to take legal action against people who infringe their copyright. La Trobe University does not authorise individuals to make infringing reproductions of copyright material, this includes any unauthorised copying or downloading from the internet of files (e.g. music, movies or software etc). It is an individual's responsibility to make sure that any reproductions they make do not infringe copyright.

Copyright – photocopyers & scanners

Where making a copy of a literary, dramatic, musical or artistic work or an adaptation of a literary, dramatic or musical work is a fair dealing under section 40 of the Copyright Act 1968, making that copy is not an infringement of the copyright in the work if it is for the purpose of research or study. Copying of one or more articles on the same subject matter in a periodical publication (eg. magazines, newspapers and journals) is taken to be 'fair'. In the case of any other work, a reasonable portion of a work may be copied. For a published work in hardcopy form, which is not less than 10 pages and is not an artistic work (eg. graphs, maps, pictures), 10 per cent of the total number of pages, or one chapter, is a reasonable portion. The 10 per cent limit applies to the whole or part of a single chapter of the work. More extensive copying may constitute a fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in section 40 (2) of the Copyright Act 1968:

- the purpose and character of the dealing
- the nature of the work or adaptation
- the possibility of obtaining the work within a reasonable time at an ordinary commercial price
- the effect of the use upon the potential market for, or value of, the work
- where only part of the work or adaptation is copied, the amount and substantiality of the part copied in relation to the whole work or adaptation.

Copyright – computer terminals

If you reproduce print and graphic material in hardcopy or electronic form, protected by copyright without the permission of the copyright owner, you may infringe copyright. This includes printing material, saving to floppy disk, tape or CD-ROM and copying a file from one floppy disk or CD-ROM to another. Reproducing the whole or part of a work may infringe copyright.

You should check whether there are any special conditions that apply to reproducing the material you are viewing, particularly if the material is on a CD-ROM or an online database.

If you are downloading or reproducing material from the internet, you should check whether there is a statement about copyright or terms of use on the site where the material is stored.

If you copy material for your research or study, you may not infringe copyright provided your copying is fair. In deciding whether your use is fair, you should take into account the factors under section 40 (2) of the Copyright Act 1968 (see above). The copying limits are the same for a periodical publication as stated above, whether in electronic or hardcopy form. In the case of a published edition in the electronic form, a reasonable portion is 10 per cent of the *words* or one chapter. If the published edition is in hardcopy form, a reasonable portion is 10 per cent of the *pages* or one chapter. The 10 per cent limit applies to the whole or part of a single chapter of the work.

Copyright – audio-visual items

If you copy an audio-visual item such as a sound recording, a film, a television broadcast or sound broadcast for your research or study, you may not infringe copyright, provided your copying is fair. In deciding

whether your use is fair, you should take into account the matters under section 103C of the Copyright Act 1968:

- the purpose and character of the dealing
- the nature of the audio-visual item
- the possibility of obtaining the audio-visual item within a reasonable time at an ordinary commercial price
- the effect of the dealing upon the potential market for, or value of, the audio-visual item
- in a case where part only of the audio-visual item is copied – the amount and substantiality of the part copied taken in relation to the whole item.

Organisation of the University

Academic structure

The Vice-Chancellor and President is the University's senior academic; he is assisted by a Deputy Vice-Chancellor, a Deputy Vice-Chancellor (Research), a number of Pro Vice-Chancellors and the University Secretary. Each Faculty is managed by a Dean, assisted by a Deputy Dean and Faculty Registrar. At the School level, Heads of School are responsible for delivery of academic programs. The academic staff comprises professors, associate professors and readers, senior lecturers, lecturers and associate lecturers.

Committee structure

The University Council is the governing body of the University; its membership is defined by an Act of Parliament and it is presided over by the Chancellor.

Three of the most important policy committees of Council are: Academic Board which advises on all academic issues; Finance and Resources Committee which advises on all financial and business issues and all issues relating to buildings and grounds; and Equity, Access and Personal Welfare Committee which advises on equal opportunity and welfare matters. Each of these bodies has a range of subsidiary committees which advise on, or manage, the many activities of the University.

Campuses

METROPOLITAN

The main campus of the University is located at Bundoora.

Melbourne (Bundoora)

Location: Plenty Road, Bundoora
Postal address: La Trobe University, Victoria 3086
Telephone: (03) 9479 1111

Melbourne (City)

Location: 215 Franklin Street, Melbourne, Vic 3000
Telephone: (03) 9285 5100

REGIONAL CAMPUSES

Albury-Wodonga

Location: University Drive, Wodonga
Postal address: La Trobe University, Albury-Wodonga Campus, PO Box 821, Wodonga, Vic 3689
Telephone: (02) 6058 3700

Beechworth

Location: Albert Road, Beechworth
Postal address: La Trobe University, Beechworth Campus, PO Box 474, Beechworth, Vic 3747
Telephone: (03) 5720 8000

Bendigo

Location: Edwards Road, Flora Hill, Bendigo
Postal address: La Trobe University, Bendigo Campus, PO Box 199, Bendigo, Vic 3552
Telephone: (03) 5444 7222

Mildura

Location: Benetook Avenue, Mildura
Postal address: La Trobe University, Mildura Campus, PO Box 1904, Mildura, Vic 3502
Telephone: (03) 5022 3757

Mt Buller

Location: New Summit Road, Mt Buller
Postal address: La Trobe University, Mt Buller Campus, PO Box 58, Mt Buller Vic 3723
Telephone: (03) 5733 7000

Shepparton

Location: Fryers Street, Shepparton
 Postal address: La Trobe University, Shepparton Campus,
 PO Box 6044, Shepparton, Vic 3632
 Telephone: (03) 5833 2517

Institute for Aboriginal Development (IAD)

Location: 3 South Terrace, Alice Springs, NT 0870
 Phone/fax: (08) 8951 1303
 La Trobe University, in collaboration with the Institute for Aboriginal Development (IAD) has, in previous years, offered a number of courses in Alice Springs largely for indigenous students.

La Trobe Research and Development Park

Location: 2 Research Avenue, Bundoora, Vic 3038
 Telephone: (03) 9479 1945
 Fax: (03) 9479 1675
 Email: Info@TEC.rp.latrobe.edu.au
 La Trobe R&D Park is an unincorporated commercial entity, fully owned and managed by La Trobe University. Situated on a 44-hectare site overlooking the Bundoora campus, the Park is home to a variety of large businesses including those involved in mining and exploration, information technology and government scientific services. It provides a centre of R&D excellence and an environment that encourages the development of key technologies for manufacturing, engineering research, health sciences and natural resource management. The Park endeavours to be relevant to government, industry and community agendas for economic growth, job creation and environmental health by assisting intelligence-based industry to succeed. To this end, the Park provides tenants with a wide variety of support services and aims to positively influence the teaching and research programs of La Trobe University through facilitating interaction between academic units, industry, government and the community.

La Trobe University Centres and Institutes**A.D. Trendall Research Centre for Ancient Mediterranean Studies**

Professor A.D. Trendall believed that Australian and New Zealand scholars had made, and could continue to make a significant contribution to our understanding of the ancient cultures that bordered the Mediterranean. To assist in this continuing endeavour he bequeathed his large personal library of books, journals and offprints, as well as his extraordinary archive of photographs of South Italian red-figure vases, to La Trobe University in order to provide the basis for a research centre in the broad area of Ancient Mediterranean studies.

When the residual Estate was handed over to La Trobe University in November, 1998, a Research Centre was established with a Director and Managerial board under the chairmanship of the Vice-Chancellor of the University. The Centre is at present located, according to Trendall's expressed wish, in his former apartment above the South wing of Menzies College.

The Centre is normally open to scholars and students (honours and graduate only) on two days a week (at present Wednesday and Thursday) from 9.30 am to 12.30 pm and 1.30 to 4.30 pm (or at other times by arrangement with the Director, Dr Ian McPhee).

The Institute for Advanced Study

The Institute for Advanced Study (IAS) aims to bring together outstanding scholars – individuals at the cutting edge of research and leaders in their discipline to foster research activities that otherwise might not take place. In addition to working on their own research, Fellows are expected to engage with University staff and postgraduate scholars in their discipline. They have a study, with appropriate facilities, in the IAS administration building and support with accommodation. The Director of the Institute is Professor Gilah Leder who may be contacted on 9479 3460 or 9479 3461. Further information can be obtained from the website: <http://latrobe.edu.au/ias>

National Centre for Hellenic Studies and Research

The National Centre for Hellenic Studies and Research seeks to promote Hellenic studies and research by encouraging interchange of staff and students with Greece and Cyprus, promoting projects, seminars and conferences highlighting significant Hellenic themes, fostering local and international Greek literature, assisting in the maintenance of and loyalty to the Greek language, and enhancing

productive interaction between the University and the community. The Director is Professor Anastasios Tamis. Further information can be obtained on the website: www.latrobe.edu.au/nhc/

Research Centre for Linguistic Typology

The Research Centre for Linguistic Typology is internationally acclaimed for its work on documenting endangered languages, and for investigating the basic nature of human language. It focuses, in particular, on the languages of Amazonia, Papua New Guinea and Aboriginal Australia. Under the leadership of Professor R. M. W. Dixon (Director) and Professor Alexandra Y. Aikhenvald (Associate Director), the Research Centre has a range of Research Fellows, PhD students, distinguished Visiting Fellows and Honorary Visiting Fellows. Further information is available on the website: www.latrobe.edu.au/rc/t

Faculty for Regional Development**Centre for Sustainable Regional Communities**

The Centre for Sustainable Regional Communities (CSRC) has been established to directly support communities in regional and rural Australia to take full advantage of the opportunities and challenges facing them, as well as to support academic staff and students further develop the academic understanding of regional and rural development.

The Centre has developed active partnerships in the areas of natural resources management, economic development, and community wellbeing. As such, the Centre has initiated a number of research programs and been integrally involved in review of policy affecting regional and rural communities.

Students and staff interested in becoming involved in current and proposed projects, or who wish to develop partnerships to support an area of research interest, should contact David Ensor on 5444 7847 or d.ensor@bendigo.latrobe.edu.au or see website: <http://www.latrobe.edu.au/csrc>

Institute for Education

La Trobe University's Institute for Education is recognised as being among the leading developers of teachers in Australia. The Institute encourages the development and application of knowledge and ideas through research in the broad areas of applied linguistics, language and literacy; educational leadership and policy; adult, community and vocational education; schooling and curriculum and international and cross-regional education. The Head of the Institute is Professor Peter Sullivan. Further information can be obtained on the website: <http://www.latrobe.edu.au/ife/>

Research Centre for Rural Education

The Research Centre for Rural Education supports professional development of primary and secondary teachers in the rural region. In identifying regional needs the Centre's major focus is on three areas: science and mathematics education, rural/country education and literacy education. The Director of the Centre is Associate Professor Vaughn Prain. Further information can be obtained on the website: <http://www.bendigo.latrobe.edu.au/sae/research/>

Biotechnology Research Centre

The internationally recognised Biotechnology Research Centre has two main areas of research interest – wastewater treatment and microbial fermentation. It also offers a number of services to the wastewater industry, including courses and identification of filamentous bacteria. Further information can be obtained from the website: <http://ironbark.bendigo.latrobe.edu.au/~soddell/brc.html> or by contacting Professor Robert Seviour on 5444 7459.

Faculty of Humanities and Social Sciences**African Research Institute**

The African Research Institute was established in 1985 and is involved in stimulating and promoting research and postgraduate teaching in the field of African Studies at La Trobe University, maintaining strong links with academic and research institutes, government officials, political organisations and a broad spectrum of African community and special interest groups. The Director of the Institute is Dr David Dorward. Further information can be obtained from the website: www.latrobe.edu.au/african/

Institute of Latin American Studies

The Institute of Latin American Studies was established in 1976 with the help of a generous grant from the Myer Foundation and promotes,

co-ordinates and provides a central focus for research and postgraduate teaching on Latin America in the humanities and social sciences at La Trobe University. The Director of this Institute is Dr Barry Carr. Further information can be obtained on the website: www.latrobe.edu.au/latinamerican/ilas.html

Thesis Eleven Centre for Critical Theory

The Thesis Eleven Centre for Critical Theory is located in the Sociology Program in the School of Social Sciences. Professor Peter Beilharz is Director of the Centre and Dr Trevor Hogan is Deputy Director of the Centre. The primary purposes of the Centre are to develop further the network of local and global contacts already established by the journal (Thesis Eleven), and to seek to secure research funding to generate further innovations in critical theory while bridging the careers of graduates in transition. Further information can be obtained on the website: <http://www.scim.vuw.ac.nz/comms/ThesisEleven/Centre.htm>

Faculty of Health Sciences

Australian Centre for Evidence Based Aged Care (ACEBAC)

ACEBAC is a multidisciplinary research and development unit located at Bundoora Extended Care Centre. As a specialist collaborating centre of The Joanna Briggs Institute, ACEBAC aims to improve aged care by advancing evidence-based service delivery through the completion of research programs focussing on the conduct of systematic reviews of the literature. The Director of the Centre is Professor Rhonda Nay, Professor of the Gerontic Nursing Professorial Unit and Deputy Director is Dr Susan Koch, Senior Lecture of the Gerontic Nursing Professorial Unit. For more information on ACEBAC contact Samantha Nugent on 9495 3118 or visit the website at www.joannabriggs.edu.au.

Australian Institute for Primary Care

The Australian Institute for Primary Care promotes quality improvement and best practice in all areas of primary health care. It supports the integration of theory and practice in primary health care and promotes the standing and visibility of primary health care and community health services. The Institute incorporates the Centre for Development and Innovation in Health, the Centre for Quality in Health and Community Services, the Lincoln Centre for Ageing and Community Care Research and the National Resource Centre for Consumer Participation in Health. The Director of the Institute is Associate Professor Hal Swerissen. Further information can be obtained from the website: www.latrobe.edu.au/aipc

Australian Research Centre in Sex, Health and Society

The Australian Research Centre in Sex, Health and Society was established as the Centre for the Study of Sexually Transmissible Diseases in October 1992 and undertakes research in the areas of psychology, anthropology, sociology, public health, health promotion, methodology, epidemiology, education, women's health, consumer advocacy and health policy. The Centre also supports postgraduate study in these areas. The Director is Professor Marian Pitts. Further information can be obtained from the website: www.latrobe.edu.au/arcshs/

Bouverie Centre

The Bouverie Centre, Victoria's Family Institute, is a statewide integrated clinical, academic and consultation agency specialising in family approaches in mental health service provision. The Director of the Centre is Dr Colin Reiss and further information can be obtained by phoning 9376 9844 or from the website: www.latrobe.edu.au/bouverie/

Centre for the Study of Mothers' and Children's Health

The Centre for the Study of Mothers' and Children's Health was established in 1991 and over the last 12 years has built a strong program of research addressing issues of major public health importance for mothers and children. The Centre undertakes and interprets research on mothers' and children's health, contributes to policy development, provides advice and resources to researchers in related fields and is involved in postgraduate and continuing education. The Director is Professor Judith Lumley. For further information visit the website: www.latrobe.edu.au/csmch/

The Lincoln Gerontology Centre

The Lincoln Centre for Ageing and Community Care Research is a consultancy, research and educational centre which aims to promote a multidisciplinary understanding of the health, wellbeing and care of

older people. The Centre conducts research and consultancies in the areas of (i) aged care service evaluation and development and (ii) social gerontology including health status, health promotion, housing and employment for older people. The Director of the Centre is Associate Professor Peter Foreman and further information can be obtained from the website: www.latrobe.edu.au/aipc/lgc.htm

Musculoskeletal Research Centre

The Musculoskeletal Research Centre (MRC) was established in January 2000, with the aim of drawing together researchers, academics and clinicians from a range of Schools at the University, the La Trobe University Medical Centre and other healthcare institutions in order to conduct research as an evidence base for clinical practice in the musculoskeletal and sports fields. It provides a central focus for personnel, equipment and funding to advance knowledge in this area. The Director of the Centre is Professor Meg Morris and further information can be obtained from the website: www.health.latrobe.edu.au/physiotherapy/

National Institute for Deaf Studies

The National Institute for Deaf Studies and Sign Language Research was established in 1993 and is the only facility of its type to provide a national focus for research into the Australian deaf community, its language Auslan (Australian sign language), its culture and the education of deaf students. The Director of the Institute is Professor Jan Branson and further information can be obtained from the website: www.health.latrobe.edu.au/Health/Schools/HCS/nids.html

National Resource Centre for Consumer Participation in Health

The National Resource Centre for Consumer Participation in Health (NRCCPH) provides information on community and consumer participation in health to consumers, providers and policy makers. NRCCPH has two closely related functions: a clearinghouse for information about methods and models of community and consumer feedback and participation and associated concepts; a centre of excellence in consumer participation where clients can seek advice and assistance to develop, implement and evaluate feedback and participation methods and models.

The NRCCPH also: critically analyses the various methods and models; actively promotes the benefits of community and consumer feedback and participation; conducts special projects; provides advice and information about various methods and models of community and consumer feedback and participation; and publishes resources from projects of the Centre.

The National Resource Centre for Consumer Participation in Health is funded by the Commonwealth Department of Health and Aged Care. Further information is available on the website www.participateinhealth.org.au or by contacting the centre toll free on 1800 625 619.

Faculty of Science, Technology and Engineering

Applied Computing Research Institute

The aim of the Applied Computing Research Institute is to stimulate and promote research and development in applied computing and its applications through promoting collaboration between members of different departments of La Trobe University, providing links between industry and academia, and to exchange and collaborate with other Australian and international universities and research institutes. The Director of this Institute is Associate Professor Karl Reed. For further information visit the website: www.cs.latrobe.edu.au/acri/acri.html

Centre for Environmental Stress and Adaptation Research

The overall aim of the Centre for Environmental Stress and Adaptation Research is to understand the main issues and mechanisms involved with adaptation of organisms to stress using experimental model systems, and to disseminate this information to industry and the community. The Director is Professor Ary Hoffmann and further information can be obtained from the website: www.cesar.latrobe.edu.au

Centre for Materials and Surface Science

The Centre for Materials and Surface Science main research activities focus on surface science, semiconductor technology, polymer systems and environmental surface chemistry, involving significant interaction with both local and international industrial and academic research organisations. The Director is Dr Paul Pigram and further information can be obtained from the website: www.latrobe.edu.au/surface

Centre for Sustainable Plant Production

The Centre for Sustainable Plant Production (CSPP) was established in 1996 and consists of staff from La Trobe University and the Department of Primary Industry (DPI). One of the major aims of this Centre is to identify problems in sustainable plant production and to develop and implement collaborative and developmental projects to overcome these problems. To this end a number of postgraduate students under the co-supervision of La Trobe University and DPI staff are working in the Centre. The two Co-Directors are Professor Roger Parish and Professor German Spangenberg.

Co-operative Research Centres

The University is also a participant/member of the following Centres/Institutes:

Australian Co-operative Research Centre for Satellite Systems

Website: www.latrobe.edu.au/cress

Australian Co-operative Research Centre for Diagnostics

Website: <http://diagnosticsCRC.org>

Australian Co-operative Research Centre for Freshwater Ecology

Website: <http://enterprise.canberra.edu.au/www-crcfe.nsf>

Australian Co-operative Research Centre for Vaccine Technologies

Website: www.crc-vt.qimr.edu.au

Australian Co-operative Research Centre for Sustainable Tourism

Website: www.crctourism.com.au

Co-operative Research Centre for Aboriginal Health

Website: www.crcah.org.au

The Bushfire Co-operative Research Centre

Website: www.bushfirecrc.com

The Library

<http://www.lib.latrobe.edu.au/home/>

La Trobe University Library is your gateway to information. It has:

A Focus on Service: Knowledgeable and friendly staff are happy to help with enquiries about finding materials and using the Library.

Libraries at metropolitan and regional campuses: Campus libraries are located at Albury-Wodonga, Bendigo, Bundoora, Mildura, Mt Buller, and Shepparton, and an Information Access Room is located at Melbourne City campus.

A comprehensive website: The Library's home page, <http://www.lib.latrobe.edu.au/home/> is an entrée to a vast range of resources at each of the campus libraries. It provides access to the Library's catalogue and information about the Library, the University, electronic publications, subject lists, and a wide range of databases on the internet. Current University staff and students can dial in from a non-university site to access Library databases, and users anywhere can 'Ask a Reference question' online. Off-campus students are particularly advantaged by the access to a growing number of library resources and services available via the home page.

Library materials: The major collections are held in the Borchardt Library at the Bundoora campus, with over one million books, a strong government publications collection, a wide range of journals and a substantial audiovisual collection which includes videos, sound recordings, musical scores, multimedia, CD-ROMs, slides and anatomical models. The David Mann Library at Albury-Wodonga and the Heyward Library at Bendigo have also been long established and have collections relevant to the courses at those campuses. Albury-Wodonga has an exciting new library building opened in 2002 with shared study areas, extensive electronic workstations and a training room to meet the demands of the modern learning environment.

The libraries at Mildura, Mt Buller and Shepparton have growing collections of core resources and provide access to loans and services from the three larger libraries.

The latest in information technology: The Library makes available the latest in educational and information technology, including workstations for accessing the internet, electronic journals and databases, and multimedia workstations. All libraries provide photocopying facilities.

Access to resources beyond the campus: The Library participates in a reciprocal borrowing scheme with all other Victorian universities and many TAFE colleges, enabling La Trobe University students and staff to borrow from participating libraries. Students and staff are able to obtain material from La Trobe University campuses other than the one

at which they are located through an inter-campus loan service.

For approved borrowers, the Library provides access to the resources of Australian and international libraries through its interlending and document delivery services.

Information skills sessions: A range of programs, from library orientation tours to specialised classes are offered throughout the year, complemented by subject guides available from the website.

Extended opening hours: All campus libraries are open for extended hours during semester, and details can be obtained from each campus.

Further information:

Visit the Library's website at <http://www.lib.latrobe.edu.au/home/> or contact the relevant Information Desk:

Albury-Wodonga (02) 6058 3746

Bendigo (03) 5444 7451

Bundoora (03) 9479 2922

Melbourne (City) – Contact Bundoora on (03) 9479 2922

Mildura (03) 5022 3789

Mt Buller (03) 5733 7000

Shepparton (03) 5833 2640.

Language Centre

The Language Centre was established in 1974. A branch was established on the Bendigo Campus in 1997. Since 1974 the Centre has established an international reputation of excellence. The Centre offers:

- English Language Intensive Courses for Overseas Students (ELICOS)
- Group programs and study tours
- English course for adult migrant students
- Teacher training – University of Cambridge Certificate in English Language Teaching to Adults
- English Plus Activity modules
- Australia Connect – short courses in Melbourne
- Study Abroad Internship

Language Centre:

Tel: (03) 9479 2417, fax: (03) 9479 3676

Website: <http://www.latrobe.edu.au/language/>

Email: languagecentre@latrobe.edu.au

CRICOS Provider Number: 00070G.

GENERAL INFORMATION

INFORMATION FOR PROSPECTIVE AND CURRENT STUDENTS

Campus Student Administration Centres

Students should refer administrative queries to the following:

Albury-Wodonga campus: Student Administration Office on the ground floor of the Main Building, Parkers Road, Wodonga. The office is open 9.00 am to 5.00 pm.

Bendigo campus: Student Administration, Administration Precinct, Edwards Road, Flora Hill. The office is open 9.00 am to 5.00 pm.

Bundoora campus: Student Centre on level 2 of the David Myers Building, Bundoora campus. The centre is open between 8.45 am and 4.45 pm on Mondays, Tuesdays, Thursdays, Fridays, and between 8.45 am and 4.25 pm on Wednesdays. All queries related to academic matters should be directed to an adviser of studies in your Faculty or School of enrolment.

City campus: Campus Administration Office, at 215 Franklin Street, Melbourne. The office is open between 8.30 am and 10.00 pm from Monday to Thursday and 8.30 am to 6.00 pm on Friday during teaching periods and 8.30 am and 6.00 pm at all other times.

Mildura campus: Campus Administration Office, Benetook Avenue, Mildura. This office is open between 9.00 am and 5.00 pm.

Mt Buller campus: Campus Reception Office at New Summit Road, Mt Buller. The office is open between 9.00 am and 5.00 pm.

Shepparton campus: Campus Administration, 1st floor, McLean Building. The office is open for student administration between 10.00 am and 12.30 pm and between 1.30 pm and 4.00 pm (other times by appointment).

Important dates

2004 semester dates (general)

| | |
|------------------------------------|---------------------------|
| Semester 1 | 1 March to 4 June |
| Mid-Semester 1 Vacation | 12 to 16 April |
| Study Break | 7 to 10 June |
| Mid-Year Examination Period | 11 June to 1 July |
| Inter-Semester Vacation | 2 to 23 July |
| Semester 2 | 26 July to 29 October |
| Mid-Semester 2 Vacation | 27 September to 1 October |
| Study Break | 1 November to 4 November |
| Annual Examination Period | 5 to 25 November |

Exceptions

There are some exceptions to these general semester dates which vary from time to time in specific subjects and courses. Students will be advised by the Faculty or School of enrolment in advance if this is the case.

Common exceptions are as follows:

Institute for Education

Some courses operate on a slightly different timetable to accommodate Victorian secondary school vacations. Details regarding courses involved will be included in information provided by the Institute.

Faculty of Health Sciences

Some courses may have a slightly different timetable to accommodate practicum and clinical placements.

School of Tourism and Hospitality

Some courses may have a slightly different timetable if offered at the Mt Buller and Beechworth campuses.

Public holidays 2004

The University will close for the Christmas/New Year break at 5.00 pm Wednesday 24 December 2003 and will re-open on Monday 5 January 2004.

The University is also closed on:

- Monday 26 January 2004 (Australia Day)

- Friday 9 April to Tuesday 13 April 2004 inclusive (Easter)
- Monday 26 April 2004 in lieu of Sunday 25 April (ANZAC Day)
- Monday 14 June 2004 (Queen's Birthday).

The University remains open on Labour Day (8 March 2004), Melbourne Cup Day (2 November 2004) and the former Show Day.

Admissions

Undergraduate admission requirements

Admission to courses in the University is competitive, with selection based on a combination of academic merit and a selection committee's assessment of an applicant's ability to complete a course. Applicants must meet both the University's basic admission requirements and any additional requirements of Faculties for the course to which they seek admission.

Normal requirements for admission

The University's minimum requirements for admission are met by any student who has:

- satisfactorily completed the Victorian Curriculum and Assessment Authority Victorian Certificate of Education (VCE) and satisfactorily completed the work requirements in units 3 and 4 in one of the following English subjects: English, Literature, English Language or English as a Second Language; **or**
- gained qualifications equivalent to (1) above recognised as such by the Victorian Tertiary Admissions Centre (VTAC). This covers interstate and overseas qualifications and qualifications obtained under previous conditions, including compensation or concessional arrangements; **or**
- gained a Victorian Curriculum and Assessment Authority Statement of Equivalent Qualification to the VCE; **or**
- fulfilled the requirements of one of the University's alternative entry schemes.

While normal requirements for admission are as listed above, most courses require a study score of at least 20 in units 3 & 4 of English (any). All students are expected to have an adequate command of the English language in order to pursue their chosen course.

Any person offered a place at La Trobe University in 2004 may be required to sit an English language test. An applicant found to be below the necessary standard may be required to undertake a remedial English language course conducted by the University concurrently with his or her undergraduate course or may have his or her provisional offer withdrawn.

Applicants whose principal language of instruction was other than English must provide evidence of their proficiency in English. This can be done by achieving a satisfactory result in VCE English (any) or in an International English Language Testing System (IELTS) or another test acceptable to the University. For further information telephone (03) 9479 1199.

Applicants with IELTS or other test results should supply them directly to the course selection officer(s). Applications may not be considered until results have been provided, so applicants should arrange to take the test as soon as they have applied.

Additional requirements for admission to the courses offered by a given Faculty are listed in that Faculty's chapter in this Handbook. Complete details regarding requirements for admission, including course prerequisites and application procedures are available in the *VTAC Guide 2004 – A Guide to University and TAFE Courses* and in the *VICTER 2004 – Victorian Tertiary Entrance Requirements*.

Alternative methods of entry

The University offers several alternative methods of entry, details of which are provided below. All schemes require application through VTAC and submission of supplementary information directly to the University. The supplementary information required may include:

- completion of a personal particulars form
- an autobiographical essay
- a book review or mathematics test (relevant to the course applied for)
- an aptitude test, eg Special Tertiary Admissions Test (STAT)
- an interview.

Details of application procedures and dates are available from the Course and Careers Service on telephone 1300 135 045 or via the web at: www.latrobe.edu.au/study.

Special entry scheme**Indigenous Australians**

Aboriginal and Torres Strait Island people are encouraged to apply for entry to La Trobe University and will be considered on an individual basis. All applicants, including VCE students and non-VCE applicants, must apply through VTAC and complete the University's Indigenous Entry form. Applicants may be asked to attend an interview with a panel including the Aboriginal Liaison Officer, and may also be asked to provide some written information. For assistance with your application, contact the Ngarn-gi Bagora Indigenous Centre (Bundoora campus) or the Aboriginal Liaison Officer at the campus to which you are applying for entry.

Age and educational background (non-year 12 applicants)

This scheme is not available for entry into Law courses.

Applicants aged 21 years or more at 1 January 2004 who have not completed a semester of tertiary level studies (including post-Year 12 TAFE qualifications) in the last two years may become eligible for entry into the University via the University's Special Entry Scheme.

Applicants who have satisfied minimum tertiary entrance requirements and have completed a semester of tertiary-level studies in the last two years are not eligible to apply through the Special Entry Scheme.

Applications are made through VTAC and directly to the University.

Disadvantaged groups (non-year 12 applicants only)

Applicants who feel that they have been affected by one or more of the following may apply for special consideration. Relevant factors may include:

- economic hardship
- disability
- medical condition and/or illness
- English language learning difficulties
- social and/or family problems
- lack of educational facilities
- geographic isolation.

Applicants affected must complete the VTAC Pi form and lodge an application with VTAC.

Credit transfer

Applicants who have studied at tertiary level elsewhere, or who have relevant studies or work experience, may be eligible for some credit towards a La Trobe University qualification. Each Faculty has different policies in respect of the number and type of subjects and any work experience it is willing to accept for credit purposes. Students should apply for credit after they have been offered a place and at the time of enrolment.

Applicants who have completed a TAFE course may be eligible to apply for entry into related degree courses with a significant level of credit through the La Trobe – TAFE Pathways Program. For example, students who have satisfactorily completed the Diploma of Hospitality Management may be granted up to eight subjects credit when enrolling in the Bachelor of Business (Tourism and Hospitality).

For applicants with partial university studies, completion of individual subjects can lead to credit(s), determined on an individual basis, which takes into account the subjects already completed and those required in the La Trobe University course.

Credit arrangements are dependent on the specific studies already completed and the La Trobe University course in which the student enrolls. Further information is available from the relevant La Trobe University Faculty or Course Adviser.

Credit transfer for international students

Students must maintain a full-time load (except during the final term or semester of their course). If not, Immigration (DIMIA) will be advised and this may reduce the period of their visa.

The International Programs Office can provide advice on matters related to international students including procedures for visa extension. The web page is: www.latrobe.edu.au/international/. Contact IPO at level 2, Peribolos East, phone (03) 9479 1199 or email: International@latrobe.edu.au

Regional consideration

In pursuing its regional mission, the University may adjust upwards the ENTER of applicants from regional schools. Details of the regional school bonus applied to specific course codes can be found at: www.latrobe.edu.au/vtacinfo/

Admission procedures

All prospective students seeking entrance to any degree or diploma course for full-time or part-time studies at first-year level must apply through VTAC by 5.00 pm on 30 September 2003. Late applications will be accepted by VTAC until 5.00 pm on 14 November 2003, subject to the payment of the prescribed late fee. Very late applications will be accepted by VTAC until 5.00 pm on 12 December 2003, subject to the payment of the prescribed very late fee.

Later year entry

Current or previous university or TAFE students may be eligible for advanced entry to La Trobe University courses and should apply as follows:

Albury-Wodonga, Bundoora, Mildura, Mt Buller and Shepparton campuses – directly to the Selection Officer of the intended course if a current La Trobe University student, or through VTAC if not a current La Trobe University student.

Bendigo campus – all applicants in this category apply direct to Bendigo by 31 October 2003. Do not apply through VTAC unless advised to do so by course authorities.

All international students, unless currently undertaking the VCE in Victoria, should apply direct to the University. For further information telephone Bundoora on (03) 9479 1199 or Bendigo on (03) 5444 7924.

All applicants for the Graduate Diploma in Education must apply through VTAC.

Offers of admission

The normal VTAC procedure detailed in the VTAC Guide 2004 provides for undergraduate applicants to be offered places as follows: late November – early December for Early Offers; late January for Round One Offers; and February for Round Two and subsequent offers.

Applicants for the Graduate Diploma in Education will be offered places in early January.

Students are notified of offers officially by post. Prospective students applying directly to the University would normally expect to receive offers within this timeframe.

Enrolment, re-enrolment, variations and withdrawal**Enrolment for 2004**

New undergraduate domestic students who apply through VTAC or UAC will be sent a copy of the La Trobe University Enrolment Guide 2004 after they receive an offer. New undergraduate domestic students who successfully apply directly to the University will be contacted by the relevant Faculty/School by way of a letter of offer.

Re-enrolment for 2005

Continuing candidates for undergraduate degrees, graduate diplomas, masters preliminary and masters by coursework normally pre-enrol from October 2004 via StudentOnLine unless advised otherwise by the Faculty/School. **Continuing students who fail to submit an enrolment plan by the due date set by the Faculty of enrolment in September 2004 may not be guaranteed a place in the course in 2005.**

Variation of enrolment

| | |
|---|---------------------------------|
| First day for variation of enrolment | Monday 23 February 2004 |
| Last day for deletion of full-year subjects and first-semester subjects | Wednesday 31 March 2004 |
| Last day for deletion of second-semester subjects | Friday 20 August 2004 |
| Non standard semesters | Seek advice from Faculty/School |

Withdrawal of enrolment from a subject

Withdrawal after two-thirds of a subject has been offered, during a teaching period, results in a KN grade being awarded (withdrawal to count as a failure).

Any changes to the status of your enrolment must be made through a Faculty/School office or a Student Administration Centre for some regional campuses. This includes variation of enrolment, total withdrawal and deferment of enrolment, transfer of course, credit, cross-institution subjects.

In the first instance all enquiries concerning your enrolment should be directed to a Faculty/School office or a Student Administration Centre. All changes to semester enrolments should normally be made within the first four weeks following the start of the teaching period of the subject, or as prescribed by the University for non-standard teaching

periods. Changes of enrolment after this period, but before the end of the teaching period may remain on the student's academic record. Fee, HECS, PELS, BOTPLS liability will remain depending on the census date for the teaching period. The final decision on any change to an enrolment is that of the student; however any decision should be made in consultation with an adviser of studies within your Faculty/School of enrolment. **Students cannot withdraw from a subject enrolment once the teaching period in which it was offered has finished.**

Variation and withdrawal of enrolment for international students

To comply with visa conditions international students must:

- meet course requirements
- not repeat a failed subject more than once
- maintain a full-time study load.

The International Programs Office (IPO) will automatically notify Immigration (DIMIA) when a withdrawal is lodged. Visas normally remain valid for only 28 days from the date of notification to DIMIA. The International Programs Office can provide advice on matters related to international students including procedures for visa extension. Information is available at www.latrobe.edu.au/international/ Contact IPO at level 2, Peribolos East, phone (03) 9479 1199 or email: International@latrobe.edu.au

Deferment of studies prior to commencement of course (Reserved Place)

Deferment may be granted in all undergraduate courses. Most applications for deferment are approved. It is not necessary to attend the University to seek deferment. Written application should be made to the Faculty Registrar at the Bendigo campus for all courses administered by the Faculty for Regional Development, and for all other courses to the selection officer for the course at the relevant campus, by the date specified for accepting the offer. **Students who fail to notify the University that they will be taking up a Reserved Place, by the due date set by the Faculty of enrolment in September 2004, may forfeit that place in 2005.**

Deferment for international students

International students holding a student visa should note that deferral for greater than six months usually results in cancellation of their student visa. Within 28 days of the date of deferral, a student is required either to leave the country or apply for another visa.

Returning students (See Re-enrolment for 2005 above)

Students who have been enrolled in, but have not completed, a course in the preceding year need not apply for re-admission, but must comply with current University re-enrolment procedures. **Returning students who fail to submit an enrolment plan by the due date set by the Faculty of enrolment in September 2004 may not be guaranteed a place in their course in 2005.**

Transfer of course

Transfers from one undergraduate course to another within the University may be considered on an individual basis. An 'Application to Transfer Course' form must be completed and submitted to the appropriate Faculty/School of enrolment to which you wish to transfer. Contact Faculty/Schools for deadline dates for submissions.

Applications for the transfer of course received after the deadline date for submission as set by the Faculty/School of enrolment in September may not be considered for semester one in 2005.

Double degrees and concurrent enrolments

The University offers a range of double-degree programs which allow students to receive two three-year degrees after four years of full-time study. Details can be found in the Faculty sections of this Handbook. A concurrent enrolment is a simultaneous enrolment in two courses, which can normally be completed in less time than if they were taken separately. Thus, combinations of degrees can be taken for which there is no formal double-degree program. These are also referred to as combined degrees. Rules, guidelines and further information regarding this type of program can be provided at the relevant Faculty/School office.

Class attendance and submission of written work

Attendance at lectures is not normally recorded, but may be recorded at tutorials and is often monitored for practical classes. In many subjects satisfactory attendance at tutorials or practical classes is compulsory and essential for a pass in the subject.

The submission of essays, assignments and other written work is recorded, and failure to submit without an acceptable reason may lead to the award of a fail grade.

Cross-institution enrolment for La Trobe students at another institution

Students who wish to study a subject(s) at another tertiary institution within Australia, which will be credited toward their degree at La Trobe University, must complete an 'Application for Cross-Institution Enrolment' form.

Requests must be approved by the Faculty/School of enrolment in conjunction with the host institution and then lodged at the Student Administration Centre.

Responsibility for enrolment at the host institution rests entirely with the student. A cross-institutional (Out) student may incur a fee or HECS, PELS liability at the host institution for the extra subject(s) and appropriate arrangements should be made with that institution. In most cases the General Service Fee (GSF) is payable at La Trobe University (home institution).

Cross-institution enrolment at La Trobe University for students from another institution

Students from another tertiary institution within Australia, who wish to study at La Trobe University, must provide written approval from their home institution. The relevant Faculty/School of enrolment must also approve any request and the student must ensure that they are properly enrolled by the appropriate census date. The GSF should normally be paid at the home institution. A HECS funded place is not guaranteed unless the enrolment at La Trobe University is a compulsory component of a HECS funded course from the student's home institution.

Honours year studies

An honours degree is the normal prerequisite for entry to higher degree studies – masters and doctoral courses. It is usually awarded as a first class, second class (upper division), second class (lower division) or third class degree.

You can obtain an honours degree by taking a fourth year of study after completion of a three-year bachelor course, normally with a B-grade average or better. Entry to a fourth-year honours program is commonly by invitation only.

The course content is usually a combination of coursework and minor thesis. In some cases a quota may apply to the number of candidates accepted.

Some Schools offer joint honours programs which combine two disciplines. In many four-year bachelor courses it is possible to obtain an honours degree by achieving particularly good marks throughout the course or by choosing an honours stream.

Failure to complete an honours program successfully does not jeopardise a student's entitlement to the pass degree.

Higher degree studies

This information comprises only a brief introduction to the options available after completing a pass degree. More detailed information is available from School and Faculty offices, your local Student Administration Centre, the Research and Graduate Studies Office (RGSO), and the Faculty sections of the University's 2004 Postgraduate Handbook.

Masters preliminary or postgraduate diploma studies

Students who do not have an honours degree and who aspire to higher degree study may be permitted to undertake masters preliminary study, a non-award program which is generally equivalent to an honours year. Successful completion will normally qualify a student for entry to a masters program.

Some Schools do not offer a masters preliminary program – in those (and some other) Schools, completion of a postgraduate diploma may qualify a student for entry to a higher degree program.

Higher degree studies (masters and doctoral degrees)

Higher degree courses available at La Trobe include Masters by Coursework, Masters by Research, Doctor of Philosophy (the PhD) and Professional Doctorates.

Research Training Scheme (RTS)

The RTS provides block grants to eligible higher education institutions to support research training for students undertaking Doctorates and Masters by Research. The RTS provides these students, referred to as Commonwealth-funded HDR students, with a Commonwealth-funded place for up to a maximum period of four years' full-time equivalent study for a Doctorate by Research and two years' full-time equivalent study for a Masters by Research.

An RTS student must be:

- an Australian citizen, Australian permanent resident or New Zealand citizen
- enrolled in an accredited higher degree by research course.

For further information contact:

Bendigo – Research and Higher Degrees Office, Student Administration Building, telephone (03) 5444 7983.

Bundoora – All students interested in pursuing higher degree studies by research should make enquiries directly to the postgraduate co-ordinator in the relevant Faculty/School.

Applications for candidature without scholarship may be submitted at any time.

The closing dates for the two main scholarships are:

Australian Postgraduate Award – 31 October

La Trobe University Postgraduate Research Scholarships

- international applicants, 30 September
- Australian or New Zealand citizens, 31 October.

For more information contact:

Research and Graduate Studies Office

Level 2, David Myers Building

Bundoora campus

Telephone (03) 9479 1580 or (03) 9479 2971

Email: rgs@latrobe.edu.au

Fees, HECS, PELS & BOTPLS

(Variations of enrolment)

General Service Fee (GSF)

The University levies a compulsory General Service Fee (GSF) in recognition of the importance in creating a study environment that incorporates both a balance of approved recreational, cultural and student support services. Payment of the fee does not confer membership of any student organisation. Annual GSF is assessed taking into account a student's study load and main campus of enrolment. It is due and payable on Friday 6 February and the last day for withdrawal of enrolment with a full refund of the GSF is Monday 31 March (excluding non standard semesters).

Higher Education Contribution Scheme (HECS)

This is a scheme where the Federal Government pays for the majority of the costs associated for teaching domestic students in the higher education system in Australia. A feature of the scheme is that students are required to contribute to the cost of their studies in a fair and equitable way. Students can make these contributions either up-front or in a deferred payment arrangement. The money collected via this scheme is spent on the higher education system in Australia.

Up-front HECS liability due and payable:

First semester: Friday 6 February

Second semester: Friday 16 July

Non-differential HECS

Students who commenced a HECS course prior to 1997 but did not complete it may be eligible to pay a flat rate (non-differential rate) of HECS. Please enquire at your Student Administration Centre for more information.

HECS for Australian permanent visa holders and New Zealand citizens

Certain conditions must be met before Australian permanent visa holders or New Zealand citizens can choose a HECS payment option, otherwise they must pay HECS up-front without a discount. It is strongly advised that applicants in either of these categories check carefully their obligations in relation to HECS.

If an Australian permanent visa holder or New Zealand citizen is required to pay up-front HECS without a discount and believes they can demonstrate that by becoming an Australian citizen they would suffer unfairly, they can complete the 'Application for Exemption from the Need to Pay HECS Liability Up-Front' form, which is available from local Student Administration Centres or at www.hecs.gov.au

Postgraduate Education Loans Scheme (PELS)

The Federal Government provides an interest-free loan facility, known as PELS, for domestic fee-paying postgraduate students undertaking non-research courses. Both continuing and commencing postgraduate students are eligible for PELS. The information booklet, 'PELS – Your Questions Answered' contains more detailed information about the

scheme which is available from local Student Administration Centres or at www.hecs.gov.au

PELS for Australian permanent visa holders and New Zealand citizens

Certain conditions must be met before Australian permanent visa holders are eligible for PELS; otherwise they must pay full postgraduate fees. It is strongly advised that applicants in this category check carefully their obligations in relation to PELS. New Zealand citizens are not eligible for PELS unless they hold an Australian permanent visa or Australian citizenship.

Bridging for Overseas-trained Professionals Loan Scheme (BOTPLS)

The Federal Government provides loans to overseas-trained professionals who do not meet the requirements for entry to their profession in Australia. More detailed information about the scheme is available from your local Student Administration Centre or at www.hecs.gov.au

Census dates

Fees/HECS/PELS/BOTPLS liability remains payable for any subject enrolment after the census date in a given teaching period.

Common census dates are:

First semester: Monday 31 March

Second semester: Tuesday 31 August

Non-standard semesters: Dates vary according to duration of study (check with local Student Administration Centres).

Remission of fees, up-front HECS, PELS & BOTPLS debt

If, after a census date, a student becomes seriously ill or other special circumstances occur and he or she is unable to continue studies, application can be made to have their fees, up-front HECS/PELS/BOTPLS debt for the semester reduced or removed.

'Special circumstances' does not include lack of knowledge or understanding of HECS/PELS/BOTPLS and how they are administered, or of La Trobe University's enrolment procedures and regulations. Students who have paid fees, up-front HECS or have a PELS/BOTPLS loan and wish a refund must apply in writing to the University.

Attention: Remission of Fees, Up-front HECS, PELS, BOTPLS

Student Records Manager

La Trobe University

Victoria 3086

Remission of deferred HECS debt

Students who have deferred all or part of their HECS debt must complete the 'Application for Remission of HECS/OLDPS Debt in Special Circumstances' form, which is available from local Student Administration Centres or at www.hecs.gov.au

Fees for ancillary or additional services

Legislation

Under section 18(1)(d) of the Higher Education Funding Act 1988 (the Act), it is a condition of receiving Commonwealth grants for operating or limited operating purposes that higher education institutions do not charge students fees except as provided under section 13 of the Act.

(Section 13 authorises the Minister to issue guidelines for the provision of undergraduate and postgraduate courses for a fee.)

Section 3 of the Act defines the term 'fees' and lists charges excluded from the definition (paragraphs (a) to (e)).

If the Minister is satisfied that a higher education institution has failed to fulfil a condition of its financial assistance from the Commonwealth, there is discretion for the Minister to reduce the level of Commonwealth financial assistance to the institution, up to the amount of that assistance in a year, under section 108 of the Act.

Nothing in this advice is intended to constrain higher education institutions in making decisions about the content or structure of courses of study. It is a matter for institutions to decide what goods or services are offered to students in conjunction with courses of study.

Principles

The key principle to be applied is that HECS liable or non-fee-paying HECS exempt students must be able to complete their chosen award without facing course related charges imposed by their institutions.

This precludes charges for compulsory or essential components of a course or its assessment and award. Higher education institutions may charge students for goods or services, the purchase of which is voluntary and is not a requirement of a course of study for an award of the institution – such charges are not fees for the purposes of the Act.

Under the Disability Discrimination Act 1992, higher education

institutions must not discriminate against students with disabilities by charging fees for goods or services that are provided as 'reasonable accommodation' to the needs of such students.

Charges which may be levied

Consistent with these principles set out above, the following are cases in which higher education institutions may charge students for goods or services which are ancillary or additional to their course of study.

1. Higher education institutions may charge students for additional materials or services which are not essential components of a course. For example: access to the internet or word processing services (except where these are required as part of a course); printing of notes from the world wide web or disks; and graduation ceremonies, provided that the student does not need to attend the ceremony to graduate.
2. If goods or services that are an essential component of a course are made readily available at no additional charge by higher education institutions, then institutions may charge students for:
 - 2.1 alternative forms of those materials or services. For example: lecture notes or tapes, provided that the lectures are available to students at no additional charge; the electronic provision of essential information if the information is also readily available at no additional charge in another form.
 - 2.2 alternative access to those materials or services. For example: reading material such as anthologies of required readings provided that these texts are also available at no additional charge; units in non-standard semesters which allow accelerated completion of programs or which are offered for remedial purposes, provided that such units are also available within normal semester periods on a Higher Education Contribution Scheme (HECS) liable basis.
3. In certain circumstances, higher education institutions may charge students for goods or services which are a component of a course if students have the choice of acquiring the goods or services from suppliers other than the institutions. This includes:
 - 3.1 goods or services which are necessary to produce items which become the physical property of students;
 - 3.2 food, transport and accommodation associated with field trips; and
 - 3.3 equipment regarded as a 'tool of the trade' which students would take with them at the completion of their course and which working professionals would normally own. Examples include musical instruments, protective clothing or footwear, stethoscopes, dancing shoes and some reference texts.
4. Institutions may levy charges as fines or penalties provided that such charges are levied principally as a disincentive and not in order to raise revenue or cover administrative costs. For example: fines or penalties for late enrolments, late variations to enrolments or late withdrawals from a course.
5. Institutions may charge for an assessment of prior learning only in circumstances in which a person has not applied for entry to the institution.

Circumstances in which higher education institutions must not levy charges

Higher education institutions must not charge students for goods or services which are required for a course of study, unless those goods or services or alternatives to them are also available to students at no additional charge.

Examples of such goods and services include:

- course materials such as subject outlines, reading lists, tutorial or seminar topics and problems, assignment and essay questions and requirements and guidelines for the presentation of work
- access to library books, periodicals and manuals
- clinic, laboratory or workshop materials such as anaesthetics, drugs, chemicals, filters, fuel, fertilisers, animal feed or crops used in practical sessions or research
- access to computers or other online resources
- equipment and manuals which a professional in the field would not be required to own, such as fixtures in a clinic, laboratory or workshop, or large items of equipment and relevant workshop manuals required for their use
- admissions services

- examinations or assessments including, for example, practical assessments which require the services of musical accompanists and re-assessment of results where a student has failed an assessment and thereby failed a subject or unit.

University charges for 2004

The following charges applied at the time of printing of this Handbook:

| | |
|--|--|
| Late subject enrolment fee | \$30 |
| Revival of enrolment fee | \$100 |
| Late fee payment charge | \$80 |
| Academic transcript | \$30 (24 hour service) \$15 (weekly service) \$2 (additional copies) |
| Replacement testamur | \$50 |
| Replacement StudentOnLine password/PIN | \$10 |
| To Whom It May Concern letter | \$40 (24 hour service) \$20 (weekly service) |
| Late re-enrolment fee | \$100 |
| Personal (unofficial) record | \$5 |

For an explanation of the above charges contact the local Student Administration Centre.

Complaints about charges

If staff or students are concerned that, in individual cases, charges may constitute violations of the Act, the matter should at first be taken up with La Trobe University. It is the responsibility of the University to ensure that its charges are consistent with this advice and the Act. Correspondence with DEST regarding this advice should be directed to:

The Director
Student Financing Unit
DEST
GPO Box 9880
Canberra ACT 2601

Student identification details

Student status

A student remains a student only until the start of the next major teaching period for which they are not enrolled. For example, a student who has a first-semester enrolment only, will cease to be a student on the commencement of semester two 2004, Monday 26 July 2004. Students enrolled in both semesters will continue to be a student until the commencement of the semester-one teaching period in 2005.

Privacy

La Trobe University respects the privacy of your personal information as defined by our privacy policy, which is available to you upon request or at <http://www.latrobe.edu.au/privacy/>

Personal information about you is collected by the University to ensure your entitlements and obligations at La Trobe University are appropriately managed. You can access your personal information at your local Student Administration Office, and request correction in accordance with our privacy policy.

Name changes

Students must notify the University immediately of any name changes. Documentary evidence (eg. marriage certificate, passport, birth certificate) is required before a name change will be amended on the University's student information system. For the purposes of an award, a student cannot change his or her name after the award has been conferred.

Student contact details

Students must notify the University of any address changes.

University communications are normally forwarded to a student's semester mailing address as recorded on the enrolment form, or as subsequently amended throughout the duration of their studies. Changes of address can be made using StudentOnLine or by form at a Student Administration Centre. **It is University policy that any communication directed to the last known address of a student is deemed to have been delivered to the student.**

Student identification and contact details for international students

To comply with visa conditions international students must:

- provide the University with their address details within seven days of arrival or of any address change while studying; the Department of Immigration, Multicultural and Indigenous Affairs can request a student's contact details from the University.
- only undertake paid work if they have a student work permit, and not above the maximum number of hours permitted on a student work permit.
- maintain Overseas Student Health Cover.

The International Programs Office can provide advice on matters related to international students including procedures for visa extension. The web page is: www.latrobe.edu.au/international/. Contact IPO at level 2 Peribolos East, phone (03) 9479 1199 or email: International@latrobe.edu.au

Student identity cards

La Trobe Cards are issued to students at the time of their first enrolment and need to be updated each year on re-enrolment, subject to evidence that all fees have been paid. The La Trobe Card issued to students at Bundoora and Bendigo campuses is a multi-purpose 'smartcard' and is used by students for:

- identification
- library borrowing
- on-campus retail purchases
- photocopying and network printing
- building access
- car parking.

Students at other campuses are issued a plain card which is used for identification and library borrowing only. In the case of a regional student needing access to Bundoora campus facilities, a smartcard can be issued at the Bundoora Card Centre during business hours. If your card is stolen, on sighting of a police report, a new card will be issued at no charge. If your card is lost or damaged it will cost \$10.00 for a plain card and \$20.00 for a smartcard replacement. Bundoora students must report a card loss to the La Trobe Card Centre on (03) 9479 1349. Students at regional campuses should advise an officer at the Student Administration Centre.

Students should carry their La Trobe Card at all times while on campus. Students may be requested to produce their card as proof of identity by an identified officer of the University. **Student cards are required as proof of identity at all examinations and Student Administration Centres.**

Upon withdrawal from or deferral of studies, student identity cards must be returned to the local Student Administration Centre. Any monies left on a smartcard can be refunded accordingly, upon request.

StudentOnLine

The University provides an interactive website for students, which enables students to check their enrolment, re-enrol, change their address, check results, view and print an unofficial transcript and pay fees. This is via StudentOnLine at <http://studentonline.latrobe.edu.au>. A username and password is required by the student to access the site and students are required to change the password when first accessing the service. Passwords and usernames are currently printed on statements of enrolment and HECS/PELS liability notices.

StudentPhone

Enrolment details and results are also available through the University's IVRS telephone system StudentPhone – ring 1902 241 005, which can be accessed with a student ID and student PIN number. Student PIN numbers are currently printed on statements of enrolment and HECS/PELS liability notices.

Academic skills assistance and study advice

In each Faculty there are advisers of studies who help students plan their courses, and there are Language and Academic Skills (LAS) advisers who assist students in academic skills and practices.

Advisers of studies

Consult your School or Faculty office for a list of advisers of studies.

Language and Academic Skills (LAS) advisers

At Bendigo and Bundoora a number of units work in co-operation. The LAS advisers work with students to develop their study skills. Students can be assisted to develop their reading, writing, note-taking

and speaking skills. This is done through individual consultations and workshops.

To find out more about how we can help you do your best, contact one of the LAS units below. You can also visit the website for more information at <http://www.latrobe.edu.au/lasu/>

Language and Academic Skills (ESL) Unit

(For non-native speakers in all Faculties)

Rooms 417, Humanities 3 building, Bundoora

Tel: (03) 9479 2788

Academic Skills Unit, Bendigo (Faculty for Regional Development)

Tel: (03) 5444 7223

Humanities Academic Skills Unit (HASU), Bundoora (Faculty of Humanities and Social Sciences)

Tel: (03) 9479 2535

Language and Academic Skills (LAS), Bundoora (Faculty of Science, Technology and Engineering)

Tel: (03) 9479 2432

Language and Academic Skills Unit (LASU), Bundoora (Faculty of Law and Management)

Tel: (03) 9479 2665

Study Skills Assistance Scheme (SSAS), Bundoora (Faculty of Health Sciences)

Tel: (03) 9479 3583

Students on other campuses should contact their campus manager or Student Administration Centre or see the campus entry in this Handbook.

Examinations and assessment**Official examination periods**

Students are required to make themselves available for examinations during the entire duration of all official examination periods. Students should also note that many examinations that they are required to undertake are not conducted within the official examination period.

First semester examinations

11 June to 1 July

Second semester/annual examinations

5 to 25 November

Examination timetables

Timetables for mid-year and end-of-year examinations are posted on noticeboards, together with central examination rules. They are also published on the world wide web via the University's homepage. Students should approach their course authorities for information on rules regarding deferred examinations, special consideration, supplementary examinations, etc. In the event of a student being unable to be present for an examination the candidate must notify the relevant course authority of details within 72 hours of the examination, and in the case of medical incapacity a medical certificate must be supplied.

Examination results

Examination results will be emailed to students at the release of results provided they have given prior authorisation and nominated an email address for this purpose (students can provide authorisation and nominate an email address by using StudentOnLine). Examination results are also available on the StudentOnLine website and IVRS telephone system (1902 241 005) progressively from mid July for first semester and the second week in December for second semester. Personal records are available at Student Administration Centres for a charge of \$5.00. In addition, official transcripts of academic records are also available from most Student Administration Centres for a charge of \$15.00 for a weekly service and \$30.00 for a daily service.

Assessment procedures for coursework subjects

Work presented by students during their studies is assessed in a variety of ways. It is important to understand the methods used and the expectations of the examiners. If you have queries relating to assessment for a particular subject you should approach the examiner for clarification in the first instance.

The most commonly used methods of assessment at La Trobe are described briefly below; in almost every case, a student's performance in each method is measured and contributes to the final mark and grade awarded at the end of the year.

The expectations of examiners will vary widely according to the nature of the subject and the method of assessment. However, the general principle is that the student is expected to demonstrate a knowledge of, and an understanding of, the topic being examined rather than an ability for rote learning, although there are many occasions on which the latter is also necessary.

Written examinations

Written examinations are normally of one to three hours' duration. They may consist of multiple-choice questions requiring minimal response, many questions requiring brief response or a few questions requiring extensive response. Frequently they are set in formal examination periods (end of semester one and end of year), but this is not always the case.

Essays

Normally a few hundred to several thousand words in length, these may be set at any time of the year.

Clinical and social work placements

Most Health Sciences students and some other groups of students are required to undertake placements for various periods of time in relevant, practical environments, which test their skills and knowledge and impart new skills.

Work experience

Students in agriculture, engineering and some science courses are required to undertake up to 12 weeks of relevant work experience during their courses, which does not always contribute to the final mark.

Projects

Projects may be specified or left to the student's choice and range from minor to major.

Practical classes

Normally of one or more hours' duration, these are generally task-oriented, supervised and conducted at regular intervals (eg. weekly).

Continuous assessment

This combines some of the above methods and may be an alternative to end-of-semester or end-of-year written examinations. The marks for many individual pieces of work are aggregated to give a final mark.

Examination grades

| A | B | C | D | N |
|-----------|----------|----------|----------|---------|
| 80 – 100% | 70 – 79% | 60 – 69% | 50 – 59% | 0 – 49% |

- P: Ungraded pass. May also denote satisfactory completion of a Masters Preliminary course or postgraduate thesis.
- EX Exempted from subject.
- X No formal grade has yet been recorded in the case of a course taken over several years, and the student may proceed with the remainder of the course.
- H1, H2, H2A, H2B, H3: Results for Honours and Masters (Preliminary) course.
- HN Honours fail.
- K1 Withdrawal first semester. Not counted as a failure.
- K2 Withdrawal second semester. Not counted as a failure.
- KE Examination attempt annulled. Deemed not to be a failure.
- KF Examination attempt annulled. Deemed to be a failure in the subject concerned.
- KN Withdrawal. Counted as failure.
- M Merit grade.
- N Failure.
- NA Results not yet available.
- NC Granted a conceded pass.
- ND Failure with descriptive assessment.
- NP Failure (which may be converted to a conceded pass when more marks are available).
- NS Did not present any work for assessment (to count as a failure).
- NX Excluded from examination (counted as a failure).
- PD Upgraded pass with descriptive assessment.
- PS Pass after supplementary assessment.
- SA May present for supplementary assessment.
- SAH May present for supplementary assessment in a compulsory (hurdle) component.

- SC Granted compensated/conceded pass; may be given the option to upgrade to a pass by supplementary assessment.
- SP Granted a special examination.
- W Result withheld.
- ** No result yet.

Supplementary assessment

The University has recognised two situations in which it is appropriate to provide the opportunity for supplementary assessment to facilitate student progression.

- Students who obtain 50% or more in a subject but who have failed to meet a hurdle (compulsory) requirement in a subject will be offered supplementary assessment in order to meet this requirement (but see 4). Upon successful completion of supplementary assessment, the original mark will stand.
- Students who have passed at least two-thirds of their total enrolment for the year shall be offered supplementary assessment in any failed subject for which a mark of 45% or more has been obtained (but see 4). Upon successful completion of supplementary assessment the final mark for the subject(s) will be 50%.
- Supplementary assessment shall not be awarded where less than 45% is obtained in a subject nor where greater than one-third of a student's yearly enrolment is failed.
- Students who fail to complete the assessment for a subject may be denied supplementary assessment by the Faculty concerned. Further, supplementary assessment may be denied where it is impractical to provide it (eg. practical course or tutorial performance).
- Students shall be given a minimum of two weeks' notice for supplementary (and special) examination, including details of the assessment.
- Supplementary assessment shall be held only at the end of the academic year, unless Faculty Boards determine that appropriate arrangements, including the mandatory two weeks' notice to students, can be made at the end of an earlier semester.
- Students who are awarded a conceded pass (NC) are also eligible for supplementary assessment.

The University's policy on supplementary assessment is available on the website at <http://www.latrobe.edu.au/policies/>

Reconsideration of assessment results

Requests for advice on performance in assessment tasks should be addressed to the member of staff (eg. examiner) concerned in the first instance. The Head of School should then be approached should re-marking be desired. Any student has the right to appeal to the Dean and finally the Ombudsman should they still be dissatisfied.

Academic misconduct

Plagiarism

Plagiarism occurs when someone copies or reproduces another person's words or ideas and presents them as his or her own without proper acknowledgment. This includes copying the work of other students. It is a form of cheating and will be treated accordingly. To ensure that you are not guilty of plagiarism you must, in all your written assignments, declare all sources from which you have obtained material or ideas.

Students should check whether their School provides a guide on how to prepare written assignments.

The University's policy on plagiarism is available on the website at <http://www.latrobe.edu.au/students/>.

The penalties for plagiarism are severe and are governed by University legislation. A student found to have plagiarised may be allocated no marks for the particular piece of work involved, or may be allocated a fail grade in that subject, or may be excluded from the University.

Unauthorised material in examinations

Another form of academic misconduct is bringing unauthorised material into examination venues. Students found guilty of this offence may be awarded zero marks in part of the examination, the whole examination, the subject concerned or may be excluded from the University.

Academic progress requirements

Every course offered by the University must be completed within a specified period of time. Typically, three-year bachelor courses must be completed in six years of full-time study or nine years of part-time study and similar constraints apply to honours years, graduate diplomas, masters degree programs and doctoral degrees.

Each year, Faculty Boards review the progress of their students. Those students whose academic progress is deemed to be unsatisfactory may be required to show cause why their enrolment should be permitted and may be refused re-enrolment or have their re-enrolment options limited.

More detailed information on this topic can be found in the regulations concerning academic progress under each Faculty section of this Handbook.

International students holding a student visa are reminded that condition 8202 requires them to maintain satisfactory academic progress.

Special consideration

Should students experience difficulty with their studies due to illness or another valid cause, they are invited to apply for special consideration. The appropriate form is available from Student Administration Centres or Faculty offices.

Applications relating to special consideration for performance during an academic period must be submitted to your Student Administration Centre prior to any examination to which such application relates.

Applications relating to special consideration for performance at an examination must be submitted to your Student Administration Centre within 72 hours after the commencement of the examination.

In some instances it may be appropriate to discuss the matter with an adviser of studies in the relevant Faculty or School before lodging an application.

Graduations

Ceremonies at the Bundoora campus are generally held in the Union Hall on Friday afternoons and evenings during late March, April and May. Ceremonies are also held at Albury-Wodonga, Mildura and Shepparton in March and April, and Bendigo in early May.

Ceremonies for mid-year qualified students are held in either late September or early October at the Bundoora campus. Graduation ceremonies and Presentation of Degree ceremonies for international students are usually held in Hong Kong, Singapore and Kuala Lumpur during early September.

Further details are available from the Student Administration Centre. Graduation packages providing all information are mailed to students on the successful completion of their course.

New Student Information System

The University will implement a new Student Information System during 2004 and it is expected that this will assist in providing higher levels of service in areas of student administration across the University.

Every attempt has been made to ensure minimal disruption during the changeover period; however some delays may be encountered where significant changes to the current business processes are being managed. These processes have been identified for a high level of monitoring and detailed information will be provided to students to assist them with any changes, prior to those system changes impacting on them.

The system is the Callista Student System which is currently successfully utilised at both Monash and Deakin Universities in Victoria, as well as a number of other universities interstate.

La Trobe terminology changes

In anticipation of the new system requirements the changes to terminology will be implemented during 2004.

| Old Student Information System | New Student Information System |
|--------------------------------|---------------------------------------|
| Course | Will remain Course |
| Subject | Will become Unit |
| Deferral | Will become Intermission |
| Reserved Place | Will become Deferral |
| Withdrawal from a course | Will become Discontinuation of Course |
| Withdrawal from a subject | Will become Discontinuation of Unit |
| Course enrolment | Will become Course Attempt |
| Subject enrolment | Will become Unit Attempt |
| Statement of Enrolment | Will become Statement of Account |

More information will be provided throughout the introduction and implementation phases of the new system. A website has been created to provide a reference point for students as information becomes available. You may access the website through:
www.latrobe.edu.au/acadserv/current/studentNewSIS.htm

Financial assistance

Changes occur in the conditions of financial assistance, scholarships and prizes. All intending applicants are advised to check current details with counsellors on each campus who are available for assistance on all financial matters.

Austudy and Youth Allowance

Austudy is the Commonwealth government student assistance scheme which provides assistance to students 25 years of age and over, undertaking approved full-time secondary and tertiary studies.

For those under 25 years of age the Youth Allowance provides similar benefits. The assistance is subject to a means test and to certain conditions of eligibility.

All students are encouraged to obtain advice and, if appropriate, apply through the relevant student advisory service on their campus.

Application forms can be collected from Student Accommodation and Financial Services. For additional information visit the internet site at: <http://www.centrelink.gov.au>

Aboriginal Study Assistance Scheme (Abstudy)

Abstudy is a Commonwealth government scheme for Aboriginal and Torres Strait Islander students. In order to receive this, a student must be studying an approved course and not receiving any other government assistance. Further advice and application forms are available from your local Aboriginal Liaison Unit/Officer. Forms are also available at DEST offices or Centrelink (tel: 132 317).

Postgraduate awards

La Trobe University offers a number of awards for candidates who wish to undertake a higher degree by research. Scholarships are awarded on the basis of excellence to persons of exceptional promise. Details are available from the Research and Graduate Studies Office at the Bundoora campus. The closing date for awards for 2004 is 31 October 2003.

To be eligible for most awards applicants must have completed at least four years of tertiary studies or equivalent, and hold qualifications at Honours I or equivalent level.

Application kits and further details on the eligibility criteria and conditions are available directly from the School in which you wish to study, or by accessing the website at <http://www.latrobe.edu.au/rgso/>. Successful research applicants will normally receive a non-taxable stipend.

Scholarships, awards and prizes

See 'Awards' chapter of this Handbook.

Student Loan Fund

Loans are available for students in need of either short-term or long-term financial assistance. Maintenance of the fund is dependent upon the repayment of loans.

Application forms are available from Student Accommodation and Financial Services at Bundoora, or student counsellors at other campuses. See the website: <http://www.latrobe.edu.au/finaid/> or email: safso@latrobe.edu.au

Loans scheme for permanent resident fee-paying postgraduates

Two schemes are available to permanent resident fee-paying postgraduate students. The Student Loan Fund, referred to above, can now be utilised for the direct payment of course fees. This loan is means tested and is available to enrolled, permanent resident students who are deemed ineligible for a commercial loan. Loans are interest free but require a guarantor. The La Trobe University Credit Union's loan package is in the form of a direct payment made to the Faculties on behalf of the student. A competitive interest rate applies under the usual conditions of a personal loan, and no guarantor is required. For more information phone: Bundoora 9479 2112 (Student Loan Fund), Bendigo 5444 7841 (Student Loan Fund), Bundoora 9478 8222 (Credit Union loan), or Bendigo 5444 7956 (Credit Union loan).

International Programs Office

International Programs Office
 (+61 3) 9479 1199
 Email: international@latrobe.edu.au
 Web: www.latrobe.edu.au/international/

The International Programs Office (IPO) is generally the first point of contact for international students at the University. It remains a place on campus where students are always welcome to go for advice, information and support. The IPO is open Monday to Friday, 9.00 am

till 5.00 pm, closed for lunch 12.30 – 1.30 pm (from third week of semester onwards).

International Programs Office staff

A wide range of staff works at the IPO, specialising in a variety of areas.

International Student Advisors co-ordinate the Welcome Festival orientation week, an equivalent 'Returning Home' program at course completion, and the on-going programs listed below. They can also provide advice and support on personal, financial or cultural issues, and transition to life in Australia and study at La Trobe.

For students studying on an AusAID, CONACYT or IDP-administered stipend, specialist advice and assistance is provided by the International Student Advisor (Sponsored Student Liaison).

International students studying under an exchange program are advised by the Study Abroad and Student Exchange Advisor, as are students who wish to study at an overseas institution as part of their degree.

The Admissions team not only processes applications and co-ordinates temporary accommodation and airport reception, but also answers fees and admissions queries.

The front reception staff are available to answer general questions at any time and are often the first staff students meet on arrival at the University.

The IPO can also advise on the rights and responsibilities of an international student according to the National Code of Practice and Guidelines for Australian Universities, available at:

www.avcc.edu.au/news/public_statements/publications/code.htm

International Student Support Services programs

Each semester the IPO runs a variety of programs (including social excursions and competitions) in which all international students are encouraged to participate.

Friendship program

A series of fun and inexpensive social activities runs during the first weeks of semester. This program provides opportunities to meet Australian as well as international students in a relaxed environment. A wide range of activities is offered and outings are either free or cost little.

Language exchange

This is an initiative which brings local and international students together, not just to exchange language skills, but also to share knowledge about cultures. Students are put in contact with a student learning their native language (or a language in which they are fluent), to practise their English skills in exchange for assisting them in the language they are learning. Students meet in whatever setting they prefer.

InterNews

InterNews is a fortnightly email bulletin of important and interesting information for international students, ranging from events on campus and around Melbourne to relevant changes in University and Immigration regulations. All international students are encouraged to subscribe to InterNews, and also to contribute items. To subscribe before you arrive, email your request to: studentsupport@latrobe.edu.au

Tuition fees

First-semester tuition fees are paid when a student accepts an offer to La Trobe University. Students are then billed for all subsequent semesters' tuition fees in two instalments. The first instalment is due during the first week of semester, and the second instalment is usually due during the eighth week of semester. If students are experiencing difficulties paying fees, they should speak to IPO staff before the fee due date. It is also possible to pay the whole of the semester's fees in one payment. Ask at the IPO about this:

International Programs Office

(+61 3) 9479 1199

Email: international@latrobe.edu.au

Web: www.latrobe.edu.au/international/

Coming to Australia

Student visas

It is the responsibility of students to ensure they obtain and maintain a valid passport and student visa to enter Australia for study purposes. The electronic Confirmation of Enrolment (eCOE) form issued by the International Programs Office on receipt of acceptance is used to apply

for a student visa at the nearest Australian diplomatic mission.

Students are also required to demonstrate that they have sufficient funds to cover tuition fees and living expenses.

Visa conditions

Student visas are issued by the Department of Immigration, Multicultural and Indigenous Affairs (DIMIA) with a number of conditions attached, including the conditions:

8202 – satisfy academic requirements (students must be enrolled full-time and make satisfactory academic progress);

8206 – study with the education provider of initial enrolment for the first year of the course, or if the course is less than 12 months, for the duration of the course;

8533 – advise the University within seven days of arrival in Australia of your current residential address and of any changes of address within seven days of each change;

8501 – maintain acceptable health insurance cover during the entire stay in Australia;

8101 – the student and his/her family members must not work without permission.

The University is obliged to notify DIMIA if students breach visa conditions, change their course, or defer or discontinue their studies.

Permission to work

Students are not automatically granted the right to work on a student visa. If students wish to get a job while studying, they must wait until classes have started to apply for permission to work (PTW) on their student visa. Applications are lodged online or at a DIMIA office, and the fee is \$55.

If PTW (a student visa with condition 8105) is granted, a student may work for a maximum of 20 hours a week while his or her course is in session. There is no restriction on working hours during vacation times. These rules apply to spouses of undergraduate students and postgraduate coursework students also, but spouses of postgraduate research students enjoy unlimited working hours. Some scholarships may also place restrictions on working hours, particularly for postgraduate students.

The Department of Immigration, Multicultural and Indigenous Affairs has recently made a number of changes to the Student Visa Program. Information about these changes is available from the DIMIA website: www.immi.gov.au, the DIMIA enquiry line (+61 131 881) and from the La Trobe University website: www.latrobe.edu.au/international/ Assistance with visa applications is available from La Trobe University's overseas representatives.

Overseas student health cover

OSHC is the minimum level of health insurance students and their dependents are required to purchase as a condition of their student visa. Students pay a premium for 12 months of OSHC medical and hospital insurance with their first instalment of tuition fees. They can also opt to pay for OSHC for the entire length of their student visa. It is the student's responsibility to renew cover when it expires. The insurer aims to have the OSHC membership card ready at the IPO as soon as possible after the student's arrival at La Trobe.

Initial OSHC is provided through the University's preferred provider, Medibank Private. Other providers offer at least the same level of cover as Medibank, with a variety of prices and products. After a student has held Medibank OSHC for 12 months he or she may choose to transfer cover to a different provider.

Exception: Most Norwegian and Swedish students do not require OSHC, as these countries have national health schemes which provide adequate health insurance overseas. Norwegian and Swedish students who wish to hold OSHC can purchase this from Worldcare Assist. See their website at www.worldcare.com.au

For details regarding costs and cover see the current Medibank brochure (available on arrival at the IPO) or the following websites: www.health.gov.au/privatehealth/osfaq/index.htm www.medibank.com.au/

Student Exchange Program

Get out there on student exchange.

Student exchange offers a unique opportunity for self-discovery, as well as broadening your educational horizons. La Trobe University encourages all students to include one or two semesters studying overseas as part of their degree program. When studying on exchange,

tuition fees are waived at the host institution. The range of countries and exchange partners available under the La Trobe University Exchange Program caters for students from all study areas. All students who are accepted into the exchange program receive a generous exchange scholarship.

Why should you go on exchange?

Live in and learn about a different country.

Immerse yourself in another culture and gain a better understanding of your own degree.

Make new friends and international contacts.

Combine travel and study.

A successful exchange program looks great on your resume.

Can you go on exchange?

Student exchange is available to all students, including full-fee paying international students, who are enrolled in, and will be eligible to maintain enrolment in La Trobe University award courses at undergraduate or postgraduate level for the period of exchange.

Undergraduate students must have completed the first year of their undergraduate degree course at a satisfactory academic level.

Postgraduate students who have been enrolled for approximately one year and who have made satisfactory progress with their research are eligible for selection. Once selected by La Trobe, applicants must pass the admission requirements of the host university.

Will it take longer to finish your degree?

Most students receive full credit for their semester or year of exchange.

How much does it cost?

Students selected for exchange will receive a generous exchange scholarship.

Students pay their normal fees (HECS or full fees) to La Trobe University for the duration of their exchange and receive a fee waiver from the host university. Travel and living expenses are covered by the student.

If students receive Austudy, Youth Allowance or government scholarships they can usually receive these while overseas.

Information on living costs in each country is available on the information brochures for each exchange institution.

Where in the world can you go?

ASIA

Subjects offered in English:

India: Lady Shri Ram College (female undergraduate)

Korea: Yonsei University

Thailand: Mahidol University

Japan: Hiroshima University, Kansai Gaidai University, Ritsumeikan Asia Pacific University, Kyoto Tachibana Women's University, Kumamoto Gakuen University, Saga University, Japan.

EUROPE

Subjects offered in English:

Austria: fhs Kufstein Tirol School of Business

Denmark: Aalborg University, Copenhagen Business School, Aarhus University

France: ESCA Angers, Rouen School of Business (Graduate School of Management only), Rennes School of Business, Ecole Centrale D'Electronique (ECE), Groupe ESC Dijon Bourgogne (GSM students only)

Ireland: Trinity College, Dublin (Social Work)

Italy: University Carlo Cattaneo (Law & Management)

Norway: University of Oslo, Norwegian University of Science & Technology (NTNU), Norwegian School of Management (BI)

Sweden: University of Göteborg, University of Linköping, University of Kalmar, Jönköping International Business School, University College of Health Sciences Jönköping, University of Lund (Occupational Therapy/ Physiotherapy), University of Malmö, University of Örebro, University of Stockholm, University of Umeå

The Netherlands: Tilburg University

United Kingdom: Queen Margaret University College, Scotland (Media Studies, Podiatry),

Royal Holloway – University of London, University of Sunderland, University of Surrey (Tourism & Hospitality), Lancaster University

Language prerequisites apply to the following programs:

Austria: University of Innsbruck (Tourism & Business)

France: Institut National des Télécommunications, Évry, Université Lumière Lyon 2

Germany: University of Bonn, Hochschule Für Wirtschaft und Politik (Economics and Social Sciences students only), Fachhochschule Landshut (UAS)

Greece: Aristotle University of Thessaloniki

Italy: Politecnico Di Torino (Science, Technology and Engineering Faculty students only), Udine University.

Spain: University of Barcelona, University Complutense de Madrid.

NORTH AMERICA

Canada: University of Calgary, University of Guelph, McGill University (Law and Management), Carleton University

United States of America: University of Alaska – Anchorage, University of California, with the following campuses: Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz; University of Florida, George Mason University, Ithaca College, University of Oregon, Oswego State University, Virginia Tech, Washington State University, University of Washington.

Language prerequisites apply:

Mexico: ITESM (Insituto Tecnologico y de Estudios Superiores de Monterrey), Universidad de Guadalajara.

SOUTH AMERICA

Language prerequisites apply:

***Argentina:** Universidad Torcuato di Tella

***Colombia:** Universidad Externado de Colombia, Corporacion Universitaria Autonoma de Occidente, Universidad ICESI, Pontifica Universidad Javeriana

Please note: Travel restrictions currently exist to all the institutions marked with an*. We do not anticipate sending students to these countries/institutions at these times, but students are advised to check the following site for updates: www.latrobe.edu.au/insurance/

Further information:

The International Programs Office conducts information sessions on the Bundoora campus every Wednesday afternoon during semester from 12.30-1.30 pm. Check the Rat Sheet (daily student news sheet) for location.

For partner institution materials visit the Bundoora International Programs Office Exchange Resource Centre or see the website at: www.latrobe.edu.au/getoutthere

Email: exchange@latrobe.edu.au

Albury-Wodonga

Office of the Director

Student Administration Building

Tel: (02) 60 58 3790, fax: (02) 60 583 797

Bendigo

International Office

Tel: (03) 5444 7286, fax: (03) 5444 7926

Bundoora

International Programs Office

Level 2, Peribolos East

Tel: (03) 9479 1249, fax: (03) 9479 3660

Mildura

Office of the Director

Tel: (02) 6058 3790

Shepparton

Campus Administration

Level 2, McLean Building

Tel: (03) 5833 2517

Campus and student services – Regional

Regional campus services are listed mainly in the relevant campus chapters of this Handbook although some are referred to below. See Faculty for Regional Development (Bendigo), Albury-Wodonga, Mildura, Shepparton, Mt Buller and Beechworth sections for details of services for those campuses.

Campus and student services – Bundoora

Security Services

Security Unit

Location: Facilities and Services Division, Ground Floor, Peribolos East

The University is committed to providing a safe and secure learning, living and working environment for the University community. There is 24-hour, seven-day week security service on campus.

Telephone: 9479 2012

Freecall: 1800 800 613

Emergency: 9479 2222

Security escort service

Location: Central Control, tel: (03) 9479 2012

Public phone freecall to Central Control: 1800 800 613

The University Security Bus Service is provided for the safety and wellbeing of the University community. When the Library is open in the evening, the bus departs every 30 minutes from the east side of the Library, between the Library and the Donald Whitehead building, commencing 6.00 pm until 10.05 pm and escorts staff and students to the academic buildings, car parks, colleges, the University Lodge, Language Centre, Barnes Way, Graduate House and the tram stop.

A security escort will leave University Lodge from nightfall to 11.00 pm on the hour and at times after this period by request. When the Library is closed and at weekends, an escort can be arranged by telephoning 9479 2012. Use only this extension so that emergency lines are kept free. Escorts will not commence until after dark and cease at 5.30 am. This service is provided for people who are alone and who feel their safety is at risk. Security staff may request students to present their ID cards and escorts will never be provided for anyone who appears intoxicated or is consuming or carrying alcohol. The University Security Unit is committed to the University community being able to traverse the campus with confidence.

Borchardt Library

<http://www.lib.latrobe.edu.au>

Centrally located in the Agora at Bundoora is the one library on campus, the Borchardt Library.

It is the focal point for accessing knowledge, and has extensive collections with over 1.5 million volumes of books and journals, a reserve collection of material in high demand, as well as audiovisual and electronic materials to support the learning, teaching and research of the University.

A major redevelopment was completed recently giving the Library a bright, modern look and expanding the facilities for providing information skills programs. Close to 200 workstations give access to information resources on the web – the catalogue, subject guides, databases, electronic journals, examination papers and more. Although much of the Library is for quiet study, there are areas set aside for viewing a video or working together in a group.

Library staff are on hand to give advice and help in using the Library, finding information, using databases and the catalogue, and in providing tours and information skills programs.

City Campus: The Borchardt Library at Bundoora supports the information needs of students and staff located at the University's City campus, giving them access to the wide range of print and electronic resources and a comprehensive range of information services. A digital or 'virtual' library service is provided through the Information Access Room, which also houses a small Reserve collection of high use reading material.

Computing and the Internet

Information Technology Services supports computing, data transmission and voice services for administration, research, library and teaching. On-campus access to computer facilities is free to staff and students for official projects. For undergraduates, dial-in access is provided for campus-based services only. All users are required by the University to abide by its Internet Code of Practice. Students have free access to computer based training. Further information can be obtained from the website: <http://www.latrobe.edu.au/cbt>

Aboriginal & Torres Strait Islander liaison and academic support

La Trobe University has Aboriginal Liaison Officers for enquiries relating to entry and selection. The officers also provide academic, cultural and personal support to all Aboriginal and Torres Strait Islander students enrolled at our campuses. Each campus is able to provide advocacy and referrals in addition to tutorial services (ATAS)

to Aboriginal and Torres Strait Islander students. The Aboriginal Liaison Officers assist prospective Aboriginal and Torres Strait Islander students with enrolment enquiries and provide academic, cultural and personal support for enrolled students. It is also a meeting place for students and the Indigenous community. The Bendigo and Bundoora campuses have Indigenous Student Support Centres, whilst other campuses are serviced by Administration. Contact details for all campuses are as follows:

Bundoora

Ngarn-gi Bagora Indigenous Centre

Location: Agora West, Ground Level

Tel: (03) 9479 3817, Fax: (03) 9479 1863, Email: alo@latrobe.edu.au

Bendigo

Aboriginal Tertiary Support Unit

Location: Student Services Area, Ground Level

Tel: (03) 5444 7812, Fax: (03) 5444 7382, Email: atsu@bendigo.latrobe.edu.au

Albury-Wodonga

Aboriginal Liaison Officer

Tel: (02) 6058 3753, Fax: (03) 6058 3777

Shepparton

Administration

Tel: (03) 5833 2517, Fax: (03) 5833 2548

Mildura Campus

Campus Director

Tel: (03) 5022 3704

Mt Buller Campus

Administration

Tel: (03) 5733 7093

Counselling Service

Location: Level 2, Peribolos East

Tel: (03) 9479 2956

Email: counselling@latrobe.edu.au/counselling/

Website: <http://www.latrobe.edu.au/>

The Counselling Service provides counselling and group programs which promote psychological and social development, thereby optimising opportunities for academic success. Students use the service to discuss study-related issues (motivation, procrastination, and anxiety about exams or class presentations), personal dilemmas, family and relationship issues, or to talk over significant life decisions. Counselling is confidential and free. The service runs a comprehensive group program, advertised widely at the commencement of each semester.

Careers Service

Location: Level 1, Peribolos East, in Course and Careers Services

Tel: (03) 9479 2459, fax: (03) 9479 1989

Email: careers@latrobe.edu.au

Website: www.latrobe.edu.au/careers

The Careers Service assists students to find graduate employment, offers a comprehensive workshop program aimed at enhancing students' employability (skills identification, resume writing and interview techniques, to name a few) and carries resource materials on courses, careers and employers. The Service has an online job vacancy service which students can access 24 hours a day via StudentOnLine. An *Essential Careers Guide* is produced and this, together with many other extremely useful publications, is available from the Service. Short-term careers counselling assistance is also available to enrolled students.

Health Services

La Trobe University Medical Centre

Location: Corner Plenty Road and Kingsbury Drive

Tel: (03) 9473 8888, fax (03) 9473 8905, email: talktous@lumc.com.au

The Medical Centre provides a range of health care services including general practitioner consulting. Additional services include physiotherapy, radiology, obstetrics, occupational therapy, ophthalmology, optometry, orthoptics, sports injury treatment, pathology, ambulance, blood donor and short stay in-patient facilities.

Chaplains

Location: Level 4, Humanities 3, Rooms 420, 422, 424, Bundoora campus
Tel: Peter Leslie: (03) 9479 1479; Liam Mackle: (03) 9479 2979; Helen Bell (03) 9479 1479

Chaplains from various denominations are available to students and staff of all campuses to help with routine issues and emergencies of life on a confidential basis. The chaplains offer a variety of short courses, seminars and workshops throughout the academic year. With a few exceptions, these are free and can be completed in six one-hour weekly segments. A regular opportunity for worship is offered daily. Chaplains also help you find your local church and denominational groups on the campus. All are welcome to use the Chapel and kitchen facilities. A prayer room is available for Muslim students.

Children's Centre

Location: Between car park 4 & 6, with access from the Ring Road, Bundoora campus
Tel: (03) 9479 2122 or (03) 9478 9422, fax: (03) 9479 3623, email: children@latrobe.edu.au

Website: <http://www.latrobe.edu.au/child/>

The Children's Centre provides full-time, part-time and casual care for children of students and staff. In addition to providing high quality care for children, the Centre provides a kindergarten program.

Parents' and Children's Child Care Centre

Location: Behind the Union Hall, Bundoora campus
Tel: (03) 9479 2526

The Parents' and Children's Child Care Centre is a Class I, registered child care centre, funded by the Union for students and Union members. Parents are expected to participate in the day-to-day running of the Centre's child minding and associated activities on a roster system. The Union employs three trained staff members: two full-time and one part-time child-care worker.

Dental service

Location: La Trobe Medical Centre, Cnr Plenty Rd and Kingsbury Drive, Bundoora
Tel: (03) 9479 2990

The SRC Dental Service is open to students and staff of La Trobe University, Bundoora. It is funded and run by the Students' Representative Council Inc. with minimal fees charged for services.

Legal service

Location: Level 2, SRC building, Agora (above Commonwealth Bank), Bundoora campus
Tel: (03) 9479 2469

The SRC Legal Service is open to student members of La Trobe University, Bundoora. It is funded and run by the Students' Representative Council Inc.

Disability Liaison Officer and Disability Access

Location: Level 1, Peribolos East, Bundoora campus
Support services are available to students with disabilities, mental health issues or ongoing medical conditions. The students are required to provide relevant medical or professional documentation and attend a confidential interview with the Disability Liaison Officer. This information will provide the basis for a tailored academic support program. For further information contact the Disability Liaison Officer, Equity and Access Unit, at the Bundoora campus, tel: (03) 9479 2900, Disability Liaison Officers at regional campuses or email: disability_support@latrobe.edu.au

Deaf Academic Services

Location: Level 1, Peribolos East, Bundoora campus
Deaf Academic Services can provide support to deaf and hearing impaired students. For further information contact the co-ordinator, tel: (03) 9479 3603, TTY: (03) 9479 2309, mobile/SMS: 0419 326 551 or email: deaf_support@latrobe.edu.au

Equity and Access Unit

Location: Level 1, Peribolos East, Bundoora campus
Tel: (03) 9479 2900, email: equity@latrobe.edu.au
The Equity and Access Unit provides a wide range of support services to staff and students. The role of the Unit is to promote full and equal participation of all students within La Trobe University and to foster an environment free of discrimination and harassment.
The Equity and Access Unit has responsibility for leading and co-ordinating policy development, and the implementation of a range of strategies in response to equal opportunity and affirmative action legislation. Some examples of the Unit's many involvements include policy and planning, disability/additional needs, complaint conciliation, affirmative action, information, referral and education.

Equity Officers are also located at the Bendigo and Albury-Wodonga campuses.

Further information can be found at www.latrobe.edu.au/eau

Student Accommodation and Financial Services

Location: Level 2, Peribolos East building, Bundoora campus
Tel: (03) 9479 2112, (03) 9479 2053, fax: (03) 9479 1053
Email: safso@latrobe.edu.au

The service exists to assist students (and staff) with financial and accommodation information. The service provides information about all forms of on-campus and off-campus accommodation and maintains current records of available accommodation. The service provides information about tenancy difficulties and can supply application forms for on-campus housing.

Staff are available to assist with matters involving Youth Allowance, Austudy and other Centrelink benefits. Enrolled students can apply for financial assistance from the University's Student Loan Fund, which is administered through the Office. Information regarding non-academic prizes is also available. Further information is available from the website: <http://www.latrobe.edu.au/finaid/>

College accommodation

Chisholm College

Location: Bundoora campus
Tel: (03) 9479 2875, fax: (03) 9479 1211
Email: chisholm@latrobe.edu.au
Website: <http://www.latrobe.edu.au/chisholm>

Chisholm College, best known for its international perspective, is the embodiment of a successful multicultural community. Approximately 50% Australian and 50% international residents make Chisholm their home. This cultural mix produces a vibrant and active college community with a distinctive social and academic life.

The self-catering arrangements of the College are complemented by a cafeteria which serves evening meals and snacks Monday to Friday. Kitchen and bathroom facilities are designed so that students share with no more than 11 people. Free, shared laundry facilities are provided. All rooms have provision for direct computer access to the internet. There are two computer rooms, each with IBM and Mac workstations linked to the net and the University mainframe. The College has a spacious activities area with cafeteria, two large TV rooms with FOXTEL satellite service, library, table tennis, billiards and other games facilities.

Residential Assistants care for the academic and general wellbeing of residents, and a flexible academic support program is available to all. Twenty Accommodation Awards are offered at the commencement of each academic year on the basis of financial need, academic excellence and/or special contributions to the Chisholm College community. These awards carry the value of a 50% reduction in accommodation costs and are available to returning or newly arriving residents.

Glenn College

Location: Bundoora campus
Tel: (03) 9479 5100, fax: (03) 9479 5151
Email: glenn@latrobe.edu.au

Glenn College, La Trobe University's oldest college is situated in a picturesque setting on the Bundoora campus overlooking the moat and university buildings. Glenn is La Trobe University's only fully catered college, providing breakfast and dinner seven days per week. A wide range of main courses, accommodating various vegetarian and other preferences, with self-serve selection of vegetables and salads, is offered. Students find meal times a great opportunity to meet new friends, and the community feel of the College is further enhanced by a two-hour brunch each Sunday. An open restaurant and café offering a wide variety of meals is available five days a week. Glenn College is particularly mindful and understanding about the unique and special needs of physically disabled students. Concrete ramps and an elevator provide unlimited access to all facilities as well as the second-floor residential and recreational areas.

Each of the bed/study rooms is fully furnished and equipped with blankets, pillow and all bed linen. Sheets and pillowcases are changed weekly and rooms are cleaned weekly. All rooms are equipped with telephone and internet connections. Bathrooms and free laundries are located close to all rooms and two Residential Assistants are in charge of each floor. These senior students are available to assist and guide

new residents and together with the Head of College they also constitute the leadership and after-hours response team 24 hours a day. The College has a recreation room with paid Fox Sport Channels, TV lounges, table tennis and billiards rooms. College teams compete with the other colleges in a wide variety of sport codes and residents organise an active social program with events throughout the year. Highlights include various Theme Dinner nights, Orientation Week activities, Future Leaders Dinners, Staff Dinners, Christmas in July Dinner, the Yarra Cruise and the College Ball. A wide-ranging Academic Support Program backs up lectures and tutorials and introduces students to other residents who are doing their course. An academic mentoring panel of senior students is available to address first-year students' academic needs and queries. Faculty dinners bring together those doing similar courses, senior students and university staff, and provide residents with valuable contacts. Twice a year academic staff members are invited to dinner in the Glenn Restaurant to socialize and meet with students from their respective faculties.

At Glenn College we aim to provide each member with a strong sense of identity, loyalty, camaraderie and purpose. Living at Glenn provides a living environment conducive to academic success, social development, cultural enrichment and the development of personal, individual and group qualities. Glenn is renowned as a caring community where diversity is valued and accommodated, where we constantly aim to improve our reputation, facilities and services and where we indeed optimize our motto of *learning to live and living to learn* in everything we do.

More information can be found at the website
www.latrobe.edu.au/glenn/

Menzies College

Location: Bundoora campus

Tel: (03) 9479 1071, fax: (03) 9479 3690

Email: menzies@latrobe.edu.au

Website: <http://www.latrobe.edu.au/menzies>

A fortnightly newsletter, *Menzies.Com*, a special 12-page newspaper, and information sheets about applying to college, fees and services, and scholarships and prizes are available to students. Applications may be made via the website or by post. Menzies College offers all residents single study-bedrooms, with access to fully equipped kitchens, common rooms and bathrooms. The College is being substantially upgraded during 2003-5. Support and development is provided through 16 trained Seniors (pastoral and welfare), an elected and active Student Club, 16 Student Reps and Committee (organising activities and functions, including drama, music, sports, community, and social), 16 Study Mentors (offering weekly academic support across subject areas), as well as the administrative staff and Head of College. A counsellor attends College weekly. Facilities include a large, modern computer lab; well-equipped library (with textbook purchase scheme), Menzies Lounge, a student club room (TV, pool, table tennis), a modern fitness centre and gym (with sauna), a health sciences support room (with models, massage tables, and equipment), a music practice room, and function rooms. There are barbecue areas, a modern cafe (with meal plans) and a licensed bar. A strong academic and development program includes seminars, a Leadership Forum, professional development courses, study focus groups, and Faculty dinners. Two duty tutors are on call nightly, and first aid and security are well managed.

Menzies College prides itself on offering 'more than just a place to live': it is a place to make friends, get involved in community living, and get the most from your time at university.

Student organisations

La Trobe University Postgraduate Association Inc (LUPA)

Location: Upper level, west end, Union building, Bundoora campus

Tel: (03) 9479 2438, fax: (03) 9479 5617

Email: lupaoffice@latrobe.edu.au

Website: <http://www.latrobe.edu.au/lupa/>

LUPA represents the interests of postgraduate students, including those undertaking graduate and postgraduate diploma courses, coursework and research masters degrees, and doctoral degrees.

LUPA is governed by a committee elected by postgraduate students annually and is supported by four staff members.

The main activities of LUPA include:

- assisting postgraduates with academic concerns and difficulties
- conducting surveys and other forms of research into postgraduate issues

- initiating seminars on issues of relevance to postgraduate students
- publishing projects and lobbying the University on behalf of postgraduates
- organising LUPA's newsletter, *The PG* and the LUPA postgraduate handbook, titled *Postgraduate Survival Guide*
- organising social functions to develop a postgraduate culture and promote interdisciplinary research
- collecting reference materials relevant to postgraduate students
- co-ordinating postgraduate representatives on University Committees and LUPA representatives in the Schools of the University.

A lounge for use by postgraduate students is maintained at the City Campus, 215 Franklin Street. This space is for study purposes, for group work and for quiet social activities. Refreshments are supplied, and lockers are provided for student use.

An email list is available for postgraduate students to join in order to receive information about events and updates on issues which affect the postgraduate experience. Joining the LUPA list is done through the LUPA website or by contacting the LUPA office.

Sports and Recreation Association (SARA)

Location: Sports Centre, near car park 6, Bundoora campus

Tel: (03) 9479 2973

The Sports and Recreation Association's (SARA) facilities include the La Trobe Sports Centre, the ovals and playing fields located south of Kingsbury Drive, Bundoora campus, a synthetic hockey pitch located on Plenty Road in Reservoir and a ski lodge at Mt Buller.

All La Trobe students, staff and graduates are eligible to join SARA. Members receive discounted rates on use of all Sports Centre facilities and may join any of the Association's 30 affiliated clubs.

Students' Representative Council Inc. (SRC)

Location: Agora (above Commonwealth Bank), Bundoora campus

Tel: (03) 9479 2976

The SRC Inc. is made up of 15 student members who are elected by the student body each year. There are six departments: education, environment, indigenous, queer, welfare and women's. Each of these six departments has a collective structure which enables students to have their say in what the departments do for the year. 'Clubs and Societies' is run by the SRC and at present there are about 40 active clubs on campus over a diverse range – from political to religious to social, with everything in between. The major student newspaper, *Rabelais* is 'born' out of the SRC Inc. office a total of 11 times a year. Student participation is encouraged in all aspects of its development. The SRC Inc. provides the following services for students: a dental service, legal service, driving school, photocopying (for Clubs and Societies) and fax facilities. The SRC's other major function is the provision of an advocacy role for students. There is one staff person who handles queries and complaints from students. The SRC Inc. will assist any student with difficulties. SRC Inc. meetings are held once a month to discuss policy and debate issues, and are open to students. AFS (administration, finance and staffing) meetings are held weekly.

Student clubs and societies

Location: SRC Office, Agora (above Commonwealth Bank)

Tel: (03) 9479 3411

Clubs at La Trobe are organised by the Students' Representative Council Inc. (SRC) and SARA. All clubs may use Union facilities and rooms. There are more than 65 clubs and societies throughout the University.

Union

Bundoora campus

Location: Union building

Tel: (03) 9479 2166

Union Services Centre, Agora, Bundoora campus

Tel: (03) 9479 2314, <http://www.union.latrobe.edu.au/>

The Union is the social and cultural centre of the University and as such, provides a wide range of facilities and services for the campus community.

The Union Board is the policy-making body of the Union, controlling the services and facilities of the Union, the Eagle Bar and Bistro, the Union Hall, the Moat Theatre and the Agora shopping centre. Union Board meetings are held monthly and all members of the Union are welcome to attend. Membership is available to staff and students of the University.

GENERAL INFORMATION

Bendigo campus

Location: Student Union floor

Tel: (03) 5444 7514

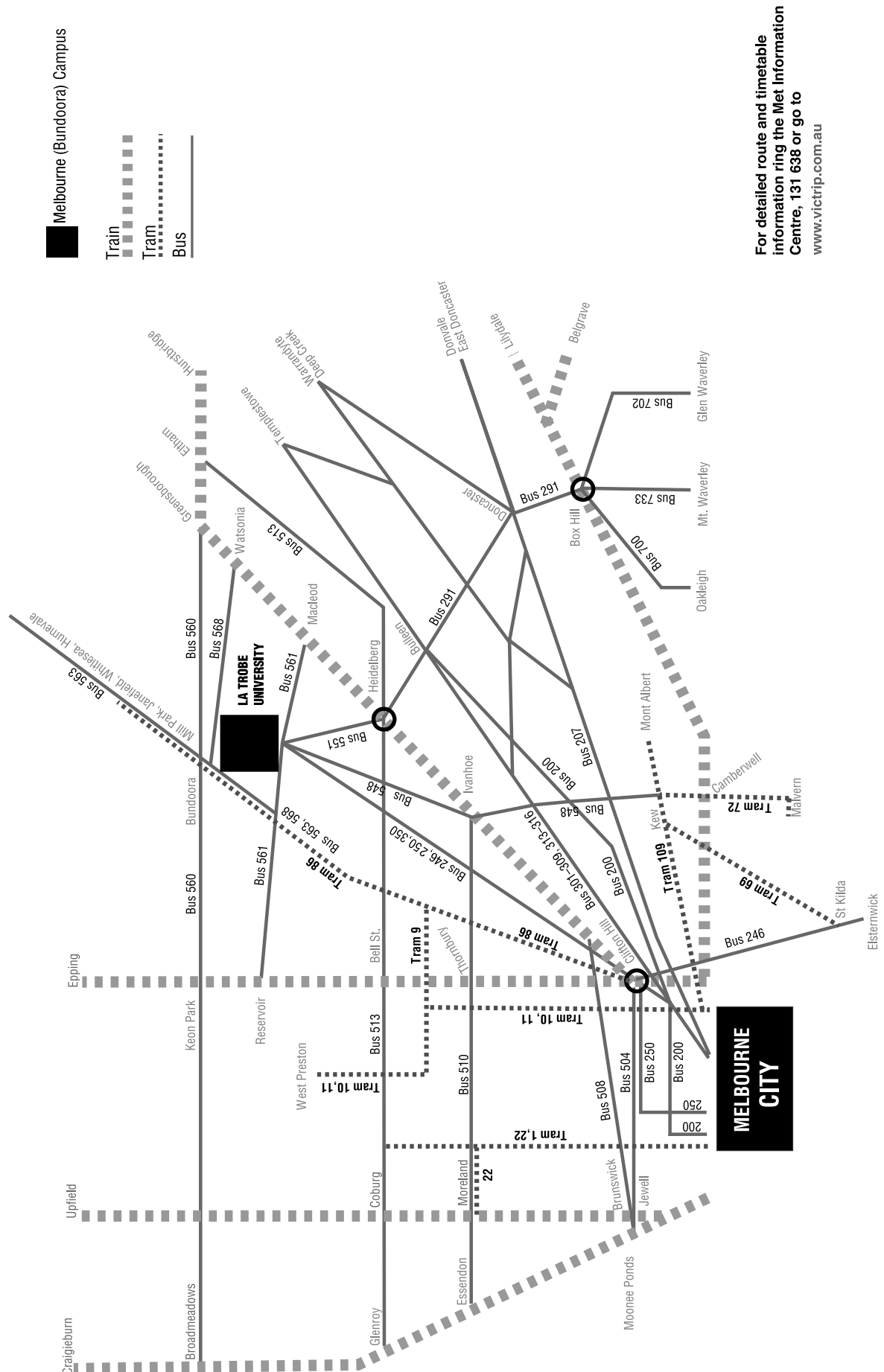
Membership of the Student Association is open to all students who are enrolled on the Bendigo campus. The Association provides students with a number of services both on and off campus. Contact the Student Association office or refer to the Faculty for Regional Development entry in this Handbook.

At other campuses local arrangements have been made to supply a range of student services. Enquiries may be made through the relevant campus office.

Public transport

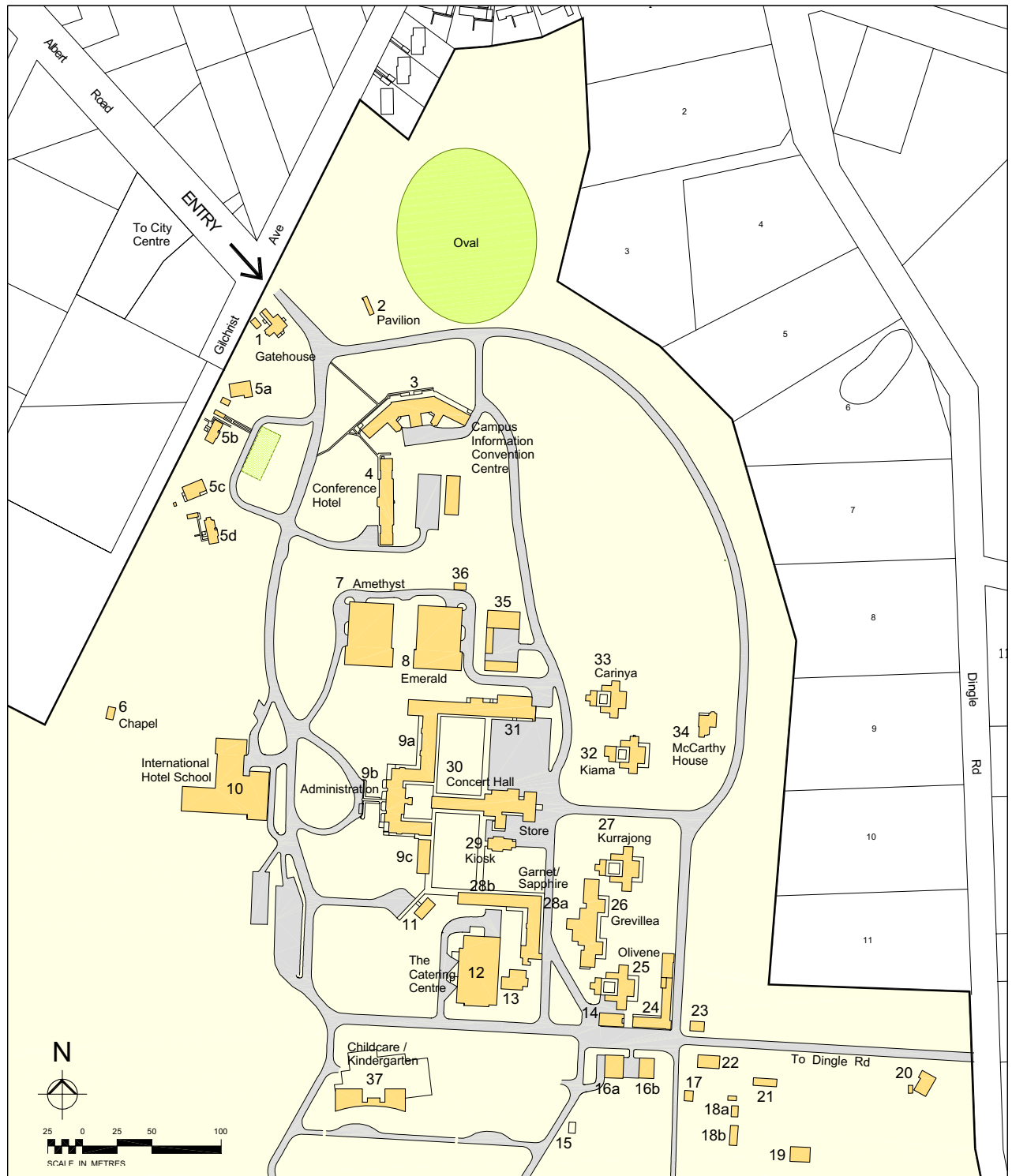
At Bundoora public transport is available between the campus and the city and most of the northern suburbs (see over for public transport map). Services between Bundoora and the eastern and western suburbs are less satisfactory, although basic services exist. From the southern suburbs to Bundoora, journeys are long but reasonably efficient connections are available through the city. Met services run all year round, while private buses run Monday to Friday, usually not on public holidays and rarely after 7.00 pm.

Details of transport at other campuses may be obtained from the relevant campus office.



For detailed route and timetable information ring the Met Information Centre, 131 638 or go to www.victrip.com.au



BEECHWORTH CAMPUS**LEGEND**

- | | | |
|---|-------------------------------|---------------------------------|
| 1 Gatehouse - Residence | 12 The Catering Centre | 25 Olivine |
| 2 Pavilion | 13 Former Tailors Shop | 26 Grevillea |
| 3 Campus Information & Convention Centre (former Turquoise) | 14 Old Boiler House | 27 Kurrajong Lodge |
| 4 Conference Hotel (former Nurses Home) | 15 Substation 2 | 28a Garnet / Sapphire |
| 5 Residences | 16 Briquette Store | 28b The Former Toy Shop |
| 6 Chapel | 17 Pumphouse | 29 The Kiosk |
| 7 Amethyst | 18a Gardeners Lunch Room | 30 Bijou Theatre (Concert Hall) |
| 8 Emerald | 18b Gardeners Store | 31 Laundry Wing |
| 9a Administration | 19 Barn | 32 Kiama Lodge |
| 9b Computer Lab | 20 Former Farm Managers House | 33 Carinya Lodge |
| 10 International Hotel School | 21 Stables | 34 McCarthy House |
| 11 Former Housekeeper | 22 Bricklayers Shed | 35 Maintenance |
| | 23 Former Morgue | 36 Substation 1 |
| | 24 Workshops | 37 Childcare / Kindergarten |

**BEECHWORTH CAMPUS CORE**

DATE LAST UPDATED : 21.9.2001
 PREPARED BY BUILDINGS AND GROUNDS
www.latrobe.edu.au



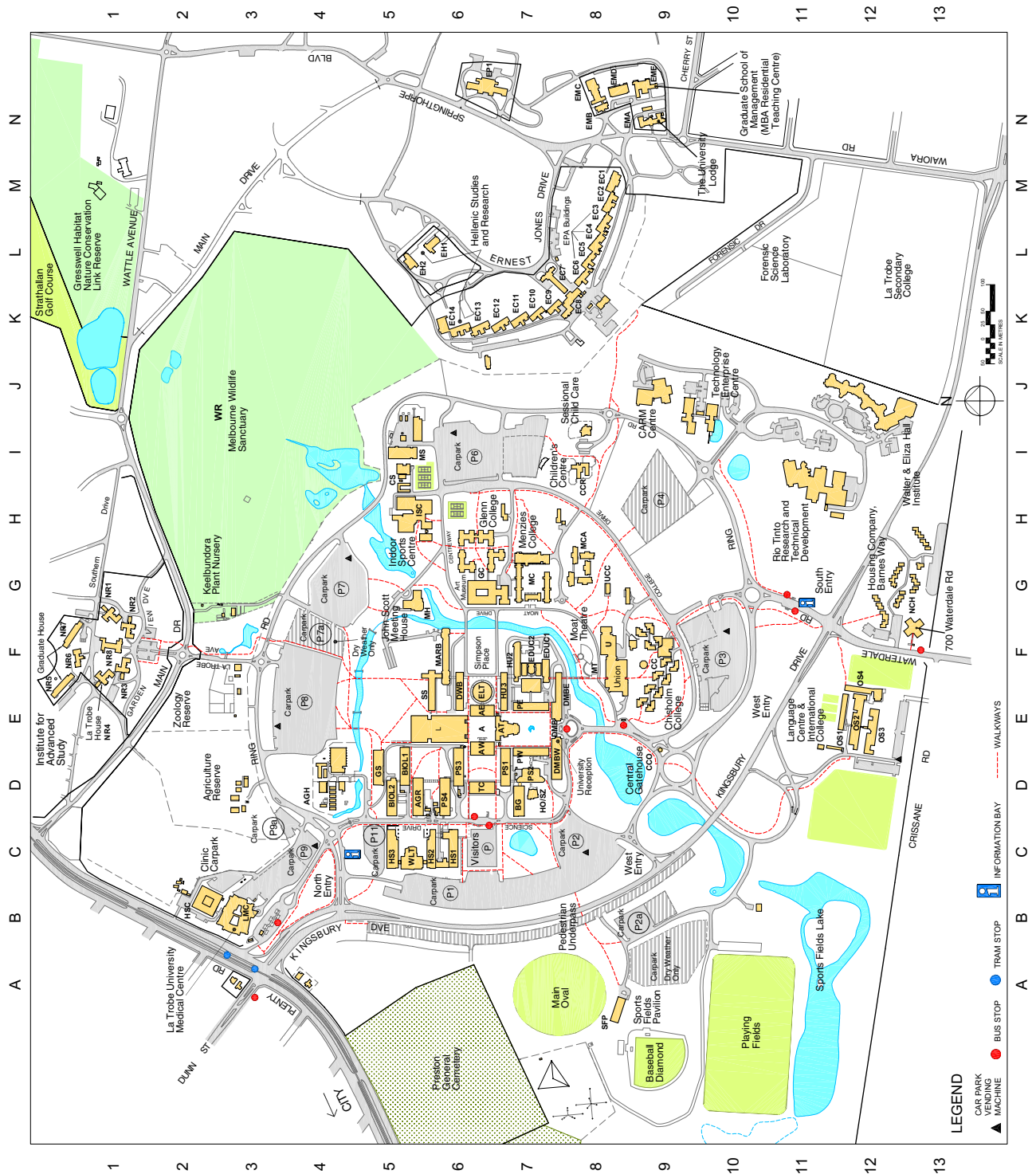
MELBOURNE (BUNDOORA) CAMPUS

| Building Name | Module | Ref |
|-------------------------------|--------|-----|
| Agora | A | E6 |
| Agora East | AE | E6 |
| Agora Theatre | AT | E7 |
| Agora West | AW | E8 |
| Agriculture Reserve | AR | D3 |
| Animal and Glass Houses | AGH | D4 |
| Beth Gleeson Building | BG | D7 |
| Biological Sciences 1 | BIOL1 | D5 |
| Biological Sciences 2 | BIOL2 | D5 |
| BM La Trobe Hotel | EP1 | D5 |
| Children's Centre | CCR | I8 |
| Chisholm College | CC | I8 |
| David Myers Building-Centre | DMB | E7 |
| David Myers Building-East | DMBE | E7 |
| David Myers Building-West | DMBW | D7 |
| Donald Whitehead Building | DWB | F6 |
| East Lecture Theatre | ELT | F8 |
| Education 1 | EDUC1 | F7 |
| Education 2 | EDUC2 | F7 |
| Galehouse | CCO | E9 |
| George Singer Building | GS | D5 |
| Glen College | GC | G6 |
| Graduate House | NR5.7 | F1 |
| Graduate School Of Management | EMD-E | N8 |
| Health Sciences 1 | HS1 | C8 |
| Health Sciences 2 | HS2 | C8 |
| Health Sciences 3 | HS3 | C8 |
| Health Sciences Clinic | HSC | B3 |
| Hellenic Studies | EH1-2 | L6 |
| Hellenic Studies | EH14 | K8 |
| Hooper & Spantil | HO/SZ | D7 |
| Housing Company, Barnes Way | NCH | G12 |
| Humanities 2 | HU2 | F7 |
| Humanities 3 | HU3 | F7 |
| Institute For Advanced Study | IAS | E7 |
| International College | OS1-4 | E12 |
| John Scott Meeting House | MH | G5 |
| Landscaping Depot | CS | B3 |
| La Trobe Medical Centre | LMC | B3 |
| Library | LS | E6 |
| Maintenance & Central Store | MARB | I5 |
| Martin Building | MC | F6 |
| Menzies College | MC | G7 |
| Menzies College Annex | MT | G8 |
| Moat Theatre | MT | F8 |
| Peribolos East | PE | E7 |
| Peribolos West | PW | D7 |
| Physical Sciences 1 | PS1 | D7 |
| Physical Sciences 2 | PS2 | D7 |
| Physical Sciences 3 | PS3 | D8 |
| Physical Sciences 4 | PS4 | D8 |
| Physical Sciences 5 | PS5 | D8 |
| Research & Development Park | R&D | J9 |
| R.L. Field Building | AGR | D9 |
| Social Sciences | SS | F8 |
| Sports & Recreation Centre | SSC | F8 |
| Sports Field Pavilion | SFP | H8 |
| The University Lodge | EC1-14 | K8 |
| Thomas Cherry Building | EMAC | N6 |
| Union Parents & Children's | TC | D6 |
| Union Parents & Children's | U | F6 |
| West Child Care Centre | UCC | G8 |
| West Lecture Theatre | WLT | J5 |
| Wildlife Reserve | WR | J5 |

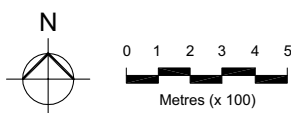
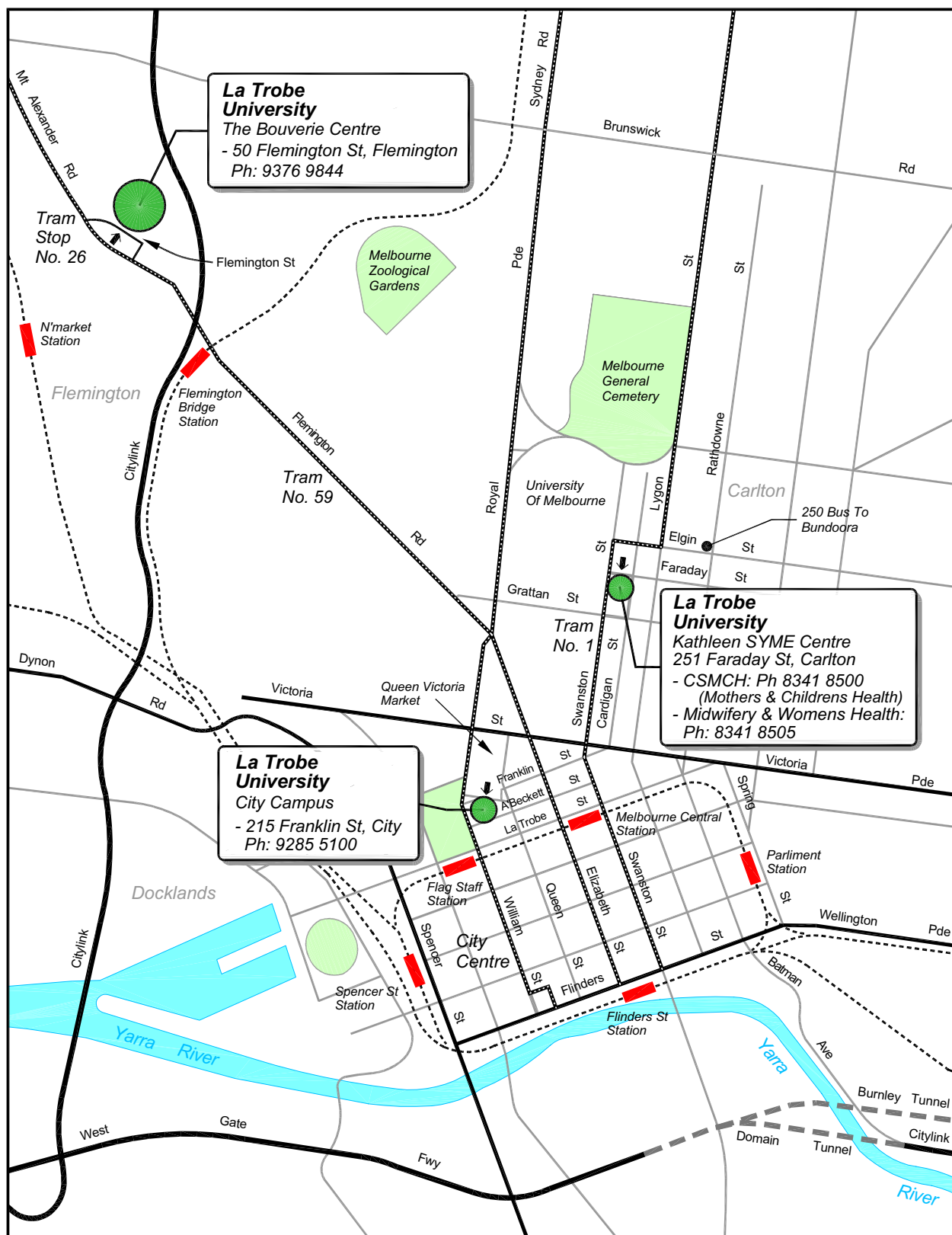


BUNDOORA CAMPUS SITE PLAN

DATE LAST UPDATED: 27.6.2003
PREPARED BY BUILDINGS & GROUNDS - LA TROBE UNIVERSITY



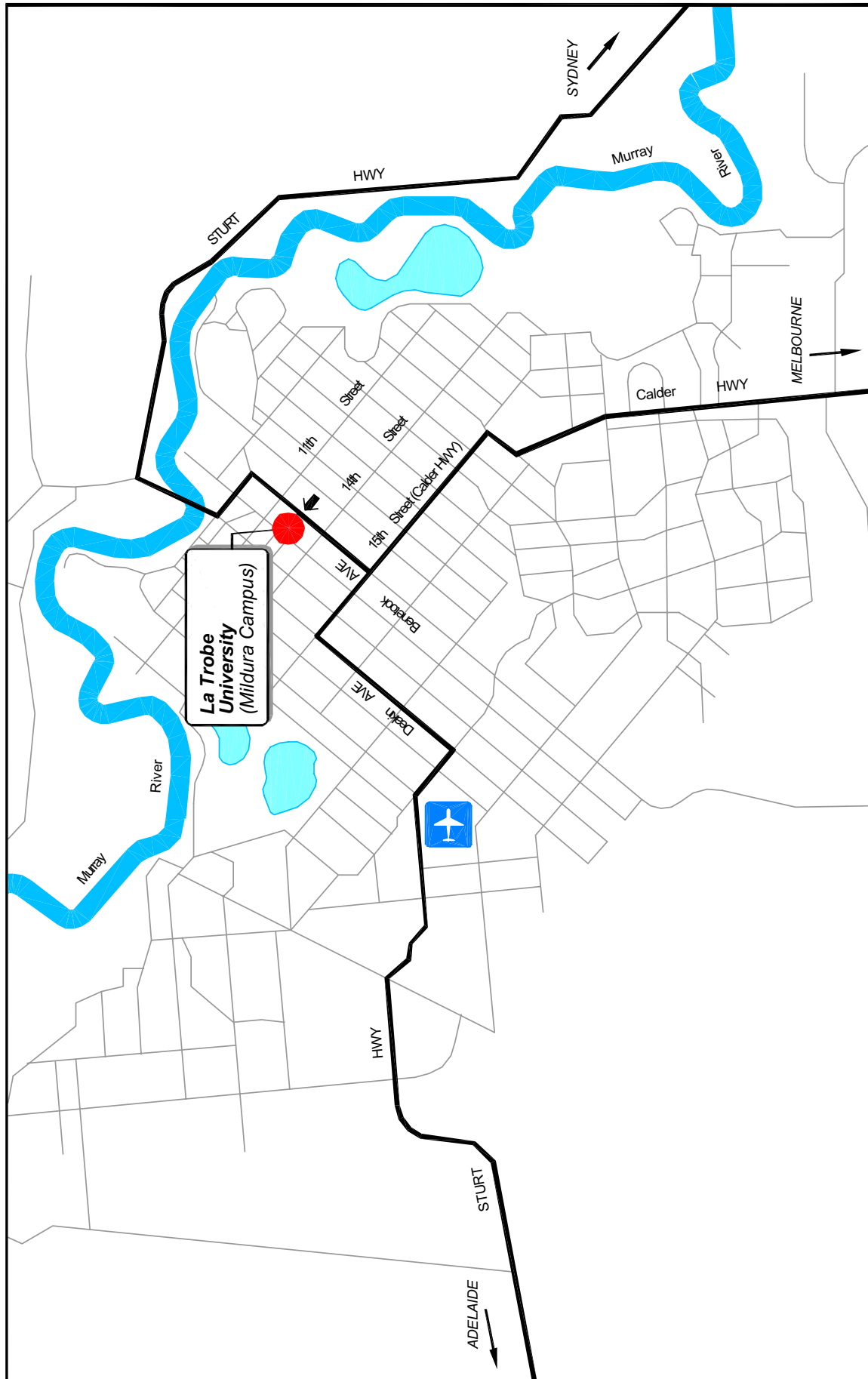
MELBOURNE (CITY) CAMPUS



Melbourne Inner City

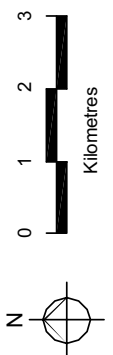
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PREPARED BY BUILDINGS & GROUNDS
www.latrobe.edu.au

MILDURA CAMPUS

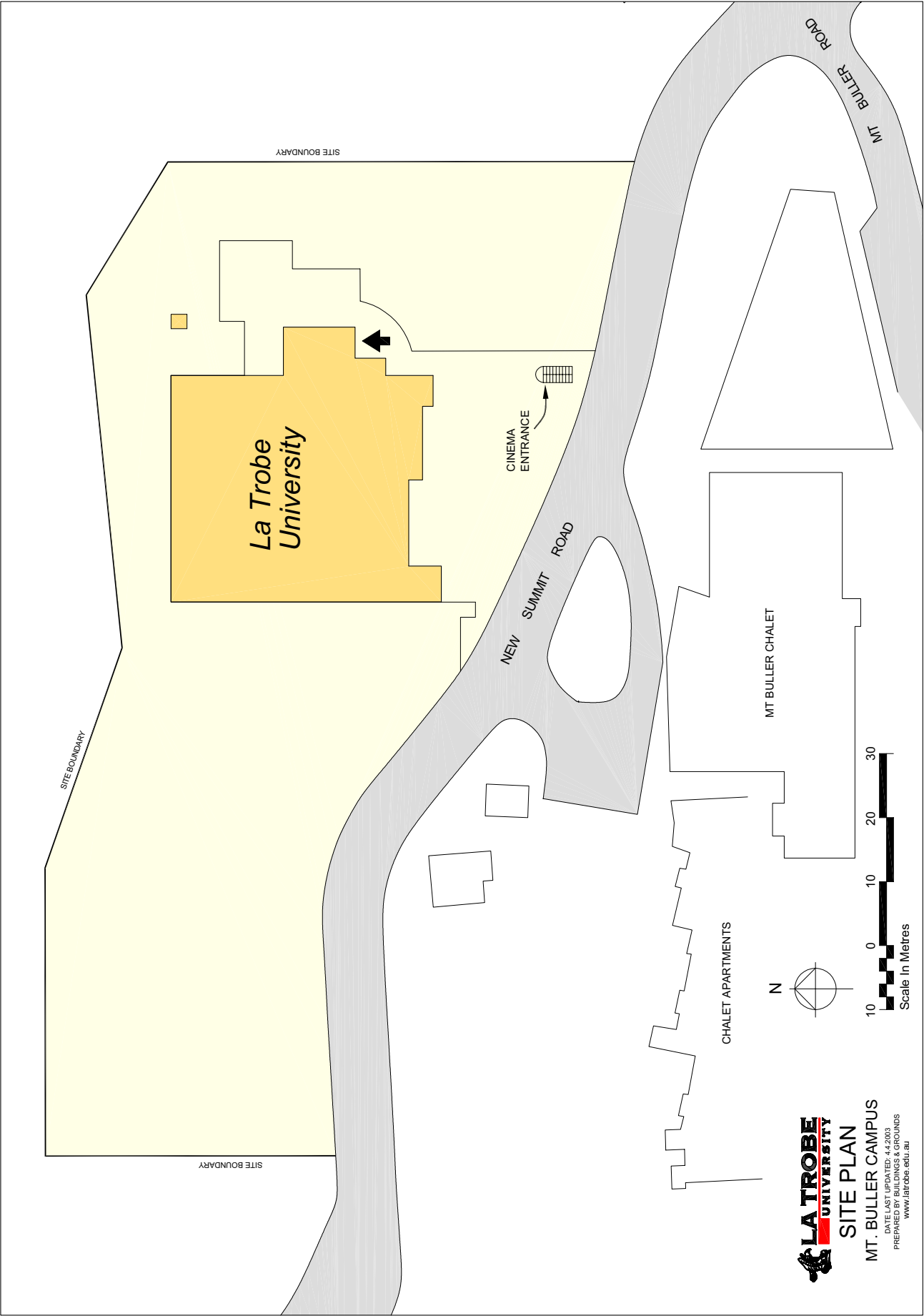


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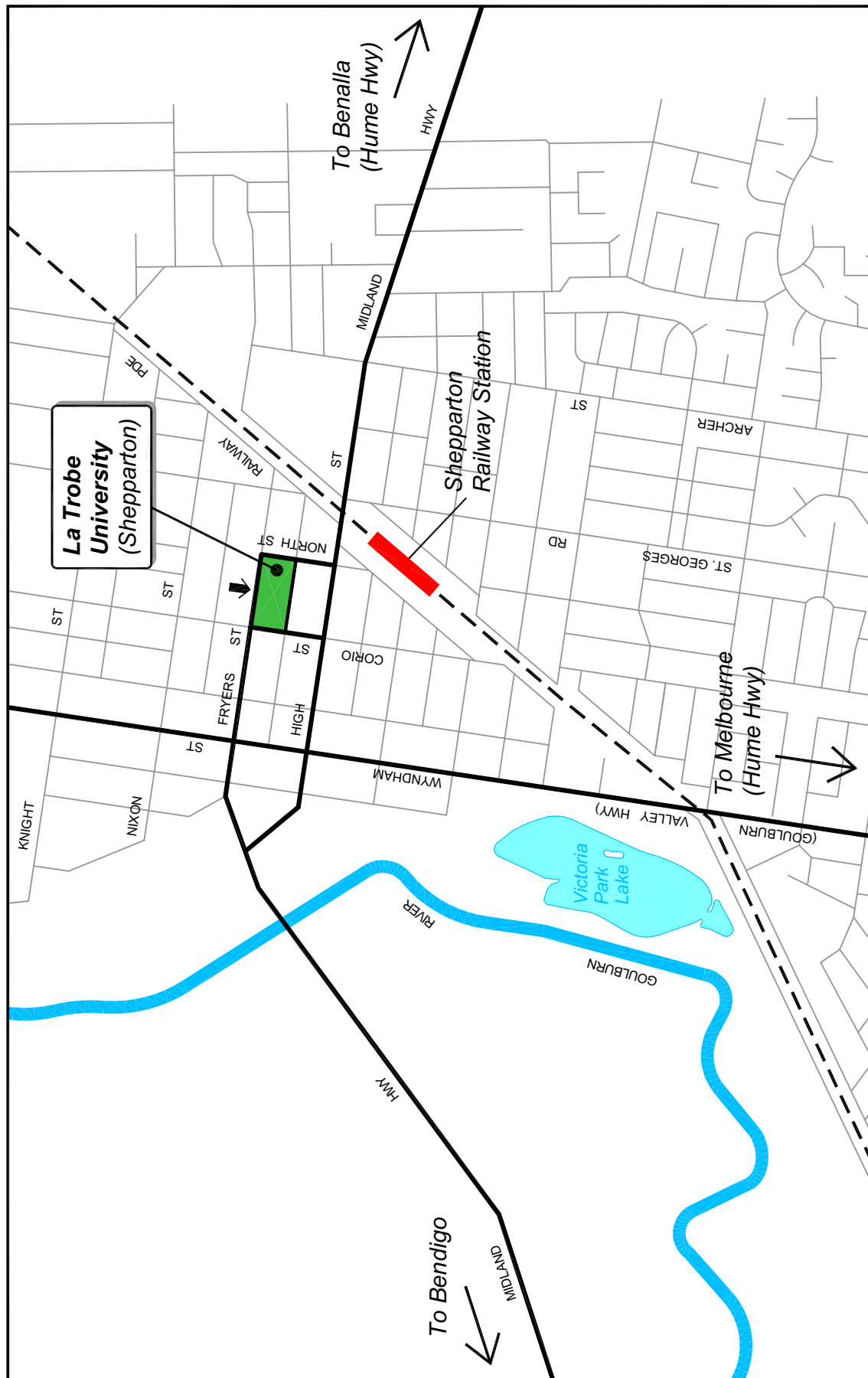
Locality Map - Mildura



MT BULLER CAMPUS

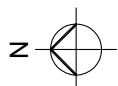
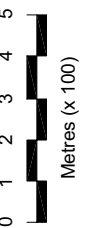


SHEPPARTON CAMPUS



DATE LAST UPDATED : 6.6.2003
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Locality Map - Shepparton



SCHOLARSHIPS, AWARDS AND PRIZES

Scholarships, Awards and Prizes – all Faculties

La Trobe University Undergraduate Scholarships for Commencing First-year Students

Scholarships valued at \$1,500 are available for commencing first-year students who enrol in full-time undergraduate courses at any one of the campuses of La Trobe University (Bundoora, Bendigo, Albury-Wodonga, Mildura, Shepparton and Mt Buller). Applicants must be undertaking their first course of study at a university. The scholarships are awarded on the basis of academic merit and demonstrated need for financial assistance, and are available to Australian citizens or residents not liable for full University fees. The scholarships are available in the first year of enrolment only. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

Vice-Chancellor's Municipal Scholarships for Residents of Banyule, Darebin and Whittlesea

A limited number of scholarships are available for commencing first-year students who are undertaking their first course of study at a university and who are residents of the municipality of Banyule, Darebin or Whittlesea. Preference will be given to applicants who enrol for full-time study, but a scholarship may be awarded, on a pro rata basis to a candidate who enrolls for part-time study. Applicants must be able to demonstrate the capacity to undertake studies at a university and to demonstrate a need for financial assistance, and must be Australian citizens or residents not liable for full University fees. Each scholarship for full-time students is valued at \$3,000 pa. The scholarships are tenable for the normal duration of the course of initial enrolment, including an honours year if applicable. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

Vice-Chancellor's Regional Scholarships

Up to five scholarships are available for students commencing first-year studies at each of the campuses of La Trobe University at Bendigo, Albury-Wodonga, Shepparton and Mildura. Applicants must be residents of the respective region surrounding the regional campuses of the University and must be commencing full-time study for their first qualification at a university. Each applicant must provide evidence of the capacity to undertake university studies and demonstrate the need for financial assistance. Under normal circumstances a scholarship will be tenable at the campus where studies are commenced but students who are required to relocate to another campus of the University to complete their studies may continue to hold a scholarship. Each scholarship is valued at \$3,000 pa. The duration of the scholarship shall be for the normal length of the course of study, including an honours year if applicable. The scholarships are available to Australian citizens or residents not liable for full University fees. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

Targetted Travelling Scholarships

Targetted Travelling Scholarships are awarded under the International Network of Universities (INU) scheme to assist students to spend a semester studying abroad, with a credit towards their La Trobe degrees. The value of each scholarship varies depending on the country in which students choose to study, but will comprise a return economy airfare and travel insurance as well as assistance with accommodation and living costs. Selection criteria include demonstrated academic achievements, potential to complete successfully a full-time semester of study in an unfamiliar environment and the ability to act as an ambassador for Australia and for La Trobe University.

The Riady Scholarships

Two awards each of \$2,500 – one to a high achieving undergraduate student and one to a high achieving postgraduate student. Both are for the purpose of travel to and study at a partner university within the International Network of Universities (INU) or at an Indonesian University to meet travel and subsistence costs whilst studying for one

or two semesters at the overseas university. The Riady scholarships are advertised in March and will be presented in May of each year. Further information from Student Accommodation and Financial Services (telephone: 9479 2112 or 9479 2053 or email SAFSO@latrobe.edu.au) or at: www.latrobe.edu.au/finaid/

Vice-Chancellor's Language Scholarships

The Vice-Chancellor will make available up to a maximum of ten scholarships for students enrolled in modern language courses as part of a course at La Trobe University for the year 2004. The aim of this scholarship is to enable students to improve their language skills by undertaking language study overseas.

The value of each scholarship is \$2,000 and will represent a contribution towards travel, health insurance costs and living expenses overseas.

Information and application forms are available from the International Programs Office or Heads of Language Schools. Applications close in September.

Menzies College Entry Prize Scholarships

Up to three entry scholarships are available for undergraduate students entering Menzies College. The scholarships are awarded on the basis of academic merit and potential contribution to College life. The scholarships are offered for first semester but are renewable subject to outstanding academic performance (value is approximately \$1,400 per semester). Information and application forms are available from Menzies College, tel: (03) 9479 1071. See also www.latrobe.edu.au/menzies/scholarshipsandprizes.html

Menzies College Entry Scholarships

Up to five entry-level scholarships are available for undergraduate students entering Menzies College. The scholarships are awarded on the basis of academic merit and potential to contribute to the cultural or community life of College. The value of these scholarships is 30% remission of residential fees; the scholarships are valued at approximately \$750 per semester (and are renewable for second semester subject to academic performance). Information and application forms are available from Menzies College, tel: (03) 9479 1071. See also www.latrobe.edu.au/menzies/scholarshipsandprizes.html

Menzies College Leadership Awards

Up to five leadership awards per semester, each worth up to \$500, are given to students joining College who are able to contribute with distinction to the sporting, cultural or community life. Students wishing to be considered for these awards should note this in their *Application for College Accommodation*, in Section E, and supply as much documentation as possible. Information is available from Menzies College, tel: (03) 9479 1071. The awards are made in the first few weeks of each semester. See also www.latrobe.edu.au/menzies/scholarshipsandprizes.html

Menzies College/Faculty of Humanities and Social Sciences Joint Scholarship

See Faculty of Humanities and Social Sciences awards.

Chisholm College Accommodation Awards

Academic Achievement and Financial Assistance Grants

In keeping with the Chisholm College commitment to academic excellence and its policies of equality, 20 Accommodation Awards are distributed annually at the beginning of the academic year. Awards offer a 50% rental reduction, and are awarded on the basis of academic excellence, financial need and/or special contributions to the Chisholm community. They are made to local and overseas students undertaking full-time study. Students must be resident, or have an offer of residency, for Chisholm College, and must be enrolled La Trobe students.

Chisholm College Aboriginal & Torres Strait Islander Accommodation Award

To give substance to its policy of supporting the increase of access of students of Aboriginal or Torres Strait Islander descent to La Trobe University, Chisholm College offers one full Accommodation Award to a person of ATSI background, at any level of study including entry and postgraduate, who has gained a place at La Trobe University and is in need of accommodation for completion of their University studies. Economic needs, compassionate grounds and/or any disability with evidence of appropriate academic potential will also be evaluated in granting this award.

Chisholm College Academic Awards

These annual awards are made to the most outstanding Chisholm undergraduate in each of La Trobe University's four faculties at Bundoora. The recipients are selected by the Head of College, on the basis of the official results for the academic year in question. The awards take the form of a certificate of merit and a book voucher of \$150 in value.

La Trobe University Housing Company Scholarships

A number of scholarships are available to undergraduate or postgraduate students enrolled at the Bundoora campus. Each scholarship is valued at \$500 and is awarded mid-year each year. The scholarship is to provide assistance to students who can demonstrate their successful commencement of, or progress in University study, and who can demonstrate a financial need with respect to the costs of accommodation whilst undertaking their studies. These costs may be incurred within University-managed accommodation, eg. Barnes Way flats, The University Lodge, the Colleges, or in the community outside the University. Further information available from Student Accommodation and Financial Services, telephone: 9479 2112 or 9479 2053 or email SAFSO@latrobe.edu.au.

Honours Year Grants Scheme

The University encourages academically qualified students enrolling for honours and experiencing financial hardship to apply for a grant from the Honours Year Grants Scheme. The scheme is only open to Australian citizens and permanent residents. Grants of up to \$2,000 will be awarded, with payment conditional upon the recipient accepting the terms and conditions of the grant and enrolling as an honours year student. Application forms are available from September, from the Equity and Access Unit, Bundoora campus, Student Services at the Albury-Wodonga campus, the Equity Officer at the Bendigo campus, Campus Administration at the Shepparton campus, and Campus Administration at the Mildura campus. Applications are accepted prior to finalisation of honours offers.

D M Myers University Medal

The D M Myers University Medal is awarded annually to the outstanding undergraduate student graduating in each Faculty (usually an honours graduate). The medallion was donated by the first Vice-Chancellor of La Trobe University, Dr David Myers, CMG. The medallion was designed by Andor Meszaros, a medallionist and sculptor of international repute, who came to Australia from Hungary in 1939 and whose major works include the King George V Memorial Statue (King George V Hospital, Sydney) in marble, an altarpiece in the Canterbury Cathedral and the 1956 Olympic Medallion.

Distinguished Alumni Award

La Trobe University recognises alumni who have achieved excellence in their chosen field of endeavour. The Distinguished Alumni Award is awarded to eminent La Trobe University alumni in Australia and across the continents, who have made outstanding contributions to their community, have stimulated new ideas and services and have shown exceptional dedication, creativity or leadership. The Award, given each year since 1997 to two alumni, is a celebration of alumni achievement and demonstrates what can be achieved with a La Trobe University education.

Alumni Association Prize

This annual prize gives recognition to the student in each Faculty who has achieved the best overall academic performance in the final year of the pass degree or in the penultimate year of the honours degree. The student with the best overall academic performance means, in the first instance, the student with the highest average mark for all subjects, whether they are taken in one year or over several years. Where this criterion is insufficient, the Dean of the Faculty shall determine further criteria in consultation with the Heads of the Schools in the Faculty. All students who are completing their first degree and have taken all subjects for this degree through La Trobe University are eligible. The Faculty Board shall determine the recipient of the prize and shall advise Academic Board. The prize comprises a certificate and a cash prize to be determined annually by the Alumni Association.

La Trobe University Women's Network Award

The La Trobe University Women's Network Award supports a female postgraduate student on the Bundoora campus. The Award targets disadvantaged women students who are continuing postgraduate studies and have demonstrated involvement in community or student activities. Applications are encouraged from women who belong to one of the student equity groups as defined by the Department of

Education, Science and Technology (DEST), that is, students from socio-economically disadvantaged backgrounds; students from a non-English speaking background; students with disabilities; students from rural and/or isolated areas; Aboriginal and Torres Strait Islander students; and/or women in non-traditional areas of study.

The prize will take the form of a book voucher from the University bookshop with a value of \$250. The award is by personal application. Further information: s.went@latrobe.edu.au

Molly Dyer Memorial Prize

Sponsored jointly by the University and the Darebin City Council, a prize of \$500 is offered annually to an undergraduate Aboriginal or Torres Strait Islander student for outstanding work in Aboriginal Studies contributing to the field of Aboriginal education. The prize is awarded at the Hyllus Maris public lecture held at the University each year. Contact the Aboriginal Liaison Officer on your campus for further information.

Harvey Naghten Memorial Award (\$600)

Awarded annually to a student who has completed at least the first year of an undergraduate course, has been able to remain at University through his or her own efforts despite difficulties and has assisted others within or outside the University during their period of study at La Trobe. Application information is available in September. Further information from Student Accommodation and Financial Services (telephone: 9479 2112 or 9479 2053 or email SAFSO@latrobe.edu.au) or at: www.latrobe.edu.au/finaid/

Pauline Toner Award (\$1,000)

Awarded annually to a student who has completed at least two years of undergraduate study and has made significant contributions in the areas of conservation, social issues or education. Further information from Student Accommodation and Financial Services (telephone: 9479 2112 or 9479 2053 or email SAFSO@latrobe.edu.au) or at: www.latrobe.edu.au/finaid/

Bank of Melbourne Award (\$500)

Awarded annually to an undergraduate student who has carried out outstanding community work, either within La Trobe University or outside. Applicants must have a good academic record and have completed first year. Application information is available in July. Further information from Student Accommodation and Financial Services (telephone: 9479 2112 or 9479 2053 or email SAFSO@latrobe.edu.au) or at: www.latrobe.edu.au/finaid/

Directra Faculty Prizes

As part of its 'Impact on Society' program and its commitment to higher education, the human resources company, Directra sponsors five Faculty prizes of \$500 each. These prizes are awarded by each Faculty to deserving students on the basis of academic merit at the completion of their first year of study.

Spring Award

The international mail company, Spring offers \$1,000 each year to a student on the basis of academic merit.

Faculty of Health Sciences

Graduate Research Prize (\$250)

One prize is awarded to the postgraduate student or students who complete the most outstanding graduate diploma project or masters by coursework minor thesis project. Another prize is awarded to the postgraduate student or students who complete the most outstanding masters by research thesis or PhD thesis. Nominations close on 31 December.

Margaret and Alan Hamer Research Prize (\$250)

Heads of Schools may nominate undergraduate students for this prize based on the standard of a research project completed while on course. A group of students who jointly complete a research project may also be nominated. Nominations close on 31 December.

Faculty of Health Sciences Postgraduate Coursework Award for Excellence

This award is given to the most outstanding postgraduate coursework student in the Faculty of Health Sciences who has achieved the highest weighted average of marks. The award is a cheque for \$1,000.

SCU/Lincoln Scholarships (several up to \$1,000)

Awarded annually to a student in second year or above. The award is based on academic ability and personal circumstances. Application information is available from the middle of the year (usually June/

July). Further information from Student Accommodation and Financial Services (telephone: 9479 2112 or 9479 2053 or email SAFSO@latrobe.edu.au) or at: www.latrobe.edu.au/finaid/

Human Biosciences

The School of Human Biosciences Prize

Awarded to the most outstanding third-year student in the discipline of physiology. The prize is a cheque for \$100.

Podiatry

John Diggle Award

Awarded to the first-year Bachelor of Podiatry student who shows excellence in anatomical studies as applied in a functional context. The type and value of the award is determined annually by the donor.

Brooks Prize for Podiatric Medicine

Awarded to the third-year Bachelor of Podiatry student, who achieves the highest mark in the subject, Podiatric Specialisations (POD32PSP). The prize is a pair of Brooks running shoes.

Australian Podiatry Association (Vic) Award for Excellence

Awarded to the most outstanding fourth-year Bachelor of Podiatry student for excellence in clinical studies. The award is a 12-month membership to the Australian Podiatry Association and malpractice insurance cover of \$1,000,000.

Podiatrists' Registration Board of Victoria Prize

Awarded to the most outstanding fourth-year Bachelor of Podiatry (Pass stream) student who achieves the highest aggregate score for all fourth-year subjects. The prize is a cheque for \$200.

EQUUS Podiatric Award

Awarded to the Bachelor of Podiatry (Honours) student who achieves the highest overall score for their honours thesis. The award is an EQUUS book voucher to the value of \$300.

The Gwen Saunders Memorial Scholarship

Awarded to a deserving first-year Bachelor of Podiatry student in memory of Gwen Saunders who played a major role in the development of chiropody/podiatry education in the State of Victoria. The scholarship is for \$500 and will be used to supplement the academic and living expenses of the scholarship holder.

Prosthetics and Orthotics

Australian Orthotic Prosthetic Association Inc (AOPA) (Victorian Section) Prize

Awarded to the most outstanding first-year Bachelor of Prosthetics and Orthotics student who achieves the highest weighted average in all first year subjects. The prize consists of a \$50 La Trobe University book voucher and a one-year student membership to the AOPA.

Australian Orthopaedic Association Prize

Awarded to the most outstanding second-year Bachelor of Prosthetics and Orthotics student who achieves the highest aggregate score for all prosthetics and orthotics core subjects offered in that year. The prize is a cheque for \$100.

International Society for Prosthetics and Orthotics (ISPO) Prize

Awarded to the most outstanding third-year Bachelor of Prosthetics and Orthotics student who achieves the highest aggregate score for all prosthetics and orthotics subjects offered that year. The prize consists of a \$250 La Trobe University book voucher and a one-year membership to ISPO.

Robert Gardner Memorial Prize

Awarded to the Bachelor of Prosthetics and Orthotics student or students who achieve the highest result in the third-year subject, Independent Study Project (POR32ISP). The prize is the textbook 'Atlas of Orthoses and Assistive Devices'. This memorial prize is jointly sponsored by the Australian Orthotic Prosthetic Association (AOPA) and Elsevier Science/Harcourt Australia.

E. H. Armstrong Prize for Services to Lower Limb Amputees

Awarded to either a postgraduate student or Bachelor of Prosthetics and Orthotics undergraduate student in recognition of contributions to the care and management of lower limb amputees. The prize is a \$250 La Trobe University book voucher.

Hans Georg Nader Prize

Awarded to the Bachelor of Prosthetics and Orthotics (Honours) student who achieves the highest overall result in the honours year. This prize is sponsored by Otto Bock (A/Asia) Pty Ltd, and consists of a cheque for \$250 and a plaque.

Human Communication Sciences

Andrew Dean Fildes Foundation Award for Language Learning Disabilities

This prize will be awarded to the student in speech pathology who completes the best research paper related to language learning disabilities. The prize is a cheque for \$200.

Freda Hooper Memorial Award (\$200)

Awarded annually to a speech pathology undergraduate student who has made a significant contribution to the speech pathology field beyond the normal requirements of their course of study.

Language Learning Disability Special Interest Group Award (\$200)

This award will be awarded to the final-year student in the Bachelor of Speech Pathology who has completed a research project of high standard and/or made a significant contribution to the area of Language Learning Disabilities. The prize is a cheque for \$200.

School of Human Communication Sciences – Clinical Achievement Award (\$100)

This prize is awarded in recognition of excellence in clinical skills and nominations will be accepted from internal and external clinical educators. The Clinical Achievement Award will be presented to one student from each of the second, third and fourth year levels of the undergraduate Bachelor of Speech Pathology course. Each recipient will receive a cheque for \$100 and a certificate.

Speech Pathology Association of Australia Prize (\$200)

The prize (\$200 value) is awarded to a final-year speech pathology student for outstanding academic achievements and/or excellent clinical achievements throughout the course and especially in the final year.

Victorian Speak Easy Association Speech Pathology Student Award

This award is given annually to a speech pathology student who has demonstrated academic and clinical excellence in the area of stuttering and its treatment. The prize is a cheque for \$100 and a certificate.

Winston S. Rickards Prize Medal

Awarded annually (provided that there is a candidate of sufficient merit) for the best paper submitted on therapeutic principles and their application in the field of communication disorders.

Nursing

Alzheimer's Australia Vic Prize (for metropolitan students only)

Awarded to the student enrolled in the gerontic nursing major within the Postgraduate Diploma in Nursing Science who attains the highest standard for all pieces of work submitted for the subject, Geropsychiatric Care in Nursing Practice and who demonstrates an understanding of the needs of both people with a dementing illness and their carers, and an indication of providing best practice for people with a dementing illness.

Cancer Council Victoria Prize (for metropolitan students only)

Awarded to a student of sufficient merit who has, in the relevant year, shown outstanding success in cancer nursing or palliative care nursing at postgraduate level.

Joyce Wickham Medal (for metropolitan students only)

Awarded to a student of sufficient merit who has, in the relevant year, pursued with the most distinction subjects in nursing management at postgraduate level. The award is in the form of an engraved silver medallion.

Royal College of Nursing, Australia High Achiever Award

Awarded annually to the highest achieving student in the final year of the Bachelor of Nursing (pre-registration) course.

Royal College of Nursing, Gerontic Nursing Prize (for metropolitan students only)

Awarded annually to a student who maintains an average grade of B or higher for all pieces of work submitted for the Postgraduate Diploma of Nursing Science (Gerontic Nursing).

The Royal Women's Hospital Midwifery Student Research Award

Awarded to a La Trobe University midwifery student or recent graduate to support presentation of research findings at an international or national conference.

The Villa Maria Society Aged Care Prize

Awarded to a student enrolled in one of the undergraduate nursing courses at the Bundoora campus who has shown particular skills and interest in the area of aged care.

Occupational Therapy

AAOT Victoria Inc New Graduates Award for Clinical Excellence (\$100)

This prize is awarded annually to an occupational therapy student who demonstrates excellence in clinical practice throughout the course.

Derek Stewart Award (\$100 book voucher)

This prize honours the memory of Derek Stewart and is donated by the Mt Eliza Centre. It is awarded to a fourth-year occupational therapy student who has demonstrated excellence in the area of geriatric rehabilitation.

Invergowie Paediatric Prize (\$200 book voucher)

This award is given to the most outstanding final-year student in the Bachelor of Occupational Therapy who has demonstrated excellence in the discipline of paediatric occupational therapy.

Janet Sloane Award (\$100)

This award acknowledges the contribution Janet Sloane made to the occupational therapy profession. This award is given to the most outstanding occupational therapy student(s) for excellence in a final-year research project relevant to activities of daily living, community health or ergonomics.

School of Occupational Therapy Honours Prize (\$100 book voucher)

This award is given to the most outstanding honours student in the Bachelor of Occupational Therapy.

Surgical Synergies Splinting Prize (\$500)

Applications for this award will be accepted from occupational therapy students who achieve excellence in the academic and clinical aspects of splinting.

'The Alfred Group' – Janet Sloane Stroke Rehabilitation Grant

This grant is donated by 'The Alfred Group', a group of occupational therapists who worked at the Alfred Hospital under the direction of Janet Sloane. Applications will be accepted from third-year occupational therapy students intending to undertake research in the area of stroke rehabilitation in the final year of their course.

Orthoptics

Diana Craig Memorial Prize

This prize commemorates the contribution of Diana Craig to orthoptics and is awarded by the Orthoptic Association of Australia (Victorian Branch) for the most outstanding research thesis undertaken in the orthoptics honours program.

J. Ringland Anderson Prize

This prize of a cheque is awarded annually by the Orthoptic Association of Australia (Victorian Branch) to the student who gains the highest marks for the orthoptic components of the final year of the bachelor program.

Physiotherapy

Australian Physiotherapy Association, Victorian Branch, Honours Research Prize

Awarded to the final-year student who gains the highest results for a research thesis.

Australian School of Therapeutic Massage Award

Awarded to the final-year student who gains the highest mark in the field of massage or soft tissue techniques in an Evidence Based Practice critically appraised topic (CAT).

Butterworth Heinemann Book Prize (Year 1)

Awarded to the first-year physiotherapy student who shows the most outstanding ability in the field of anatomy.

Butterworth Heinemann Book Prize (Year 2)

Awarded to the second-year physiotherapy student who shows the most outstanding ability in the field of anatomy.

Cardiothoracic Special Group Prize

Awarded to the student who gains the highest marks in cardiothoracic subjects (PTY31CTH and either of PTY32CPC or PTY41CPC) of the Bachelor of Physiotherapy.

Community Health Special Group Prize

Awarded to a final-year student who shows outstanding ability in this field of physiotherapy. Donated by the Community Health Special Group of the Victorian Chapter of the Australian Physiotherapy Association. The prize is not necessarily awarded annually.

Constance Read Memorial Prize

Awarded to a final-year student who gains the highest percentage of marks in the physiotherapy skills components in the second year of the

Bachelor of Physiotherapy. Donated by a number of physiotherapists in memory of Miss Constance Read, a member of the physiotherapy staff at the Royal Children's Hospital.

Eliza McAuley Memorial Prize

Awarded to a final-year student who is most outstanding at practical work and the management of patients. Donated by a member of the Australian Physiotherapy Association in memory of Miss Eliza McAuley, whose foresight gave a sound basis on which the course has been built.

Gerontology Special Group Prize

Awarded to the final-year student who achieves the highest mark in the subject PTY41PRG. Donated by the Gerontology Special Group of the Victorian Chapter of the Australian Physiotherapy Association.

Aquatic Physiotherapy Group (Victorian Chapter APA) Prize

Awarded to the final year student who shows outstanding ability in the field of hydrotherapy in their final-year elective studies.

Josephine Jennings and Edith Pratt Memorial Prize

Awarded to the student who achieves the highest percentage of marks over the full Bachelor of Physiotherapy course. Donated by the members of the Australian Physiotherapy Association as a perpetual memorial to Miss Jennings and Miss Pratt, both of whom played a large part in the early training of physiotherapists in Victoria.

Kay Spencer Memorial Award

Awarded to the student who gains the highest mark in an 'Evidence-based practice critically appraised topic (CAT)' in Neurology. The prize is in memory of Kay Spencer, a valued member of the School of Physiotherapy staff. It is provided by the Spencer family, members of staff and the Physiotherapy Students' Association.

Musculoskeletal Physiotherapy Australia (MPA) – Clinical Prize

Awarded to the Master of Manipulative Physiotherapy student with the highest aggregate marks in the subjects, PTY50TPM Theory and Practice of Manipulative Physiotherapy and PTY50CPM Clinical Practice of Manipulative Physiotherapy.

Neurological Special Group Prize

Awarded to the final-year student who achieves the highest combined clinical and theory marks in Neurology.

Paediatric Special Group Prize

Awarded to the final-year student who achieves the highest aggregate marks in third and fourth-year paediatric physiotherapy subjects.

Physiotherapy Research Foundation Research Prize

Awarded to the final-year student who achieves the highest marks in the subject PTY40HON.

Continence and Women's Health Physiotherapy Prize

Awarded to a final-year student who shows outstanding ability in this field of physiotherapy. Donated by members of the Continence and Women's Health Physiotherapy Special Group of the Victorian Chapter of the Australian Physiotherapy Association.

Public Health

Clinical Classification Prize

Awarded by the Health Information Management Association of Australia (Victorian Branch) to the Bachelor of Health Information Management student with the highest aggregate score in second-year health classification subjects.

Health Information Management Association of Australia (Vic Branch) Prize

Awarded annually by the Health Information Management Association of Australia (Victorian Branch) to the Bachelor of Health Information Management student with the highest aggregate score in the third-year subjects, Management of Health Information Systems and Health Classification

The National Centre for the Classification in Health Prize for Clinical Coding

Awarded by the National Centre for Classification in Health to the Bachelor of Health Information Management student with the highest mark in final-year clinical coding subjects.

Top Bachelor of Health Sciences Student

Awarded to the Bachelor of Health Sciences student with the highest aggregate score in core third-year subjects.

Top Bachelor of Health Sciences Honours Thesis

Awarded to the Bachelor of Health Sciences Honours thesis student whose thesis is judged as being the best.

Nancy Millis Medal for Excellence in Public Health Practice

Awarded to the most outstanding student completing the Public Health Practicum component of the Master of Health Science in Public Health Practice.

ASORC Feldman Award in Rehabilitation Counselling

Awarded annually by the Victorian Branch of the Australian Society of Rehabilitation Counsellors to the student in the Postgraduate Diploma in Rehabilitation Studies course who has demonstrated the most outstanding knowledge and skills in the field of rehabilitation counselling.

Victorian WorkCover Authority Prize

Awarded to the student who has achieved outstanding performance in the occupational rehabilitation component of the Postgraduate Diploma in Rehabilitation Studies.

Faculty of Humanities and Social Sciences

Faculty of Humanities and Social Sciences Scholarships (\$1,000 each)

Ten academic merit scholarships will be awarded to students completing their VCE in 2003. Any student enrolled in the first year of any one of the Faculty's bachelor degrees is eligible for a scholarship. Scholarships will be awarded to the 10 students with the highest ENTER scores.

Menzies College/Faculty of Humanities and Social Sciences Joint Scholarship

One scholarship is available to an outstanding undergraduate student enrolling for an undergraduate degree in the Faculty of Humanities and Social Sciences. The scholarship, awarded on academic merit and potential, covers full residential fees at Menzies College and is valued at approximately \$4,500 per annum. Information and application forms are available from Menzies College, tel: (03) 9479 1071.

School of Communication, Arts and Critical Enquiry

David Hume First-Year Philosophy Prize (\$100)

Awarded each year to the student who is placed first among all students enrolled in a first-year philosophy unit, provided the work is of A-level standard. The prize will be shared in the case of A-level students placed equal first.

David Hume Honours Year Philosophy Prize (\$150)

Awarded each year to the student placed first (or shared between students placed equal first) among eligible students completing their fourth year (honours) in philosophy, provided the student (or students) is (are) awarded a first-class honours for that year. Eligible students are those who take no more than one course component (out of three) from outside those offered as fourth-year philosophy subjects.

Derick Marsh Shakespeare Prize (\$200)

Awarded annually for the best essay written by an undergraduate student in English on a topic concerned with an aspect of Shakespeare's work.

Meridian Prize (\$100 and one year subscription to Meridian Journal)

Awarded annually by *Meridian: The La Trobe University English Review* and the English Program for the best fourth-year long essay submitted by a completing honours student in English.

Rene Descartes Prize (\$100)

Awarded each year to the student enrolled in second-year philosophy who has completed at least two units in the same year at an A-level standard and who has the best results.

Wirrianda Philosophy Prize (\$100)

Awarded annually to a female student enrolled at fourth-year level in honours philosophy (or joint honours philosophy) who has completed her Bachelor of Arts at La Trobe in the prior year and has, of the female students so qualifying, the best results in third-year philosophy subjects.

School of Educational Studies

Marta Rado Memorial Prize (\$75 book voucher)

The prize is donated by former colleagues, relatives and friends in memory of Dr Marta Rado who, as an early pioneer of communicative language teaching and bilingual education, was responsible for the rise to prominence of language teacher education at La Trobe University. The prize is awarded annually to a student in the primary or secondary LOTE method in the Graduate Diploma in Education, who will be

most likely to further the cause of LOTE education in Victoria through innovative and dynamic teaching.

Stewart E. Fraser Memorial Exemplary Thesis Award (\$1,000 and a commemorative base-metal medal)

The prize is awarded for the best major thesis written by a Masters or Doctoral level candidate in the field of education.

Technology Education Association of Victoria Prize

The prize provides a one-year subscription to the Technology Education Association of Victoria (TEAV), a book voucher and a certificate recognising excellence in the area of Technology teaching. There are two awards: one for the best metropolitan region student and one for the best country region student.

School of Historical and European Studies

Allan Martin Prize (\$2000)

This award honours Allan Martin, foundation Professor of History (1966-73) and Dean of Humanities (1970 and 1971), a pioneer of interdisciplinary studies at the University. It will be awarded to the student writing the best interdisciplinary honours thesis in the Faculty of Humanities and Social Sciences.

Alumni Prize for the Best First-Year Student in Art History (\$100 book voucher)

Awarded annually to the student with the highest academic results in two semester subjects at first-year level in art history.

Celtic Club Essay Prize (\$150)

Awarded to the best undergraduate essay on a subject related to the history of Ireland.

Consul-General of Switzerland Prize (book prize)

Awarded to the first-year student who achieves excellent or high distinction in each of the three Swiss languages (French, German and Italian).

David Johanson Prize (\$350)

Established in memory of David Johanson who taught history from 1968 to 1985. It is usually awarded for the best third-year essay in any history subject, but occasionally it is awarded to another year level.

Godden Mackay Logan Heritage Essay Award (\$250)

Awarded for the best essay in a heritage subject.

First-Year American History Prize (\$100 book voucher)

Normally awarded to the student with the best result in a first-year United States history subject, provided that a result of sufficient merit is achieved.

First-Year History Prize (\$100 book voucher)

Normally awarded to the student with the best result(s) in first-year history (excluding American History), provided that the achievement is meritorious.

Liliane Gay - Alliance Française Prize (\$150)

Donated by Alliance Française of Victoria, the prize is awarded to the student who has obtained a pass at A-level in one of the subjects taught in the French Program. The prize is awarded to the student who, in the opinion of the staff of the French Program, has done the most meritorious work in French studies. The prize may be shared equally between two or more students. Native speakers of French are not eligible for the prize.

Peter Cook Prize in Australian History (\$500)

Established to commemorate the outstanding teaching of the late Dr Peter Cook the prize is awarded annually for the best first-class honours thesis in Australian history. If there is no such thesis, the prize will be awarded for the best first-class honours thesis in the History Program.

Peter Reynolds Honours Prize in Art History (\$100 book voucher)

Awarded annually to the student with the highest first-class honours (H1) result in art history. The selection committee has discretion not to award the prize if the result is a borderline H1.

Royal Historical Society of Victoria Prize

This provides a certificate and a three-year subscription to the Royal Historical Society of Victoria to the third-year student with the highest mark in Australian history.

Second-year Australian History Prize (\$100 book voucher)

Awarded to the student with the highest mark in a second-year Australian history subject.

School of Social Sciences

First-Year Sociology Prize (\$100)

Awarded annually to the student with the highest final mark in a first-year sociology subject.

Henry Martell Essay Prize (\$100 book prize)

Awarded annually for the best essay on any topic relating to the Indian subcontinent by an undergraduate in any subject.

Hugo Wolfsohn Memorial Prize (\$100)

This is awarded annually to the student with the most distinguished record in a first-year politics subject.

Jean Martin Prize in Sociology (\$250)

Awarded annually to the student submitting the best fourth-year honours thesis based on an empirical study of Australian society, where there is a thesis of sufficient merit.

La Trobe Politics Society Inc. Essay Prize (\$150)

Awarded annually for the essay judged to be the best submitted by an undergraduate student in a second or third-year politics subject.

Lorraine Donnan Prize (\$100)

Awarded annually to the student with the highest mark in a social theory subject at second-year level.

Victorian Employers' Chamber of Commerce and Industry Exhibition Prize (\$1,000)

The exhibition prize may be awarded to the most outstanding honours student on completion of the final examination, to an outstanding honours student in the third year of the course, or it may be shared between two equally outstanding students in either the third or final year of their studies.

Faculty of Law and Management

Faculty Awards

Each year, the Faculty aims to award International Academic Excellence Scholarships, Honours Scholarships, Dean's Medals and Commendation certificates for various programs in recognition of outstanding academic achievement, in addition to the various School prizes listed below. Students do not lodge an application; the Schools determine awards based on outstanding academic performance and recipients are notified.

HECS Scholarships for First-Year Students of Indigenous Background

HECS scholarships for first-year students of indigenous background are offered in various Faculty programs, including Bachelor of Laws and Bachelor of Legal Studies.

Dean's Academic Support Scholarship

One scholarship is awarded to a currently enrolled student of outstanding academic merit who will benefit from a financial award. The scholarship is sponsored by the Faculty of Law and Management and is valued at \$500.

School of Business

Australasian Institute of Banking and Finance Prize in Financial Institutions Management (\$250)

Awarded to the student achieving the best result in the subject, Financial Institutions Management.

CPA Australia Prizes

Awarded to students who achieve the best results in accounting subjects at first, second and third-year levels. Prizes consist of \$500 and a framed prize certificate. The third-year prizewinner also receives two years' membership of the Society.

CCH Australia Prize for Excellence in Taxation (\$200)

Awarded to the student achieving the highest mark in the third-year subject, Taxation.

Deloitte Touche Tohmatsu Prize for Forensic Accounting (\$200)

Awarded to the student achieving the highest mark in the third-year subject, Forensic Accounting.

Donald Whitehead Prize for Macroeconomics (\$100 book prize)

Awarded to the student achieving the best result in the third-year subject, Macroeconomic Analysis.

Economic Society of Australia Prize (\$200 and one year membership of the Society)

Awarded to the best second-year Bachelor of Economics student.

Jack Just Memorial Award (Taxpayers Australia Inc.)

Awarded to the best final-year student in taxation studies. The prize comprises a \$400 cheque plus one year membership of Taxpayers Australia.

John Wiley & Sons Australia Ltd Prize (\$150 book prize)

Awarded to the student achieving the highest mark in Management Information Systems 2.

Pearson Education Australia Prizes (book vouchers)

A \$100 book voucher is awarded to students who achieve the highest mark in the subjects, Financial Accounting 1, Management Accounting A, Marketing Research and Services Marketing. A \$200 book voucher is awarded to the student achieving the highest mark in the subject Marketing Principles and Practice.

Westpac Banking Corporation Prize (\$200)

Awarded to the student achieving the highest mark in Management Accounting B.

School of Law and Legal Studies

Allens Arthur Robinson Prize (\$200)

Awarded to the student with the best result in Law of Equity and Trusts.

Blake Dawson Waldron Fourth-Year Honours Prize in Legal Studies (\$200)

Awarded to the student submitting the best fourth-year honours thesis in legal studies.

Blake Dawson Waldron Prize (\$150)

Awarded to the student achieving the best result in Law of Contracts and Corporations Law.

Butterworths First-year Law and Legal Studies Awards

This is a six-month online subscription to Butterworths Encyclopaedic Australian Legal Dictionary to the value of \$495, awarded to up to ten students displaying outstanding achievement or contribution in first-year law or legal studies subjects.

Corrs Chambers Westgarth Prize (\$200)

Details of the award are under review at the time of publication.

Mort Stamm Prize (\$100 book voucher and medal)

Awarded to the student with the highest mark in the subject, Human Rights Law (or an alternative as decreed by the Head of Law and Legal Studies).

Relationships Australia (Victoria) Family Mediation Prize (\$200)

Awarded to the most outstanding student completing the Graduate Diploma in Family Law Mediation.

Supreme Court Exhibition (\$200)

Awarded to the student submitting the best law honours thesis.

Supreme Court Prize (\$1,000)

Awarded to the best student completing the final year of the law program.

Transport Accident Commission (TAC) Prize (\$500)

Details of the award are under review at the time of publication.

Wisewoulds Prize (\$200)

Awarded to the student with the best result in Family, Society and Law.

School of Tourism and Hospitality

Country Victoria Tourism Council Award

Awarded for achievement by an honours student in Regional Tourism Development.

Leon Capraro Memorial Award (\$750)

Awarded to the top student completing the first year of any undergraduate tourism and hospitality course.

Tourism Task Force Scholarship

Awarded for the best overall performance in the second year of the Bachelor of Business (Tourism and Hospitality) course.

Graduate School of Management

ASTA Solutions Pty Ltd Award for Excellence in Management Information Systems (\$500)

Awarded to the student with the highest overall mark for Management Information Systems and/or Advanced Management Information Systems.

Commercial Travellers' Association Marketing Prize (\$500)

Awarded to the student achieving the best results in Marketing and Advanced Marketing in the MBA program.

Pearson Education Australia Award

Two awards to be awarded to any MBA, GDBA or GCBA student with the highest overall mark in subjects of professional skills.

Faculty of Science, Technology and Engineering

David Kelly Medal (medallion)

Awarded to the best fourth-year student in the areas of:

- Agriculture and Life Sciences
- Behavioural Sciences
- Engineering
- Physical Sciences and Mathematics.

Agriculture**'Growing with Grain' Scholarship**

This scholarship will be awarded annually to the student enrolled on a full-time basis in the fourth and final year of the Bachelor of Agricultural Science with at least a 65% weighted average over the subjects undertaken in the third year of the degree. Applicants are expected to demonstrate an interest and commitment to the grains industry. The final decision will be based on academic merit and the outcome of an interview. Applications close on 30 April each year. The scholarship is donated by the Grain Growers' Association Limited.

Rural Finance Corporation Scholarships (\$6,000)

Rural Finance offers five new scholarships each year across different Rural Finance regions. Scholarships are awarded to undergraduate students undertaking a degree course, which is agriculturally related, at a tertiary institution in Victoria. Students must be under the age of 26 years as at 1 January in the year of application to university. Additionally they must be able to demonstrate a career commitment to agriculture (not only students planning to take up farming as a career but also students planning to provide consultancy, research, technological and other advice to agricultural industries). The scholarship is valued at \$6,000 per year for the duration of the course. Further information can be obtained from the Department of Agricultural Sciences, La Trobe University.

Department of Natural Resources and Environment Cadetship Program

The Department of Natural Resources and Environment offers sponsored cadetships to students finishing Year 12, or first-year university, who are keen to study agricultural science at a recognised Victorian university. Each cadet is assured of four years of full-time work on completion of their degree, in addition to receiving an allowance, a book subsidy for each year of study, and access to hands-on job experience during their university course. Further information regarding this cadetship at La Trobe University can be obtained from the University's Department of Agricultural Sciences.

G.W. Leeper Memorial Prize (\$100)

Awarded to the student with the best result in the subject, Agriculture 21SS Soil Science.

Australian Institute of Agricultural Science and Technology (Melbourne) Prize (\$100)

Awarded to the best overall fourth-year agriculture student.

Biochemistry**Second-Year Biochemistry Prize (\$200)**

This prize is awarded annually to the student enrolled in the two second-year level biochemistry subjects (BCH21BMA and BCH22BMB) who achieves the highest average mark over these subjects.

Bruce Stone Third-Year Biochemistry Prize (\$300)

This prize is awarded annually to the student enrolled in the two third-year level biochemistry subjects (BCH31MMB and BCH32MCB) who achieves the highest average mark over these subjects.

Biochemistry Honours Prize (\$400)

This prize is awarded annually to the student enrolled in biochemistry honours (BCH40HON) who achieves the highest average overall mark.

Biology**McGraw-Hill Prize**

Awarded annually to the student or students with the highest aggregate mark in BIO110F Organisation and Function of Cells who proceeds to

enrol in at least 40 credit points of second-year level biological sciences.

Botany**Second-Year Botany Book Prize (\$100 voucher)**

Awarded to the most outstanding student in second-year botany.

Third-Year A.B. Wardrop Book Prize (\$100 voucher)

Awarded to the most outstanding student in third-year botany.

Chemistry**Michael Grant Third-Year Prize (\$50 book prize)**

Awarded to the most outstanding student in third-year chemistry where the result is of sufficient merit.

Max O'Connor Honours-Year Prize in Chemistry (\$150 book prize)

Awarded to the best graduate with honours in chemistry where the result is of sufficient merit.

Society of Chemical Industry Australia Student Prize

This is a bi-annual prize awarded to the best graduate in senior level chemistry embarking upon a career in the chemical and related industries. This prize is sponsored by the Society of Chemical Industry Australia. Further information can be obtained from the University's Department of Chemistry.

Computer Science and Computer Engineering**Computer Science and Computer Engineering Scholarships (\$1,000)**

Five scholarships of \$1,000 each are available to students commencing courses in the fields of computer science or computer engineering at the Bundoora campus. Further information and application details are available from the Department of Computer Science & Computer Engineering, La Trobe University, Victoria 3086. Telephone: (03) 9479 1374.

Oakton First-Year Scholarship (\$1,000)

Awarded to a student who achieves a high overall performance in the VCE, shows ambition and interest in a career in the information technology industry and demonstrates good study skills and organisation. Recipients must be eligible to enrol in the first year of the Bachelor of Computer Systems Engineering degree.

Oakton Third-Year Work Experience Award (\$3,500)

Awarded on the basis of outstanding academic performance in second year and the first half of third year. The recipient must have completed all third-year computer science and computer engineering subjects of the Bachelor of Computer Systems Engineering, must demonstrate interest in working in an industry environment similar to that at Oakton Pty Ltd and must demonstrate excellent communication skills. The scholarship will provide students with a guaranteed opportunity to gain relevant work experience over a three-month period while receiving a stipend of \$3,500.

Aspect Computing Scholarship – Single Degree (\$500)

Awarded to the top eligible student undertaking the final year of a Computer Science, Computer Systems Engineering or Information Systems degree. The scholarship is donated by Aspect Computing Pty Ltd.

For further details on eligibility contact the University's Department of Computer Science and Computer Engineering.

Aspect Computing Scholarship – Double Degree (\$500)

Awarded to the top eligible student undertaking the final year of a Computer Science, Computer Systems Engineering or Information Systems double degree. The scholarship is donated by Aspect Computing Pty Ltd. For further details on eligibility contact the University's Department of Computer Science and Computer Engineering.

Microsoft Australia Computer Games Technology Scholarship

Awarded to a high achieving VCE student commencing a degree within the Department of Computer Science and Computer Engineering. Microsoft Australia Limited has donated this scholarship which is designed to encourage students to pursue a career in Games Technology. Suitable applicants are required to complete an application form through the Department of Computer Science and Computer Engineering and should be able to demonstrate an interest in Games Technology. For further details on eligibility contact the University's Department of Computer Science & Computer Engineering.

Sony Foundation Australia Computer Games Technology Scholarship

Awarded to a high achieving VCE student commencing a degree within the Department of Computer Science and Computer Engineering. The Sony Foundation Australia Limited has donated this scholarship which is designed to encourage students to pursue a career in Games Technology. Suitable applicants are required to complete an application form through the Department of Computer Science and Computer Engineering and should be able to demonstrate an interest in Games Technology. For further details on eligibility contact the University's Department of Computer Science & Computer Engineering.

Australian Computer Society (Victorian Branch) Award in Computer Science (\$150)

Awarded to the best final-year student in

- Bachelor of Computer Science
- Bachelor of Information Systems
- Bachelor of Computer Science/Bachelor of Commerce
- Bachelor of Information Systems/Bachelor of Business
- Bachelor of Computer Systems Engineering
- Bachelor of Software Engineering
- Bachelor of Network Engineering
- Bachelor of Computer Technology
- Bachelor of Computer Science (Honours)/Bachelor of Electronic Engineering
- Bachelor of Information Systems/Bachelor of Information Science
- Graduate Diploma in Computer Science.

Kanbay First-Year Scholarship (\$1,000)

Awarded on the basis of outstanding academic merit and demonstrated need for financial assistance. These scholarships are available to students commencing courses in the fields of computer science or computer engineering or the Graduate Diploma in Computer Science.

Kanbay Software Engineering Project Scholarship

Awarded on the basis of outstanding academic merit in second year and the first half of third year. The scholarship will provide students with a guaranteed opportunity to gain relevant work experience over a three-month period, whilst receiving an appropriate stipend.

Department Prize for the Bachelor of Computer Systems Engineering (\$75)

Awarded to the most outstanding third-year student in the Bachelor of Computer Systems Engineering.

Department Prize in Computer Science (\$75)

Awarded to the most outstanding third-year student in computer science.

Department Prize for the Graduate Diploma in Computer Science (part-time) (\$75)

Awarded to the best student in the part-time graduate diploma.

Department Prize for the Graduate Diploma in Computer Science (full-time) (\$75)

Awarded to the best student in the full-time graduate diploma.

Honours Prize in Computer Science (\$150)

Awarded to the most outstanding student in the honours year of computer science, computer systems engineering or the Postgraduate Diploma in Computer Science (enrolled in a stream including a project/thesis).

Earth Sciences**Geoscience Australia Jubilee Prize (product voucher)**

Awarded to the student whose achievements in third-year geology are the most outstanding and of sufficient merit.

Prospector Supplies Prize

A pick and holster are awarded to the best performing first-year student who enrolls in second-year geology.

Department Third-Year Prize (\$50 book prize)

Awarded to the most outstanding student in third-year geology where the result is of sufficient merit.

Dawn McLeod Memorial Award (\$200)

Donated by Automated Fusion Technology and awarded to the most hard working third-year student who undertakes honours.

Ian Albert Carlyle Memorial Award (medallion)

Awarded to the most outstanding graduate with honours in geology where the result is of sufficient merit.

Electronic Engineering**Electronic Engineering Scholarship (\$1,000)**

Up to five scholarships of \$1,000 each are available to students commencing the Bachelor of Electronic Engineering course at the Bundoora campus. Further information and application details are available from the Department of Electronic Engineering, La Trobe University, Victoria 3086. Telephone: (03) 9479 2036.

Electronic Engineering Third-Year Prize (\$100)

Awarded to the most outstanding student in third-year (or fourth-year for students undertaking a double degree) electronic engineering where the result is of sufficient merit.

Hooper Memorial Prize for the Best Oral Presentation (\$500)

Donated by EMCSI Pty Ltd, this prize is awarded to the electronic engineering student who gives the best oral presentation at the Hooper Memorial Student Project Seminar. Qualities assessed are presentation skills, communication skills and technical competence.

Hooper Memorial Prize for the Best Poster (\$100)

Donated by Future Fibre Technologies Pty Ltd, this prize is awarded to the electronic engineering student who presents the best poster at the Hooper Memorial Project Seminar.

Hooper First-Year Scholarship

Awarded to a commencing student who has demonstrated high academic achievement (normally ENTER based). The student must also demonstrate the ability to work well independently, work co-operatively, communicate ideas effectively, and motivate both self and others.

IEEE Prize for Technical Innovation and Engineering Achievement (\$100)

Donated by the Institute of Electrical & Electronics Engineers IEEE Victorian Section, this prize is awarded to the student whose project demonstrates the greatest technical innovation and engineering excellence during the Hooper Memorial Student Project Seminar. In addition, the presentation of the project must be of a high standard.

Tad Szental Prize (\$1,000)

Awarded to the best electronic engineering graduate from one of the biomedical, communication, electronic systems or optical streams of the engineering course.

Agilent Technologies Final-Year Communications/Computer Science Double Degree Scholarship (\$1,000)

This scholarship is awarded to the student in the communication or optical engineering stream of the BCompSc(Hons)/BElectronic Engineering double degree who demonstrates high academic performance, team-working ability, decision-making ability and communication skills over the penultimate year (i.e. fourth year) of the course. The prize is donated by Agilent Technologies Pty Ltd.

Agilent Technologies Final-Year Communications Scholarship (\$1,000)

This scholarship is awarded to the student in the communication or optical engineering stream of the BElectronic Engineering degree who demonstrates high academic performance, team-working ability, decision-making ability and communication skills over the penultimate year (i.e. third year) of the course. The prize is donated by Agilent Technologies Pty Ltd.

Chemtronics Biomedical Engineering Scholarship (\$2,000)

Awarded to the student with the best scholastic performance in the third year of biomedical engineering, it is awarded to that student when enrolled in the biomedical engineering stream in the fourth year.

Chemtronics Biomedical Engineering Prize (\$1,000)

Awarded to the most outstanding student in the final year of the biomedical engineering stream of the Bachelor of Electronic Engineering.

Wanda Henry Memorial Scholarship (\$2,000 per annum)

Awarded to a student who is enrolling in the Bachelor of Electronic Engineering/Master of Biomedical Engineering double degree and who completed the final year of the VCE (or equivalent) in the preceding year and who demonstrates specified qualities. Other double degree options within the Department may be considered.

Environmental Sciences**Yarra Valley Water Environmental Science Award**

Awarded annually to the student with the highest weighted average over at least 120 credit points of subjects taken towards the third year of the Bachelor of Environmental Science or Bachelor of Environmental Science/Bachelor of Science in Biological Science

degrees. Part-time students will be considered eligible upon the completion of the degree/s. The prize is donated by Yarra Valley Water.

Genetics

Genetics Third-Year Prize (\$200 book prize)

This is awarded to the student with the best average mark in third-year genetics subjects.

Mathematics

First-Year Scholarships in Mathematics and Statistical Science (\$1,000 each)

Awarded to a first-year student with high overall performance in VCE (or equivalent) studies, who has a demonstrated interest in mathematics or statistics and an intention to pursue major studies in those areas.

Professor C. J. Eliezer Prize in Applied Mathematics (\$200)

Awarded to the most outstanding student in second-year applied mathematics subjects.

Department Prize for Applied Mathematics (\$100)

Awarded to the most outstanding student in third-year applied mathematics subjects.

Department Prize for Pure Mathematics (\$100)

Awarded to the most outstanding student in third-year pure mathematics subjects.

Texas Instruments Prize

The prize of a TI-92 PLUS Graphic calculator is awarded to the student having achieved the highest combined mark in MAT11CFN Calculus, Functions and Number Systems and MAT12CLA Calculus and Linear Algebra.

Medical Science

The CSL Award for Medical Science (\$250)

This prize is awarded annually to the student enrolled in the two third-year level medical science subjects, MED31MCG and MED32NIC who achieves the highest average mark over these subjects.

Microbiology

Australian Society for Microbiology Prize (\$75)

Donated by the Victorian Branch of the Society and awarded to the outstanding student completing Microbiology 21IM and Microbiology 22MM and who is continuing on to Microbiology 31AMM and Microbiology 32EPM.

Australian Society for Microbiology Prize (\$150)

Donated by the Victorian Branch of the Society and awarded to the outstanding student completing both Microbiology 31AMM and Microbiology 32EPM.

Physics

Head of Department's Prize in Physics (\$100)

Awarded to the most outstanding student in first-year physics.

K. D. Cole Prize in Physics (\$100)

Awarded to the most outstanding student in second-year physics.

Andrew Downing Prize in Physics (\$100)

Awarded to the most outstanding student in third-year physics.

Fourth-Year Physics Prize (\$200)

Awarded to the most outstanding first-class honours student in the physics honours course.

Psychological Science

George Singer Prize (\$500)

Awarded annually to the student who obtains the most outstanding result in first-year behavioural neuroscience.

Australian Psychological Society Prize (\$300)

This is an award of \$300, plus subsidised travel and registration fee if the winner presents a paper at the annual APS conference based on the work for which the prize was awarded. Awarded to a fourth-year student who, being of sufficient merit, has in that year pursued with most distinction a fourth-year course in psychology. The prize may be awarded to a student in the Bachelor of Behavioural Science (Honours) course, a student in the Postgraduate Diploma of Psychology course, or a student in the Postgraduate Diploma in Applied Psychology.

La Trobe University Psychology Chapter Alumni Prize (\$500)

This prize is awarded annually to the student achieving the highest

weighted average, across all years, for the core psychology components (PSY11PYA, PSY12PAB, PSY21PYA, PSY22PYB and PSY30PY). This prize is donated by the Alumni Association (Psychology Chapter).

Psychology Honours Prize (medallion)

Awarded to the top Bachelor of Behavioural Science (Honours) student in PSY40HONS Honours Psychology.

Statistical Science

Department of Statistical Science Second-Year Prize (\$200 book prize)

Awarded to the most outstanding student in second-year statistics subjects where the result is of sufficient merit.

Department of Statistical Science Third-Year Prize (\$100 book prize)

Awarded to the most outstanding student in third-year statistics subjects.

Viticulture and Wine Production

Yering Station Prize for Viticultural Science and Wine Production

Awarded annually to the student enrolled on a full-time basis in the Bachelor of Viticultural Science and Wine Production with the highest average mark over the subjects undertaken towards the final year of the degree. The final decision will be based on academic merit. The prize, which is donated by Yering Station, consists of a \$200 Winetitles book voucher.

Mitchelton Wines Prize for Viticultural Science and Wine Production

Awarded annually to the student enrolled on a full-time basis in the Bachelor of Viticultural Science and Wine Production with the highest average mark over the subjects undertaken towards the first year of the degree. The final decision will be based on academic merit. The prize, which consists of a \$200 book voucher and a magnum of Print Shiraz, is donated by Mitchelton Wines.

Wingara Wines Prize for Viticultural Science and Wine Production

Awarded annually to the student enrolled on a full-time basis in the Bachelor of Viticultural Science and Wine Production with the highest average mark over the subjects undertaken towards the second year of the degree. The final decision will be based on academic merit. The prize, which consists of \$500 plus a case of wine, is donated by Wingara Wines.

Zoology

First-Year Prize in Zoology (\$50)

Awarded to the most outstanding student in BIO11AD Animal Diversity, Ecology and Behaviour.

Second-Year Prize in Zoology (\$100)

Awarded to the most outstanding student in second-year zoology.

Third-Year Prize in Zoology (\$150)

Awarded to the most outstanding student in third-year zoology.

W. Dathanarayana Prize (\$60 book prize)

Awarded to the most outstanding final-year student in the ecology stream of zoology.

Peter Rawlinson Award (\$250)

Awarded to the honours or postgraduate diploma student showing outstanding potential for research in animal ecology. The award honours the memory of Peter Rawlinson, a staff member between 1967 and 1991.

Ian Thornton Prize (\$200)

Awarded to the student who achieves the highest final mark for the honours/postgraduate diploma zoology thesis completed in a particular year. The prize will only be awarded where the thesis is of sufficient merit.

ADInstruments Prize (\$250)

Awarded annually to the student with the highest aggregate mark in the animal physiology stream of zoology honours. The prize is donated by ADInstruments.

Faculty for Regional Development

University Awards

Vice-Chancellor's Regional Scholarships

Each regional campus offers up to five Vice-Chancellor's Scholarships which are valued at \$3,000 a year for the normal duration of the undergraduate degree, including the honours year. They are available

to commencing students who are undertaking university studies for the first time, and are paid in two instalments. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

La Trobe University Commencing Undergraduate Scholarships

Scholarships valued at \$1,500 are available for commencing first-year students who enrol in a full-time undergraduate course. Applicants must be undertaking their first course of study at a university. The scholarships are awarded on the basis of academic merit and demonstrated need for financial assistance, and are available to Australian citizens or residents not liable for full University fees. The scholarships are available in the first year of enrolment only. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

Aspect Computing Scholarships (\$500 each)

Awarded annually to:

The top penultimate-year student entering the final year of a computer science, computer systems engineering, computing, information systems or information technology degree.

The top penultimate-year student entering the final year of a double degree in computer science, computer systems engineering, computing, information systems or information technology.

The students are selected by Aspect Computing on the basis of academic performance and interview.

Faculty Awards

Alumni Association Award (\$1,000)

Awarded to the most outstanding student in the Faculty in the final year of a pass degree or the penultimate year of an honours degree.

Bendigo Chapter Alumni Award (\$500)

Awarded to a final-year full-time student who has successfully completed all subjects in the previous years of their course and has contributed to the welfare of the student community.

Graduation Award (approximately \$500 each)

Available to any full-time student attempting a first tertiary qualification, who has successfully completed all subjects in the previous year of an approved course. They will be awarded to the students most in need of financial assistance. Application forms are available from the student counsellors.

La Trobe University/Bendigo Bank Academy of Sport Scholarship (value up to \$2,000)

Available to full-time undergraduate students who are qualified to be, or have been, a participant in the Bendigo Bank Academy of Advanced Performance Program. Preference will be given to students who can demonstrate academic merit as well as ongoing membership in the local association and their continued involvement in the sport of which they were involved in the Bendigo Bank Academy of Sport.

Mathematics Prize (books to the value of \$250)

Awarded annually to the undergraduate student who has completed their degree in that year, and who, in the opinion of the academic staff of the Department of Mathematics, has achieved the best results in at least three third-year level subjects taught by the Department, provided that these results average an A level.

Bendigo Tertiary Education Anniversary Foundation Scholarship and Roger Jalland Medal (\$1,250 and medal)

Awarded to a full-time student who has successfully applied for entry into a university degree-level course through the La Trobe University, Bendigo/Bendigo Regional Institute of TAFE articulation agreement.

Residential Student Bursary (up to 50 bursaries valued at up to \$1,000 each)

To support students from central and northern Victoria and southern New South Wales undertaking higher education at the Bendigo campus, who have applied for a place in the student residences and who have demonstrated financial need and can prove effective benefit of the bursary.

W. J. C. Banks Prize (\$650)

Awarded annually to a graduate or graduand of the Faculty for Regional Development who is undertaking full-time study at the Bendigo campus, enrolled as a Master by research, or Doctor of Philosophy candidate.

Arts and Education

AGFA Award (\$200)

An annual award of materials valued at \$200 to the student showing the most consistent improvement in second-year photography.

Australian College of Education – Bendigo Group Award (book voucher to the value of \$50)

Awarded annually to the top graduating student from the School's pre-service teaching degree.

Australian Literacy Educators' Association Award (one year's subscription to ALEA)

Awarded for academic excellence in literacy studies to students graduating with a primary education degree.

Bendigo Irish Association Prize (\$200)

Awarded bi-annually to a Bendigo campus student in the subject, Modern Literature for an essay on some aspect of Yeats' work, which has been submitted in the course of normal studies.

Bruce Palmer Award (\$200)

Awarded annually to a student who has excelled in the education studies components of the Graduate Diploma in Education.

C & J Visual Arts Graduate Commission Award (value to \$1,000 commissioned work)

Commissioned work(s) following final assessment for the Bachelor of Visual Arts (Honours).

Dennis O'Hoy Ceramic Award (\$200)

Awarded annually to a second-year Bachelor of Visual Arts (Ceramics) student (who is continuing into the third year at the Bendigo Campus) to encourage an innovative approach towards design concepts in set projects.

Department of Education, Employment and Training Teaching Recognition Award (two awards of \$500 each)

Two awards are made annually to students who have achieved an outstanding record in teaching and satisfactorily completed the Graduate Diploma in Education (Primary) at the Shepparton Campus.

Digitype/Colin Barr Award (\$150)

This award is made to a student in the first year of the Bachelor of Visual Arts (Graphic Design) course and is based on overall performance.

George Colson Award (\$200)

Awarded annually to a student who has excelled in the language education component of any teacher education course in the School.

Humanities Staff Award (approximately \$100)

This award is made each year to a student who has successfully completed the second year of the Bachelor of Arts course. It is based on academic merit.

Jetset/Telstra Countrywide Studyarts Australia Award (valued at up to \$2,750)

Awarded to a student who has demonstrated a clear research objective in their written honours proposal at the end of their third year of study and who have been recommended by the Head of their studio area.

John Martin Memorial Award (\$150)

Awarded annually to a student in Bachelor of Arts (Outdoor Education) who is entering the second year of study. It is an award that recognises and encourages the fullest involvement in study and enjoyment of life involving the outdoors and others.

K. G. Scarrott Award (\$500)

Awarded annually to a student completing the degree of Bachelor of Teaching who has attained consistent excellence in the practicum component of the course, coupled with an outstanding academic record.

Kodak Award (\$250)

Materials to the value of \$250 are awarded annually to the most outstanding second-year photography student, continuing into the third year of the Bachelor of Visual Arts course.

Kylie Morrow Memorial Award (\$500)

Awarded annually to the most outstanding full-time Bachelor of Arts student who has successfully completed all subjects in the first year of the course and is proceeding into the second year of the course.

Laurie Leeson Award (\$200)

Awarded annually to a student who has excelled in environmental education in any course in the School.

Lia Teresa Memorial Prize

Awarded to the most outstanding second-year student in the Bachelor of Visual Arts course at the Bendigo Campus.

Marta Rado Memorial Prize (book voucher to the value of \$75)

Awarded for high quality achievement in language teaching studies to a student having completed the Graduate Diploma in Education (Primary or Secondary) in the LOTE teaching method.

Mike Molnar Award (\$200)

Awarded annually to a student who has excelled in some aspect of the second year of the School's pre-service teaching degree.

National Gallery of Victoria Trustees Award (\$700)

Awarded annually to two students in visual arts courses who have successfully completed the first year of their course and based on highest artistic/academic merit.

National Trust (Bendigo Branch) Award (\$200)

The Central Victorian Branch of the National Trust of Australia presents a prize annually for a research thesis of outstanding quality that contributes to an understanding of Victoria's heritage, undertaken by a student successfully completing a Bachelor of Arts Honours or a Graduate Diploma in Regional Studies (History).

Orde Award (\$300)

Available to a second-year student in visual arts who can demonstrate a need for financial assistance. Details are available from the student counsellors.

Premium Group Graduate Diploma in Rural and Regional Planning Local Government Support Award (\$1,000)

Awarded to a student employed by a local government who would not necessarily be able to undertake the Graduate Diploma in Rural and Regional Planning without the award. Written submission with the support of the CEO of their municipality is required.

Premium Group Graduate Diploma in Rural and Regional Planning Student Support Award (\$1,000)

Awarded to a student not employed by a local government who would not necessarily be able to undertake the Graduate Diploma in Rural and Regional Planning without the award. Written submission outlining how the award would assist them to take the course is required. Preference will be given to students seeking support in respect to computing/internet resources and assistance because of remoteness from La Trobe University, Bendigo.

Premium Group Graduate Diploma in Rural and Regional Planning Student Prize (\$1,000)

Awarded on academic merit and participation to a student completing the Graduate Diploma in Rural and Regional Planning.

Premium Group Planning Practice Award (\$1,000)

Awarded to a student within the Graduate Diploma in Rural and Regional Planning, undertaking for the first time the subject, Planning Practice who presents the most outstanding major assignment.

Shakespeare Prize (\$250)

Awarded each year by the Bendigo Shakespeare Society to a first-year literature student for an essay on some aspect of Shakespeare's work, which has been submitted in the course of normal studies.

Siens Acquisitive Arts Award

Up to seven awards established by the Bendigo Student Association to promote exhibition works from the Bachelor of Visual Arts courses. The winning work is acquired by the Bendigo Student Association.

Stewart E. Fraser Memorial Exemplary Thesis Award (\$1,000 and a commemorative base-metal medal)

Prize for the best major thesis written by a Masters or Doctoral level candidate in the Institute for Education.

Technology Education Association of Victoria Prize (one year subscription to TEAV and book voucher)

Awarded to the student who attains the highest mark in the technology methods of teaching curriculum, that is, the highest mark in the subject Methods of Teaching (Technology). There will be two awards: one for the best country region student and one for the best Melbourne metropolitan region student.

Business and Technology**Australian Institute of Steel Construction AISC Steel Design Award (\$200) (under review)**

Awarded to a third-year student in the Bachelor of Engineering (Civil) course at Bendigo, who has demonstrated excellence in steel design.

Artificial Intelligence Research Group (AIRG) Staff Award (\$200)

Awarded to a Bendigo student who, in the opinion of the AIRG, is the outstanding student in an undergraduate artificial intelligence subject. The candidate must have completed an artificial intelligence coursework subject or dissertation in the year in which the award is being made.

A R Strategem Financial Group Masters Degrees in Business Prize (\$300)

Awarded annually to a Business and Technology Masters degree graduate at Bendigo who has obtained the highest grade for a masters project minor thesis.

Australian Computer Society (ACS) Student Awards (\$150 each, certificates and 12 months membership of the ACS)

Three annual awards are available to students with the best academic performance in the final year of the Bachelor of Computing, the Bachelor of Business (Information Technology) or the Graduate Diploma in Computing courses at the Bendigo campus.

Australian Institute of Management Prize (\$250 book voucher and framed certificate)

The Malcolm Moore Medal is awarded annually for the best academic performance of a graduating student in the Graduate Diploma in Management course at Bendigo.

Butterworths Book Prizes

Three on-line subscriptions to a legal research package valued at \$5,000 and made up of:

- Halsbury's Laws of Australia, a comprehensive legal encyclopaedia
- Australian Current Law which functions as an updater to Halsbury's, as well as being a notifier of superior court cases and legislative changes
- Casebase Case Citorator, a citator, annotator and bibliographic reference
- Unreported Judgements, with the full context judgements of all recent superior court judgements
- Commonwealth, Victoria and NSW Statutes Annotations and Queensland Legislation Case Annotations giving details of amending Acts and case annotations.

Awarded to students currently enrolled in a second or third level law subject with the best academic performance in Business Law A or Law of Commercial Contract.

CPA Australia Accounting Awards

First and second year – \$500 and framed certificate each.

Final year – \$500, framed certificate and two years free membership of CPA Australia.

Awarded annually for the best academic performance in each year of the Bachelor of Business course with major studies in accounting, or the Bachelor of Business/Bachelor of Computing, Bachelor of Business/Bachelor of Engineering or the Bachelor of Applied Science/Bachelor of Business double-degree courses in first, third and final years at the Bendigo campus.

City of Greater Bendigo Prize (\$400)

Awarded to the student achieving the best results in transport engineering in the final year of the Bachelor of Engineering (Civil) course at Bendigo.

Coliban Water Civil Engineering Scholarships (\$3,000)

Two scholarships shall be made to first-year full-time Bachelor of Engineering (Civil) students from regional Victoria who have successfully completed the Victorian Certificate of Education, or equivalent, within the last 12 months.

Cook Green and Moore Marketing Communication Prize (\$250)

The prize is awarded each year to the student achieving the highest overall result in Marketing Communication – a core marketing subject. In addition to the award the successful applicant will be invited to visit the company's place of business to gain valuable insights into the functioning of a successful business.

Department of Business Staff Award (\$500)

Awarded annually to an outstanding full-time student enrolled in a Bachelor of Business course at Bendigo, with the best aggregate score at the end of first year.

Economics Book Prize

A biography of economic interest awarded to the outstanding student (in terms of overall results) completing the second year of the Bachelor of Business (Economics) course at Bendigo.

Frank Perrow Memorial Asia Pacific Studies Scholarships (two scholarships of \$500 each)

Awarded annually to the student with the best academic performance in each of the first and second years of the Bachelor of Business (Asia Pacific studies) course at Bendigo, who is attempting their first tertiary qualification.

Engineers Australia (Bendigo Chapter) Award (\$500, medal and two years free graduate membership of the institution)

Awarded to a Bendigo final-year engineering student on the basis of their academic record and involvement in extracurricular activities and special projects.

Engineers Australia Book Prize (book prize)

Awarded to a Bendigo student who, throughout his or her final year, has achieved distinction in some aspect of study associated with structural engineering.

Frank Perrow Memorial Scholarship (\$300)

Awarded annually to the second-year student most deserving of encouragement to further their studies in any business or computing degree course offered by the School of Business and Technology. The award is based on application and course co-ordinator's selection.

Geoscience Australia Jubilee Prize (\$200 gift voucher)

Awarded, at the discretion of geology staff at the Bendigo campus, to a student who has consistently strived to maintain a high standard in a variety of geology course activities.

Industry Based Learning Scholarship (\$15,000)

Established in conjunction with Bendigo Bank, IBM Global Services Aust Ltd and Powercor Australia, this scholarship involves two 20-week placements at one of the sponsoring organisations' premises. It is available to Bendigo students in the second year of the Bachelor of Computing, or third year of the Bachelor of Business/Bachelor of Computing or Bachelor of Applied Science/Bachelor of Computing double-degree programs.

Information Technology Staff Special Award (\$150)

Awarded to a student who has made a major contribution to the work of the department, outside the normal academic program.

One prize is awarded to the top undergraduate student in a single-degree computing course at the end of first year – Bendigo campus.

One prize is awarded to the top undergraduate student in a double-degree computing course at the end of first year – Bendigo campus.

One prize is awarded to the most deserving student studying in the Graduate Diploma in Computing course – Bendigo campus.

One prize is awarded to the most deserving student studying in the Graduate Diploma in Advanced Computing, Bachelor of Computing (Honours) or the Master of Business Systems – Bendigo campus.

Jane M. Klausman Women in Business Scholarships (\$200 with the opportunity to go on to district level and international level)

Sponsored by Zonta International Foundation, the award is made to a female student who has demonstrated outstanding undergraduate potential in the field of business at the completion of two or three years of their course. Based on application.

La Trobe University ICT Centre IT Honours Year Scholarships (up to \$4,000)

Up to two awards annually for students enrolled in the Bachelor of Computing Honours at the Bendigo campus and undertaking an IT related project of particular relevance to a regional or rural environment. Applications close 31 January each year.

PricewaterhouseCoopers Prize (\$400) (under review)

Awarded annually for academic achievement to student(s) at the Bendigo campus attempting for the first time, the first-year subjects, Accounting for Management Decisions and Financial Accounting A.

Prospectors Earth Sciences Pty Ltd / Estwing Co Prize (Geology pick and leather pick holster)

Awarded to a student who has completed first-year geology and is continuing his/her studies in geology.

Rogers Accounting Research Prize (\$100)

Awarded annually to a second-year student undertaking major studies in accounting at the Bendigo campus. Investigative essays submitted on prescribed topics will be considered for the award. If the essays submitted are not of sufficient merit no award will be made. The award will be based on application submitted by the students.

School of Business and Technology Book Prizes (\$75 book voucher each)

Two awards made to Graduate Diploma in Computing students with

the best academic performance in Programming Concepts and Information Systems.

School of Business and Technology Physical Sciences & Engineering Staff Award (\$400)

This award is financed by contributions made each pay period by PS&E staff of the School of Business and Technology. Awarded to a first-year engineering student continuing a course at the Bendigo campus, and who achieves the highest average in first-year examinations.

Steel Reinforcing Institute of Australia (SRIA) Prize (\$500)

Awarded to a Bendigo student enrolled in either the third or fourth year of the Bachelor of Engineering course who has demonstrated excellence in a project or design utilising conventionally reinforced concrete.

Tom Connor Award (\$400)

This award is available annually for second-year civil engineering students at the Bendigo campus. The award is made on the basis of practical work, design, skills, self-motivation, initiative and creativity.

Women into Engineering Incentive Award (\$1,000)

Awarded to a student entering the first year of the engineering course (full-time) at Bendigo on the basis of entry score and interview. Based on application.

Health and Environment

Australian Institute of Medical Science (AIMS) Award (value \$100)

Awarded to a student enrolled in the Bachelor of Science/Applied Science who achieves the best aggregate mark over the three third-year MLS subjects, BIO31CBC – Clinical Biochemistry, BIO31PAT – Pathology, and BIO32CHI – Clinical Haematology and Immunology.

Australian Medical Association, Bendigo & District Subdivisions (value \$100)

Awarded to the student who displays outstanding academic achievement in clinical nursing and nursing theory in those subjects specific to general nursing across the three years of the Bachelor of Nursing course.

Australian Society for Microbiology Bendigo Group (book prizes)

Awarded to the most outstanding microbiology students in the Bachelor of Applied Science.

Bendigo Division of General Practice Award (\$200)

Awarded to a postgraduate student of the School of Health and Environment, Bendigo for excellence of content of an essay which addresses aspects of health policy issues, in the subject, Health Issues: Health Systems 3, or any subject offered by the discipline of social work.

Bendigo Health Care Group (up to \$200)

Awarded to a full-time, undergraduate nursing student who displays outstanding academic achievement in the subject, Nursing Therapeutics & Practice: Mental Health Nursing.

Bendigo Health Care Group/Bachelor of Nursing (Honours) Award

Awarded to a third-year student in the Bachelor of Nursing course at Bendigo, who has achieved a B average or better in five semesters of the Bachelor of Nursing course and who has successfully applied to the Bendigo Health Care Group Graduate Year Program.

Bendigo United Friendly Societies Dispensaries Pharmacy Scholarship (\$5,000 per year)

Preference will be given to students from the City of Greater Bendigo region, who have successfully completed the Victorian Certificate of Education, or equivalent, within the last 12 months. The scholarship valued at \$5,000 per annum, tenable for the normal length of the course (four years) and, subject to satisfactory academic performance, is payable following confirmation of enrolment in each year of the course.

To be eligible for the scholarship, students must be attempting their first tertiary education qualification and not in receipt of any other scholarship. Successful applicants will be expected to undertake a portion of the practicum requirements at the Bendigo United Friendly Societies Dispensaries Limited, and upon graduation, work for the Society for a period not less than the number of years for which the scholarship was paid.

Chemical Industry Australia Award

Awarded biennially to the most outstanding second or third-year student studying industrial aspects of chemistry.

Cliveden Hill Private Hospital Award (up to \$200)

Awarded for outstanding academic achievement in the subject, Women's Health.

Community Health Bendigo and Dymocks Award (book voucher \$50)

Awarded to a student in the Bachelor of Public Health with the best academic and public health practice performance in second and third-year field experience.

Federation Pharmacies – Bright Futures – Sponsorship (\$5,000 per year)

Preference will be given to students from the Gippsland region, who have successfully completed the Victorian Certificate of Education, or equivalent, within the last 12 months. The scholarship is valued at \$5,000 per annum, tenable for the normal length of the course (four years), and payable in two parts: \$3,000 upon confirmation of enrolment in semester 1 (31 March) and \$2,000 upon confirmation of enrolment in semester 2 (31 August) in each year of the course.

The award will constitute a loan arrangement and the successful applicant will be required to sign a formal agreement with Federation Pharmacies.

Applications should be made directly to Federation Health, Post Office Box 105, Newborough Victoria 3825.

History of Nursing Prize (up to \$300)

Awarded to up to three students enrolled in an undergraduate program offered by the School of Health and Environment. Successful students must submit an application and essay demonstrating an interest in, and commitment to, the history of Australian nursing.

Intervet Scholarship (\$1,500 each)

The scholarship will be awarded to a student who is in the final year of the Bachelor of Applied Science course at Bendigo and who is undertaking major studies in biotechnology/microbiology. The Department of Pharmacy will select the recipient on the basis of the student's achievement in second-year biochemistry and microbiology subjects.

Julie Macdonald Excellence Award (value \$1,000)

Awarded to the student who displays outstanding achievement in both clinical and theory assessments, as well as the commitment to the professional development of colleagues, and who is eligible for graduation from the postgraduate critical care nursing course.

Kevin de Vries Guardian Pharmacy Award (value \$250)

Awarded to a first-year Bachelor of Pharmacy student who has completed the Victorian Certificate of Education, or equivalent, at a secondary school in the City of Greater Bendigo within the last 12 months.

T. A. McLelland Memorial Award (\$250)

Awarded to a student undertaking a chemistry major with the highest average marks for second-year chemistry subjects.

Mt Alexander Hospital Bachelor of Nursing (Honours) Award (\$1,000)

Awarded to a student who undertakes part-time Bachelor of Nursing (Honours) studies concurrent with part-time employment at the Mt Alexander Hospital.

Mt Alexander Hospital Postgraduate Diploma in Rural Nursing Award (\$500)

Awarded to a student of the Postgraduate Diploma in Rural Nursing course at Bendigo, who has displayed outstanding academic achievement.

Mt Alvernia Mercy Hospital Midwifery Award (\$100)

Awarded to an outstanding graduating student of the Postgraduate Diploma in Midwifery.

Mt Alvernia Mercy Hospital/Bachelor of Nursing (Honours) Award

Awarded to a third-year student in the Bachelor of Nursing course at Bendigo, who has achieved a B average or better in five semesters of the Bachelor of Nursing course and who has successfully applied to the Mt Alvernia Mercy Hospital Graduate Year Program.

Pharmacy Defence Limited (PDL) Awards:**PDL First-Year Award (value \$250)**

Awarded to the student completing his/her first year with the highest average mark in the professional pharmacy subjects.

PDL Second-Year Award (value \$250)

Awarded to the student completing his/her second year with the highest average mark in the professional pharmacy subjects.

PDL Third-year Pharmacy Legislation Award (value \$100)

Awarded to the student with the highest average mark in the pharmacy law component of the third-year subject, Practice and Legislation.

PDL Third-Year Dispensing Award (value \$150)

Awarded to the student with the highest average mark in the dispensing and calculation assessments included in the third-year subject, Pharmaceutics B.

PDL Advanced Pharmacy Practice Award (value \$250)

Awarded to the student with the highest mark in the fourth-year subject, Advanced Pharmacy Practice.

Prigg's Pharmacy Award (value \$250)

Awarded to a first-year Bachelor of Pharmacy student who has completed the Victorian Certificate of Education, or equivalent, at a secondary school in the Rochester, Kyabram, Echuca region within the last 12 months.

Royal Australian Chemical Institute Award (\$100 and subscription)

This is awarded annually by the Bendigo/Ballarat section of the RACI to the most outstanding third-year chemistry student at Bendigo.

Royal College of Nursing, Australia High Achiever Award

One year's associate membership of the Royal College of Nursing, Australia is awarded to the student who has displayed outstanding academic and clinical performance during an undergraduate nursing course.

Rural and Remote Pharmacy Undergraduate Scholarship Scheme

Offered by the Pharmacy Guild of Australia and funded by the Commonwealth Department of Health and Aged Care, through the Rural Health Support, Education and Training (RHSET) program. The scholarships are valued at \$6,000 per annum per student (i.e. \$24,000 over a four-year period). Students must:

- be an Australian citizen
- enrol in full-time study and remain in full-time study
- have a home address in a rural or remote area
- demonstrate a desire to return to a rural or remote community upon graduation
- provide a 1,000-word essay demonstrating a developing broad awareness of rural health issues
- agree to actively promote rural pharmacy as a career option to at least one rural high school each year
- agree to provide a brief report at the completion of each year of study, and a more detailed report at graduation.

Details on the program, guidelines and application forms, are available from the Guild's website at:

www.guild.org.au/public/rpwpdp.adp#undergrad

Science Staff Award (up to \$500)

Awarded to the first-year student with the highest average mark, who is continuing in the Bachelor of Science/Applied Science at the Bendigo campus.

The Northern District School of Nursing Graduates Association Award (\$100)

Awarded to the student who displays outstanding academic achievement in the third year of an undergraduate Nursing course.

The Rural Health Prize (\$200)

Awarded to a student who has successfully completed the first year of an undergraduate degree in the School of Health and Environment and who has achieved excellence in a rural health or related subject.

Westate Community Development Award (\$500)

Awarded to a student undertaking an assignment with an emphasis on social work within a regional community, in the honours or postgraduate social work courses at the Bendigo campus.

Zonta Club: Heather Winderlich Award (\$200)

Awarded to the student who displays outstanding academic achievement over the three years of an undergraduate nursing course.

Albury-Wodonga Campus**Vice-Chancellor's Regional Scholarships**

Each regional campus offers up to five Vice-Chancellor's Scholarships which are valued at \$3,000 a year for the normal duration of the undergraduate degree, including the honours year. They are available to commencing students who are undertaking university studies for the

first time, and are paid in two instalments. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

La Trobe University Commencing Undergraduate Scholarships

Scholarships valued at \$1,500 are available for commencing first-year students who enrol in a full-time undergraduate course. Applicants must be undertaking their first course of study at a university. The scholarships are awarded on the basis of academic merit and demonstrated need for financial assistance, and are available to Australian citizens or residents not liable for full University fees. The scholarships are available in the first year of enrolment only. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

La Trobe University Albury-Wodonga Campus Medal

Awarded to a high achieving final-year student who has also made a significant contribution to the Albury-Wodonga community through study or extra curricular activity.

Rural City of Wodonga Prize (\$500)

Awarded to a graduating student who has commenced study as a mature-aged student at the Albury-Wodonga campus with superior academic performance and demonstrated contribution to, or achievement in life-long learning.

Albury-Wodonga Campus Erudition Prize

Awarded to a student of the Albury-Wodonga campus to encourage publication of their outstanding research.

Lisa Malone Scholarship

This scholarship pays tribute to the work of Lisa Malone, former resident of Wodonga and student in social work at La Trobe University. The University, with the support of the Albury-Wodonga community, the Border Mail and the Hume Building Society, established the scholarship to commemorate Lisa's humanitarian work. The scholarship provides up to \$3,000 for a year of study in any course that contributes to community development and welfare. Applicants must demonstrate evidence of commitment to social development either in Australia or overseas.

Health Sciences

Albury-Wodonga Private Hospital Prize (\$500)

Awarded to the most outstanding first-year student in nursing.

Wodonga Regional Health Services Prize (\$300)

Awarded to the most outstanding second-year student in nursing.

Kerry Faul Memorial Prize – Wodonga West Rotary Club (\$500)

Awarded for academic distinction and demonstrated commitment to high quality nursing.

Royal College of Nursing Australia High Achiever Award

One year's membership to the RCNA is awarded to the student with the best academic result for the final year in nursing.

Harcourt Australia Undergraduate Academic Achievement Award (book voucher \$150)

Awarded to a pre-registration Bachelor of Nursing student who, through a book review of between 750 and 1,000 words, can demonstrate critical thinking skills and provides student feedback and user critiquing.

Social Work and Social Policy

Helen Horton Memorial Prize – Department of Human Services

Awarded for outstanding performance by a graduating social work student.

Humanities and Social Sciences

Dean's Merit Prize – First Year

Awarded to the most outstanding first-year undergraduate student in the Bachelor of Arts.

Dean's Merit Prize – Second Year

Awarded to the most outstanding second-year undergraduate student in the Bachelor of Arts.

Dean's Merit Prize – Third Year

Awarded to the most outstanding third-year undergraduate student in the Bachelor of Arts.

Law and Management

Dean's Medal

Awarded to the outstanding graduating student from a regional campus in the Faculty of Law and Management.

Dean's Commendations

Awarded to the top student (A average) in each year in each undergraduate program.

Australian Society of CPAs – Victorian Branch (\$500)

Awarded to the best first-year accounting student.

Australian Society of CPAs – Albury-Wodonga Branch (\$500 of which \$400 is shared between students and the balance of \$100 is awarded to the Albury-Wodonga campus library for purchase of books)

Awarded to the 'Best Business Plan' submitted by students in the subject, Entrepreneurship, offered in the Bachelor of Business.

Tourism and Hospitality

Birallee Prize (\$150)

Awarded to a second-year student for the best demonstration of acquired skills in hospitality management.

Commercial Club Prize (\$150)

Awarded for the best academic achievement in the subject Food and Beverage Operations 1B in the Bachelor of Business (Hospitality Management).

Edwards Prize (\$150)

Awarded to the student with the best overall performance in the final year of the Bachelor of Business (Hospitality Management).

Science, Technology and Engineering

Hamilton-Smith Rotary Scholarship for Environmental Studies

This scholarship is awarded to a student undertaking the second year of the Bachelor of Science Environmental Management and Ecology and is worth \$2,000.

Norske Skog Prize (\$500)

Awarded to the best first-year student in the Bachelor of Science Environmental Management and Ecology.

Australian Association of Natural Resource Management Prize

The prize is a certificate and 12 months' membership of the NSW Branch of the Soil and Water Conservation Association of Australia, including a subscription to *Australian Journal of Soil and Water Conservation*. The prize is awarded to a full-time second-year student with outstanding achievements in two subjects that have a soil and water component within the Bachelor of Science Environmental Management and Ecology.

North East Catchment Management Authority Prize (\$250)

Awarded to the student with the best overall performance in the third year of the Bachelor of Science Environmental Management and Ecology.

Australian Institute of Management Prize (\$250 and one year's membership)

Awarded for outstanding achievement in the Graduate Diploma in Environmental Management.

Mildura Campus

Vice-Chancellor's Regional Scholarships

Each regional campus offers up to five Vice-Chancellor's Scholarships which are valued at \$3,000 a year for the normal duration of the undergraduate degree, including the honours year. They are available to commencing students who are undertaking university studies for the first time, and are paid in two instalments. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

La Trobe University Commencing Undergraduate Scholarships

Scholarships valued at \$1,500 are available for commencing first-year students who enrol in a full-time undergraduate course. Applicants must be undertaking their first course of study at a university. The scholarships are awarded on the basis of academic merit and demonstrated need for financial assistance, and are available to Australian citizens or residents not liable for full University fees. The scholarships are available in the first year of enrolment only. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

Caffrey Trust Scholarship

Up to five \$4,000 scholarships are available to students enrolled in the Bachelor of Education course at the Mildura campus and have elected to undertake the physical education discipline studies. The scholarships are available to students who have been resident of

Sunraysia for at least two years and have been successful in a team or individual sport and have represented the region or their State in their sport or who have achieved a State top 10 ranking in their sport.

Colin Barrie Acquisition Scholarship

Annual acquisition of art work to the value of \$1,000 to a student in the Bachelor of Visual Arts (Fine Art) course at the Mildura Campus.

Shepparton Campus

Vice-Chancellor's Regional Scholarships

Each regional campus offers up to five Vice-Chancellor's Scholarships which are valued at \$3,000 a year for the normal duration of the undergraduate degree, including the honours year. They are available to commencing students who are undertaking university studies for the first time, and are paid in two instalments. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

La Trobe University Commencing Undergraduate Scholarships

Scholarships valued at \$1,500 are available for commencing first-year students who enrol in a full-time undergraduate course. Applicants must be undertaking their first course of study at a university. The scholarships are awarded on the basis of academic merit and demonstrated need for financial assistance, and are available to Australian citizens or residents not liable for full University fees. The scholarships are available in the first year of enrolment only. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

Australian Institute of Management Prize (\$200)

Awarded to a student for achievement in management subjects.

Bendigo Bank Prize (\$100)

Awarded to a student with outstanding achievement in the Bachelor of Arts.

Carrington Award (\$300)

Awarded to the best business student – any year level.

City of Greater Shepparton Award (\$300)

Awarded to the student with the best overall performance in the rural tourism specialisation.

CPA Australia Awards

Awarded to the best first-year, second-year and third-year student respectively in the Bachelor of Commerce.

Greater Shepparton Business Centre Encouragement Award (two-year subscription)

For distinguished achievement in marketing.

Soroptimist International of Shepparton Inc. Regional Education Scholarship (\$400)

Awarded to a student in the Graduate Diploma in Education (Primary) residing in Shepparton.

Stubbs Wallace and Partners Award (\$500)

For distinguished achievement in second-year accounting.

Subway Prize (\$150)

For achievement in human resource management subjects.

Mt Buller Campus

La Trobe University Commencing Undergraduate Scholarships

Scholarships valued at \$1,500 are available for commencing first-year students who enrol in a full-time undergraduate course. Applicants must be undertaking their first course of study at a university. The scholarships are awarded on the basis of academic merit and demonstrated need for financial assistance, and are available to Australian citizens or residents not liable for full University fees. The scholarships are available in the first year of enrolment only. Application forms available at www.latrobe.edu.au/teaching/scholarships/prospective.html

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Deputy Vice-Chancellor (Research)

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Vacant

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Lecturers

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Georgievski, Z., BAppSc(Orth)(Hons) *La Trobe*, DOBA MOAA
Pollock, J., DipAppSc(Orth) *La Trobe*, GradDipNeuro *La Trobe*, MSc *La Trobe*, DOBA MOAA
Santamaria, L., DipAppSc(Orth) *La Trobe*, MAppSc *La Trobe*, DOBA MOAA

Research/Post Doctoral Staff

Dyer, A. BAppSc(Photography) *RMIT*, PhD *RMIT*

SCHOOL OF PHYSIOTHERAPY

Professor and Head of School

Morris, M., BAppSc(Physio) *Lincoln*, GradDipGerontology *La Trobe*, PhD *La Trobe*, MAPA, FACP

Associate Professors

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Robertson, V.J., BA(Hons) *La Trobe*, BAppSc(Physio) *Lincoln*, PhD *La Trobe*, MAPA

Senior Lecturers

Burman, E.R., BAppSc(Physio) *Vic Inst Coll*, GradDipPhysio *Lincoln*, MAPA
Cook, J.L., BAppSc(Physio) *Lincoln*, PostGradDipManipTher *La Trobe*, MAPA
Dodd, K., BAppSc(Physio) *Lincoln*, PhD *La Trobe*, MAPA
Keating, J., BAppSc(Physio) *Lincoln*, GradDipManipPhysio *La Trobe*, PhD *La Trobe*, MAPA, MMPAA
McBurney, H., BAppSc(Physio) *Lincoln*, GradDipPhysio *Lincoln*, PhD *La Trobe*
Taylor, N., BSc *Melb.*, BAppSc(Physio) *Lincoln*, PhD *La Trobe*, MAPA

Lecturers

Bradley, S.J., BSc(Hons) *Monash*, PhD *Monash*, GradDipExercSportSci *VUT*, BAppSc(Physio) *Lincoln*, MAPA
Davidson, M., BAppSc(Physio) *Curtin*, MAPA
Denisenko, S., BPhysio *La Trobe*
Donald, K.J., BSc(Physio) *Glas.*, GradDipDesign *Lond.*, MCSP, MAPA
Niere, K.R., BAppSc(Physio) *Lincoln*, GradDipManipTher *Lincoln*, MManipPhysio *La Trobe*, MAPA, MMPAA
Pizzari, T., B.Physio(Hons) *La Trobe*, PhD *La Trobe*

Associate Lecturers

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MUSCULOSKELETAL RESEARCH CENTRE

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SCHOOL OF PUBLIC HEALTH

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AUSTRALIAN RESEARCH CENTRE IN SEX, HEALTH AND SOCIETY

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 Paxton, S., BSc *Melb.*, DipEd *Rusden*, PhD *Melb.*
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 Dyson, S., GradDipWomen'sStudies, *Rusden*
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 Jones, J., BSc(Hons) *ANU*, MA *Mt Holyoke Coll Mass*, GradDipWomensStudies *Deakin*, MPH *Monash*
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 Saunders, M.

Executive Officer

Shannon, D., BA *Melb.*, GradDipOfficeAdmin *CIT*

CENTRE FOR THE STUDY OF MOTHERS' AND CHILDREN'S HEALTH*Professor and Director*

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Research Staff

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 Jones, P., RN, ICU, GradDipEpid *Melb.*
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 Mitchell, C., RN, RM, MCHN, MPH, BAppSc *La Trobe*, GradDipComp *Monash*
 Pyett, P., BA(Hons) *Monash*, DHealthSc *Deakin*
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PALLIATIVE CARE UNIT*Professor and Director*

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Rumbold, B., BSc *Melb.*, MSc *Melb.*, BD *La Trobe*, MCD *La Trobe*, MA *La Trobe*, PhD *Monash & Manc.*

Health Promotion Worker

Bateman, G.B., BA *La Trobe*

REHABILITATION RESEARCH AND TRAINING UNIT*Convenor*

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THE BOUVERIE CENTRE*Director*

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Young, J., BSc(Hons), MSc(Clinical Psych) *Melb.*, GradDipFamTher *La Trobe*

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Lecturers

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SCHOOL OF SOCIAL WORK AND SOCIAL POLICY*Professor and Head of School*

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Bottrell C., BEd *Canberra*, MEd *La Trobe*

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DEPARTMENT OF ECONOMICS AND FINANCE

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Yin, X., BSc Fudan, MEng Shanghai Jiaotong, PhD Shanghai Jiaotong

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Jamieson, G., BA(Hons) Melb., MAppFin Macq.

Konya, L., MEc Bud., PhD HAS

Lenten L., BEc(Hons) La Trobe, MCom(Eco) Melb.

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Greenwood, K.M., JP, BBSc(Hons) *La Trobe*, DipCompSc *La Trobe*,PhD *La Trobe*, MAPSKinsella, G.J., DipPhysio *Lond.*, MSc *Lond.*, PhD *Sur.*, MAPS, MBPS,

MINS

Matyas, T.A., BA(Hons) *UNSW*, PhD *Macq.*, MAPSWertheim, E.H., BA *Brandeis*, MA *Conn.*, PhD *Conn.**Adjunct Professors*Day, R.H., BSc *WAust.*, PhD *Bristol*, HonD *La Trobe*, HonDsc *La**Trobe*, Hon FAPS, FASSA FAAMaruff, P.T., BBSc(Hons) *La Trobe*, PhD *La Trobe*Norman, T.R., BSc(Hons) *Adel.*, PhD *Adel.*Wearing, A.J., MA *Adel.*, PhD *Ill.**Adjunct Associate Professors*Crewther, S.G., BSc(Hons) *Melb.*, MSc *Melb.*, DipEd *Melb.*, BOptom*UNSW*, PhD *Cal.Tech.*McLennan, J.P., BA *Syd.*, MA *ANU*, GradDipEd *SCT*, PhD *Monash**Senior Lecturers*Dissanayake, A.C., BSc(Hons) *Monash*, PhD *Monash*, MAPSFarhall, J.F., BA(Hons) *Melb.*, MA *Melb.*, MAPSJackson, M., BSc(Hons) *Melb.*, MSc(ClinNeuro) *Melb.*, MAPSKent, S.P., AB *Wabash*, PhD *Ill.*Love, A.W., BA(Hons) *Melb.*, MA(ClinPsych) *Melb.*, DipEd *Darling**Downs*, PhD *La Trobe*, MAPSOmodei, M.M., BSc *Qld*, DipEd *Canberra*, PhD *Melb.*, MAPSOng, B., BSc *Tas.*, MSc(Prelim) *La Trobe*, DipCompSc *La Trobe*, PhD*La Trobe*Voudouris, N.J., BBSc(Hons) *La Trobe*, PhD *La Trobe*, MAPSWingenfeld, S.A., Diplom *Würzburg*, MS *Vanderbilt*, PhD *Vanderbilt*,

MAPS

*Lecturers*Burton, C., BA *Witw.*, MA *Melb.*, PhD *La Trobe*Evans, L., BBSc *La Trobe*, MPsy *La Trobe*, PhD *La Trobe*, MAPS

Ho, A.K-A., BA *Monash*, BSc(Hons) *Monash*, PhD *Monash*
 Lindner, H.D., BSc *Monash*, BA *Monash*, DipEd *Monash*,
 GradDipBehStHlthCare *La Trobe*, PhD *La Trobe*, MAPS
 Paolini, A.G., BSc(Hons) *Melb.*, PhD *Melb.*
 Skouteris, H., BA *Monash*, MBSc(Prelim) *La Trobe*, PhD *La Trobe*,
 MAPS
 Stukas, A.A., Jr., BA *William & Mary*, PhD *Minn.*, MAPS, MAPA
Senior Research Fellow
 Loesch, D.Z., BMedSurg *Warsaw*, MD *Warsaw*, PhD *Warsaw*
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 Kiely, P.M., BSc(Optom) *Melb.*, PhD *Melb.*

Faculty for Regional Development

Pro Vice-Chancellor and Dean (Acting)

Sullivan, P.A., BSc *Monash*, DipEd *Monash*, MPhil *PNG*, PhD *Monash*

Deputy Dean

Brockley, B.P., TPTC, BSc *Melb.*, MEd *Melb.*, MEdAdmin *UNE*, PhD *Texas*, MACE

Associate Dean (Academic)

Smith, S.J., BSc(Hons) *Tas.*, PhD *NE*

Associate Dean (Research)

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Associate Dean (Teaching and Learning)

Legge, K., BSc(Hons) *NE*, DipEd *NE*, PhD *NE*, MAIP, MAAS

Faculty Registrar

Davies, L.B., GradDipMgt *BCAE*, GradDipEdAdmin *Hawthorn*

Business Manager

Davey, B.R., DipMan *BCAE*, GradDipAcc *BCAE*, FCPA

Director, Business Development

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Dyson, R.P., DipElecEng *BIT*, MEngSc *La Trobe*, PhD *La Trobe*,
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Director, International Officer

Chambers, L.M., RN, BAppSc *La Trobe*, MNurStud *La Trobe*,
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Senior Administrative Officer (Academic) and Deputy Registrar

Barton, P., BBus *VUT*, GradCertMgmt *VUT*

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Bailie, I., BAppSc(CompSc) *RMIT*, GradDipMgmt *La Trobe*

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DEPARTMENT OF ARTS

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Nestor, M.B., BA *Melb.*

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Siegloff, S., BA(Hons) *Flin.*

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DEPARTMENT OF OUTDOOR EDUCATION AND NATURE TOURISM

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DEPARTMENT OF VISUAL ARTS

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McArdle, J., DipArt & Design(Photography) *Prahran*, DipEd
Hawthorn, MFA *Melb.*

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Lecturers

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UT, BEd *La Trobe*, AdvDipElecDes&IntMedia *RMIT*, MA(Multimedia
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Associate Lecturers

McCormick, J., DipArt&Des *Mild.*, BA *BCAE*, DipEd *LUCNV*

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SCHOOL OF BUSINESS AND TECHNOLOGY*Associate Professor and Head of School*Boelen, M., BSc, MSc *Utrecht*, PhD *ANU*, MANS*Deputy Head of School (Teaching)*Cox, R.F., BSc *Qld*, GradDipElCom *BCAE*, MSc *NE*, MACS*Deputy Head of School (Research)*Schutz, J.W., BE *Melb.*, BSc(Hons) *Melb.*, PhD *Monash**Deputy Head of School (Projects)*Johnston, R.F., BSc *Glas.*, PhD *Strath.*, GradDipElComp *BCAE*, GradDipMgt *La Trobe*, CEng, FIM, FIE Aust**DEPARTMENT OF BUSINESS***Senior Lecturer and Head of Department*Griffiths, J.F., LLB *Melb.*, BA *Canberra*, MEdAdmin *Deakin**Senior Lecturer and Deputy Head of Department*Harvey, D.V., BBus *BCAE*, MAcc *NE*, CPA*Professor*Walker, R., BMus(Hons), PhD *Melb.**Associate Professor*Yao, L., BSc *Minn.*, MBA *Minn.*, PhD *Deakin*, BMed *Xiamen*, PostgradDipHed *Nanyang**Senior Lecturers*Johnston, R.F., BSc *Glas.*, GradDipElComp *BCAE*, GradDipMgt *La Trobe*, PhD *Strath.*, CEng, FIM, FIE AustPacher, J.A., BCom *Melb.*, DipEd *Monash*, FRMIT(Mgt), MSc *Bath*, PhD *Bath*, AAIM, AFACHSE, MANZAM*Lecturers*Ellis, G.W., BBus(Acc) *LTUCNV*, MBus *La Trobe*, CPAGuo, W., BArch(Hons) *NIT*, MUrbPlanning(Hons) *Tsinghua*, PhD *VU*Mollard, M.J., BA *Monash*, BEd *Monash*, MEdAdmin *NE*, AIMO'Connor, L., BBus(Acc) *BCAE*, GradDipEd *Hawthorn*, MEd *USQ*, MCom *USQ*Phillips, B., LLB *Melb.*, LLM *Melb.*, LLM *ANU*Reimers, D.J., BCom *Melb.*, MBus(Research) *La Trobe*, TSTCRochford, F.M., BA *Melb.*, LLM *Melb.*, PhD *Melb.*Seward, J., GradDipEd *Curtin*, BBus *Churchlands*, CPA, CDSolecki, A.M., MEc *Cracow*, PhD *Cracow*, TPATaylor, C.L., BBus *Monash*, MBus *Charles Sturt*, AAIM, AHRITaghian, M., BA *Wash.*, GradDipMarketing *Monash*, MBus *Monash*Verma, R.R., BA, MA, BEd, LLB, DipRussLang *Panjab*, DipEd *BCAE*, MEd *La Trobe*Wilde, J.C. BJuris *Monash*, LLB *Melb.*, LLM *Monash**Associate Lecturers*Breaden, J.A., LLM *Melb.*Cameron, S.M., BBus *BCAE*Jobling, E., BBus *La Trobe*, MAPFin *Charles Sturt*Stirling, K.J., BBus *RMIT*, GradDipMgt *Deakin*, CPAVlahek, J., BCom *Deakin***DEPARTMENT OF INFORMATION TECHNOLOGY***Senior Lecturer and Head of Department*Martin, M.B., DipAppSc(MedRad) *RMIT*, MAppSc *RMIT*, BAppSc(Comp) *BCAE*, GDEC *BCAE*, MACS*Senior Lecturers*Cox, R.F., BSc *Qld*, GradDipElComp *BCAE*, MSc *NE*, MACSGoddard, J.M., BSc *SA*, MLib *Monash*, MEd *Tas.*, MACSGoddard, P.W., BSc(Hons) *SA*, MComp *Monash*, MEd *Tas.*, MACS MIEEEHoran, P., BA *Melb.*, MSc *Aston*, GradDipElComp *BCAE*, MACS*Lecturers*Choi, B., BSc(Hons), DipEd *Malaysia*, GradDipComp *La Trobe*, MAppSc(Inf Tech) *Swinburne UT*Cope, C.J., BSc(Hons) *Melb.*, GradDipCommDataProc *FIT*, DipEd *MSC*, MEd *Tas.*, PhD *La Trobe*Matthews, C.H., BSc(Hons) *Monash*, MComp *Monash*, DipEd *Monash*, GradDipComp *Chisholm*, PhD *Deakin*McCullagh, J.A., BAppSc *PIT*, DipEd *La Trobe*, GradDipComp *La Trobe*, MAppSc(InfTech) *Swinburne UT*McEwan, N.L., BAppSc(Comp) *BCAE*, GradDipInfoTech *Monash*, MIMS *Monash*Retallick, B.W., BSc *Melb.*, DipEd *SCV Melb.*, GradDipComp *BCAE*, MAppSc(InfTech) *Swinburne UT*, AISRice, P.J., DipElEng *BIT*, BEng *Melb.*, MEng *VUT*, GradIEAustScott, P.T., BSc *La Trobe*, DipEd *BCAE*, MIEEEStaehr, L., AssocDipChem *RMIT*, BAppSc *RMIT*, GradDipComp *BCAE*, TSTC *Hawthorn*, MAppSc *La Trobe*, MRACI, MACSSutherland, M.J., BSc *La Trobe*, GradDipElComp *BCAE*, AMIEEEWhitfort, T.J., BAppSc(Comp) *BCAE*, GradDipAdvCompSc *La Trobe*, MComp(Res) *Monash**Associate Lecturers*Soddell, F.B., BComp *LTUCNV*, BAppSc(Hons) *La Trobe*Somerville, P.C., BAppSc(Comp) *BCAE*, MComp *Monash**Honorary Associate*Effenberg, W., BSc *RMIT*, DipEd *SCV Hawthorn*, GradDipCompStud *Canberra*, MSc *Melb.*, PhD *Melb.***DEPARTMENT OF MATHEMATICS***Senior Lecturer and Head of Department*Champion, R., BSc(Hons) *Monash*, DipEd *Monash*, PhD *Monash**Professor*Mills, T.M., BA(Hons) *Syd.*, MA *Syd.*, MA *Melb.*, PhD *Florida*, GradCertComp *La Trobe**Associate Professor*Smith, S. J., BSc(Hons) *Tas.*, PhD *NE**Reader*Schutz, J.W., BE *Melb.*, BSc(Hons) *Melb.*, PhD *Monash**Senior Lecturers*Byrne, G. J., BAppSc *BCAE*, MLitt *NE*, PhD *La Trobe*Lenard, C. T., BSc(Hons) *ANU*, PhD *ANU**Lecturer*Milne, J.A., BSc *Adel.*, DipTeach *Adel. TC***DEPARTMENT OF PHYSICAL SCIENCES AND ENGINEERING***Associate Professor and Head of Department*Petrolito, J., DipEng *RMIT*, BE *Qld*, PhD *UNSW*, FIEAust, CPEng*Senior Lecturer*Legge, K., BSc(Hons) *NE*, DipEd *NE*, PhD *NE*, MAIP, MAAS*Lecturers*Glaisher, R., BAppSc *RMIT*, PhD *Melb.*Haysom, M., BEng *Monash*, MSc *Melb.*, MIEAustIonescu, D.M., DipEng *W'gong*, BEng *Bucharest*, MEng *Bucharest*, MIEAust, CPEng, MAGS, MRTSAKilpatrick, A.E., BEng *CIAE*, MEngSc *Qld*, PhD *Curtin*Rosengren, N.J., DipAppGeol *RMIT*, BCom, MA(Hons) *Melb.*, TSTCRussell, J.V., DipCEng *Monash*, BEng *Melb.*, DipEd *Melb.*, PhD *Lond.*, CPEng, FIEAust*Honorary Associates*Anderson, R., BMetE *Melb.*Bell, K. BSc *Melb.*, DipEd *Melb.*, PhD *Macq.*Neil, J.V., BA *Melb.*, BEd *Melb.*, MSc *Melb.*, MEdAdmin *NE*Searle, P., BSc *Melb.*, DipEd *Melb.*, MSc *Tas.*, MAppSc *Curtin*, PhD *Monash***SCHOOL OF EDUCATIONAL STUDIES***Senior Lecturer and Campus Head*Faulkner, M., TPTC *Bendigo TC*, BA *Monash*, BEd *Monash*, MEd *Melb.*, PhD *Deakin*, MAPsS*Associate Professor*Prain, V.R., BA(Hons) *Monash*, DipEd *Melb.*, MA *Monash*, PhD *Monash**Senior Lecturers*Payne, P.G., DipTeach *SCV Geelong*, BSc *Oregon*, MSc *Oregon*, CertEnvEthics, EdD *Georgia*Potts, A.P., BA *UNE*, DipTertEd *UNE*, MEd *UNE*, PhD *UTS*, MACE*Lecturers*Blanksby, D.C., TITC *Coburg*, TSpTC *Melb.*, BEd *La Trobe*, PhD *La Trobe*

Brew, C., BSc(Hons) *Monash*, DipEd *Monash*, PhD *Monash*
 Butler, P.M., BA Canb. Sch. of Music, DipEd *La Trobe*
 Collet, P., DipTeach *Deakin*, BEd(Hons) *Deakin*, PhD *La Trobe*
 Dudley, A.G., BSc *NE*, DipEd *NE*, BEd *La Trobe*, MEd *Melb.*, PhD *Sth Florida*
 Edwards, D., DipTch *Toorak SCV*, BEd *La Trobe*, GradDipSpecEd *La Trobe*, MEd *La Trobe*
 Farrelly, C.B., BEd *Victoria*, MEd *Wales*
 Lyons, L.G., BEc *Monash*, BEd *Monash*, TPTC, GradDipInstructTech *Concordia*, MAEdTech *Concordia*, MACE, MACCE
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 O'Shannessy, J.M., BA *La Trobe*, BEd *Melb.*, DipEd *La Trobe*, PhD *La Trobe*
 Rowe, G., DipTeach *Ballarat*, BEd *BCAE*, MEd *Melb.*
 Savage, W.L., LittB *ANU*, BA *Dunelm*, DipEd *Newcastle on Tyne*, MEd *Toronto*
 Sheed, J.M., BSc *Syd.*, DipEd *Syd.*, MA *Macq.*, PhD *Monash*
 Tadich, B.J., TSTC *Melb.*, BSc *Melb.*, BEd *La Trobe*, EdD *Curtin*
 Taylor, L.Y., DipTeach *IECD*, MA *Calif.*, MAPsS
 Tobias, S.J., BA *ANU*, DipEd *BCAE*, MSc *Curtin*, PhD *La Trobe*
 Woodcock, A., DipPhyEd *Adel.*, BA *Adel.*, MSc *Kansas*, PhD *Arizona*

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 Mayor Cox, S., DipTeach *Melb.*, BEd *Melb.*, MEd *La Trobe*
 O'Brien, M.L., DipTeach *Bendigo*, GradDipLitEd *Deakin*, MEd *La Trobe*
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SCHOOL OF HEALTH AND ENVIRONMENT

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 Kendall, S.F., RN, GradDipHlthSc *LUCNV*, MHLthSc *La Trobe*, FRCNA

Lecturers

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 Downie, J., DipAppSci(Nursing) *Phillip*, BAppSciAdvNursg(Mid) *Phillip*, GradCertAdvAcuteNrsng *La Trobe*
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Professor of Microbiology

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Senior Lecturer

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Lecturers

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 Johnson, B.B., BSc(Hons) *Adel.*, DipEd *Monash*, PhD *Flinders*, MRACI
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Head of Department

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DEPARTMENT OF SOCIAL WORK

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Vacant

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Certificate in Family Dynamics *Melb.*, PGCE (Teaching) *Liverpool*

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Administration and Communications Officer

Herrmann, Y., DipBus(Admin) *Sunraysia*

Mt Buller Campus**University Staff***Director*

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Business Manager

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Sports Centre Manager

Stringer, A.C., AC, ISA, APSI, CSIA

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Jaggard, P.A.

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Gleich, G.K., Fitter & Turner, Toolmaker

Environmental Officer

Hall, R.

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Jones, B.H.M.

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Librarians

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Library – Mildura Campus

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Kunsten van Belgie, Laureate Aristotle Award (Greece), Honorary
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Kunming Medical College, Honorary Professor *Yunnan Agricultural*
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Deputy Vice-Chancellor

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Deputy Vice-Chancellor (Research)

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Pro Vice-Chancellor (Strategic Planning)

Mr. R. Goddard, BA *ANU*

University Secretary

Richardson, P.D., BEc *La Trobe*

Director Commercial Operations

Vacant

Executive Officer to Vice-Chancellor and Head of Secretariat

Carey, E.A., BA *Melb.*

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Office of the Deputy Vice-Chancellor

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Office of the Deputy Vice-Chancellor (Research)

Deputy Vice-Chancellor (Research)

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University Librarian

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Obenchain, M., MA *Ill.*

Office of the University Secretary

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Manager, Corporate Services

Whittingham, P.

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McKeand, K.

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Sdraulig, G., B.Econ, LLB *Monash*

Office of the Director Commercial Operations

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Manager, Commercial Services

O'Leary, M.A., DipBusStud *CIT*, ASA CPA

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Obenchain, M., MA *Ill.*

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Brierty, M., MA BA Dip Ed *Victoria University*

Marketing Officer

Lim, H., B Bus. (Admin) *RMIT*

Finance Officer

Gojanovic, M., Bach of Economics (Foreign Trade) *Zagreb*

Housing Officer

Allitt, K., BBFc (Psychology) *La Trobe*

PC Support Officer

Mascitelli, C., Dip. Acc.

Educational Counsellor

Banyasz, A., MA DipEd *ELTE Budapest*, Pgrad Dip *Careers Deakin*

Academic Development Unit

Director

Martens, E., BA *Adel.*, PhD *Adel.*

Lecturers

Lueckenhausen, G., TITC *Deakin*, BEd *Deakin*, MEdStudies *Monash*

Associate Lecturers

Suri, H., BSc(Hons) *Utkal*, BEd *Utkal*, MEd *La Trobe*

McCormack, S., BA *UWA*, GradDipEd *Edith Cowan*, MA *Deakin*

Administrative Officer

Hughes, L.M., BA *MIT*

Residential Colleges, Bundora Campus

Chisholm College

Head

Collits, T., BA *Newcastle (NSW)*, DipEd *Newcastle (NSW)*, BA *Syd.*, MA *Syd.*

Bursar

Lees, J.L.

Glenn College

Head of College

Le Roux, J. BA *US*, BEd *UNISA*, MEd, DEd *UPE*, PhD *UP*, PhD *UOVS*, HDE *UPE*

Financial and Business Manager

Calleja, C., BBus *Swinburne UT*, AICM

Office Supervisor

Elms, M.

Public Relations

Cosford, A.

Alumni Officer

Boff, K.

Menzies College

Head

Shortland, M., BSc(Hons) *Lond.*, MA(Hons) *Lond.*, PhD *Leeds*

Business Manager

Magid, R., GradCert *Swinburne*

Equity and Access Unit

Pro Vice-Chancellor (Equity and Access)

Ferguson, K., BAppSc(OT), MEd(Counselling) *La Trobe*, EdD *La Trobe*, MVAFT

Manager

Wiemann, D.

Disability Liaison Officer

Lo Giudice, L., AssocDipArchTech *MIT*, BA *Monash*

Co-ordinator Deaf Academic Services

Gook, E., AssocDipSocSci *Chisholm*, Cert of Interpreting *MIT*

Union

General Manager

Torney, M.R., BA *La Trobe*, CPA

Business Manager

Coates, K.C., BEc *La Trobe*

Students' Representative Council inc.

Administrative Officer

Lovegrove, M.

Accountant

Jackson, R.S., DIPCOM *MIT*, ASA

Receptionist, SRC Office

Tsiros, C.

Class Delegates Officer

Deller, W.

Student Rights Officer

Johnston, M., BA *La Trobe*

Women's Research Officer

Crawford, C.

Dentist – SRC Dental Service

Flanagan, P.T., BSc Qld

Dental Nurse, SRC Dental Service

Zanatta, D.

Solicitor – SRC Legal Service

Walsh, D., BA *Melb.*, LLB *Melb.*

Secretary – SRC Legal Service

Campbell, K.

University General Services, Bundoora Campus

Ombudsman

Richter, K.D., BCom *Melb.*, FCPA

Solicitor to the University

Sdraulig, G., B.Econ, LLB *Monash*

Manager, Insurance Office

Blight, B., MBA *Deakin*, FAII, FCII, ARM

(Acting) Director, Information Technology Services

Kosten, M., BSc (Hons) *La Trobe*, PhD *La Trobe*

Indigenous Development Officer

Andrews, J.J., BA *La Trobe*

Director, Course and Careers Services

Gorman, J., BA *Melb.*, GradDip Vocational Counselling *MIT*, MEd *La Trobe*, MAPS

Director, Children's Centre

Reynolds, J.

Director, Counselling Service

Barlow, J., BBS *La Trobe*, BEd (Counselling) *La Trobe*, MA *La Trobe*, MVAFT, MAPsS

Director, Health Services

Rana, C., MBBS *All India Instit. of Med. Sc.*, BEd *La Trobe*

Head of Student Accommodation and Financial Services

Gilson, P.F., B.Com *Melb.*, Grad Dip Com DP *MIT*, DipEd *ACU*, CPA

General Manager, Sports and Recreation Association

McKechnie, H.L., BEng (Civil) *Swinburne UT*, GradDipBus (Accounting) *Prahran*

General Manager, Bookshop

Woodward, D., BA *Monash*, DipEd *Monash*

FACULTY OF HEALTH SCIENCES

Enquiries: Level 2, Health Sciences 1 Building, Bundoora campus
Tel: (03) 9479 3583
Email: lhs@latrobe.edu.au
Web: www.latrobe.edu.au/faculties/#/health

The Faculty of Health Sciences caters for a wide range of interests in the education of health professionals by offering undergraduate degrees and a post-registration nursing degree, as well as specialist and interdisciplinary postgraduate diplomas and masters degrees by coursework. The Faculty also provides opportunity for research at both a masters and doctoral level. Students from other faculties of the University may apply to enrol in some individual health sciences subjects.

The Faculty offers some courses at the Albury-Wodonga, Bundoora, and City campuses.

There are several externally funded centres and institutes that are part of the Faculty including:

- Australian Institute for Primary Care
- Centre for the Study of Mothers' and Children's Health
- Australian Research Centre in Sex, Health and Society (formerly the Centre for the Study of Sexually Transmissible Diseases)
- Bouverie Centre – Victoria's Family Institute, which provides family therapy clinical services and offers postgraduate programs in family therapy
- Musculoskeletal Research Centre.

Requirements for admission to postgraduate courses

Further information about prerequisites and other admission requirements is available from the Faculty or School offices.

Students should ensure they are aware of the physical components and location requirements of the course. If you have a disability, medical condition or any concerns that may affect your potential participation, please contact the relevant School to discuss possible course modifications.

Course regulations

All courses offered by the Faculty are governed by a University regulation that specifies the entrance and other requirements of the course. These are supplemented by information contained in this *Handbook* and by other Faculty and School policies.

Each course also has its own rules of progression and most Schools produce specific procedures that operate under the authority of the University regulations and Faculty guidelines. Details of assessment in each subject are available on School notice boards from the beginning of the academic year.

Students undertaking Masters by coursework degrees are normally required to complete a one-year Masters degree in two years full-time or equivalent part-time, or a two-year Masters degree in four years full-time or equivalent part-time.

A conceded pass in a subject that is not a prerequisite for studies in the following year will normally entitle a student to proceed to the next year, provided that all other subjects are passed. A conceded pass is not normally awarded in a prerequisite subject.

For further information, consult the relevant School or Faculty office.

Health procedures

It is strongly suggested that students undergo a medical examination with a view to preventing or detecting disease.

To further reduce health risks, it is strongly recommended that:

- Tuberculin testing be undertaken prior to attending hospital clinics, with follow-ups as necessary
- All students be immunised against Hepatitis B
- All students be immunised against Rubella, measles and mumps
- All students be up-to-date in their immunisation against poliomyelitis, diphtheria and tetanus.

Students with an infectious condition such as HIV or HBV should take every reasonable precaution to ensure that no other person is placed at risk of infection, as advised by their treating doctor.

Uniforms and class materials

Some courses require a prescribed uniform for hospital and clinical activities. Details are available from the relevant course co-ordinator or administrative officer.

Schools may charge students for expendable materials supplied where the materials are consumed by students to their direct personal benefit or where students may wish to retain continuing possession of the materials concerned. Students may be charged deposits for non-consumable items issued for temporary use. Schools may recover the cost of lecture notes and other printed material issued to students, provided that no student is compelled to acquire such notes or materials.

Clinical or professional placements

Please note that some courses require students to undertake unpaid clinical or professional placements. Placements may be located in either metropolitan or rural areas. In most courses that require students to undertake placements, the placement involves being assigned to an agency on a full-time basis over a period of weeks. Types of places where students may obtain experience as a volunteer include major hospitals, health care networks, schools, community centres and clinics. In some cases, students undertake placement interstate or overseas.

The University maintains insurance policies to protect students undertaking outside, clinical or practical placement (practicum) as a compulsory course requirement, or fieldwork or other work undertaken off-campus as part of a course or approved research work. Further information is available from the University Insurance Office (website address: www.latrobe.edu.au/insurance/), Faculty Office or School.

Police security clearance procedures

In those courses where students are required to undertake clinical or professional placements, students may come into contact with vulnerable people. Most agencies require students to provide the results of a police security clearance check. The cost of obtaining a police security clearance check is payable by the student directly to the police and in 2003 the volunteer fee was \$12. Students should obtain the security clearance check application form from their School of enrolment. The School will provide a signature required to obtain the check at the volunteer rate. The certificate is valid only for the current year. Students will be expected to obtain a new police security clearance each year in which a clinical or fieldwork placement is required. Any questions or concerns relating to these checks should be directed to the relevant School office or placement co-ordinator.

Flexible teaching arrangements

In order to accommodate student needs, some subjects are taught in a mode different from the normal face-to-face or regular weekly classes. For example, modes may include block mode (ie. intensive weekend or week-long classes), classes taught outside of the normal semester dates, or classes taught via distance education or web-based teaching. Please refer to subject descriptions for those subjects that are offered by flexible teaching arrangements.

Fees

In 2004 local students will be required to pay fees for most courses. Some courses may be liable for HECS.

Where a fee is payable for a (post)graduate diploma that forms the first part of a HECS liable masters degree by coursework, fees are still payable for that (post)graduate diploma part of the course.

The Postgraduate Education Loans Scheme (PELS) is an interest-free loans facility for eligible students who are enrolled in fee-paying, postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS). PELS enables eligible students to obtain a loan from the Commonwealth Government to pay all or part of their tuition fees. It is available for both commencing and continuing students. The Commonwealth pays the amount of the loan directly to the student's institution. Students repay their loan through the taxation system once their income reaches the minimum threshold for compulsory repayment. More information on PELS is available on www.hecs.gov.au/pels.htm.

A list of fees is available from the Faculty Office or on the Faculty website.

Candidates applying for Masters by research, Doctor of Philosophy or professional doctorates may be eligible for HECS exemption. Further information is available from the University's Research and Graduate Studies Office (RGSO). Applications for research degrees are made through RGSO but applicants should discuss supervision and thesis topic with a School postgraduate advisor prior to applying.

ORGANISATION OF THE FACULTY

SCHOOL OF HUMAN BIOSCIENCES

Head of School: Professor Chris Handley
Enquiries: Enquiries Officer, (03) 9479 5787
Email: School.Human.Biosciences@latrobe.edu.au
Web: www.latrobe.edu.au/humanbio

The School of Human Biosciences comprises the Department of Human Physiology and Anatomy, the Department of Podiatry and the National Centre for Prosthetics and Orthotics.

The Department of Human Physiology and Anatomy offers subjects at all undergraduate levels including Honours in a variety of basic and applied sciences that underpin the coursework of the clinical Schools of the Faculty, and of the Bachelor of Health Sciences. The Department also offers physiology and anatomy subjects to students enrolled in other faculties of the University.

The Department of Podiatry and the National Centre for Prosthetics and Orthotics offer bachelor and honours degrees in podiatry and prosthetics and orthotics as well as a professional doctorate.

The School offers masters and higher degree research programs, as described in the following sections.

Department of Human Physiology and Anatomy

Research areas:

- Bone, cartilage and soft connective tissues: structure, metabolism, pathology and repair.
- Ergonomics: task analysis, workload, fatigue, stress and predictors of musculoskeletal disorders.
- Exercise Science: functional anatomy, biomechanics and exercise physiology.
- Neuromuscular physiology: excitable tissues and motor control.

Department of Podiatry

Research areas:

- Biomechanics of the lower limb: foot orthoses, diabetes, sports injuries, clinical examination of foot function.
- Foot or ankle surgery.

National Centre for Prosthetics and Orthotics

Research areas:

- Normal and pathological gait analysis.
- Biomechanical and clinical evaluation of prosthetic and orthotic components.

Consulting activities

Incorporated within the School is the Centre for Ergonomics and Human Factors that carries out consultancy, research and training activities in ergonomics and human factors, and the Forensic Expertise Profiling Laboratory. The laboratory conducts forensic handwriting or signature examination associated with criminal or civil investigations. This service is provided to private individuals, the legal profession, government and commercial organisations.

SCHOOL OF HUMAN COMMUNICATION SCIENCES

Enquiries: School of Human Communication Sciences (03) 9479 1940
National Institute for Deaf Studies (03) 9479 2283 (Voice and TTY)
Web: www.latrobe.edu.au/hcs/

The School of Human Communication Sciences is located at the Bundoora campus and is the only provider of speech pathology educational programs in Victoria. Speech pathologists diagnose, treat and provide management services to people of all ages with communication disorders, which may be evident in speech, language, voice and fluency disorders, in reading and spelling problems and in swallowing disorders. The School offers Postgraduate Diploma, Masters and Higher Degree research programs.

Incorporated within the School is the National Institute for Deaf Studies and Sign Language Research (NIDS) which offers subjects in AUSLAN (Australian Sign Language) and Deaf Studies.

SCHOOL OF NURSING AND MIDWIFERY

Enquiries: (03) 9479 5950
Email: nurrec@latrobe.edu.au
Web: www.latrobe.edu.au/nursing/

The School offers courses for entry into professional nursing practice and a range of courses for registered nurses. The majority of teaching is conducted at the Bundoora campus but the School also has clinical schools at the Royal Women's Hospital, The Alfred, The Austin & Repatriation Medical Centre, the Royal District Nursing Service and Bundoora Extended Care Centre where some specialist subjects are taught. The Postgraduate Diploma of Midwifery and the Master of Midwifery are wholly conducted at the Royal Women's Hospital. The School also offers courses at the Albury-Wodonga campus.

The School offers some courses by distance education delivery in print medium (posted out) and online (by computer). Courses offered by distance education are fee-paying and not subject to HECS or general service fee. Applications for places for online study are made on a separate system via the internet address: www.latrobeonline.com/

SCHOOL OF OCCUPATIONAL THERAPY

Enquiries: Student Services Office, (03) 9479 5733
Email: ot_general@latrobe.edu.au
Web: www.latrobe.edu.au/occtherapy/

Occupational therapy addresses people's occupational needs and the loss of daily living skills that follows physical, emotional, psychological and social disorders. Occupational therapists assist individuals to move from dependence to independence, maximising personal productivity, wellbeing and quality of life.

The School offers a range of quality undergraduate and postgraduate courses on the Bundoora campus, as well as undertaking research and community service activities in related fields. Postgraduate courses offered in 2004 include Master of Occupational Therapy Practice, Master of Occupational Therapy, Master of Occupational Health, Graduate Certificate in Occupational Health and Safety, and Postgraduate Diploma in Occupational Health and Safety. Higher degrees can also be undertaken by research resulting in a Master of Occupational Therapy, Master of Applied Science, Doctor of Clinical Science in Occupational Therapy or Doctor of Philosophy.

SCHOOL OF ORTHOPTICS

Head of School: Associate Professor Kerry Fitzmaurice
Enquiries: Administration Manager and Selection Officer, (03) 9479 1920
Email: studyorthoptics@latrobe.edu.au
Web: www.latrobe.edu.au/orthoptics

The School of Orthoptics is one of only two providers of tertiary education programs for orthoptics in Australia. Located on the Bundoora campus, postgraduate courses offered in 2004 include PhD, Doctor of Clinical Science in Clinical Vision Science, Master of Applied Science and Postgraduate Diploma in Health Research Methodology. Graduates work as part of eye health care and rehabilitation teams in the diagnosis and management of disorders of the eye and visual system. Orthoptists work in general hospitals, children's hospitals, private practice, centres for physically and intellectually disabled people, rehabilitation centres and in conjunction with ophthalmologists.

SCHOOL OF PHYSIOTHERAPY

Head of School: Professor Meg Morris
Enquiries: Postgraduate Co-ordinator, (03) 9479 5815
Email: j.keating@latrobe.edu.au
Web: www.latrobe.edu.au/physiotherapy

The School of Physiotherapy is located on the Bundoora campus. Postgraduate courses offered in 2004 include the Graduate Certificates in Musculoskeletal Physiotherapy and Sports Physiotherapy, Postgraduate Diploma in Health Research Methodology, Master of Musculoskeletal Physiotherapy, Master of Physiotherapy, Master of Sports Physiotherapy. Higher degrees by research are also available (Doctor of Physiotherapy, PhD and Masters). The School offers continuing education and specialist courses for graduate physiotherapists. For further information, contact the relevant course co-ordinators or the School's postgraduate co-ordinator.

Musculoskeletal Research Centre

Executive Director: Professor Meg Morris
 Enquiries: (03) 9479 5793
 Location: Level 5, Health Sciences 3 Building
 Email: j.bellchambers@latrobe.edu.au

The Musculoskeletal Research Centre (MRC) was established in January 2000. The aim of this centre is to draw together researchers, academics and clinicians from a range of Schools at the University, the La Trobe University Medical Centre and other health care institutions. Research at the MRC provides an evidence base for clinical practice in the musculoskeletal and sports field. The MRC also provides a central focus for personnel, equipment and funding to advance knowledge in this area.

SCHOOL OF PUBLIC HEALTH

Head of School: Professor Vivian Lin
 Enquiries: (03) 9479 1750
 Email: sph@latrobe.edu.au
 Postgraduate enquiries: sph-pg@latrobe.edu.au
 Web: www.latrobe.edu.au/publichealth

The School of Public Health provides multidisciplinary education, research, consultancy and community service in public health and related fields. The substance of public health may be defined as organised community effort (ranging from micro to macro approaches) aimed at the promotion of health and the prevention of disease. The Australian Institute for Primary Care is located within the School. The Australian Research Centre in Sex, Health and Society, the Bouverie Centre, the Centre for the Study of Mothers' and Children's Health, and the Palliative Care Unit are also associated with the School. The School has research expertise in health policy, health promotion, public health, health administration, health services, rehabilitation and gerontology.

The areas of activity within the School are clustered in the following ways:

- health policy and financing, public health planning
- health services management, quality management in health care, health information systems
- health promotion, rehabilitation, gerontology, occupational injury, community and environmental health, orientation and mobility
- counselling and health behaviour.

Research areas that might be pursued in higher degree studies include:

- public health and local government
- human service organisations
- health promotion
- health program planning and evaluation
- political economy of health
- quality management in health care
- health and behaviour
- drug utilisation and education
- health services research
- international health relations
- health information management
- migration studies
- gerontology
- women and health
- human resource management
- labour migration
- psychiatric services
- organisational change
- medicinal drug policy in developed and developing countries
- spirituality and health.

A major innovation is the Corporate Public Health Postgraduate Program. These courses are offered to staff in the Department of Health and Aged Care in Canberra.

Australian Institute for Primary Care

Director: Associate Professor Hal Swerissen
 Enquiries: (03) 9479 3700
 Email: aipc@latrobe.edu.au
 Web: www.latrobe.edu.au/aipc/

Senior staff:

Centre for Development and Innovation in Health: Head, Ms Gai Wilson
 Centre for Social Health: Head, Mr Russell Renhard
 Health and Ageing Services Research Centre: Head, Professor Shane Thomas

The Australian Institute for Primary Care promotes quality improvement and best practice in all areas of primary health care. It supports the integration of theory and practice in primary health care and promotes the standing and visibility of primary health care and community health services. Institute services are provided through the following units: Centre for Development and Innovation in Health, the Centre for Quality in Health and Community Services, and the Health and Ageing Services Research Centre. The Institute provides expert consultancy and project management, research and development, information, education and training services, and accreditation and standards reviews for primary care and community service providers. Institute staff contribute to teaching in the School of Public Health and supervise honours, masters and doctoral students.

Australian Research Centre in Sex, Health and Society

Director: Professor Marian Pitts
 Enquiries: (03) 9285 5382
 Location: 215 Franklin Street, Melbourne
 Email: arcshs@latrobe.edu.au
 Web: www.latrobe.edu.au/archs/

The Australian Research Centre in Sex, Health and Society, located at the City campus, was established in 1992 with core funding from the Victorian Health Promotion Foundation. Staff at the Centre research the social, psychological, epidemiological and cultural aspects of human sexuality and sexual health, in a national and international context. In addition to conducting their own research, staff at the Centre supervise postgraduate students and teach postgraduate courses in sexuality, health and social research, and short courses. The Centre has a strong commitment to consulting and involving relevant community groups during the formulation and conduct of research and in providing feedback on research findings.

Centre for the Study of Mothers' and Children's Health

Director: Professor Judith Lumley
 Enquiries: (03) 8341 8500
 Location: 251 Faraday St, Carlton 3053
 Email: csmch@latrobe.edu.au
 Web: www.latrobe.edu.au/csmch

Established in 1991, the Centre for the Study of Mothers' and Children's Health is funded by a program grant from the Victorian Health Promotion Foundation and by research project grants from a variety of agencies. The Centre is a multidisciplinary research centre which aims to undertake and interpret research on mothers' and children's health, contribute to policy development, provide advice and resources to researchers in related fields and be involved in postgraduate and continuing education. The Centre undertakes research in the areas of health services – pregnancy and birth, perinatal and child outcomes and long-term outcomes of reproduction and assisted conception. Another focus of the Centre's work is on the health and childbearing experience of indigenous women and women of non-English speaking backgrounds, and the development of culturally relevant research methods and approaches. The Centre has an active postgraduate student group and teaches an annual short course in reproductive and perinatal epidemiology, and two day workshops on the design and conduct of perinatal randomised trials.

Health and Ageing Services Research Centre

Director: Professor Shane Thomas
 Enquiries: (03) 9479 3700
 Email: shane.thomas@latrobe.edu.au
 Web: www.latrobe.edu.au/aipc/lgc/

The Health and Ageing Services Research Centre has as its mission the conduct of research and development activities designed to improve policy development, planning, delivery and the evaluation of health and human services. The Centre has three programs: Health and Human Services Co-ordination Research Program; Aged and Community Care Research Program and the Problem Gambling

Research Program. The Centre is based upon the philosophy of generating and using research evidence to inform health and human service design, delivery and policy development. In particular, it develops and promotes the use of evidence-based tools to assist with these processes.

Palliative Care Unit

Director: Professor Allan Kellehear
Enquiries: Administrative Officer, (03) 9285 5259
Location: 215 Franklin Street, Melbourne
Email: a.kellehear@latrobe.edu.au

The Palliative Care Unit was established as a public health demonstration project in 1998 and is recurrently funded by the Victorian Department of Human Services.

The Unit provides health promotion education and training, community development, direct service and research for clinical palliative care and related service providers throughout Victoria. In-service death education and health promoting palliative care programs are offered as well as conventional undergraduate elective subjects.

An undergraduate pastoral care program Bachelor of Health Sciences/Bachelor of Pastoral Care is available, and graduate entry to the Bachelor of Pastoral Care has also been approved. A fee-paying graduate certificate and postgraduate diploma of health promoting palliative care by distance education are also offered. Staff are well experienced and qualified to offer research supervision in the areas of health promoting palliative care; history and sociology of death, dying and loss; pastoral care and spiritual perspectives in palliative care; sociology of mystical experiences; and the social experiences of living with life-threatening illness.

Rehabilitation Research and Training Unit

Convenors: Dr Greg Murphy / Associate Professor Peter Foreman
Enquiries: (03) 9479 1745
Email: g.murphy@latrobe.edu.au

The Rehabilitation Research and Training Unit undertakes research and consultancies in the areas of injury management and control, vocational rehabilitation, rural health and rehabilitation, and rehabilitation counselling and conducts training for rehabilitation professionals. The Unit organises and conducts short courses in occupational rehabilitation, rehabilitation counselling and vocational rehabilitation and rehabilitation case management

The Bouverie Centre

Location: 50 Flemington Street, Flemington 3031
Enquiries: (03) 9376 9844
Web: www.latrobe.edu.au/bouverie/

The Bouverie Centre, Victoria's Family Institute, is a statewide, integrated academic, clinical and community consultation agency, specialising in family approaches within mental health service provision. Clinical and community consultation services are targeted to deal with relevant adult, youth and child related family difficulties as well as providing some more specialised teams working with the impact of sexual abuse and acquired brain injury. The Centre has a long history of providing training to professionals working with families, offering award courses at the graduate certificate, postgraduate diploma, Master, PhD and professional doctorate levels as well as a comprehensive Continuing Education program.

SCHOOL OF SOCIAL WORK AND SOCIAL POLICY

Head of School: Professor Allan Borowski
Enquiries: (03) 9479 2570
Email: socialwork.inquiries@latrobe.edu.au
Web: www.latrobe.edu.au/socialwork

The School of Social Work and Social Policy prepares undergraduate and postgraduate students for the practice of professional social work in accordance with current and likely social conditions, occupational opportunities, intervention strategies and key value principles. The aim is to stimulate students to develop a substantial knowledge about and critical analysis of the nature of society, its patterns of distribution of opportunities and resources, its range of beliefs and customs and the relationship of individuals to each other and to the wider society, and an understanding of the nature of social policy and in particular its aims, nature, range, politics and value bases. Details of the courses offered are provided elsewhere in the *Handbook*.

School of Social Work and Social Policy – Albury-Wodonga

Location: Parkers Road
Head: Dr Guinever Threlkeld, (02) 6058 3810
Enquiries: Administrative Officer, (02) 6058 3802
Email: a.glachan@aw.latrobe.edu.au

The School of Social Work and Social Policy (Albury-Wodonga) offers subjects leading to the Bachelor of Social Work. Postgraduate studies include a Master of Social Work, a Graduate Certificate and Postgraduate Diploma in Rural Health and a Postgraduate Diploma in Health Research Methodology. Prospective research higher degree students should consult Dr Guinever Threlkeld for further details.

GRADUATE CERTIFICATE AND POSTGRADUATE DIPLOMA COURSES

Bachelor of Education in LOTE (AUSLAN) (HSBEL)

Enquiries: National Institute for Deaf Studies and Sign Language Research, (03) 9479 2283 (Voice & TTY)

The Bachelor of Education in LOTE (AUSLAN) is designed to equip LOTE AUSLAN teachers with the skills required to teach AUSLAN in a variety of contexts, and to analyse the learning abilities and needs of their students within the framework of sign language teaching. Students are required to participate in observation and practical experience in teaching AUSLAN as a language other than English.

Admission requirements

Applicants should have a three-year bachelor degree or equivalent and demonstrate native-like fluency in AUSLAN. Applicants who can demonstrate native-like fluency in AUSLAN will be considered for special entry.

There is an intake normally every three years.

Course structure

This course has a total of 120 credit points and requires two to three years of part-time study. Students must take the following 20 credit point subjects. Electives are taken in place of core subjects only with the approval of the course co-ordinator. The order of the subjects may vary as they are not sequential.

| Sem. | Subject code | Subject title | CP |
|--------------------|-----------------------|--|----|
| First year | | | |
| 1 | HCS41SLE | Sign Language Education and the Nature of Language | 20 |
| 2 | HCS42ALL | Analysing LOTE Learner Language (AUSLAN) | 20 |
| Second year | | | |
| 1 | HCS41LCA | Language and Cultural Studies A | 20 |
| 2 | HCS42LCB | Language and Cultural Studies B | 20 |
| Third year | | | |
| 1 | HCS41PSL | Perspectives on Sign Language Teaching | 20 |
| 2 | HCS42PEL | Practical Experience in LOTE Teaching (AUSLAN) | 20 |
| Electives | | | |
| 1or2 | HCS41LND/ HCS42LND | Bi-Lingual Educ-Literacy & Numeracy Development for Deaf/Hearing Impaired Students | 20 |
| 1or2 | HCS41DHI/ HCS42DHI | Bi-Lingual/Bi-Cultural Teaching for Deaf and Hearing Students | 20 |

Graduate Certificate in Aged Care Services Management – City (HSCACSM)

Co-ordinator: Dr Colette Browning
Enquiries: (03) 9479 1715
Email: c.browning@latrobe.edu.au

This course is tailored to the increasingly specialised needs of the manager working with older people both in institutions and in community settings. The program is relevant to a wide range of professionals including nurses, social workers, occupational therapists and public health practitioners. The course consists of four subjects that are normally taken part-time over one year. There is also provision for full-time study over a shorter period. Subjects are offered flexibly in on-campus, block and distance education mode.

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Course Structure

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | PHE41FSG | Foundation Studies in Gerontology | 15 |
| 1 | PHE41HRM | Human Resource Management in Health | 15 |
| 2 | PHE42HSR | Health Service Resource Management | 15 |
| 2 | PHE42PPA | Policy, Planning and Administration in Aged Care | 15 |

Graduate Diploma in Art Therapy – Bundoora (HSGAT)

Co-ordinator: Ms Hannah Menahemi
 Administrator: Ms Margaret Amarant
 Academic enquiries: (03) 9479 5490
 Administration enquiries: (03) 9479 1740
 Email: (Academic): h.menahemi@latrobe.edu.au
 (Administration): dcph.admin@latrobe.edu.au
 Web: www.latrobe.edu.au/publichealth/courses/counselling/arttherapyprogram_page.html#1

Art therapy can be used for treatment and healing as well as prevention of developmental, emotional, psychological or physical issues. There are two levels of art therapy courses leading to different levels of professional practice. The Graduate Diploma in Art Therapy aims at providing first-level art therapy training with limitations of practice (under the supervision of an art therapist) and may be articulated into the Master of Art Therapy for those students who achieve a high B average or better.

The Graduate Diploma in Art Therapy course is a one-year, full-time program in the practice of art therapy for creative self-expression within a therapeutic environment. Based on principles of humanistic art therapy with an emphasis on the acquisition of art therapy skills utilising a range of art therapy practices and techniques.

Admission requirements

Entry into this program requires a bachelor degree in either fine arts, art education, counselling, social work, nursing, or psychology, plus art therapy, counselling and/or community work experience. Applicants must provide a written application and submit a portfolio that demonstrates skill and ability with visual art media, undergo an interview with art therapy staff.

Course structure

The course consists of 120 credit points of study (eight subjects) in a one-year, full-time program. It includes one semester of clinical placement with supervision and an art therapy project.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | PHE41FAA | Foundations of Art Therapy A | 15 |
| 1 | PHE41AAT | Assessment in Art Therapy | 15 |
| 1 | PHE41GDC | Graphic Development in Children: culturally diverse perspectives | 15 |
| 1 | PHE41ASA | Art Therapy Counselling Skills A | 15 |
| 2 | PHE42FAB | Foundations of Art Therapy B | 15 |
| 2 | PHE42ATA | Art Therapy with Adults: culturally diverse perspectives | 15 |
| 2 | PHE42ASB | Art Therapy Counselling Skills B | 15 |
| 2 | PHE42ACA | Art Therapy Clinical Placement A | 15 |

Graduate Diploma in Counselling and Human Services – Bundoora (HSGCHS)

Co-ordinator: Ms Jean Rumbold
 Administrator: Ms Margaret Amarant
 Academic enquiries: (03) 9479 3697
 Administration enquiries: (03) 9479 1740
 Email: Academic, j.rumbold@latrobe.edu.au; Administration, dcph.admin@latrobe.edu.au
 Web: www.latrobe.edu.au/publichealth/courses/counselling/counsellingprogram_page.html#c

This course is designed both for people who wish to practise as counsellors and for those who wish to exercise a major counselling function within another profession. It offers training of sufficient duration and depth to equip the successful student to practise professionally in the role of counsellor. Continued supervision from a qualified counsellor is strongly recommended following completion of the course and is a necessary prerequisite for eventual membership of the Psychotherapy and Counselling Federation of Australia (PACFA). The course is taken full-time over one year and articulates into the Master of Counselling and Human Services degree. Please note that neither of these courses leads to accreditation as a counselling psychologist. (Psychology students should consult the Master of Counselling Psychology entry).

Admission requirements

Applicants should be graduates, but those with other professional qualifications or who can demonstrate appropriate academic skills will be considered. In the selection of applicants, preference will be given to those who have prior experience in counselling or in a counselling-related facilitative role. Admission is based on demonstrated academic ability and demonstration of suitable personal qualities at interview. A course handbook is available from the course administrator.

Course structure

This course has a total of 120 credit points.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | PHE40CFW | Counselling Fieldwork | 40 |
| A | PHE40CTP | Counselling Skills: theory and practice | 40 |
| 1 | PHE41APC | Assessment Processes in Counselling | 20 |
| 2 | PHE42PEC | Professional and Ethical Considerations in Counselling | 20 |

Graduate Diploma in Deaf Studies (Interpreting) – Bundoora (HSCDSI)

Enquiries: (03) 9479 2283

Not available in 2004.

Graduate Certificate in Deaf Studies – Bundoora (HSCDS)

To qualify for a Graduate Certificate in Deaf Studies students must complete 60 credit points from any stream of the Graduate Diploma in Deaf Studies.

Graduate Diploma in Deaf Studies (Language) – Bundoora (HSGDSL)

Enquiries: (03) 9479 2283 (Voice and TTY)

This course is designed for people who wish to develop communicative competence in AUSLAN. It allows students to explore the use of AUSLAN in a variety of communicative settings and develop a thorough understanding of the basic grammatical structures of AUSLAN.

Admission requirements

Applicants should normally have a three-year bachelor degree (or equivalent). Applicants who can demonstrate native-like fluency in AUSLAN or practical experience in the deaf community will be considered for special entry.

Course structure

The course requires three years of part-time study or one year full-time. Students must take subjects totalling 120 credit points, as shown below.

| Sem. | Subject code | Subject title | CP |
|--------------------|--------------|---|----|
| First year | | | |
| A | HCS40INT | Australian Sign Language & the Deaf Community | 40 |
| Second year | | | |
| A | HCS40ADV | Advanced Sign Language Studies | 40 |
| Third year | | | |
| 1 | HCS41DSA | Deaf Studies A | 20 |
| 2 | HCS42DSB | Deaf Studies B | 20 |

Graduate Diploma in Deaf Studies (LOTE) – Bundoora (HSGDSE)

Enquiries: (03) 9479 2283 (Voice and TTY)

The Graduate Diploma in Deaf Studies (LOTE) is designed to equip LOTE teachers with the skills required to teach AUSLAN in a variety of contexts, and to analyse the learning abilities and needs of their students within the framework of sign language teaching. Students are required to participate in observation and practical experience in teaching AUSLAN as a language other than English. This is an advanced, professional qualification for teachers of languages other than English (LOTE).

Admission requirements

Applicants should have a recognised teaching qualification of at least three years duration with either four years university study of AUSLAN, graduating at advanced level, or native speaker background.

Course structure

The course requires three years of part-time study or one year full-time. Students must take subjects totalling 120 credit points as shown below.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | HCS41DSA | Deaf Studies A | 20 |
| 1 | HCS41PSL | Perspectives on Sign Language Teaching | 20 |
| 1 | HCS41SLE | Sign Language Education and the Nature of Language | 20 |
| 2 | HCS42ALL | Analysing LOTE Learner Language (AUSLAN) | 20 |
| 2 | HCS42DSB | Deaf Studies B | 20 |
| 2 | HCS42PEL | Practical Experience in LOTE Teaching (AUSLAN) | 20 |

NB: Students who have completed a core subject as part of another course must choose another subject approved by the course co-ordinator.

Graduate Diploma in Deaf Studies (Teaching) – Bundoora (HSGDST)

Enquiries: (03) 9479 2283 (Voice and TTY)

This course is designed for people working in educational contexts who wish to extend their understanding of bilingual/bicultural practices in the education of the deaf. Students also have an opportunity to develop their knowledge of AUSLAN.

Admission requirements

Applicants must have a recognised teaching qualification. Applicants who can demonstrate practical experience in the field of deaf education may be considered for special entry.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | HCS41LCA | Language and Cultural Studies A | 20 |
| 1 | HCS41LND | Bi-Lingual Education-Literacy & Numeracy Development for Deaf/Hearing Impaired Students | 20 |
| 1 | HCS41SLE | Sign Language Education and the Nature of Language | 20 |
| 2 | HCS42DHI | Bi-Lingual/Bi-Cultural Teaching for Deaf and Hearing Students | 20 |
| 2 | HCS42LCB | Language and Cultural Studies B | 20 |
| 2 | HCS42PSL | Perspectives on Sign Language Teaching | 20 |

NB: Students who have completed a core subject as part of another course must choose another subject approved by the course co-ordinator.

Graduate Certificate in Dysphagia (HSCD)

Enquiries: (03) 9479 1940

Co-ordinator: Professor Alison Perry

Not available in 2004, however may be offered as an on-line program in 2005.

Graduate Certificate in Family Sensitive Practice – Flemington (HSCFSP)

Co-ordinator: Dr Jenny Dwyer

Enquiries: (03) 9376 9844

Teaching takes place at The Bouverie Centre in Flemington. The graduate certificate is an introduction to family systems work incorporating theory and practice, and an exploration of professional and personal issues in family therapy and family sensitive practice. The course aims to develop theoretical understanding and practice skills for people who work in a number of roles with individuals and families: case managers, advocates, counsellors, support workers, etc. Further professional supervision and broader training would be required for accreditation as a family therapist.

Admission requirements

Applicants should be graduates in a health and welfare field or graduates with related relevant professional qualifications with appropriate academic skills or experience equivalent to a three-year degree. Special consideration may be given to an exceptional candidate who does not have an undergraduate degree but who has worked in, and significantly contributed to, the counselling field. Preference will be given to applicants currently in work contexts that have direct involvement with families.

Course structure

The graduate certificate is offered on a part-time basis and students are required to attend for six hours per week for two 13-week semesters. Students are expected to attend all teaching sessions, organise regular clinical supervision in addition to contact hours, and miss no more than four days in any year.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| A | FTH40FSD | Family Work Skills | 30 |
| A | FTH40IFT | Introduction to Family Sensitive Practice | 30 |

Postgraduate Diploma in Family Therapy Systemic or Narrative – Flemington (HSPFT)

Co-ordinator: Ms Banu Moloney

Enquiries: (03) 9376 9844

The postgraduate diploma aims to train clinical workers in the theory and practice of family therapy, so that they become proficient in working with diverse family issues from a wide range of theoretical and practice perspectives.

Admission requirements

Applicants are required to have completed an undergraduate degree in any field but preferably in a counselling or psychotherapeutic field. If applicants have a degree in a non-counselling field they are required to have completed further training with a counselling or psychotherapeutic focus. Special consideration may be given to an exceptional candidate who does not have an undergraduate degree but who has worked in, and significantly contributed to, the counselling field for a substantial period.

In addition, applicants are required to be currently working in a counselling or therapy role (full-time or part-time) and to be employed in a clinical agency or similar setting in which there is ready access to a population of families requiring family counselling or family work for the purpose of completing the clinical requirements of the course. Applicants are also expected to have had considerable work experience prior to entry. During the course, students are expected to be working with at least five families at any one time throughout the year. Successful applicants must have the approval and support of their employer for course participation and completion. Successful applicants are also required to demonstrate basic therapeutic skills and aptitude for intensive therapeutic work, and will be asked to show satisfactory arrangements for clinical supervision.

Course structure

The course is organised in two segments. The live supervision classes meet for four hours either from 8.00 am to 12 noon or from 3.15 pm to 7.15 pm. Live supervision groups consist of approximately six students in each group. Theory classes are held from 1.00 pm to 3.00 pm in one larger group. There are also sessions of theory time devoted to research in family therapy. In total there will be 26 two-hour theory classes in each year. The content of the first year of the course will be the same for all students. In the second year students will specialise in either systemic or narrative theories and practice.

| Sem. | Subject code | Subject title | CP |
|---------------|--------------|--|----|
| Year 1 | | | |
| A | FTH40FTT | Family Therapy Theories | 20 |
| 1 | FTH40SCA | Supervised Clinical Practice | 40 |
| Year 2 | | | |
| A | FTH40FTS | Advanced Family Therapy Theory Systemic | 20 |
| A | FTH40SCS | Supervised Clinical Practice Systemic | 40 |
| OR | | | |
| A | FTH40FTN | Advanced Family Therapy Theory Narrative | 20 |
| A | FTH40SCN | Supervised Clinical Practice Narrative | 40 |

Graduate Certificate in Family Therapy in Psychiatry – Flemington (HSCFTP)

Co-ordinator: Dr Colin Riess

Enquiries: (03) 9376 9844

The aim of this course is to teach clinical family therapy in some depth to psychiatrists and medical practitioners. This course is a relevant clinically based course for psychiatrists and medical practitioners. It aims to provide appropriate clinical skills tailored for psychiatric practice and foster medical leadership in the provision of family sensitive practice. It will expose the practitioners to an integration of theory and practice approaches. This work will equip them to deal specifically with the broad range of clinical issues and diagnostic areas they encounter in their practice. Each student will be expected to integrate these approaches within their own work settings and be consistent with their personal specific competencies.

Admission requirements

Applicants must have a degree in medicine and be either a qualified psychiatrist, psychiatrist in training, psychiatric medical officer, or general practitioner and medical specialist in other than psychiatry with some commitment to and experience of mental health practice.

Special requirements

All applicants are required to be currently registered medical practitioners and to be of good standing with the Medical Practitioners Board of Victoria. All applicants are required to have current membership of a professional indemnity organisation. Consideration for entry will be given to medical practitioners who do not meet these full Australian registration requirements, if they are permanent residents, on application.

Course structure

This course is two years part-time conducted at The Bouverie Centre three hours per week for 26 weeks per year. The course will consist of four compulsory units, a total of 60 credit points. There will be no electives. The units must be done sequentially.

| Sem. | Subject code | Subject title | CP |
|---------------|--------------|---|----|
| Year 1 | | | |
| 1 | FTH41GEN | General Theory and Practice | 15 |
| 2 | FTH42ASD | Applications to Specific Diagnoses | 15 |
| Year 2 | | | |
| 1 | FTH41APA | Advanced Practice Applications | 15 |
| 2 | FTH42INT | Integration Developing & Defining an Ethical & Competent Practice | 15 |

Graduate Certificate in Family Therapy Supervision, Consultation and Training – Flemington (HSCFTS)

Co-ordinator: Ms Banu Moloney

Enquiries: (03) 9376 9844

This one-year course is designed for family therapy clinicians, trainers and supervisors. The Graduate Certificate in Family Therapy Supervision, Consultation and Training aims to train experienced family therapists in the skills of supervision, consultation and training. The course will consist of two subjects covering theoretical models of systemic supervision, consultation and training, with a further two subjects focussing on systemic practice in these areas.

Admission requirements

Applicants must have postgraduate qualifications in family therapy or its equivalent in health and welfare professions. Applicants will be

selected on academic merit and demonstrated current interest and practice in the area of supervision, training or consultation. Priority will be given to applicants currently working as supervisors.

Special requirements

All applicants must be eligible for clinical membership of the Victorian Association of Family Therapists or be eligible for clinical membership of their relevant professional organisation (in the area of health and welfare).

Course structure

This course is one year part-time, conducted on one day a week for two 13-week semesters. The course will consist of four compulsory units, a total of 60 credit points. There are no electives.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | FTH41TSS | Theoretical Models of Systemic Supervision | 15 |
| 1 | FTH41SSP | Systemic Supervision Practice | 15 |
| 2 | FTH42TCT | Theoretical Models of Systemic Consultation & Training | 15 |
| 2 | FTH42CTP | Systemic Consultation & Training Practice | 15 |

Graduate Certificate in Gerontology – City (HSCG)

Postgraduate Diploma in Gerontology – City (HSPG)

Co-ordinator: Dr Colette Browning

Enquiries: (03) 9479 1715

Email: c.browning@latrobe.edu.au

These courses aim to meet the needs of a wide range of graduates who wish to develop knowledge and skills to enable them to pursue career interests in areas associated with older people, or who wish to pursue an academic career through further studies. The program is relevant to a wide range of professionals including health and welfare administrators, medical practitioners, nurses, occupational therapists, physiotherapists, psychologists, social workers, speech pathologists, pharmacists, architects and podiatrists.

The program is multidisciplinary in its approach and integrates biological, psychological and social perspectives with clinical applications. The program considers issues for the healthy and independent aged as well as examining the clinical problems of ageing and the assessment and management of these problems.

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Course structure – postgraduate diploma

The course is offered on a part-time basis over two to four years or on a full-time basis over one year. Coursework requires attendance one to two evenings per week if part-time. The subjects in the course are as follows (if part-time). Some subjects are offered by distance education.

| Sem. | Subject code | Subject title | CP |
|--------------------|--------------|---|----|
| First year | | | |
| 1 | PHE41FSG | Foundation Studies in Gerontology | 15 |
| 1 | PHE41IHP | Introduction to Health Promotion | 15 |
| 2 | OCT42HWP | Health and Well-Being in Older People | 15 |
| 2 | OCT42MPC | Multi-Professional Care of Older People | 15 |
| Second year | | | |
| 1 | PHE41HSP | Health Services and Policy Making | 15 |
| 2 | PHE42HDD | Health Data for Decision Making | 15 |

plus any two of the following:

| | | | |
|------|-----------------------|--------------------|----|
| 1or2 | OCT41CPE/ OCT42CPE | Clinical Placement | 15 |
| 2 | PHE42RSR | Research Study | 15 |
| 1or2 | Elective ¹ | | 15 |

Key: ¹ Students may choose a postgraduate subject from within or outside the University that is equivalent to 39 hours (15 credit points) and related to gerontology. Approval must be obtained from the course co-ordinator before enrolling in elective subjects.

Course structure – graduate certificate

The course is offered on a part-time basis over one year. Coursework requires attendance on one evening per week. The course consists of

PHE41FSG plus any three of the other subjects (not electives) offered in the postgraduate diploma (listed above).

Graduate Certificate in e-Healthcare – (HSCHCDE)

Graduate Diploma in e-Healthcare – (HSGHCDE)

Co-ordinator: Ms Kerin Robinson
Enquiries: (03) 9479 5722
Email: k.robinson@latrobe.edu.au

Not offered in 2004.

Graduate Certificate in Health Policy – City (HSCHPO)

Postgraduate Diploma in Health Policy – City (HSPHPO)

Co-ordinator: Associate Professor David Legge
Enquiries: (03) 9479 5849
Email: d.legge@latrobe.edu.au

These courses are designed for health practitioners with an interest in health policy or whose work requires policy skills or who are seeking skills that may support a career shift. This program will assist these practitioners to understand the changing contexts of policy making, to analyse extant policy and to participate in policy making and policy advocacy in their fields. Practitioners in government departments, health care agencies and business organisations and members and officials of professional and non-government organisations will acquire the understandings and skills needed to deal with policy issues in their work through undertaking this course. The postgraduate diploma is structurally integrated with the Master of Health Sciences and the Master of Public Health enabling participants who perform at a high academic level to proceed with further studies.

Further information can be found at

www.latrobe.edu.au/publichealth/courses/health_policy/course_specific

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Course structure – graduate certificate

The graduate certificate will normally be undertaken part-time over one year. In order to complete the graduate certificate, students are required to complete four subjects from the Group One list (below). Students who enrol in the graduate certificate may progress to the Postgraduate Diploma in Health Policy. The graduate certificate will be subsumed upon completion of the postgraduate diploma.

Course structure – postgraduate diploma

The course is normally undertaken on a part-time basis over two to five years but may be undertaken full-time over one year. Students enrolling in or proceeding to the postgraduate diploma will take a further four subjects from either group. Elective subjects from elsewhere in the University may be taken subject to the approval of the course co-ordinator.

| Sem. | Subject code | Subject title | CP |
|------------------|--------------|--|----|
| Group One | | | |
| 1 | PHE41PHP | Public Health Policy | 15 |
| 1 | PHE41AHS | The Australian Health Care System | 15 |
| 2 | PHE42HEF | Health Economics and Finance | 15 |
| 2 | PHE42HPA | Health Policy Analysis (even numbered years) | 15 |
| 2 | PHE41HPI | Contemporary Health Policy Issues (odd numbered years) | 15 |
| Group Two | | | |
| 1 | PHE41AHR | Australia's International Health Relations | 15 |
| 1 | PHE41PDE | Program Development and Evaluation | 15 |
| 1 | PHE41SHI | Sociology of Health and Illness (odd numbered years) | 15 |
| 1 | PHE41ODH | Organisational Development for Health | 15 |
| 2 | PHE42QMM | Quality Management in Health Care | 15 |

Graduate Certificate in Health Promoting Palliative Care – City (HSCHPD)

Postgraduate Diploma in Health Promoting Palliative Care – City (HSPHPPC)

Co-ordinator: Dr Bruce Rumbold
Enquiries: Palliative Care Unit, (03) 9285 5259
Email: b.rumbold@latrobe.edu.au

These graduate certificate and postgraduate diploma courses introduce the theory of health promotion practice and apply it to palliative care. Students will have the opportunity to examine connections and make links between policy, organisation and practice in health promotion and in palliative care, and to develop skills for interventions at each of these levels. The overall objective of the course is to develop leaders with ideas for innovative practices in health promoting palliative care. It is assumed that most students will have a background in one of the health professions. Consequently, the emphasis is on developing new skills that assist students to develop the health promotion aspects of their profession and apply these in the field of palliative care.

Both courses share subjects with the Postgraduate Diploma of Health Promotion. The postgraduate diploma program is structurally integrated with the Master of Health Sciences by coursework, enabling participants who perform at a high academic level to proceed with further studies.

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Course structure – graduate certificate

The course is offered flexibly, primarily by distance education, on a part-time basis over one to two years. The subjects offered are PHE41AHP, PHE41IHP, PHE42DDG, PHE42PHD and PHE42SPC. Students will be required to complete four of the listed subjects to complete the Graduate Certificate in Health Promoting Palliative Care.

Course structure – postgraduate diploma

The course is offered by distance education on a part-time basis over two to five years or on a full-time basis over one year.

| Sem. | Subject code | Subject title | CP |
|-----------------------------------|--------------|---|----|
| First year (if part-time) | | | |
| 1 | PHE41IHP | Introduction to Health Promotion | 15 |
| 1 | PHE41PHP | Public Health Promotion | 15 |
| 2 | PHE42HDD | Health Data for Decision Making | 15 |
| 2 | PHE42PHD | Personal Health Development | 15 |
| Second year (if part-time) | | | |
| 1 | PHE41AHP | Advanced Health Promoting Palliative Care | 15 |
| 1 | PHE41HSP | Health Services and Policy Making | 15 |
| 2 | PHE42DDG | Sociology of Death, Dying and Grief | 15 |
| 2 | PHE42HPP | Health Promotion Project | 15 |

Students who enrol in the Graduate Certificate in Health Promotion may apply to progress to the Postgraduate Diploma in Health Promoting Palliative Care. The graduate certificate will be subsumed upon completion of the postgraduate diploma.

Graduate Certificate in Health Promotion – City (HSCHP)

Postgraduate Diploma in Health Promotion – City (HSPHEP)

Co-ordinator: Dr Rae Walker
Enquiries: (03) 9479 5875
Email: r.walker@latrobe.edu.au

A typical student undertaking these courses will be a health professional with an interest in developing health promotion in their current work context, or seeking skills that will support a shift in career. Students may be working in the hospital or community health care sectors, or work for almost any kind of health sector agency (eg. aged care, women's health, local government and drug and alcohol services). We are very aware of the reforms in health and community services, and we pay particular attention to the broader issue of collaboration and issues facing people working with the Primary Care Partnerships.

Students have the opportunity to develop skills in health promotion planning and program delivery, evaluation and needs assessment, and inter-organisational work with partners.

The emphasis is on developing new skills that assist students to develop the health education and health promotion aspects of their profession or to move into the field of health promotion.

The postgraduate diploma is structurally integrated with the Master of Health Sciences by coursework, enabling participants who perform at a high academic level to proceed with further studies.

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Course structure – graduate certificate

The graduate certificate will normally be undertaken part-time over one year. In order to complete the graduate certificate, students are required to complete four subjects. Subject choice is flexible. Each student's program is developed in consultation with the course co-ordinator. Three subjects may be chosen from the following: PHE41IHP, PHE42PHD, PHE41ODH, PHE41PHP, plus one subject chosen from other postgraduate diploma subjects (listed below). Students who enrol in the graduate certificate may apply to progress to the Postgraduate Diploma in Health Promotion. The graduate certificate will be subsumed upon completion of the postgraduate diploma.

Course structure – postgraduate diploma

The course is normally undertaken on a part-time basis over two to five years but may be undertaken full-time over one year. It is possible to undertake the postgraduate diploma and graduate certificate by distance education mode.

| Sem. Subject code | Subject title | CP |
|--|---------------------------------------|----|
| First year (if part-time) | | |
| 1 PHE41IHP | Introduction to Health Promotion | 15 |
| 1 PHE41PHP | Public Health Promotion | 15 |
| 2 PHE42HDD | Health Data for Decision Making | 15 |
| 2 PHE42PHD | Personal Health Development | 15 |
| Second year (if part-time) | | |
| 1 PHE41HSP | Health Services and Policy Making | 15 |
| 1 PHE41ODH | Organisational Development for Health | 15 |
| <i>plus one of</i> | | |
| 2 PHE42HPP | Health Promotion Project | 15 |
| 2 PHE42HFP | Health Promotion Field Practice | 15 |
| <i>and</i> | | |
| any other postgraduate elective offered in the School of Public Health | | |

Postgraduate Diploma in Health Research Methodology – Bundoora (HSGHRM) and Albury-Wodonga (HSPHRMW)

Co-ordinators
Bundoora: Mr Steve Polgar
Enquiries: (03) 9479 1748
Email: s.polgar@latrobe.edu.au
Albury-Wodonga: Dr Guinever Threlkeld
Enquiries: (02) 6058 3802
Email: g.threlkeld@aw.latrobe.edu.au

This course has been designed to replace masters preliminary programs. It aims to provide the necessary preparation for higher degree studies for those candidates without substantial previous research experience, and to offer studies that are designed to suit the

student's background and proposed field of research. The course provides students with a recognised qualification upon satisfactory completion.

Students who complete this course should be able to demonstrate the acquisition of research skills and advanced discipline-specific knowledge. It is expected that diplomates will usually proceed to enrol in a higher degree by research, provided minimum average grade requirements are met. However, this qualification will assist candidates with professional advancement and progression to postgraduate coursework studies after full or partial completion of the program.

Admission requirements

A relevant degree is normally required for entry. In certain circumstances, consideration will be given to clinical or academic experience relevant to the intended field of study and whether the applicant has demonstrated the potential to undertake research. In these cases, consideration will be given to professional references, the applicant's clinical and/or academic experience, publications and/or presentations, and the applicant's entire academic record.

Course structure

Candidates enrol in one School and choose subjects in consultation with that School. The course comprises 120 credit points, including at least 15 credit points of research methods subjects, at least 15 credit points of discipline-specific subjects and a research project of at least 10,000 words.

Candidates with appropriate backgrounds may apply for credit for all or part of the research methods and discipline-specific subject requirements.

Subjects can be selected from the range of fourth-year subjects within the Faculty. One subject can be a literature review or reading subject related to the proposed research topic.

Indicative course outlines are as follows:

Human Biosciences

| Sem. Subject code | Subject title | CP |
|--|---------------------------------|----|
| A HBS40RES | Research Project | 60 |
| 1 HBS41LIT | Literature Review | 30 |
| 2 PHE42HDD | Health Data for Decision Making | 15 |
| <i>plus</i> | | |
| Discipline specific subjects in consultation with the co-ordinator | | 15 |

Human Communication Sciences

| | | |
|------------|--|----|
| A HCS40LEV | Literature Evaluation | 30 |
| A HCS40RCD | Readings in Communication Disorders ¹ | 15 |
| A HCS40RTH | Research Thesis | 60 |
| 2 PHE42HDD | Health Data for Decision Making | 15 |

Key: ¹ Or an approved equivalent subject.

Orthoptics

| | | |
|------------|---------------------------------------|----|
| A ORT40RTP | Research Thesis/Project | 60 |
| A ORT40SCP | Advanced Clinical/Laboratory Practice | 30 |
| 1 PHE41RMH | Research Methods in Health | 15 |
| 2 ORT42RIO | Orthoptics Honours Elective | 15 |

Physiotherapy

| | | |
|------------|---|----|
| A PTY40RPP | Research Project | 60 |
| 1 PTY41RPA | Readings in Physiotherapy A | 20 |
| 1 PTY41RPB | Readings in Physiotherapy B | 20 |
| 2 PTY42RDP | Graduate Research Design in Physiotherapy | 20 |

Podiatry

See the Human Biosciences entry above.

Prosthetics and Orthotics

See the Human Biosciences entry above.

Public Health

| Sem. Subject code | Subject title | CP |
|--------------------------------------|---------------------------------|----|
| A PHE40THE | Thesis | 75 |
| <i>plus</i> | | |
| 1 PHE41RMH | Research Methods in Health | 15 |
| <i>or</i> | | |
| 2 PHE42HDD | Health Data for Decision Making | 15 |
| <i>plus</i> | | |
| 1or2 One discipline specific subject | | 15 |
| <i>plus</i> | | |
| 1or2 Elective | | 15 |

Discipline-specific subject examples

| | | | |
|------|-----------------------|---|----|
| 1 | PHE41IHP/PHE42IHP | Introduction to Health Promotion ^{1,2} | 15 |
| 1 | PHE41HSR | Health Service Resource Management | 15 |
| 1or2 | PHE41ODH/ PHE42ODH | Organisational Development for Health ^{1,2} | 15 |
| 2 | PHE52HEF | Health Economics and Finance ³ | 15 |
| 2 | PHE52HPA | Health Policy Analysis | 15 |
| 5 | PHE53AIH | Australia's International Health Relations ³ | 15 |

Key: ¹ Offered in partial block mode.² Also offered in distance education mode.³ Offered in block mode.**School of Social Work and Social Policy – Albury-Wodonga**

| Sem. | Subject code | Subject title | CP |
|-------------|---------------------------------|------------------------------|----|
| A | PHE40THE | Thesis | 75 |
| <i>plus</i> | | | |
| 1 | NSG41RSK | Research Skills ¹ | 15 |
| <i>plus</i> | | | |
| 1or2 | One discipline specific subject | | 15 |
| <i>plus</i> | | | |
| 1or2 | Elective | | 15 |

Discipline-specific subject examples

| | | | |
|---|----------|--|----|
| 1 | PHE41HRM | Human Resource Management in Health Services | 15 |
| 1 | SWP41RUH | Rural Health | 15 |
| 2 | PHE42HSR | Health Service Resource Management | 15 |
| 2 | SWP42RSU | Rural Suicide | 15 |

Key: ¹ Or equivalent subject.**Graduate Certificate in Health Services Management – City (HSCHM)**

Co-ordinator: Dr Sandra Leggat

Enquiries: (03) 9479 1749

Email: s.leggat@latrobe.edu.au

The Graduate Certificate in Health Services Management is designed to meet the preliminary postgraduate learning needs of health care managers, clinical and support services professionals interested in health policy or management, and managers in other industries planning to transfer to the health care sector. The graduate certificate subjects provide an opportunity for people working in health care to acquire foundation health management skills at a postgraduate level. Consistent with identified needs, the course assumes no specific prerequisite knowledge in management. The course is designed to introduce experienced health workers or current health managers to the formal study of health management, policy and administration. The graduate certificate course aims to assist students to develop key competencies in health management, while exploring broader health policy and management concepts. This course provides a structure for the study of the public health and health policy context in which the manager works, together with an emphasis on targeted knowledge and skills which effective managers need. A combination of formal coursework and practical learning components is provided.

Admission requirements

Applicants are required to hold a degree or three-year diploma in health sciences or related area. For those without formal qualifications, but with experience in health services management, there is a special entry category of 'recognition of prior learning', and selection criteria may include work experience and skills. Special entry students may be required to undertake prerequisite studies.

Course structure – graduate certificate

The course is normally undertaken part-time over one year, with provision for full-time study over a shorter period, and students are required to complete four subjects. Each student's program is developed in consultation with the course co-ordinator but generally students are required to successfully complete:

| Sem. | Subject code | Subject title | CP |
|--|--------------|---|----|
| 1 | PHE41HRM | Human Resource Management in Health Services | 15 |
| 2 | PHE42HSR | Health Service Resource Management | 15 |
| 1 | PHE41HIS | Health Information Systems and Administrative Methods | 15 |
| <i>plus one subject chosen from the following:</i> | | | |
| 2 | PHE42LAE | Health Service Law and Ethics | 15 |

| | | | |
|---|----------|---------------------------------------|----|
| 1 | PHE41ODH | Organisational Development for Health | 15 |
| 2 | PHE42HDD | Health Data for Decision Making | 15 |
| 1 | PHE41AHS | The Australian Health Care System | 15 |

The program timetable is designed to accommodate working students, and offers a combination of evening, block and distance modes.

Students who enrol in the graduate certificate may apply to progress to the Postgraduate Diploma in Health Services Management. The graduate certificate will be subsumed (ie 'traded in') upon completion of the postgraduate diploma.

Postgraduate Diploma in Health Services Management – City (HSPHSM)

Co-ordinator: Dr Sandra Leggat

Enquiries: (03) 9479 1749

Email: s.leggat@latrobe.edu.au

The postgraduate diploma course provides an opportunity for people working in the health services to develop advanced health management skills through postgraduate study. The core subjects assume no specific prerequisite knowledge in health management. Rather, they are designed to introduce current health managers and experienced health professionals to the formal study of health management. The Postgraduate Diploma in Health Services Management provides a comprehensive study package to ensure current and potential health care managers, in both clinical and business management roles, have the full range of competencies required of Australian health managers. The course provides a structure for the study of the public health and health service policy context in which the manager works, together with an emphasis on the specific knowledge and competencies effective managers need. Our students have found that the combination of formal coursework and practical learning components is effective in assisting them to develop their competence as managers.

Admission requirements

Applicants are required to hold a degree or three-year diploma in health sciences or related area. For those without formal qualifications, but with experience in health services management, there is a special entry category of 'recognition of prior learning', and selection criteria may include work experience and skills. Special entry students may be required to undertake prerequisite studies.

Course structure – postgraduate diploma

The course is normally undertaken on a part-time basis over two to five years but may be undertaken full-time over one year. The subjects may be taken in any order but it is advised that the elective be left until the second half. All subjects are worth 15 credit points. The program timetable is designed to accommodate working students, and offers a combination of evening, block and distance modes.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | PHE41ODH | Organisational Development for Health | 15 |
| 1 | PHE41AHS | The Australian Health Care System | 15 |
| 1 | PHE41HRM | Human Resource Management in Health Services | 15 |
| 1 | PHE41HIS | Health Information Systems and Administrative Methods | 15 |
| 2 | PHE42HDD | Health Data for Decision Making | 15 |
| 2 | PHE42LAE | Health Service Law and Ethics | 15 |
| 2 | PHE42HSR | Health Service Resource Management | 15 |

plus an elective subject such as:

| | | | |
|---|----------|-----------------------------------|----|
| 2 | PHE52HEF | Health Economics and Finance | 15 |
| 2 | PHE52QMM | Quality Management in Health Care | 15 |

OR any other postgraduate elective offered in the School of Public Health, subject to discussion with the course co-ordinator.

The Postgraduate Diploma in Health Services Management is structurally integrated into the Master of Health Administration and the Master of Health Sciences, enabling participants who perform at a high academic level to proceed with further studies.

Postgraduate Diploma of Midwifery Science – Royal Women's Hospital (HSPMS)

Co-ordinator: Dr Christine Thompson

Enquiries: (03) 8341 8506

This is a one-year course if taken full-time and is conducted by the LTU/RWH Clinical School of Midwifery and Neonatal Nursing Studies. It is designed to enable appropriately qualified and experienced nurses to undertake studies in midwifery leading to endorsement, under Division 1 of the Nursing Board of Victoria's Register, to practise as midwives.

The course is designed to prepare graduates to:

- practise midwifery within a framework of wellness and thus perceive the birthing process as a normal event
- assess, plan, implement and evaluate family-centred midwifery care
- recognise any deviation from normal pregnancy, labour and puerperium and to initiate appropriate action
- demonstrate an attitude which is conducive to personal and professional development and which will be beneficial to midwifery care and the profession
- be aware of the midwife's responsibility to assist women and their families to participate in decisions about their care
- effectively collaborate and consult with women, other health professionals and the community to ensure services to child-bearing families remain relevant and appropriate
- evaluate contemporary research and to incorporate appropriate research findings into midwifery practice.

Admission requirements

This course is open to registered nurses who hold a degree or a diploma and have at least one year's recent acute nursing experience, and to registered nurses who hold a nursing certificate from a hospital-based program. Applicants must be registered as Division 1 nurses with the Nurses Board of Victoria before the start of the course.

It is recommended that nurses without a degree or diploma undertake two preparation subjects in the year prior to entry: Approaches to Learning in Nursing, and Research Preparation for Advanced Nursing Practice. These are available by distance education (print medium), tel: (03) 8341 8508.

Nurses who have completed a recognised hospital-based midwifery program and otherwise meet the entry requirements may seek credit for up to 50 per cent of the course.

Course structure

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | MID41PES | Perspectives in Midwifery Practice | 20 |
| 1 | MID41NOB | Normal Birth in Midwifery Practice | 20 |
| 1 | MID41MOA | Low Risk Mother and Baby in Midwifery Practice | 20 |
| 2 | MID42MOB | High Risk Mother and Baby in Midwifery Practice | 20 |
| 2 | MID42CTB | Challenges to Birth in Midwifery Practice | 20 |
| 2 | NSG42CLE | Establishing Evidence for Nursing | 20 |

Postgraduate Diploma of Nursing Science – Bundoora (HSPGNS)

Graduate Certificate in Breast Care Nursing ² – Bundoora (HSCBCDE)

Graduate Certificate in Cancer Nursing ¹ – Bundoora (HSCCN)

Graduate Certificate in Cardiac Nursing – Bundoora (HSCCAN)

Graduate Certificate in Clinical Nursing Education – Bundoora (HSCCNE)

Graduate Certificate in Community Nursing ¹ – Bundoora (HSCCON)

Graduate Certificate in Emergency and Special Care of the Newborn ² – Bundoora (HCECN)

Graduate Certificate in Emergency Nursing – Bundoora (HCEN)

Graduate Certificate in Gerontic Nursing ¹ – Bundoora (HCGEN)

Graduate Certificate in Intensive Care Nursing ¹ – Bundoora (HCINC)

Graduate Certificate in Neonatal Intensive Care Nursing – Bundoora (HCNIC)

Graduate Certificate in Orthopaedic Nursing – Bundoora (HCON)

Graduate Certificate in Palliative Care Nursing ¹ – Bundoora (HCPC)

Graduate Certificate in Perianaesthetic Nursing – Bundoora (HCPAN)

Graduate Certificate in Perioperative Nursing – Bundoora (HSCPON)

Graduate Certificate in Rehabilitation Nursing – Bundoora (HCRN)

Graduate Certificate in Care Co-ordination – Bundoora (PCNSCC)

Key: ¹ Also offered by distance education in the print medium.

² Only offered by print medium distance education.

Director of Studies: Mr Bill McGuiness

Enquiries: On-campus courses: (03) 9479 5950

Distance education (print): (03) 9479 5950

Nurses wishing to pursue specialised nursing studies have the option of undertaking them either as a graduate certificate or as a major within the Postgraduate Diploma of Nursing Science. Students may choose to study more than one of the graduate certificates, but the postgraduate diploma may only be completed once.

The graduate certificates comprise three or four of the six subjects of the relevant diploma major. The courses are fully articulated so that holders of a certificate may apply to complete the diploma by undertaking the additional two or three subjects.

The certificates are offered on a part-time basis over one year; the diploma is a one-year program if undertaken full-time. The certificates equip students with the knowledge and skills necessary for entry into specialist practice, while the diploma is designed to encourage a broader study of nursing as well as a move to advanced specialist practice. The overall aim is to provide a range of opportunities for students to develop a deeper understanding of a specialist area within nursing and health care through exploration, analysis and critical reflection. It is expected that graduates will:

- understand the major socio-political, economic and ecological forces which shape different forms of nursing practice, and be able to evaluate such factors in relation to clients' health and wellbeing
- have well-developed problem-solving skills and the ability to develop thoughtful nursing care strategies for clients and their families
- understand the ethical and legal obligations involved in providing specialist nursing care
- be willing to initiate and participate in changing processes at different levels of the health care service delivery system to meet the needs of their clients.

Some certificates, majors and subjects may not be offered every year or may not be offered in all modes.

Students who complete the diploma with an average grade of B or above are eligible to apply for entry to the Master of Nursing Science.

The course structures outlined in this section are for the Bundoora campus. For the structure of courses offered at the Albury-Wodonga and Bendigo campuses, please refer to those campus entries elsewhere in this *Handbook*.

Admission requirements

The courses are open to applicants who are eligible for registration as Division 1 nurses with the Nurses Board of Victoria and have at least one year of post-registration nursing experience. Some majors are also available to Division 3 nurses. The courses are designed for nurses who hold a degree or diploma from a university or college but applications are also accepted from graduates of hospital-based programs. These latter applicants are strongly recommended to undertake two preparation subjects in the year prior to enrolment: Approaches to Learning in Nursing, and Research Preparation for Advanced Nursing Practice. These subjects are available by distance education in the print medium.

To be eligible for child, family and community nursing studies, applicants must also have their registration endorsed for midwifery practice.

One year's recent experience in an acute medical-surgical area is a prerequisite for the critical care and the perioperative nursing certificates and majors, but experience in the relevant specialisation is preferred.

Majors

The following majors are offered within the Postgraduate Diploma of Nursing Science:

- Breast Care
- Cancer Care
- Cardiac Care
- Care Co-ordination (subject to approval)
- Child, Family and Community
- Clinical Education
- Community Practice
- Critical Care
- Emergency and Special Care of the Newborn
- Emergency Care
- Geriatric Nursing
- Home and Community
- Intensive Care
- Midwifery Science
- Neonatal Intensive Care
- Orthopaedics
- Palliative Care
- Perianesthetic Care
- Perioperative Care
- Rehabilitation
- Spinal Cord Injury
- Wound Prevention and Repair (subject to approval).

Advanced standing

Nurses who have completed a post-basic, speciality education course in a formally recognised hospital-based program and who otherwise meet the entry requirements, may seek advanced standing in the diploma course, exempting them from up to 50 per cent of the workload. This option incorporates arrangements with the Royal Melbourne Hospital and The Alfred for critical care and perioperative nursing.

Students who have been granted advanced standing for the Postgraduate Diploma of Nursing Science normally complete the following subjects:

| Sem. Subject code | Subject title | CP |
|-------------------|---|----|
| 1 NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 NSG42ANU | Advanced Nursing Practice in Action | 20 |
| 1or2 | Elective if required as a sixth subject | 20 |

Course requirements

The certificate courses normally consist of three or four 20 credit point subjects while the diploma majors normally consist of six 20 credit point subjects. Where subjects are not prescribed, students select

subjects appropriate to their chosen majors and career goals in consultation with the course co-ordinator. The normal clusters of subjects for the diploma majors are shown below.

Graduate Certificate in Breast Care Nursing (HSCBCDE)

Postgraduate Diploma of Nursing Science in Breast Care (HSPBC)

The aim of this specialty is to prepare qualified nurses to care for people with breast cancer from the time of screening to diagnosis and throughout the disease trajectory. The latest developments in research, treatments and psychosocial support are incorporated. This area of study is only available in distance education mode.

| Sem. Subject code | Subject title | CP |
|-------------------|--|----|
| 1 NSG41BCD | Breast Cancer Disease Entity in Nursing Practice ¹ | 20 |
| 1 NSG41MBC | Management of Breast Cancer in Nursing Practice ¹ | 20 |
| 1 NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 NSG42NCI | Narratives of Chronic Illness in Nursing | 20 |
| 2 NSG42NHC | Breast Care New Horizons and Controversies in Nursing ¹ | 20 |
| 2 NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Breast Cancer Nursing (3 subjects, 60 credit points).

Graduate Certificate in Cancer Nursing (HSCCN)

Postgraduate Diploma of Nursing Science in Cancer Care (HSPCNC)

The aim of this specialty is to prepare qualified nurses to extend and deepen their knowledge of cancer nursing or palliative care nursing as it occurs in a variety of settings and as it relates to advanced nursing knowledge. Students will be expected to work in an area of cancer nursing or palliative care for the duration of the course. All subjects are offered on-campus by mixed mode delivery or by distance education in print or online.

| Sem. Subject code | Subject title | CP |
|-------------------|---|----|
| 1 NSG41NCI | Narratives of Chronic Illness in Nursing ¹ | 20 |
| 1 NSG41PTC | Process and Technology in Cancer Nursing ¹ | 20 |
| 1 NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 NSG42MCA | Maintaining Health in Cancer Care Nursing Practice ¹ | 20 |
| 2 NSG42ADC | Advanced Cancer Care in Nursing Practice | 20 |
| 2 NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Cancer Nursing (3 subjects, 60 credit points).

Graduate Certificate in Care Co-ordination (PCNSCC)

| Sem. Subject code | Subject title | CP |
|-------------------|---|----|
| 1or2 NSG41PAH | Participatory Health Care for Older People | 20 |
| 1or2 NSG41CFC | Conceptual Foundations for Care Co-ordination | 20 |
| 1or2 NSG42PIC | Practice Issues in Care Co-ordination | 20 |

Graduate Certificate in Cardiac Nursing (HSCCAN)

Postgraduate Diploma of Nursing Science in Cardiac Care (HSPCC)

This specialty offers opportunities for nurses to develop a sound knowledge base in cardiac and cardiothoracic nursing and prepares students to assess psychological, physiological and sociological needs of patients with cardiac disease.

| Sem. Subject code | Subject title | CP |
|-------------------|---|----|
| 1 NSG41ACC | Advanced Acute Care Nursing Practice ¹ | 20 |
| 1 NSG41NCC | Advanced Cardiac Nursing Practice ¹ | 20 |

| | | | |
|---|----------|--|----|
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CAC | Advanced Complex Cardiac Nursing ¹ | 20 |
| 2 | NSG42SIC | Specialty Issues in Cardiac Nursing ¹ | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Cardiac Nursing (4 subjects, 80 credit points).

Postgraduate Diploma of Nursing Science in Child, Family and Community (HSPCFC)

The postgraduate diploma major, leading to endorsement to practise in maternal and child health nursing, aims to prepare nurses for a broad community approach to nursing children and families, particularly for those who are in the prenatal to school-entry stage of the life cycle. The specialist subjects NSG41ITP and NSG42IIP each include a practicum of 120 hours. All subjects are offered on campus by mixed mode delivery or by distance education in the print medium. The graduate certificate alone will not meet the requirements of the Nurses Board of Victoria for endorsement to practise as a Maternal and Child Health Nurse.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41ITP | Maternal And Child Health: introduction to practice | 20 |
| 1 | NSG41ECH | Early Childhood Health: new directions in policy and practice | 20 |
| 1 | NSG41CLE | Establishing Evidence For Nursing | 20 |
| 2 | NSG42IIP | Maternal And Child Health: issues in practice | 20 |
| 2 | NSG42EPS | Early Parenting: working with at risk families | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice In Action | 20 |

Graduate Certificate in Clinical Nursing Education (HSCCED)

Postgraduate Diploma of Nursing Science in Clinical Education (HSPCE)

The aim of this specialty is to provide a foundation qualification for nurse graduates who intend to teach in nurse education and clinical practice setting.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41CED | Clinical Nursing Education A ¹ | 20 |
| 1 | NSG41CNT | Contemporary Nurse Education Theories ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CEP | Clinical Nursing Education B ¹ | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |
| 2 | NSG42PED | Professional Nursing Education | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Clinical Nursing Education (3 subjects, 60 credit points).

Graduate Certificate in Community Nursing (HSCCON)

Postgraduate Diploma of Nursing Science in Community Practice (HSPCP)

The aim of this specialty is to produce graduates who have the knowledge and skills necessary for professional nursing practice in community-based health care. There are 160 hours of practicum associated with this area of study. All subjects are offered on campus by mixed mode delivery or by distance education in the print medium.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41ACP | Analysing Community Nursing Practice ¹ | 20 |
| 1 | NSG41PPH | Promoting Positive Health Outcomes in Nursing ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CCP | Achieving Competence in Community Practice | 20 |
| 2 | NSG42ANC | Acute Nursing in the Community | 20 |
| or | | | |
| 2 | NSG42PCC | Nursing Practice in Community Context | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Community Nursing,

together with either NSG42PCC Nursing Practice in Community Contexts or NSG42ANC Acute Nursing in the Community (3 subjects, 60 credit points). Either of these subjects may be considered the elective in the postgraduate diploma.

Graduate Certificate in Emergency and Special Care of the Newborn (HSCESC)

Postgraduate Diploma of Nursing Science in Emergency and Special Care of the Newborn (HSPESC)

This specialisation aims to prepare qualified nurses for emergency and special care of the newborn in level 1 and level 2 hospitals before the neonate is sent to a level 3 hospital. The course also prepares nurses for ongoing acute or palliative care in the case where an ill neonate is returned to a level 1 or level 2 hospital. The course specifically addresses care in rural hospitals that do not have the technological equipment and medical support found in tertiary level teaching hospitals. This diploma is only offered by distance education print mode.

| Sem. | Subject code | Subject title | CP |
|------|--------------|-------------------------------------|----|
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |
| 1 | NSG41NOC | Ongoing Care of Newborn | 20 |
| 2 | NSG42ACN | Newborn Acute Conditions | 20 |
| 1 | NSG41FLN | Emergency Care of the Newborn | 20 |
| 1or2 | | Elective | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Emergency and Special Care of the Newborn (3 subjects, 60 credit points).

Graduate Certificate in Emergency Nursing (HSCEN)

Postgraduate Diploma of Nursing Science in Emergency Care (HSPEC)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of emergency nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41ACC | Advanced Acute Care Nursing Practice ¹ | 20 |
| 1 | NSG41EMC | Advanced Emergency Care Nursing Practice ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CEM | Advanced Complex Emergency Nursing Practice ¹ | 20 |
| 2 | NSG42IEC | Specialty Issues in Emergency Nursing ¹ | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Emergency Nursing (4 subjects, 80 credit points).

Graduate Certificate in Gerontic Nursing (HSCGN)

Postgraduate Diploma of Nursing Science in Gerontic Nursing (HSPGN)

This specialisation is offered in mixed mode in collaboration with the School of Public Health. Unless there is sufficient demand for on-campus teaching, some subjects will be available only by distance education. The aim is to prepare qualified nurses to develop the knowledge and skills necessary to practise in the specialised area of gerontic nursing. All subjects are offered on campus by mixed mode delivery or by distance education in print or online.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41COP | Nursing Issues and Innovations in Care of Older People ¹ | 20 |
| 1 | PHE41FIG | Foundation Studies in Gerontology ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42AOP | Nursing Assessment and Care for Older People ^{1,2} | 20 |

| | | | |
|---|----------|---|----|
| 2 | NSG42GEC | Geropsychiatric Care in Nursing Practice ^{1,2} | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Geriatric Nursing (3 subjects, 60 credit points).

² These are alternative subjects in the Graduate Certificate. Postgraduate diploma students must complete both.

Graduate Certificate in Intensive Care Nursing (HSCINC)

Postgraduate Diploma of Nursing Science in Intensive Care (HSPIC)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of intensive care nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41ACC | Advanced Acute Care Nursing Practice ¹ | 20 |
| 1 | NSG41INC | Advanced Intensive Care Nursing Practice ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CIC | Advanced Complex Intensive Care Nursing Practice ¹ | 20 |
| 2 | NSG42SII | Speciality Issues Intensive Care Nursing ¹ | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Intensive Care Nursing (4 subjects, 80 credit points).

Graduate Certificate in Musculoskeletal Physiotherapy – Bundoora (HCOMP)

Co-ordinator: Mr Ken Niere
Enquiries (03) 9479 5766
Email: k.niere@latrobe.edu.au

The aims of this course are to provide an opportunity for graduate physiotherapists to develop advanced theoretical and applied skills in musculoskeletal physiotherapy and to develop skills in research, specifically in critical evaluation of the literature and research design. The course requires successful completion of 60 credit points of study. This consists of three prescribed subjects: PTY50PDM, PTY50PMS and PTY50LSE. PTY50PDM requires the completion of 96 hours of accredited continuing education courses run by the La Trobe University School of Physiotherapy, the Australian Physiotherapy Association (APA) or Sports Medicine Australia (SMA). Credit for courses will be considered on submission of relevant hours, content, learning goals and completion of specified assessment tasks. Mandatory courses include the APA Spinal 1 and 2 courses as well as the APA level 1 sports course. The subjects PTY50PMS and PTY50LSE are undertaken online. The intent of the graduate certificate course is to allow physiotherapists to undertake further education in their own time with minimal disruption to their work. Applicants must hold a Bachelor of Physiotherapy degree for admission into the graduate certificate.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | PTY50LSE | Literature Searching and Evaluation | 20 |
| A | PTY50PDM | Professional Development in Musculoskeletal Physiotherapy | 30 |
| A | PTY50PMS | Physiology for Musculoskeletal and Sports Physiotherapists | 10 |

Graduate Certificate in Neonatal Intensive Care Nursing (HSCNICN)

Postgraduate Diploma of Nursing Science in Neonatal Intensive Care (HSPNIC)

This major is available on a part-time basis only.

Specialist nursing subjects are conducted at the LTU/RWH Clinical School of Midwifery and Neonatal Nursing Studies. However, the two *core subjects in the postgraduate diploma are run at Bundoora or by distance education.

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of neonatal intensive care nursing through systematic analysis and reflection on the relationships between theory and practice.

To complete the clinical components of the diploma program, students are normally employed by either the Royal Women's Hospital, the Mercy Hospital for Women, Monash Medical Centre or the Royal Children's Hospital for four shifts per week in the academic year in which they undertake the specialist subjects.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41PPN | Complex Neonatal Physiological Problems in Nursing Practice ¹ | 20 |
| 1 | NSG41AON | Assessment of Neonates in Nursing Practice ¹ | 20 |
| 1 | NSG41CLE* | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CSN | Nursing Care of Neonate & Family With Special Needs ¹ | 20 |
| 2 | NSG42NIC | Neonatal Intensive Care Nursing Practice ¹ | 20 |
| 2 | NSG42ANU* | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Neonatal Intensive Care Nursing (4 subjects, 80 credit points).

Graduate Certificate in Orthopaedic Nursing (HSCON)

Postgraduate Diploma of Nursing Science in Orthopaedics (HSPO)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of orthopaedic nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41SMO | Orthopaedic Nursing A: support and movement ¹ | 20 |
| 1 | NSG41TDO | Orthopaedic Nursing B: treatment and diagnosis ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CRB | Orthopaedic Nursing C: care recovery and beyond ¹ | 20 |
| 2 | NSG42NED | Orthopaedic Nursing D: neurological disorders | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Orthopaedic Nursing (3 subjects, 60 credit points).

Graduate Certificate in Palliative Care Nursing (HSCPC)

Postgraduate Diploma of Nursing Science in Palliative Care (HSPPC)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of palliative care nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41NCI | Narratives of Chronic Illness in Nursing ¹ | 20 |
| 1 | NSG41FPC | Nursing and the Foundations of Palliative Care ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42PCR | Palliative Care Realities in Nursing Practice ¹ | 20 |
| 2 | NSG42PAC | Advanced Palliative Care | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Palliative Care Nursing (3 subjects, 60 credit points).

Graduate Certificate in Perianaesthetic Nursing (HSCPAN)

Postgraduate Diploma of Nursing Science in Perianaesthetic Care (HSPPAC)

The aim of this specialty is to prepare qualified nurses and offer them a range of opportunities to gain experience in areas such as anaesthesia, recovery room, postanaesthesia care, surgical specialities and supplies, day procedures and perioperative nursing.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41PCP | Perioperative Concepts and Patient Care ¹ | 20 |
| 1 | NSG41PCS | Perianaesthetic Care of the Surgical Patient ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CSP | High Acuity Anaesthetic Nursing Care ¹ | 20 |
| 2 | NSG42HAP | High Acuity Postanaesthetic Care ¹ | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Perioperative Nursing (4 subjects, 80 credit points).

Graduate Certificate in Perioperative Nursing (HSCPN)

Postgraduate Diploma of Nursing Science in Perioperative Care (HSPPOC)

Specialist nursing subjects are normally conducted at the La Trobe/The Alfred Clinical School of Nursing.

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of perioperative nursing through systematic analysis and reflection on the relationships between theory and practice.

Students are employed by The Alfred or other approved agency for a minimum of two shifts per week over a full calendar year to complete the clinical components of the program. The timetabling of the specialist nursing subjects does not conform to the standard academic year schedule.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41PCP | Perioperative Concepts and Patient Care ¹ | 20 |
| 1 | NSG41PCS | Perianaesthetic Care of the Surgical Patient ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CSS | Nursing Practice in Specialty Surgery ¹ | 20 |
| 2 | NSG42PEP | Perioperative Nursing Professional Issues ¹ | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Perioperative Nursing (4 subjects, 80 credit points).

Graduate Certificate in Rehabilitation Nursing (HSCRN)

Postgraduate Diploma of Nursing Science in Rehabilitation (HSPR)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of rehabilitation nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41CFR | Conceptual Foundation of Rehabilitation Nursing Practice ¹ | 20 |
| 1 | NSG41AIR | Assessment in Rehabilitation Nursing Practice ¹ | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42FNA | Functional Neurological Assessment in Nursing Practice ¹ | 20 |
| 2 | NSG42FMA | Functional Musculoskeletal Assessment in Nursing Practice | 20 |
| 2 | PHE42RCO | Rehabilitation Counselling | 20 |

Key: ¹ These subjects comprise the Graduate Certificate in Rehabilitation (3 subjects, 60 credit points).

Postgraduate diploma students must complete all subjects.

Electives available for all majors

Students may take selected subjects from majors other than their own as electives. Other Schools and divisions within the Faculty offer a range of electives for students enrolled in this course.

| Sem. | Subject code | Subject title | CP |
|--------|--------------|---|----|
| 2 | NSG42CCP | Achieving Competence in Community Nursing | 20 |
| 2 | NSG42CIS | Computerised Nursing Information Systems ¹ | 15 |
| 1 or 2 | NSG42PRC | Promoting Continence ² | 20 |

Key: ¹ Also offered by distance education online.

² Only available by distance education in the print medium.

Postgraduate Diploma of Nursing Science in Home and Community (HSPNSHC)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of home and community nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41HCO | Advanced Communication in Home Based Care | 20 |
| 1 | NSG41HCC | Home and Community Care | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42HAH | Health Advancement in Home and Community | 20 |
| 2 | NSG42HBC | Complex Therapies in the Home | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

This course is available as a postgraduate diploma only.

Postgraduate Diploma of Nursing Science in Spinal Cord Injury (HSPNSSC)

The aim of this specialty is to provide a range of opportunities for students to develop a deeper understanding of spinal cord injury nursing through systematic analysis and reflection on the relationships between theory and practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41ASC | Management of Acute Spinal Cord Injuries | 20 |
| 1 | NSG41ACS | Acute Care in Spinal Nursing | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42SCR | Spinal Cord Injury Rehabilitation | 20 |
| 2 | NSG42SNC | Spinal Nursing Rehabilitative Care | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

This course is available as a postgraduate diploma only.

Postgraduate Diploma of Nursing Science in Wound Prevention and Repair (HPNSWP)

The Postgraduate Diploma of Nursing in Wound Prevention and Repair will provide students with the in-depth knowledge and skills required to provide comprehensive care to the wounded client.

Throughout each subject, four common themes will be addressed: wound physiology; psychological influences; social impact and contemporary management.

Admission requirements

The course is open to applicants who are eligible for registration as Division 1 and 3 nurses with the Nurses Board of Victoria and have at least two years of post-registration nursing experience.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |
| 1 | NSG41TRA | Management of Traumatic Wounds | 20 |
| 1 | NSG41BUR | Management of Burns and Tissue Reconstruction | 20 |
| 2 | NSG42ULC | Management of Skin Ulceration | 20 |
| 2 | NSG42LES | Management of Skin Breaking Lesions | 20 |

This course is only available as a postgraduate diploma.

Graduate Certificate in Occupational Health and Safety – Bundoora (HSCOHSDE)

Postgraduate Diploma in Occupational Health and Safety – Bundoora (HSPOHDE)

Co-ordinator: Dr Jean Cromie

Enquiries: School of Occupational Therapy, (03) 9479 5733

Email: ot_general@latrobe.edu.au

This course is designed to introduce students to the expanding body of knowledge regarding research, policy, planning and implementation in the area of occupational health and safety. It is multidisciplinary in

approach and focuses on the significance of the changing nature and meaning of work in relation to the health of the workforce and the implementation of occupational health service delivery. It emphasises both theory and practical aspects and is designed to meet the needs of a range of health sciences graduates who wish to develop knowledge and skills in the field of occupational health and safety.

Admission requirements

Applicants should have an appropriate degree or diploma in the health sciences. Applicants without such qualifications may be admitted to the course through a special entry program. Depending upon the applicant's academic background and experience, preliminary studies may be a requirement for entry.

Course structure

The Postgraduate Diploma in Occupational Health and Safety is only offered by distance education, with some seminars and tutorials offered at the Bundoora campus. It is normally offered on a part-time basis over two successive years or a full-time basis over one year. Because this course is offered by distance education, it is expected that all students will have access to email and check it regularly. The Graduate Certificate in Occupational Health and Safety consists of the first year of the part-time postgraduate diploma course. Subject to approval, students who wish to study on a part-time basis will undertake the following course structure.

Graduate certificate

| Sem. | Subject code | Subject title | CP |
|-------------------|--------------|--|----|
| First year | | | |
| 1 | OCT41OHA | Occupational Health & Safety Principles and Legislation | 15 |
| 1 | OCT41OHB | Ergonomics in Occupational Health and Safety | 15 |
| 2 | OCT42OHC | Screening and Monitoring in Occupational Health & Safety | 15 |
| 2 | OCT42OHD | Occupational Health & Safety Program Management | 15 |

Postgraduate diploma

Second year

| | | | |
|-------------|---------------|--|----|
| 1 | OCT41OHE | Professional Practice in the Workplace | 15 |
| 1 | OCT41OHF | Graduate Research Skills | 15 |
| <i>plus</i> | | | |
| 2 | OCT42OHG | Occupational Health Research Project | 30 |
| <i>or</i> | | | |
| 1or2 | Elective(s) 1 | | 30 |

Key: ¹ Students may undertake elective subjects from within or external to the University. Subjects must be related to occupational health and safety, and must be approved by the course co-ordinator prior to enrolment.

Graduate Diploma in Orientation and Mobility – Bundoora (HSGOM)

Co-ordinator: Dr Greg Murphy
Enquiries: (03) 9479 1745
Email: g.murphy@latrobe.edu.au

This course is currently under review and will not be running in 2004.

Graduate Diploma in Orthoptic Studies – Bundoora (HSGO)

Enquiries: School of Orthoptics, (03) 9479 1920

This is a 120-credit point program equivalent to one year full-time study (part-time available) providing specialist training for qualified orthoptists or persons with an allied qualification such as optometry. This program will provide qualified clinicians with an opportunity to develop specialist skills in areas of practice such as strabismus, low vision rehabilitation, or refraction. The course will be delivered in flexible-mode coursework for those able to attend classes or by distance education to facilitate access to clinicians working in isolated areas unable to attend the Bundoora campus.

Admission requirements

Applicants are required to hold a degree or diploma in orthoptics or optometry and at least three years of clinical experience. A degree or

diploma in special education (visual impairment) is also acceptable for the vision rehabilitation subjects only.

Course structure

Students elect to do a sequence in paediatric and adult strabismus, clinical refraction or vision rehabilitation. The subjects required for each sequence are as follows:

Paediatric and Adult Strabismus sequence

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | ORT21BIN | Binocular Vision | 15 |
| 1 | ORT31INC | Incomitant Strabismus | 15 |
| 1 | ORT31NEU | Neuro-ophthalmic Disorders 2 | 15 |
| 1 | Elective | | 15 |
| 2 | ORT22CON | Concomitant Strabismus | 15 |
| 2 | ORT42CPB | Clinical Practice B in Orthoptic Studies | 30 |
| 2 | ORT41STR | Case Management – Strabismus | 15 |

Clinical Refraction sequence

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | ORT11OAP | Protective Structures and Clear Media | 15 |
| 1 | ORT11OPV | Optics and Vision | 15 |
| 1 | ORT41CPA | Clinical Practice A in Orthoptic Studies | 30 |
| 2 | ORT12ANT | Anterior Segment | 15 |
| 2 | ORT12REF | Refraction | 15 |
| 2 | ORT42CPB | Clinical Practice B in Orthoptic Studies | 30 |

Vision Rehabilitation sequence

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | ORT21RET | Retinal Disorders | 15 |
| 1 | ORT41CPA | Clinical Practice A in Orthoptic Studies | 30 |
| 1 | ORT41REH | Case Management – Rehabilitation | 15 |
| 2 | ORT12RET | Retina | 15 |
| 2 | ORT22NEU | Neuro-ophthalmic Disorders 1 | 15 |
| 2 | ORT42CPB | Clinical Practice B in Orthoptic Studies | 30 |

Graduate Certificate in Public Health – City (HCPHE)

Postgraduate Diploma in Public Health – City (HPPHE)

Co-ordinator: Ms Priscilla Robinson
Enquiries: (03) 9479 5595
Email: p.robinson@latrobe.edu.au

This course will provide additional flexibility for students who are keen to acquire postgraduate training in public health. Students are now able to enter the program at either a graduate certificate, postgraduate diploma or Masters level. Having completed requirements for a Postgraduate Diploma in Public Health students may elect to proceed to the Master of Public Health.

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Course Structure

Graduate Certificate

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1&2 | PHE40EPI | Epidemiology | 15 |
| 1&2 | PHE40IST | Introductory Statistics | 15 |
| 1 | PHE41PPP | Principles and Practice of Public Health | 15 |
| 2 | PHE42SFP | Sociological Foundations of Public Health | 15 |

Postgraduate Diploma

Core

| | | | |
|--|----------|---|----|
| 1&2 | PHE40EPI | Epidemiology | 15 |
| 1&2 | PHE40IST | Introductory Statistics | 15 |
| 1 | PHE41PPP | Principles and Practice of Public Health | 15 |
| 2 | PHE42SFP | Sociological Foundations of Public Health | 15 |
| 1 | PHE41PHP | Public Health Policy | 15 |
| <i>Plus three electives from the School of Public Health</i> | | | |
| 45 | | | |

Students enrolling in the Graduate Certificate will take all four subjects listed above, all of which are presented at Hawthorn. Students enrolling in or proceeding to the postgraduate diploma will take (or

will have taken) these subjects plus Public Health Policy. They will take a further three subjects from among the remaining Hawthorn (consortium) subjects or from the subjects listed taught through La Trobe (mainly at the city campus). Elective subjects from elsewhere in the University will need to be approved by the course co-ordinator.

The graduate certificate can only be taken part-time as Epidemiology and Introductory Statistics are both taught across both first and second semesters. The postgraduate diploma may be taken full-time (and completed in two semesters) or part-time (over up to eight semesters).

Graduate Certificate in Quality Improvement for Primary Care Services (HSCQPC)

Co-ordinator: Mr Russell Renhard

Enquiries: (03) 9479 1878

Email: r.renhard@latrobe.edu.au

This course has been developed for health and community support professionals who have formal responsibilities for improving the quality of services and operations. Increasingly, human services organisations are choosing or are required to develop explicit quality systems. These systems involve the development or adoption of quality standards, monitoring of activities against these standards and responding with appropriate service development initiatives. Quality improvement systems are based on a strong analytical approach, the systematic collection of relevant information and the development of strategies to improve client outcomes and organisation operations. This course will suit individuals working in health, social support and in the various disability service areas. It has been designed to provide graduates with a thorough theoretical basis and a range of organisational functions and responsibilities.

Admission requirements

Prospective students for the graduate certificate are usually required to hold a degree with experience in the provision of health and community support services. Applicants with relevant experience may be permitted to study single subjects.

Course structure

To qualify for a graduate certificate, participants must complete four subjects. The course articulates with the Postgraduate Diploma in Health Services Management, which meets the eligibility criteria for admission to the Australian College of Health Service Executives. The graduate certificate course has been designed to be completed on a part-time basis over a one-year period to suit those with other work commitments.

Students must take the following two core subjects:

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 2 | PHE52QMM | Quality Management in Healthcare | 15 |
| 1 | PHE41QRH | Quality Review of Health and Community Support Services | 15 |

plus two other subjects from the following:

| | | | |
|-----|-------------|--|----|
| 1&2 | PHE41/42HRM | Human Resource Management in Health Services | 15 |
| 2 | PHE42LAE | Law and Ethics | 15 |
| 1&2 | PHE41/42HSP | Health Services and Policy Making | 15 |

Or another equivalent subject approved by the course co-ordinator.

Graduate Certificate in Sports Physiotherapy – Bundoora (HCSP)

Co-ordinator: Dr Jill Cook

Enquiries: (03) 9479 5766

Email: J.Cook@latrobe.edu.au

The aims of this course are to provide an opportunity for graduate physiotherapists to develop advanced theoretical and applied skills in Sports Physiotherapy and to develop skills in research, specifically in critical evaluation of the literature and research design.

The course requires successful completion of 60 credit points of study. This consists of three prescribed subjects: PTY50PDS, PTY50PMS and PTY50LSE. Subject PTY50PDS requires the completion of 96 hours of accredited continuing education courses run by the La Trobe University School of Physiotherapy, the Australian Physiotherapy Association (APA) or Sports Medicine Australia (SMA). Credit for

courses will be considered on submission of relevant hours, content, learning goals and completion of specified assessment tasks. Mandatory courses include the APA Spinal 1 course as well as the APA level 1 and 2 sports courses. The subjects PTY50PMS and PTY50LSE are undertaken online. The intent of the graduate certificate course is to allow physiotherapists to undertake further education in their own time with minimal disruption to their work. Applicants must hold a Bachelor of Physiotherapy degree for admission into the graduate certificate.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | PTY50LSE | Literature Searching and Evaluation | 20 |
| A | PTY50PDS | Professional Development in Sports Physiotherapy | 30 |
| A | PTY50PMS | Physiology for Musculoskeletal and Sports Physiotherapists | 10 |

Graduate Certificate in Rehabilitation Studies – City (HSCR)

Postgraduate Diploma in Rehabilitation Studies – City (HSPRS)

Co-ordinator: Dr Greg Murphy

Enquiries: (03) 9479 1745

Email: g.murphy@latrobe.edu.au

Rehabilitation concepts and practices are relevant to professionals working in a wide variety of settings including the health, education, welfare, occupational and industrial arenas. These courses are designed to prepare students from a range of health and human service delivery backgrounds to work with populations characterised by chronic illness or disability. Students who take the rehabilitation counselling stream in the postgraduate diploma are eligible to apply for membership of the Australian Society of Rehabilitation Counsellors.

These courses aim to develop within participants an approach to rehabilitation service delivery that is focused on client involvement, co-ordination of services, and maintenance of individuals in the community. The content reflects recent developments in rehabilitation at both the commonwealth and state levels, including occupational and community-based rehabilitation systems.

The Graduate Certificate in Rehabilitation Studies provides a starting point for professionals seeking to undertake postgraduate studies in the rehabilitation area. It provides a flexible program that allows students not proceeding to higher level studies to obtain a valuable professional qualification.

Admission requirements

Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single subjects.

Students who enrol in the graduate certificate may apply to progress to the Postgraduate Diploma in Rehabilitation Studies. The graduate certificate will be subsumed upon completion of the postgraduate diploma.

Students who do not have a health science qualification may be required to complete a structured reading program in medical aspects of disability prior to undertaking the second-year core rehabilitation subjects PHE41VOR and PHE42REC.

Course structure – postgraduate diploma

Students are required to complete eight subjects to take out the postgraduate diploma (120 credit points). All subjects listed below are semester length. The course is offered on a part-time basis over two to five years or on a full-time basis over one year.

Students must take the following five core subjects:

| Sem. | Subject code | Subject title | CP |
|--|--------------|--|----|
| 1 | PHE41IRC | Introduction to Rehabilitation and Case Management | 15 |
| 1 | PHE41VOR | Vocational Rehabilitation | 15 |
| 2 | PHE42HDD | Health Data for Decision Making | 15 |
| 2 | PHE42 PAR | Psychosocial Aspects of Rehabilitation | 15 |
| 2 | PHE42REC | Rehabilitation Counselling | 15 |
| <i>Plus three subjects from the following:</i> | | | |
| S | PHE43EMD | Employment and Disability ³ | 15 |

| | | | |
|------|-----------------------|--|----|
| 1or2 | PHE41HSP/PHE42HSP | Health Services and Policy Making ² | 15 |
| 1or2 | PHE41RCP/PHE42RCP | Rehabilitation Counselling Practicum | 15 |
| 1 | PHE41RRD | Rehabilitation Research Design | 15 |
| 1or2 | Elective ¹ | | 15 |

Key: ¹ Must be taken from those postgraduate subjects offered in the Faculty of Health Sciences in the areas of gerontology, occupational health, health promotion, health services management, ergonomics or community health.

² Also offered in distance education mode in semester one and two.

³ May be offered in semester one instead of summer for 2004.

Students who wish to major in rehabilitation counselling and meet educational requirements for membership of the Australian Society of Rehabilitation Counsellors must take both PHE42REC and PHE41RCP/PHE42RCP.

Students who intend progressing to the Master of Health Sciences by coursework offered by the Faculty of Health Sciences are advised to take PHE41HSP and PHE41RRD.

Course structure – graduate certificate

The graduate certificate will normally be undertaken part-time over two semesters (one year) with provision for full-time study over a shorter period.

In order to complete the graduate certificate, students are required to complete four subjects from those listed above for the postgraduate diploma program. Within this range subject choice is flexible. Each student's program is developed in consultation with the course co-ordinator, but students are generally required to take at least two of the core subjects PHE41IRC Introduction to Rehabilitation and Case Management, PHE42PAR Psychosocial Aspects of Rehabilitation and PHE41VOR Vocational Rehabilitation.

MASTERS DEGREES BY COURSEWORK

Master of Arts (Deaf Studies) – Bundoora (HSMAC), Master of Education – Bundoora (HSMEDC)

Enquiries: (03) 9479 2283 (Voice and TTY)

These programs are designed for professionals with a particular interest in furthering their knowledge in the profession practice and/or theoretical knowledge of education and deaf studies and language studies. Students may complete the degree in a variety of research and coursework modes. The research modes are found in the research section of this *Handbook*.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program (240 credit points). Applicants to the one-year program or part 2 (120 credit points) should have a Bachelor of Education, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure – Part 1 (120 credit points)

Students complete six subjects of 20 credit points each before proceeding to Part 2.

Course structure – Part 2 (120 credit points)

Students are able to complete the degree in one of two ways:

- Coursework of six semester units:

There is a 5,000-word internally assessed essay (or equivalent) for four of the coursework subjects. The remaining two subjects are examined through a research essay of 12,000-15,000 words. Students who achieve a high B average for the first two subjects may apply to transfer to coursework and minor thesis.

- Coursework of three semester units and a minor thesis of 15,000-20,000 words:

The course consists of 60 credit points of coursework and a minor thesis of 15,000-20,000 words (60 credit points). There is a 5,000-word internally assessed essay for each of the coursework subjects. Students are required to attain a high B average in their coursework in order to proceed to the minor thesis, otherwise they may complete the degree by the coursework only option. The minor thesis has at least one external examiner.

Students choose from the following subjects:

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | HCS50IIL | Issues in Interpreting | 40 |
| 1 | HCS51FWA | Field Work Practicum A | 20 |
| 1 | HCS51IDS | Issues in Deaf Studies | 20 |
| 1 | HCS51MTA | Minor Thesis A | 30 |
| 1 | HCS51RCA | Reading Course A | 20 |
| 1 | HCS51RCC | Reading Course C | 20 |
| 1 | HCS51RPA | Researching Good Practice A | 20 |
| 1 | HCS51SLL | Sociolinguistics of Non-Literate Languages | 20 |
| 2 | HCS52FWB | Field Work Practicum B | 20 |
| 2 | HCS52IST | Integration Studies | 20 |
| 2 | HCS52MTB | Minor Thesis B | 30 |
| 2 | HCS52RCB | Reading Course B | 20 |
| 2 | HCS52RCD | Reading Course D | 20 |
| 2 | HCS52RPB | Researching Good Practice B | 20 |
| 2 | HCS52RNL | Researching Natural Languages | 20 |

Master of Art Therapy – Bundoora (HSMATC)

Co-ordinator: Ms Hannah Menahemi

Administrator: Ms Margaret Amarant

Enquiries: (Academic) (03) 9479 5490; (Administration) (03) 9479 1740

Email: (Academic) h.menahemi@latrobe.edu.au;

(Administration) dcph.admin@latrobe.edu.au

The Master of Art Therapy program is a specialised training program in the practice of art therapy. The course consists of 120 credit points of study in a one year full-time program. The course is based on coursework undertaken at the University and two semesters of supervised art therapy placement in a clinical setting.

Admission requirements

Prerequisites:

Entry into the Master of Art Therapy requires:

- 1 A Graduate Diploma of Art Therapy or equivalent graduate diploma of high B average or better from an accredited professional art therapy training course.
- 2 An undergraduate degree in a related discipline (fine arts, art education, counselling, social work, nursing, psychology plus specific classes in counselling. Art Therapy counselling-related work experience and training in visual art are required. Selection criteria include a written application, submission of a portfolio that demonstrates skill and facility with two or more visual art media and an interview with art therapy staff.

Special requirements:

The graduate diploma will provide students with entry qualifications for Master of Art Therapy degree. Those who choose to complete the graduate diploma will have completed first level art therapy training with limitations of practice (under the supervision of an art therapist).

Applicants should attend Art Therapy Information Night in October and apply by 4 November for a personal interview.

Course structure

The course consists of 120 credit points of study (eight subjects) in a one year full-time program. Students are required to take all eight subjects. It includes two semesters of clinical placement with supervision and an Art Therapy minor thesis of 10,000 words.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | PHE51PPA | Professional Practice in Art Therapy | 15 |
| 1 | PHE51ATR | Introduction to Art Therapy Research | 15 |
| 1 | PHE51ACB | Art Therapy Clinical Placement B | 15 |
| 1 | PHE51IPD | Introduction to Creative Art Therapies | 10 |
| 2 | PHE52ACC | Art Therapy Clinical Placement C | 15 |
| 2 | PHE52CMS | Case Management Skills | 15 |
| 2 | PHE52ART | Art Therapy Research: Thesis | 35 |

Master of Counselling and Human Services – Bundoora (HSMCHSC)

Co-ordinator: Ms Kathleen Gregory

Administrator: Ms Margaret Amarant

Enquiries: (Academic) (03) 9479 5623; (Administration) (03) 9479 1740

Email: (Academic) k.gregory@latrobe.edu.au;

(Administration) dcph.admin@latrobe.edu.au

Web: www.latrobe.edu.au/publichealth/courses/counselling/counsellingprogram_page

The course provides an opportunity for students to build on the knowledge and skills gained in the Graduate Diploma in Counselling and Human Services or equivalent courses and to achieve a professional qualification in counselling at an advanced level.

Admission requirements

Applicants should have a four-year degree in a related discipline or a bachelor degree plus an approved fourth year of study plus relevant counselling experience. Admission is based on demonstrated academic ability and demonstration of suitable personal qualities at interview. A course handbook is available from the course administrator.

Applicants must lodge a written application that meets the admission requirements and take part in an interview.

Course structure

The course consists of 120 credit points of coursework and is usually taken over one year full-time. Part-time study is available but the core subjects (80 credit points) must be taken as a sequence in a single year.

Core subjects

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| A | PHE50SAC | Specialised Approaches to Counselling ¹ | 40 |
| 1 | PHE51AAP | Advanced Assessment Processes in Counselling | 20 |
| 1 | PHE51CTP | Advanced Counselling Theory and Practice | 20 |
| 2 | PHE52APE | Advanced Professional & Ethical Considerations in Counselling | 20 |
| 2 | PHE52RBA | Research Based Approaches to Counselling Practice | 20 |

Key: ¹Within this subject, specific sequences of approved study are normally available in the following areas: relationships counselling, Gestalt therapy, grief counselling, psychodrama, solution oriented counselling, gerontology, health promotion and palliative care. The subject must be commenced no more than two years after completion of the core subjects.

Supervised counselling experience

A commitment to ongoing supervised counselling experience is an expectation of the course though not a subject in its own right. Students are required to undertake work in a paid or voluntary capacity as a counsellor at least one day per week for a minimum of 26 weeks. During that period, the student must receive ongoing supervision of his or her counselling work on at least a fortnightly basis. Students are encouraged to make their own supervision arrangements but will be assisted in finding a suitable supervisor if necessary.

Master of Counselling Psychology – Bundoora (HMCP)

Co-ordinator: Dr George Wills

Administrator: Ms Margaret Amarant

Enquiries: (Academic) (03) 9479 2639; (Administration) (03) 9479 1740

Email: (Academic) g.wills@latrobe.edu.au ; (Administration)

dcph.admin@latrobe.edu.au

Web: www.latrobe.edu.au/publichealth/courses/counselling/counsellingprogram_page

The course constitutes a fifth and sixth year course of study in professional psychology and leads to eligibility for registration as a psychologist. The course is accredited by the Australian Psychological Society as providing the qualifications necessary for membership of the Australian Psychological Society (APS), and eligibility with specialised supervision for full membership of the College of Counselling Psychologists.

Admission requirements

Admission into the Master of Counselling Psychology degree is restricted to people who have satisfactorily completed the equivalent of an APS approved fourth year in psychology at an Australian university at an A or B grade average or equivalent. In addition, the Psychologists Registration Board requires that these qualifications have been completed within the past ten years. Overseas-qualified graduates need to have their qualifications ratified by the Australian Psychological Society as equivalent to a four year sequence in psychology. Some work practice in the counselling field and a demonstrated capacity at interview to reflect on one's practice and personal development will enhance an applicant's chances of selection. Applicants are initially ranked on the basis of documented evidence of past performance and are then interviewed. All other things being equal, applicants with the best history of academic performance will take precedence in selection.

Selection is also based on references, existing knowledge of humanistic and person centred approaches to counselling psychology and the likelihood of an applicant fulfilling the personal and professional requirements of a program in counselling psychology.

Course structure

The Master of Counselling Psychology degree is undertaken over two years of full-time study (or equivalent part-time study). The degree requires 240 credit points, consisting of 120 credit points accrued in the first and 120 credit points in the second year. The three components of the course are lectures and seminar/practica (37.5 per cent, 90 credit points), practical placements (25 per cent, 60 credit points), and a research project (37.5 per cent, 90 credit points). Students must achieve a satisfactory standard in all components to complete the degree. There is no provision for external study.

| Sem. | Subject code | Subject title | CP |
|--------------------|--------------|-------------------------------------|----|
| First year | | | |
| 1 | PSY51GPC | Group Counselling | 15 |
| 1 | PSY51ICA | Individual Counselling A | 15 |
| 1 | PSY51CIA | Counselling Psychology Internship A | 15 |
| 1 | PSY51RSA | Research Seminar A | 15 |
| 2 | PSY52CIB | Counselling Psychology Internship B | 15 |
| 2 | PSY52ICB | Individual Counselling B | 15 |
| 2 | PSY52PSA | Psychological Assessment A | 15 |
| 2 | PSY52RSB | Research Seminar B | 15 |
| Second year | | | |
| A | PSY50RSC | Research Seminar C and Minor Thesis | 60 |
| 1 | PSY51CIC | Counselling Psychology Internship C | 15 |
| 1 | PSY51MFC | Mediating Family Conflict | 15 |
| 2 | PSY52CID | Counselling Psychology Internship D | 15 |
| 2 | PSY52PSB | Psychological Assessment B | 15 |

Master of Ergonomics (Mode 2) – Bundoora (HSMEC)

No intake in 2004.

Master of Couple and Family Therapy – Flemington (HSMFTC)

Co-ordinator: Dr Amaryll Perlesz

Enquiries: (03) 9376 9844

The aim of the course is to equip family therapists with advanced conceptual practice, supervisory and research skills so that they can assume positions of leadership in the field. The course will equip participants to work as trainers and supervisors of and consultants to professionals who practise family therapy.

Admission requirements

Admission to this course is available in alternate years. The next intake will be 2004. Applicants should have completed a Postgraduate Diploma in Family Therapy or an equivalent course with honours of at least B grade or 70 per cent level.

Course structure

The course is offered on a part-time basis over two years, including prerequisite postgraduate training in family therapy.

| First year | | | |
|--------------------|--------------|--|----|
| Sem. | Subject code | Subject title | CP |
| A | FTH50SCF | Supervision in Family Therapy | 20 |
| A | FTH50SCP | Couples Therapy | 20 |
| A | FTH50SAA | Systemic Approaches – Working with Trauma & Sexual Abuse | 20 |
| A | FTH50QRM | Qualitative Research Methods | 20 |
| Second year | | | |
| A | FTH50RDA | Recent Developments in Family Therapy | 20 |
| A | FTH50SAB | Systemic Approaches – Postmodern Family Formation | 20 |
| or | | | |
| First year | | | |
| Sem. | Subject code | Subject title | CP |
| A | FTH50SCF | Supervision in Family Therapy | 20 |
| A | FTH50SCP | Couples Therapy | 20 |
| A | FTH50QRM | Qualitative Research Methods | 20 |

Second year**Sem. Subject code**

A FTH50MTH

Subject title

Minor Thesis

CP

60

Master of Gerontology – City (HSMGC)

Co-ordinator: Dr Colette Browning

Enquiries: (03) 9479 1715

Email: sph@latrobe.edu.au

The course addresses the urgent need in Australia for highly trained professionals who can respond to the diverse and growing challenges of an ageing population.

The aims of the course are to:

- establish a community of Australian professionals having advanced conceptual knowledge and skills in the area of ageing
- develop conceptual, research and professional practice skills which can be applied to further advance knowledge in the field
- equip professionals with knowledge, attitudes and skills for promoting a positive attitude towards working with older people and to improve the quality of services for older people
- enhance the leadership and career potential for practitioners and graduates from relevant professions
- develop analytical and practical skills which enable professionals to contribute effectively to the development, management and evaluation of programs for the well aged, frail aged and their caregivers.

The course is designed to integrate theory, practice and research in gerontology in a two-tier structure. The coursework comprises the first stage and provides the basic knowledge and skills in the field, namely a multidisciplinary approach to ageing, research skills in gerontology and areas of application to older people in policy and clinical contexts. The second stage includes an extension of coursework with a substantial application to a range of fields and professions in gerontology, and a research thesis in a specialised area in gerontology. A multidisciplinary team of staff teaches this course from the fields of biology, medicine, nursing, occupational therapy, physiotherapy, psychology, social gerontology, sociology, policy and urban planning.

Admission requirements

Applicants should have appropriate backgrounds in the social or health sciences and experience in aged care, nursing, occupational therapy, physiotherapy, psychology, social work, public policy or public administration.

Applicants are eligible for admission if they have one of the following:

- a relevant honours or masters degree
- a postgraduate diploma in gerontology
- a pass degree or postgraduate diploma and have additional qualifications, experience and research or have written a publication of a meritorious nature.

Course structure

The course is provided on a full-time basis over two years or a part-time basis over four years. Coursework requires attendance of one or two evenings per week.

Part 1

See the course description for the Postgraduate Diploma in Gerontology.

Part 2**First year (if part-time)**

| Sem. Subject code | Subject title | CP |
|-------------------|--|----|
| 1 PHE51PDE | Program Development and Evaluation | 15 |
| 2 PHE52QMH | Qualitative Methods in Health Research | 15 |
| <i>or</i> | | |
| 2 PHE52QRM | Quantitative Research Methods | 15 |

plus

1or2 Electives¹ 30

Second year (if part-time)

| | | |
|------------|--------------|----|
| 1 PHE51THA | Minor Thesis | 15 |
| 1 PHE51THC | Minor Thesis | 15 |
| 2 PHE52THB | Minor Thesis | 15 |
| 2 PHE52THD | Minor Thesis | 15 |

Key: ¹ Must be at a postgraduate level and can be taken from any Faculty or from another institution. Enrolment in electives is subject to the approval of the course co-ordinator.

Master of Gestalt Therapy – Bundoora (HSMGTC)

Co-ordinator: Dr Linsey Howie

Enquiries: (03) 9479 5600

Email: l.howie@latrobe.edu.au

This course is taken over one year or equivalent and is designed for mental health and human services professionals such as those involved in counselling, psychotherapy or consultancy work. Gestalt therapy is an approach to working with people that is 'field sensitive' (cotextual and holistic), phenomenological (subjective and descriptive), and dialogic (relational). Contemporary thinking about Gestalt principles ensures that it is more than just a form of therapy; it has many applications. In particular, Gestalt is a method of self-exploration that provides opportunities for people on personal, interpersonal and community levels to make creative adjustments to the challenges of life. The masters program provides specialist education and training in the Gestalt approach to working with people. The course aims to produce competent, ethical and creative practitioners capable of working in a range of health, education and community settings. In particular, graduates of the program can expect to have a developed significant personal awareness and a high level of competency in this specialist area.

Admission requirements

Applicants must have completed a three-year bachelor degree or equivalent in a related discipline plus the Introductory Certificate, Advanced Certificate and Diploma of Gestalt Therapy offered by Gestalt Therapy Australia (GTA) or equivalent (equivalent to the GANZ minimum standard of 450 hours over a minimum of three years). Applicants will be selected based on academic merit, professional suitability and life experience. Applicants must complete the Diploma of Gestalt Therapy offered by Gestalt Therapy Australia (GTA) or equivalent and achieve a B-grade average or above. All suitable applicants are required to attend a panel interview.

Course structure

This coursework degree will be completed over a minimum of one year full-time or equivalent. Students must complete masters level coursework subjects offered by Gestalt Therapy Australia (or equivalent) prior to or in conjunction with the research skills and thesis components taught by La Trobe University. The Faculty of Health Sciences is currently finalising an affiliation agreement between La Trobe University and Gestalt Therapy Australia to recognise that the La Trobe University masters degree is being taught in association with Gestalt Therapy Australia.

| Sem. Subject code | Subject title | CP |
|-------------------|---|----|
| A | Approved Gestalt Therapy study ¹ | 40 |
| A PHE50GMT | Gestalt Minor Thesis | 65 |

plus one of the following electives:

| | | |
|------------|--|----|
| 1 PHE51ARS | Advanced Research Skills (or equivalent) | 15 |
| 2 PHE52QMH | Qualitative Methods in Health Research | 15 |
| 2 PHE52QRM | Quantitative Research Methods | 15 |

Key: ¹ Must be at masters level and is normally taken at Gestalt Therapy Australia.

Master of Health Administration – City (HSMHAC)

Co-ordinator: Associate Professor Judith Dwyer

Enquiries: (03) 9479 2799

Email: judith.dwyer@latrobe.edu.au

The Master of Health Administration course has an applied focus and aims to produce graduates with practical expertise in the leadership and management of health agencies, units and programs. Graduates are well equipped to succeed in general management roles, or alternatively to develop as specialists in such areas as project management or management for particular health professions. The course does not require the completion of a research thesis, but assists students to develop their skills through two major action learning subjects. Individually and in groups, students design and conduct projects in the

work place (their own or another) and prepare reports for publication. This approach develops both practical management and analytical skills while also requiring knowledge of the relevant literature and important theoretical concepts, through a structured and collaborative educational process.

Admission requirements

Students who have successfully completed the Postgraduate Diploma in Health Services Management will be accepted directly into Part 2 of the Masters. Applicants are also eligible for selection into Part 2 if they hold an honours degree or a postgraduate diploma in an appropriate area.

Course structure

The course is offered on a part-time or full-time basis and has a two part structure with Part 1 being the same as the postgraduate diploma. The program timetable is designed to accommodate working students, and offers a combination of evening, block and distance modes.

Part 1

Refer to the Postgraduate Diploma in Health Services Management structure listed above.

Part 1 – Year 1

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | PHE51PDE | Program Development and Evaluation | 15 |
| 1 | PHE51HPI | | |
| OR | | | |
| | PHE52HPA | Health Policy Issues (2003) | |
| | | Health Policy Analysis (alternative years) | 15 |
| A | PHE50HAP | Health Administration Practice | 30 |

Part 2 – Year 2

| Sem. | Subject code | Subject title | CP |
|--|--------------|-------------------------------|----|
| A | PHE50ALM | Action Learning in Management | 30 |
| PLUS two elective subjects totalling 30 credit points to be chosen from the following or other electives with the approval of the course co-ordinator: | | | |

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | PHE53AIH | Australia's International Health Relations | 15 |
| 2 | PHE52HEF | Health Economics and Finance | 15 |
| 2 | PHE52QMM | Quality Management in Health Care | 15 |
| 3 | PHE52HSA | Health Systems of the Asia Pacific Region | 15 |

Master of Health Sciences – Bundoora and City (HSMHSC)

Co-ordinators:

Health Administration stream: Associate Professor Judith Dwyer

Health Promotion stream: Dr Rae Walker

Rehabilitation Counselling stream: Dr Greg Murphy

Enquiries: (03) 9479 1750

Email: sph-pg@latrobe.edu.au

The Master of Health Sciences consists of coursework and a minor thesis. The course has an applied focus and aims to produce graduates who are able to develop and to translate health and health-related policy into effective programs and services, particularly in the specialist areas of community health, health promotion, health administration and rehabilitation counselling. Policy analysts, administrators, program co-ordinators and health professionals are increasingly required to understand the social, political and economic context which influences the distribution of health outcomes, the resources available for the health system, the relationship between individual behaviour and health, and the demand for accountability. The course provides participants with the skills and knowledge to conduct applied research in health settings and to develop, implement and evaluate health-related programs and services. The course aims to meet the needs of health professionals who have assumed or are likely to assume responsibility for co-ordination and management of these programs and services.

Admission requirements

Applicants are eligible for selection into Part 1 if they hold an undergraduate degree and into Part 2 if they hold an honours degree or a postgraduate diploma in an appropriate area and have achieved a B grade average.

Course structure

The course is offered on a part-time or full-time basis and has a two part structure, with Part 1 being the same as the relevant postgraduate diploma. Coursework normally requires attendance on two evenings per week during semester. Students must complete a minor thesis, common core subjects, and an approved sequence from one of the specialist areas of community health, health services management, health promotion, and rehabilitation counselling.

Part 1

See the course description for the relevant postgraduate diploma.

Part 2

Common core subjects

| Sem. | Subject code | Subject title | CP |
|-------------|--------------------|------------------------------------|----|
| 1 | PHE51PDE | Program Development and Evaluation | 15 |
| 1 | PHE51THA | Thesis | 15 |
| 1 | PHE51THC | Thesis | 15 |
| 2 | PHE52THB | Thesis | 15 |
| 2 | PHE52THD | Thesis | 15 |
| <i>plus</i> | | | |
| 2 | PHE52HPA | Health Policy Analysis | 15 |
| <i>or</i> | | | |
| 1 | PHE51HPI | Contemporary Health Policy Issues | 15 |
| <i>plus</i> | | | |
| A | Specialist subject | | 30 |
| <i>or</i> | | | |
| 1or2 | Electives | | 30 |

Specialist subjects

Community health

| | | | |
|---|----------|----------------------|----|
| 2 | PHE52CBC | Community-based Care | 30 |
|---|----------|----------------------|----|

Health administration

| | | | |
|---|----------|--------------------------------|----|
| A | PHE50HAP | Health Administration Practice | 30 |
|---|----------|--------------------------------|----|

Health promotion

| | | | |
|---|----------|---------------------------|----|
| A | PHE50HPP | Health Promotion Practice | 30 |
|---|----------|---------------------------|----|

Rehabilitation counselling

| | | | |
|---|----------|-----------------------------------|----|
| A | PHE50RPP | Rehabilitation Practice Placement | 30 |
|---|----------|-----------------------------------|----|

Master of Musculoskeletal Physiotherapy – Bundoora (HMMSPC)

Co-ordinator: Mr Ken Niere

Enquiries: (03) 9479-5766

Email: K.Niere@latrobe.edu.au

This course provides graduate physiotherapists with an opportunity to develop advanced clinical skills in musculoskeletal physiotherapy and aims to establish a standard of advanced clinical work and theory to meet the eligibility requirements for Tier 2 membership of Musculoskeletal Physiotherapy Australia, a national special group of the Australian Physiotherapy Association (APA).

The masters course requires completion of 120 credit points of study, of which 60 comprise the subjects included in the graduate certificate. The remaining 60 credit points are gained by the completion of two subjects that teach advanced clinical practice as well as expert clinical reasoning, manual handling and exercise prescription within an evidence based practice framework.

For entry into the masters program applicants must have completed the Graduate Certificate in Musculoskeletal Physiotherapy with at least a B grade average and have at least one year of clinical experience in the musculoskeletal field.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| A | PTY50LSE | Literature Searching and Evaluation ¹ | 20 |
| A | PTY50PDM | Professional Development in Musculoskeletal Physiotherapy ¹ | 30 |
| A | PTY50PSM | Physiology for Sports and Musculoskeletal Physiotherapists ¹ | 10 |
| A | PTY50CRM | Clinical Reasoning and Manual Therapy | 20 |
| A | PTY50APM | Advanced Practice of Musculoskeletal Physiotherapy | 40 |

Key: ¹ Subjects completed in graduate certificate.

Master of Midwifery Science – Royal Women's Hospital (HSMMSC)

Co-ordinator: Dr Christine Thompson

Enquiries: (03) 8341 8506

This is a part-time course comprising three single-semester subjects, a one-year practicum and a thesis of approximately 15,000 words. It is equivalent to one year of full-time study, but is offered on a part-time basis over two years. The first half of the course is designed to prepare midwives to undertake an integrated management, teaching and practice role consistent with the increasing professionalism expected of practising midwives. The second half is designed to provide sound research training. Upon completion of the course, graduates are eligible for entry to doctoral candidature. The Master of Midwifery Science articulates with the Postgraduate Diploma of Midwifery Science that, in effect, constitutes the first part of the course. The course is also offered in distance education in print medium.

Admission requirements

Applicants must have completed a Postgraduate Diploma of Midwifery Science, or equivalent, with an average grade of B or above, and be eligible for endorsement as a midwife in Division 1 of the Nurses' Register. Applicants are required to have at least one year's recent clinical practice in midwifery and to be employed in an approved area of midwifery practice.

| Sem. | Subject code | Subject title | CP |
|------|--------------|-----------------------------------|----|
| A | MID50MTH | Midwifery Masters Thesis | 60 |
| 1 | MID51AMD | Advanced Midwifery Studies | 20 |
| 1 | MID51CBW | Childbirth and Wellbeing | 20 |
| 2 | MID52EBN | Evidence Based Midwifery Practice | 20 |

Master of Nursing science – Bundoora (HSMNSC)

Director of Studies: Mr Bill McGuiness

Enquiries: On-campus courses, (03) 9479 5950; Distance education (print), (03) 9479 5938;

Admission requirements

The normal prerequisite for admission is the satisfactory completion of a Bachelor of Nursing (Honours) degree or the completion of a Postgraduate Diploma in Nursing with an average grade of B or above.

Degree requirements

The minimum time for completing the course is one year full-time and the maximum is four years. The course may be taken either full-time or part-time. Students must complete at least 75 per cent of their coursework in the School of Nursing and Midwifery.

Course structure

Candidates may complete the course in one of three ways:

Minor Thesis option

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | NSG50MTH | Nursing Masters Thesis | 60 |
| 1 | NSG51REM | Research Methods in Nursing | 20 |
| 2 | NSG52CMT | Constructions of Theory in Nursing (OR Specialty elective) | 20 |
| 2 | | Specialty elective | 20 |

Clinical Project option

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | NSG50CNP | Clinical Nursing Project | 40 |
| 1 | NSG51EBN | Evidence Based Nursing Practice | 20 |
| 1 | NSG51CMT | Constructions of Theory in Nursing (OR Specialty elective) | 20 |
| 2 | | Two specialty electives | 40 |

Coursework only option

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG51EBN | Evidence Based Nursing Practice | 20 |
| 2 | NSG52CMT | Constructions of Theory in Nursing (OR Specialty elective) | 20 |
| 1or2 | | Four specialty electives | 80 |

Candidates who have the Postgraduate Diploma of Nursing Science or equivalent may be required to take the prescribed nursing theory subject. Unless noted, all subjects are offered also by distance education online and in the print medium.

Thesis and clinical project

The thesis and the clinical project are normally 15,000 and 10,000 words respectively. The thesis consists of a nursing research project using an appropriate methodological approach.

The clinical project option aims to provide students with the opportunity to implement a project of clinical relevance, usually a quality improvement project or clinical audit, while at the same time advancing their level of nursing scholarship.

Participation in the masters candidates' thesis seminars is expected while candidates are working on their thesis. The seminars are designed to be a support for candidates and are a forum to assist in research conceptualisation and critique. Students must present their own work at a seminar.

Specialty electives

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG51CCC | Complex Cancer Care | 20 |
| 1 | NSG51CDD | Constructions Of Death And Dying | 20 |
| 1 | NSG51CNE | Constructing The Nurse As Educator | 20 |
| 1 | NSG51CCN | Complex Community Nursing | 20 |
| 1 | NSG51FHI | Family Nursing in Health and Illness | 20 |
| 2 | NSG52CIP | Contemporary Issues in Palliative Care | 20 |
| 2 | NSG52TAS | Teaching the Art and Science of Nursing | 20 |
| 2 | NSG52TCJ | The Cancer Journey | 20 |
| 2 | NSG52CCI | Community Care Interfaces in Nursing Practice | 20 |

The subject NSG50ISU Independent Study Unit is a versatile nursing elective. It is designed as a reading unit to enable candidates to work closely with a lecturer in achieving a set of objectives appropriate to their learning needs. With prior approval, candidates may take up to one-third of their coursework from related disciplines in other Faculties of the University.

Master of Nursing Science in Child Family and Community – Bundoora (HSMNSCFC)

Director of Studies: Mr Bill McGuiness

Enquiries: On-campus courses, (03) 9479 5950

Admission requirements

The admission requirements are the satisfactory completion of a Postgraduate Diploma of Nursing Science or a Postgraduate Diploma in Nursing Studies, normally with an average grade of B or above. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states) and hold midwifery qualifications. Normally a minimum of one year's recent clinical practice experience is required for admission.

Degree requirements

The minimum time for completing the course is one year full-time and the maximum is four years. The course may be taken either full-time or part-time.

Course structure

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG51EBN | Evidence Based Nursing Practice | 20 |
| 1 | NSG51ITP | Maternal and Child Health: introduction to practice | 20 |
| 1 | NSG51ECH | New Directions in Early Childhood: new directions in health policy and practice | 20 |
| 2 | NSG52CMT | Constructions of Theory in Nursing | 20 |
| 2 | NSG52EPS | Early Parenting: working with at-risk families | 20 |
| 2 | NSG52IIP | Maternal and Child Health: issues in practice | 20 |

Master of Occupational Health – Bundoora (HSMOHC)

Co-ordinator: Dr Jean Cromie

Enquiries: (03) 9479 5733

Email: ot_general@latrobe.edu.au

The Master of Occupational Health by coursework addresses the need for highly trained personnel in occupational health and safety, who are required to apply specialised knowledge and skills in professional practice, service delivery, health and safety policy, and health promotion and education. These professionals will become a source of expertise in education and research in occupational health.

Admission requirements

Applicants should hold a recognised honours degree or equivalent, or have completed an approved masters preliminary program in the health sciences or other course (in a relevant discipline), or hold a Postgraduate Diploma in Occupational Health and Safety or a postgraduate diploma in an appropriate area and at an appropriate standard.

Course structure

The Master of Occupational Health is offered by distance education. It is offered on a part-time basis over four years (including two years of the Postgraduate Diploma in Occupational Health and Safety). Full-time candidature may be considered.

First and second years

Please refer to the course description for the Postgraduate Diploma in Occupational Health and Safety.

Third year

| Sem. | Subject code | Subject title | CP |
|------|--------------|------------------------------------|----|
| A | OCT50OHB | Advanced Research and Epidemiology | 20 |
| 1 | OCT51OHA | Advanced Occupational Health | 20 |
| 2 | OCT52OHC | Readings in Occupational Health | 20 |

Fourth year

| | | | |
|---|----------|--------------|----|
| A | OCT50OHD | Minor Thesis | 60 |
|---|----------|--------------|----|

Master of Occupational Therapy – Bundoora (HSMOTC/HSMOTR)

Co-ordinator: Ms Ellie Fossey

Enquiries: (03) 9479 5733

Email: ot_general@latrobe.edu.au

The Master of Occupational Therapy provides occupational therapy graduates with the opportunity to undertake postgraduate studies via several flexible modes of enrolment. These four modes combine coursework and research thesis components in differing proportions to suit each individual student's professional development needs. The course allows students to:

- undertake advanced studies of human occupation, theoretical frameworks that underpin occupational therapy, and the application of theories in practice;
- develop specialist knowledge and skills in clinical practice areas;
- extend their knowledge of the evidence base of occupational therapy, and actively contribute to it through research.

The Master of Occupational Therapy provides occupational therapists who are practitioners, service managers, administrators, policy advisors and researchers with advanced knowledge and skills that enable them to effectively respond to changing demands within health care systems, and changing needs of specific populations and communities. The course also provides a standard of advanced theoretical and applied studies, which if when completed at a high level, may enable students to fulfil the eligibility requirements for entry into the Doctor of Clinical Science and Doctor of Philosophy programs.

Admission requirements

Entry requirements vary depending on the mode of enrolment.

Applicants should hold at least a four-year Bachelor of Occupational Therapy degree (or equivalent) and provide evidence of a high level of achievement in their previous study. Standard admission requirements vary between modes of study. For information regarding non-standard (conditional) admission requirements, contact the course co-ordinator.

| Mode | Standard admission requirements |
|------|--|
| 1 | Honours (high H2A; 75%+); or Postgraduate Diploma (high B or average; 75%+); plus evidence of research ability |
| 2 | Honours (high H2A; 75%+); or Postgraduate Diploma (high B or average; 75%+) |
| 3 | Bachelor (high B average; 75%+ with a substantial research project); or Honours; plus clinical expertise |
| 4 | As for mode 3 |

Students undertaking modes 1, 2 or 3 should discuss their research topic area with the course co-ordinator prior to applying.

Course structure

The Master of Occupational Therapy has two parts. Part 1 of this program will normally be satisfied by one of the following:

- one year of full-time study in the fourth year of the La Trobe University Bachelor of Occupational Therapy program, or equivalent, where students undertake a substantial research project and specialise in fields of occupational therapy
- a Bachelor of Occupational Therapy (Honours)
- a relevant (post)graduate diploma
- a negotiated program of postgraduate study.

Part 2 of the program involves the completion of advanced coursework and/or research. Part 2 is offered on a full-time or part-time basis. A minimum of one year full-time equivalent study is required to complete the course. Students may undertake Part 2 in one of four different modes. The structure for each mode is shown in the table below.

| Mode | Thesis length (words) | Coursework (credit points) | Thesis (%) | Total credit points |
|------|-----------------------|----------------------------|------------|---------------------|
| 1 | 50,000-60,000 | 0 | 100% | 120 |
| 2 | 20,000 | 60 | 50% | 120 |
| 3 | 10,000-12,000 | 90 | 25% | 120 |
| 4 | n/a | 120 | 0% | 120 |

Students must complete 120 credit points of new study to satisfy the course requirements. Credit will not normally be granted for previous studies. Students enrolling in modes 2, 3 or 4 complete coursework subjects related to research, occupational therapy and areas of specialist interest. Subjects offered within the course are listed below. Some coursework subjects are taught on campus, some are offered by distance education, and some may be tailored to individual students' areas of interest.

Subjects offered within the course

| Sem. | Subject code | Subject title | Mode Offered | CP |
|--------|-----------------------|--|------------------------|----|
| 1 | OCT51OHF | Graduate Research Skills | Distance Education | 15 |
| 1 | OCT51OTA | Occupational Therapy: Theory, Process and Practice A | On campus | 15 |
| 1 | OCT51OAD | Occupational Adaptation | On campus | 15 |
| 1 | OCT51AGW | Advanced Groupwork | On campus | 15 |
| 2 | OCT52PRD | Postgraduate Research Design in Occupational Therapy | Distance Education | 15 |
| 2 | OCT52OTB | Occupational Therapy: Theory, Process and Practice B | On campus | 15 |
| 1or2 | OCT51CSO/ OCT52CSO | Clinical Speciality in Occupational Therapy | Self-directed learning | 15 |
| 1or2 | OCT51ROT/ OCT52ROT | Readings in Occupational Therapy | Distance Education | 15 |
| 2 | OCT52CRD | Advanced Clinical Reasoning and Decision Making | On campus | 15 |
| Summer | OCT53PAE | Paediatrics in Occupational Therapy (block-taught) | Block-taught | 15 |
| Summer | OCT53NRE | Neurological rehabilitation: theories to practice | Block-taught | 15 |
| A | OCT50RPB | Research Project Mode 2 | | 60 |
| A | OCT50RPC | Research Project Mode 3 | | 30 |

NB: Coursework subjects are offered subject to sufficient enrolments and some subjects may be offered in alternate years.

Successful completion of, or concurrent enrolment in, appropriate prerequisite subjects is required to enrol in the Research Project subjects OCT50RPB and OCT50RPC.

Students may undertake approved electives from within or external to the University. Elective subjects must be of an appropriate level and credit point value, and be approved by the course co-ordinator prior to enrolling in the subject.

Please refer to the index of subjects at the back of the *Handbook* for subject descriptions.

Master of Occupational Therapy Practice (HSMOTP)

Co-ordinator: Dr Louise Farnworth

Enquiries: (03) 9479 5733

Email: ot_general@latrobe.edu.au

The Master of Occupational Therapy Practice (MOTPrac) is a two year, full-fee paying program which will enable students with a first degree other than occupational therapy to obtain a professional qualification in occupational therapy at a postgraduate level of study.

The MOTPrac will require full-time enrolment over two years and will utilise an integrated curriculum centred on Problem-Based Learning (PBL).

The two years of the PBL curriculum are organised into subjects primarily based around component processes of humans as occupational beings, occupational performance components and capacities, enabling change in human occupation, and advanced integrated practice.

Research methodology and evidence-based practice principles are embedded within the learning themes throughout the curriculum. The program uses small group problem-based learning. The program will be eligible for accreditation by OT Australia and the World Federation of Occupational Therapists.

Admissions requirements

Applicants will hold a relevant Bachelors degree in health, education, social, psychological, physical or biological sciences and have obtained a grade point average of at least H2A (70% or above) in their most recently completed university undergraduate degree. Please contact the School of Occupational Therapy for further requirements.

Course structure

The course requires full time enrolment over two years from February to November. It operates within a Part I/Part II structure over 80 weeks.

The semesters and block programs involve a three week intensive block, a total of 60 Problem Based Learning (PBL) curriculum weeks, and in total, 17 professional practice weeks in addition to 12 weeks of clinical practice embedded within the academic content.

The structure of the PBL curriculum over a typical week comprises two PBL tutorials of two hours duration, two lectures or skill development classes of two hours duration each, one day per week clinical fieldwork in addition to self-directed learning sessions.

Year 1 – Part One

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | OCT51FOT | Occupational Therapy 1: foundations for practice | 10 |
| 1 | OCT51HOB | Occupational Therapy 2: humans as occupational beings * | 50 |
| 2 | OCT52OPC | Occupational Therapy 3: occupational performance components/ capacities * | 60 |
| 2 | OCT52PPA | Professional Practice A | 10 |
| 2 | OCT52ECA | Occupational Therapy 4A: enabling change in human occupation A* Older adult | 20 |

Year 2 – Part Two

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | OCT51ECB | Occupational Therapy 4B: enabling change in human occupation B* Adult | 20 |
| 1 | OCT51ECC | Occupational Therapy 4C: enabling change in human occupation C* Child and adolescence | 20 |
| 1 | OCT51PPB | Professional Practice B | 40 |
| 2 | OCT52APP | Advanced Professional Practice: integrated practice* or | 60 |
| | OCT52APR | Advanced Professional Practice: integrated practice (research) | 60 |
| 2 | OCT52PPC | Professional Practice C Elective | 10 |

* Denotes one day per week will be clinically based.

Master of Physiotherapy – Bundoora (HSMPC)

Co-ordinator: Dr Jenny Keating

Enquiries: (03) 9479 5815

Email: j.keating@latrobe.edu.au

This course enables students to develop research skills in a specific topic of relevance to physiotherapy. The type of skills include: retrieval and evaluative review of literature; design of a study; verbal and written presentation of a research proposal; application for ethical approval; implementation of the planned study; data analysis and interpretation of results; and, verbal presentation of study and thesis writing. The course aims to produce graduates who are able to investigate the effectiveness of clinical practice and to contribute to the theory underlying such practice. In addition, graduates are encouraged to publish their findings in peer-reviewed journals.

Course structure

The course is offered on a full-time basis over one academic year or on a part-time basis over two years. The following subjects are taken.

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | PTY50ARP | Advanced Research Project in Physiotherapy | 60 |
| 1 | PTY51RPA | Advanced Readings in Physiotherapy A | 20 |
| 1 | PTY51RPB | Advanced Readings in Physiotherapy B | 20 |
| 2 | PTY52ARD | Advanced Research Design in Physiotherapy | 20 |

Master of Public Health – City (HSMPHC)

Co-ordinator: Dr Priscilla Robinson

Enquiries: (03) 9479 5595

Email: p.robinson@latrobe.edu.au

La Trobe University presents the Master of Public Health (MPH) course as a member of the four university Victorian Consortium of Public Health (VCPH) (www.publichealth.vic.edu.au). The course is presented in Melbourne, mostly at afternoon and evening classes. The universities collaborate in presenting the subjects that make up the course, and the particular university of enrolment determines students' individual programs.

Further details regarding the course are available at:

www.latrobe.edu.au/publichealth/courses/mpH/MPHStudyProgram

Admission requirements

Students participating in the VCPH program generally enrol directly in the masters program (and commence studies in the Part I of that program) but they may take out the graduate certificate or the postgraduate diploma if they choose to discontinue their masters studies and have completed appropriate subjects and gained sufficient credit points.

Prerequisites

Master of Public Health (direct entry VCPH)

Relevant undergraduate degree plus relevant career experience. Selection is based on a consideration of qualifications and career experience including experience in public health, professional involvement, and a personal statement outlining the reasons for applying.

Master of Public Health (Part II program)

Postgraduate Diploma in Public Health (Part I program)

Advance standing

Some students may be eligible to receive advanced standing for unaccredited appropriate academic subjects and/or substantial work experience in Public Health. For information, please seek advice from the course co-ordinator.

Course structure

To qualify for a Master of Public Health, participants must complete the requirements of either the Practice Mode or the Research Mode.

Students taking the Practice Mode will enter one of the specialty streams offered by La Trobe University. These comprise: health policy, health promotion, health services management, primary health care, workplace health and health social science. The aim of the La Trobe specialty streams is to produce graduates who can provide professional leadership in public health in the areas identified by the streams. Students may also negotiate a mixed program. Students will generally be required to take up to three subjects from within their specialty stream.

A core component of the Practice Mode is the 30 credit point Public Health Practice (PHE50PHP) or Action Learning in Health Services Management (PHE50ALM) in which students plan, carry out, document and evaluate a project within the field of the specialty stream in which they are enrolled.

Students taking the Research Mode are required to undertake one or two research methods subjects, undertake a research project and write a minor thesis of up to 12,000-15,000 words. This research project and minor thesis attracts 45 credit points. In addition they will study up to three elective subjects. The minimum duration is one to two years.

Practice mode

| Sem. | Subject code | Subject title | CP |
|------|------------------------|---|-----------------|
| A | PHE50PHP | Public Health Practice | 30 |
| | or | | |
| | PHE50ALM | Action Learning in Health Services Management | 30 |
| 1or2 | Electives ¹ | | 45 ³ |
| 1or2 | Electives ² | | 45 ³ |

Key: ¹ Taken from one of the specialty streams.

² Taken from anywhere subject to the approval of the course co-ordinator

³ May be reduced if credit for prior learning is granted. See provisions above for advanced standing.

Research mode

| Sem. | Subject code | Subject title | CP |
|------|------------------------|---|-----------------|
| 1 | PHE41ARS | Advanced Research Skills ¹ | 15 |
| | and/or | | |
| 2 | PHE42QRM | Quantitative Research Methods ¹ | 15 |
| | and/or | | |
| 2 | PHE42QMH | Qualitative Methods in Health Research ¹ | 15 |
| | plus | | |
| 1 | PHE51THA | Minor Thesis | 15 |
| 2 | PHE52THB | Minor Thesis | 15 |
| | plus | | |
| 1 | PHE51THC | Minor Thesis | 15 |
| | or | | |
| 1 | PHE51THD | Minor Thesis | 15 |
| | plus | | |
| 1or2 | Electives ² | | 45 ³ |

Key: ¹ Students following the Research Mode will take at least two of the three research methods subjects listed.

² Taken from one of the specialty streams.

³ This may be reduced if credit for prior learning is granted. See provisions above for advanced standing.

Public Health streams

Health policy

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | PHE41HPI | Health Policy Issues (odd years) | 15 |
| 1 | PHE41AHS | The Australian Health Care System | 15 |
| 1 | PHE41PDE | Program Development and Evaluation | 15 |
| 2 | PHE42CHS | Comparative & Historical Study of Health Systems | 15 |
| 2 | PHE42HPA | Health Policy Analysis (even years) | 15 |

Health promotion

| | | | |
|---|----------|---------------------------------------|----|
| 1 | PHE41HPI | Health Policy Issues (odd years) | 15 |
| 1 | PHE41ODH | Organisational Development for Health | 15 |
| 1 | PHE41PHP | Public Health Promotion | 15 |
| 2 | PHE42PHD | Personal Health Development | 15 |
| 1 | PHE41PDE | Program Development and Evaluation | 15 |

Health services management

| | | | |
|------|-------------------|--|----|
| 1or2 | PHE41HIS/PHE42HIS | Health Information Systems and Management | 15 |
| 1 | PHE41HPI | Health Policy Issues (odd years) | 15 |
| 1 | PHE41HRM | Human Resource Management | 15 |
| 1or2 | PHE41HSR/PHE42HSR | Health Services Resource Management | 15 |
| 1 | PHE41PPA | Policy, Planning and Administration in Aged Care | 15 |
| 1 | PHE41PDE | Program Development and Evaluation | 15 |
| 2 | PHE42HEF | Health Economics and Finance | 15 |
| 1 | PHE41AHS | The Australian Health Care System | 15 |
| 2 | PHE42QMM | Quality Management in Health Care | 15 |

Primary health care

| | | | |
|---|----------|--|----|
| 1 | PHE41FSG | Foundation Studies in Gerontology | 30 |
| 1 | PHE41HPI | Health Policy Issues (odd years) | 15 |
| 1 | PHE41IPH | Introduction to Primary Health Care | 15 |
| 1 | PHE41IRC | Introduction to Rehabilitation & Case Management | 15 |
| 1 | PHE41AHP | Advanced Health Promoting Palliative Care | 15 |
| 1 | PHE41PDE | Program Development and Evaluation | 15 |
| 1 | FTH41IFT | Introduction to Family Sensitive Practice and Family Therapy A | 15 |
| 2 | PHE42GEH | Gender, Ethnicity and Health | 15 |

Workplace health

| | | | |
|---|----------|---|----|
| 1 | OCT41OHA | Occupational Health & Safety Principles & Legislation | 15 |
| 1 | OCT41OHB | Ergonomics in Occupational Health and Safety | 15 |
| 2 | OCT42OHC | Screening and Monitoring in OHS | 15 |
| 1 | PHE41VOR | Vocational Rehabilitation | 15 |
| 1 | PHE41IRC | Introduction to Rehabilitation & Case Management | 15 |
| 1 | PHE41HPI | Health Policy Issues (odd years) | 15 |
| 1 | PHE41PDE | Program Development and Evaluation | 15 |

Health social sciences

(Students who are interested in following the Social Sciences stream are advised to do so within the Research Mode.)

| | | | |
|------|-----------|---|----|
| 1or2 | PHE41QMH/ | | |
| | PHE42QMH | Qualitative Methods in Health Research | 15 |
| 1 | PHE41SHI | Sociology of Health and Illness (odd years) | 15 |
| 2 | PHE42GEH | Gender, Ethnicity and Health (even years) | 15 |
| 2 | PHE42SHS | Sexuality, Health and Social Research (odd years) | 15 |
| 2 | PHE42STH | Social Theory for Health Research (even years) | 15 |

Master of Sign Language (Linguistics or Interpreting) – Bundoora (HSMSLIC or HSMSLLC)

Enquiries: (03) 9479 2283 (Voice and TTY)

Linguistics stream

This course is for students who have a good working knowledge of AUSLAN and wish to pursue research in the area. Subjects cover the linguistics and sociolinguistics of sign language, the study of deaf culture and the deaf community (including deaf history), and a detailed study of the methodologies appropriate to the study of non-literate languages and minority cultures.

Interpreting stream

This course covers the following three areas:

- **Theory and Practice of Interpreting:** focuses on issues such as simultaneous and consecutive interpreting, note taking and contrastive linguistics of AUSLAN and English. This area involves a strong practical component, Professional Studies, in which students will study ethics and the professional code of conduct, in addition to gaining an understanding of the interpreting profession.
- **Cultural Studies:** students are expected to develop a good knowledge of current affairs and a clear understanding of the procedures of interaction, particularly in meetings and conferences.
- **Research Methodology:** students are introduced to appropriate methodologies for studying interpreting involving non-literate languages, and are expected to carry out a small research project.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program (240 credit points). Applicants to the one-year program or part 2 (120 credit points) should have a Bachelor of Education, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure – Part 1 (120 credit points)

Students complete six subjects of 20 credit points each before proceeding to Part 2.

Course structure – Part 2 (120 credit points)

Students are able to complete the degree in one of two ways:

- Coursework of six semester units

There is a 5,000-word internally assessed essay (or equivalent) for four of the coursework subjects. The remaining two subjects are examined through a research essay of 12,000-15,000 words. Students who achieve a high B average for the first two subjects may apply to transfer to coursework and minor thesis.

- Coursework of three semester units and a minor thesis of 15,000-20,000 words

The course consists of 60 credit points of coursework and a minor thesis of 15,000-20,000 words (60 credit points). There is a 5,000-word internally assessed essay for each of the coursework subjects. Students are required to attain a high B average in their coursework in order to proceed to the minor thesis, otherwise they may complete the degree by the coursework only option. The minor thesis has at least one external examiner.

Students choose from the following subjects:

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| A | HCS50III | Issues in Interpreting | 40 |
| 1 | HCS51FWA | Field Work Practicum A | 20 |
| 1 | HCS51IDS | Issues in Deaf Studies | 20 |
| 1 | HCS51MTA | Minor Thesis A | 30 |
| 1 | HCS51RCA | Reading Course A | 20 |
| 1 | HCS51RCC | Reading Course C | 20 |
| 1 | HCS51RPA | Researching Good Practice A | 20 |
| 1 | HCS51SLL | Sociolinguistics of Non-Literate Languages | 20 |
| 2 | HCS52FWB | Field Work Practicum B | 20 |
| 2 | HCS52IST | Integration Studies | 20 |
| 2 | HCS52MTB | Minor Thesis B | 30 |
| 2 | HCS52RCB | Reading Course B | 20 |
| 2 | HCS52RCD | Reading Course D | 20 |
| 2 | HCS52RPB | Researching Good Practice B | 20 |
| 2 | HCS52RNL | Researching Natural Languages | 20 |

Master of Social Work

Mode 1: Bundoora, Albury-Wodonga (HMSWR); Bendigo (BEMSWR)

Modes 2 & 3: Bundoora (HMSWC); Albury-Wodonga (SSMSWCW); Bendigo (SSMSWBE)

Co-ordinators:

Bundoora: Ms Margarita Frederico

Albury-Wodonga: Dr Guinever Threlkeld

Bendigo: Dr Jennifer Lehmann

Enquiries:

Bundoora: (03) 9479 2570

Albury-Wodonga: (02) 6058 3802

Bendigo: (03) 5444 7851

The Master of Social Work is designed to allow social work graduates or those with an established employment record in the human services field to upgrade their professional skills in specialised areas of practice, and develop advanced skills. The course is offered in three modes of study to allow students maximum flexibility and choice of research and/or coursework.

Admission requirements

Mode 1: a bachelor degree of honours standing or, if not, demonstration of honours equivalence in terms of possession of skills, experience, research and/or publications.

Mode 2: normally requires that the applicant has qualified at a high standard (with an average grade of B level (70 per cent) or above) in a Bachelor of Social Work degree, involving four years of study.

Mode 3: as for Mode 2.

Applicants should have completed research methods and/or a research project as part of that degree. Applicants without a formal social work degree but with relevant experience may be considered for admission.

Course structure

Students have three options summarised in the table below. The choices are a straight research degree, a straight coursework degree or a mixture of both.

The structure of each mode is shown in the table below:

| Mode | Thesis length (words) | Coursework (credit points) | Thesis % | Total credit points |
|------|-----------------------|----------------------------|----------|---------------------|
| 1 | 50,000 | 0 | 100% | 120 |
| 2 | 15,000 | 90 | 25% | 120 |
| 3 | N/A | 120 | 0% | 120 |

Mode 1

This mode is the equivalent of a masters by research and it consists only of a thesis that should not exceed 50,000 words. Applications are made via the University's Research and Graduate Studies Office but prospective students should discuss candidature with the co-ordinator prior to applying.

Mode 2

| Sem. | Subject code | Subject title | CP |
|------|-------------------|----------------------------------|----|
| 1or2 | SWP51THS/SWP52THS | Social Work Thesis | 30 |
| 1 | SWP51ASR | Advanced Social Work Research | 30 |
| 1or2 | | Appropriate Social Work subjects | 60 |

Mode 3

The coursework alone mode consists of four subjects to the value of 120 credit points. For a list of the available subjects, contact the co-ordinator at the proposed campus of study.

Students must complete 120 credit points of new work to satisfy course requirements. Credit will not normally be given for previous studies.

Master of Speech Pathology – Bundoora (HMSPC)

Co-ordinator: Dr Jacinta Douglas

Enquiries: (03) 9479 1940

The Master of Speech Pathology enables graduates with a first degree other than speech pathology to obtain professional qualification in speech pathology at a postgraduate level of study. The course requires full-time enrolment over six semesters and utilises an integrated curriculum centred on Problem-Based Learning (PBL). The two years of the PBL curriculum are organised into three units primarily based around the component processes of communication (speech, language, voice and fluency) and the process of swallowing. The emphasis of learning objectives in the first unit is for students to describe and apply principles of normal communication. During the second unit learning objectives are expanded to include the mechanisms and consequences of communication breakdown. The focus of learning in the third unit is on therapeutic intervention and case management.

Admission requirements

Applicants should hold a bachelor degree and have obtained a B average in the last two years of their undergraduate degree, or H2A or above in their honours degree to be eligible to apply. Although not required for entry, a background in health, behavioural science, biological science or linguistics is preferred. Professional experience in related fields will be considered. Applicants are also required to provide current evidence of competence in English language usage through:

- a score of not less than 6.5 on IELTS (International English language Testing Service); or
- a score of not less than 575 on TOEFL (Test of English as a Foreign Language); or
- evidence of successful completion of tertiary studies conducted in English.

Students who want to apply to the PBL Master of Speech Pathology must submit a brief statement to provide information about their method of learning and their understanding of the PBL approach. All applicants must request two senior academics familiar with their recent achievements to forward confidential comments on the appropriate form (directly to the School of Human Communication Sciences). Applicants will be ranked on the basis of academic and professional suitability for the purposes of selecting candidates for interview. Arrangements may be made to conduct a telephone interview, if necessary. The interview is used as the final means of selecting candidates for entry into the program.

Selection timeline

Applications close 31 October.

Course structure

The course operates over 74 weeks and comprises 56 PBL curriculum weeks, 12 profession practice weeks and six thesis preparation weeks. Twelve PBL curriculum weeks are dedicated to the Normal Communication Unit, 18 to the Communication Breakdown Unit and 26 to the Therapeutic Management Unit. Two intensive professional practice units (CIU) are also incorporated in the course: four weeks at the end of the second unit and eight weeks at the end of the final unit. Students are also required to complete a research project and written report.

| Sem. | Subject code | Subject title | CP | Unit |
|---------------|--------------|--|----|------|
| Part 1 | | | | |
| A | HCS50RLE | Human Communication Sciences Research: literature evaluation | 30 | 2 |
| 1 | HCS51NCP | Normal Communication Processes | 25 | 1 |
| 2 | HCS52BCP | Breakdown in Communication Processes | 45 | 2 |
| S | HCS53PPR | Professional Practice | 20 | 2 |

Part 2

| | | | | |
|---|----------|---|----|---|
| A | HCS50TIM | Therapeutic Intervention and Management | 50 | 3 |
| A | HCS50RPR | Human Communication Sciences Research: project OR | 30 | 3 |
| A | HCS50RCG | Human Communication Sciences Research: clinical guideline | | |
| S | HCS53APP | Advanced Professional Practice | 40 | 3 |

Masters of Sports Physiotherapy – Bundoora (HSMSPHC)

Co-ordinator: Dr Jill Cook
Enquiries: (03) 9479 5766
Email: J.Cook@latrobe.edu.au

This course provides graduate physiotherapists with an opportunity to develop advanced clinical skills in Sports Physiotherapy and aims to establish a standard of advanced clinical work and theory to meet the eligibility requirements for graduates to use the title 'Sports Physiotherapist'.

The masters course requires completion of 120 credit points of study, of which 60 comprise the subjects included in the graduate certificate. The remaining 60 credit points are gained by the completion of two subjects that teach advanced clinical practice as well as expert clinical reasoning, manual handling and exercise prescription within an evidence based practice framework.

For entry into the masters program applicants must have completed the Graduate Certificate in Sports Physiotherapy with at least a B grade average and have at least one year of clinical experience in the sports physiotherapy field.

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| A | PTY50LSE | Literature Searching and Evaluation ¹ | 20 |
| A | PTY50PDS | Professional Development in Sports Physiotherapy ¹ | 30 |
| A | PTY50PSM | Physiology for Sports and Musculoskeletal Physiotherapists ¹ | 10 |
| A | PTY50CRM | Clinical Reasoning and Manual Therapy | 20 |
| A | PTY50APS | Advanced Practice of Sports Physiotherapy | 40 |

Key: ¹ Subjects completed in graduate certificate.

MASTERS DEGREES BY RESEARCH

Master of Applied Science – Bundoora, Albury-Wodonga, City (HSMASR)

Offered by Schools and Centres of the Faculty, prospective students should contact the relevant School within the Faculty of Health Sciences for further information.

The Master of Applied Science is a research degree that may be completed by thesis only. The period for completion is a minimum of one year full-time or the equivalent part-time, and a maximum of three years full-time or four years part-time. A thesis should not normally exceed 50,000 words in length.

The thesis submitted for a masters degree by research should show that the candidate has mastered the skills of research appropriate to the field of study. The collection and critical evaluation of existing knowledge and techniques, their application (under supervision) to a specific program of research, and ultimately their inclusion in a well-written and presented thesis are important features of a masters degree. Reviewing the literature, solving problems, applying techniques, designing experiments and statistical evaluation are skills relevant to a masters degree.

The normal requirements for admission to candidature are an honours degree, or a pass degree and a postgraduate diploma (completed with at least a B average), or the completion of the masters preliminary studies at this University, or the equivalent.

Areas in which research may be undertaken are listed under the School or Centre entry earlier in this *Handbook*. Prospective students should contact the relevant School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Master of Arts (Deaf Studies) (HSMAR), Master of Education (HSMEDR)

Enquiries: (03) 9479 2283 (Voice and TTY)

These programs are designed for professionals with a particular interest in furthering their knowledge in professional practice and/or theoretical knowledge of education, and deaf studies or language studies. Students may complete the degree in either of the following ways:

Research

A research thesis of 50,000 to 60,000 words is written over one to two years full-time, or two to four years part-time. The thesis constitutes 100 per cent of the examination for the degree and is examined externally. Students studying by research may audit appropriate research methodology subjects or classes from the coursework program.

Coursework and major thesis

The degree program consists of two coursework subjects and an externally examined thesis of 40,000 words and may be taken over one to two years full-time, or two to four years part-time. There is a 5,000-word internally assessed essay for each of the two coursework subjects. Students are expected to attain at least a B average in their coursework subjects before proceeding to the thesis.

Master of Ergonomics (Mode 1) – Bundoora (HSMEC)

Co-ordinator: Dr Wendy Macdonald
Enquiries: (03) 9479 5787

This degree is by thesis only. It may be completed in a minimum of one year full-time or two years part-time. Applicants must normally have (i) a Graduate Certificate or (Post)Graduate Diploma in Ergonomics with a grade average of B+ or above, and (ii) an honours degree or equivalent with a grade of H2A or above. Prospective students should contact the School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Master of Nursing Science (Research) – Bundoora (HSMNSR)

Co-ordinator: Professor Alan Pearson
Enquiries: (03) 9479 5950

This course may be completed in one to three years of full-time study or in (up to) five years of part-time study. Appropriately qualified candidates undertake a research program in the discipline of nursing and, through the submission of a thesis, demonstrate their command of knowledge pertinent to the area of investigation and a critical appreciation and understanding of the relationship of their own work to that of others.

Admission requirements

Applicants must be eligible for registration as a Division 1 nurse with the Nurses Board of Victoria, normally hold a bachelors degree with honours or equivalent and demonstrate possession of skills, experience, research or publications which are considered by the University to constitute an acceptable basis for admission. Prospective students should contact the School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Master of Occupational Therapy (Mode 1) – Bundoora (HSMOTR)

Co-ordinator: Dr Leanne Carey
Enquiries: (03) 9479 5733
Email: ot_general@latrobe.edu.au

For details of this research degree, refer to Mode 1 of the Master of Occupational Therapy (coursework) above. Prospective students should contact the School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Master of Social Work (Mode 1) – Bundoora, Albury-Wodonga (HSMSWR), Bendigo (BEMSWR)

Co-ordinators:

Bundoora: Ms Margarita Frederico

Albury-Wodonga: Dr Guinever Threlkeld

Bendigo: Dr Jennifer Lehmann

Enquiries:

Bundoora: (03) 9479 2570

Albury-Wodonga: (02) 6058 3802

Bendigo: (03) 5444 7232

For details of this degree, refer to Mode 1 of the Master of Social Work entry in the masters by coursework section of this *Handbook*.

Prospective students should contact the School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Doctor of Philosophy – Bundoora, Albury-Wodonga, City (HSPHD)

Offered by Schools and Centres of the Faculty, prospective students should contact the relevant School within the Faculty of Health Sciences for further information.

The degree of Doctor of Philosophy is the principal research training degree in the University. It requires up to four years (equivalent full-time) research within the University under the guidance of a supervisor. It is also possible to be admitted as a part-time candidate. A PhD thesis shall not exceed 100,000 words. The candidate should demonstrate a capacity for independent research and an ability to make a substantial and original contribution to learning.

The normal requirement for admission as a candidate is at least an upper second-class honours degree or a masters degree. Either degree course must have included a substantial research dissertation as part of the requirements of the course. Prospective students should contact the relevant School to discuss possible candidature prior to applying.

Applications are made through the University's Research and Graduate Studies Office (web address: www.latrobe.edu.au/rgso/).

Professional Doctorates – Bundoora, Albury-Wodonga

Enquiries: (03) 9479 3575 (or intended School of enrolment)

Doctor of Clinical Science (HSDCS)

with specialisations in:

- Clinical Speech Pathology
- Clinical Vision Sciences
- Counselling and Psychotherapy
- Family Therapy
- Occupational Therapy
- Prosthetics and Orthotics.

Doctor of Medicine (HDMED)

Doctor of Nursing (HSPNUR)

Doctor of Physiotherapy (HSDPHT)

Doctor of Public Health (HSDPUH)

Doctor of Social Work (HSDSW)

These programs provide an alternative to the traditional PhD for experienced practitioners in the health-related professions and for other graduates to further develop their expertise and increase their research in professional settings. The programs for each are similar but the research component will specialise in relevant professional areas. The program is designed to be the equivalent of three years full-time (although many students will study part-time) and consists of

approximately 1/3 coursework and 2/3 thesis. The coursework component of the doctorates will assist students to develop their expertise over a broader area than is possible with a single thesis topic. Students can specialise in any of the profession-specific areas associated with Schools within the Faculty, although not all areas will be available for any one intake year.

The doctorates adhere to the Commonwealth government definition of a research degree and may allow candidates to gain a funded research place and to apply for Commonwealth scholarships (full-time).

In the first year of the program, all students will study subjects in health research. These subjects will expose students to advanced qualitative and quantitative approaches to research in health care, will canvas research issues in clinical science, social work and public health, and will reinforce students' skills in research synthesis.

To complete first year, electives are taken from within the Faculty or outside the Faculty, depending on the field of study undertaken by a student. Up to 30 credit points of elective subjects may be taken from appropriate existing coursework masters subjects, although doctoral level assessment is required.

A particular strength of the professional doctorates is the possibility of taking up to 75 per cent of the coursework in subjects with a strong professional orientation, including practicum electives.

Admission requirements

- An honours degree of at least H2A standard or equivalent, or a masters by coursework. In each case the degree must include a thesis component of at least 10,000 words, of a high academic standard;
- At least three years of relevant professional experience.

In some circumstances, a candidate who can supply sufficient evidence of research capacity may be admitted through a special entry category. For more information contact the relevant School.

Applicants enrolling in the Clinical Science doctorates and the DSW will be required to have appropriate professional qualifications.

Applicants enrolling in the Doctor of Public Health will have either appropriate professional qualifications (e.g. a Master of Public Health) or relevant professional experience in public health, as determined by the Professional Doctorate Course Advisory Committee.

Applicants enrolling in the Doctor of Nursing must be eligible for registration with the Nurses Board of Victoria. Applicants enrolling in the Doctor of Medicine must be medical practitioners registerable in the country in which they obtained their medical degree.

| Sem. | Subject code | Subject title | CP |
|--------------------|--------------|-------------------|-----|
| First year | | | |
| 1 | PHE61HRA | Health Research A | 10 |
| <i>plus</i> | | | |
| 2 | PHE62HRB | Health Research B | 20 |
| 1or2 | Electives | | 90 |
| <i>or</i> | | | |
| 2 | PHE62HRC | Health Research C | 35 |
| 1or2 | Electives | | 75 |
| Second year | | | |
| A | | Thesis | 120 |
| Third year | | | |
| A | | Thesis | 120 |

Thesis

Option 1

A thesis of approximately 30,000-60,000 words (depending on whether the thesis is science or arts based) and which should not exceed 75,000 words.

Option 2

A bound volume incorporating published papers and an integrating overview of the research totalling approximately 30,000-60,000 words but not exceeding 75,000 words.

The research for both options must be undertaken during the period of candidature.

The degree of rigour and intellectual standing of a thesis for a professional doctorate is the same as that of a PhD, but is not as extensive in scope.

It is expected that the thesis topic will be relevant to the profession in which the candidate works. The thesis should demonstrate the candidate's ability for critical appreciation of current knowledge in the

field of study and build on that knowledge to make an original contribution to the field of study or practice.

Doctoral colloquia

As part of the course requirements, students will be required to present three research colloquia to their peers. These will take the form of one thesis proposal and two 'work in progress' presentations, one of which might be analogous to an oral defence of the nearly completed thesis. In order to fulfil the requirements of the colloquia, students will present to other professional doctorate students at Faculty level unless determined by the Professional Doctorates Courses Advisory Committee. One of the aims of the colloquia is to reduce the isolation most students feel while undertaking a research degree and to introduce intermediate goals towards completion. Students must attend at least 75 per cent of the research colloquia.

Seminars

Seminars will be arranged for all enrolled students with presentations by staff, visiting academics, and by students presenting their final thesis designs, research instruments, analysis strategies and interim results. Schools may also require professional doctorate students to present their work as part of a School seminar program.

SUBJECT DESCRIPTIONS

FTH40FSD FAMILY WORK SKILLS (30 CPs Sem. All year. OS2.) *Dr Jenny Dwyer*

Students are taught to integrate knowledge of family sensitive frameworks and relevant conceptual theories with their work roles. Influences on students' practise, including work context, previous training and family of origin will be explored in the safety of small groups. These will be connected to issues in their work with families. Strategies and skills for working with families in their particular settings will be explored. Students will develop skills through role plays, case discussion and observation.

Co-requisite: FTH40IFT.

Class requirements: one 3-hour seminar per week.

Assessment: one 4,000-word assignment (50%), one take-home exam (50%). Students will observe a video in class time and then answer a series of questions testing assessment and intervention skills (equivalent to 4,000 words). Criteria are provided in class.)

Prescribed Reading:

Carr, A. *Family therapy: concepts, process and practice*. England: Wiley, 2000.

FTH40FTN ADVANCED FAMILY THERAPY THEORY NARRATIVE (20 CPs Sem. All year. OS2.) *Ms Banu Moloney*

In this subject students will have the opportunity to explore in depth the philosophical underpinning of postmodern and poststructural approaches to family therapy. Students will be expected to critically review in detail all the major narrative approaches. Discussions and papers will also focus on recent advances in practice. Students will have an opportunity to explore research in family therapy from narrative theories perspectives.

Prerequisite: FTH40SCA, FTH40FTT.

Co-requisite: FTH40SCN.

Class requirements: one 2-hour lecture per week.

Assessment: two 3,000-word essays (50% each).

Recommended Reading:

Monk, G., Winslade, J., Crocker, K., and Epston, D. (eds). *Narrative therapy in practice: the archaeology of hope*. Jossey-Bass Publications, 1997.

FTH40FTS ADVANCED FAMILY THERAPY THEORY SYSTEMIC (20 CPs Sem. All year. OS2. Sl.) *Ms Banu Moloney*

In this subject students will have the opportunity to explore in depth the philosophical underpinning of all systemic approaches to family therapy. Students will be expected to critically review in detail systemic approaches. Discussions and papers will also focus on recent advances in practice. Students will be expected to present a seminar for group discussion on a theoretical topic from narrative, postmodern or systemic family therapy frameworks.

Prerequisite: FTH40SCA, FTH40FTT.

Co-requisite: FTH40SCS.

Class requirements: one 2-hour lecture per week.

Assessment: two 3,000-word essays (50% each).

Recommended Reading:

Carr, A. *Family therapy: concepts, process and practice*. England: Wiley, 2000.

Hoffman, L. *Family therapy: an intimate memoir*. New York: W. W. Norton, 2002.

FTH40FTT FAMILY THERAPY THEORIES (20 CPs Sem. All year. OS2. Sl.) *Ms*

Robyn Elliott

This subject is designed to give students an in-depth understanding of the foundations of different models of family therapy, primarily with a view to providing some theoretical and philosophical frameworks for actual practice, but also to give students an appreciation of the history and context of the development of these frameworks. Although the ethical implications of the models will be addressed more comprehensively in the following year, students are encouraged to think critically about them and to participate in debates current in family therapy.

Co-requisite: FTH40SCA.

Class requirements: one 2.5-hour lecture per week.

Assessment: one 3,000-word essay (60%), one 2,000-word essay (40%).

Recommended Reading:

Carr, A. *Family therapy: concepts, practice and process*. England: John Wiley & Sons, Ltd, 2000.

Goding, G. *The history and principles of family therapy: a monograph*. VAFT, Australia, 1992.

FTH40IFT INTRODUCTION TO FAMILY SENSITIVE PRACTICE (30 CPs Sem. All year. OS2.) *Dr Jenny Dwyer*

In this subject, the theories of family work are explored utilising key conceptual lenses including: systemic patterns of interaction, structure, meaning, problem and solution focus, concepts. Students own work contexts and case examples are used to explore the application of these lenses to practice.

Co-requisite: FTH40FSD.

Class requirements: one 3-hour seminar per week.

Assessment: Semester 1: one 4,000-word essay (50%) due end of semester 1. Hurdle requirement: 1,000-word reflection on day's learning and response to the concepts and issues raised (pass/fail). Semester 2: one 4,000-word essay (50%) due end of semester 1. Hurdle requirement: 1,000-word reflection on day's learning and response to the concepts and issues raised (pass/fail).

Prescribed Reading:

Carr, A. *Family therapy: concepts, process and practice*. England: Wiley, 2000.

Recommended Reading:

Goding, G. *The history and principles of family therapy*. VAFT, 1992.

FTH40SCA SUPERVISED CLINICAL PRACTICE (40 CPs Sem. All year. OS2. Sl.) *Ms Robyn Elliott*

In this subject, students are taught to develop family therapy assessment and executive skills, initially with role play families and subsequently with families from The Bouverie Centre's waiting list and the student's own workplace. The emphasis is on gaining firsthand experience in the various aspects of family therapy practice and integrating the theory taught in the course with clinical practice. The subject is aimed at developing conceptual and practical skills by live supervision as therapist and as a member of a reflecting team. The subject is conducted in small groups led by an experienced family therapist supervisor.

Co-requisite: FTH40FTT.

Class requirements: one 3.5-hour clinical practice session per week.

Assessment: clinical assessment based on established criteria (pass/fail) (100%).

FTH40SCN SUPERVISED CLINICAL PRACTICE NARRATIVE (40 CPs Sem. All year. OS2.) *Ms Banu Moloney*

Students are taught to enhance their narrative family therapy skills, working with families from The Bouverie Centre's waiting list and the

student's own workplace. The emphasis is on gaining firsthand experience in the various aspects of advanced narrative family therapy practice and integrating clinical practice with the relevant theory. The subject is aimed at further refining conceptual and practical skills by live supervision as therapist and as a member of a reflecting team. The subject is conducted in small groups led by an experienced narrative family therapist supervisor.

Prerequisite: FTH40FTT, FTH40SCA.

Co-requisite: FTH40FTN.

Class requirements: one 4-hour clinical practice session per week.

Assessment: clinical assessment (pass/fail) (100%) based on established criteria as detailed in *The Bouverie Centre Postgraduate Diploma in Family Therapy Handbook*.

FTH40SCS SUPERVISED CLINICAL PRACTICE SYSTEMIC (40 CPs Sem. All year. OS2. Sl.) *Ms Banu Moloney*

Students are taught to enhance their systemic family therapy skills, working with families from The Bouverie Centre's waiting list and the student's own workplace. The emphasis is on gaining firsthand experience in the various aspects of advanced systemic family therapy practice and integrating clinical practice with the relevant theory. The subject is aimed at further refining conceptual and practical skills by live supervision as therapist and as a member of a reflecting team. The subject is conducted in small groups led by and experienced systemic family therapist supervisor.

Prerequisite: FTH40FTT, FTH40SCA.

Co-requisite: FTH40FTS.

Class requirements: one 4-hour clinical practice session per week.

Assessment: clinical assessment based on established criteria as per subject handbook (pass/fail) (100%).

FTH41GEN GENERAL THEORY AND PRACTICE (15 CPs Sem. I. OS2.) *Dr Ron Findlay, Dr Colin Riess*

The aim of this subject is to introduce students to the foundational theories of family therapy and family sensitive practice. Students will begin to apply this knowledge within their practice with families and couples.

Prerequisite: Applicants must have a degree in Medicine and be either psychiatrists, psychiatrists in training, psychiatric medical officers or general practitioners and medical specialists other than in psychiatry with a commitment to and experience in mental health practice.

Class requirements: one 3-hour seminar per week.

Assessment: one 15-minute oral presentation (40%), one 4,000-word written assignment (60%).

Recommended Reading:

Berg, I. K. *Family based services: a solution focussed approach*. Norton, NY, 1994.

Godding, G. *The history and principles of family therapy*. VAFT Publications, Melbourne, 1992.

Young, J. 'The loss of time in chronic systems: an introductory model for working with longer term conditions' in *ANZJFT*. Vol. 15., No. 2., pp73-80.

FTH41SSP SYSTEMIC SUPERVISION PRACTICE (15 CPs Sem. I. OS2.) *Ms Banu Moloney*

The practicum will cover: a) live supervision: as supervisor and as a member of a reflecting team; b) integration of theories of systemic supervision with various practices congruent within each framework through live supervision of supervision; c) focus on particular styles of working with supervisees from a number of systemic perspectives.

Co-requisite: FTH42TSS.

Class requirements: one 4-hour practicum per week.

Assessment: attendance and active participation through the process of engaging in live supervision (pass/fail) (100%).

Recommended Reading:

Carroll, M. *Counselling supervision theory, skills and practice*.

Cassell, 1996.

Flaskas, C. and Perlesz, A. *The therapeutic relationship in systemic therapy*. Karnac Books, 1996.

FTH41TSS THEORETICAL MODELS OF SYSTEMIC SUPERVISION (15 CPs Sem. I. OS2.) *Ms Banu Moloney*

This subject will cover models of family therapy supervision, dynamics of the supervision process, supervision ethics and values, and the use of 'reflecting teams process' in supervision. Topics within the models of family therapy supervision component will include structural and strategic supervision, core family therapy techniques, and modalities of supervision.

Co-requisite: FTH42SSP.

Class requirements: one 3-hour lecture per week.

Assessment: one 4,000-word essay (100%).

Recommended Reading:

Whiffen, R. and Byng-Hall, J. *Family therapy supervision*. Grune & Stratton, 1982.

Watkins Jr, C. E. *Handbook of psychotherapy supervision*. John Wiley & Sons, 1997.

Hughes, L. and Pengelly, P. *Staff supervision in a turbulent environment. Managing process and task in front line services*. Jessica Kingsley, 1997.

Hawkins, P. and Shohet, R. *Supervision in the helping professions*. Open University Press, 1989.

FTH42ASD APPLICATIONS SPECIFIC DIAGNOSES (15 CPs Sem. II. OS2.)

Dr Ron Findlay, Dr Colin Riess

In this subject students explore the applications of family therapy theory and practice as it relates to: a) specific DSMIV psychiatric diagnostic groups including eating disorders, schizophrenia and depression; and b) specific presenting problems in psychiatric practice including domestic violence, relationship conflict, youth suicidal risk, alcohol and substance abuse and the effects of gambling.

Prerequisite: FTH41GEN.

Class requirements: one 3-hour seminar per week.

Assessment: one 15-minute oral presentation (40%), one 4,000-word written assessment (60%).

Recommended Reading:

Gibney, P. 'Is there a place for psychiatric diagnosis in family therapy?' in *ANZJFT*. Vol. 11., No. 4., pp229-237.

Terkelsen, K. G. 'Schizophrenia and the family: II. Adverse effects of family therapy' in *Family Process*. Vol 22, 1983, pp191-200.

Goolishian, H. and Anderson, H. 'Strategy and intervention versus non-intervention: a matter of theory?' in *Journal of Marital and Family Therapy*. 18, pp5-15.

FTH42CTP SYSTEMIC CONSULTATION AND TRAINING PRACTICE (15 CPs Sem. II. OS2.) *Ms Banu Moloney*

To be a clinical member of Victorian Association of Family Therapists (VAFT) or its equivalent.

The practicum will cover planning and implementation of teaching exercises for teaching systemic theories and other related theories of clinical practice in family therapy. Students will explore styles of consultation and training. Students will be required to present two seminars on significant issues and dynamics in the practice of teaching and consultation.

Prerequisite: FTH42TSS, FTH42SSP.

Co-requisite: FTH41TCT.

Class requirements: one 4-hour practicum per week.

Assessment: one 45-minute seminar assessed by established criteria (pass/fail) (50%), one 45-minute teaching presentation assessed by established criteria (pass/fail) (50%).

Recommended Reading:

Liddle, M. A., Breunlin, D. C. and Schwartz, R. C. (eds) *Handbook of family therapy training and supervision*. Guildford, 1988.

Williams, A. *Visual and active supervision*. W.W. Norton & Co., 1995.

FTH42INT INTEGRATION: DEVELOP, DEFINE ETHICAL COMPETENT PRACTICE (15 CPs Sem. II. OS2.) *Dr Ron Findlay, Dr Colin Riess*

This subject will provide students with the opportunities to integrate family therapies in psychiatry. Students will learn to develop and define their own ethical and competent practice by the use of intensive exploration of video and live interviews. They will discuss current controversial theoretical issues and examine their social and ethical sequelae in regard to their own work. They will critically examine outcome and practice based research especially in regard to their own area and style of practice.

Prerequisite: FTH41GEN, FTH42ASD, FTH41APA.

Class requirements: one 3-hour seminar per week.

Assessment: one 15-minute oral presentation (40%), one 4,000-word written assignment (40%), log book (20%).

Recommended Reading:

White, W. 'A systems perspective on sexual exploitation of clients by professional helpers' in *Dulwich Centre Newsletter*. Dulwich Publications, 1993, nos 3 & 4., pp77-88.

Paterson, T. 'Leaving well alone: a systemic perspective on the therapeutic relationship' in Flaskas, C. and Perlesz, A. (eds).

The therapeutic relationship in family therapy. Karnac Books, 1996.

Sluzki, C. E. 'Process, structure and world views: towards an integrated view of systemic models in family therapy' in *Family Process*. Vol. 22, 1983, pp469-476.

FTH42TCT THEORETICAL MODELS OF SYSTEMIC CONSULTATION AND TRAINING (15 CPs Sem. II. OS2.) *Ms Banu Moloney*

To be a clinical member of Victorian Association of Family Therapists (VAFT) or its equivalent.

Theories of Systemic Family Therapy Training and Consultation will be taught covering: (a) adult learning theories in teaching and learning: i) strategies for teaching structural, strategic systemic, solution focused, family of origin, narrative, and constructivist theories of systemic practice; ii) feminist cultural and gender issues in training and consultation dynamics; (b) comparative differences in supervision, training and consultation etc.; (c) teaching in groups, use of group process, developing experiential exercises to teach family therapy theories and practices; (d) assessment and evaluation dynamics and techniques.

Prerequisite: FTH42TSS, FTH42SSP.

Co-requisite: FTH41CTP.

Quota: 24. This will take place through a selection process.

Class requirements: one 3-hour lecture per week.

Assessment: one 4,000-word essay (100%).

Recommended Reading:

Kaslow, F. W. *Supervision, consultation and staff training in the helping profession*. Jossey Bass, 1977.

FTH50MTH FAMILY THERAPY MINOR THESIS (60 CPs Sem. All year. OS2.)

Dr Amaryll Perlesz

The thesis should be a written presentation of a research project in family therapy or a theoretical contribution to the field. Students will commence work on their project at the beginning of the course when they begin to consider their research questions, methodology and critically review the family therapy research literature in their chosen area. In the second year of the Masters they will be supervised in the conducting and writing up of their research.

Prerequisite: FTH50QRM.

Class requirements: Regular contact with supervisor.

Assessment: one 18,000-word thesis (100%) to be assessed by two examiners, one of whom will be external to the University.

FTH50QRM QUALITATIVE RESEARCH METHODS (20 CPs Sem. All year. OS2.) *Dr Amaryll Perlesz*

This subject aims to provide students with the theoretical understanding and practice skills required to design and execute a small qualitative research project. Various qualitative research methods will be explored, including: participatory action research; grounded theory; narrative research; focus groups; feminist research; case studies; phenomenological and ethnographic approaches etc. Issues around critically reading the literature, developing research questions, selecting methodologies, sampling, data collection, in-depth interviewing, data analysis and interpretation, and reliability and validity will be addressed. Ethical issues and submitting research proposals to ethics committees, journal keeping, library skills and conventions for written presentation will also be covered.

Class requirements: one 1.5-hour seminar per week (plus additional fortnightly email postings of action research learnings).

Assessment: one 3,000-word methodology paper (55%), one draft 3,000-word literature review (30%), fortnightly email postings of action research learning (10%), one research proposal submitted to the relevant ethics committee (5%).

Recommended Reading:

Minichiello, V., Sullivan, G., Greenwood, K. and Axford, R.

Handbook for research methods in health sciences. Addison-Wesley Longman, Sydney, 1999.

Denzin, N. K. and Lincoln, Y. S. *Handbook of qualitative research*. Sage Thousand Oaks, 2nd edn, 2000.

Minichiello, V., Aroni, R., Timewell, E. and Alexander, L. *In-depth interviewing: principles, techniques analysis*. Longman: Melbourne, 1995.

Sprenkle, D. and Moon, S. M. *Research methods in family therapy*. Guilford Press: New York, 1996.

FTH50RDA RECENT DEVELOPMENTS IN FAMILY THERAPY A (20 CPs Sem. All year. OS2.) *Dr Jenny Dwyer*

This subject, in the format of a colloquium discussion, gives students the opportunity to take part in explorations of new developments in family therapy in company with experienced clinicians and researchers. Each week one of the participants, either a student or an experienced family therapist, will present their current 'work in progress'. Reference material pertinent to the discussion topic will be provided each week. Students are expected to keep up to date with current journal articles and other relevant published material.

Class requirements: one 1.5-hour seminar per week.

Assessment: one 5,500-word submitted journal article (60%), one 1-hour oral presentation (40%).

FTH50SAA SYSTEMIC APPROACHES – WORKING WITH TRAUMA & SEXUAL ABUSE (20 CPs Sem. All year. OS2.) *Dr Jenny Dwyer*

This subject highlights the experience and consequences of trauma from a systemic perspective. A range of concepts and interventions related to the treatment of trauma will be reviewed and critiqued and these will then be used to develop a systemic treatment approach. A major focus of the course is to assist students to deal with the complex dilemmas that arise when families are held as central to treatment. This will include managing the paradox that families may simultaneously be an important resource for healing, suffering their own vicarious victimisation, and yet be the site of the original trauma. Clinical and theoretical material addressing sexual abuse, family violence and other trauma will be utilised and students will be encouraged to apply this directly to their own work examples.

Class requirements: one 1.5-hour seminar per week (with additional minimum of 52 hours of clinical practice undertaken concurrently with the course).

Assessment: one 6,000-word essay (100%).

FTH50SAB SYSTEMIC APPROACHES – POSTMODERN FAMILY FORMATION (20 CPs Sem. All year. OS2.) *Dr Amaryll Perlesz*

This subject aims to provide students with a comprehensive understanding of theoretical, practical and research developments, and ethical issues in the field of couple therapy, with a particular emphasis on systematic approaches. Students will be expected to locate themselves and their personal beliefs, values, etc within a psycho-social and political critique that seeks to develop a language that is sensitive and respectful to the full diversity of the experiences of couples and couple therapy, systematic contributions to couple therapy (including cybernetic, attachment and transgenerational frameworks), developmental stages of couple relationships, separation and divorce, parenting, culture, gender, common parenting issues (finances, affairs, extended family), and unexpected parenting issues (e.g. trauma, violence, chronic illness, migration and so on).

Class requirements: one 1.5-hour seminar per week (with an additional minimum of 52 hours of clinical practice undertaken concurrently with the course).

Assessment: one 6,000-word essay (100%).

Recommended Reading:

Gilding, M. *Australian families: a contemporary perspective*. Longman, Melbourne, 1997.

Baker, M. *Families, labour and love*. Allen & Unwin, Sydney, 2001.

Bittman, M. and Pixley, J. *The double life of the family*. Allen & Unwin, Sydney, 1997.

FTH50SCF SUPERVISION IN FAMILY THERAPY (20 CPs Sem. All year. OS2.)

Ms Banu Moloney

In this second year subject, students are introduced to a variety of frameworks for understanding the processes of supervision in clinical

practice, and invites students to consider issues relevant to successful as well as those supervisory practices that pose challenges to effective practice. In the context of a small group, students also have supervised practice in working as a supervisor or consultant to a therapist. Students are alerted to the multi-directional nature of the reflective process between the therapist, supervisor, context and the family. Students are expected to be supervising or consulting to at least one other therapist in an on-going capacity.

Class requirements: one 1.5-hour seminar per week (with an additional minimum 26 hours of supervisory practice in the field (undertaken concurrently with the course).

Assessment: one 6,000-word essay (pass/fail) (100%).

Recommended Reading:

Liddle, M. A., Breunlin, D. C. and Schwartz, R. C. (eds) *Handbook of family therapy training and supervision*. Guildford, 1988.

Moloney, L., and Moloney, B. 'Personal relationships in systemic supervision' in Flaskas, C. and Perlesz, A. (eds)

The therapeutic relationship in systemic therapy. Karnac Books, 1996.

Carroll, M. *Counselling supervision: theory, skills and practice*.

Cassells, London, 1996.

FTH50SCP COUPLES THERAPY (20 CPs Sem. All year. OS2.) *Ms Banu*

Moloney

This subject aims to provide students with an appreciation of family diversity and a sound understanding of current trends in postmodern family formation. Students will explore the implications of culture, gender, sexuality, class and the therapeutic relationship in the application of systematic theory and practice in work with families and communities that experience marginalisation and discrimination with particular reference to gay and lesbian-led families. The intersections and tensions between therapeutic endeavour and socio-political, legal and advocacy contexts will be considered.

Class requirements: one 1.5-hour seminar per week (with an additional minimum of 52 hours of clinical practice with couples (undertaken concurrently with the course).

Assessment: one 6,000-word essay (100%).

FTH60THF FAMILY THERAPY PROFESSIONAL DOCTORATE THESIS (120

CPs Sem. All year. OSITE.) *Dr Amaryll Perlesz*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

FTH60THP FAMILY THERAPY PROFESSIONAL DOCTORATE THESIS (60

CPs Sem. All year. OSITE.) *Dr Amaryll Perlesz*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

FTH61CEA CLINICAL EVALUATION A (30 CPs Sem. I. OSITE.) *Dr Amaryll*

Perlesz

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision-making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

FTH62CEB CLINICAL EVALUATION A (30 CPs Sem. II. OSITE.) *Dr Amaryll*

Perlesz

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision-making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

HBS40RES RESEARCH PROJECT (60 CPs Sem. All year. B.) *Dr Andrew*

Bendrup

Students have the opportunity to conduct empirical research and submit a thesis in the field of human anatomy and physiology, medical sciences, biomechanics, ergonomics, biophysical sciences or prosthetics and orthotics. The thesis must include a survey of the literature pertinent to the areas of empirical investigation. Candidates may select the topic for the project after consultation with their supervisor and the subject co-ordinator.

Co-requisite: PHE41RMH, HBS41LIT.

Class requirements: regular consultation with supervisor and conduct of experimental investigation and related activities according to schedule determined by consultation with supervisor.

Assessment: one 10,000-12,000-word research thesis (80%), one 20-minute oral presentation of research findings (20%).

HBS41LIT LITERATURE REVIEW (30 CPs Sem. I. B.) *Dr Andrew Bendrup*

Students are provided with the opportunity to review and evaluate the literature in a field of human anatomy, physiology, medical sciences, biomechanics, ergonomics, biophysical sciences or prosthetics and orthotics. Candidates select the topic for review after consultation with their supervisor. Normally, the literature review involves areas of study broader than or substantially different from those of the research project (HBS40RES).

Co-requisite: PHE41RMH.

Class requirements: regular consultation with supervisor and participation in departmental seminar program.

Assessment: one 5,000-word literature review (80%), one 20-minute oral presentation of literature review (20%).

HBS50AES ADVANCED ERGONOMICS SEMINARS (30 CPs Sem. All year. B.)

Dr Wendy Macdonald

Not available in 2004.

HBS50AET APPLIED ERGONOMICS TECHNIQUES (30 CPs Sem. All year. B.)

Dr Owen Evans

Not available in 2004.

HBS50MIT MINOR THESIS IN ERGONOMICS (60 CPs Sem. All year. B.) *Dr*

Owen Evans

In this subject, students will plan and execute a program of empirical research under the supervision of an ergonomics staff member.

Prerequisite: HBS50AES, HBS50AET.

Class requirements: eight 1.5-hour seminars throughout the year as well as individual consultation with supervisor and independent study.

Assessment: one 20,000-word thesis (100%). Hurdle requirement: one 1-hour oral presentation and related brief written summary.

HCS40ADV ADVANCED SIGN LANGUAGE STUDIES (40 CPs Sem. All year.

B.) *Ms Berna Hutchins*

This highly practical subject aims to develop a student's communicative competence further in both receptive and productive skills. The subject will focus on different registers and discourse forms used in the language. The issue of language variation within the deaf community will be discussed.

Class requirements: one 4-hour seminar/lecture per week.

Assessment: four 15-minute oral tests (60%), eight class exercises equivalent to 1,400 words (10%), four 1-hour written examinations (30%).

Prescribed Reading:

Branson, J. (ed.) *Auslan 2 A Readings*. NIDS, La Trobe University, 2004.

Auslan 2 A Student video NIDS, La Trobe University, 2004.

Branson, J. (ed.) *Auslan 2 B Readings*. NIDS, La Trobe University, 2004.

Auslan 2 B Student video. NIDS, La Trobe University, 2004.

HCS40III ISSUES IN INTERPRETING (40 CPs Sem. All year. B.) *Professor*

Jan Branson

This subject is offered at fifth-year level also.

This subject aims to develop the theoretical, ethical, professional and practical skills required for effective interpreting between Auslan and English. The subject stresses the need for a coherent understanding of the social and cultural characteristics of the deaf community. Particular attention will be given to the various registers and discourse forms involved in effective interpreting.

Class requirements: one 3-hour lecture per week.

Assessment: two 4,500-word essays (100%).

Prescribed Reading:

Branson, J. (ed.) *Issues in interpreting reader*. NIDS, La Trobe University.

HCS40INT AUSTRALIAN SIGN LANGUAGE AND THE DEAF COMMUNITY

(40 CPs Sem. All year. B.) *Ms Berna Hutchins*

This subject is for those with no knowledge of the language and concentrates on developing the student's practical abilities in both the reception of an production of Australian sign language. The subject aims to give students a thorough grounding of the basic grammar and vocabulary used in communicative settings. The use of the language in its appropriate cultural and social context will be stressed.

Class requirements: one 4-hour seminar or lecture per week.

Assessment: four 15-minute oral tests (60%), eight class exercises equivalent to 1,400 words (10%), four 1-hour written examinations (30%).

Prescribed Reading:

Branson, J. (ed.) *Auslan 1 A Readings and workbook*. NIDS, La Trobe University, 2004.

Branson, J. (ed.) *Auslan 1 B Readings and workbook*. NIDS, La Trobe University, 2004.

Branson, J. et al. *Introduction to Auslan level 1*. NIDS, La Trobe University, 2nd edn, 1997.

Branson, J. et al. *Introduction to Auslan level 2*. NIDS, La Trobe University, 1995.

HCS40LEV LITERATURE EVALUATION (30 CPs Sem. All year. B.) *Dr Jacinta*

Douglas

Students independently select and answer a research question by surveying published material. Students will become familiar with literature research methods, information sources, note taking, and forming logical questions to arguments presented in the literature. Topic choice may be constrained by staff resources. Submission of a critical review on a selected topic is required.

Co-requisite: research methods course-work (as advised by Graduate Studies Committee).

Class requirements: regular consultations with supervisors (two hours per week) and attendance at postgraduate seminars.

Assessment: one 40-minute oral presentation (20%), one 5,500-word paper (80%).

Prescribed Reading:

Publication manual of the APA. American Psychological Association, 1994.

HCS40RCD READINGS IN HUMAN COMMUNICATION DISORDERS (15

CPs Sem. All year. B.) *Dr Jacinta Douglas*

Students undertake independent study of a particular subject area in human communication through readings and critical evaluation of the relevant literature. Candidates select a field of study after consultation with their supervisor, submit an annotated bibliography and prepare an oral presentation.

Class requirements: regular consultations with supervisors and attendance at postgraduate seminars.

Assessment: one 1,500-word annotated bibliography (25%), ability to review, interpret and analyse critical issues in the field (35%), one 45-60-minute oral presentation (40%).

HCS40RTH RESEARCH THESIS (60 CPs Sem. All year. B.) *Dr Jacinta*

Douglas

Students complete empirical work or a research essay that involves critical analysis of a significant and substantial body of knowledge in the field of human communication. This may involve preliminary work towards a masters thesis (and may address aspects preparatory to the larger thesis study), or a separate but related topic. This thesis must include a report of a thorough literature survey. This project is conducted under the supervision of the candidate's supervisor. It is a requirement that all students obtain an ethics approval before collecting data.

Co-requisite: HCS50RCD and PHE42HRE.

Class requirements: regular consultations with supervisors (two hours per week) and attendance at student presentations.

Assessment: one 30-minute presentation of a thesis proposal (equivalent to 3,000 words) (20%), one 12,000-15,000-word final written report (80%). Hurdle requirement: attendance at a minimum of six postgraduate seminars.

Recommended Reading:

Hedge, M. N. *Clinical research in communication disorders*. College-Hill Press, 1987.

Publication Manual of the APA American Psychological Association, 1994.

HCS41AND ADULT NEUROGENIC DYSPHAGIA (15 CPs Sem. I. B.)

Professor Alison Perry

Not available in 2004.

HCS41CDY CORE DYSPHAGIA (15 CPs Sem. I. B.) *Professor Sheena Reilly*

Not available in 2004.

HCS41DHI BI-LINGUAL/BI-CULTURAL TEACHING FOR DEAF &

HEARING STUDENTS (20 CPs Sem. I. B.) *Professor Jan. Branson*

This subject explores current philosophies in the education of deaf and hearing impaired students, including oral education, total communication and a bilingual/bicultural approach. These different education methodologies are discussed from an international perspective. The impact of educational practices on a linguistic and cultural minority are examined from both western and non-western view points. This will be related to the development of curricula and pedagogical principles. Students may choose to focus on primary, secondary or tertiary levels.

Class requirements: one 3-hour seminar per week.

Assessment: one 20-minutes class presentation in Auslan (40%), one 3,500-word essay (60%).

Prescribed Reading:

Hoffman, C. *An introduction to bilingualism*. Longman, 1991.

Ahlgren, I. and Hyttenstam, K. (eds) *Bilingualism in deaf education*.

International studies on sign language and communication of the deaf. vol. 27 Hamburg, signum, 1994.

Brill, R. G. *Education of the deaf: administrative and professional developments*. Washington, Gallaudet College Press, 2nd edn, 1974.

Lane, H. (ed.) *The deaf experience: classics in language and education*. Harvard University Press, 1984.

HCS41DSA DEAF STUDIES A (20 CPs Sem. I. B.) *Ms Anne Bremner*

This subject critically examines the emergence of the deaf community in Australia and its development out of the colonisation of Australia. It examines the very beginnings of that community from the arrival of the first deaf person in Australia on the Second Fleet and the establishment of schools of the deaf in the 19th century to the community today. It traces the historical origins of linguistic and educational ideas that the early members of the community brought with them to Australia. Topics studied include the impact of spoken and written languages on the development of Auslan and other signing systems, finger spelling systems from the Middle Ages, and a comparison of western and Asian signing communities.

Class requirements: one 4-hour seminar per week.

Assessment: two 15-minute oral tests (40%), one 2-hour examination (40%), four class exercises equivalent to 1200 words (20%).

Prescribed Reading:

Branson, J. (ed.) *Readings*. NIDS, La Trobe University, 2004

Recommended Reading:

Lane, H. *When the mind hears: a history of the deaf*. Penguin Books, 1984.

HCS41ENT EAR, NOSE AND THROAT DYSPHAGIA (15 CPs Sem. I. B.)

Professor Alison Perry

Not available in 2004.

HCS41LCA LANGUAGE AND CULTURAL STUDIES A (20 CPs Sem. I. B.) Ms

Anne Bremner

Auslan, the native sign language of the deaf in Australia, has been designated a community language, enabling it to be taught in schools. In this subject, students will look at the sociolinguistic culture of deaf communities and its impact on the nature of schooling and experiences of deaf students. Students examine the history and development of deaf education in the west, the study of deaf culture and the nature of deaf communities in Australia, Europe and Asia in the 18th and 19th centuries. Students will also examine the historical origins of the linguistic elements of Auslan. This subject is taught in Australian sign language.

Class requirements: one 4-hour seminar or lecture per week.

Assessment: four class exercises equivalent to 1200 words (20%), two 15-minutes oral tests (40%), one 2-hour examination (40%).

Prescribed Reading:

Branson, J. (ed.) *Readings*. NIDS, La Trobe University, 2004.

HCS41LND BI-LINGUAL EDUC-LITERACY & NUMERACY DEVELOPMENT FOR DEAF/HEARING IMPAIRED STUDENTS (20 CPs Sem. I. B.) Professor

Jan Branson

This subject explores the way deaf and hearing impaired students can achieve equal educational outcomes to hearing students through a bilingual/bicultural approach. Classes will examine the pedagogical processes involved in developing the metalinguistic skills necessary for students to acquire the conceptual framework essential for literacy and numeracy.

Class requirements: one 3-hour seminar per week.

Assessment: one 20-minutes class presentation in Auslan (40%), one 3,500-word essay (60%).

Recommended Reading:

Mace, J. *Talking about literacy*. Routledge, 1992.

HCS41PSL PERSPECTIVES ON SIGN LANGUAGE TEACHING (20 CPs Sem.

I. B.) Professor Jan Branson

The subject examines the major issues in the development of an appropriate content and methodology for sign language teaching at the primary and post primary level. The subject examines the social context of LOTE teaching and the relationship between LOTE and other curriculum areas. A basis for P-12 programming will be developed.

Incompatible subject: HCS42PSL.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Kalantzis, M. et al. *Minority languages and dominant culture*. The Falmer Press, 1989.

Clyne, M. *Multilingual Australia*. River Seine Press, Melbourne, 1982.

HCS41SLE SIGN LANGUAGE EDUCATION AND THE NATURE OF LANGUAGE (20 CPs Sem. I. B.) Professor Jan Branson

This subject deals with theories of language development that contribute to theoretically coherent approaches to the teaching and using of sign language in the classroom. The following topics are included in the subject's concerns: mother tongue development, second and foreign language development; language in the classroom including the implications of literacy development for sign language. Students are also encouraged to nominate specific topics in language education that they wish to have included within the broad range of the subject's concerns.

Class requirements: one 3-hour seminar per week.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Yule, G. *The study of language*. CUP, 1985.

HCS41SLL SOCIOLINGUISTICS OF NON-LITERATE LANGUAGES (20 CPs

Sem. I. B.) Professor Jan Branson

This subject is offered at fifth-year level also. The relationship between Australian sign language (Auslan) and the socio-cultural characteristics of the Australian deaf community is examined with a view to understanding the relationship between language and the effective education of the deaf. Students are introduced to current research in sign languages throughout the world.

Prerequisite: working knowledge of Auslan.

Class requirements: one 3-hour seminar or workshop per week.

Assessment: one 3,000-word essay (40%), two 750-word exercises (40%), two class exercises (total equivalent to 1500 words) (10%), participation in seminars (10%).

Recommended Reading:

Roumaine, S. *Bilingualism*. Basil Blackwell, 1989.

Mulhauser, P. *Pidgin and Creole linguistics*. Basil Blackwell, 1986.

Fasold, R. *Sociolinguistics of language*. Basil Blackwell, 1990.

HCS42ADY ADVANCED DYSPHAGIA (15 CPs Sem. II. B.) Professor Alison

Perry

Not available in 2004.

HCS42ALL ANALYSING LOTE LEARNER LANGUAGE (AUSLAN) (20 CPs

Sem. II. B.) Professor Jan Branson

This subject is designed to equip LOTE teachers with the ability to analyse the language learning abilities and needs of their students. Intensive case study method is used to enable teachers to compare different samples of students' language. Students will be introduced to a variety of techniques to assist with language analysis. The case study will focus on providing a framework within which Auslan teachers can analyse sign language.

Class requirements: one 3-hour lecture per week.

Assessment: four class exercises, total equivalent to 2,200 words (40%), one 15-minute oral test (30%), one 2-hour examination (30%).

Recommended Reading:

Lund, N. J. *Assessing children's language in naturalistic setting*. Prentice Hall, 1980.

Riviers, C. (ed.) 'Communicative competence approaches to language proficiency assessment: research and application' in *Multilingual Matters*. Clevedon, 1984.

Tannen, D. (ed.) *Spoken and written language: exploring orality and literacy*. Ablex Publishing Corporation, 1982.

HCS42DHI BI-LINGUAL/BI-CULTURAL TEACHING FOR DEAF & HEARING STUDENTS (20 CPs Sem. II. B.) Professor Jan Branson

This subject explores current philosophies in the education of deaf and hearing impaired students, including oral education, total communication and a bilingual/bicultural approach. These different education methodologies are discussed from an international perspective. The impact of educational practices on a linguistic and cultural minority are examined from both western and non-western view points. This will be related to the development of curricula and pedagogical principles. Students may choose to focus on primary, secondary or tertiary levels.

Class requirements: one 3-hour seminar per week.

Assessment: one 20-minutes class presentation in Auslan (40%), one 3,500-word essay (60%).

Prescribed Reading:

Hoffman, C. *An introduction to bilingualism*. Longman, 1991.

Brill, R. G. *Education of the deaf: administrative and professional developments*. Washington: Gallaudet College Press, 2nd edn, 1974.

Lane, H. (ed.) *The deaf experience: classics in language and education*. Harvard University Press, 1984.

HCS42DSB DEAF STUDIES B (20 CPs Sem. II. B.) Ms Anne Bremner

In this subject, students will examine the structures of signs and sequences from a linguistic perspective. Students will explore the theme of sign language universals, focusing on how sign languages develop grammatical structures that are linked to the visual-spatial dimension in which these languages operate. Specific topics examined are space and grammars; incorporating pronominalisation, verb

inflection, role shift and time marking, classifiers, non-manual markers and sign order.

Class requirements: one 4-hour seminar per week.

Assessment: four class exercises equivalent to 1200 words (20%), two 15-minute oral tests (40%), one 2-hour examination (40%).

Prescribed Reading:

Branson, J. (ed.) *Readings*. NIDS, La Trobe University, 2004

Recommended Reading:

Fischer, R. and Lane, H. *Looking back*. Signum Press, Hamburg, 1993

Woll, B. and Sutton-Spence, R. *The linguistics of British Sign Language: an introduction*. Cambridge University Press, 1999.

HCS42LCB LANGUAGE AND CULTURAL STUDIES B (20 CPs Sem. II. B.) Ms

Anne Bremner

In this subject, students continue the study of Deaf Culture, in particular students will investigate current debates about bilingualism in education, and their relevance for our understanding of the educational needs of the deaf are explored. This includes discussion of the debates about different modes of communication in the education of the deaf, as well as the relative value of Auslan and signed English. The subject will explore the representation of the deaf in the arts, media and literature. This subject is taught in Australian Sign Language.

Class requirements: one 4-hour seminar or lecture per week.

Assessment: four class exercises equivalent to 1200 words (20%), two 15-minute oral tests (40%), one 2-hour examination (40%).

Prescribed Reading:

Branson, J. (ed.) *Readings*. NIDS, La Trobe University, 2004.

HCS42LND BI-LINGUAL EDUC-LITERACY & NUMERACY DEVELOPMENT FOR DEAF/HEARING IMPAIRED STUDENTS (20 CPs Sem. II. B.) Professor

Jan Branson

See HCS41LND for full subject details.

HCS42PDY PAEDIATRIC DYSPHAGIA (15 CPs Sem. II. B.) Professor Sheena

Reilly

Not available in 2004.

HCS42PEL PRACTICAL EXPERIENCE IN LOTE TEACHING (AUSLAN) (20

CPs Sem. II. B.) Professor Jan Branson

This subject has two main components, observation and practical experience in teaching a language other than English and program development for specific groups of students learning that language. Occasional workshops may be conducted to support these components, but the work of the subject is mainly undertaken on location in the teacher's language classroom.

Class requirements: minimum of 45 days of supervised teaching practice.

Assessment: 22 hours of satisfactory teaching experience (50%) school based report and a report from lecturer based on at least two visits to observe student teaching, satisfactory lesson plans and curriculum based on the teaching experience (equivalent to 3,000 words) (50%).

Recommended Reading:

Anderson, A. et al. *Teaching talk: strategies for production and assessment*. Cambridge UP, 1984.

Brown, G. and Yule, G. *Teaching the spoken language*. Cambridge UP, 1983.

Ministry of Education. *The LOTE framework P-10*. Curriculum Branch, 1988.

Loveday, L. *The sociolinguistics of learning and using a non-native language*. Pergamon, 1982.

HCS42PSL PERSPECTIVES ON SIGN LANGUAGE TEACHING (20 CPs Sem.

II. B.) Professor Jan Branson

The subject examines the major issues in the development of an appropriate content and methodology for sign language teaching at the primary and post primary level. The subject examines the social context of LOTE teaching and the relationship between LOTE and other curriculum areas. A basis for P-12 programming will be developed.

Incompatible subject: HCS41PSL.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Kalantsis, M. et al. *Minority languages and dominant culture*. The Falmer Press, 1989.

Clyne, M. *Multilingual Australia*.

River Seine Press, Melbourne, 1982.

HCS42RNL RESEARCHING NATURAL LANGUAGES (20 CPs Sem. II. B.)

Professor Jan Branson

This subject is offered at fifth-year level also. Students examine the theoretical and methodological issues involved in studying a natural language which does not have a written form but which is now recognised as a viable language of instruction in Australian schools. Issues concerned with the cultural context in which the language has developed are discussed.

Prerequisite: a working knowledge of Auslan.

Class requirements: one 3-hour seminar or workshop per week.

Assessment: one 3,000-word essay (40%), two 750-word exercises (40%), two class exercises total equivalent to 600 words (10%), participation in seminars (10%).

Prescribed Reading:

Le Page, R. B. and Tabouret-Keller, A. *Acts of identity*. Cambridge University Press, 1985.

Milroy, L. *Observing and analysing natural language*. Oxford: Basil Blackwell, 1987.

HCS50III ISSUES IN INTERPRETING (40 CPs Sem. All year. B.) Professor

Jan Branson

See HCS40III for full subject description.

HCS50RCG CLINICAL RESEARCH GUIDELINE IN SPEECH PATHOLOGY

(30 CPs Sem. All year. B.) Dr Christine Bracy, Ms Tanya Serry

HCS50RCG and HCS50RPR are alternative components of the second year research unit in the Master of Speech Pathology. Students only complete one of the subjects. Students explore a chosen topic area utilising literature from a variety of research methodologies. Students will develop skills in critical appraisal of the literature with a strong focus on principles of Evidence Based Practice. Students use the topic of their literature evaluation completed in HCS50RLE to develop and produce a related clinical practice guideline (CPG). The CPG outlines best practice for the assessment and treatment of communication skills and/or swallowing for a particular client population and discusses future research needs and directions.

Prerequisite: HCS51NCP, HCS52BCP, HCS50RLE.

Co-requisite: HCS50TIM.

Incompatible subject: HCS50RPR.

Class requirements: two 2-hour tutorials per semester, regular consultations with supervisor/s and attendance at two research colloquia and student seminars.

Assessment: one 20-minute individual class presentation (20%), one 8,000-word clinical practice guideline essay (80%).

Recommended Reading:

Bury, T. and Mead, J. (eds) *Evidence based health care: a practical guide for therapists*. Oxford: Butterworth Heinemann, 1998.

Greenhalgh, T. *How to read a paper*. 2nd edn, BMJ Books, London, 2001.

McLeod, S. 'How to review a mountain of literature' in *Australian Communication Quarterly*. 4(1), pp18-20, 2002.

HCS50RLE HUMAN COMMUNICATION SCIENCES RESEARCH:

LITERATURE EVALUATION (30 CPs Sem. All year. B.) Dr Miranda Rose

In this subject students select a research question and critically review the literature on their selected topic. HCS50RLE is the first component of the research unit in the Masters level speech pathology curriculum which utilises Problem-Based Learning (PBL). In conjunction with an academic staff supervisor, students complete a written literature review, state the broad research question/s and delineate appropriate research approaches for the question/s. Students become familiar with literature research methods and information sources.

Co-requisite: HCS51NCP, HCS52BCP.

Class requirements: twelve hours of small group meetings, regular consultations with supervisor/s, and attendance at research colloquia and student seminars.

Assessment: one 7,500-word literature review (100%) Hurdle requirement: satisfactory completion of a seminar presentation.

HCS50RPR HUMAN COMMUNICATION SCIENCES RESEARCH: PROJECT(30 CPs Sem. All year. B.) *Dr Miranda Rose*

In this subject students refine the research question and broad research approach they developed in HCS50RLE and implement the research design. Depending on the question posed, the methods used in the project may be quantitative and/or qualitative and involve one or more of literature evaluation with meta-analysis, empirical or experimental study, inferential or theoretical work or surveys. The subject consists mainly of pilot work and data collection, data analysis, seminar preparation and presentation and writing of a minor thesis. HCS50RPR is the second component of the research unit in the Masters level speech pathology curriculum which utilises Problem-Based Learning (PBL).

Prerequisite: HCS52BCP, HCS51NCP, HCS50RLE.

Co-requisite: HCS50TIM.

Class requirements: twelve hours of small group meetings, regular consultations with supervisor/s and attendance at research colloquia and student seminars.

Assessment: one 15,000-word minor thesis (100%) approximately 7,500 words of the thesis are written in first year in HCS50RLE.

HCS50TIM THERAPEUTIC INTERVENTION AND MANAGEMENT (50 CPsSem. All year. B.) *Dr Jacinta Douglas*

In this subject students describe and apply the principles of intervention and case management for clients with disorders of communication (speech, language, voice and fluency) and swallowing. HCS50TIM is the third component of the Masters level speech pathology curriculum which utilises Problem-Based Learning (PBL). Based on assessment information and client observation, intervention strategies and management plans are formulated. Students interpret and respond to behaviour within therapeutic interactions and provide rationales for clinical decision making. They also demonstrate knowledge of the professional role of speech pathologists in an interdisciplinary team and describe the impact of social and cultural issues on service provision.

Prerequisite: HCS51NCP, HCS52BCP, HCS53PPR.

Class requirements: two 2-hour PBL tutorials, two 2-hour lectures and two 2-hour skill classes per week.

Assessment: one 2,000-word assignment (10%), three 30-minute oral examinations (30%), two 3-hour written examinations (60%),

HCS51FWA FIELD WORK PRACTICUM A (20 CPs Sem. I. B.) *Professor Jan**Branson*

This subject allows students to design and carry out a project involving field research. Students will explore issues such as the selection of subjects, procedures for data collection, analysis and interpretation of data within the context of their chosen field. Students proposing to enrol in this subject should discuss this first with their proposed supervisor.

Class requirements: students are required to consult with their supervisor at least four times during the semester.

Assessment: one 5,000-word essay (100%).

HCS51IDS ISSUES IN DEAF STUDIES (20 CPs Sem. I. B.) *Professor Jan**Branson*

This subject is available only to Masters candidates majoring in Auslan.

The subject is one of a group of three which specialise in sign language and deaf culture. The other two are Sociolinguistics of Non-Literate Languages and Researching Natural Language. Students develop an awareness of key issues facing a minority group culture in multicultural Australia today. Topics such as the role of education, variations of language use within the community and the role of poetry and theatre in developing community identity are examined. Students need a reasonable level of communicative competence in Auslan in order to participate fully in the course.

Prerequisite: HCS40INT or HCS12ANB or proven signing ability.

Class requirements: one 3-hour seminar or workshop per week.

Assessment: one 3,000-word essay (40%), two 750-word exercises (40%), class exercises (10%), seminar participation (10%).

Recommended Reading:

Gregory, S. and Hartley, B. *Constructing deafness*. Open University Press, London.

Lucas, C. *The sociolinguistics of the deaf community*. New York Academic Press, Harcourt, Brace and Jovanovich, 1989.

HCS51MTA MINOR THESIS A (30 CPs Sem. I. B.) *Professor Jan Branson*

This subject is available only to students undertaking a Masters by coursework with thesis. This semesterised subject represents half of a minor thesis.

Candidates conduct a research program and write a thesis that investigates a specific problem or area. The thesis should demonstrate the student's ability to conduct a systematic research project that shows an awareness of a limited body of literature and control of an appropriate research methodology. It should reveal a critical approach to the relevant field and the methodology used. A minor thesis may be conceptual, empirical or exploratory in its approach. The content and methodology of the thesis must be negotiated with and approved by a supervisor. Candidates should begin the process of finding a supervisor before their minor thesis enrolment commences.

Class requirements: regular consultation with supervisory staff.

Assessment: one 15,000-20,000-word minor thesis (100%).

HCS51NCP NORMAL COMMUNICATION PROCESSES (25 CPs Sem. I. B.)*Dr Jacinta Douglas*

In this subject students describe the principles and mechanisms underlying normal communication and swallowing. HCS51NCP is the first component of the Masters level speech pathology curriculum which utilises Problem-Based Learning (PBL). Students acquire knowledge and skills from the process of working toward the understanding and resolution of problems illustrating the basic sensory, perceptual, and executive processes underlying nervous system-behaviour relationships, the structural and functional components of communication and swallowing, and the principles of professional practice. The roles of communication in personal development and human relationships and the relationship between culture and communication are explored through problem resolution.

Class requirements: two 2-hour PBL tutorials, two 2-hour lectures and two 2-hour skill classes per week for 12 weeks.

Assessment: one 1,000-word assignment (20%), one 2-hour examination (60%), one 1,000-word clinical experience report (20%).

HCS51RCA READING COURSE A (20 CPs Sem. I. B.) *Professor Jan**Branson*

Under special circumstances, individual reading courses may be arranged. These require the formal approval of the Director of NIDS.

Class requirements: Students develop a program of work in consultation with the subject co-ordinator.

Assessment: one literature search (20%), one 3,000-word essay (40%), two 750-word exercises (40%).

HCS51RCC READING COURSE C (20 CPs Sem. I. B.) *Professor Jan**Branson*

Under special circumstances, individual reading courses may be arranged. These require the formal approval of the Director of NIDS.

Class requirements: Students develop a program of work in consultation with the course co-ordinator.

Assessment: one literature search (20%), one 3,000-word essay (40%), two 750-word exercises (40%).

HCS51RPA RESEARCHING GOOD PRACTICE A (20 CPs Sem. I. B.)*Professor Jan Branson*

This subject is designed to assist students undertaking research into professional practice in their field. Students develop a research question and select from a number of research models the best means of answering it. Students proposing to enrol in this subject should discuss this first with their proposed supervisor.

Class requirements: students are required to consult with their supervisor at least four times during the semester.

Assessment: one 6,000-6,500-word essay (100%).

HCS51SLL SOCIOLINGUISTICS OF NON-LITERATE LANGUAGES (20 CPsSem. I. B.) *Professor Jan Branson*

See HCS41SLL for full subject description.

HCS52APP ADVANCED PROFESSIONAL PRACTICE (40 CPs Sem. II. B.) *Dr**Christine Bracy, Ms Tanya Serry*

In this subject students are involved in a range of clinical experiences.

This clinical placement emphasises the development of independent management of clients who demonstrate disorders in the component processes of communication (speech, language, voice and fluency) and disorders in the process of swallowing. Students experience the real working environment under the supervision of qualified speech pathologists. Students may attend more than one clinic and are expected to participate in a variety of professional activities reflecting the Competency-Based Occupational Standards for Speech Pathologists. Students participate in feedback and discussion sessions with their clinical supervisors.

Prerequisite: HCS51NCP, HCS53PPR.

Co-requisite: HCS50TIM, HCS52BCP.

Class requirements: eight 3.5-hour clinical sessions per week and one 2-hour group feedback session per week for eleven weeks.

Assessment: continuous competency-based evaluation as specified in the *HCS Clinic Handbook*, 2004 (100%).

Prescribed Reading:

Speech Pathology Australia. *Competency-based occupational standards for speech pathologists*. Melbourne, Australia, 2001. School of Human Communication Sciences. *HCS Clinic Handbook*. La Trobe University, 2004.

HCS52BCP BREAKDOWN IN COMMUNICATION PROCESSES (45 CPs Sem. II. B.) *Dr Jacinta Douglas*

In this subject students describe the mechanisms and consequences of breakdown in the processes of communication (speech, language, voice and fluency) and swallowing. HCS52BCP is the second component of the Masters level speech pathology curriculum that utilises Problem-Based Learning (PBL). Students acquire knowledge and skills from the process of describing, evaluating and diagnosing communication and swallowing problems. Factors that influence prognosis for clients with communication disorders and factors that prevent communication breakdown are identified. Students observe and demonstrate differing methods of assessment and explain the impact of communication and swallowing disorders on self and society.

Prerequisite: HCS51NCP.

Class requirements: two 2-hour PBL tutorials, two 2-hour lectures and two 2-hour skill classes per week for 18 weeks.

Assessment: one 1,000-word assignment (15%), two 30-minute oral examinations (20% each), one 2-hour written examination (30%), one 1,500-word clinical experience report (15%).

HCS52FWB FIELD WORK PRACTICUM B (20 CPs Sem. II. B.) *Professor Jan Branson*

This subject allows students to design and carry out a project involving field research. Students will explore issues such as the selection of subjects, procedures for data collection, analysis and interpretation of data within the context of their chosen field. Students proposing to enrol in this subject should discuss this first with their proposed supervisor.

Class requirements: students are required to consult with their supervisor at least four times during the semester.

Assessment: to be negotiated with supervisor (100%).

HCS52IST INTEGRATION STUDIES (20 CPs Sem. II. B.) *Professor Jan Branson*

This subject examines the way groups of people are labelled disabled and become isolated from mainstream society. It considers the socio-cultural processes which have brought this about, and in particular, the dominance of a scientific medical model that justifies unequal access to life. The current policy of integration and the oppression of sign language through education is critically examined.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Pardo, V. (ed.) *Integration studies reader*. NIDS, La Trobe University.

HCS52MTB MINOR THESIS B (30 CPs Sem. II. B.) *Professor Jan Branson*

See HCS51MTA for full subject description.

This is the second semester of the minor thesis enrolment.

HCS52RCB READING COURSE B (20 CPs Sem. II. B.) *Professor Jan Branson*

See HCS51RCA for full subject description.

HCS52RCD READING COURSE D (20 CPs Sem. II. B.) *Professor Jan Branson*

See HCS51RCC for full subject description.

HCS52RNL RESEARCHING NATURAL LANGUAGES (20 CPs Sem. II. B.) *Professor Jan Branson*

See HCS42RNL for full subject description.

HCS52RNL RESEARCHING NATURAL LANGUAGES (20 CPs Sem. II. B.) *Professor Jan Branson*

See HCS42RNL for full subject description.

HCS52RPB RESEARCHING GOOD PRACTICE B (20 CPs Sem. II. B.) *Professor Jan Branson*

See HCS51RPA for full subject description.

HCS53APP ADVANCED PROFESSIONAL PRACTICE (40 CPs Sem. Summer. B.) *Dr Christine Bracy, Ms Tanya Serry*

In this subject students are involved in a range of clinical experiences. This clinical placement emphasises the development of independent management of clients who demonstrate disorders in the component processes of communication (speech, language, voice and fluency) and disorders in the process of swallowing. Students experience the real working environment under the supervision of qualified speech pathologists. Students may attend more than one clinic and are expected to participate in a variety of professional activities reflecting the Competency-Based Occupational Standards for Speech Pathologists. Students participate in feedback and discussion sessions with their clinical supervisors.

Prerequisite: HCS51NCP, HCS52BCP, HCS53PPR, HCS50TIM.

Class requirements: eight 3.5-hour clinical sessions per week and one 2-hour group feedback session per week for eleven weeks.

Assessment: continuous competency-based evaluation as specified in the *HCS Clinic Handbook*, 2004 (100%).

Prescribed Reading:

Speech Pathology Australia. *Competency-based occupational standards for speech pathologists*. Melbourne, Australia, 2001. School of Human Communication Sciences. *HCS Clinic Handbook*. La Trobe University, 2004.

HCS53PPR PROFESSIONAL PRACTICE (20 CPs Sem. Summer. B.) *Dr Christine Bracy, Ms Tanya Serry*

In this subject students are involved in clinical experiences that emphasise the assessment, description and diagnosis of clients who demonstrate disorders in the component processes of communication (speech, language, voice and fluency) and disorders in the process of swallowing. Students experience the real working environment under the supervision of qualified speech pathologists. Students may attend more than one clinic and are expected to participate in feedback and discussion sessions with their clinical supervisors.

Prerequisite: HCS51NCP, HCS52BCP.

Class requirements: eight 3.5-hour clinical sessions per week and one 2-hour group feedback session per week for four weeks.

Assessment: continuous competency-based evaluation as specified in the *HCS Clinic Handbook*, 2004 (100%).

Prescribed Reading:

Speech Pathology Australia. *Competency-based occupational standards for speech pathologists entry level*. Melbourne, Australia, 2001. School of Human Communication Sciences. *HCS Clinic Handbook*. La Trobe University, 2004.

HCS60THF HUMAN COMMUNICATION SCIENCES PROFESSIONAL DOCTORATE THESIS (120 CPs Sem. All year. B.) *Dr Jacinta Douglas*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisors.

Assessment: one 40,000-50,000-word thesis (100%).

HCS60THP HUMAN COMMUNICATION SCIENCES PROFESSIONAL DOCTORATE THESIS (60 CPs Sem. All year. B.) Dr Jacinta Douglas

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisors.

Assessment: one 40,000-50,000-word thesis (100%).

HCS61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) Dr Jacinta Douglas

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one 30-minute seminar presentation and seminar or conference paper equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

HCS62CEB CLINICAL EVALUATION B (30 CPs Sem. II. B.) Dr Jacinta Douglas

See HCS61CEA for full subject description.

MID41CTB CHALLENGES TO BIRTH IN MIDWIFERY PRACTICE (20 CPs Sem. I. B., BE., OSITE.) B: Ms Margaret Pszczolkowski, BE: Ms Jenny Cameron Not available in 2004.

MID41MOA LOW RISK MOTHER AND BABY IN MIDWIFERY PRACTICE (20 CPs Sem. I. B., BE., OSITE.) B: Ms Christine Thompson, BE: Ms Lynne Callaghan

This subject deals with the care of the woman and her baby following birth. Emphasis is on the normal physiological and psychosocial adaptation of the woman and her baby. In this subject students will study infant feeding, promotion and establishment of breastfeeding and an understanding of the conditions associated with the neonate following birth.

Class requirements: one 3-hour lecture (weeks 1-10) and a flexible learning package of 22 hours equivalent to 1.5 hours of class contact per week plus 123 hours (17 days) clinical. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,500-word written assignment (60%), one 2-hour written examination (40%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject

Recommended Reading:

Enkin, M., Kierse, M., Neilson, J., Crowther, C., Duley, L., Hodnett, E. and Hofmeyr, J. *A guide to effective care in pregnancy and childbirth*. Oxford University Press, 2000.
Bennett, V. R. and Brown, L. K. (eds) *Myles textbook for midwives*. 14th edn, Churchill Livingstone, Edinburgh, 1999.
Page, L. *The new midwifery: science and sensitivity in practice*. Churchill Livingstone, Edinburgh, 2000.

MID41MOB HIGH RISK MOTHER AND BABY IN MIDWIFERY PRACTICE (20 CPs Sem. I. B., BE., OSITE.) B: Dr Helen McLachlan, BE: Ms Lynne Callaghan Not available in 2004.

MID41NOB NORMAL BIRTH IN MIDWIFERY PRACTICE (20 CPs Sem. I. B., BE., OSITE.) B: Ms Margaret Pszczolkowski, BE: Ms Lynne Callaghan
In this subject students will explore the premise that childbirth is a normal process. Students will be provided with the opportunity to study normal birthing and the theoretical basis for the midwife's work with the woman and her in the delivery of the necessary supervision, care and guidance during labour and the first post-partum days, including assessment of the newborn baby.

Class requirements: one 3-hour lecture (weeks 1-10) and a flexible learning package of 22 hours equivalent to 1.5 hours of class contact per week plus 123 hours (17 days) clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word written assignment (40%), one 3-hour written examination (60%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Recommended Reading:

Enkin, M., Kierse, M., Neilson, J., Crowther, C., Duley, L., Hodnett, E. and Hofmeyr, J. *A guide to effective care in pregnancy and childbirth*. Oxford University Press, 2000.
Bennett, V. R. and Brown, L. K. (eds) *Myles textbook for midwives*. 14th edn, Churchill Livingstone, Edinburgh, 1999.
Page, L. *The new midwifery: science and sensitivity in practice*. Churchill Livingstone, Edinburgh, 2000.

MID41PES PERSPECTIVES IN MIDWIFERY PRACTICE (20 CPs Sem. I. B., BE., OSITE.) B: Ms Helen McLachlan, BE: Ms Lynne Callaghan

In this subject students will be assisted to review the historical underpinnings of midwifery practice from a national and international perspective. Issues such as cultural factors and pre-pregnancy issues will be explored alongside the care and support of the pregnant woman in a variety of models of care giving. Students will be assisted to develop knowledge about pregnancy, which encompasses the normal and complicated aspects of pregnancy, psychological midwifery aspects and promotion of health in childbearing women.

Class requirements: one 3-hour lecture (weeks 1-10) and a flexible learning package of 22 hours equivalent to 1.5 hours of class contact per week plus 123 hours clinical practicum (17 days) approximately. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour written examination (60%), one 2,500-word written assignment (40%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Recommended Reading:

Enkin, M., Kierse, M., Neilson, J., Crowther, C., Duley, L., Hodnett, E. and Hofmeyr, J. *A guide to effective care in pregnancy and childbirth*. Oxford University Press, 2000.
Bennett, V. and Brown, L. *Myles textbook for midwives*. 14th edn, Churchill-Livingstone, Edinburgh, 1999.
Page, L. *The new midwifery: science and sensitivity in practice*. Churchill Livingstone, Edinburgh, 2000.

MID42ARB THE AT-RISK BABY (15 CPs Sem. II. DE., OL., OSITE.) Ms Jan Horton

Classes are held at the Royal Women's Hospital.

Students acquire and develop the necessary knowledge and skills to identify and give appropriate care for the at-risk baby. Topics include emergency management and stabilising the at-risk baby.

Class requirements: on campus: three hours of lectures per week, 16 clinical days; distance education: the equivalent of 39 hours of lectures entailing 13 weekly sessions of study with associated activities that students record in a workbook plus 10 hours of clinical practicum.

Assessment: one 3-hour examination (100%). Students must complete clinical requirements and the number of days of clinical placement allocated. An ungraded pass will be awarded upon completion of these clinical requirements.

Prescribed Reading:

Levene, M. and Tudehope, D. *Essentials of neonatal medicine*. 2nd edn, Blackwell Scientific, 1993.
May, K. and Mahlmeister, L. *Maternal and neonatal nursing*. 3rd edn, Lippincott, 1994.
Olds, S. B., London, M. N. and Laedwig, C. *Maternal newborn nursing: a family centered approach*. 5th edn, Addison Wesley, 1995.

MID42CTB CHALLENGES TO BIRTH IN MIDWIFERY PRACTICE (20 CPs Sem. II. B., BE., OSITE.) B: Ms Margaret Pszczolkowski, BE: Ms Jenny Cameron

In this subject students will examine the midwives' responsibility to provide safe and effective care during labour and birth. Students will be assisted to identify women 'at-risk' and complicated situations that may endanger the health of either the woman or her foetus/neonate. Emphasis is on appropriate management of 'at-risk' or complicated

labour and birth, including methods of delivery and emergency situations.

Class requirements: one 3-hour lecture (weeks 1-10) and a flexible learning package of 22 hours equivalent to 1.5 hours of class contact per week plus 123 hours (17 days) clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour written examination (60%), one 2,500-word written assignment (40%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Recommended Reading:

Enkin, M., Kierse, M., Neilson, J., Crowther, C., Duley, L., Hodnett, E. and Hofmeyr, J. *A guide to effective care in pregnancy and childbirth*. Oxford University Press, 2000.

Bennett, V. R. and Brown, L. K. (eds) *Myles textbook for midwives*. 14th edn, Churchill-Livingstone, Edinburgh, 1999.

Page, L. *The new midwifery: science and sensitivity in practice*. Churchill Livingstone, Edinburgh, 2000.

MID42MOA LOW RISK MOTHER AND BABY IN MIDWIFERY PRACTICE

(20 CPs Sem. II. B., BE., OSITE.) B: Ms Christine Thompson, BE: Ms Lynne Callaghan

Not available in 2004.

MID42MOB HIGH RISK MOTHER AND BABY IN MIDWIFERY PRACTICE

(20 CPs Sem. II. B., BE., OSITE.) B: Ms Helen McLachlan, BE: Ms Lynne Callaghan

In this subject students build on earlier mother and baby studies. Emphasis is on the pathophysiological and psychosocial adaptation of the woman and her baby. Complications occurring during the postnatal period and the midwifery care of the woman following complicated birth will be discussed as well as perinatal loss and postnatal depression. This subject is designed to encourage the student to develop further understanding of the conditions associated with the 'at risk' infant. The student will have the opportunity to acquire and develop the necessary knowledge and skills to identify and give appropriate care for the 'at risk' baby.

Co-requisite: MID41MOA.

Class requirements: one 3-hour lecture (weeks 1-10) and a flexible learning package of 22 hours equivalent to 1.5 hours of class contact per week plus 123 hours (17 days) clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour written examination (60%), one 2,500-word written assignment (40%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Recommended Reading:

Enkin, M., Kierse, M., Neilson, J., Crowther, C., Duley, L., Hodnett, E. and Hofmeyr, J. *A guide to effective care in pregnancy and childbirth*. Oxford University Press, 2000.

Bennett, V. R. and Brown, L. K. (eds) *Myles textbook for midwives*. 14th edn, Churchill Livingstone, Edinburgh, 1999.

Page, L. *The new midwifery: science and sensitivity in practice*. Churchill Livingstone, Edinburgh, 2000.

MID42NOB NORMAL BIRTH IN MIDWIFERY PRACTICE (20 CPs Sem. II.

B., BE., OSITE.) B: Ms Margaret Pszczolkowski, BE: Ms Lynne Callaghan

Not available in 2004.

MID42PES PERSPECTIVES IN MIDWIFERY PRACTICE (20 CPs Sem. II. B.,

BE., OSITE.) B: Ms Helen McLachlan, BE: Ms Lynne Callaghan

Not available in 2004.

MID50MTH MIDWIFERY MASTERS THESIS (60 CPs Sem. All year. B., BE.) B:

Mrs Christine Thompson, BE: Mr Les Fitzgerald

In this subject students undertake a minor thesis. Students are expected to present their work in progress in a research seminar program, held to assist students to access appropriate supervision and to foster research collegiality throughout the research process.

Class requirements: students will be expected to maintain close contact with their supervisor and to participate in the research seminar program equivalent to one hour of classroom contact per week.

Assessment: one 15,000-word thesis (100%).

MID50THE MIDWIFERY THESIS (50 CPs Sem. All year. Cl., OSITE.) Ms

Christine Thompson

Classes are held at the Royal Women's Hospital.

Master degree students begin their thesis research in the second semester of the first year by completing a research proposal in NU820. In the second year they collect and analyse the data and write up their thesis. The thesis consists of a detailed report of an original research project conducted under the supervision of an appointed supervisor. The project addresses a significant problem in the field of midwifery. The thesis should be approximately 15,000 words.

Prerequisite: MD500, MD501, MD502 and NU820.

Class requirements: students meet regularly with their supervisors. Additionally they are required to participate in a monthly research seminar at which they present their work in progress.

Assessment: one 15,000-word thesis (100%).

MID51AMD ADVANCED MIDWIFERY STUDIES (20 CPs Sem. I. B., BE., DE.,

OSITE.) B: Ms Christine Thompson, BE: Ms Lynne Callaghan

In this subject students will explore evidence-based practice in childbirth and maternity care to enable the students to acquire advanced knowledge and skills in midwifery practice during the intrapartum period. Concepts such as continuity of care will be critically examined on the basis of available evidence.

Class requirements: on campus: one 3-hour seminar per week and a flexible learning package equivalent to 12 hours of class contact plus 20 days of clinical practicum; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus 20 days of clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word literature review (70%), one 1,500-word clinical report (30%).

Recommended Reading:

Enkin, M.W., Kierse, M. J. N. C., Renfrew, M. J. and Neilson, J. P. A *guide to effective care in pregnancy and childbirth*. Oxford University Press, 1995.

Enkin, M. W., Kierse, M. J. N. C., Renfrew, M. J. and Neilson, J. P. (eds) *Pregnancy and childbirth module of the Cochrane database of systematic reviews*. B. M. J. Publishing Group, 1996.

MID51CBW CHILDBIRTH AND WELLBEING (20 CPs Sem. I. B., BE., DE.,

OSITE.) B: Ms Christine Thompson, BE: Ms Lynne Callaghan

In this subject students will examine a range of perspectives on childbirth and wellbeing in which the students are enabled to explore psychological, social, cultural and ethical aspects of childbirth based on critical analysis of relevant theories and research studies.

Class requirements: on campus: one 3-hour seminar per week and a flexible learning package equivalent to 12 hours of class contact; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 6,000-word literature review or assignment (100%).

Recommended Reading:

Liamputtong Rice, P. *Asian mothers, Australian birth: pregnancy, childbirth and childrearing: the Asian experience in an English speaking country*. Australian Health Education Systems Pty Ltd, 1994.

Eyer, D. E. *Mother-infant bonding: a scientific fiction*. Yale University Press, 1992.

MID51EBN EVIDENCE BASED MIDWIFERY PRACTICE (20 CPs Sem. I. B.,

BE., DE., OSITE.) B: Mrs Christine Thompson, BE: Mr Les Fitzgerald

In this subject students are introduced to the history of evidence based practice in midwifery and other disciplines. Students are expected to critically examine what counts as evidence in published papers and to evaluate evidence for midwifery practice and attendant outcomes.

Students also have the opportunity to explore the role of organisational policy and management in the application of evidence based practice.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (80%), one 1,500-word assignment (20%).

Preliminary Reading:

Muir Gray, J. A. *Evidence based healthcare: how to make policy and management decisions*. Churchill Livingstone, London, 1997.

Dickson, R. *Systematic reviews: examples for nursing*. RCN Publishing, Harrow, 1997.

MID52AMD ADVANCED MIDWIFERY STUDIES (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Christine Thompson, BE: Ms Lynne Callaghan*
See MID51AMD for full subject description.

MID52CBW CHILDBIRTH AND WELLBEING (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Christine Thompson, BE: Ms Lynne Callaghan*
See MID51CBW for full subject description.

MID52EBN EVIDENCE BASED MIDWIFERY PRACTICE (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Mrs Christine Thompson, BE: Mr Les Fitzgerald*
See MID51EBN for full subject description.

NSG41ACC ADVANCED ACUTE CARE NURSING PRACTICE (20 CPs Sem. I. BE., DE., OSITE., WO.) *BE: Mr Keith O'Brien, OSITE: Mrs Geraldine Lee, WO: Ms Janet Berry*

In this subject, the students are encouraged to explore relevant assessment of the critically ill person. The emphasis is on physiological factors, psychosocial, cultural, legal and ethical aspects of advanced acute care nursing practice and explore the rationale for using therapeutic monitoring in caring for the high acuity patient. The subject includes physical assessment and advanced surveillance and diagnostics. Topics include an introduction to pharmacology, principles, advanced physiology, haemodynamic monitoring and acid-base balance. The content is delivered using a variety of methods including lectures, practicals, tutorials and discussions.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour examination (60%), one 2,000-word essay (40%). Hurdle requirement: satisfactory completion of clinical component. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Berne, R. M. and Levy, M. N. *Physiology*. 4th edn, Mosby, St Louis, 1998.

Benner, P. and Wrubel, J. *The primacy of caring: stress and coping in health and illness*. Addison-Wesley, Menlo Park, 1989.

NSG41ACP ANALYSING COMMUNITY NURSING PRACTICE (20 CPs Sem. I. B., DE., OSITE., WO.) *B: Ms Robin Ray, WO: Ms Marcia Armstrong*
Primary health care as defined by the World Health Organisation forms the theoretical framework for the consideration of the issues that shape the health of Australians, for example; poverty, low self esteem, discrimination, ignorance, environmental and lifestyle factors and unemployment. In this subject students will examine the implementation of the primary health care philosophy in community work from a number of perspectives – what this means in terms of the services and care provided, the government policy and resources that affect its implementation, how the services and care are provided, and the processes involved in facilitating health among members of the community. Students begin to explore the knowledge and skills required to work as a community practitioner, in an ethical and legal manner.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake 80 hours of clinical practicum of approximately six hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word community assessment and initiative planning (60%), one 2,000-word literature review of selected area of practice (40%). Hurdle requirement: satisfactory completion of clinical component. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Anderson, E. T. and McFarlane, J. *Community as partner: theory and practice in nursing*. Lippincott, Philadelphia, 2000.

McMurray, A. *Community health and wellness; a sociological approach*. Harcourt, Sydney, 1999.

NSG41ACS ACUTE CARE IN SPINAL NURSING (20 CPs Sem. I. OSITE.)

Professor Annette Street

This foundation subject in spinal nursing practice provides students with opportunities to assess, plan, implement and evaluate nursing care appropriate to the acute phase of spinal cord injury management. This subject provides opportunities for the development of advanced skills in assessment with particular emphasis on neurological assessment. The subject will facilitate practice improvement through reflection and skills development.

Class requirements: one 3-hour seminar per week, 13 hours of self directed learning and 300 hours of field placement over 13 weeks.

Assessment: one 2,500-word case study (40%), one take home written examination equivalent to 2.5-hours (40%), one 20-minute class presentation (20%). Hurdle requirement: clinical practicum.

Recommended Reading:

Braken, M. B, et al. 'A randomised, controlled trial of methylprednisolone or naloxene in the treatment of acute spinal cord injury' in

New England Journal of Medicine 322 : 20, 1990.

Zedjlik, C. *Management of spinal cord injury*. Boston: Jones and Bartlett, 1992.

Ditunno, J., Young, W., Donovan, W. and Creasey, G. 'The international standards booklet for neurological and functional classification of spinal cord injured' in *Paraplegia* 32, 1994.

NSG41ADC ADVANCED CANCER CARE NURSING PRACTICE (20 CPs Sem.

I. B., BE., DE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

In this subject students examine the concept of expertise and advanced practice and are encouraged to position themselves for an advanced practice role in cancer care. A future focus is taken, with an emphasis on health promotion as a framework for examining the nursing roles of carer, teacher, researcher and promoter of health. Students are asked to complete two critical incidents and undertake a contracted project in their area of practice.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,000-word written critique (20%), one 1,000-word poster presentation (20%), one 3,500-word discussion paper (60%). Hurdle requirement: two critical incidents.

NSG41AIR ASSESSMENT IN REHABILITATION NURSING PRACTICE (20

CPs Sem. I. B., DE., OSITE.) *Professor Sally Garratt*

In this subject students build on previous knowledge regarding human physiology and pathophysiology related to rehabilitation processes. Theoretical basis for human development and behaviour is explored and applied across the lifespan. Physical, emotional, spiritual and cognitive dimensions of human beings are discussed and related to trauma and/or disease processes. Assessment of body systems and appropriate documentation to form nursing databases will be examined.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word clinical assessment project (50%), one 3,000-word assignment (50%).

Prescribed Reading:

Hoeman, S. (ed.) *Rehabilitation nursing: process and application*. 2nd edn, C.V. Mosby, St. Louis, 1999.

NSG41AMC ADVANCED MEDICAL NURSING PRACTICE (20 CPs Sem. I. B., BE., DE.) B: Dr Ken Sellick, BE: Mr Keith O'Brien

In this subject students will review the pathophysiology and therapeutic measures that can be undertaken to assist in the promotion of healing and homeostasis for the patient with medical conditions. Emphasis will be placed on the psychosocial and physiological needs of patients with specific medical problems. Areas to be covered include: asthma, (other) respiratory conditions, diabetes, renal, cardiac, neurological, oncology and palliative care. Pharmacological aspects of care, along with therapeutic interventions will be emphasised. The subject includes a clinical practicum for the semester in an acute care area/s.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word take home examination (40%), one 3,000-word written assignment (60%). Hurdle requirement: satisfactory completion of clinical practicum. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Australian Nursing Federation. *Competency standards for the advanced nurse*. Australian Nursing Federation Publications Unit, Melbourne, 1997.

NSG41AMH ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE (20 CPs Sem. I. BE., DE., WO.) BE: Ms Sue McConnachie, WO: Co-ordinator to be advised

Mental health nurses are required to undertake comprehensive assessment as the basis for care planning, implementation and evaluation. This subject will take a lifespan approach and introduce the concepts of assessment using a biopsychosocial model. Emphasis will be placed on early detection of mental health symptoms and on the development of skills to work collaboratively with consumers, carers and other health providers to develop a comprehensive care plan.

Class requirements: on campus: eight 6.5 hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word case study (40%), one 3,000-word assignment (60%). Hurdle requirement: satisfactory completion of clinical component. Students must pass theory and clinical to pass the subject.

Preliminary Reading:

Kaplan, H. and Saddock, B. *Synopsis of psychiatry*. 8th edn, Williams and Wilkins, New York, 1998.

Prescribed Reading:

WHO Collaborating Centre for Mental Health and Substance Abuse. *Management and mental disorders*. 3rd edn, WHO Collaborating Centre for Mental Health and Substance Abuse, Sydney, 2000.

NSG41ANC ACUTE NURSING IN THE COMMUNITY (20 CPs Sem. I. B., DE.) Ms Robin Ray

In this subject the students explore the issues surrounding the increasing provision of acute care in the home, utilising a primary healthcare approach. Topics covered include the historical and political background of Hospital in the Home (HITH), and the criteria for client participation in such a program. Acute wound care and intravenous therapy management is reviewed. Students are assisted to prepare for emergencies in the home, such as anaphylaxis and cardiopulmonary arrest, and are encouraged to consider safety issues for both themselves and their clients. Emphasis is placed on managing clients within a community context, assessing supports available to the client and utilising community resources appropriately.

Class requirements: on campus: six 3-hour seminars across the semester and a flexible learning package equivalent to two hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word essay (30%), one 4,000-word essay (70%).

Recommended Reading:

Stanhope, M. and Knollmueller, R. N. *Handbook of community and home health nursing: tools for assessment, intervention and education* Mosby, 1996.

Fuller, J. and Schaller-Ayres, J. *Health assessment: a nursing approach*. Lippincott, 1994.

Wass, A. *Promoting health: the primary health care approach*. W. B. Saunders, Balliere Tindall, Harcourt Brace and Company, 1994.

NSG41ANU ADVANCED NURSING PRACTICE IN ACTION (20 CPs Sem. I. B., BE., DE., JA., OL., WO.) B: Professor Alan Pearson, WO: Ms Lyn Lang, BE: Co-ordinator to be advised

Students develop their ability to describe, reflect upon and critically analyse advanced nursing practice. They have the opportunity to investigate selected areas of practice by engaging in an exploration of an issue that arises from their own practice area. Aspects of study include evidence-based practice, advanced or independent nursing practice and specialisation.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week and 13 hours of self directed learning and 20 days of field placement over 13 weeks.

Assessment: one 3000-word critical analysis essay (60%), one 2,000 word clinical case study (40%).

Hurdle requirement: practicum.

Recommended Reading:

McMahon, R., Pearson, A. (eds) *Nursing as therapy*. Chapman and Hall, 1991.

Street, A. *Nursing replay: researching nursing culture together*. Churchill Livingstone, 1995.

NSG41AON ASSESSMENT OF NEONATES IN NURSING PRACTICE (20 CPs Sem. I. B., OSITE.) Ms Jan Horton

Students are offered the opportunity to acquire the knowledge and skills necessary to interpret and respond to the physiology and multidimensional factors affecting neonates in life threatening and non-life threatening situations and to facilitate advanced clinical assessment. Topics covered include the collection and interpretation of data and problem-solving and decision making in the nursing care of various complex neonatal conditions.

Co-requisite: NSG41PPN.

Quota: 33.

Class requirements: one 3-hour lecture and one 1-hour clinical tutorial per week, 13 hours of self directed learning equivalent to one hour of class contact per week, plus a 160 hour clinical practicum of approximately 12 hours per week.

Assessment: one 2,000-word assignment (40%), one 3-hour examination (60%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Prescribed Reading:

Polin, R. A. and Spitzer, A. R. *Foetal and neonatal secrets*. Hanley and Belfus Inc, Philadelphia, 2001.

Boxwell, G. (ed.). *Neonatal intensive care nursing*. Routledge, London, 2000.

Cree, L. and Rischmiller, S. *Science in nursing*. 4th edn, W.B. Saunders, 2001.

NSG41AOP NURSING ASSESSMENT AND CARE FOR OLDER PEOPLE (20 CPs Sem. I. B., DE., OSITE.) Professor Sally Garratt

Throughout this subject, emphasis is given to the enhancement of potential and the goals of the older person. The focus of this subject is to develop advanced assessment skills required for the clinical specialist nurse in aged care. Advanced clinical decision making skills for practice are explored. Building on the foundations of culture, family, lifestyle and life choices, clinical aspects of care are analysed. Appropriate assessment tools are critiqued.

Class requirements: on campus: four 3-hour days across the semester plus a 52-hour clinical practicum; distance education: a flexible learning package equivalent to three hours of classroom contact per week plus a 52-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,250-word activity report (20%), one 3,000-word assignment (60%), one 1,250-word activity report (20%). Hurdle requirement: satisfactory completion of clinical component. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Koch, S. and Garratt, S. *Assessing older people: a practical guide for health care workers*. MacLennan & Petty, Sydney, 2001.

NSG41ASC MANAGEMENT OF ACUTE SPINAL CORD INJURIES (20 CPs Sem. I. OSITE.) *Dr Ken Sellick*

In this subject students will focus on the nursing and medical management of spinal cord injury. Students will be provided with detailed content on the anatomy of the spine: physiology of the central and peripheral nervous system and specific pathophysiology in relation to acute spinal cord injury. Student knowledge will be extended beyond undergraduate level by the provision of complex, in-depth examination of the material. Students will be assisted to develop advanced understanding of acute-phase treatment in spinal injuries including assessment, planning and intervention.

Class requirements: one 3-hour seminar per week plus self-directed learning activities equivalent to one hour of classroom contact per week.

Assessment: one 3,000-word case study (60%), one 2-hour written examination (40%).

Recommended Reading:

Grundy, D. and Swain, A. *ABC of spinal cord injury*. 3rd edn, London: British Medical Group Publishers, 1996.

Young, R. and Woolsley, R. *Diagnosis and management disorders of the spinal cord*. W.B. Saunders Philadelphia, 1995.

Zedjik, C. *Management of spinal cord injury*. 2nd edn, Boston: Jones and Bartlett, 1992.

NSG41ASN ADVANCED SURGICAL NURSING PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien*

In this subject students will review the pathophysiology and therapeutic measures that can be undertaken to assist in the promotion of healing and homeostasis for the patient with specific needs. Emphasis will be placed on the psychosocial and physiological needs of patients undergoing specific specialties of surgery. Areas to be covered include: gastro-intestinal, urological, breast, head, face and neck, ear, nose and throat, orthopaedic, plastic, cardiac and neurosurgery. Pharmacology associated with therapeutic interventions and the unique needs of patients according to a specific specialty will be emphasised. The subject includes a clinical practicum for the semester in an acute care area/s.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word take home examination (40%), one 3,000-word written assignment (60%). Hurdle requirement: satisfactory completion of clinical practicum.

Prescribed Reading:

Australian Nursing Federation. *Competency standards for the advanced nurse*. Australian Nursing Federation Publications Unit, Melbourne, 1997.

NSG41BCD BREAST CANCER DISEASE ENTITY IN NURSING PRACTICE

(20 CPs Sem. I. B., BE., DE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

In this subject students will examine the pathophysiology of the breast and lymphatic system, pathological changes related to breast cancer, genetic disposition to contracting breast cancer, and incidence and screening processes in relation to prognosis.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,000-word assignment (20%), one 4,000-word assignment (80%).

Prescribed Reading:

Dixon, J. M. *The ABC of breast disease*. BMJ Publishing Group, 2000.

NSG41BUR MANAGEMENT OF BURNS AND TISSUE RECONSTRUCTION

(20 CPs Sem. I. OSITE.) *Mr Bill McGuiness*

Offer is subject to sufficient enrolment. Students must be employed in a clinical area deemed appropriate to meet the subject objectives by the subject co-ordinator.

In this subject students are provided with the opportunity to gain essential knowledge and skills used to care for people suffering from burn injuries. Students are encouraged to explore related wound physiology, psychological considerations, social impacts and contemporary management practices, for this client cohort. Case studies drawn from patients suffering from thermal, chemical and radiation burns are used as a foundation for the subject content. Specific emphasis is placed on assisting clients undergoing tissue replacement procedures including altered body image and life style changes.

Class requirements: one 2-hour lecture, one 1-hour tutorial, one 1-hour web based activity per week and 104 hours of clinical experience equivalent to eight hours per week.

Assessment: one 2,000-word written assignment (40%), one 20-minute case presentation equivalent to 1,000 words (20%), one clinical assessment using established criteria as per clinical handbook (40%).

NSG41CAC ADVANCED COMPLEX CARDIAC NURSING (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien*
Not available in 2004.

NSG41CCP ACHIEVING COMPETENCE IN COMMUNITY PRACTICE (20 CPs Sem. I. B., DE.) *Ms Robin Ray*

In this subject students have the opportunity to analyse and critique areas of community practice suited to the requirements of their anticipated community practice area. Students continue to critique and apply the theories (including primary health care) analysed in previous subjects through the lens provided by specialist areas such as drug and alcohol, sexual health, adolescent health, violence, occupational health and aged care. Reflective critical analysis enables the student to analyse the community practice they have experienced and formulate their own philosophical statement.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake 80 hours of clinical practicum of approximately six hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word issue based analysis (40%), one 3,000-word reflective analysis of practicum (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Anderson, E.T. and McFarlane, J. *Community as partner: theory and practice in nursing*. Lippincott, Philadelphia, 2000.

Hitchcock, J. E., Schubert, P. E. and Thomas, S. A. *Community health nursing, caring in action*. Delmar Publishers, Albany, NY, 2002.

NSG41CED CLINICAL NURSING EDUCATION A (20 CPs Sem. I. B., BE., DE.)

B: Ms Helen Forbes, BE: Mr Les Fitzgerald

Students are introduced to issues surrounding the role of nurse as educator. The principles of adult learning are used to facilitate student understanding. Students will also have the opportunity to observe, discuss, analyse and reflect upon contemporary clinical education practices and relate these to their own experiences. Teaching and learning will occur in a variety of settings and modalities, in order to integrate the theoretical and practice aspects of clinical education. This subject prepares clinicians for the roles of teacher, mentor, and preceptor.

Class requirements: on campus: six 3-hour seminars across the semester, a flexible learning package equivalent to three hours class contact per week, plus a 26-hour clinical practicum of approximately two hours per week over semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word presentation and written explanation (60%), one 2,000-word assignment (40%). Hurdle requirement: completion of approved clinical practice and a clinical journal.

Prescribed Reading:

Morton-Cooper, A. and Palmer, A. *Mentoring, preceptorship and clinical supervision: a guide to professional roles in clinical practice*. 2nd edn, Blackwell Science, Oxford, 2000.

Fish, D. and Twinn, S. *Quality clinical supervision in the health care professions*. Butterworth and Heinemann, Melbourne, 1997.

NSG41CEM ADVANCED COMPLEX EMERGENCY NURSING PRACTICE

(20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien*

Not available in 2004.

NSG41CEP CLINICAL NURSING EDUCATION B (20 CPs Sem. I. B., BE., DE.)

B: Ms Helen Forbes, BE: Mr Les Fitzgerald

Not available in 2004.

NSG41CFC CONCEPTUAL FOUNDATIONS FOR CARE CO-ORDINATION

(20 CPs Sem. I. OSITE.) *Dr Susan Koch*

In this subject the focus is on the role of the co-ordinated care worker in relation to financial responsibilities; information technology; assessment and care planning and evidenced based practice and research. Issues related to taking on the role of co-ordinated care worker are also addressed.

Class requirements: 27 hours of self directed learning and four 3-hour tutorials in weeks 1, 4, 8, 12. Clinical practicum of 52 hours across the semester, equivalent to four hours per week.

Assessment: one 1,000-word activity report (20%), one 1,000-word clinical activity report (20%), one 3,000-word project report (60%). Hurdle requirement: satisfactory completion of clinical component. Students must pass clinical and theory to pass subject.

NSG41CFR CONCEPTUAL FOUNDATION OF REHABILITATION

NURSING PRACTICE (20 CPs Sem. I. B., DE., OSITE.) *Professor Sally Garratt*

In this subject students will focus on the role of the rehabilitation nurse in practice. Underpinning theoretical approaches to rehabilitation nursing, the legal, ethical parameters, leadership and processes of adult learning are foundational material for sound clinical decision making. The importance of the nurses role in promoting, maintaining and restoring health in rehabilitation contexts will be explored.

Class requirements: on campus: three 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,500-word assignment (30%), one 3,500-word analytical report of project undertaken (70%).

Prescribed Reading:

Hoeman, S. (ed.) *Rehabilitation nursing: process and application*. 2nd edn, C.V. Mosby, St. Louis, 1999.

NSG41CIC ADVANCED COMPLEX INTENSIVE CARE NURSING PRACTICE

(20 CPs Sem. I. B., DE., OSITE.) *B: Mr Bill McGuinness, BE: Mr Keith O'Brien*

Not available in 2004.

NSG41CIM CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING (20

CPs Sem. I. BE., DE., WO.) *B: Ms Sue McConnachie, WO: Ms Lynn Lang*
Mental health nursing occurs within a complex cultural, legal and policy framework. To work effectively as a mental health nurse there must be recognition of the unique perspective of consumers and family members and incorporation of this understanding into clinical practice. Professional practice also requires the mental health nurse to develop skills in reflection and utilise clinical supervision as a routine part of professional development. In this subject students will be introduced to the legal, ethical and organisational context of practice with an emphasis on the perspective of consumers and carers.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical

practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: two 2,500-word assignment (50% each). one 2,500-word assignment (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

WHO Collaborating Centre for Mental Health and Substance Abuse. *Management and mental disorders*. 3rd edn, WHO Collaborating Centre for Mental Health and Substance Abuse, Sydney, 2000.
Meadows, G. and Singh, B. *Mental health in Australia*. Oxford University Press, Melbourne, 2001.

NSG41CIS COMPUTERISED NURSING INFORMATION SYSTEMS (15 CPs

Sem. I. DE., OL., SL.) *Dr Bill Koch*

Nurses in advanced practice have the opportunity to gain an understanding of information in all domains of nursing practice and their relationship with computer technologies. A state-of-the-art nursing informatics focus places emphasis upon the use of computers in nursing practice, management, education and research. Students have the opportunity to develop skills in a variety of applications, including word processing, spreadsheets and educational and clinical information systems.

Class requirements: on campus: one 1-hour lecture and one 2-hour laboratory session per week; distance education: a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour examination (30%), one 1,500-word written system specification (70%).

NSG41CLE ESTABLISHING EVIDENCE FOR NURSING (20 CPs Sem. I. B.,

BE., DE., HK., OSITE., SL., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*

This subject is process oriented. Students are introduced to the systematic review and clinical audit processes as a means of investigating effectiveness, appropriateness and feasibility in clinical practice. They are then required to conduct a clinical audit based on a published systematic review and develop an action plan to generate practice change.

Class requirements: on campus: four 3-hour tutorials in weeks 1, 5, 9, and 11, plus self-directed learning equivalent to three hours per week; distance education: flexible learning package equivalent to four hours of class contact per week supported by email, fax and phone contact.

Assessment: one 2,000 word clinical audit protocol (40%), one 3,000-word clinical audit report (60%).

Prescribed Reading:

Dawes, M. et al. *Evidence-based practice: a primer for health care professionals*. Churchill Livingstone, London 1999.

Morrell, C. and Harvey, G. *The clinical audit handbook: improving the quality of health care*. Balliere Tindall, Glasgow 1999.

NSG41CNT CONTEMPORARY NURSING EDUCATION THEORIES (20 CPs

Sem. I. B., BE., DE.) *B: Dr Beverley Wood, BE: Mr Les Fitzgerald*

In this subject students will examine contemporary theories of teaching and learning and their impact on nursing education, processes and evaluation and in particular their impact on clinical teaching and learning. The application of selected theories to teaching and curriculum development will be explored.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word annotated bibliography (40%), one 3,000-word critical review of literature (60%).

Prescribed Reading:

Ramsden, P. *Learning to teach in higher education*. Routledge, London, 1992.

Prosser, M. and Trigwell, K. *Understanding learning and teaching: the experience in higher education*. Society for Research into Higher Education & Open Press, Buckingham, 1999.

NSG41COC ADVANCED COMPLEX CRITICAL CARE ISSUES (20 CPs Sem. I. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

In this subject students will focus on the physiological, psychosocial, cultural, legal and ethical dimensions of specialist nursing management of the client and family experiencing complex, acute illnesses. Students will have the opportunity to explore and review complex biomedical interventions and invasive therapies.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word essay (50%), one 2,500-word take home examination (50%). *Hurdle requirement:* satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Kinney, M. R., Dunbar, S. B., Brooks, J. A., Milter, M. and Vittello-Cicciu, J. M. *ACCN Clinical reference for critical care nursing*. 4th edn, C.V. Mosby 1998.
 Thelan, S., Davie, J., Urden, L. and Lough, M. *Critical care nursing: diagnosis and management*. 2nd edn C.V. Mosby 1994.
 Guyton, A. C. *Textbook of medical physiology*. 9th edn, W.B. Saunders, 1996.
 Urden, L., Stacy, K. and Lough, M. *Thelan's critical care nursing diagnosis and management*. 4th edn, Mosby, Philadelphia, 2002.

NSG41COP NURSING ISSUES AND INNOVATIONS IN CARE OF OLDER PEOPLE (20 CPs Sem. I. B., BE., DE., OSITE.) *Professor Rhonda Nay*

The role of the gerontic nurse in the provision of contemporary aged care is examined. In this subject students are assisted to critically examine professional issues such as role expectations, role development, accountability, evidence-based practice and the theoretical underpinning of gerontic practice. Other topics include the political, economic and socio-cultural influences on aged care in the community, and in the acute and residential aged care context.

Class requirements: on campus: four 3-hour seminar days across the semester plus a 40 hour self-directed learning package equivalent to three hours per week, and a 52-hour clinical practicum; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 52-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,250-word activity report (20%), one 3,000-word assignment (60%), one 1,250-word activity report (20%). *Hurdle requirement:* satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Nay, R. and Garratt, S. *Nursing older people: issues and innovations*. MacLennan & Petty, Sydney, 1999.

NSG41CRB CARE RECOVERY AND BEYOND (20 CPs Sem. I. B., DE., OSITE.)

Dr Ken Sellick

In this subject students will deal with the impact of neurological disorders associated with orthopaedic injuries and disease processes. The students study and discuss the management of the patient with closed head injuries, nerve impingement syndromes, neuromuscular and congenital disorders. The student investigates the acute and projected long-term management and implications of the conditions concerned.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word case study (40%), one 3-hour examination (60%).

Prescribed Reading:

Maher, A. B. *Orthopaedic nursing*. 3rd edn, W. B. Saunders, Philadelphia, 2002.

Hickey, J. V. *The clinical practice of neurological and neurosurgical nursing*. 4th edn, Lippincott, Philadelphia, 1997.

NSG41CRC ADVANCED CRITICAL CARE NURSING PRACTICE (20 CPs Sem. I. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

Not available in 2004.

NSG41CSN NURSING CARE OF NEONATE & FAMILY WITH SPECIAL NEEDS (20 CPs Sem. I. B., OSITE.) *Ms Jan Horton*

In this subject students will have an opportunity to explore and deepen their understanding of neonatal nursing and contemporary professional issues in neonatal nursing. Professional neonatal studies include topics such as ethics in neonatal care, family centered care, families with special needs, loss and grief, legal, cultural issues, transition from hospital to home and advanced counselling skills for neonatal practice. This subject is designed to encourage students to develop an understanding of their chosen profession, achieve development of a professional identity, and comprehend the role and context of professional practice, including an appreciation of the neonatal working environment.

Quota: 33.

Class requirements: one 2-hour seminar and one 1-hour class tutorial per week, plus 13 hours of self directed learning equivalent to one hour of class contact per week over semester. Students undertake a 160 hour clinical practicum of approximately 12 hours per week.

Assessment: one 3,500-word written assignment (70%), one 60-minute group presentation of 15 minutes per student, equivalent to 1,500 words per student (30%).

Prescribed Reading:

Klauss, M. H. and Fanaroff, A. A. *Care of the high-risk neonate*. 5th edn, Philadelphia, Saunders, 2001.
 Kenner, C., Lott, J. and Flandermyer, A. *Comprehensive neonatal nursing*. 2nd edn, Saunders, Philadelphia, 1998.

NSG41CSP HIGH ACUITY ANAESTHETIC NURSING CARE (20 CPs Sem. I. B., DE., OSITE.) *Mrs Judith Bridges*

Not available in 2004.

NSG41CSS NURSING PRACTICE IN SPECIALTY SURGERY (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Mrs Judith Bridges, BE: Mr Keith O'Brien*

Not available in 2004.

NSG41TECH EARLY CHILDHOOD HEALTH: NEW DIRECTIONS IN POLICY AND PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, BE:*

Ms Frances Sheehan

Students will examine the relationship between the early years of development including new understanding in brain development, and learning, behaviour, coping, competence, and health throughout the life-cycle. Implications for change in care practices and policies are identified, and effective approaches to influencing parenting, professional practice and government policy are addressed. The links between economic inequality and child health and the promotion of optimum development of young children through social justice strategies, prevention and early intervention programs will be explored within a primary health care framework. Students further develop health, growth and developmental assessment skills with children 0-5 years in community settings.

Co-requisite: NSG41ITP.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately seven hours per week.

Assessment: one 2,500-word written assignment (40%), one 3,000-word written assignment (60%). *Hurdle requirement:* satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Santrock, J. *Children*. 7th edn, McGraw-Hill, 2003.

NSG41EMC ADVANCED EMERGENCY CARE NURSING PRACTICE (20 CPs

Sem. II. B., BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien*
This foundation subject in emergency nursing practice provides students with opportunities to assess, plan, implement and evaluate nursing care appropriate to the emergency health-care environment. Students will develop advanced assessment and intervention knowledge and skills essential to the safe and effective management of the individual with emergency disorders.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and e-mail.

Assessment: one 20-minute (2,000-word) presentation, one 3,000-word written assignment (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

NSG41EPS EARLY PARENTING: WORKING WITH AT-RISK FAMILIES (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheehan*
*Not available in 2004.***NSG41FMA FUNCTIONAL MUSCULOSKELETAL ASSESSMENT IN NURSING PRACTICE** (20 CPs Sem. I. B., DE., OSITE.) *Professor Sally Garratt*

In this subject the student will practise the assessment skills in functional orthopaedic areas. The role of orthopaedic surgery and correction of deformity as well as trauma is discussed. Preventative strategies for care of vulnerable clients will be discussed. Students are required to complete a clinical practicum.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week plus 39 hours clinical practicum equivalent to three hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus 39 hours of clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,000-word clinical case study (20%), one 2,000-word case study report (40%), one 2,000-word community placement report (40%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Prescribed Reading:

Hoeman, S. (ed.) *Rehabilitation nursing: processes and application*. 2nd edn, C.V. Mosby, St. Louis, 1996.

NSG41FNA FUNCTIONAL NEUROLOGICAL ASSESSMENT IN NURSING PRACTICE (20 CPs Sem. I. B., DE., OSITE.) *Professor Sally Garratt*

In this subject the students will focus on the impact of neurological damage and the resultant interventions to assist in rehabilitation. Assessment strategies for clients who sustain neurological damage and the current assessment tools used will be examined. Pharmacological therapy, behavioural therapy, family involvement and care outcomes will be explored. Community resources to assist the client with neurological problems will be ascertained.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week plus 39 hours clinical practicum equivalent to three hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus 39 hours of clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word case study (60%), one 2,000-word assignment (40%). Hurdle requirement: students must pass both theoretical and clinical components to pass the subject.

Prescribed Reading:

Hoeman, S. (ed.) *Rehabilitation nursing: process and application*. 2nd edn, C.V. Mosby, St. Louis, 1999.

NSG41FPC NURSING AND THE FOUNDATIONS OF PALLIATIVE CARE

(20 CPs Sem. I. B., BE., DE., OSITE.) *B: Co-ordinator to be advised, BE: Ms Sharon Kendall*

In this subject students will be provided with foundational understandings of the epidemiology of illness. Discussion of those

illnesses common in palliative care practice, such as cancer, HIV/AIDS, and chronic neurological diseases will be addressed. Students will be provided with the opportunity to directly apply this learning within the practice environment.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,500-word literature review (30%), one 1,000-word poster presentation (20%), one 3,000-word essay (50%).

Prescribed Reading:

Aranda, S., and O'Connor M. *Palliative care nursing: a guide to practice*. 2nd edn, Ausmed Publications, Melbourne, 2002.

Mashford, M. L., Aranda, S., Ashby, M. et al. *Therapeutic guidelines in palliative care*. Therapeutic Guidelines Limited, Melbourne, 2001.

NSG41GEC GEROPSYCHIATRIC CARE IN NURSING PRACTICE (20 CPs

Sem. I. B., DE., OSITE.) *Ms Sally Garrett*

In this subject students are encouraged to build on their undergraduate knowledge of geriatric and psychiatric nursing and develop advanced knowledge and skills in the care of older people with mental illness. A 52-hour clinical placement with directed learning activities and competency evaluations encourages evidence-based practice and provides learning opportunities across a wide range of contexts in which older people with mental illness present. The focus is on maximising potential through identification of goals, contemporary assessment skills, research-based therapeutic interventions and multidisciplinary models of care. Legal and ethical issues and best practice in relation to challenging behaviours, functional and organic disorders are critically examined.

Class requirements: on campus: four 3-hour seminar days across the semester plus 40 hours of self-directed learning activities, equivalent to three hours of classroom contact per week, and a 52-hour clinical practicum equivalent to four hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 52-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: two 1,250-word activity reports (20% each), one 3,000-word assignment (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Hogstel, M. *Geropsychiatric nursing*. Mosby, St Louis, 1995.

NSG41HAH HEALTH ADVANCEMENT IN HOME AND COMMUNITY (20

CPs Sem. I. B., DE., OSITE.) *Professor Alan Pearson*

In this subject students will focus on advancing the health status of individual clients, families and communities. The aims are to explore and facilitate practice in assessing and working with individuals, families and communities from a nursing perspective. The role of the professional nurse in health promotion in home and community settings will be addressed. Key concepts such as collaboration with the client/group, accountability, equity and quality assurance are explored.

Class requirements: on campus: two 6-hour face-to-face block tutorials over two days and 40 hours of written study materials equivalent to three hours of classroom contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone fax and email.

Assessment: one 3,000-word written assignment (50%), one 3,000-word assignment on professional practice issue (50%).

Prescribed Reading:

Wass, A. *Promoting health, the primary health care approach*. Harcourt, Sydney, 2000.

NSG41HAP HIGH ACUITY POSTANAESTHESIA CARE (20 CPs Sem. I. B.,

DE., OSITE.) *Mrs Judith Bridges*

Not available in 2004.

NSG41HBC COMPLEX THERAPIES IN HOME (20 CPs Sem. I. B., DE., OSITE.)

Ms Robin Ray

The role of the community nurse is increasingly concerned with the delivery of complex care to people in the community. In this subject the focus is on the provision of complex therapeutic interventions for specific client groups in the home and the community. It introduces broad understandings of the nursing role in primary health care and develops transferable clinical skills for comprehensive practice. The subject aims to enable students to identify, discuss and critique contemporary approaches to nursing care as it is practised in the community context and to facilitate the development of the advanced skills required to deliver complex care to people in home and community settings.

Class requirements: on campus: four 6-hour face-to-face block tutorials over four days and 28 hours of written study materials equivalent to two hours of classroom contact per week; distance education: equivalent to four hours of classroom contact per week with the option of a block face-to-face tutorial conducted over two days in weeks 6-7. All students undertake 120 hours of field placement of approximately nine hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone fax and email.

Assessment: one 2,000-word essay (40%), one 3,000-word case study (60%).

Recommended Reading:

Stanhope, M. and Lancaster, J. *Community and public health nursing*. 5th edn, Mosby, St. Louis, 2000.

Haas, M. *Consultancy to progress home in the home care provision*. Canberra, Commonwealth of Australia, 1999.

Fuller, J. and Schaller-Ayers, J. *Health assessment: a nursing approach*. 2000.

NSG41HCC HOME AND COMMUNITY CARE (20 CPs Sem. I. B., DE., OSITE.)

Ms Robin Ray

In this foundation subject students are provided with opportunities to explore historical and social factors that underpin health care delivery in Australia and South East Asia and to analyse the development of community nursing in Australia. Students are encouraged to examine and reflect on the elements of nursing (nurse, patient, context) and their relationship to the concept of partnership in healthcare in community settings. This subject provides a theoretical framework for community practice and provides opportunities for the development of advanced skills in assessment, primary health care, health promotion, and reflection. The subject provides a vehicle to assist students in personal and professional practice improvement.

Class requirements: on campus: two 6-hour face-to-face block tutorials over two days, 40 hours of written study materials equivalent to three hours of classroom contact per week; distance education: equivalent to four hours of classroom contact per week with the option of a block face-to-face tutorial conducted over two days in weeks 6-7. All students undertake 120 hours of clinical placement equivalent to approximately 9.5 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word case study (50%), one 2,500 word clinical practice assignment (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Recommended Reading:

McMurray, A. *Community health and wellness: a sociological approach*. Mosby, Sydney, 1999.

Warne-Rorden, J. and McLennan, J. *Community health nursing: theory and practice*. HBS Chapter 5, Sydney, 1992.

Baum, F. *Planning healthy communities: a guide to doing community needs assessment*. Southern Community Health Research Unit, Bedford Park, SA, 1998.

NSG41HCO ADVANCED COMMUNICATION IN HOME BASED CARE (20 CPs Sem. I. B., DE., OSITE.) *Ms Robin Ray*

In this subject students are introduced to the philosophy of home and community nursing and the role of nursing in this environment. It focuses on an examination of the nurse-client relationship in the home and community setting and the acquisition of advanced communication skills appropriate for the expert nursing practitioner in home and community settings. The students will identify and analyse the nature of relationships between nurses and clients, including family dynamics, when care is delivered in the home or community setting. The subject will assist the student to develop high order skills to facilitate effective communication in interpersonal and inter-

professional relationships. Emphasis is placed on facilitation, negotiation and conflict resolution skills at the nurse/client level.

Class requirements: on campus: four 6-hour face-to-face block tutorials over four days and 28 hours of written study materials equivalent to two hours of classroom contact per week; distance education: equivalent to four hours of classroom contact per week, with the option of a block face-to-face tutorial conducted over two days in weeks 6-7. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word case study (40%), one 3,000-word written assignment (60%).

Recommended Reading:

Geldard, D. and Geldard, K. *Basic personal counselling*. 4th edn, Prentice Hall, 2001.

Wendt, D. 'Building trust during the initial home visit' in *Home Healthcare Nurse*. 14:12, pp92-98, 1996.

Willis, E. 'Nurse-client alliance' in *Home Healthcare Nurse* 14:56, (PAGES?), 1996.

NSG41ICC SPECIALTY ISSUES CRITICAL CARE (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien*

In this subject students will review and critically analyse clinical cases and evidence-based guidelines pertinent to the critical care specialty area. Students will utilise concepts, principles and skills developed throughout the course to further explore their professional practice when implementing holistic, evidence-based nursing care in the critical care environment.

Prerequisite: NSG41CRC.

Class requirements: on campus: four 6-hour seminars of class contact across the semester and a flexible learning package equivalent to two hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 30-minute case presentation equivalent to 2,000 words (40%), one 3,000-word written report (60%).

Prescribed Reading:

Benner, P., Hooper-Kyriakidis, P. and Stannard, D. *Clinical wisdom and interventions in critical care: a thinking-in-action approach*. W. B. Saunders, Philadelphia, 1999.

NSG41IEC SPECIALTY ISSUES IN EMERGENCY NURSING (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien* *Not available in 2004.*

NSG41INC ADVANCED INTENSIVE CARE NURSING PRACTICE (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Mr Bill McGuiness, BE: Mr Keith O'Brien*

In this foundation subject in nursing practice students are provided with opportunities to assess, plan, implement and evaluate nursing care appropriate to the intensive care health-care environment. Students will develop advanced assessment and intervention knowledge and skills essential to the safe and effective management of the individual requiring admission to an intensive care unit.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word written assignment (60%), one 20-minute case presentation equivalent to 2,000 words (40%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Wiederhold, R. *Electrocardiography: the monitoring and diagnostic leads*. 2nd edn, W. B. Saunders, Philadelphia, 1999.

Urden, L., Stacy, K. and Lough, M. *Thelan's critical care nursing diagnosis and management*. 4th edn, Mosby, Philadelphia, 2002.

NSG41ITP INTRODUCTION TO PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheean*

In this subject, students will examine the role of the maternal, child and family nurse practising in diverse communities. Evidence-based knowledge and strategies to promote the health and well being of

mothers, children and families are developed as are skills which are sensitive and appropriate to social and cultural needs. Students investigate and critically appraise theories and concepts from nursing and related sciences, and link these with practice through reflection and critical thinking. Opportunities are provided for students to integrate skills in maternal child and family assessment and evidence-based interventions within clinical practice settings and to achieve relevant professional competencies.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately seven hours per week. Students enrolled in the Maternal and Child Health re-entry program must complete a 120-hour clinical practicum of approximately 10 hours per week. All students must attend a 15-hour compulsory on campus clinical workshop over two days prior to the commencement of semester.

Assessment: two 2,000-word written assignments (35% each), one 2,000-word clinical evaluation of practicum (30%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Sheridan, M. *Children's developmental progress: from birth to five years*. Revised edn, ACER, 1998.

Engel, J. *Pocket guide to paediatric assessment*. 3rd edn, Mosby, 1997.

Taylor, B. *Reflective practice*. Allen and Unwin, 2000.

NSG41MBC MANAGEMENT OF BREAST CANCER IN NURSING

PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

In this subject students will focus on the nursing management of patients diagnosed with breast cancer on the disease continuum from genesis to death, including locally advanced and metastatic conditions, complications and late effects of treatment, changes to body images and sexuality issues. Students will be required to spend one week observational experience with accredited breast care nurses who deal with breast cancer that are different to that in which they are employed.

Class requirements: equivalent to a 52-hour subject (four hours per week for 13 weeks). Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,000-word assignment (20%), one 4,000-word assignment (80%).

Prescribed Reading:

Dixon, J. M. *The ABC of breast disease*. BMJ Publishing Group, 2000.

NSG41MCA MAINTAINING HEALTH IN CANCER CARE NURSING

PRACTICE (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

Both the disease and treatment for cancer can result in undesirable alterations in health for the person with cancer. In this subject students will examine a range of distressing symptoms and oncological emergencies resulting from cancer and treatment. These are studied within a framework of symptom distress, which highlights the need to focus on the experience of the person with cancer when planning interventions. Students are asked to complete two critical incidents from their own practice.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 750-word report (10%), one 1,500-word case presentation (30%), one 3,000-word discussion paper (60%). Hurdle requirement: two critical incidents.

Recommended Reading:

Henke Yarbro, C et al. *Cancer nursing: principles and practice*. 5th edn, Jones and Bartlett, Boston, 2000.

NSG41NCC ADVANCED CARDIAC NURSING PRACTICE (20 CPs Sem. I.

BE., DE., OSITE.) *BE: Mr Keith O'Brien, OSITE: Ms Geraldine Lee*

In this foundation subject in nursing practice students will be provided with opportunities to assess, plan, implement and evaluate nursing care appropriate to the acute cardiac and cardiothoracic care environment. Students will develop advanced assessment and intervention knowledge and skills essential to the safe and effective management of the individual with acute cardiac disorders such as myocardial infarction, arrhythmias and thoracic conditions.

Co-requisite: NSG41ACC.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word written assignment (60%), one 30-minute case presentation equivalent to 2,000 words (40%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Woods, S., Froelicher, E. and Underhill Motzer, S. *Cardiac nursing*. Lippincott, Philadelphia, 1999.

Wiederhold, R. *Electrocardiography: the monitoring and diagnostic leads*. 2nd edn, W. B. Saunders, Philadelphia, 1999.

NSG41NCI NARRATIVES OF CHRONIC ILLNESS IN NURSING (20 CPs

Sem. I. BE., DE., OSITE.) *BE: Ms Sharon Kendall, OSITE: Ms Kathleen Swift*

In this subject students will examine phenomenological and critical approaches to nursing practice. Students will be assisted to be interpretative and take account of personal meanings of health, illness and coping with chronic illness, using cancer as the disease model. Concepts such as hope, loss and powerlessness are explored, as they are experienced by the person and family. Students begin to critically explore the role health professionals play in shaping patient experience.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word poster presentation (30%), one 4,000-word assignment (70%).

Recommended Reading:

Benner, P. and Wrubel, J. *The primacy of caring: stress and coping in health and illness*. Addison Wesley, 1989.

NSG41NED NEUROLOGICAL DISORDERS (20 CPs Sem. I. B., DE., OSITE.) *Dr*

Ken Sellick

Not available in 2004.

NSG41NHC BREAST CARE NEW HORIZONS & CONTROVERSIES IN NURSING PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Kathleen Swift,*

BE: Ms Sharon Kendall

In this subject students will examine trends in breast care screening, prevention, treatment, prognosis, rehabilitation and research together with any ethical dilemmas and professional controversies that arise as a result.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word assignment (60%), one 2,000-word assignment (40%).

Prescribed Reading:

Johnstone, M. J. *Bioethics: a nursing perspective*. Harcourt-Saunders, Sydney, 2000.

NSG41NIC NEONATAL INTENSIVE CARE NURSING (20 CPs Sem. I. B., OSITE.) *Ms Jan Horton*

In this subject the emphasis is on the development of expertise in neonatal intensive care nursing. The multiple roles of the nurse are explored and analysed. Students are encouraged to develop knowledge and skills in nursing therapies that can contribute to the development of safe, therapeutic nursing practice in neonatal intensive care environments. Opportunities are provided for students to explore, critically reflect on and analyse issues arising from their professional practice.

Quota: 33.

Class requirements: one 3-hour lecture per week (weeks 1 -11), self directed learning activities equivalent to one hour of class contact per week, one 3-hour seminar per week (weeks 12-13) plus a 160 hour clinical practicum of approximately 12 hours per week.

Assessment: one 3-hour examination (60%), one 2,000-word classroom presentation (40%). Hurdle requirement: satisfactory completion of five clinical skills hurdles, minimum of 160 hours of clinical practicum hurdle and satisfactory clinical practicum progress report. Students must pass theory and clinical to pass the subject.,

Prescribed Reading:

Boxwell, G. (ed.) *Neonatal intensive care nursing*. Routledge, London, 2000.

Cree, L. and Rischmiller, S. *Science in nursing*. 4th edn, W.B. Saunders, 2001.

NSG41OMH HEALTH PROMOTION IN MENTAL HEALTH NURSING (20 CPs Sem. I. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Lynn Lang*

Mental health nurses are responsible for promoting environments that optimise the wellbeing of individuals, families and communities. They work with others to educate about mental disorders, reduce stigma and encourage early detection. This subject will prepare mental health nurses to understand population-based approaches to mental health care and use evidence-based practice to consider their role in the promotion of mental health and the prevention and early detection of mental disorders.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word case study (40%), one 3,500-word assignment (60%).

Prescribed Reading:

WHO Collaborating Centre for Mental Health and Substance Abuse. *Management and mental disorders*. 3rd edn, WHO Collaborating Centre for Mental Health and Substance Abuse, Sydney, 2000. Meadows, G. and Singh, B. *Mental health in Australia*. Oxford University Press, Melbourne, 2001.

NSG41PAC ADVANCED PALLIATIVE CARE NURSING PRACTICE (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Margaret O'Connor, BE: Ms Sharon Kendall*

In this subject students will develop knowledge and skills to prepare them for roles in advanced palliative care practice. The students will be provided with skill development opportunities through the undertaking of a substantive project within their chosen area of work/interest. Topics covered will include health promotion and advanced practice nursing roles, caregiver issues, teamwork, and other contemporary nursing issues. A practice profile is completed as part of the subject.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,000-word learning contract for project development (10%), one 2,500-word project implementation (45%), one 2,500-word project evaluation (45%). Hurdle requirement: two critical incidents.

Prescribed Reading:

Kellehear, A. *Death and dying in Australia*. Oxford University Press, Australia, 2000.

Parker, J. and Aranda, S. *Palliative care explorations and challenges*. MacLennan and Petty, Sydney, 1998.

NSG41PAH PARTICIPATORY HEALTH CARE FOR OLDER PEOPLE (20 CPs Sem. I. OSITE.) *Professor Rhonda Nay*

In this subject, students are provided with the opportunity to explore some of the theoretical underpinnings required for their role as a care/service co-ordinator. Topics will include models of health and participatory care; ageing and disability, health education and promotion; self management; risk management and the autonomy of the individual. Throughout the subject emphasis is given to the enhancement of potential and goals of people with chronic illness.

Class requirements: 27 hours of directed resourced learning sessions and four 3-hour tutorial in weeks 1, 4, 8, 12. Clinical practicum of 52 hours over the semester, equivalent to four hours per week.

Assessment: one 1,000-word activity report (20%), one 1,000-word clinical activity report (20%), one 3,000-word project report (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass clinical and theory to pass subject.

NSG41PCC NURSING PRACTICE IN COMMUNITY CONTEXTS (20 CPs Sem. I. B., BE., DE.) *B: Ms Robin Ray, BE: Ms Frances Sheean*

In this subject students undertake modules in which commonly occurring health problems of asthma, diabetes and continence which are examined in the context of people's lives in the community. The emphasis is on nursing action in relation to primary, secondary and tertiary prevention and health promotion. The resources available in the community and the process for working collaboratively with other health professionals and organisations to ensure the best care for individuals and groups within the community extends the study of specific health issues.

Class requirements: on campus: three 3-hour tutorials and a flexible learning package equivalent to 30 hours of class contact across the semester; distance education: a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,500-word assignment (30%), two 2,000-word assignments (35% each).

Recommended Reading:

Bryar, R. and Bytheway, B. *Changing primary health care: the Teamcare Valley's experience*. Blackwell Science, 1996.

NSG41PCP NURSING SCIENCE: PERIOPERATIVE CONCEPTS AND PATIENT CARE (20 CPs Sem. I. B., BE., DE., OSITE.) *Ms Judith Bridges*

In this subject students are introduced to fundamental theoretical aspects of perioperative nursing, including nursing as a concept; aspects of infection and its control applied to the operating suite; principles of surgical intervention and wound management; and the operating room environment, including design, and patient and staff safety. Students are encouraged to apply these underlying theoretical principles in the critical examination of current perioperative practice. A clinical practicum is associated with this subject.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2.5-hour examination (50%), one 2,500-word case study literature review (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Huth Meeker, M. and Rothrock, J. *Alexander's care of the patient in surgery*. 11th edn, Mosby, Missouri, 1999.

NSG41PCR PALLIATIVE CARE REALITIES IN NURSING PRACTICE (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Margaret O'Connor, BE: Ms Sharon Kendall*

In this subject students will examine palliative care nursing practice, in order to develop knowledge in holistic symptom management and to explore contemporary palliative care issues. Topics will include symptom distress, palliative emergencies, issues in end of life care and

specific symptomatology. A practice profile is completed as part of the subject.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,500-word discussion paper (30%), one 1,000-word case study (20%), one 2,500-word class presentation and symptom assessment paper (50%). Hurdle requirement: two critical incidents.

Prescribed Reading:

Aranda, S. and O'Connor, M. *Palliative care nursing: a guide to practice*. 2nd edn, Ausmed Publications, Melbourne, 2002.
Mashford, M. L., Aranda, S., Ashby, M. and Bowman, J. *Therapeutic guidelines in palliative care*. Therapeutic Guidelines Limited, Melbourne, 2001.

NSG41PCS NURSING SCIENCE: PERIANAESTHETIC CARE OF THE SURGICAL PATIENT (20 CPs Sem. I. B., BE., OSITE.) *Mrs Judith Bridges*

In this subject students will be offered knowledge and skills to enable them to analyse and reflect critically upon nursing care practices in anaesthesia and postanaesthesia patient care. Concepts of perianaesthetic care of the unconscious patient; pharmacology in anaesthetic and postanaesthetic patient care; and modalities of anaesthesia are examined. Topics include knowledge drawn from physiology, pathophysiology, biomedical technology, and theories of pain control modalities. A clinical practicum is associated with this subject.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2.5-hour examination (50%), one 2,500-word case study literature review (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Morgan, E. and Mikhail, M. *Clinical anesthesiology*. 2nd edn, Appleton & Lange, Connecticut, 1996.
Drain, C. B. and Shipley, S. B. *The recovery room: a critical care approach to post anesthesia nursing*. 3rd edn, W.B. Saunders, Philadelphia, 1994.

NSG41PED PROFESSIONAL NURSING EDUCATION (20 CPs Sem. I. B., BE., DE.) *B: Co-ordinator to be advised, BE: Mr Les Fitzgerald*
Not available in 2004.

NSG41PEP PERIOPERATIVE NURSING PROFESSIONAL ISSUES (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Mrs Judith Bridges, BE: Mr Keith O'Brien*
Not available in 2004.

NSG41PPH PROMOTING POSITIVE HEALTH OUTCOMES IN COMMUNITY NURSING (20 CPs Sem. I. B., DE., OSITE., WO.) *B: Ms Robin Ray, WO: Ms Lyn Lang*

In this subject, key theoretical and conceptual frameworks that provide the basis for ways of approaching health promotion and strategies relevant to particular cultures and lifespan needs are discussed and critically evaluated. In this subject students will examine the principles and methods used in assessing need, developing, implementing, and evaluating health promotion strategies in an ethical and legal manner, across a variety of settings. Students are required to reflect on, and critically analyse, the process of nursing in home and community settings. Opportunities will be provided for students to further examine issues central to the delivery of nursing care in the home and the community.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word media package in response to health profile (50%), one 2,500-word analysis and application of health promotion theory and strategies (50%).

Prescribed Reading:

Seedhouse, D. *Health promotion: philosophy, prejudice and practice*. Wiley, Chichester, 1997.
Wass, A. *Promoting health: a primary health care approach*. Harcourt, Sydney, 2000.
Baum, F. *The new public health: an Australian perspective*. Oxford University Press, Melbourne, 1998.

NSG41PPN COMPLEX NEONATAL PHYSIOLOGICAL PROBLEMS IN NURSING PRACTICE (20 CPs Sem. I. B., OSITE.) *Ms Jan Horton*

In this subject nurses will develop an understanding of complex physiological processes to enable them to anticipate nursing-specific problems, and to plan, implement and evaluate the nursing care of neonates with altered body states. Students will examine normal and altered physiology in a number of body systems, and their relationship to planned nursing interventions. The major areas studied are the cardiovascular, respiratory, metabolic endocrine, renal, gastrointestinal, immunological, special senses, integumentary, haematological and central nervous systems.

Co-requisite: NSG41AON.

Quota: 33.

Class requirements: one 3-hour lecture and one 1-hour clinical tutorial per week, 13 hours of self directed learning equivalent to one hour of class contact per week, plus a 160 hour clinical practicum of approximately 12 hours per week.

Assessment: one 3-hour examination (60%), one 2,000-word literature review including an annotated bibliography (40%). Hurdle requirement: satisfactory completion of clinical assessment including five clinical skills hurdles and clinical practicum progress report. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Polin, R. A. and Spitzer, A. R. *Foetal and neonatal secrets*. Hanley & Belfus Inc, Philadelphia, 2001.
Boxwell, G. *Neonatal intensive care nursing*. Routledge, London, 2000.

NSG41PRC PROMOTING CONTINENCE (20 CPs Sem. I. DE.) *Ms Elizabeth Watt*

The emphasis of this subject is on the development of knowledge and expertise in the promotion of continence and the nursing assessment and treatment options for people experiencing urinary and/or faecal incontinence across the lifespan. Other topics will include the relevant anatomy, physiology and pathophysiology, clinical reasoning, and the specialist role of the continence nurse adviser as part of the multidisciplinary team. A 35-hour clinical practicum is associated with the subject.

Class requirements: a flexible learning package equivalent to three hours of class room contact per week plus 35 hours of clinical practicum of approximately one 7-hour day per week over five weeks. Students have regular contact with the subject co-ordinator using telephone, fax and email.

Assessment: two 1,250-word learning activity reports (10% each), one 3,500-word project/essay (80%). Hurdle requirement: completion of a journal of the student's learning activities and clinical practicum.

Prescribed Reading:

Getliffe, K. and Dolman, M. (eds) *Promoting continence: a clinical research resource*. 2nd edn, Bailliere Tindall, 2003.

NSG41PTC PROCESS & TECHNOLOGY IN CANCER (20 CPs Sem. I. B., BE., DE., OSITE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

In this subject students will be assisted to trace the development of knowledge in the areas of altered cell biology, epidemiology and treatment of cancer. Nursing practice issues relevant to the expanding knowledge and available technologies to treat cancer are examined. Contemporary issues such as the late effects of treatment and unproven therapies for cancer are discussed. Case studies are utilised to illustrate the application of knowledge in practice. A practice profile is completed as part of the subject.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours

class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word take home exam (40%), one 3,500-word learning contract (60%).

Prescribed Reading:

Otto, S. *Cancer nursing*. 4th edn, Mosby, St Louis, 2001.

NSG41RME RESEARCH METHODS (15 CPs Sem. I. B., WO.) *Ms Eileen*

Clark

Designed to enable students to develop a research proposal in readiness for implementation of the research component of higher degree studies. A variety of research designs are explored and opportunities provided for the development of the planning and writing skills required for a thesis.

Class requirements: Four 3-hour on campus classes spread at intervals across the semester, 27-hours of directed learning supported by a study guide.

Assessment: one 3,000-word research and ethics proposal (100%).

NSG41RSK RESEARCH SKILLS (15 CPs Sem. I. B., BE., DE., JA., WO.) *B: Dr*

Ken Sellick, WO: Ms Eileen Clark

In this subject, students are given an overview of the major inquiry methodologies in preparation for an examination of approaches to nursing research. They learn how to apply explicit, systematic methods to handle qualitative and quantitative data for testing ideas, drawing conclusions and communicating results in clinical and social science research.

Class requirements: on campus: one 1-hour lecture, one 1-hour tutorial and self-directed learning activities equivalent to one hour of classroom contact per week; distance education: equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4000-word assignment (portfolio of work) (100%).

Recommended Reading:

Polit, D. F. and Hungler, B. P. *Nursing research principles and methods*. 6th edn, J. B. Lippincott, 1999.

NSG41SIC SPECIALTY ISSUES IN CARDIAC NURSING (20 CPs Sem. I. B.,

BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien*

Not available in 2004.

NSG41SII SPECIALTY ISSUES INTENSIVE CARE NURSING (20 CPs Sem. I.

B., BE., DE., OSITE.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien*

Not available in 2004.

NSG41SMO SUPPORT AND MOVEMENT (20 CPs Sem. I. B., DE., OSITE.) *Dr*

Ken Sellick

In this subject students will examine the musculoskeletal system in detail. All aspects of muscle and bone physiology are discussed with an emphasis on the interactions between the two. This provides the framework around which the pathophysiology of the adult and paediatric skeleton is analysed. The students discuss the disease processes of the musculoskeletal system, the treatment modalities and the impact upon the patient and significant others where appropriate.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour examination (60%), one 1,250-word case study (20%), one 1,250-word assignment (20%).

Prescribed Reading:

Solomon, L. *Apley's system of orthopaedics and fractures*. 8th edn, Edward Arnold, London, 2001.

Maher, A. B. *Orthopaedic nursing*. 3rd edn, W.B. Saunders, Philadelphia, 2002.

NSG41TDO TREATMENT AND DIAGNOSIS (20 CPs Sem. I. B., DE., OSITE.)

Dr Ken Sellick

In this subject students will examine and review current orthopaedic nursing, medical and surgical management and issues related to

evidence based practice. Care of the patient undergoing orthopaedic procedures and diagnostic regimens is analysed critically with a view to improving the current standard care. Students also investigate and discuss the role of complementary therapies related to the care of the orthopaedic patient.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word literature review (40%), one 3,750-word practical examination/clinical contract (60%).

Prescribed Reading:

Maher, A. B. *Orthopaedic nursing*. 3rd edn, W. B. Saunders, Philadelphia, 2002.

Lumley, J. S. *Surface anatomy. The anatomical basis of clinical examination*. 2nd edn, Churchill Livingstone, Edinburgh, 1997.

NSG41TRA MANAGEMENT OF TRAUMATIC WOUNDS (20 CPs Sem. I.

OSITE.) *Mr Bill McGuiness*

Offer is subject to sufficient enrolment. Students must be employed in a clinical area deemed appropriate to meet the subject objectives, by the subject co-ordinator.

In this subject students are provided with the opportunity to gain essential knowledge and skills used to care for people wounded as a result of physical trauma. Students are encouraged to explore related wound physiology, psychological considerations, social impacts and contemporary management practices, for this client cohort. Case studies drawn from motor vehicle accidents, work place accidents, firearm injuries, bombings and animal attacks are used as a foundation for the presentation of the subject content. Specific emphasis is given to the prevention of infection, debridement techniques and psychological support required for the client physical trauma.

Class requirements: one 2-hour lecture, one 1-hour tutorial, one 1-hour web based activity per week and 104 hours of clinical experience, equivalent to eight hours per week.

Assessment: one 2,000-word written assignment (40%), one 20-minute case presentation equivalent to 1,000 words (20%), one clinical assessment using established criteria as per clinical handbook (40%).

NSG42ACP ANALYSING COMMUNITY NURSING PRACTICE (20 CPs Sem.

II. B., DE.) *Ms Robin Ray*

See NSG41ACP for full subject description.

NSG42ADC ADVANCED CANCER IN NURSING PRACTICE (20 CPs Sem. II.

B., BE., DE., OSITE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

See NSG41ADC for full subject description.

NSG42AIR ASSESSMENT IN REHABILITATION NURSING PRACTICE (20

CPs Sem. II. B., DE., OSITE.) *Professor Sally Garratt*

See NSG41AIR for full subject description.

NSG42AMC ADVANCED MEDICAL NURSING PRACTICE (20 CPs Sem. II.

B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms*

Janet Berry

See NSG41AMC for full subject description.

NSG42AMH ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE (20

CPs Sem. II. B., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Maureen*

Cuskelly

See NSG41AMH for full subject description.

NSG42ANA ADVANCED NURSING PRACTICE IN ACTION (15 CPs Sem. II.

B., BE., DE., JA., OL.) *Professor Alan Pearson*

Students develop their ability to describe, reflect upon and critically analyse advanced nursing practice. They have the opportunity to investigate selected areas of practice by engaging in an exploration of an issue that arises from their own practice area. Aspects of study include evidence-based practice, advanced or independent nursing practice and specialisation.

Class requirements: one 2-hour lecture per week, one 1-hour tutorial per week and 13 hours of self directed learning, plus 20 days of practicum in an approved speciality nursing area.

Assessment: one 3000-word critical analysis essay (60%), one 2,000-word clinical case study (40%). Hurdle requirement: satisfactory completion of practicum.

Recommended Reading:

McMahon, R. and Pearson, A. (eds) *Nursing as therapy*. Chapman and Hall, 1991.

Street, A. *Nursing replay: researching nursing culture together*. Churchill Livingstone, 1995.

NSG42ANC ACUTE NURSING IN THE COMMUNITY (20 CPs Sem. II. B., DE., OSITE., WO.) B: Ms Robin Ray, WO: Ms Lyn Lang
See NSG41ANC for full subject description.

NSG42ANU ADVANCED NURSING PRACTICE IN ACTION (20 CPs Sem. II. B., BE., DE., JA., OL., OSITE., WO.) B: Professor Alan Pearson, WO: Ms Lynn Lang, BE: Co-ordinator to be advised
See NSG41ANU for full subject description.

NSG42AON ASSESSMENT OF NEONATES IN NURSING PRACTICE (20 CPs Sem. II. B., OSITE.) Ms Jan Horton
See NSG41AON for full subject description.

NSG42ASN ADVANCED SURGICAL NURSING PRACTICE (20 CPs Sem. II. B., BE., DE., WO.) B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry
See NSG41ASN for full subject description.

NSG42ATH ADVANCED NURSING THERAPIES PRACTICE (20 CPs Sem. II. BE., DE., WO.) BE: Mr Keith O'Brien, WO: Ms Jan Berry
Students will review a variety of therapeutic measures that can be undertaken to assist in the promotion of healing and homeostasis for the patient requiring medical surgical care. Emphasis will be placed on therapeutic interventions utilised for both psychosocial care and physiological care. Areas covered include psychosocial therapeutic interventions, the management of pain, interventions associated with the cardiovascular, respiratory, neurological and central nervous systems, integumentary, fluid and electrolyte balance. Pharmacology aspects of therapeutic interventions will be emphasised. The subject includes a clinical practicum for the semester in an acute care area/s.
Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.
Assessment: one 2-hour examination (60%), one 3,000-word written assignment (40%). Hurdle requirement: satisfactory completion of assessment of intravenous cannulation technique and clinical practicum. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Australian Nursing Federation. *Competency standards for the advanced nurse*. Australian Nursing Federation Publications Unit, Melbourne, 1997.

NSG42BCD BREAST CANCER DISEASE ENTITY IN NURSING PRACTICE (20 CPs Sem. II. B., BE., DE.) B: Ms Kathleen Swift, BE: Ms Sharon Kendall
See NSG41BCD for full subject description.

NSG42CAC ADVANCED COMPLEX CARDIAC NURSING (20 CPs Sem. II. B., BE., DE., OSITE.) B: Ms Geraldine Lee, BE: Mr Keith O'Brien
In this subject students will focus on the physiological, psychosocial, cultural, legal and ethical dimensions of specialist nursing management of the client and family experiencing complex cardiac disorders. Students will also have the opportunity to explore and review complex biomedical interventions and cardiothoracic surgery.
Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.
Assessment: one 3,000-word essay (60%), one 2,000-word take home

exam (40%). Hurdle requirement: Satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Woods, S., Froelicher, E. and Underhill Motzer, S. *Cardiac nursing*. Lippincott, Philadelphia, 2002.

Urden, L., Stacy, K. and Lough, M. *Thelan's critical care nursing diagnosis and management*. 4th edn, Mosby, Philadelphia, 1999.

NSG42CCP ACHIEVING COMPETENCE IN COMMUNITY PRACTICE (20 CPs Sem. II. B., DE., OSITE.) Ms Robin Ray
See NSG41CCP for full subject description.

NSG42CED CLINICAL NSG EDUCATION A (20 CPs Sem. II. B., BE., DE., WO.) B: Ms Helen Forbes, BE: Mr Les Fitzgerald, WO: Ms Lyn Lang
Not available in 2004.

NSG42CEM ADVANCED COMPLEX EMERGENCY NURSING PRACTICE (20 CPs Sem. II. BE., DE., OSITE.) BE: Mr Keith O'Brien, OSITE: Mrs Geraldine Lee

In this subject students will focus on the physiological, psychosocial, cultural, legal and ethical dimensions of emergency nursing management of the client and family who are experiencing complex, acute health disorders. Students will have the opportunity to explore and review complex biomedical interventions and invasive therapies.
Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word essay (40%), one 3,000-word take home exam (60%). Hurdle requirement: satisfactory completion of clinical appraisal and clinical competence. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Urden, L., Stacy, K. and Lough, M. *Thelan's critical care nursing diagnosis and management*. 4th edn, Mosby, Philadelphia, 2002.

NSG42CEP CLINICAL NURSING EDUCATION B (20 CPs Sem. II. B., BE., DE.) B: Ms Helen Forbes, BE: Mr Les Fitzgerald

In this subject, students will be encouraged to build upon knowledge from Clinical Education and Contemporary Nurse Education Theories by participating in a variety of practice opportunities in order to develop their role as a clinical educator. These practice opportunities may include the managing of a clinical group of students, delivery of lectures, running tutorial groups, participating in laboratory learning, running seminars or workshops. Students will also develop their skills in public speaking, delivery of distance education, debate and theoretical and clinical based assessment.

Class requirements: on campus: six 3-hour seminars across the semester, a flexible learning package equivalent to three hours class contact per week, plus a 26-hour clinical practicum of approximately two hours per week over semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word report on teaching practice (40%), one 3,000-word theoretical analysis of teaching practice (60%). Hurdle requirement: completion of approved clinical practice and a clinical journal.

Prescribed Reading:

Edwards, H., Smith, B. and Webb, G. *Lecturing: case studies, experience and practice*. Kogan, London, 2001.

Prosser, M. and Trigwell, K. *Understanding learning and teaching: the experience in higher education*. Society for Research into Higher Education & Open Press, Buckingham, 1999.

NSG42CFR CONCEPTUAL FOUNDATION OF REHABILITATION NURSING PRACTICE (20 CPs Sem. II. B., DE., OSITE.) Professor Sally Garratt
See NSG41CFR for full subject description.

NSG42CIC ADVANCED COMPLEX INTENSIVE CARE NURSING PRACTICE

(20 CPs Sem. II. B., BE., DE., OSITE.) *B: Mr Bill McGuinness, BE: Mr Keith O'Brien*

In this subject students will focus on the physiological, psychosocial, cultural, legal and ethical dimensions of nursing management of the client and family experiencing complex, acute health disorders. Students will have the opportunity to explore and review complex biomedical interventions and invasive therapies.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word essay (60%), one 2,000-word take home exam (40%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Urden, L., Stacy, K. and Lough, M. *Thelan's critical care nursing diagnosis and management*. 4th edn, Mosby, Philadelphia, 2002.

NSG42CIM CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING

(20 CPs Sem. II. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Lynn Lang*
See NSG41CIM for full subject description.

NSG42CIS COMPUTERISED NURSING INFORMATION SYSTEMS

(15 CPs Sem. II. B., DE., OL.) *Dr Bill Koch*
See NSG41CIS for full subject description.

NSG42CLE ESTABLISHING EVIDENCE FOR NURSING

(20 CPs Sem. II. B., BE., DE., HK., OSITE., SI., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*

This subject is process oriented. Students are introduced to the systematic review and clinical audit processes as a means of investigating effectiveness, appropriateness and feasibility in clinical practice. They are then required to conduct a clinical audit based on a published systematic review and develop an action plan to generate practice change.

Class requirements: on campus: four 3-hour tutorials in weeks 1, 5, 9, and 11, plus self-directed learning equivalent to three hours of classroom contact per week; distance education: flexible learning package equivalent to four hours of classroom contact per week supported by email, fax and phone contact.

Assessment: one 2,000-word clinical audit protocol (40%), one 3,000-word clinical audit report (60%).

Prescribed Reading:

Dawes, M. et al. *Evidence-based practice: a primer for health care professionals*. Churchill Livingstone London, 1999.

Morrell, C. and Harvey, G. *The clinical audit handbook: improving the quality of health care*. Balliere Tindall, Glasgow, 1999.

NSG42COC ADVANCED COMPLEX CRITICAL CARE NURSING PRACTICE

(20 CPs Sem. II. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

See NSG41COC for full subject description.

NSG42COP NURSING ISSUES AND INNOVATIONS IN CARE OF OLDER PEOPLE

(20 CPs Sem. II. B., DE., OSITE.) *Professor Rhonda Nay*
See NSG41COP for full subject description.

NSG42CRB CARE RECOVERY AND BEYOND

(20 CPs Sem. II. B., DE., OSITE.) *Dr Ken Sellick*
See NSG41CRB for full subject description.

NSG42CSN NURSING CARE OF NEONATE & FAMILY WITH SPECIAL NEEDS

(20 CPs Sem. II. B., OSITE.) *Ms Jan Horton*
See NSG41CSN for full subject description.

NSG42CSP HIGH ACUITY ANAESTHETIC NURSING CARE

(20 CPs Sem. II. B., DE., OSITE.) *Mrs Judith Bridges*
In this subject students build upon fundamental concepts of anaesthesia nursing gained in the subject Perianaesthetic Care of the Surgical Patient. Students have the opportunity to develop advanced

knowledge and skill pertinent to anaesthesia care of the surgical patient. Knowledge in the pharmacology of anaesthesia is developed to gain an understanding of how anaesthetic agents interact with physiological systems to produce the required anaesthesia state. Clinical decision making processes, as they apply to anaesthesia nursing care, will be explored. Topics include knowledge drawn from nursing, pathophysiology, biomedical technology and examination of pharmacokinetics, pharmacodynamics and drug actions at the cellular level. Students have the opportunity to analyse and reflect critically, upon incidents associated with specialty areas of anaesthesia nursing practice.

Co-requisite: NSG41PCS.

Class requirements: on campus: eight 6-hour seminar days (weeks 1, 3, 9 and 13); distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word case study (50%), one 2.5-hour examination (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Morgan, E. and Mikhail, M. *Clinical anesthesiology*. 2nd edn, Appleton & Lange, Connecticut, 1996.

NSG42CSS NURSING PRACTICE IN SPECIALTY SURGERY

(20 CPs Sem. II. B., BE., DE., OSITE.) *B: Mrs Judith Bridges, BE: Mr Keith O'Brien*

In this subject students further develop skills and knowledge required to provide perioperative nursing care to patients undergoing a range of surgical procedures. The central domains of nursing, person, environment, and health are utilised to examine concepts of surgical intervention in specialty surgery; patient centred care in specialty surgery; perioperative skills and knowledge in specialty surgery; and technology in surgery. Critical incidents from clinical practice are utilised by students to analyse and reflect critically upon nursing care practices in the perioperative care of the patient. A clinical practicum is associated with this subject.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3-hour examination (60%), one group seminar presentation with annotated bibliography (equivalent to 2,000 words) (40%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Huth Meeker, M. and Rothrock, J. *Alexander's care of the patient in surgery*. 11th edn, Mosby, Missouri, 1998.

NSG42ECH EARLY CHILDHOOD HEALTH: NEW DIRECTIONS IN POLICY AND PRACTICE

(20 CPs Sem. II. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheehan*
Not available in 2004.

NSG42EPS WORKING WITH AT-RISK FAMILIES

(20 CPs Sem. II. B., BE., DE.) *B: Ms Marianne Mackay, BE: Ms Frances Sheehan*
Students will examine the theories, skills and strategies involved in supporting families with young children, focusing on issues that impact on family and child health. Opportunities are provided to integrate the knowledge arising from experience in working with high-risk families in secondary and tertiary preventative intervention settings such as early parenting and daystay centres, and home visiting, residential and specialised parenting and assessment programs. Students will further develop skills in documentation, communication, family assessment and intervention, and in the facilitation of groupwork with parents, within the context of critical reflective nursing practice.

Co-requisite: NSG41ITP.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package

equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately eight hours per week for five weeks plus a 5-day block of 38 hours.

Assessment: one 2,000-word written assignment (35%), one 2,000-word case study (35%), one 2,000-word clinical evaluation of practicum (30%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Littlefield, L. *High-risk infants service quality initiatives: parenting assessment and skill development. Phase 1, 2 and 3.* Department of Human Services, Victoria, 2000.

NSG42FLE FIRST LINE EMERGENCY CARE (15 CPs Sem. II. B., DE., OSITE.) *Ms Jacqueline Behan*

Students have the opportunity to acquire the additional skills necessary for nurses working with limited medical personnel or as nurse practitioners. Topics covered include clinical decision making and first line emergency care for respiratory, cardiovascular, neurological, trauma and non-trauma patients. Study areas include cannulation, shock anaphylaxis, fluid and electrolyte balance and burns.

Class requirements: ten 3-hour seminars, nine hours of directed learning in conjunction with study guide sessions and 52-hours of clinical practicum.

Assessment: one practicum examination (50%), one 1,000-word assignment (30%), workbook presentation (20%).

NSG42FMA FUNCTIONAL MUSCULOSKELETAL ASSESSMENT IN NURSING PRACTICE (20 CPs Sem. II. B., DE., OSITE.) *Professor Sally Garratt*

See NSG41FMA for full subject description.

NSG42FNA FUNCTIONAL NEUROLOGICAL ASSESSMENT IN NURSING PRACTICE (20 CPs Sem. II. B., DE., OSITE.) *Professor Sally Garratt*

See NSG41FNA for full subject description.

NSG42FPC NURSING AND THE FOUNDATIONS OF PALLIATIVE CARE (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Margaret O'Connor, BE: Ms Sharon Kendall*

See NSG41FPC for full subject description.

NSG42GPN GEROPSYCHIATRIC NURSING (20 CPs Sem. II. B., DE., OL., OSITE.) *Professor Sally Garratt*

In this subject, students are encouraged to build on their undergraduate knowledge of gerontic and psychiatric nursing and develop advanced knowledge and skills in the care of older people with mental illness. A 52-hour clinical placement with directed learning activities and competency evaluations encourages evidence-based practice and provides learning opportunities across a wide range of contexts in which older people with mental illness present. The focus is on maximising potential through identification of goals, advanced assessment skills, innovative therapeutic interventions and multidisciplinary models of care. Legal and ethical issues and best practice in relation to challenging behaviours, functional and organic disorders are critically examined.

Class requirements: on campus: three 4-hour lectures/seminars per week (weeks 1, 4, and 9) and self-directed learning packages equivalent to three hours of classroom contact per week; distance education: learning package equivalent to four hours of classroom contact per week supported by telephone and email contact with lecturers. A clinical placement of 52 hours must be completed by all students.

Assessment: two 1,250-word activity reports (50% each), one 3,000-word assignment (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Preliminary Reading:

Burdekin, B. *Report of the national inquiry into human rights of people with mental illness.* AGPS, 1994.

Byrne, G. *The recognition and management of mental disorders in older people.* NHMRC/AGPS, 1994.

Victoria's mental health service: the framework for service delivery. Department of Health and Community Services, 1996.

NSG42HAH HEALTH ADVANCEMENT IN HOME AND COMMUNITY (20

CPs Sem. II. B., DE., OSITE.) *Ms Robin Ray*

See NSG41HAH for full subject description.

NSG42HAP HIGH ACUITY POSTANAESTHESIA CARE (20 CPs Sem. II. B., DE., OSITE.) *Mrs Judith Bridges*

In this subject students will build upon fundamental concepts of postanaesthesia nursing gained in the subject Perianaesthetic Care of the Surgical Patient. Students have the opportunity to develop advanced knowledge and skills pertinent to postanaesthesia care of the surgical patient. Clinical decision making processes, as they apply to postanaesthesia nursing care, will be explored. Topics include knowledge drawn from nursing, pathophysiology, biomedical technology and examination of pharmacokinetics, pharmacodynamics and drug actions at the cellular level and their application to postanaesthesia patient care. Students have the opportunity to analyse and reflect critically, upon incidents associated with specialty areas of postanaesthesia nursing practice.

Co-requisite: NSG41PCS.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word case study assignment (50%), one 2.5-hour examination (50%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Morgan, E. and Mikhail, M. *Clinical anesthesiology.* 2nd edn, Appleton & Lange, Connecticut, 1996.

NSG42HBC COMPLEX THERAPIES IN THE HOME (20 CPs Sem. II. B., DE., OSITE.) *Ms Robin Ray*

See NSG41HBC for full subject description.

NSG42HCC HOME AND COMMUNITY CARE (20 CPs Sem. II. B., DE., OSITE.) *Ms Robin Ray*

See NSG41HCC for full subject description.

NSG42HCO ADVANCED COMMUNICATION IN HOME BASED CARE (20 CPs Sem. II. B., DE., OSITE.) *Mrs Robin Ray*

See NSG41HCO for full subject description.

NSG42ICC SPEC ISSUES CRITICAL CARE (20 CPs Sem. II. B., BE., DE., OSITE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

See NSG41ICC for full subject description.

NSG42IEC SPECIALTY ISSUES IN EMERGENCY NURSING (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien*

In this subject students will review and critically analyse clinical cases and evidence-based guidelines pertinent to the emergency specialty area. Students will utilise concepts, principles and skills developed throughout the course to further explore their professional practice when implementing holistic, evidence-based nursing care in the emergency environment.

Co-requisite: NSG41EMC.

Class requirements: on campus: four 6-hour seminars of class contact across the semester and a flexible learning package equivalent to two hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 20-minute case presentation equivalent to 2,000-words (40%), one 3,000-word written report (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Benner, P., Hooper-Kyriakidis, P. and Stannard, D. *Clinical wisdom and interventions in critical care: a thinking-in-action approach.* W.B. Saunders, Philadelphia, 1999.

NSG42IIP MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE (20

CPs Sem. II. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheean*
 Students will examine the maternal and child health nurse's role using critical reflective processes to develop and evaluate practice. A range of theoretical perspectives related to nursing work with families is introduced. Students are expected to apply ethically and socially responsible decision making skills to issues, which affect the health and wellbeing of mothers, children and families, building on concepts of responsive communication and consumer-focused care. Opportunities are provided to integrate skills and evidence-based interventions into maternal and child health practice and to meet relevant professional competencies. Strategies to facilitate the transition to the new practice role are also explored.

Prerequisite: NSG41ITP.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately seven hours per week. Students enrolled in the Maternal and Child Health re-entry program must complete a 120-hour clinical practicum of approximately 10 hours per week. All students must attend a 15-hour compulsory on-campus clinical workshop over two days prior to the commencement of semester.

Assessment: one 2,000-word written assignment (30%), one 3,500-word written assignment (70%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Santrock, J. *Children*. 6th edn, McGraw Hill, 2000.
 Taylor, B. *Reflective practice*. Allen & Unwin, 2000.

NSG42IMH INTERVENTIONS IN MENTAL HEALTH NURSING PRACTICE

(20 CPs Sem. II. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Lynn Lang*

Mental health nurses are required to provide evidence-based treatment, rehabilitation and support services that prevent relapse and promote recovery. These treatments are provided across the lifespan and are delivered in a manner that is sensitive to the needs of individuals and their family. This subject prepares students to implement evidence-based interventions in primary, secondary and tertiary settings for specific mental disorders that are relevant to the consumers life-stage.

Class requirements: on campus: eight 6.5-hour seminar days across the semester plus 200 hours of clinical practicum (40 hours per week for five weeks); distance education: flexible learning package equivalent to 6.5 hours of classroom contact per week for eight weeks, plus 200 hours of clinical practicum (40 hours per week for five weeks). Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word clinical case study (40%), one 3,000-word assignment (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

WHO Collaborating Centre for Mental Health and Substance Abuse. *Management and mental disorders*. 3rd edn, WHO Collaborating Centre for Mental Health and Substance Abuse, Sydney, 2000.
 Meadows, G. and Singh, B. *Mental health in Australia*. Oxford University Press, Melbourne, 2001.

NSG42INP ISSUES FOR NURSES AS PRACTITIONERS (15 CPs Sem. II. DE.)

Ms Karen Nightingale

Students have the opportunity to explore and reflect on legal, professional and ethical issues regarding the role of the nurse working as a nurse practitioner or in communities with limited medical personnel.

Class requirements: learning package equivalent to 39 hours plus 52 hours of clinical practicum.

Assessment: one 3,000-word assignment (100%).

NSG42LES MANAGEMENT OF SKIN BREAKING LESIONS (20 CPs Sem. I.

OSITE.) *Mr William McGuiness*

Subject is offered to sufficient enrolment. Students must be employed in a clinical area deemed appropriate to meet the required clinical experience by the subject co-ordinator.

In this subject students are provided with the opportunity to gain essential knowledge and skills used to care for people suffering from skin lesions. Students will study related wound physiology, psychological considerations, social impacts and contemporary management practices, for this client cohort. Case studies drawn from patients suffering from squamous and basal cell carcinoma, melanoma, and fungating breast cancers are used as a foundation for the subject content. Specific emphasis is placed on maintain the client's quality of life including pain, odour and exudate control, use of available social support networks and effective low cost alternatives for local wound management.

Class requirements: one 2-hour lecture and one 2-hour tutorial per week, plus 104 hours of clinical placement eight hours per week during semester.

Assessment: one 2,000-word written assignment (40%), one 20 minute case presentation (20%), one clinical assessment (40%).

NSG42MBC MANAGEMENT OF BREAST CANCER IN NURSING

PRACTICE (20 CPs Sem. II. B., BE., DE.) *B: Ms Kathleen Swift, BE: Ms*

Sharon Kendall

See NSG41MBC for full subject description.

NSG42MCA MAINTAINING HEALTH IN CANCER CARE NURSING

PRACTICE (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Kathleen Swift, BE:*

Ms Sharon Kendall

See NSG41MCA for full subject description.

NSG42MTP NURSING MANAGEMENT: THEORY AND PRACTICE (15 CPs

Sem. II. DE., JA., OL.) *Ms Margaret O'Connor*

Students examine theoretical frameworks, concepts and research findings from the general and nursing literature, and consider implications for managing a nursing unit. Emphasis is on effective utilisation of human, material, financial, and information resources to manage staff who are to provide quality patient care in complex healthcare organisations. The aim of this subject is to facilitate personal skill development in dealing with management issues and provide an understanding of current management practice.

Class requirements: 26 hours of lectures and 13 hours of seminar presentations.

Assessment: one 2,000-word assignment (50%), one 30-minute class presentation (30%).

Recommended Reading:

Rocchioccioli, J. and Tilbury, H. *Clinical leadership in nursing*. W.B. Saunders.
 Clinton, M. and Schiewe, D. *Management in the Australian health care industry*. 2nd edn, Harper Educational.

NSG42NCC ADVANCED CARDIAC NURSING PRACTICE (20 CPs Sem. II. B.,

BE., DE., OSITE.) *B: Ms Geraldine Lee, BE: Mr Keith O'Brien*

Not available in 2004.

NSG42NCI NARRATIVES OF CHRONIC ILLNESS IN NURSING (20 CPs

Sem. II. B., BE., DE., OSITE.) *B: Co-ordinator to be advised, BE: Ms*

Sharon Kendall, OSITE: Ms Kathleen Swift

See NSG41NCI for full subject description.

NSG42NED NEUROLOGICAL DISORDERS (20 CPs Sem. II. B., DE., OSITE.)

Dr Ken Sellick

This clinical subject provides students with the opportunity to assess, plan, implement and evaluate the care of the patient during the recovery phase. In addition the student is given the chance to discuss the impact of casemix and DRGs on care and the implications of the reduced length of stay on the patient and the community.

Class requirements: on campus: eight 6-hour seminar days across the semester plus a 200-hour clinical practicum of approximately 16 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus a 200-hour clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word case study (40%), one 3,500-word discharge planning project (60%).

Prescribed Reading:

Maxey, L. and Magnusson, J. (eds) *Rehabilitation for the postsurgical orthopaedic patient*. Mosby, St. Louis, 2001.
Hoppenfeld, S. and Murthy, V. L. (eds) *Treatment and rehabilitation of fractures*. Lippincott, Philadelphia, 2000.

NSG42NHC BREAST CARE NEW HORIZONS & CONTROVERSIES IN NURSING PRACTICE (20 CPs Sem. II. B., BE., DE.) *B: Ms Kathleen Swift,*

BE: Ms Sharon Kendall

See NSG41NHC for full subject description.

NSG42NIC NEONATAL INTENSIVE CARE NURSING PRACTICE (20 CPs Sem. II. B., OSITE.) *Ms Jan Horton*

See NSG41NIC for full subject description.

NSG42PAC CLINICAL NURSING SCIENCE: ADVANCED PALLIATIVE CARE (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Margaret O'Connor, BE: Ms*

Sharon Kendall

See NSG41PAC for full subject description.

NSG42PCC NURSING PRACTICE IN COMMUNITY CONTEXTS (20 CPs Sem. II. B., BE., DE., OSITE., WO.) *B, BE: Ms Robin Ray, WO: Ms Marcia*

Armstrong

See NSG41PCC for full subject description.

NSG42PCR PALLIATIVE CARE REALITIES IN NURSING PRACTICE (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Margaret O'Connor, BE: Ms Sharon*

Kendall

See NSG41PCR for full subject description.

NSG42PED PROFESSIONAL NURSING EDUCATION (20 CPs Sem. II. B., BE., DE.) *B: Dr Beverley Wood, BE: Mr Les Fitzgerald*

In this subject students will explore issues related to professional education. Topics include examination of educational policy, different educational models and examination of their impact on the promotion of independent practice and specialisation.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 5,000-6,000-word written assignment (100%).

Prescribed Reading:

National review of nursing education: discussion paper. Commonwealth of Australia, Canberra, 2001.
Billings, D. and Halstead, J. *Teaching in nursing: a guide for faculty*. Saunders, Pennsylvania, 1998.

NSG42PEP PERIOPERATIVE NURSING PROFESSIONAL ISSUES (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Mrs Judith Bridges, BE: Mr Keith O'Brien*

In this subject students are encouraged to examine the role of the perioperative nurse in the professional context. Key issues and concepts which impact upon and support intraoperative patient care management are presented. Students are encouraged to apply the theoretical principles underlying these concepts in the critical examination of current professional perioperative nursing practice. A clinical practicum is associated with this subject.

Class requirements: on campus: eight 6-hour seminar days across the semester; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3500-word assignment (70%), one group seminar presentation with annotated bibliography equivalent to 1,500-words (30%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Recommended Reading:

Johnstone, M. *Bioethics a nursing perspective*. 2nd edn, W. B. Saunders, Sydney, 1994.

Johnstone, M. *Nursing and the injustices of the law*. W.B. Saunders, Sydney, 1994.

Staunton, P. and Whyburn, B. *Nursing and the law*. 2nd edn, W. B. Saunders, Sydney, 1997.

NSG42PIC PRACTICE ISSUES IN CARE COORDINATION (20 CPs Sem. II. DE.) *Dr Susan Koch*

In this subject, students are given the opportunity to focus on the role of the co-ordinated care worker and address professional and management issues. Students have the opportunity to explore the areas of negotiation; team building and the legal and ethical aspects of their role as a care/service coordinator. Issues related to taking on the role of co-ordinated care worker are also addressed.

Class requirements: 27 hours of directed learning and four 3-hour tutorials in weeks 1, 4, 8, 12. Clinical practicum of 52 hours across the semester, equivalent to four hours per week.

Assessment: one 1,000-word activity report (20%), one 1,000-word clinical activity report (20%), one 3,000-word project report (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass clinical and theory to pass the subject.

NSG42PPH PROMOTING POSITIVE HEALTH OUTCOMES IN COMMUNITY NURSING (20 CPs Sem. II. B., DE., OSITE.) *Ms Robin Ray*

See NSG41PPH for full subject description.

NSG42PPN COMPLEX NEONATAL PHYSIOLOGICAL PROBLEMS IN NURSING PRACTICE (20 CPs Sem. II. B., OSITE.) *Ms Jan Horton*

See NSG41PPN for full subject description.

NSG42PRC PROMOTING CONTINENCE (20 CPs Sem. II. DE.) *Ms Elizabeth Watt*

See NSG41PRC for full subject description.

NSG42PTC PROCESS & TECHNOLOGY IN CANCER (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Ms Kathleen Swift, BE: Ms Sharon Kendall*

See NSG41PTC for full subject description.

NSG42RME RESEARCH METHODS (15 CPs Sem. II. B., WO.) *B: Dr Beverley Wood, WO: Ms Eileen Clark*

See NSG41RME for full subject description.

NSG42SCR SPINAL CORD INJURY REHABILITATION (20 CPs Sem. II. OSITE.) *Dr Ken Sellick*

This subject focuses on the principles of rehabilitation in spinal care and assists students to develop advanced understanding of spinal rehabilitation. Students will explore the rehabilitation needs of people with a spinal cord injury in order to identify nursing actions which are designed to accelerate the rehabilitation process. Students will be encouraged to develop an in-depth understanding of the role of the interdisciplinary team in rehabilitation and the importance of the role of family and community in the rehabilitation process.

Class requirements: one 3-hour seminar per week plus self-directed learning activities equivalent to one hour of classroom contact per week.

Assessment: one 3,000-word case study (60%), one 2-hour written examination (40%).

Recommended Reading:

Hoeman, S. *Rehabilitation nursing: process and application*. 2nd edn, Mosby, St Louis, 1996.
Ditunno, J. (ed.) *Standards for neurological and functional classification of spinal cord injury*. Chicago: American Spinal Injury Association, 1992.

NSG42SIC SPECIALTY ISSUES IN CARDIAC NURSING (20 CPs Sem. II. B., BE., DE., OSITE.) *B: TBA, BE: Mr Keith O'Brien, OSITE: Ms Geraldine Lee*

In this subject students will review and critically analyse clinical cases and evidence-based guidelines pertinent to the cardiac care specialty area. Students will also utilise concepts, principles and skills developed throughout the course to further explore their professional practice when implementing holistic, evidence-based nursing care in the cardiac care environment.

Co-requisite: NSG41NCC.

Class requirements: on campus: four 6-hour seminars of class contact across the semester and a flexible learning package equivalent to two hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 30-minute case presentation equivalent to 2,000 words (40%), one 3,000-word written report (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Woods, S., Froelicher, E. and Underhill Motzer, S. *Cardiac nursing*. Lippincott, Philadelphia, 1999.
Benner, P., Hooper-Kyriakidis, P. and Stannard, D. *Clinical wisdom and interventions in critical care: a thinking-in-action approach*. W.B. Saunders, Philadelphia, 1999.

NSG42SII SPECIALTY ISSUES INTENSIVE CARE NURSING (20 CPs Sem. II.

B., BE., DE., OSITE.) *B: Mr Bill McGuiness, BE: Mr Keith O'Brien*
In this subject students will review and critically analyse clinical cases and evidence-based guidelines pertinent to the intensive care specialty area. Students will utilise concepts, principles and skills developed throughout the course to further explore their professional practice when implementing holistic, evidence-based nursing care in the intensive care environment.

Co-requisite: NSG41INC.

Class requirements: on campus: four 6-hour seminars of class contact across the semester and a flexible learning package equivalent to two hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake a 200-hour clinical practicum of approximately 16 hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 30-minute case presentation equivalent to 2,000 words (40%), one 3,000-word written report (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Benner, P., Hooper-Kyriakidis, P. and Stannard, D. *Clinical wisdom and interventions in critical care: a thinking-in-action approach*. W.B. Saunders, Philadelphia, 1999.

NSG42SNC SPINAL NURSING REHABILITATIVE CARE (20 CPs Sem. II.

OSITE.) *Dr Ken Sellick*

This clinical subject in spinal nursing provides students with opportunities to assess, plan, implement and evaluate nursing care appropriate to the rehabilitative phase of spinal cord injury management. This subject provides opportunities for the development of advanced skills in assessment, reflection and practice improvement.

Class requirements: one 3-hour seminar per week, self-directed learning activities equivalent to one hour of classroom contact per week and 300 hours of field placement over 13 weeks.

Assessment: one 2000-word case study (40%), one 3000-word assignment (60%). Hurdle Requirement: clinical competencies.

Prescribed Reading:

Australian rehabilitation nurses association mission statement. JARNA, 1996.

Annison, J., Jenkinson, J., Sparrow, W. and Bethune, E. (eds) *Disability: a guide for health professionals*. Thomas Nelson, Sydney, 1996.

NSG42TTL THEORIES OF TEACHING AND LEARNING IN NURSING (15

CPs Sem. II. DE., JA., OL.) *Ms Helen Forbes*

Students are given an overview of the theories of teaching and learning used in nursing education and the impact such theories have on nursing education content, process, evaluation and practice. Nursing educational research and personal experiences are utilised to identify current issues in nursing education. Factors which influence adults as learners and adult learning methods are addressed. A range of teaching styles are explored and analysed through the use of theories based on the psychology and sociology of adult learners. Students are also encouraged to reflect upon teaching and learning experiences and practices to develop strategies to enhance their problem-solving skills.

Class requirements: 20 hours of lectures and 19 hours of self directed learning.

Assessment: one 2,500-3,000-word essay (80%), one seminar presentation (20%).

NSG42ULC MANAGEMENT OF SKIN ULCERATIONS (20 CPs Sem. I. OSITE.)

Mr Bill McGuiness

Offer is subject to sufficient enrolment. Students must be employed in a clinical area deemed appropriate, negotiated with the subject co-ordinator.

In this subject students are provided with the opportunity to gain essential knowledge and skills used to care for people suffering from skin ulceration. Students are encouraged to study related wound physiology, psychological considerations, social impacts and contemporary management practices, for this client cohort. Case studies drawn from patients suffering from pressure, venous, arterial, and neuropathic ulcers are used as a foundation for the subject content. Specific emphasis is placed on correcting/preventing underlying aetiologies, controlling exudate, minimising bio-burden, quality of life issues and social support networks available for clients suffering from long term ulceration.

Class requirements: one 2-hour lecture, one 1-hour tutorial, one 1-hour web based activity per week and 104 hours of clinical experience equivalent to eight hours per week.

Assessment: one 2,000-word written assignment (40%), one 20-minute case presentation equivalent to 1,000 words (20%), one clinical assessment using established criteria as per clinical handbook (40%).

NSG43RSK RESEARCH SKILLS (15 CPs Sem. Summer. JA.) *Dr Ken Sellick,*

Ms Eileen Clark

Students are given an overview of the major inquiry methodologies in preparation for an examination of approaches to nursing research. They learn how to apply explicit, systematic methods to handle qualitative and quantitative data for testing ideas, drawing conclusions and communicating results in clinical and social science research.

Class requirements: on campus: one 1-hour lecture, one 1-hour tutorial and one hour of self-directed learning per week; distance education: equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4000-word assignment (portfolio of work) (100%).

Recommended Reading:

Polit, D. F. and Hungler, B. P. *Nursing research principles and methods*. 6th edn, J. B. Lippincott, 1999.

NSG43TTL THEORIES OF TEACHING AND LEARNING IN NURSING (15

CPs Sem. Summer. DE., JA., OL.) *Ms Helen Forbes*

Students are given an overview of the theories of teaching and learning used in nursing education and the impact such theories have on nursing education content, process, evaluation and practice. Nursing educational research and personal experiences are utilised to identify current issues in nursing education. Factors which influence adults as learners and adult learning methods are addressed. A range of teaching styles are explored and analysed through the use of theories based on the psychology and sociology of adult learners. Students are also encouraged to reflect upon teaching and learning experiences and practices to develop strategies to enhance their problem-solving skills.

Class requirements: 20 hours of lectures and 19 hours of self directed learning.

Assessment: one 3,000-word essay (80%), one 20-minute seminar presentation (20%).

NSG50CNP CLINICAL NURSING PROJECT (40 CPs Sem. All year. B., BE.,

DE., JA., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*

In this subject students are provided with the opportunity to plan and implement a project of relevance to clinical nursing and at the same time advance their level of scholarship. Topics may include program evaluations, quality assurance projects, developing health education material or implementing a small scale research study.

Prerequisite: NSG52EBN or NSG51REM.

Class requirements: one 1-hour individual contact with supervisor per week.

Assessment: one 10,000-word project report (100%).

NSG50ISU INDEPENDENT STUDY UNIT (20 CPs Sem. All year. B.) Dr

Beverley Wood

This reading unit enables candidates to work closely with a lecturer in creating a set of activities appropriate to their learning needs. It can be used to link with another subject for the purpose of forming a subject sequence in the development of the research component.

Class requirements: regular consultation with subject co-ordinator.

Assessment: one contract equivalent to 5,000-6,000 words (100%).

NSG50MTH NURSING MASTERS THESIS (60 CPs Sem. All year. B., BE., DE.,

JA., WO.) B: Professor Alan Pearson, BE: Professor Ruth Endacott,

WO: Co-ordinator to be advised

Enrolment in this subject is required when the student undertakes the thesis component of the course. Students are expected to present their work in progress in a research seminar program, held to assist students to access appropriate supervision and to foster research collegiality during the conceptualisation and implementation process.

Class requirements: Students will be expected to maintain close contact with their supervisor and to participate in the research seminar program equivalent to 1 hour of classroom contact per week.

Assessment: one 15,000-word thesis (100%).

NSG51CCC COMPLEX CANCER CARE (20 CPs Sem. I. B., BE., DE., OSITE.) B:

Ms Kathleen Swift, BE: Ms Sharon Kendall

In this subject students will be assisted to develop a more comprehensive understanding of the health care system that structures cancer care. Students will be asked to critically reflect on aspects of the health care system as it impacts on cancer care and on their own role as nurses within that system. Topics include expanding roles, consumer issues, funding, education and training.

Class requirements: on campus: six 3-hour seminars across the semester and a flexible learning package equivalent to 2.5 hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word critical analysis paper (50%), one 3,000-word program assessment report (50%).

Recommended Reading:

Otto, S. *Oncology nursing*. 4th edn, C.V. Mosby, St Louis, 2001.

NSG51CCI NURSING PRACTICE (20 CPs Sem. I. B., DE., OSITE.) Ms Robin

Ray

In this subject students analyse the complex and dynamic needs of informal carers, the interface between formal and informal care, and the support networks required, available and utilised in community care.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word critical analysis of informal care literature (40%), one 3,500-word case study (60%).

Recommended Reading:

Family support services in Australia 2000: a project sponsored by community services minister's advisory council. Australian Institute of Health and Welfare, Canberra, 2000.

Cattell, V. 'Poor people, poor places, and poor health: the mediating role of social networks and social capital' in *Social Science & Medicine* 52, pp1501-1516, 2001.

Winter, I. *Social capital and public policy in Australia*. Australian Institute of Family Studies, Melbourne, 2000.

NSG51CCN COMPLEX COMMUNITY NURSING (20 CPs Sem. I. B., OSITE.)

Ms Robin Ray

In this subject students will engage in a critical analysis of the theoretical constructs and public policy that inform community nursing practice.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package

equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,500-word literature review (40%), one 3,000-word paper suitable for publication in a specified journal (60%).

Recommended Reading:

Giddens, A. *Consequences of modernity*. Polity Press, Cambridge, 1990.

Duckett, S. J. *The Australian health care system*. Oxford University Press, Melbourne, 2000.

Giddens, A. *The constitution of society: outline of the theory of structuration*. University of California Press, Berkeley, 1984.

NSG51CDD CONSTRUCTS OF DEATH DYING (20 CPs Sem. I. B., BE., OSITE.)

B: Professor Annette Street, BE: Professor Ruth Endacott, OSITE:

Professor Annette Street

In this subject students build on knowledge from NSG41NCI and theorise the experience of death and dying including the topics of the dying body, social death, representing death, reporting death, grief and resurrector practices. Use will be made of images and narratives created by dying people and their relatives on the internet, in books and articles.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to 2.5 hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word powerpoint presentation (30%), one 1,000-word portfolio of narratives and images (20%), one 3,000-word critical analysis (50%).

Prescribed Reading:

Seale, E. *Constructing death: the sociology of dying and bereavement*. Cambridge University Press, 1998.

Lawton, J. *The dying process: patients' experiences of palliative care*. Routledge, London, 2000.

NSG51CIP CONTEMPORARY ISSUES IN PALLIATIVE CARE (20 CPs Sem. I.

B., BE., DE., OSITE.) B: Dr Margaret O'Connor, BE: Ms Sharon Kendall

Not available in 2004.

NSG51CMT CONSTRUCTIONS OF THEORY IN NURSING (20 CPs Sem. I.

B., BE., DE., WO.) B: Professor Alan Pearson, BE: Professor Ruth

Endacott, WO: Co-ordinator to be advised

In this subject students will critically analyse nursing knowledge and the development of nursing theory. The relationship between theory and practice is examined, as well as the influence that various paradigms have had on nursing research practices.

Class requirements: on campus: one 3-hour seminar per week and a flexible learning package equivalent to 12 hours of class contact; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 6,000 word essay (100%).

Recommended Reading:

McMahon, R. and Pearson, A. *Nursing as therapy*. 2nd edn, Stanley Thornes, Cheltenham, 1998.

Nicoll, L. *Perspectives on nursing theory*. Little Brown and Company, Boston, 1986.

NSG51CNE CONSTRUCTING THE NURSE AS EDUCATOR (20 CPs Sem. I.

B., BE.) B: Dr Beverley Wood, BE: Mr Les Fitzgerald

In this subject students will examine the political structures that have influenced the construction of both the conduct of nursing education and the role of the nurse as educator. Students will engage in a critique of the clinical education models used in nursing and identify whose interests are served in their production and reproduction. Concepts such as 'mutual knowledge', 'theories in use', and 'trust and risk' will form the framework for examining the relationship between the practitioner, nursing student and educator in the clinical setting.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of

class contact per week plus 80 hours of clinical practicum of approximately 6 hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus 80 hours of clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 6,000-word assignment (100%).

Prescribed Reading:

Kember, D. et al. *Reflective teaching and learning*. Blackwell Science, Oxford, 2001.

NSG51EBN EVIDENCE-BASED NURSING PRACTICE (20 CPs Sem. I. B., BE., DE., JA., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*

In this subject students are introduced to the history of evidence-based practice in nursing and other disciplines and are expected to critically examine what counts for evidence in published papers and documents and to evaluate evidence for nursing practice and attendant outcomes. Students also have the opportunity to explore the role of organisational policy and management in the application of evidence-based practice.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (80%), one 1,500-word assignment (20%).

Preliminary Reading:

Muir Gray, J. A. *Evidence-based healthcare. How to make policy and management decisions*. Churchill Livingstone, London, 1997.

Dickson, R. *Systematic reviews: examples for nursing*, RCN Publishing, Harrow, 1997.

NSG51TECH NEW DIRECTIONS IN EARLY CHILD HEALTH – POLICY AND PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, B: Ms Frances Sheean*

In this subject students examine the relationship between the early years of development including new understandings in brain development, and learning, behaviour, coping, competence, and health throughout the life-cycle. Implications for change in care, practices and policies are identified, and effective approaches to influencing parenting, professional practice and government policy are addressed. The links between economic inequality and child health and the promotion of optimum development of young children through social justice strategies, prevention and early intervention programs will be explored within a primary health care framework. Students further develop health, growth and developmental assessment skills with children 0-5 years in community settings.

Co-requisite: NSG51ITP.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately seven hours per week.

Assessment: one 2,500-word written assignment (40%), one 3,000-word written assignment (60%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Santrock, J. *Children*. 7th edn, McGraw-Hill, 2003.

NSG51EPS WORKING WITH AT-RISK FAMILIES (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheean*

In this subject students will examine the theories, skills and strategies involved in supporting families with young children, focusing on issues that impact on family and child health. Opportunities are provided to integrate the knowledge arising from experience in working with high-risk families in secondary and tertiary preventative intervention settings such as early parenting and daystay centres, and home visiting, residential and specialised parenting and assessment

programs. Students will further develop skills in documentation, communication, family assessment and intervention, and in the facilitation of groupwork with parents, within the context of critical reflective nursing practice.

Co-requisite: NSG51ITP.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately eight hours per week for five weeks plus a 5-day block of 38 hours.

Assessment: one 2,000-word written assignment (35%), one 2,000-word case study (35%), one 2,000-word clinical evaluation of practicum (30%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Littlefield, L. *High-risk infants service quality initiatives: parenting assessment and skill development. Phase 1, 2 and 3*. Department of Human Services, Victoria, 2000.

NSG51FHI IN HEALTH AND ILLNESS (20 CPs Sem. I. B., BE., DE.) *B: TBA, BE: Ms Frances Sheean*

In this subject students examine the links between family nursing theory, practice and research and the competencies required for advanced practice in a specialist area. A Primary Health Care approach concerned with issues of justice, fairness and equity underpins the subject. The students will draw on critical paradigms and postmodern approaches as a basis for thinking critically about the family and family nursing. Students develop knowledge, skills and strategies which focus on the family as both the context for, and the unit of nursing care. Family dynamics, responses to transitions and health/illness concerns, and assessment and interventions which facilitate optimal family outcomes for families are explored.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. All students undertake 80 hours of clinical practicum of approximately six hours per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,500-word written assignment (60%), one 2,500-word seminar paper (40%). Hurdle requirement: students must pass both the theoretical and clinical components to pass the subject.

Prescribed Reading:

Wright, L. and Leahey, M. *Nurses and families*. F. A. Davis, 2000.

NSG51HAL ADVANCED HEALTH ASSESSMENT (20 CPs Sem. I. JA.) *Ms Judith Bridges*

This subject is being offered by distance education to the Master of Nursing Studies (Japan).

In this subject, students are provided with opportunities to advance their skills in health assessment in general as well as to broaden and deepen their knowledge and skills in clinical assessment in a particular area of specialisation. The content is presented with as emphasis on integrating knowledge of pathophysiology, behavioural health, physical assessment and interpersonal skills with clinical reasoning processes in the context of specialty nursing practice.

Class requirements: A flexible learning package in Japanese equivalent to 3 hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word assignment (70%), one 2,000-word seminar presentation (30%).

Prescribed Reading:

Barkauskas, V. H., Stoltenberg, A. K., Bawmann, L. C., and Darling-Fisher, C. *Health and physical assessment*. Mosby, St Louis, 1994. (Japanese translation by Nissoken Pub. Co. 1998)

NSG51HPB HISTORY AND PHILOSOPHY OF NURSING B (20 CPs Sem. I. B., JA., OL.) *Professor Annette Street*
Not available in 2004.

NSG51IIP MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheean*
Not available in 2004.

NSG51ITP MATERNAL AND CHILD HEALTH: INTRODUCTION TO PRACTICE (20 CPs Sem. I. B., BE., DE.) *B: Ms Creina Mitchell, BE: Ms Frances Sheean*

In this subject students will examine the role of the maternal, child and family nurse practising in diverse communities. Evidence-based knowledge and strategies to promote the health and well being of mothers, children and families are developed as are skills which are sensitive and appropriate to social and cultural needs. Students investigate and critically appraise theories and concepts from nursing and related sciences, and link these with practice through reflection and critical thinking. Opportunities are provided for students to integrate skills in maternal child and family assessment and evidence-based interventions within clinical practice settings and to achieve relevant professional competencies.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately seven hours per week. Students enrolled in the Maternal and Child Health re-entry program must complete a 120-hour clinical practicum of approximately 10 hours per week. All students must attend a 15-hour compulsory on-campus clinical workshop over two days prior to the commencement of semester.

Assessment: two 2,000-word written assignment (35% each), one 2,000-word clinical evaluation of practicum (30%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Sheridan, M. *Children's developmental progress: from birth to five years*. Revised edn, ACER, 1998.

Engel, J. *Pocket guide to paediatric assessment*. 3rd edn, Mosby, 1997.

Taylor, B. *Reflective practice*. Allen and Unwin, 2000.

NSG51PED PROFESSIONAL NURSING EDUCATION (20 CPs Sem. I. JA.)
Mr Les Fitzgerald

In this subject students will explore issues related to professional education. Topics include examination of educational policy, different educational models and examination of their impact on the promotion of independent practice and specialisation.

Class requirements: one 4-hour seminar per week or a flexible learning package equivalent to four hours classroom contact per week. Students will have regular contact with lecturers via subject co-ordinator using telephone, fax and email.

Assessment: one 5,000 to 6,000-word written assignment (100%).

Prescribed Reading:

National review of nursing education: discussion paper. Commonwealth of Australia, Canberra, 2001.

Billings, D. and Halstead, J. *Teaching in nursing: a guide for faculty*. Saunders, Pennsylvania, 1998.

NSG51REM RESEARCH METHODS IN NURSING (20 CPs Sem. I. B., BE., DE., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*

In this subject students are provided with an overview of research methodologies and their application to nursing research. Students will explore the application of explicit, systematic methods to handle qualitative and quantitative data for testing ideas, drawing conclusions and communicating results in clinical research. Opportunities will also be provided for the development of planning and writing skills required for a thesis.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word research proposal (40%), one 4,000-word methodology assignment (60%).

Recommended Reading:

Rice, P. and Ezzy, D. *Qualitative research methods*. Oxford University Press, Oxford, 1999.

NSG51RMB RESEARCH METHODS B (20 CPs Sem. I. B., DE., JA., WO.) *Dr Ken Sellick*

In this subject, students will gain an understanding of a variety of research designs as the basis for developing a research protocol and methods chapter.

Class requirements: one 3-hour lecture per week and 13 hours of self-directed learning activities equivalent to one hour of classroom contact per week.

Assessment: research protocol equivalent to 1,500 words (30%), one methodological chapter equivalent to 3,500 words (70%).

NSG51TAS TEACHING THE ART & SCIENCE OF NURSING (20 CPs Sem. I. B., BE., DE.) *B: Co-ordinator to be advised, BE: Mr Les Fitzgerald*

In this subject students will critically examine the various debates that surround the teaching of nursing at undergraduate and postgraduate levels and devise a personal philosophy. In the clinical or educational setting students will experiment with their educational perspective and chart the journey in a reflective journal.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours of class contact per week plus 80 hours of clinical practicum of approximately six hours per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week plus 80 hours of clinical practicum. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word reflective journal (50%), one 3,000-word assignment (50%).

Recommended Reading:

Bevis, E. *Curriculum revolution: reconceptualising nursing education*. National League for Nursing, New York, 1989.

Kember, D. et al. *Reflective teaching and learning*. Blackwell Sciences, Oxford, 2001.

Bevis, E. *Toward a caring curriculum: a new pedagogy for nurses*. National League for Nurses, New York, 1989.

NSG51TCJ THE CANCER JOURNEY (20 CPs Sem. I. B., BE., OSITE.) *B:*

Professor Annette Street, BE: Ms Sharon Kendall
Not available in 2004.

NSG52ANU ADVANCED NURSING PRACTICE IN ACTION (20 CPs Sem. II. JA.) *Professor Alan Pearson*
See NSG41 for full subject description.

NSG52CCC COMPLEX CANCER CARE (20 CPs Sem. II. B., BE., DE., OSITE.) *B:*
Ms Kathleen Swift, BE: Ms Sharon Kendall
See NSG51CCC for full subject description.

NSG52CCI NURSING PRACTICE (20 CPs Sem. II. B., DE., OSITE.) *Ms Robin Ray*
See NSG51CCI for full subject description.

NSG52CCN COMPLEX COMMUNITY NURSING (20 CPs Sem. II. B., OSITE.)
Ms Robin Ray
See NSG51CCN for full subject description.

NSG52CDD CONSTRUCTS OF DEATH DYING (20 CPs Sem. II. B., BE., OSITE.) *B: Professor Annette Street, BE: Professor Ruth Endacott, OSITE: Professor Annette Street*
Not available in 2004.

NSG52CIP CONTEMPORARY ISSUES IN PALLIATIVE CARE (20 CPs Sem. II. B., BE., DE., OSITE.) *B: Co-ordinator to be advised, BE: Ms Sharon Kendall*

In this subject students will build on knowledge gained in NSG41FPC and NSG42PCR. Students will be assisted to further explore contemporary issues in relation to palliative care practice. Topics to be developed will include: service development, Government policy, advanced nursing practice roles as well as ethical issues at the end of life.

Prerequisite: NSG41FPC, NSG42PCR.

Class requirements: on campus: six 3-hour seminars across the semester and a flexible learning package equivalent to 2.5 hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 3,000-word policy review (50%), one 3,000-word interpretive paper (50%).

Recommended Reading:

Randall, F. and Downie, R. S. *Palliative care ethics: a good companion*. Oxford, UK, 1998.

Clarke, D. and Seymour, J. *Reflections on palliative care facing death series*. Open University Press, UK, 1999.

Snakkm, B. and Rhodes, P. *Too ill to talk? User involvement and palliative care*. Routledge, UK, 2000.

NSG52CMT CONSTRUCT THEORY NURSING (20 CPs Sem. II. BE., DE., WO.)

B: Professor Alan Pearson, *BE:* Professor Ruth Endacott, *WO:* Co-ordinator to be advised

See NSG51CMT for full subject description.

NSG52CNE CONSTRUCTING THE NURSE AS EDUCATOR (20 CPs Sem. II. B., BE.)

B: Co-ordinator to be advised, *BE:* Mr Les Fitzgerald

See NSG51CNE for full subject description.

NSG52EBN EVIDENCE-BASED NURSING PRACTICE (20 CPs Sem. II. B., BE., DE., JA., WO.)

B: Professor Alan Pearson, *BE:* Professor Ruth Endacott, *WO:* Co-ordinator to be advised

See NSG51EBN for full subject description.

NSG52EPS WORKING WITH AT-RISK FAMILIES (20 CPs Sem. I and II. B., BE., DE.)

B: Ms Creina Mitchell, *BE:* Ms Frances Sheean

See NSG51EPS for full subject description.

NSG52FHI IN HEALTH AND ILLNESS (20 CPs Sem. II. B., BE., DE.)

B: Co-ordinator to be advised, *BE:* Ms Frances Sheean

See NSG51FHI for full subject description.

NSG52HAL ADVANCED HEALTH ASSESSMENT (20 CPs Sem. II. JA.)

Ms Judith Bridges

See NSG51HAL for full subject description.

NSG52HPB HISTORY AND PHILOSOPHY OF NURSING B (20 CPs Sem. II. B., JA., OL.)

B: Professor Annette Street

Students build upon previous studies undertaken in history and philosophy of nursing. A critical analysis of nursing knowledge development since the 1950s is offered. The relationship between theory and practice is examined, as well as the influence that various methodologies have had on nursing research practices. Four broad topic areas are identified to facilitate discussion about the development of nursing knowledge: nursing as science, theories of action/change, searching for meaning in nursing, and deconstructing nursing practices.

Class requirements: one 2-hour lecture and one hour of seminars per week.

Assessment: one 5,000-6,000-word essay (100%).

Recommended Reading:

Tong, R. *Feminist thought: a comprehensive introduction*. Unwin Hyman, 1989.

McHoul, A. and Grace, W. A. *Foucault primer: discourse power and the subject*, Melbourne University Press, 1993.

Leder, D. *The absent body*. University of Chicago Press, 1990.

NSG52IIP MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE (20 CPs Sem. II. B., BE., DE.)

B: Ms Creina Mitchell, *BE:* Ms Frances Sheean

In this subject, students will examine the maternal and child health nurse's role using critical reflective processes to develop and evaluate practice. A range of theoretical perspectives related to nursing work with families is introduced. Students are expected to apply ethically and socially responsible decision-making skills to issues, which affect the health and wellbeing of mothers, children and families, building on concepts of responsive communication and consumer-focused care. Opportunities are provided to integrate skills and evidence-based

interventions into maternal and child health practice and to meet relevant professional competencies. Strategies to facilitate the transition to the new practice role are also explored.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to three hours class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. Students enrolled in the postgraduate diploma must complete a 76-hour clinical practicum of approximately seven hours per week. Students enrolled in the Maternal and Child Health re-entry program must complete a 120-hour clinical practicum of approximately 10 hours per week.

Assessment: one 2,000-word written assignment (30%), one 3,500-word written assignment (70%). Hurdle requirement: satisfactory completion of clinical assessment. Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Santrock, J. *Children*. 7th edn, McGraw Hill, 2003.

Taylor, B. *Reflective practice*. Allen & Unwin, 2000.

NSG52ISU INDEPENDENT STUDY UNIT (20 CPs Sem. II. B., DE.)

Dr Ken Sellick

This reading unit enables candidates to work closely with a lecturer in creating a set of activities appropriate to their learning needs. It can be used to link with another subject for the purpose of forming a subject sequence in the development of the research essay.

Class requirements: regular consultation with subject co-ordinator is required.

Assessment: one contract equivalent to 5,000-6,000 words (100%).

NSG52ITP MATERNAL AND CHILD HEALTH: INTRODUCTION TO PRACTICE (20 CPs Sem. II. B., BE., DE.)

B: Ms Marianne Mackay, *BE:* Ms

Frances Sheean

See NSG51ITP for full subject details.

NSG52PED PROFESSIONAL NURSING EDUCATION (20 CPs Sem. II. JA.)

Mr Les Fitzgerald

See NSG51PED for full subject details.

NSG52REM RESEARCH METHODS IN NURSING (20 CPs Sem. II. B., BE., DE., WO.)

B: Professor Alan Pearson, *BE:* Professor Ruth Endacott,

WO: Ms Eileen Clark

See NSG51REM for full subject description.

NSG52RMB RESEARCH METHODS B (20 CPs Sem. II. B., DE., JA., WO.)

Dr Ken Sellick

See NSG51RMB for full subject description.

NSG52TAS TEACHING THE ART & SCIENCE OF NURSING (20 CPs Sem. II. B., BE., DE.)

B: Dr Marilyn Richardson, *BE:* Mr Les Fitzgerald

See NSG51TAS for full subject description.

NSG52TCJ THE CANCER JOURNEY (20 CPs Sem. II. B., BE., OSITE.)

B: Professor Annette Street, *BE:* Ms Sharon Kendall

In this subject students build on knowledge gained in NSG41NCI to theorise the experience of cancer from initial diagnosis through to survival or death, focusing on the body, illness and ethics. Particular emphasis will be placed on the images and texts created by people with cancer found on the internet, in books and articles.

Prerequisite: NSG41NCI.

Class requirements: on campus: four 3-hour seminars across the semester and a flexible learning package equivalent to 2.5 hours of class contact per week; distance education: a flexible learning package equivalent to four hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 2,000-word powerpoint presentation (30%), one 1,000-word portfolio of narratives and images (20%), one 3,000-word critical analysis (50%).

Prescribed Reading:

Frank, A. W. *The wounded storyteller*. University of Chicago Press, Chicago, 1995.

NSG60THF NURSING PROFESSIONAL DOCTORATE THESIS (120 CPs Sem.All year. B.) *Professor Pearson Alan*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisor.

Assessment: one 40,000 to 50,000-word thesis (100%).

NSG60THP NURSING PROFESSIONAL DOCTORATE THESIS (60 CPs Sem.All year. B.) *Professor Pearson Alan*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

NSG61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) *Professor**Pearson Alan*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

NSG61NFA NURSING FUTURES A (30 CPs Sem. I. B.) *Professor Annette**Street*

Central issues for nurses regarding health and illness within the context of a rapidly changing healthcare environment are addressed theoretically and methodologically. The subject provides students with a thorough grounding in strategies to understand and critique the underpinnings of major theories which influence important issues in health care and nursing.

Class requirements: 39 hours of lectures and 39 hours of tutorials.

Assessment: one 6,000-word paper suitable for submission to a refereed journal (100%).

NSG61PNP PROFESSIONAL PRACTICUM (30 CPs Sem. I. B.) *Professor**Annette Street*

Students meet weekly with the subject co-ordinator and practicum and thesis supervisors to plan and prepare a protocol for their practicum and proposal for their thesis.

Class requirements: 39 hours.

Assessment: one practicum protocol and thesis proposal (100%).

NSG62CEB CLINICAL EVALUATION A (30 CPs Sem. II. B.) *Professor**Pearson Alan*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

NSG62NFB NURSING FUTURES B (30 CPs Sem. II. B.) *Professor Alan**Pearson*

This subject complements NSG61NFA in developing students' theoretical and methodological understanding of central issues that impact upon nursing and health care. It involves leading authorities in relevant health-related fields. Seminar sessions enable students to make oral presentations and to debate the relationships between the content and their area of interest and expertise.

Class requirements: 26 hours of lectures, 13 hours of tutorials and 39 hours of seminars.

Assessment: one 6,000-word paper suitable for submission to a refereed journal (100%).

NSG62PNP PROFESSIONAL PRACTICUM (30 CPs Sem. II. B.) *Professor**Annette Street*

Students meet weekly with the subject co-ordinator and practicum and thesis supervisors to plan and prepare a protocol for their practicum and proposal for their thesis.

Class requirements: 39 hours.

Assessment: one practicum protocol and thesis proposal (100%).

OCT41CPE CLINICAL PLACEMENT (15 CPs Sem. I. B.) *Dr Linsey Howie**Not available in 2004.***OCT41OHA OCCUPATIONAL HEALTH AND SAFETY PRINCIPLES AND****LEGISLATION** (15 CPs Sem. I. DE.) *Dr Jean Cromie, Ms Susan Darzins*

Offer is subject to sufficient enrolment. Students are introduced to the development of occupational health and safety principles through a study of the concepts of occupational health and disease, models of occupational health, safety and risk, health promotion, prevention, and rehabilitation. Topics include the changing demands of work, the structure of the Australian workforce, the history and future of work, the impact of technological change, and the effect of retirement and unemployment on the health of workers. The legislation, legal and ethical issues in occupational health and safety and workers' compensation are introduced. The subject also covers professional roles and practice and industrial relations, as well as ethical decision making in occupational health.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week. One day of optional seminar attendance will be offered.

Assessment: two 2,000-word essays (50% each).

Prescribed Reading:

Occupational Health and Safety Act, Victoria, 1985 Waldron, H. and Edling, C.

Occupational health practice. 4th edn, Butterworth, 1997.

Jones, B. *Sleepers, wake! Recommended Reading:*

Ellis, N. *Work and health management in Australia and New Zealand.* Oxford University Press, Melbourne 2001.

OCT41OHB ERGONOMICS IN OCCUPATIONAL HEALTH AND SAFETY(15 CPs Sem. I. DE.) *Dr Jean Cromie, Ms Marilyn Di Stefano*

Offer is subject to sufficient enrolment. This subject presents an overview of the application of ergonomics to occupational health and safety. It will introduce the student to a range of human factors, workplace environment and design issues which influence work performance, job satisfaction and the prevention of workplace injury. The human-task-environment system is explored including physical, psychosocial, environmental and biological influences. Physical environment factors such as lighting, sound, vibration, the thermal environment, furniture, workstation equipment, job and task design are examined. These influences are discussed in relation to physiological, biomechanical, anthropometric psychosocial and cognitive individual performance considerations.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week. One day of seminar attendance will be offered.

Assessment: one 2,000-word written assignment (50%), one 2-hour written examination (50%). Hurdle requirement: one progress task.

Prescribed Reading:

Kroemer, K. and Grandjean, E. *Fitting the task to the human.* 5th edn, Taylor and Francis, 1997.

Recommended Reading:

Wilson, J. and Corlett, E. *Evaluation of human work*. 2nd edn, Taylor and Francis, 1995.

Karkowski, W. and Marras, W. *The occupational ergonomics handbook*. CRC Press, 1999.

OCT410HE PROFESSIONAL PRACTICE IN THE WORKPLACE (15 CPs Sem. I. DE.) *Mrs Glenys French*

Offer is subject to sufficient enrolment. Students are introduced to organisational theory and practice and the role of occupational health, safety and environment (OHSE) practitioners in organisations through an indepth case study. The subject focuses on the development of personal management skills and investigates OHSE organisational communication including: culture and climate; the organisation roles of leader and internal and external consultant; working in teams; and the management of change and conflict. Additionally the subject enables students to explore management in complex organisations, develop policy and procedure, use decision making tools and develop specific competencies through a reflective process associated with a personal project.

Class requirements: distance education learning package with online component equivalent to 39 hours of classroom teaching. Package will be mailed to students with full notes and readings. An on-campus day will be arranged at the conclusion of the subject for the presentation of student projects and discussions related to student learning.

Assessment: one 3,000-word reflective paper based on experiential learning (70%), one 30-minute class presentation based on experiential learning (30%). Hurdle requirement: completion of a learning contract and three on-line exercises relating to reflective paper. Alternative arrangements for the class presentation will be made for international students.

Prescribed Reading:

Carlopi, J., Andrewartha, G. and Armstrong, H. *Developing management skills in Australia*. Longman, South Melbourne, 1997.

Recommended Reading:

Mayhew, C. and Peterson, D. L. (eds) *Occupational health and safety in Australia*. Allen & Unwin, St Leonards, 1999.

OCT410HF GRADUATE RESEARCH SKILLS (15 CPs Sem. I. DE.) *Ms Susan Darzins*

Offer is subject to sufficient enrolment. The purpose of this subject is to advance students' knowledge of major quantitative and qualitative research methodologies, and their application to research in the health sciences. Focus will be on the development of skills in the design and critical evaluation of research. Topics in measurement, data collection, data analysis, evaluation and interpretation will be addressed in relation to both quantitative and qualitative research methods. Students will be introduced to research writing and to the use of computers, statistical packages and resources for collecting and processing health related research data.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week.

Assessment: two 2,000-word written assignment (50% each). A higher qualitative standard is expected of Masters students when assessing assignments.

Prescribed Reading:

Minichiello, V., Sullivan, G., Greenwood, K. and Axford, R. *Handbook for research methods in health sciences*. Addison Wesley Longman, Melbourne 1999.

Recommended Reading:

Portney, L. G. and Watkins, M. P. *Foundations of clinical research: applications to practice*. 2nd edn, Prentice Hall, New Jersey, 2000.

Polgar, S. and Thomas, S. *Introduction into research in the health sciences*. Churchill Livingstone, 1995.

Rice, P. and Ezzy, D. *Qualitative research methods*. Oxford University Press, 1999.

De Vaus, D. A. *Surveys in social research*. 4th edn, Allen and Unwin, 1995.

OCT42CPE CLINICAL PLACEMENT (15 CPs Sem. II. B.) *Dr Linsey Howie*

Students with professional practice backgrounds apply knowledge gained in previous subjects and extend their knowledge and skills in practical settings. Students undertake clinical and fieldwork experience

in a selected area of care of the aged, supported by directed studies. The chosen clinical placement will be selected to extend the student's professional experience by giving access to an area of application not previously engaged in.

Prerequisite: OCT42MPC.

Class requirements: 42 hours of clinical fieldwork and 28 hours of directed reading in the subject area.

Assessment: one 30-minute seminar presentation (20%), one 3,000-word report (80%).

OCT42HWB HEALTH AND WELL-BEING OF OLDER PEOPLE (15 CPs Sem. II. B.) *Ms Robin Lovell*

Offer is subject to sufficient enrolment. The subject examines how aspects of health in later life can be improved at an individual, program and societal level, and adopts a life span and bio-psycho-social approach to underpin student learning. Students examine various domains that influence the well-being and quality of life of older persons. Topics include: health promotion; material and socio-economic contexts of ageing; social and activity engagement and their relevance to a sense of self; isolation, mobility, transport and the environment; and concepts of happiness, intimacy and sexuality, faith and spirituality, loss and change, grief and grieving and the quality of dying.

Prerequisite: PHE41FSG.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation via telephone, fax and email to the equivalent of two half days per week. Two optional 2-hour on-campus seminars will be offered.

Assessment: one 3,000-word assignment (60%), one 2,000-word reflective journal (40%). Hurdle requirement: students must pass both pieces of assessment to pass subject.

OCT42MPC MULTIPROFESSIONAL CARE OF OLDER PEOPLE (15 CPs Sem. II. B.) *Ms Robin Lovell*

Offer is subject to sufficient enrolment. Students examine common clinical problems and issues associated with older people by analysing factors which interact with normal and pathological biological changes including psycho-social, nutritional, environmental, and iatrogenic factors. Preventive and/or therapeutic interventions are considered, as well as the implications of these factors for the individual, the family and society. A multidisciplinary approach is used and will cover aspects of assessment, prevention, management and evaluation.

Prerequisite: PHE41FSG.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation via telephone, fax and email to the equivalent of two half days per week. Two optional 2-hour on-campus seminars will be offered.

Assessment: one 3,000-word written assignment (60%), one 2,000-word reflective journal (40%). Hurdle requirement: students must pass both pieces of assessment to pass subject.

OCT42OHC SCREENING AND MONITORING IN OCCUPATIONAL HEALTH AND SAFETY (15 CPs Sem. II. DE.) *Dr Jean Cromie*

Offer is subject to sufficient enrolment. The focus of this subject is the assessment, screening and monitoring of the working environment and the worker. Students extend their professional skills in the areas of interviewing, history taking, physical and psychological assessment and data collection, including special screening tests. Students also examine the principles of toxicology, the entry and action of environmental toxic substances and monitoring techniques, chemical and biological agents found in the workplace, and work-site assessment.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week. One day of optional seminar attendance will be offered.

Assessment: one 2,000-word seminar presentation (50%), one 2,000-word assignment (50%). Non-attending students will be required to submit a videotaped presentation.

Prescribed Reading:

Worksafe Australia. *Approved criteria for classifying hazardous substances*. AGPS, 1994.

Recommended Reading:

Doull, J. et al. (eds) *Casarett and Doull's toxicology*. 4th edn, Pergamon Press, 1991.

Talley, N. and O'Connor, S. *Clinical examination*. 3rd edn, MacLennan and Petty, 1996.

OCT420HD OCCUPATIONAL HEALTH AND SAFETY PROGRAM MANAGEMENT (15 CPs Sem. II. DE.) *Dr Jean Cromie*

Offer is subject to sufficient enrolments. Topics covered in this subject include risk assessment and control, principles of service delivery and program planning, preventive health education and promotion including teaching and learning strategies, project management, budgeting and costing, and principles and techniques of first aid, emergency management and rehabilitation. This subject will also consider accountability, evaluation and quality management, program evaluation in occupational health and safety, selection of evaluative methods of data collection and analysis, and report writing and presentation methods.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week.

Assessment: one 2-hour examination (50%), one 2,000-word assignment (50%).

Prescribed Reading:

Waldron, H. and Edling, C. *Occupational health practice*. Butterworth, 1997.

Recommended Reading:

Viner, D. *Accident analysis and risk control*. Vic HMS, 1994.

Quinlan, M. and Bohle, P. *Managing occupational health and safety in Australia*. Macmillan, 1991.

Ellis, N. *Work and health management in Australia and New Zealand*. Oxford University Press, Melbourne, 2001.

OCT420HG OCCUPATIONAL HEALTH RESEARCH PROJECT (30 CPs Sem. II. B.) *Dr Jean Cromie*

Students apply knowledge gained in previous subjects to conduct a small research project in a selected aspect of occupational health. Beyond individual knowledge and skill development in research this subject aims to provide students with experience in project management. Students undertake a literature review and design a project within an occupational health context in consultation with occupational health teaching staff. A project proposal is submitted to the subject co-ordinator (hurdle requirement). Students perform data collection and data analysis and interpret the results. A 9,000-word report is submitted on the research project and the student presents the research at a seminar.

Prerequisite: OCT410HF.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers provide regular consultation with students via telephone, email, mail and/or fax. Students are encouraged to make appointments to see the lecturer for individual supervision, but this is not compulsory. An on-campus day where students present their projects and receive feedback will be arranged at the end of semester.

Assessment: one 9,000-word written research report (100%), one oral presentation of the project and literature review. Hurdle requirement: submission of project proposal.

OCT500HD MINOR THESIS (60 CPs Sem. All year. B.) *Co-ordinator to be advised.*

See OCT42CPE for full subject description.

OCT50RPA RESEARCH PROJECT MODE A (120 CPs Sem. All year. B.) *Dr Carolyn Unsworth*

Students are required to conduct a substantive empirical research project and submit a thesis in the field of occupational therapy. A critical appraisal of the relevant literature must be included. The thesis should demonstrate the ability of the candidate to design, conduct and report on the research project in the context of current knowledge of the field of study. Supervision is provided by staff with clinical and research expertise.

Class requirements: Regular consultations with supervisor, and presentation at research seminars.

Assessment: one 50,000-60,000-word thesis (100%).

OCT50RPB RESEARCH PROJECT MODE B (60 CPs Sem. All year. B.) *Dr Elspeth MacDonald*

Students are required to conduct an empirical research project and submit a thesis in the field of occupational therapy. A critical appraisal of the relevant literature must be included. Supervision is provided by staff with clinical and research expertise.

Co-requisite: OCT52PRD.

Class requirements: Regular consultations with supervisor, and presentation at postgraduate colloquium research seminars.

Assessment: one 20,000-word thesis (100%) and presentation of completed research project at postgraduate colloquium seminars.

OCT50RPC RESEARCH PROJECT MODE C (30 CPs Sem. All year. B.) *Dr Elspeth MacDonald*

Students are required to conduct an empirical research project and submit a minor thesis or research manuscript in the field of occupational therapy. A critical appraisal of the relevant literature must be included. Supervision is provided by staff with clinical and research expertise.

Co-requisite: OCT52PRD.

Class requirements: Regular consultations with supervisor and presentation at colloquium seminars.

Assessment: one 10,000-12,000-word thesis (100%) and presentation of completed research project at postgraduate colloquium seminars.

OCT51AGW ADVANCED GROUPWORK (15 CPs Sem. I. B.) *Dr Linsey Howie*

Offer is subject to sufficient enrolment. In this subject students will further develop skills in understanding group processes and group leadership in the work or clinical setting. Two theoretical models of group work, Gestalt and focal conflict (Whitaker), will be used to guide the curriculum. Students will attend a series of lectures outlining the theoretical models, and participate in an experiential training group and a peer supervision group. The training group will facilitate the exploration and development of leadership skills in the context of one of the theoretical models. Students are expected to be leading groups in their workplace and will be required to reflect upon their style of leadership, monitor the group process and bring this material to the peer supervision group.

Prerequisite: satisfactory completion of a degree in health sciences, social work, psychology or other related field, and/or workplace experience of small groups, for instance as team leader, unit manager, and/or staff supervisor.

Class requirements: one 2-hour introductory session (week 2), eight 3-hour experiential training groups (weeks 3-10), four 1.5-hour supervision sessions (weeks to be negotiated in week 1).

Assessment: one 3,500-4,000 word essay (100%). Hurdle requirement: one group oral report of a selected group session.

Prescribed Reading:

Nevis, E. (ed.) *Gestalt therapy: perspectives and applications*. New York: Gestalt Institute of Cleveland Press, 1992.

OCT51CPE CLINICAL PLACEMENT (15 CPs Sem. I. B.) *Dr Linsey Howie* See OCT42CPE for full subject description.

OCT51CSO CLINICAL SPECIALITY IN OCCUPATIONAL THERAPY (15 CPs Sem. I. B.) *Ms Laura Collister*

This subject is designed to facilitate the acquisition of advanced knowledge and clinical skills in a defined area of study related to occupational therapy practice. Students will explore and evaluate a specific area of their clinical practice, undertake a review and critical appraisal of the relevant literature, develop and apply their clinical skills and present their work at an appropriate forum of postgraduate students or occupational therapy peers. This unit is tailored to suit the individual's needs.

Prerequisite: Bachelor of Occupational Therapy or equivalent..

Class requirements: self-directed learning under supervision to the equivalent of 39 hours class time.

Assessment: one 3,000-word written report (100%). Hurdle requirement: presentation of student's work at an appropriate student or occupational therapy forum and satisfactory application of clinical skills.

OCT51ECB ENABLING CHANGE IN HUMAN OCCUPATION: ADULT (20*(CPs Sem. I. B.) Dr Louise Farnworth*

In this subject students describe, apply and critique the principles of assessment and intervention and case management for patients and clients with problems related to capacities to engage in activities, occupations, and participation in community life. Cases will relate to adults. Intervention principles will also incorporate environment supports and barriers (advocacy, organisation change, environmental adaptation).

Prerequisite: OCT52ECA.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5-hour clinical per week for 4 weeks.

Assessment: one 3,500-word case assignment (70%), one 30-minute oral examination (30%).

Recommended Reading:

Kaplan, H., Saddock, B. and Grebb, J. *Kaplan and Saddock's synopsis of psychiatry*. 8th edn, Williams and Wilkins, Baltimore, 1998.

Meadows, G. and Singh, B. (eds) *Mental health in Australia: collaborative community practice*. Oxford University Press: Melbourne, 2001.

Magee, D. *Orthopaedic physical assessment*. 3rd edn, W.B. Saunders Co., Philadelphia, 1997.

OCT51ECC ENABLING CHANGE IN HUMAN OCCUPATION: CHILD AND ADOLESCENT (20 CPs Sem. I. B.) Dr Louise Farnworth

In this subject students describe, apply and critique the principles of assessment and intervention and case management for patients and clients with problems related to capacities to engage in activities, occupations, and participation in community life. Cases will relate to children and adolescents. Intervention principles will also incorporate environmental supports and barriers (advocacy, organisational change, environmental adaptation).

Prerequisite: OCT52ECB.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5-hours clinical per week for 4 weeks.

Assessment: one 3,500-word case assignment (70%), one 30-minute oral examination (30%).

Recommended Reading:

Geldard, K. and Geldard, D. *Counselling adolescents*. Sage, London, 2001.

Case-Smith, J. *Occupational therapy for children*. 4th edn, Mosby, 2001.

Parham, L. D. and Fazio, L. *Play in occupational therapy for children*. Mosby, St Louis, 1997

OCT51FOT OCCUPATIONAL THERAPY A: FOUNDATIONS FOR PRACTICE*(10 CPs Sem. I. B.) Dr Louise Farnworth*

In this subject students will be introduced to: the process of problem based learning including the location and use of learning resources; normal group processes and how these impact on group learning; and knowledge and skills in preparation for clinical education. Students will be introduced to a framework for understanding disability and the use of evidence-based practice.

Class requirements: 7-hours practical and 6-hours lectures per week for 3 weeks (weeks 1-3).

Assessment: one 20-minute clinical skills practical examination (40%), one group case presentation (500 words per student) (40%), one 1,000-word reflective portfolio (20%). Hurdle requirement: two critical appraisals.

Recommended Reading:

Taylor, M. C. *Evidence-based practice for occupational therapists*. Blackwell Science, Oxford, 2000.

Kolb, D. *Experiential learning: experience as a source of learning and development*. Prentice-Hall, 1984.

Bailey, D. *Research for the health professional: a practical guide*. 2nd edn, F.A. Davis, Philadelphia, 1997.

OCT51HOB OCCUPATIONAL THERAPY B: HUMANS AS OCCUPATIONAL BEINGS (50 CPs Sem. I. B.) Dr Louise Farnworth

In this subject students describe the principles and mechanisms underlying the relationship between occupation, health and wellbeing. Students will be able to understand and describe lifespan occupational foci of: meaning, temporality, and environmental contexts of

occupational engagement. Students will understand current issues in the development of occupational therapy as a profession and will demonstrate clinical skills for beginning practice.

Prerequisite: OCT51FOT.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5 hours clinical per week for 14 weeks.

Assessment: one 3,000-word assignments (20%), one 3-hour examination (20%), one 1,000-word occupational analysis (5%), one 20-minute oral examination (15%), two 1,000-word critical appraisal (10%), one 2,000-word clinical workbook (15%), one 10-minute presentation (0%). Hurdle requirements: one 500-word critique (5%), two 500-word clinical experience reports (10%).

Recommended Reading:

Kielhofner, G. *A model of human occupation: theory and application*. 3rd edn, Baltimore: Williams and Wilkins, 2002.

Canadian Association of Occupational Therapists. *Enabling occupation: an occupational therapy perspective*. Ottawa: CAOT Publications ACE.

Kroemer, K. and Grandjean, E. *Fitting the task to the human*. Taylor and Francis, 1997.

OCT51OAD OCCUPATIONAL ADAPTATION (15 CPs Sem. I. B.) Dr Louise*Farnworth, Ms Primrose Lentin*

OCT51OAD runs every alternate year subject to sufficient student enrolments.

This subject examines the concept of human adaptation and its relationship to people experiencing difficulties with occupational functioning. It explores the sociocultural, psychological, environmental and temporal influences on occupational adaptation, coping and adjustment. Literature to support this subject will be drawn from disciplines such as occupational science, anthropology, sociology, psychology and education, as well as from occupational therapy. There will be an emphasis on exploring methodological issues for studying occupational adaptation. Case study material on occupational adaptation within the context of health, illness and disability will be used.

Incompatible subject: OCT61OAD.

Class requirements: one 3-hour seminar per week.

Assessment: one 3,500-word assignment (80%), one 500-word written critique (20%). Hurdle requirement: one 20-minute class presentation.

OCT51OHA ADVANCED OCCUPATIONAL HEALTH (20 CPs Sem. I. B.) Dr*Jean Cromie*

Offer is subject to sufficient enrolment. This subject covers a range of practical issues in research and current professional practice. The emphasis is on job analysis and design, worker capacity and performance, methods of measuring work performance, occupational health and rehabilitation management and evaluation, team leadership, and organisational, staff, and policy development. Students will, in consultation with the subject coordinator, select one issue to present as a seminar.

Class requirements: one 3-hour seminar per week.

Assessment: one 1-hour seminar presentation (30%), one 5,000-word written assignment (70%).

Recommended Reading:

Quinlan, M. and Bohle, P. *Managing health and safety in Australia*. Macmillan, 1991.

Felton, J. *Occupational medical management: a guide to the organization and operation of in-plant occupational health services*. Little, Brown, 1990.

OCT51OHB ADVANCED RESEARCH AND EPIDEMIOLOGY (20 CPs Sem. I.*B.) Co-ordinator to be advised.*

Not available in 2004.

OCT51OTA OCCUPATIONAL THERAPY: THEORY, PROCESS AND**PRACTICE A (15 CPs Sem. I. B.) Dr Louise Farnworth, Ms Ellie Fossey**

Not available in 2004.

OCT51PPB PROFESSIONAL PRACTICE B (40 CPs Sem. I. B.) Dr Louise*Farnworth*

This clinical education subject focuses on the development of core occupational therapy skills mental health, neurological rehabilitation, acute care, paediatrics or aged care. Students are required to

demonstrate skills in data gathering, intervention/program planning, implementation and evaluation, recording and reporting and practice skills in an ethical and professional manner. They are expected to apply and describe the application of the clinical reasoning process and occupational therapy theory.

Prerequisite: OCT52ECC.

Class requirements: eight weeks of full-time clinical sessions including one 2-hour group feedback session per week.

Assessment: two 5,000-word case assignments (80%), one 45-minute oral examination (20%) and satisfactory performance rating by clinical supervisor. Hurdle requirement: submission of completed time sheets.

Prescribed Reading:

School of Occupational Therapy. *Professional practice workbook*. La Trobe University, 2003.

OCT51ROT READINGS IN OCCUPATIONAL THERAPY (15 CPs Sem. I. DE.)

Dr Robyn Hayes

Not available in 2004.

OCT52APP ADVANCED PROFESSIONAL PRACTICE: INTEGRATED PRACTICE (60 CPs Sem. II. B.) *Dr Louise Farnworth*

In this subject students describe and apply the principles of enabling occupation at the group, organisational, service and societal level through community development, organisational change agency, awareness education and research. Students will describe and apply the principles and processes of designing, implementing and evaluating occupational therapy services within the human service system. Students will appraise current professional issues in occupational therapy theory and practice within the broader healthcare team, community and society. Students will evaluate models of service delivery, needs analysis program evaluation, and will complete an interdisciplinary project.

Prerequisite: OCT51ECC.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5-hours clinical per week for 15 weeks. Two weeks of full-time clinical sessions will include one 2-hour group feedback session per week in each of the two weeks.

Assessment: one 10,000-12,000-word project report between two students (55%), one 30-minute class presentation (5%), one 2,000-word project proposal (10%), one 45-minute oral examination (20%), one 1,500-word learning contract (10%). Hurdle requirement: one 2,000-word essay.

Recommended Reading:

Howe, P., Degeling, D. and Hall, J. *Evaluating health promotion*. Sydney: MacLennan and Petty, 1990

Gardner, H. *Health policy in Australia*. Oxford University Press, Melbourne 1997

Morris, L., Fitzgibbon, C. and Freeman, M. *How to communicate evaluation findings*. Los Angeles: Sage, 1987.

OCT52APR ADVANCED PROF PRACTICE: INTEGRATED PRACTICE (RESEARCH) (60 CPs Sem. II. B.) *Dr Louise Farnworth*

In this subject students describe and apply the principles of enabling occupation at the group, organisational, service and societal level through community development, organisational change agency, awareness, education and research. Students will describe and apply the principles and processes of designing, implementing and evaluating occupational therapy services within the human service system. Students will appraise current professional issues in occupational therapy theory and practice within the broader healthcare team, community and society. Students will evaluate models of service delivery, needs analysis program evaluation, and will complete an interdisciplinary project.

Prerequisite: OCT51ECC.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5-hours clinical per week for 15 weeks, plus two weeks full time clinical sessions including one 2-hour group feedback session per week.

Assessment: one 10,000-12,000-word project report (55%), one 45-minute oral exam (20%), one 1,500-word learning contract (10%), one 2,000-word project proposal (10%), one 30-minute conference presentation (5%).

Recommended Reading:

Howe, P., Degeling, D. and Hall, J. *Evaluating health promotion*. Sydney: MacLennan and Petty, 1990.

Gardner, H. *Health policy in Australia*. Oxford University Press, Melbourne, 1997.

Morris, L., Fitzgibbon, C. and Freeman, M. *How to communicate evaluation findings*. Los Angeles: Sage, 1987.

OCT52CPE CLINICAL PLACEMENT (15 CPs Sem. II. B.) *Dr Linsey Howie*
See OCT42CPE for full subject description.

OCT52CRD ADVANCED CLINICAL REASONING AND DECISION MAKING

(15 CPs Sem. II. B.) *Dr Carolyn Unsworth*

Not available in 2004.

OCT52CSO CLINICAL SPECIALITY IN OCCUPATIONAL THERAPY (15 CPs

Sem. II. B.) *Ms Laura Collister*

See OCT51CSO for full subject description.

OCT52ECA ENABLING CHANGE IN HUMAN OCCUPATION: OLDER ADULT (20 CPs Sem. II. B.) *Dr Louise Farnworth*

In this subject students describe, apply and critique the principles of assessment and intervention and case management for patients and clients with problems related to capacities to engage in activities, occupations, and participation in community life. Cases will relate to older adults. Intervention principles will also incorporate environmental supports and barriers (advocacy, organisational change, environmental adaptation).

Prerequisite: OCT52OPC, OCT52PPA.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5-hours clinical per week for 4 weeks.

Assessment: one 3,500-word case assignment (70%), one 30-minute oral examination (30%).

Recommended Reading:

Unsworth, C. *Cognitive and perceptual dysfunction: a clinical reasoning approach to evaluation and intervention*. Philadelphia: F.A.Davis, 1999.

Shumway-Cooke, A. L. and Woollacott, M. *Motor control-theory and practical applications*. Baltimore: Williams and Wilkins, 1995

Umphred, D. *Neurological rehabilitation*. 3rd edn, Mosby, 1995.

OCT52OHC READINGS IN OCCUPATIONAL HEALTH (20 CPs Sem. II. B.)

Dr Jean Cromie

Offer is subject to sufficient enrolments.

Students review and evaluate the literature in a field of study of occupational health. Students select a field of study after consultation with their supervisor, submit an annotated bibliography, and later a review of the selected field, and present a critical analysis of an issue in that field. The student is expected to discuss and defend the analysis and arguments presented.

Class requirements: 12 hours formal contact, approximately 20 hours of direct supervision plus regular meetings with supervisor.

Assessment: one 2,000-word annotated bibliography (20%), one 4,000-word critical literature review (60%), one 30-minute oral presentation (20%).

Recommended Reading:

Publication manual of the American Psychological Association. 5th edn, American Psychological Association, Washington, 2001.

OCT52OPC OCCUPATIONAL PERFORMANCE

COMPONENTS/CAPACITIES (60 CPs Sem. II. B.) *Dr Louise Farnworth*

In this subject students describe the mechanisms and consequences of problems related to mental, sensory, cardiovascular, respiratory, neurological and biomechanical capacities of humans across the lifespan that underpins occupational performance and occupational engagement. Students will demonstrate how this knowledge is integrated into occupational therapy and related theories and models of practice. Students will develop clinical questions and acquire knowledge and skills from the process of describing, evaluating occupational performance, and critique assessment tools for evaluating occupational performance and occupational engagement. Students will describe different contexts in which participation in occupation takes place.

Prerequisite: OCT51HOB.

Class requirements: two 2-hour Problem Based Learning tutorials, two 3-hour skills classes, 7.5-hours clinical per week for 16 weeks.

Assessment: two 1,500-word assignments (15%), one 2-hour written examination (35%), two 4,000-word clinical reports (35%), one 45-minute oral examination (15%).

Recommended Reading:

Block, S. and Singh, B. *Foundations of clinical psychiatry*. Melbourne University Press, 2001.

Trombly, C. and Radomski, M. *Occupational therapy for physical dysfunction*. 5th edn, Philadelphia: Lippincott Williams and Wilkins, 2002
Pedretti, L. and Early, M. (eds) *Occupational therapy: practice skills for physical dysfunction*. 5th edn, Mosby, St Louis, 2002.

OCT52PPA PROFESSIONAL PRACTICE A (10 CPs Sem. II. B.) *Dr Louise Farnworth*

A two week clinical education experience consisting of observation, description and practice of core skills for occupational therapists. Using a structured workbook, students are required to observe, describe, practice and critique skills in applying models of practice, applying clinical reasoning processes, assessment, interviewing, report writing, a counselling interview, group process evaluation and the evaluation of occupational forms used in activity groups.

Prerequisite: OCT52OPC.

Class requirements: two weeks of full-time clinical sessions including one 2-hour group feedback session per week.

Assessment: one 3,000-word workbook (100%).

Prescribed Reading:

School of Occupational Therapy. *OCT52PPA workbook*. La Trobe University, 2003.

OCT52PPC PROFESSIONAL PRACTICE C (10 CPs Sem. II. B.) *Dr Louise Farnworth*

This five week clinical experience provides the opportunity for consolidation and enhancement of skills at beginning practitioner level. Students will review their learning needs in light of their previous clinical experiences, their interests and future goals. Students may elect to consolidate their skills in an existing area of practice or develop skills in an emerging (non-traditional) practice area. Students will formulate their needs into a learning contract that will be reviewed/revised with the clinical supervisor at their placement.

Prerequisite: OCT52APP or OCT52APH, OCT51PPB.

Class requirements: five weeks of full-time clinical sessions including one 2-hour group or individual feedback session per week.

Assessment: satisfactory completion of the learning contract (100%).

Recommended Reading:

Australian competency standards for entry-level occupational therapists. OT Australia, 1994.

Australian competency standards for occupational therapists in mental health. OT Australia, 1999.

OCT52PRD POSTGRADUATE RESEARCH DESIGN IN OCCUPATIONAL THERAPY (15 CPs Sem. II. DE.) *Dr Robyn Hayes*

Offer is subject to sufficient enrolments. Quantitative and qualitative research methodologies used in occupational therapy will be presented and critically appraised. Particular emphasis will be given to clinically based methodologies, such as single case experimental design and experience sampling method, and the application of these to applied research. Pivotal research in occupational therapy will be critically evaluated. Applied research issues such as ethics and human experimentation, grant submission, report writing and publication will be addressed. Students will complete a proposal for an empirical research project or critically appraise the research foundation of a selected area of clinical practice.

Prerequisite: OCT51OHF or equivalent.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week. Optional seminars will be offered. Individual supervision will be provided in the development of the research project.

Assessment: one 4,000-word written assignment/research proposal (100%). Students will be encouraged to present their proposal at a research seminar.

Recommended Reading:

Portney, L. G. and Watkins, M. P. *Foundations of clinical research: applications to practice*. 2nd edn, Prentice Hall, New Jersey, 2000.

Publication manual of the American Psychological Association. 4th edn, American Psychological Association, Washington, 1994.

Rice, P. and Ezzy, D. *Qualitative research methods*. Oxford University Press, 1999.

OCT52ROT READINGS IN OCCUPATIONAL THERAPY (15 CPs Sem. II. DE.)

Dr Robyn Hayes

Offer is subject to sufficient enrolment. Students will be required to review and critically evaluate the literature in a selected field of occupational therapy. They will be introduced to the concept of evidence-based practice and will be guided through the process of how to critically review the literature. Topics will be selected in consultation with the student's supervisor and subject co-ordinator. The topic will usually be the same as that subsequently investigated in the empirical research project OCT50RPB or OCT50RPC should the student be enrolled in the Master of Occupational Therapy (modes 2 or 3).

Prerequisite: OCT51OHF or equivalent.

Class requirements: distance education learning package equivalent to 39 hours of classroom teaching. Lecturers will provide consultation by telephone and email to the equivalent of two half days per week. Optional seminars will be offered. Individual supervision will be provided in the content area of the literature review.

Assessment: one 4,000-word critical literature review (100%).

Recommended Reading:

Portney, L. G. and Watkins, M. P. *Foundations of clinical research: applications to practice*. 2nd edn, Prentice Hall, New Jersey, 2000.

Publication manual of the American Psychological Association. 4th edn, American Psychological Association, Washington, 1994.

OCT53NRE NEUROLOGICAL REHABILITATION: THEORIES TO PRACTICE (30 CPs Sem. Summer. B.) *Dr Heather Mudie*

Not available in 2004.

OCT53PAE PAEDIATRICS IN OCCUPATIONAL THERAPY (15 CPs Sem.

Summer. B.) *Ms Elspeth Froude, Ms Christine Imms*

Subject may be delivered in block mode over six days. This subject is designed for occupational therapists with varying paediatric experience who would like to extend their existing knowledge. The subject's focus will be on extending and exploring theories that underpin occupational intervention with children. The emphasis will be on exploring the evidence for practice. The subject will include developing skills to critically analyse the evidence in areas such as childhood occupations (e.g. play), specific childhood disorders (e.g. cerebral palsy), and environments (e.g. school based settings).

Prerequisite: Bachelor of Occupational Therapy or equivalent.

Class requirements: six 7-hour days of block taught seminars.

Assessment: one 1,500-word case study (50%), one 2,000-word written assignment (50%).

Recommended Reading:

Kramer, P. and Hinojosa, J. *Frames of reference for paediatric occupational therapy*. 2nd edn, Baltimore: William and Wilkins, 1999.
Case Smith, J. *Occupational therapy for children*. 4th edn, St. Louis: C. V. Mosby, 2001.

OCT60THF OCCUPATIONAL THERAPY PROFESSIONAL DOCTORATE THESIS (120 CPs Sem. All year. B.) *Dr Carolyn Unsworth*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

OCT60THP OCCUPATIONAL THERAPY PROFESSIONAL DOCTORATE**THESIS** (60 CPs Sem. All year. B.) *Dr Carolyn Unsworth*

This subject is the thesis component of a professional doctorate.

Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

OCT61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) *Dr Carolyn Unsworth*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

OCT61OAD OCCUPATIONAL ADAPTATION (15 CPs Sem. I. B.) *Dr Louise Farnworth, Ms Primrose Lentini*

See OCT51OAD for full subject description.

OCT62CEB CLINICAL EVALUATION A (30 CPs Sem. II. B.) *Dr Carolyn Unsworth*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

OCT62CRD ADVANCED CLINICAL REASONING AND DECISION MAKING(15 CPs Sem. II. B.) *Dr Carolyn Unsworth*

Not available in 2004.

OCT63PAE PAEDIATRICS IN OCC THER (15 CPs Sem. Summer. B.) *Ms Elspeth Froude, Ms Christine Imms*

Subject may be delivered in block mode over six days. This subject is designed for occupational therapists with varying paediatric experience who would like to extend their existing knowledge. The subject's focus will be on extending and exploring theories that underpin occupational intervention with children. The emphasis will be on exploring the evidence for practice. The subject will include developing skills to critically analyse the evidence in areas such as childhood occupations (e.g. play), specific childhood disorders (e.g. cerebral palsy), and environments (e.g. school based settings).

Prerequisite: Bachelor of Occupational Therapy or equivalent.

Class requirements: six 7-hour days of block taught seminars.

Assessment: one 1,500-word case study (50%), one 2,000-word written assignment (50%).

Recommended Reading:

Kramer, P. and Hinojosa, J. *Frames of reference for paediatric occupational therapy*. 2nd edn, Baltimore: William and Wilkins, 1999.
Case Smith, J. *Occupational therapy for children*. 4th edn, St Louis: C. V. Mosby, 2001.

ORT11OAP PROTECTIVE STRUCTURES AND CLEAR MEDIA (15 CPs Sem. I. B.) *Ms Jean Pollock*

Provides students with a general knowledge of the anatomy, physiology and embryological development of the orbit, the globe and adnexa in relation to the associated structures of the head and neck. A

preliminary study of the anatomy and physiology of the protective layers and clear media of the eye is provided.

Co-requisite: HBS11APH.

Class requirements: two 1-hour of lectures, one 1-hour tutorial, one 1-hour practical class per week (or equivalent).

Assessment: one 1-hour class based unit test in semester (20%), one 3-hour written examination (80%).

Prescribed Reading:

Forrester, J., Dick, A., McMenamin, P. and Lee, W. *The eye: basic sciences in practice*. W. B. Saunders and Co Ltd, London, 2002.

ORT11OPV OPTICS AND VISION (15 CPs Sem. I. B.) *Ms Jean Pollock*

In this subject, students will gain an understanding of the basis of visual acuity and optical principles in relation to the refractive system of the eye. This subject integrates a knowledge of the physics of light and the principles of physical optics with the ocular system, its refractive errors and physiological defects. The basis of visual acuity and accommodation are also included. The theoretical content and the clinical investigatory skills of visual acuity testing and lens measurement are integrated throughout this subject, provided by a combination of lectures, tutorials, learning packages and instrumentation sessions.

Class requirements: two 1.5-hour lectures, one 1-hour practical class per week (or equivalent).

Assessment: two 750-word assignments (25%), one 2-hour written examination (50%), two 300-word practical reports (25%). Hurdle requirement: successful completion of three laboratory reports and attendance at Library orientation.

Prescribed Reading:

Abrams, D. *Duke-Elder's practice of refraction*. 10th edn, Edinburgh Churchill Livingstone, 1993.

ORT11OPV student manual. La Trobe University, 2003.

ORT12ANT ANTERIOR SEGMENT (15 CPs Sem. II. B.) *Ms Jean Pollock*

Provides students with an understanding of the anatomy and physiology of the anterior chamber, aqueous production and the maintenance of intra-ocular pressure. The implications of the physiological and structural changes in intra-ocular pressure and the lens will be considered. Both the theoretical knowledge and methods of instrumentation required for clinical investigation will be covered, with the methods of anterior segment examination, ocular biometry and binocular microscopy being some of the areas included.

Prerequisite: ORT11OAP.

Co-requisite: HBS12HBF.

Class requirements: two 1.5-hour lectures, one hour of library web-based classes, two 1-hour practical classes each week.

Assessment: one 3-hour written examination (80%), two 10-minute clinical examinations (20%).

Prescribed Reading:

Moses, R. A and Hart, W. M. (eds) *Adler's physiology of the eye: clinical application*. 9th edn, Francis and Taylor, 1992.

ORT12REF REFRACTION (15 CPs Sem. II. B.) *Mr Zoran Georgievski*

This subject expands on the principles studied in ORT11OPV, providing students with an understanding of the principles of refraction, the clinical assessment, measurement and correction of refractive errors. The subject includes an introduction to dispensing and the principles of the manufacture and fitting of spectacles, contact lens wear, and also the surgical correction of refractive errors. The student will gain experience in the methods of both objective and subjective refraction through instrumentation sessions, with further clinical experience at clinical placements throughout the course.

Co-requisite: ORT11OPV.

Class requirements: two 1.5-hour lectures and two 1-hour practical classes per week.

Assessment: one 3-hour written examination (60%), one 40-minute practical examination (40%).

ORT12RET RETINA (15 CPs Sem. II. B.) *Ms Jean Pollock*

Students gain an understanding of the anatomy and physiology of the posterior segment and retina. This subject includes the normal anatomy and physiology of the uveal tract, ocular vascular supply, vitreous and retina, with particular emphasis on retinal visual function. This subject provides the preparation for later clinical placements, with

the instrumentation procedures for the assessment of visual acuity, contrast sensitivity, colour vision, perimetry and intraocular pressure measurements being included.

Co-requisite: ORT11OAP, ORT12ANT, HBS11APH, HBS12HBF.

Class requirements: two 1.5-hour lectures, one 1-hour practical class (or equivalent) per week.

Assessment: one 1-hour class based unit test in semester (20%), one 2.5-hour written examination (60%), two 10-minute practical examinations (20%).

Prescribed Reading:

Kandel, E., Schwartz, J. and Thomas, M. (eds) *Principles of neural science*. McGraw-Hill, NY.

Forrester, J., Dick, A., McMenamin, P. and Lee, W. *The eye: basic sciences in practice* W.B. Saunders and Co. Ltd., London 2002.

ORT21BIN BINOCULAR VISION (15 CPs Sem. I. B.) *Ms Linda Santamaria*

The students will gain an understanding of the physiological concepts of ocular movement and binocular single vision. The student will also gain experience in the use of orthoptic instruments in the assessment of the normal ranges of ocular motility and binocular vision as a preliminary to the assessment, diagnosis and management of patients with orthoptic problems. The subject includes the general characteristics and the investigation of concomitant strabismus and the sensory adaptations that occur. The principles of management of these disorders will be introduced. The format of problem based learning and instrumentation sessions will allow integration of the theoretical concepts and the clinical investigatory skills.

Prerequisite: ORT12REF, ORT12RET.

Class requirements: two 1.5-hour problem discussion classes per week and one 2-hour instrumentation class per week.

Assessment: two 750-word assignments (5% each), one 3-hour written examination (60%), one 30-minute practical examination (30%). Both the written and practical examinations must be passed in order to gain a pass in this subject.

ORT21RET RETINAL DISORDERS (15 CPs Sem. I. B.) *Dr Kerry Fitzmaurice*

This subject provides the student with a continued understanding of the anatomical and physiological basis of retinal disorders. The student will study the pathological processes including the aetiology, investigation, progression and management of various retinal disorders including retinal degenerations, circulatory problems, traumatic, toxic and developmental disorders. The retinal problems associated with systemic disorders, in particular endocrine and metabolic disorders, will be covered. This subject is designed to prepare the student for clinical placement, with the application of previously learnt procedures and inclusion of further instrumentation for the investigation of retinal function, such as ophthalmoscopy, electrophysiological testing and fundus photography.

Prerequisite: ORT12RET, HBS12HBF.

Co-requisite: HBS21PAG.

Class requirements: five hours of lectures, tutorials, self-directed learning or instrumentation sessions per week.

Assessment: two 15-minute unit tests (20%), one 2-hour written examination (60%), one 20-minute practical examination (20%).

Preliminary Reading:

James, B., Chew, C. and Bron, A. *Lecture notes on ophthalmology*. 8th edn, Blackwell Science, 2000.

Recommended Reading:

Pitts Crick, R. and Trimble, R. B. *A textbook of clinical ophthalmology*. Hodder and Stoughton, London, 1986.

Cavellerano, A. A. Gutner, R. K. and Oshinskie, L. J. *Macular disorders an illustrated diagnostic guide*. Butterworth-Heinemann, Boston, 1997.

Kanski, J. J. and Thomas, D. J. *The eye in systemic disease*. 2nd edn, Butterworth-Heinemann, London, 1990.

ORT22CON CONCOMITANT STRABISMUS (15 CPs Sem. II. B.) *Mr Zoran*

Georgievski

This subject provides the student with an understanding of the aetiology, investigation, characteristics, diagnosis and management of concomitant strabismus and its sensory adaptations. The clinical methods of investigation of concomitant strabismus include measurement of the deviation, and assessment of binocular visual and ocular motor functions. Management techniques include optical,

orthoptic, surgical and pharmacological methods. The format of problem-based learning and instrumentation sessions allows the application of theoretical principles to particular case problems and the achievement of clinical skills.

Prerequisite: ORT21BIN, ORT21CLI.

Class requirements: two 1.5-hour lectures and one 2-hour practical class per week.

Assessment: one 3-hour written examination (70%), one 10-minute clinical examination (10%), one 20-minute practical examination (20%). Hurdle requirement: both the written and practical examinations must be passed in order to gain a pass in this subject.

Prescribed Reading:

Noorden von, G. K. *Binocular vision and ocular motility: theory and management of strabismus*. 5th edn, St Louis Mosby, 1995.

Ansons, A. M. and Davis, H. *Diagnosis and management of ocular motility disorders*. 3rd edn, Oxford Blackwell, 2001.

ORT22NEU NEURO-OPHTHALMIC DISORDERS A (15 CPs Sem. II. B.) *Ms*

Jean Pollock

This subject introduces the student to the sensory neuronal processes of visual function from the retina through the visual pathway to the extra-striate cortex. The basis of visual perception is also introduced. The student will gain a knowledge of the aetiology and effects of disorders of the visual pathway and will be able to perform the orthoptic investigation procedures for diagnosis of these problems, including perimetry, pupil function and colour vision testing. The student will be introduced to the more common neuro-pathological processes and to general neurological imaging investigations.

Prerequisite: ORT12RET, HBS12HBF.

Co-requisite: HBS21NEU.

Class requirements: two 1.5-hour lectures, one 1-hour practical class (or equivalent) per week.

Assessment: one 3-hour written examination (80%), one 15-minute clinical examination (20%).

Recommended Reading:

Anderson, D. R. *Perimetry with and without automation*. 2nd edn, The C. V. Mosby Co., St Louis, 1987.

Ellenberger, C. *Perimetry, principles technique and interpretation*. Raven Press, USA, 1980.

Henson, D. B. *Visual fields*. Oxford University Press, Oxford, 1993.

ORT22SSM SENSORY SYSTEMS IN ORIENTATION AND MOBILITY (20 CPs

Sem. II. B.) *Dr Kerry Fitzmaurice, Dr Marcelle Schwartz*

Not available in 2004.

ORT31INC INCOMITANT STRABISMUS (15 CPs Sem. I. B.) *Mr Zoran*

Georgievski

This subject provides the student with an understanding of the theoretical concepts of the investigation, diagnosis and management of incomitant strabismus and diplopia. The normal anatomy and function of the extraocular muscles are presented in conjunction with an introduction to the concepts of binocular vision. In the format of problem-based learning, this subject integrates the theoretical concepts of the aetiology, investigation, characteristics, diagnosis and management of the neurogenic, myogenic and mechanical strabismus with the clinical instrumentation procedures required to investigate disorders of ocular motility.

Prerequisite: ORT21BIN, ORT22CON, HBS21NEU.

Co-requisite: ORT31NEU.

Class requirements: two 1.5-hour lectures and one 2-hour practical class per week.

Assessment: one 3-hour written examination (70%), one 10-minute clinical examination (10%), one 20-minute practical examination (20%)

Prescribed Reading:

Noorden von, G. K. *Binocular vision and ocular motility: theory and management of strabismus*. 5th edn, St Louis: Mosby, 1995.

Ansons, A. M. and Davis, H. *Diagnosis and management of ocular motility disorders*. 3rd edn, Oxford Blackwell, 2001.

Recommended Reading:

Pratt-Johnson, J. and Tillson, G. *Management of strabismus and amblyopia: a practical guide*. New York: Thieme, 1994.

Duke-Elder, Sir S. and Wybar, K. *System of ophthalmology. Volume VI. Ocular motility and strabismus*. London: Kimpton, 1973.

ORT31NEU NEURO-OPHTHALMIC DISORDERS B (15 CPs Sem. I. B.) *Ms**Linda Santamaria*

This problem-based learning subject provides the student with an understanding of the investigation and management of disorders of the eye movement systems. The cortical and sub-cortical control, pathways and function of the different types of eye movements are studied, with the characteristic eye signs that result from disorders of these systems. The theoretical concepts are learnt in conjunction with the clinical investigation techniques, including eye movement measurement. The eye movement disorders are studied within the context of the general cortical disorders that may result from neurological pathology and other neuro-muscular syndromes that commonly affect ocular motor function.

Prerequisite: ORT22NEU, ORT22CON, HBS21NEU.

Co-requisite: ORT31INC.

Class requirements: two 2-hour problem discussion classes per week.

Assessment: two 750-word assignment (25%), one 2.5-hour written examination (75%).

Prescribed Reading:

Ciuffreda, K. J. and Tannen, B. *Eye movement basics or the clinician*. St Louis: Mosby, 1995

Recommended Reading:

Glaser, J. S. *Neuro-ophthalmology*. 3rd edn, Raven Press, 1999.

Swash, M. and Schwartz, M. *Neurology: a concise clinical text*. London: Bailliere Tindal, 1989.

Brown, J. W. *Neuropsychology of visual perception*. Lawrence Erlbaum Ass., USA, 1989.

Leigh, R. J. and Zee, D. S. *The neurology of eye movements*. 3rd edn, Philadelphia: F.A. Davis Company, 1999.

ORT40RTP RESEARCH THESIS/PROJECT (60 CPs Sem. All year. B.) *Dr Kerry**Fitzmaurice*

This project is the main emphasis of the honours or post graduate diploma year. It includes project design, literature review, data collection, analysis of results, presentation of seminars and the preparation of a 10,000-word assignment on the research project.

Class requirements: self directed research and meetings with supervisor, equivalent to seven hours per week.

Assessment: one 10,000-word assignment on the research project topic and participation in case presentations (100%).

ORT40SCP SPECIALIST CLINIC PRACTICE (30 CPs Sem. All year. B.) *Dr**Kerry Fitzmaurice*

The area of clinical practice should be relevant to the honours and or postgraduate diploma research project and involves some data collection. The main emphasis is to develop specialised clinical skills in a particular area of interest. The clinical setting may be external or within the University. Three contact hours per week are recommended. By the end of third year, the general clinical expertise expected is that of a graduate orthoptist. This subject allows concentrated specialised skills to be proficiently attained.

Class requirements: clinical practice and self-directed learning equivalent to three hours per week.

Assessment: one 30-minute seminar presentation (20%), one 3,000-word assignment on seminar material (80%).

ORT41CPA CLINICAL PRACTICE A IN ORTHOPTIC STUDIES (30 CPs Sem.*I. B.) Mr Zoran Georgievski*

This subject provides the student with clinical experience in either paediatric and adult strabismus, refraction or vision rehabilitation as appropriate to the related sequence. This subject provides the student with the opportunity to integrate theoretical studies in the clinical environment and gain proficiency in specialist clinical techniques.

Class requirements: four hours of clinical practice per week.

Assessment: one 4,000-word assignment (50%), one 30-minute clinical examination (50%). Hurdle requirement: completion of clinical placement objectives.

ORT41REH CASE MANAGEMENT – REHABILITATION (15 CPs Sem. I. B.)*Dr Kerry Fitzmaurice*

This subject provides a knowledge of the principles and practice of rehabilitation in the presence of visual impairment. This includes the study of the functional problems associated with visual impairment

and the development of rehabilitation programs. The student is able to explore the functional aspects of vision in conjunction with traditional diagnostic measures in order to interpret the visual capabilities of clients and consequently to design strategies to assist those with special needs.

Prerequisite: ORT32CLI.

Class requirements: one 2-hour lecture, one 2-hour seminar per week.

Assessment: one 1,500-word assignment (25%), one 1.5 hour written examination (50%), one 10-minute *viva voce* examination (25%).

ORT41STR CASE MANAGEMENT – STRABISMUS (15 CPs Sem. I. B.) *Ms**Linda Santamaria*

This problem-based learning subject allows the continued application of the theoretical and clinical knowledge studied in previous years to various orthoptic problems. The development of clinical reasoning skills is consolidated by the continued study of patient management problems. These problems include such areas as concomitant strabismus, sensory disorders and adaptations, and ocular motor disorders. The selection of diagnostic and treatment procedures is considered within the context of entire patient management to consider factors such as systemic medical problems and age group. Issues of practice management will be discussed, including professional ethics, medico-legal concerns and appropriate referral.

Prerequisite: ORT32CLI.

Co-requisite: HLT311PA.

Class requirements: two 2-hour problem discussion classes per week.

Assessment: two 750-word case-based assignments (20%), one 3-hour written examination (80%).

ORT42CPB CLINICAL PRACTICE B IN ORTHOPTIC STUDIES (30 CPs Sem.*II. B.) Mr Zoran Georgievski*

This subject provides the student with clinical experience in either paediatric and adult strabismus, refraction or vision rehabilitation as appropriate to the related sequence. This subject provides the student with the opportunity to integrate theoretical studies in the clinical environment and gain proficiency in specialist clinical techniques.

Class requirements: four hours of clinical practice per week.

Assessment: one 4,000-word assignment (50%), one 30-minute clinical examination (50%). Hurdle requirement: completion of clinical placement objectives.

ORT42RIO READINGS IN ORTHOPTICS (15 CPs Sem. II. B.) *Dr Kerry**Fitzmaurice*

Allows students to study an area of specialist theoretical content of particular relevance to the honours or postgraduate diploma research project. The style of learning recommended is contract learning, whereby an agreement is reached between the subject examiner and the student as to the suggested content of the subject, the type of assessment and the individual study and contact time that should be spent on this area.

Class requirements: contract learning notionally equivalent to three hours per week.

Assessment: one 20-minute seminar presentation (20%), one 3,000-word assignment (80%).

ORT60THF ORTHOPTICS PROFESSIONAL DOCTORATE THESIS (120 CPs*Sem. All year. B.) Dr Larry Abel*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

ORT60THP ORTHOPTICS PROFESSIONAL DOCTORATE THESIS (60 CPs*Sem. All year. B.) Dr Larry Abel*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The

degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: students are expected to have regular contact with their supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

ORT61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) *Dr Larry Abel*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

ORT62CEB CLINICAL EVALUATION B (30 CPs Sem. II. B.) *Dr Larry Abel*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

PHE31MMA ORIENTATION AND MOBILITY METHODS A (15 CPs Sem. I. B.) *Dr Greg Murphy*

Not available in 2004.

PHE31POM PERCEPTION IN ORIENTATION AND MOBILITY (10 CPs Sem. I. B.) *Dr Greg Murphy*

Not available in 2004.

PHE31PPA PROFESSIONAL PRACTICE AND SKILLS OF ORIENTATION AND MOBILITY A. (15 CPs Sem. I. B.) *Dr Greg Murphy*

Not available in 2004.

PHE31TMA THEORY OF ORIENTATION AND MOBILITY (A) (15 CPs Sem. I. B.) *Dr Greg Murphy*

Not available in 2004.

PHE32MMB ORIENTATION AND MOBILITY METHODS B (15 CPs Sem. II. B.) *Dr Greg Murphy*

Not available in 2004.

PHE32PPB PROFESSIONAL PRACTICE AND SKILLS OF ORIENTATION AND MOBILITY B. (15 CPs Sem. II. B.) *Co-ordinator to be advised.*

Not available in 2004.

PHE32TMB THEORY OF ORIENTATION AND MOBILITY B (15 CPs Sem. II. B.) *Co-ordinator to be advised.*

Not available in 2004.

PHE40CFW COUNSELLING FIELDWORK (40 CPs Sem. All year. B.) *Dr Celeste Merrigan*

This subject is available only in the Graduate Diploma in Counselling and Human Services. Students are required to spend one day per week in a supervised placement. The setting must have mainstream face-to-face counselling as one of its functions and the student must be in a position of seeing an average of at least two face-to-face clients per week. Formal on-site supervision is required.

Class requirements: one day per week in a supervised placement (pro rata arrangements such as two 3.5-hour evening sessions per week are acceptable) and one two-hour seminar per fortnight.

Assessment: satisfactory performance on placement (100%).

Recommended Reading:

Dryden, W. and Felsham, C. *Developing the practice of counselling.* Sage, 1994.

Coney, G., Coney, M. and Callanan, P. *Issues and ethics in the helping professions.* 6th edn, California: Brooks/Cole, 2003.

PHE40CTP COUNSELLING SKILLS: THEORY AND PRACTICE (40 CPs Sem. All year. B.) *Mrs Jean Rumbold*

Mrs Jean Rumbold

This subject is available only in the Graduate Diploma in Counselling and Human Services. The subject provides practice in the skills of effective counselling, and introduces the major theoretical frameworks used in counselling. Emphasis is given to the humanistic person-centred approach, but other approaches introduced include existential, psychodynamic, gestalt, cognitive, narrative, solution-focused, feminist and systemic approaches. Reflecting the humanistic focus of the course, this subject also involves the exploration of personal material in practice counselling sessions and groupwork, with the goal of becoming more congruent and creative personally and professionally. Students are invited to raise personal issues and reflect on inter-personal interactions, but are also asked to maintain appropriate boundaries in these contexts.

Class requirements: one 4-hour seminar per week.

Assessment: one 2,500-word essay (30%), one 3,000-word essay (30%), and one 3,500-word essay (40%).

Prescribed Reading:

McLeod, J. *An introduction to counselling.* 2nd edn, London: Sage, 1998.

Egan, G. *The skilled helper: a problem management approach to helping.* 7th edn, Pacific Grove: Brooks/Cole, 1998.

PHE40EPI EPIDEMIOLOGY AND DEMOGRAPHY (15 CPs Sem. All year. OSITE.) *Dr Priscilla Robinson*

Dr Priscilla Robinson

Classes are held at the Hawthorn Campus of the University of Melbourne. This subject is also taught in the Corporate Awards Program in Canberra for employees of the Department of Health and Ageing. The aim of this unit is to provide students with basic quantitative skills necessary for the practice of general public health and to enable students to critically evaluate the published epidemiological literature. The unit provides an introduction to descriptive and analytical epidemiology, case-control studies, cohort studies, clinical trials, risk and causation, bias, confounding, health program evaluation, and measurement theory. At the completion of this unit, students should be able to: explain the methods and applications of descriptive and analytical epidemiology; explain the strengths and weaknesses of different epidemiological study designs; solve problems relating to the use of the principal epidemiological concepts; critically appraise epidemiological papers; and explain the uses of epidemiology in the practice of public health.

Class requirements: equivalent to 39 hours of classroom contact over both semesters.

Assessment: Refer to *Monash University Handbook.*

PHE40IST INTRODUCTORY STATISTICS (15 CPs Sem. All year. OSITE.) *Dr Priscilla Robinson*

Dr Priscilla Robinson

Classes are held at the Hawthorn Campus of the University of Melbourne. This subject also taught in the Corporate Awards Program in Canberra for employees of the Department of Health and Ageing. The aim of this subject is to introduce students to fundamental concepts and methods in statistics and its relevance in public health. Upon completion of this subject students should be able to: perform simple statistical analyses of small data sets by hand; identify the appropriate technique for data analysis; obtain p values from tables; distinguish between statistical and clinical significance; understand the concept of a Type I and Type II error and identify where these may have occurred; calculate and explain the interpretation of simple confidence levels.

Class requirements: equivalent to 39 hours of classroom contact over both semesters.

Assessment: Refer to *The University of Melbourne's Handbook.*

PHE40THE THESIS (75 CPs Sem. All year. B., WO.) *B: Dr Colette Browning,*

B: Mr Steve Polgar, WO: Dr Guin Threlkeld

Students conduct and report on an original research project that addresses a significant research issue. Under supervision, students are required to conduct a critical review of the literature relevant to the area of study, derive appropriate research questions for testing, devise an empirical test of the research question(s), conduct the planned study, select and conduct appropriate analyses, and write a report on the project.

Class requirements: students complete the project under supervision.
Assessment: one 10,000-12,000-word thesis (100%).

PHE41AAT ASSESSMENT IN ART THERAPY (15 CPs Sem. I. B.) *Ms Hannah Menahemi*

This subject is only for students enrolled in the Graduate Diploma in Art Therapy. In this subject, students are given the opportunity to explore the uses of art therapy assessments in the diagnosis and assessment of culturally diverse populations of individuals, couples and families. Through current theoretical models such as psychodynamic, family, and cognitive-behavioural art therapy models, students gain familiarity with tools to assess problems and disorders; learn to assess and screen for psychopathology and to evaluate using art therapy assessments; and explore the connections between assessment and treatment.

Class requirements: one 2-hour class per week plus self directed learning activities equivalent to one hour of class room contact per week.

Assessment: two 2,000-word essays (50% each).

Recommended Reading:

Brook, S. L. *A therapist's guide to art therapy assessments: tools of the trade*. Springfield, Illinois: Charles C. Thomas, 1996.
 Oster, M. D. and Gould, P. *Using drawings in assessment and therapy: a guide for mental health professionals*. New York: Brunner/Mazel, 1987.

PHE41AHS THE AUSTRALIAN HEALTH CARE SYSTEM (15 CPs Sem. I. Cl., OL.) *Professor Stephen Duckett*

The key structural components of the Australian health care system, their interrelationships and relevant policy issues are described and analysed. The health status of Australians and inputs to the system (finance, workforce) are reviewed, together with institutional arrangements (hospitals, primary care, public health services) and departmental and interdepartmental structures. Trends in health system performance, structures for policy making and health policy issues are also outlined.

Incompatible subject: HIM31AHS.

Class requirements: one 1-hour online lecture per week plus either participation in face-to-face tutorial program (two hours per week) or on-line tutorial program equivalent to 26 hours of class contact during semester. Students have regular contact with subject co-ordinator using email and bulletin board facility of WebCT.

Assessment: four 750-1000-word essays (80%), participation in tutorials and preparation of one 500-750 word tutorial summary (20%).

Prescribed Reading:

Duckett, S. J. *The Australian health care system*. Oxford University Press, 2000.

PHE41APC ASSESSMENT PROCESSES IN COUNSELLING (20 CPs Sem. I. B.) *Dr Celeste Merrigan*

This subject is available only in the Graduate Diploma in Counselling and Human Services. This subject provides foundation professional training in the field of assessment for counsellors working in a human services context. It aims to equip students with the skills, knowledge base and theoretical frameworks to assess the unique needs of each client and to formulate informed and practical intervention strategies to address client needs. There are three broad streams within this subject: the theoretical and philosophical contexts of assessment; the assessment of conditions which may indicate the potential for harm or danger; or which may indicate an underlying disorder; and the exploration of a variety of assessment tools and methods. Students are encouraged to consider the ethical and clinical issues of using diagnostic categories in their work as counsellors.

Class requirements: one 3-hour seminar per week.

Assessment: one 30-minute group presentation with a 1,000-word summary (35%), one 1,000-word case study report (25%), one 3,000-word essay (40%).

Recommended Reading:

Lukas, S. *Where to start and what to ask: an assessment handbook*. W.W. Norton & Co., New York, 1993.

PHE41ASA ART THERAPY COUNSELLING SKILLS A (15 CPs Sem. I. B.) *Ms*

Hannah Menahemi

This subject is available only to students enrolled in the Graduate Diploma in Art Therapy. In this subject, students are provided with the opportunity to practice in the skills of effective art therapy counselling. Emphasis is given to the humanistic person-centred approach, but other approaches introduced include existential, psychodynamic, Gestalt, cognitive, narrative, solution-focused, approaches. This subject involves the exploration of personal material with the goal of becoming more creative and congruent both personally and professionally through the process of reflection on personal issues whilst maintaining appropriate boundaries to the context. Practice of art therapy skills also provides students with the opportunity to explore their interactions with fellow students and staff and the interpersonal issues that arise from their participation in this course.

Class requirements: one 3-hour experiential session weekly.

Assessment: one 4,000-word essay (75%), one 15-minute practice interview with fellow student (25%).

Recommended Reading:

Silverstone, L. *Art therapy: the person centered way*. Jessica Kingsley, 1997.

PHE41CHS COMPARATIVE AND HISTORICAL STUDY OF HEALTH SYSTEMS (15 CPs Sem. I. B., CH.) *Dr David Legge*

This subject will be co-taught by teachers speaking English and Chinese. This subject has a strong policy orientation (including skills in policy analysis and policy development). It explores the historical background to health system development in China and the current programs of health reform. The Chinese experience is studied in the context of a review of health system development in a number of other countries focusing on key episodes and key features of other health systems. This includes focused study of key health policy issues including topics such as: health care financing and health insurance; primary health care and community health; health promotion; pharmaceuticals policy. There is a segment in which we explore themes and issues in health sector reform world wide, including links with economic reform.

Class requirements: Block mode: workshops, meetings and experiential learning held in weeks 1 and 7 (equivalent to 39 hours of classroom contact).

Assessment: one 2,000-word essay (70%), one 1,750-word report (30%).

PHE41FAA FOUNDATIONS OF ART THERAPY A (15 CPs Sem. I. B.) *Ms*

Hannah Menahemi

This subject is only available for students enrolled in the Graduate Diploma in Art Therapy. In this subject, students are provided with an introductory exploration of art therapy through experiential learning and lectures. The cross-cultural history and theoretical foundations of art therapy are presented together with the uses of various media in art therapy. The central purposes are to learn about the origins and practice of art therapy across the globe, and to learn how art therapy 'works' through regular experiential engagement with art materials.

Class requirements: one 2-hour class per week plus self directed learning activities equivalent to one hour of classroom contact per week.

Assessment: one 20-minute class presentation of student's artwork (25%), one 2,500-word paper (35%), one art project presented in class and documented in a 1,500-word paper (40%).

Prescribed Reading:

Allen, P. B. *Art is a way of knowing*. Boston: Shambala, 1995.

Recommended Reading:

Rubin, J.A. *Art therapy: an introduction*. New York: Brunner/Mazel, 1999.

Dalley, T. (ed.) *Art as therapy: an introduction to the use of art as a therapeutic technique*. London, Routledge, 1984/95

Wadeson, H. *The dynamics of art psychotherapy*. New York: J. Wiley-Interscience, 1987.

PHE41FAP FINANCING AND PLANNING FOR HEALTH (15 CPs Sem. I. Cl.)

Ms Theonie Tacticos

Not available in 2004.

PHE41FIG FOUNDATION STUDIES IN GERONTOLOGY (20 CPs Sem. I. B., DE., OSITE.) *Dr Colette Browning*

Normal or typical aspects of ageing are the focus of this subject, with an emphasis on adaptation in old age. Topics include population ageing, functional changes with age, ageing and cognitive function, personal control and ageing, life transitions, family relationships and the social construction of ageing. This subject is offered in campus-based mode and also in distance mode through the School of Public Health.

Class requirements: on campus: seven 3-hour lectures, which alternate throughout the semester with six 3-hour sessions of self-study structured exercises from the subject workbook (equivalent to 39 hours of class contact); distance education: equivalent to 39 hours of reading, exercises and structured activities using the distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (80%), one 1,000-word case study or report of a patient interview (20%). Hurdle requirement: journal record of exercises and activities completed from the subject workbook or the distance education pack.

Prescribed Reading:

Browning, C. *Foundation studies in gerontology subject readings pack*. School of Public Health, La Trobe University, 2002.

PHE41FSG FOUNDATION STUDIES IN GERONTOLOGY (15 CPs Sem. I. B., Cl., DE., OL.) *Dr Colette Browning*

Normal or typical aspects of ageing are the focus of this subject, with an emphasis on adaptation in old age. Topics include population ageing, functional changes with age, ageing and cognitive function, personal control and ageing, life transitions, family relationships and the social construction of ageing. This subject is offered in campus-based mode and also in distance mode through the School of Public Health.

Incompatible subject: PHE42FSG.

Class requirements: on campus: seven 3-hour lectures, which alternate throughout the semester with six 3-hour sessions of self-study structured exercises from the subject workbook; distance education: 39 hours of reading, exercises and structured activities using the subject distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (80%), one 1,000-word case study or report of a patient interview (20%). Hurdle requirement: journal record of exercises and activities completed from the subject workbook or the distance education pack.

PHE41GDC GRAPHIC DEVELOPMENT IN CHILDREN: CULTURALLY DIVERSE PERSPECT (15 CPs Sem. I. B.) *Ms Hanna Menahem*

This subject is available only to students enrolled in Graduate Diploma of Art Therapy. In this subject, students are given the opportunity to examine graphic development in children – a foundation in the understanding of art therapy – primarily from Western perspectives along with materials about cross-cultural understanding of children's graphic development. The central focus is on learning and understanding the skills that children systematically develop in self-expression through visual art, as well as the influences and expressions of the disruptions in children's normal graphic development.

Class requirements: one 2-hour session per week plus self directed learning activities equivalent to one hour of classroom contact per week.

Assessment: two 2,000-word papers (50% each).

Recommended Reading:

Rubin, J. A. *Child art therapy: understanding and helping children grow through art*. 2nd edn. New York: Van Nostrand Reinhold, 1984. Malchiodi, C. *Understanding children's drawings*. New York: Guilford, 1998.

PHE41HDD HEALTH DATA FOR DECISION MAKING (15 CPs Sem. I. Cl., DE.) *Dr Rosalie Aroni*

Not available in 2004.

PHE41HFP HEALTH PROMOTION FIELD PRACTICE (15 CPs Sem. I. Cl., DE.)

Dr Rae Walker

In this subject students are given an opportunity to undertake a practice placement. The aims include student ability to integrate

theoretical concepts and practice in a supervised practice based setting. Students will develop practical skills in various settings; for example a hospital, local government or community health setting. Skills include: project planning development, design and implementation; personal communication and group work skills; health needs data collection and collation; appropriate report writing. A minimum of 80 hours field work is required. Placements will be negotiated and discussed with students prior to commencement. Students are able to undertake placement at their place of employment subject to certain requirements.

Prerequisite: PHE41IHP or PHE42IHP.

Class requirements: 80 hours of field work (minimum). City Students: six 2-hour workshops. Distance education: there will be regular contact between student and academic staff at mutually convenient times. Students have regular contact with the lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: 1,000-word paper (25%), 3,000-word written report (75%). Hurdle requirement: learning journal.

Preliminary Reading:

O'Connor, M. L. and Parker, E. *Health promotion: principles and practice in the Australian context*. Allen & Unwin, St Leonards, 1995. Wass, A. *Promoting health: the primary health care approach*. W.B. Saunders, Sydney, 1994.

PHE41HIS HEALTH INFORMATION SYSTEMS (15 CPs Sem. I. B.) *Ms*

Heather Grain

This subject is offered at fifth-year level also. This subject will be offered in block mode. Topics covered include information systems (basic concepts of information in health including structure (national health data models), environment, networking, media, language, data collection, storage, access, analysis and retrieval); characteristics of effective health information systems, IT strategies, requirements specification and system development and evaluation for health system applications; sources of information for health professionals, including community-based utilisation and service delivery data; administrative policies and procedures for health service organisations; types and uses of health information systems (with reference to diagnosis related groups, casemix, and quality management); spreadsheets and databases as a management tool. The MHA (China) cohort will also examine the development of health information policy in the Chinese context.

Quota: 48 maximum. Health Services Management students have first preference. Other students accepted on a first-come basis.

Class requirements: on campus: block mode: two 3-day blocks of lectures and seminars, incorporating practical exercises and demonstrations (equivalent to 39 hours). One block in late March and one block in second week of April. China: four hours of seminars per week (total 39 hours equivalent) over a designated residential teaching period.

Assessment: one 1,500-word assignment or data/systems exercise to the equivalent (30%), one 3,000-word assignment or data/systems exercise to the equivalent (70%).

Recommended Reading:

Smith, J. *Health management information systems – a handbook for decision makers*. Open University Press, 2000. Beynon-Davies, P. *Information systems – an introduction to informatics in organizations*. Palgrave Publishers, 2001. Ball, M. J., Douglas, J. V and Garets, D. E. *Strategies and technologies for healthcare information, theory into practice*. Springer, 1999.

PHE41HMA HEALTH MANAGEMENT A (30 CPs Sem. I. CH.) *Ms Pauline Stanton*

Taught in collaboration with various Chinese universities, in China. Health Management A provides a broad introduction to the principles and elements of health service management and organisational theory. There is a focus on managing people, the evaluation and management of organisational performance, quality assurance and risk management. The management of change is introduced and the application of action research in management. We explore major policy issues in the Chinese health care system and current and recent policy movements. Students are introduced to the comparative study of health systems.

Class requirements: 12 days full-time in block mode including 36 hours of lectures, 12 hours of seminars and 36 hours of workshops.

Assessment: one 3,000-word essay (50%), one 3,500-word project report (50%).

PHE41HMB HEALTH MANAGEMENT B (30 CPs Sem. I. CH.) *Dr David**Legge, Dr Likun Pei*

This subject introduces basic concepts in accounting and moves from there to capital planning, business planning, corporate planning and strategic planning. Basic concepts in health economics and health care evaluation are introduced including economic evaluation. Finally there is an introduction to research for managers including research as question-identification/problem-solving, research as program evaluation, research for planning and action research/action learning.

Prerequisite: PHE41HMA.

Class requirements: 13 days full-time in block mode including 36 hours of lectures, 12 hours of seminars and 36 hours of workshops.

Assessment: one 4,000-word project report (70%), one 3-hour examination (30%).

PHE41HMC HEALTH MANAGEMENT C (30 CPs Sem. I. CH.) *Dr David**Legge, Dr Likun Pei, Ms Pauline Stanton*

This block provides an introduction to health planning and the management and use of health information. We review the health status in populations in China and the broad principles of prevention. From here we return to consideration of allocative efficiency and the measurement of health and health care.

Prerequisite: PHE41HMA and PHE41HMB.

Class requirements: 12 days full-time in block mode including 30 hours of lectures, 30 hours of seminars and 24 hours of workshops.

Assessment: one 3,000-word essay (50%), one 3,000-word project report (50%).

PHE41HMD HEALTH MANAGEMENT D (30 CPs Sem. I. CH.) *Dr David**Legge, Dr Likun Pei, Ms Pauline Stanton*

The key themes to be developed in this subject include effecting change, policy priorities and current policy directions in China; the changing role of law in China; the comparative study of health systems (and intelligent borrowing); strategies for participating in policy making and ethics in health care.

Prerequisite: PHE41HMA, PHE41HMB and PHE41HMC.

Class requirements: 13 days full-time block including 40 hours of lectures, 20 hours of seminars and 28 hours of workshops.

Assessment: one 4,000-word project report (70%), one 3-hour exam (30%).

PHE41HPI HEALTH POLICY ISSUES (15 CPs Sem. I. CH.) *Mr Hal Swerissen*

Not available in 2004.

PHE41HPP HEALTH PROMOTION PROJECT (15 CPs Sem. I. DE.) *Dr Rae**Walker*

Students prepare a detailed proposal for a project relevant to health promotion. The project should focus on a topic that has the capacity to improve the health of people or the management of health services. While the project is ostensibly about planning rather than implementation, a project which may subsequently be implemented is appropriate, and students may find it helpful to look at relevant grant application forms. Students will develop skills in defining and focusing a problem for planning purposes, carrying out a literature search, communicating with a team using computer groupware, choosing an appropriate approach to the problem, and presenting a formal proposal. A website is available at www-sph.health.latrobe.edu.au/resources/

Class requirements: equivalent to 39 hours of class contact, including seven group meetings of three hours each, readings and directed activities from the distance education pack and regular contact with the subject co-ordinator via phone, fax and email.

Assessment: one 10-minute Powerpoint presentation (20%), one 3,500-word written assignment (80%).

PHE41HPR EVIDENCE BASED HEALTH PROMOTION (15 CPs Sem. I.*OSITE.) Dr Simon Barraclough, Dr Priscilla Robinson*

This subject is externally taught by Deakin University for two public health education programs: The Victorian Consortium for Public Health, Master of Public Health which is taught at the Hawthorn Campus of The University of Melbourne; and for the Corporate Public Health Postgraduate Program of the Department of Health and Ageing taught in Canberra. Students enrolled in the Graduate Certificate and Postgraduate Diploma in Public Health may also enrol in the subject.

This subject aims to develop a knowledge and comprehension of health promotion theoretical frameworks, give students experience in developing health promotion strategies and equip students with an understanding of health promotion concepts and approaches as they relate to contemporary health issues in Australia and in other countries.

Class requirements: Refer to the *Deakin University Course Handbook*.

Assessment: Refer to the *Deakin University Course Handbook*.

PHE41HPT HEALTH PATTERNS AND TRENDS IN AUSTRALIA (15 CPs Sem.*I. Cl.) Dr Rosalie Aroni*

Not available in 2004.

PHE41HRM HUMAN RESOURCE MANAGEMENT IN HEALTH SERVICES*(15 CPs Sem. I. Cl.) Dr Sandra Leggat*

In this subject, students are introduced to human resources management in the health sector. In particular, it situates the function of human resource management inside a broader perspective of management theory and practice. The responsibilities of HRM are identified and discussed including recruitment and selection, equal opportunity in employment, training and development, performance appraisal, and occupational health and safety. Specific skills pertaining to the management of people are examined. The subject also includes an introduction to industrial relations in Australia and the changing nature of industrial relations in the health industry.

Class requirements: 39 hours of lectures, discussions and case studies equivalent to three hours of classroom contact per week.

Assessment: one 1,500-word written report (30%), one 2,500-word essay (50%), one 10-minute class presentation (20%).

PHE41HSR HEALTH SERVICE RESOURCE MANAGEMENT (15 CPs Sem. I.*B., CH.) Ms Judith Dwyer*

This subject is taught in Mandarin at Bundoora campus and also in China. In this subject, students are introduced to resource management in health services, in particular systems of finance and budgeting. Topics covered include accounting principles, the analysis and interpretation of financial data and quantitative performance data for management control, and basic techniques of quantitative decision making and operations research for dealing with health service resource utilisation decisions. The subject also includes an introduction to costing and casemix funding.

Class requirements: The Mandarin classes total 60 hours of lectures and tutorials consisting of one 2-hour lecture and one two hour tutorial per week. The tutorials are focused on practical exercises.

Assessment: one 2,000-word written assignment (60%), one 2,000-word written assignment (40%).

PHE41IHP INTRODUCTION TO HEALTH PROMOTION (15 CPs Sem. I. Cl.,*DE.) Dr Rae Walker*

Students are introduced to the major theoretical frameworks that underpin health promotion perspectives and health promotion strategies. Key concepts of health outcomes, health promotion planning networks and management are also introduced. Contemporary policy debates in health promotion will be explored in relation to a variety of settings and locales for health promotion. Fundamental themes reflect the priority action areas and principles of the Ottawa Charter for Health Promotion and subsequent framework documents from the World Health Organisation.

Class requirements: on campus: 39 hours incorporating a mix of evening and block-mode study; distance education: equivalent to 39 hours of readings and directed activities from the subject distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: three 1,500-word essays (100%).

PHE41IIG ISSUES IN GERONTOLOGY (15 CPs Sem. I. DE.) *Dr Colette**Browning*

This subject deals with a number of health and clinical issues in gerontology. Topics include: mobility, falls, activities, urinary incontinence, sexuality, driving and transport, healthy ageing, death and dying and dementia.

Incompatible subject: PHE42IIG.

Class requirements: 39 hours of reading, exercises and structured activities using the subject distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (100%). Hurdle requirement: journal record of exercises and activities completed from the distance education pack.

PHE41IPH INTRODUCTION TO PRIMARY HEALTH CARE (15 CPs Sem. I.

Cl.) *Mr Michael McGartland*

Not available in 2004.

PHE41IRC INTRODUCTION TO REHABILITATION AND CASE

MANAGEMENT (15 CPs Sem. I. Cl.) *Dr Greg Murphy*

Offered in block mode subject to sufficient enrolments. The subject comprises two units. Unit 1 covers rehabilitation theory and policy. Topics include key concepts in rehabilitation; historical, philosophical and social influences on disability and rehabilitation services; organisation, administration and funding of rehabilitation services in Australia; and government policy and legislation affecting disability services in Australia. Unit 2 covers professional functioning, including case management practices. Topics include co-ordinated care for chronic conditions; hospital-community liaison; models of case management in rehabilitation service delivery; and case management practice with particular disabilities.

Class requirements: block-mode equivalent to 39 hours of class contact during semester. Refer to School web page for details.

Assessment: two 2,000-word assignments (50% each).

Recommended Reading:

Annisson, J., Jenkinson, J., Sparrow, W. and Bethune, E. (eds)

Disability: a guide for health professionals. Sydney: Thomas Nelson, 1996.

Del Orto, A. E. and Marinelli, R. (eds) *Encyclopedia of disability and rehabilitation.* New York: Macmillan, 1995.

PHE41ODH ORGANISATION DEVELOPMENT FOR HEALTH (15 CPs Sem. I.

DE.) *Dr Sandra Leggat*

In this subject, students examine the skills needed for effective work in health and health promotion organisations. Emphasis is on organisational relationships or features which have an impact on health, such as culture and conflict resolution, and on planned change in organisations. Students are introduced to various theories of management, to structures and processes which characterise health-promoting and primary health agencies, to the role of the manager in a healthcare agency, and to some basic management techniques.

Class requirements: a flexible learning package equivalent to three hours of class contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email. A small component of the package will include an online discussion group.

Assessment: one 1,500-word essay (30%), one 2,500-word assignment (60%), online participation (10%).

PHE41PDE PROGRAM DEVELOPMENT AND EVALUATION (15 CPs Sem. I.

B., CH., Cl.) *Mr Hal Swerissen*

This subject considers program development and evaluation in health and community services. It reviews and analyses planning and market based models for the development of human services, including quasi markets, purchaser-provider arrangements, contracting models and bureaucratic provision. It reviews organisational change strategies and considers process, impact, outcome and economic evaluation models. A range of case studies are developed to consider these topics. This subject is also taught in Mandarin.

Class requirements: one 1-hour lecture or case study presentation and one 2-hour workshop/seminar per week.

Assessment: one 2,000-word class assignment (40%), one 2,500-word essay (60%).

PHE41PHD HEALTH DEVELOPMENT THROUGH GROUPS (15 CPs Sem. I.

DE.) *Mr Rick Hayes*

Students develop their communication and education skills in working with individuals and small groups. Issues addressed include concepts, processes, theoretical frameworks and practices to facilitate individual and group learning. Processes for developing and delivering learning programs, including objective development, learning styles, content development, group process and evaluation will be addressed.

Exercises promoting continued professional development in individual and group learning will be incorporated in the program. The location

of health education and promotion in its social and cultural context is acknowledged.

Class requirements: equivalent to 39 hours of class contact hours incorporating readings and directed activities from the subject distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,500-word learning/reflective teaching report (25%), one 3,000-word written assignment (75%). Hurdle requirement: one 1,000-word reflective journal.

PHE41PHP PUBLIC HEALTH PROMOTION (15 CPs Sem. I. Cl., DE.) *Dr Rae*

Walker

The aim of this subject is to further develop student skills in designing, developing and evaluation of health promotion programs to meet community needs. The following issues are considered in this subject: capacity development for health promotion, social capital, health promotion settings, and program development using social marketing and community development approaches.

Class requirements: on campus: 39 hours in block mode study and two evening classes during semester; distance education: 39 hours (equivalent) of readings, exercises and structured activities using the subject distance education pack. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: three 1,500-word essays (100%).

Recommended Reading:

School of Public Health *PHE41PHP booking of readings.* La Trobe University, 2003.

PHE41POL PUBLIC HEALTH POLICY (15 CPs Sem. I. OSITE.) *Dr David*

Legge

Classes are held at the Hawthorn Campus of The University of Melbourne. The purpose of this subject is to equip students with the knowledge and skills needed to participate competently in the development, implementation and analysis of health policy at a level appropriate to a generalist public health practitioner, and with an introduction to various forms of health planning.

A detailed unit description is available at www.latrobe.edu.au/publichealth/subjects/PubHlthPol/PHPPol/PHPsub/jectguide.html

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one group project exercise and presentation (equivalent to 375 words) (20%), one 1,000-word policy analysis (20%), one major policy project: (i) one 10-minute class presentation (10%), (ii) one 2,500-word final report (50%).

PHE41PPP PRINCIPLES AND PRACTICE OF PUBLIC HEALTH (15 CPs Sem.

I. B., CH., OSITE.) *Dr Priscilla Robinson*

Classes are held at the Hawthorn Campus of The University of Melbourne. This subject is also taught for the China Health Program in Mandarin. The aim of this unit is to provide students with an integrated overview of the ways in which different theories and disciplinary perspectives have informed public health principles and practices in western societies both in the past and in the present. The unit examines the ways in which theories of knowledge, social movements, political and social organisation, natural and human disasters and disease have shaped contemporary perspectives and practices of public health. Within the wider context, current organisation structures for the development of public health policy and the delivery of services and programs at the local, state and national level will be described. The unit provides the foundations for a contextual understanding of the specific methods of public health research, policy development and program planning and implementation.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: Refer to the *Deakin University Course Handbook*.

Recommended Reading:

Beaglehole, R. and Bonita, R. *Public health at the crossroads.* Cambridge University Press, 1997.

PHE41QMM QUALITY MANAGEMENT IN HEALTH CARE (15 CPs Sem. I.

B., CH.) *B: Ms Judith Dwyer, Dr David Legge*

Students other than Postgraduate Diploma in Health Services

Management, Master of Health Sciences or Master of Health Administration are required to obtain approval of subject co-ordinator before enrolling. This subject stimulates student inquiry into quality management theory and practice. It covers the background and context of quality management in healthcare businesses with particular focus on Australia, the building of quality focussed healthcare businesses based on strong theoretical foundations, a system theory approach to building quality service organisations, and the use of quality tools and techniques. The philosophies of a number of significant authors in management theory and quality management theory are presented and discussed from the point of view of their relevance to the 21st century. This subject is taught in Mandarin.

Class requirements: six 6.5-hour days of lectures, group discussions and student presentations held during semester.

Assessment: one 2,000-word essay (45%), one group presentation (10 minutes per member) (20%), one 1,500-word essay (35%).

Recommended Reading:

Wilson, L. and Goldschmidt, P. *Quality management in healthcare*. McGraw-Hill, 1995.

PHE41QRH QUALITY REVIEW OF HEALTH AND COMMUNITY SUPPORT SERVICES (15 CPs Sem. I. B., Cl.) *Mr Russell Renhard*

This subject consists of learning tasks and activities designed to help students understand the theoretical basis and develop the practical skills for systematically reviewing and evaluating organisational operations and service delivery. These skills can be applied in informal situations as well as in formal accreditation and quality assurance programs. In addition to the skills necessary to undertake a systematic review and evaluation graduates will be well equipped to formulate recommendations that might improve organisational performance and service delivery.

Class requirements: 12 hours of lectures and 9 hours of tutorials/workshops to be block taught on campus over one week plus 14 hours of non-class based learning (course notes, publications and extract) and study tasks to occur in the three weeks subsequent to the on campus teaching.

Assessment: one 3,000-word assignment (60%), one 1-hour multiple choice examination (40%).

Prescribed Reading:

Dickens, P. *Quality and excellence in human services*. Chichester, New York: Wiley, 1994.

Recommended Reading:

Leebov, W. and Ersoz, J. *The healthcare managers guide to continuous quality improvement*. American Hospital Publishing Inc., 1991.

PHE41RCP REHABILITATION COUNSELLING PRACTICUM (15 CPs Sem. I. Cl.) *Dr Greg Murphy*

In this subject, the practicum experience provides students with an opportunity to develop and practise rehabilitation counselling skills and to demonstrate their level of competency in specified rehabilitation areas. This can include a placement in a specialist rehabilitation facility or other rehabilitation-related health or human service agency. In addition to undertaking the workplace placement, students are required to participate in a series of classroom-based activities relating to professional issues relevant to rehabilitation counselling practice. Students have the opportunity to develop the knowledge and attitudes necessary for an ethical, professional approach to the delivery of rehabilitation services.

Prerequisite: PHE41IRC.

Class requirements: equivalent to 39 hours.

Assessment: one 3,000-word placement report (75%), one 1,000-word notebook (25%). Hurdle requirement: satisfactory performance at placement agency.

PHE41RMH RESEARCH METHODS IN HEALTH 4 (15 CPs Sem. I. B., BE.)

Dr Colette Browning

Students develop advanced skills in a range of quantitative and qualitative research approaches directly applicable to research and evaluation in the health sciences, as a preparation for an honours thesis. Students are introduced to advanced health research and evaluation skills, citation standards, advanced literature review techniques, preparation of ethics applications, preparation and defence

of the thesis protocol, and skills in thesis writing. Data analysis techniques relevant to the student's thesis are discussed.

Prerequisite: PHE32RMH or equivalent.

Class requirements: 39 hours of lectures and workshops.

Assessment: one 4,000-word research proposal (100%).

Prescribed Reading:

Thomas, S. A. *How to write health science papers, dissertations and theses*. Churchill Livingstone, 2000.

PHE41RRD REHABILITATION RESEARCH DESIGN (15 CPs Sem. I. Cl.) *Dr*

Greg Murphy

This subject will involve an individual learning program as negotiated between student and supervising academic staff member. The primary aim of this subject is to prepare students to conduct a research project in the field of rehabilitation. Working with a supervising academic member of staff, the student develops his or her research skills and knowledge to the point where they are able to formulate an appropriate research question, conduct a research literature review, critically evaluate alternative research designs, apply basic concepts of data description and data analysis, identify the practical constraints and requirements of the rehabilitation project they have designed, identify ethical issues and deal with ethics committee requirements.

Prerequisite: PHE42HDD.

Class requirements: individualised project equivalent to three hours of classroom contact per week and weekly contact with supervisor.

Assessment: one data description and analysis exercise equivalent to 1,500 words (30%), one 2,500-word report (70%).

Recommended Reading:

Gross, L., and Watkins, M. P. *Foundations of clinical research: applications to practice*. Norwalk, Conn.: Appleton and Lange, 1993.

Bolton, B. (ed.) *Handbook of measurement and evaluation in rehabilitation*. Baltimore: Paul Brookes, 1987.

DePoy, E., and Gitlin, L. N. *Introduction to research: multiple strategies for health and human services*. St Louis: Mosby, 1993.

PHE41SCC SERVICE CO-ORDINATION AND CASE MANAGEMENT (15

CPs Sem. I. B., Cl., DE.) *B: Mr Peter Foreman, B: Dr Greg Murphy*

In this subject, students will be given the opportunity to focus on the activities associated with service co-ordination and case management from the perspective of the care worker. Content covers analysis and illustration of the core elements of the case management process including: referral, initial assessment and entry processes; assessment protocols and tools; negotiation, relationship building and care planning; implementing services and program delivery; teamwork, supervision and delegation; quality control monitoring and evaluation; managing financial and case data for accountability purposes. Examples of case management are drawn from the areas of occupational rehabilitation, community based mental health, home and community care services and aged care and disability services.

Class requirements: on-campus: six 3-hour seminars across the semester plus a flexible learning package equivalent to 1.5 hours of classroom contact per week; distance education: a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with the lecturers via the subject co-ordinator, using telephone, fax and e-mail.

Assessment: one 2,000-word assignment (25%), one 3,000-word report (75%).

Recommended Reading:

Gurdansky, D. et al. *Case management: policy, practice and professional business*. Sydney: Allen & Unwin, 2003.

PHE41SDS SERVICE DELIVERY SYSTEMS: DISABILITY AND CHRONIC ILLNESS (15 CPs Sem. I. B., Cl., DE.) *B: Mr Peter Foreman, B: Dr Greg*

Murphy

In this subject students will have the opportunity to provide an examination of the service delivery sector for mental health, aged care, disability and chronic illness services in the Australian context. This service sector is described in terms the policy environment, purpose, target group and organisation of the different programs of care that are available. The content focuses on community-based services in the areas of aged care, disability services, mental health, rehabilitation, chronic illness and hospital-community interface programs. The major service programs in these areas are analysed in terms of key issues of

program planning, staffing, funding, evaluation and data reporting, quality assurance and consumer participation.

Class requirements: on-campus: six 3-hour seminars across the semester plus a flexible learning package equivalent to 1.5 hours of classroom contact per week; distance education: a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with the lecturers via the subject co-ordinator, using telephone, fax and e-mail.

Assessment: one 2,000-word journal (40%), one 3,000-word assignment (60%).

Recommended Reading:

Austin, M. J. Human services integration. New York: The Haworth

PHE41VOR VOCATIONAL REHABILITATION (15 CPs Sem. I. Cl.) *Dr Greg Murphy*

This subject will be offered in block mode. This subject comprises two units. Unit 1 deals with vocational rehabilitation assessment. Topics include the purpose and scope of individual assessment in rehabilitation contexts; basic measurement concepts; impressionistic and behavioural approaches to assessment; and analysis of instruments used to assess rehabilitation clients' vocational behaviour, attitudes, or aptitudes. Unit 2 deals with vocational psychology. Topics include the psychology of work; workers' compensation and models of occupational rehabilitation; psychological factors in return to work following work injury; the role of the organisational environment in influencing employee health and wellbeing.

Class requirements: equivalent to 39 hours of class contact during semester. Refer to School web page for details.

Assessment: one 2,500-word report (70%), one 1,500-word individual report (30%).

Recommended Reading:

Shrey, D. C. and Lescerte, M. (eds) *Principles and practices of disability management in industry*. Winter Park: GR Press, 1995.

PHE42ACA ART THERAPY CLINICAL PLACEMENT A (15 CPs Sem. II. B.) *Ms Hannah Menahemi*

This subject is available only to students enrolled in the Graduate Diploma in Art therapy. This is the first semester of the clinical component in which students participate in full-time placement in a mental health organisation under the supervision of an on-site clinical practitioner. Students also participate in the placement seminar that meets fortnightly on campus.

Class requirements: one day per week clinical placement and one 2-hour supervision seminar per fortnight.

Assessment: one 40-minute class case presentation (50%), one 2,500-word written case study (50%). Hurdle requirement: satisfactory performance in placement.

PHE42AHR AUST INTERNATIONAL HEALTH RELATIONS (15 CPs Sem. II. B.) *Dr Simon Barraclough*

This subject is offered at fifth-year level also. Refer to PHE41AHR for full subject details.

PHE42APC ASSESSMENT PROCESSES IN COUNSELLING (20 CPs Sem. II. B.) *Dr Celeste Merrigan*

Not available in 2004.

PHE42ASB ART THERAPY SKILLS B (15 CPs Sem. II. B.) *Ms Hannah Menahemi*

This subject is only available to students enrolled in the Graduate Diploma in Art Therapy. In this subject, students are given the opportunity to practice in the skills of effective art therapy. Emphasis is given to the humanistic person-centred approach, but other approaches introduced include existential, psychodynamic, gestalt, cognitive, narrative, solution-focused, approaches. This subject involves the exploration of personal material with the goal of becoming more creative and congruent both personally and professionally through the process of reflection on personal issues whilst maintaining appropriate boundaries to the context. It also provides students with the opportunity to explore their interactions with fellow students and staff and the interpersonal issues that arise from their participation in this course.

Class requirements: one 3-hour experiential session per week.

Assessment: one 4,000-word essay (75%), one 15-minute practice interview with fellow student (25%).

Recommended Reading:

Silverstone, L. *Art therapy: the person centered way*. Jessica Kingsley, 1997.

PHE42ATA ART THERAPY WITH ADULTS: CULTURALLY DIVERSE PERSPECTIVES (15 CPs Sem. II. B.) *Ms Hannah Menahemi*

This subject is available only to students enrolled in Graduate Diploma in Art Therapy. Topics covered in this subject include an examination of adult visual representations of dysfunction, disorders and life problems; the protocol for treating culturally diverse populations of adults using art therapy within an individual disorder model (DSM-IV); and family systems models of dysfunction and problem living. Students are expected to gain a solid understanding of visual representations (graphic indicators) in various populations of adults and demonstrate their knowledge and increased art therapy skills working with culturally diverse populations of adults.

Class requirements: one 2-hour seminar per week plus self directed learning activities equivalent to one hour of class contact per week.

Assessment: two 2,000-word papers (50% each).

Recommended Reading:

Landgarten, H. B. and Lubbers, D. *Adult art psychotherapy: issues and applications*. New York: Brunner/Mazel, 1991.

Wadson, H., Durkin, J. and Perach, D. (eds) *Advance in art therapy*. New York: John Wiley, 1989

Campbell, J. et al. (eds) *Art therapy, race and culture*. London: Jessica Kingsley, 1999.

PHE42CHP COMMUNITY HEALTH RESEARCH PROJECT (15 CPs Sem. II. Cl.) *Co-ordinator to be advised.*

Participants conduct a research project on a community health topic. Formal class contact is limited to 12 hours of seminars to discuss project planning and methodology and to present a report. Projects may include program evaluations, needs assessments, extended research essays on community health policy, case studies in community health settings, and community health literature reviews. More complex projects, particularly those requiring extensive data collection, require the direct supervision of staff member, and Ethics Committee approval.

Class requirements: six 2-hour seminars.

Assessment: one 5,00-word written report (100%).

PHE42CHS COMPARATIVE AND HISTORICAL STUDY OF HEALTH SYSTEMS (15 CPs Sem. II. B., CH., OL.) *Dr David Legge*

This subject is presented in two modes. It is presented in bilingual form as part of the Master of Health Administration presented in Chinese. (Because it is taught bilingually in English and Chinese, the contact hours are extended from the standard 39 hours to around 60 hours.) It is also available online for students enrolled in other postgraduate public health courses. This subject has a strong policy orientation (including skills in policy analysis and policy development). It explores the historical background to health system development in different countries and current programs of health sector reform. Students are encouraged to study the health system problems and options facing their their own national health care systems in the context of a review of health system development in a number of other countries focusing on key episodes and key features of other health systems. This includes focused study of key health policy issues including topics such as: health care financing and health insurance; primary health care and community health; health promotion; pharmaceuticals policy. We explore themes and issues in health sector reform world wide, including links with economic reform.

Class requirements: The subject is presented during the MHA in Chinese in two separated weeks of full time block study comprising around 60 hours of lectures and workshops. The online version of the subject is presented through seven modules across 13 weeks, each module comprises two or more recorded recorded lectures, prescribed reading, short exercises and online discussion.

Assessment: one 2,000-word essay (60%), one 1,750-word report (40%).

PHE42ENV ENVIRONMENTAL INFLUENCES ON HEALTH (15 CPs Sem. II. OSITE.) *Dr Priscilla Robinson*

Classes are held at the Hawthorn Campus of The University of Melbourne. This subject is also taught in the Corporate Awards

Program in Canberra for employees of the Department of Health and Ageing. This subject provides examples of how chemical, physical and biological factors in the environment may influence health, and to draw from these examples the principles of assessment, communication and control of hazard and risk.

Class requirements: equivalent to 39 hours of classroom contact.

Assessment: Refer to the *Monash University Course Handbook*.

PHE42FAB FOUNDATIONS OF ART THERAPY B (15 CPs Sem. II. B.) *Ms*

Hannah Menahemi

This subject is only available to students enrolled in the Graduate Diploma in Art Therapy. This is a continuation of Foundations of Art Therapy I from first semester. It includes an outdoor art activity along with regular use of the 'tools' of art therapy in class. Through lectures and readings, students develop a working knowledge of the recognised theories of art therapy that are applied to the clinical practice. The class includes group art therapy as part of the learning strategy. Students are expected to articulate their understanding of various theories of art therapy and gain further understanding of the cultural implications of applying art therapy theories to clinical work with diverse populations of children and adults.

Class requirements: one 2-hour class session per week plus self directed learning activities equivalent to one hour of class contact per week.

Assessment: one 20-minute class presentation of student's artwork (25%), one 2,500-word literature review (35%), one art project presented in class and documented in a 1,500-word paper (40%).

Recommended Reading:

Rubin, J. A. *Art therapy: an introduction*. New York: Bruner/Mazel, 1999.

Wadeson, H. *The dynamics of art psychotherapy*. New York: Wiley-Interscience, 1987.

PHE42FIG FOUNDATION STUDIES IN GERONTOLOGY (20 CPs Sem. II. B.,

DE., OSITE.) *Dr Colette Browning*

See PHE41FIG for full subject description.

PHE42FSG FOUNDATION STUDIES IN GERONTOLOGY (15 CPs Sem. II.

DE., OL.) *Dr Colette Browning*

See PHE41FSG for full subject description.

PHE42GEH TRENDS & ISSUES OF GENDER, ETHNICITY & HEALTH (15

CPs Sem. II. Cl.) *Mr Frederick Hayes, Dr Pranee Liamputtong*

This subject covers a broad understanding of social health, critiques historical accounts of gender/ethnic dimensions of health, analyses a number of policy/discussion documents to identify salient issues and explanations for health status and critique them with a gender/ethnic sensitive approach fostering partnerships between men/women's health, utilises international/national frameworks to develop strategies promoting intersectoral collaboration and argue the case for preferred approaches for gender and health. The emphasis is on social, cultural, political and economic domains of gender and ethnicity.

Class requirements: one 1-hour lecture and one 2-hour seminar per week.

Assessment: one 1,000-word (25-minute) class presentation (30%), one 2,500-word essay (50%), and one 500-word annotated bibliography of recent articles, books and reports (20%). Bibliography will be a small group project. Hurdle requirement: journal.

PHE42HCC HEALTH CARE COUNSELLING (15 CPs Sem. II. Cl.) *Mr Michael*

McGarland

Offer is subject to sufficient enrolment. A framework is provided for understanding and developing counselling skills in health care. The theoretical approaches centre around assisting others to gain a better understanding of what they think, feel and do in their lives. Issues considered include recognising and dealing with process, empathy, loss and grief; working with groups; cultural issues; and referring on. Students have an opportunity to practise skills and to apply the learning to their work and clinical setting by means of class case presentations and group discussions.

Class requirements: 39 hours of small group work.

Assessment: two 20-minute class presentations (70%), one 2,000-word assignment (30%). Hurdle requirement: attendance and participation.

PHE42HDD HEALTH DATA FOR DECISION MAKING (15 CPs Sem. II. Cl.,

DE.) *Dr Rosalie Aroni*

Offer is subject to sufficient enrolment. The purpose of this subject is to introduce students to the sources of and interpretation and use of health-related data, including epidemiological surveillance databases and quantitative and qualitative clinical and research data. The interpretation of health data to inform decision-making in health-care practice, health management and health policy formulation is emphasised.

Class requirements: on campus: one 3-hour seminar per week; distance education: a flexible learning package equivalent to 3 hours of classroom contact per week. Students have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,250-word assignment (30%), one 2,250-word essay (50%), on campus: one group presentation (10 minutes per member) (20%) or distance education: one 1,000-word Powerpoint presentation (20%).

PHE42HEF HEALTH ECONOMICS AND FINANCE (15 CPs Sem. II. Cl.) *Ms*

Lisa Gold

This subject will be taught in block mode in August-October. In this subject students will be given the opportunity to gain a fundamental understanding of economic principles and their application in health and health care. Basic concepts in economic analysis and the allocation of resources in health care are introduced. The application of economic analysis to health policy issues are explored, e.g., technology assessment, the pharmaceutical industry, health care planning and developments in health finance. This subject should enable students to: provide an economic perspective to key issues in health and health care; critically appraise health economic evaluation studies; and analyse the financial implications of proposals for new programs or delivery arrangements at the local level.

Class requirements: Block mode: 6.5 hours per day of lectures/tutorials over six days.

Assessment: one 2,000-word written essay (50%), one group project plus a verbal presentation of project (20 minutes per member) (50%).

PHE42HEV HEALTH ECONOMICS AND EVALUATION (15 CPs Sem. II.

OSITE.) *Dr Priscilla Robinson*

Classes are held at the Hawthorn Campus of The University of Melbourne. This subject provides an introduction to the health economics and to the principles, methods and research skills required for the economic evaluation and/or program evaluation of health care programs. As such students will have the opportunity to develop an appreciation of the contribution health economics and program evaluation makes to the practice of public health. There are two principle areas of learning within this unit; health economics/economics evaluation which introduces students to the role and usefulness of economic analysis through provocative lectures on selected topics of policy interest and; health program evaluation – which provides a basic introduction to program evaluation principles and design applicable to public health programs.

Class requirements: equivalent to 39 hours of classroom contact.

Assessment: Refer to *The University of Melbourne Course Handbook*.

PHE42HFP HEALTH PROMOTION FIELD PRACTICE (15 CPs Sem. II. DE.)

Dr Rae Walker

See PHE41HFP for full subject description.

PHE42HMA HEALTH MANAGEMENT A (30 CPs Sem. II. CH.) *Ms Pauline*

Stanton

See PHE41HMA for full subject description.

PHE42HMB HEALTH MANAGEMENT B (30 CPs Sem. II. CH.) *Dr David*

Legge, Dr Likun Pei

See PHE41HMB for full subject description.

PHE42HMC HEALTH MANAGEMENT C (30 CPs Sem. II. CH.) *Dr David*

Legge, Dr Likun Pei, Ms Pauline Stanton

See PHE41HMC for full subject description.

PHE42HMD HEALTH MANAGEMENT D (30 CPs Sem. II. CH.) *Dr David*

Legge, Dr Likun Pei, Ms Pauline Stanton

See PHE41HMD for full subject description.

PHE42HPA HEALTH POLICY ANALYSIS (15 CPs Sem. II. Cl., OSITE.) *Dr**Simon Barraclough*

This subject is a School of Public Health elective and is also available in block mode in Canberra for staff members enrolled in the Health and Ageing Postgraduate Studies Program of the Department of Health and Ageing. In this subject, students are given the opportunity to explore various approaches to policy analysis. The process of policy making is conceptualised to demonstrate the need to identify inputs, outputs, and outcomes and to be aware of the various influences upon decision makers. Amongst the analytical tools presented are an understanding of the differences between power, authority and influence as well as various theories which seek to explain the exercise of power in the policy process. Attention is also paid to the importance of language and social values in analysing policy narratives. The process of implementation receives special attention. Case studies from domestic and international areas of health policy are presented to illustrate some of the enduring issues of policy analysis as well as to provide insights into specific policy areas.

Class requirements: on campus: equivalent to 3 hours of lectures/seminars per week. Taught in block mode in Canberra (five full days of seminars, plus directed additional learning activities equivalent to 39 hours of classroom contact).

Assessment: one 2,000-word minor assignment (40%), one 3,000-word major assignment (60%).

Recommended Reading:

Gardner, H. and Barraclough, S. (eds) *Health policy in Australia*. 2nd edn, Oxford University Press, South Melbourne, 2002.
 Bloom, A. *Health reform in Australia and New Zealand*. Oxford University Press, South Melbourne, 2000.
 Gardner, H. *Health policy in Australia*. Oxford University Press, Melbourne, 1997.
 Hancock, L. *Health policy in the market state*. Allen & Unwin, St Leonards, 1999.
 Howlett, M. and Ramesh, M. *Studying public policy: policy cycles and policy subsystems*. Oxford University Press, Toronto, 1995

PHE42HPI HEALTH POLICY ISSUES (15 CPs Sem. II. Cl.) *Mr Hal Swerissen*
*Not available in 2004.***PHE42HPP HEALTH PROMOTION PROJECT** (15 CPs Sem. II. Cl.) *Dr Rae Walker*

See PHE41HPP for full subject description.

PHE42HRM HUMAN RESOURCE MANAGEMENT IN HEALTH SERVICES

(15 CPs Sem. II. Cl.) *Ms Pauline Stanton*
Not available in 2004.

PHE42HSR HEALTH SERVICE RESOURCE MANAGEMENT (15 CPs Sem. II.

B., CH., Cl.) *Ms Kathryn Whitfield*

See PHE41HSR for full subject description.

PHE42IHP INTRODUCTION TO HEALTH PROMOTION (15 CPs Sem. II.

DE.) *Dr Rae Walker*

Students are introduced to the major theoretical frameworks that underpin health promotion perspectives and health promotion strategies. Key concepts of health outcomes, health promotion planning networks and management are also introduced. Contemporary policy debates in health promotion will be explored in relation to a variety of settings and locales for health promotion. Fundamental themes reflect the priority action areas and principles of the Ottawa Charter for Health Promotion and subsequent framework documents from the World Health Organisation.

Class requirements: 39 hours (equivalent) of readings and directed activities from the subject distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 1,500-word written assignment (40%), one 3,000-word written assignment (60%).

PHE42LAE HEALTH SERVICE LAW AND ETHICS (15 CPs Sem. II. Cl.) *Ms**Genevieve Howse*

This subject is offered in a combined mode of Block and Evening sessions. Dates to be advised on the school's timetable which can be found at www.latrobe.edu.au/publichealth. In this subject, students are

introduced to the skills of legal analysis in the context of the health sector. The fundamental objectives underlying systems of law are considered, including an overview of the structure of the Australian legal system; an introduction to the sources of law including Parliament and the courts; and an introduction to principles of statutory interpretation, case analysis and legal research. Topics include aspects of the common law relevant to the provision of health care and a review of relevant aspects of the law of torts. The Victorian Health Services Act and the legal relationship between Registered Funded Agencies and the DHS will also be covered. The subject includes privacy law and other statutory provisions relating to access to medical records and patient information. Various statute laws governing the delivery of health care are examined. Issues of health care ethics and the law are discussed throughout the subject.

Class requirements: 39 hours of lectures and seminars, taught in one 1-day block and eleven 3-hour evening lectures across the semester.

Assessment: one 1,500-word case note (40%), one 2,000-word essay (60%).

Recommended Reading:

Freckelton, I. and Petersen, K. *Controversies in health law*. Federation Press, Sydney, 1999.
 Skene, L. *Law and medical practice: rights, duties and defences*. Butterworths, NSW, 1998.

PHE42ODH ORGANISATION DEVELOPMENT FOR HEALTH (15 CPs Sem.

II. Cl.) *Dr Sandra Leggat*

Students examine the skills needed for effective work in primary health and health promotion organisations. Emphasis is on organisational relationships or features which have an impact on health, such as culture, multidisciplinary teams, and conflict resolution, and on planned change in organisations. Students are introduced to various theories of management, to structures and processes which characterise health-promoting and primary health agencies, to the role of the manager in a small healthcare agency, and to some basic management techniques.

Class requirements: one 3-hour lecture, discussion or case study per week.

Assessment: one 1,500-word essay (30%), one 2,500-word assignment (50%), one 10-minute class presentation (20%).

PHE42PAR PSYCHO-SOCIAL ASPECTS OF REHABILITATION (15 CPs Sem.

II. Cl.) *Dr Greg Murphy*

Offered in block mode subject to sufficient enrolments. In this subject, students will be given the opportunity to explore the psychological and social dimensions of the experience and management of disability as well as the psychological processes that can aid understanding of the individual's response to disability and rehabilitation. Content is organised into two areas. Topics in rehabilitation psychology include responses to stress and trauma, adjustment to disabling conditions, developmental perspectives, learning theories and behavioural rehabilitation principles and techniques. Topics in social influences in rehabilitation include disabling attitudes, empowerment, handicapping social attitudes, and group differences in rehabilitation outcome achievements.

Class requirements: Block mode equivalent to 39 hours of classroom contact during semester. Refer to School web page for details of exact dates of workshops and seminars.

Assessment: two 2,000-word assignments (50% each).

Recommended Reading:

Marinelli, R. P. and Dellorto, A. E. (eds) *The psychological and social impact of disability*. 3rd edn, New York: Springer, 1991.

PHE42PDE PROGRAM DEVELOPMENT AND EVALUATION (15 CPs Sem. II.

B., CH., Cl.) *Dr Hal Swerissen*

In this subject, students will be given the opportunity to consider program development and evaluation in health and community services. It reviews and analyses planning and market based models for the development of human services, including quasi markets, purchaser-provider arrangements, contracting models and bureaucratic provision. It reviews organisational change strategies and considers process, impact, outcome and economic evaluation models. A range of case studies are developed to consider these topics. This subject is also taught in Mandarin.

Prerequisite: PHE42HRE.

Class requirements: 13 hours of lecture/case study presentations plus 26 hours of workshops/seminar discussions.

Assessment: one 2,000-word class assignment (40%), one 2,500-word essay (60%).

PHE42PEC PROFESSIONAL AND ETHICAL CONSIDERATIONS IN COUNSELLING (20 CPs Sem. II. B.) *Dr Celeste Merrigan*

The subject is available only in the Graduate Diploma in Counselling and Human Services. This subject focuses on the counselling student's developing sense of professional identity and the privileges and obligations which this affords. Students consider the extent to which the role of professional counsellor is associated with questions of institutional control. Criteria aimed at ensuring ethical practice are examined, as are the dilemmas which can arise around confidentiality, duty of care, dual relationships, counselling minors, referrals, and work in large or multi-disciplinary agencies. The counsellor's obligations to the wider community are considered, especially in legal or quasi-legal situations, or where the counsellor is called upon to be a court witness. The student is also introduced to basic diagnostic/assessment tools.

Class requirements: one 3-hour lecture per week.

Assessment: one 3,500-word essay (70%), one group presentation (10 minutes per member) plus 1,000-word summary (30%).

Prescribed Reading:

Corey, G., Corey, M. and Callaman P. *Issues and ethics in the helping professions*. California: Brooks/Cole, 1993.

Dryden, W. (ed.) *Key issues for counselling in action*. Sage, London, 1990.

PHE42PHD HEALTH DEVELOPMENT THROUGH GROUPS (15 CPs Sem. II. Cl., DE.) *Mr Rick Hayes*

See PHE41PHD for full subject details.

PHE42PHL PUBLIC HEALTH LAW (15 CPs Sem. II. Cl., OL.) *Ms Genevieve Howse*

The online stream is taught yearly as a School of Public Health elective. Another stream of this subject is taught in Semester 2 on alternate (even numbered) years and is only available to trainees in the Victorian Public Health Training Scheme. In this subject topics will include: law making; the courts; evolution of public health law in Victoria and Australia; liability and negligence; comparative analysis of selected areas of legislation for public health in selected jurisdictions; recent case studies of key public health issues; the background to contemporary approaches to law making for public health, impact of international agreements.

Class requirements: online subject stream includes three hours per week of online lectures and tutorials for 12 weeks and one 1-hour face-to-face seminar. The VPHTS subject stream includes series of seminar workshops involving lectures, readings, exercises, student presentations and tutorials, totalling 39 hours.

Assessment: one 2,000-word case study (40%), one 2,000-3,000-word assignment (60%).

Prescribed Reading:

Bidmeade, I. *Australian legislative framework for health promotion*. Adelaide: unpublished, 1991.

McMillan, J. (ed.) *Commonwealth constitutional power over health*. Canberra: Consumers' Health Forum of Australia, 1992.

Major Commonwealth and State Health Acts, as amended. Reynolds, C.

Public health law in Australia. Sydney: The Federation Press, 1995.

Commonwealth of Australia. *The Constitution, as altered to 1997*. Canberra: AGPS, 1997.

PHE42PHP PUBLIC HEALTH PROMOTION (15 CPs Sem. II. Cl., DE.) *Dr Rae Walker*

See PHE41PHP for full subject description.

PHE42PPA POLICY, PLANNING AND ADMINISTRATION IN AGED CARE (15 CPs Sem. II. B., Cl., DE.) *Dr Colette Browning*

In this subject, students will be given the opportunity to review the principles of policy development and the roles and interests of governments, providers and consumers of aged care. The subject explores the social and political contexts of policies, historical legacies, funding mechanisms, and processes of program development.

Emphasis is placed on current developments in health policy, community care and residential care, including management and service delivery conducive to quality of care.

Class requirements: on campus: two hours of lectures and a 1-hour tutorial per week; distance education: reading, exercises and structured activities equivalent to 39 hours of classroom contact using the subject distance education pack. Students will have regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (100%).

PHE42QMM QUALITY MANAGEMENT IN HEALTH CARE (15 CPs Sem. II. CH., Cl.) *Ms Judith Dwyer*

This subject aims to equip students with a practical knowledge of current approaches to the management of safety and quality in health care, and the available evidence of their effectiveness. The major theoretical developments of the twentieth century are reviewed, with a focus on their contribution to current methods and tools for quality improvement and quality assurance. Dilemmas in the conceptualisation and measurement of quality are explored, along with the relationship between quality management and organisational performance. Subject is taught in block mode.

Class requirements: one evening introductory session plus three 2-day blocks (6.5 hours per day) of lectures, group discussions and student presentations held during semester.

Assessment: one 2,000-word essay (45%), one group presentation (10 minutes per member) (20%), one 1,500-word essay (35%).

PHE42RCO REHABILITATION COUNSELLING (20 CPs Sem. II. Cl.) *Co-ordinator to be advised*

Students increase theoretical knowledge and develop basic skills in the interpersonal helping process, especially as it applies to rehabilitation. Topics include counselling models, theories and assumptions; basic counselling techniques; counselling clients on problems commonly encountered in rehabilitation settings; counselling to assist in adjustment to disability, including grief and loss; group process techniques in rehabilitation counselling; counselling and behaviour-change programs (pain management, social skills training and anger management).

Class requirements: four hours of counselling workshops per week plus self-directed learning activities equivalent to one hour of class contact per week.

Assessment: one 1,000-word journal record (25%), one 2,500-word counselling analysis assignment (50%), one 1,000-word case study (25%).

PHE42RCP REHABILITATION COUNSELLING PRACTICUM (15 CPs Sem. II. Cl.) *Dr Greg Murphy*

In this subject, the practicum experience provides students with an opportunity to develop and practise rehabilitation counselling skills and to demonstrate their level of competency in specified rehabilitation areas. This can include a placement in a specialist rehabilitation facility or other rehabilitation-related health or human service agency. In addition to undertaking the workplace placement, students are required to participate in a series of classroom-based activities relating to professional issues relevant to rehabilitation counselling practice. Students have the opportunity to develop the knowledge and attitudes necessary for an ethical, professional approach to the delivery of rehabilitation services.

Prerequisite: PHE41IRC.

Class requirements: 3 hours of classroom contact per week

Assessment: one 3,000-word placement report (75%), one 1,000-word notebook recording rehabilitation seminar notes (25%). Hurdle requirement: satisfactory performance at placement agency.

PHE42RDQ RESEARCH DESIGN IN QUALITATIVE SOCIAL INQUIRY (15 CPs Sem. II. Cl.) *Dr Gary Dowsett*

Offer is subject to sufficient enrolments. This subject will focus on the principles and practices of designing social and behavioural research, particularly using qualitative methodology. Some areas covered in the sessions include: social and behavioural research, qualitative and quantitative methodologies, research management issues, dissemination, participatory-action research, and principles of design. Sessions will include presentations with input from staff and specialists and workshops where participants will be expected to

design projects of their own, suitable to their organisations and clientele. Teaching will be at a postgraduate level, and participants are expected to have a degree in a related field or experience in working in the public and community sectors or using social and behavioural research in their day-to-day work.

Class requirements: five full days in block mode (39 hours equivalent).

Assessment: one 15-minute presentation (20%), one 2,000-word assignment (80%).

Recommended Reading:

Marshall, C. and Rossman, G. *Designing qualitative research*. 2nd edn, Thousand Oaks, Calif: Sage Publications, 1995.

PHE42REC REHABILITATION COUNSELLING (15 CPs Sem. II. Cl., OSITE.)

Dr Greg Murphy

Students increase theoretical knowledge and develop basic skills in the interpersonal helping process, especially as it applies to rehabilitation. Topics include counselling models, theories and assumptions; basic counselling techniques; counselling clients on problems commonly encountered in rehabilitation settings; counselling to assist in adjustment to disability, including grief and loss; group process techniques in rehabilitation counselling; counselling and behaviour-change programs (pain management, social skills training and anger management).

Class requirements: equivalent to 39 hours of class contact (combination of weekly lectures, plus two 1-day workshops).

Assessment: one 1,500-word journal record (30%), one 2,500-word counselling analysis assignment (70%).

PHE42RMH RESEARCH METHODS IN HEALTH 4 (15 CPs Sem. II. B.) *Mr*

Steve Polgar

Not available in 2004.

PHE42RSR RESEARCH STUDY (15 CPs Sem. II. B.) *Dr Jane Pierson*

In this subject students are given the opportunity to undertake a literature review and design a project. The project may use quantitative or qualitative methods. Students are introduced to the skills involved in planning the research project and writing up quantitative and qualitative research proposals.

Class requirements: nine hours of seminars and supervised research work plus 30 hours (equivalent) of individual contact with supervisor.

Assessment: one 4,000-word literature review (90%), one 500-word research protocol (10%).

PHE42SCC SERVICE CO-ORDINATION AND CASE MANAGEMENT (15

CPs Sem. I. B., Cl., DE.) *B: Mr Peter Foreman, Dr Greg Murphy*

See PHE41SCC for full subject description.

PHE42SDS SERVICE DELIVERY SYSTEMS: DISABILITY AND CHRONIC

ILLNESS (15 CPs Sem. I. B., Cl., DE.) *B: Mr Peter Foreman, Dr Greg*

Murphy

See PHE42SDS for full subject description.

PHE42SFP SOCIOLOGICAL FOUNDATIONS OF PUBLIC HEALTH (15 CPs Sem. II. OSITE.) *Dr Jeanne Daly*

Classes are held at the Hawthorn Campus of The University of Melbourne. In this subject, students are introduced to the distinctive social, political and scientific role of public health in the modern healthcare system. The subject covers the historical origins of the public health movement, the changing focus of the public health movement in the last two centuries and the present role of public health in the Australian healthcare system. The stance of public health is considered with respect to social inequalities in health, scientific and technological change, economic forces and issues of professionalisation. The relationship with other health-related disciplines is addressed, including the emphasis on preventive health care.

Class requirements: equivalent to 26 hours of class contact consisting of 13 hours of lectures and 13 hours of tutorials during semester.

Assessment: one 3,000-word essay (70%), three 250-word mini projects (30%).

Recommended Reading:

Cheek, J., Shoebridge, J., Willis, E. and Zadoroznjy, M. *Society and health: social theory for health workers*. Melbourne: Longman, 1996.

PHE42SPC SPIRITUAL PALLIATIVE CARE (15 CPs Sem. II. DE.) *Dr Bruce*

Rumbold

Spiritual care has always been an explicit aspect of palliative care, but religious understanding has given way to broadly existential approaches. Correspondingly spiritual care is no longer seen as the exclusive responsibility of religious professionals, and now involves in some capacity all members of the palliative care team. This subject reviews contemporary understandings of spirituality and spiritual care in palliative care settings and explores implications for a variety of human service disciplines. It should be of particular interest to pastoral care workers, psychologists, social workers, and nurses who are given responsibility for spiritual assessment and spiritual care in palliative care and other health care programs.

Class requirements: equivalent to 39 hours of class contact consisting of 26 hours of lectures and 13 hours of seminars in distance education mode. Students able to attend the City campus have the option of taking the seminar component in four 3-hour group meetings spaced throughout the semester.

Assessment: one 750-word case study report (20%), one 750-word literature review (20%), one 2,500-word essay (60%).

Recommended Reading:

Rumbold, B. (ed.) *Spirituality and palliative care*. Oxford University Press, 2002.

Cobb, M. *The dying soul*. Open University Press, 2002.

PHE43EMD EMPLOYMENT AND DISABILITY (15 CPs Sem. Summer. B.) *Dr*

Greg Murphy

Offered in block mode subject to sufficient enrolments (usually offered Feb-Mar). In this subject, students are introduced to a range of issues to do with securing appropriate vocational training for clients, the appropriate matching of clients' abilities to the demands of particular jobs, and the skills needed for effective job seeking and the maintenance of any employment gained.

Class requirements: Block mode equivalent to 39 hours of class involving two days of workshops, two half-days of Saturday seminars as well as extra-mural assignment work.

Assessment: one 2,000-word assignment (45%), one 2,500-word written report (55%).

Recommended Reading:

Bolles, R. *What colour is your parachute?* Berkeley, California: Ten Speed Press, 1997.

PHE43FSG FOUNDATION STUDIES IN GERONTOLOGY (15 CPs Sem. II.

DE., OL.) *Dr Colette Browning*

Normal or typical aspects of ageing are the focus of this subject, with an emphasis on adaptation in old age. Topics include population ageing, functional changes with age, ageing and cognitive function, personal control and ageing, life transitions, family relationships and the social construction of ageing. This subject is offered in campus-based mode and also in distance mode through the School of Public Health.

Incompatible subject: PHE41FSG.

Class requirements: 39 hours of reading, exercises and structured activities using the subject distance education pack and regular contact with lecturers via the subject co-ordinator using telephone, fax and email.

Assessment: one 4,000-word essay (100%). Hurdle requirement: journal record of exercises and activities completed from the subject distance education pack.

PHE43HMA HEALTH MANAGEMENT A (30 CPs Sem. Summer. CH.) *Ms*

Pauline Stanton

See PHE41HMA for full subject description.

PHE43HMB HEALTH MANAGEMENT B (30 CPs Sem. Summer. CH.) *Dr*

David Legge, Dr Likun Pei

See PHE41HMB for full subject description.

PHE43HMC HEALTH MANAGEMENT C (30 CPs Sem. Summer. CH.) *Dr*

David Legge, Dr Likun Pei, Ms Pauline Stanton

See PHE41HMC for full subject description.

PHE43HMD HEALTH MANAGEMENT D (40 CPs Sem. Summer. CH.) *Dr*

David Legge, Dr Likun Pei, Ms Pauline Stanton

See PHE41HMD for full subject description.

PHE43HSP HEALTH SERVICES AND POLICY MAKING (15 CPs Sem. II. DE.)*Ms Brigid McCoppin*

See PHE41HSP for full subject description.

PHE50ALM ACTION LEARNING IN HEALTH SERVICE MANAGEMENT (30CPs Sem. All year. Cl.) *Ms Judith Dwyer*

In this subject, students gain practical experience applying analytical and problem-solving strategies to actual health service organisations and health programs, through a major team project, using an action learning framework. Through practical workshops and smaller meetings the action learning teams are established and the issues and projects to be examined and developed by the team are identified in consultation with representatives from the health industry. Teams then develop and implement problem-solving strategies. Invited industry representatives attend the final workshop which showcases the work of the teams.

Recommended Prior Studies: health administration subjects in Part 1 of the Master of Health Sciences by coursework.

Class requirements: fortnightly 3-hour workshops and meetings plus experiential learning activities equivalent to 78 hours of class contact throughout the year.

Assessment: one 2,500-word article written to publication standard (35%), one 5,000-word final report (40%), one 1,500-word project proposal (25%). Hurdle requirement: oral presentation to industry forum.

PHE50GMT GESTALT THERAPY MINOR THESIS (65 CPs Sem. All year. B.)*Dr Linsey Howie*

Students are required to conduct an empirical research project and submit a minor thesis or research manuscript in the field of Gestalt therapy. A critical appraisal of the relevant literature must be included. Supervision is provided by staff with clinical and research expertise.

Co-requisite: PHE51ARS.

Class requirements: independent study, regular consultations with supervisor and 26 hours of syndicate tutorial work.

Assessment: one 15,000-20,000-word thesis (100%). Hurdle requirement: tutorial attendance.

PHE50HAP HEALTH ADMINISTRATION PRACTICE (30 CPs Sem. All year. B.,Cl.) *Dr Sandra Leggat*

Not available in 2004.

PHE50HPP HEALTH PROMOTION PRACTICE (30 CPs Sem. All year. B., Cl.)*Dr Sandra Leggat*

The subject is designed to enhance student learning in practice setting. It will focus on the design, implementation and evaluation of health promotion programs and projects. Students have the opportunity to apply health promotion skills to the practice of health promotion in particular settings, such as a hospital, local government or community health setting under academic guidance. The activities undertaken in this subject are structured using the principles of project development and management. The student undertakes a project, either in their own workplace or as an external placement. The student undertakes a project, either in their own workplace or as an external placement.

Prerequisite: PHE411HP/PHE42IHP, PHE42PHD or PHE42PHP or their equivalent or relevant prior experience.

Class requirements: three hours of lectures, class presentations or seminars per week plus project work equivalent to one hour of class contact per week.

Assessment: one 4,000-word written report (35%), one 2,500-word written article (30%), one 20-minute class presentation (equivalent to 1,000-words) (15%), one 1,500-word proposal (20%).

PHE50PHP PUBLIC HEALTH PRACTICE (30 CPs Sem. All year. Cl.) *Dr**Sandra Leggat*

Not available in 2004.

PHE50RPP REHABILITATION PRACTICE PLACEMENT (30 CPs Sem. All year.Cl.) *Dr Greg Murphy*

Students extend their capacity to deliver effective rehabilitation services across a range of settings. The placement provides students with the opportunity to apply their rehabilitation-relevant skills to individuals and groups whose rehabilitation service needs vary with the setting of service delivery (e.g., hospital, workplace). The

placement enables students to meet the practical requirements for membership of the Australian Society of Rehabilitation Counsellors.

Prerequisite: part 1 of a Masters degree or equivalent.

Class requirements: equivalent of 39 hours.

Assessment: one 3,000-word placement report (100%).

PHE51AAP ADVANCED ASSESSMENT PROCESSES IN COUNSELLING (20CPs Sem. I. B.) *Ms Kathleen Gregory*

This subject is available only in the Master of Counselling and Human Services. Students are introduced to relevant frameworks and practical techniques of advanced assessment. Topics include the role and nature of assessment within different schools of counselling theory, ethical and legal contexts of assessment, conducting an assessment interview and assessment as part of counselling practice, understanding psychopathology and developmental issues, testing, and the presentation of assessment results and report writing.

Prerequisite: PHE41APC or equivalent.

Class requirements: one 3-hour seminar per week.

Assessment: one 30-minute group poster presentation and class activity with 300-word annotated bibliography (40%), one 3,000-word essay (40%), one 1,000-word assessment report (20%).

Preliminary Reading:

Katona, C. and Robertson, M. *Psychiatry at a glance*. Oxford, Blackwell Science, 1997.

PHE51ACB ART THERAPY CLINICAL PLACEMENT B (15 CPs Sem. I. B.) *Ms**Hannah Menahemi*

This subject is available only to Master of Art Therapy students. This is the second semester of the clinical component in which students participate in full-time placement in a mental health organisation under the supervision of an on-site clinical practitioner. Students also continue in the fortnightly supervision seminar begun the previous semester.

Class requirements: two days per week in full-time clinical placement and one 2-hour supervision seminar per fortnight.

Assessment: one 30-minute class presentation (40%), one 2,500-word written assignment (60%). Hurdle requirement: satisfactory performance in placement.

PHE51ARS ADVANCED RESEARCH SKILLS (15 CPs Sem. I. B.) *Dr Colette**Browning*

This subject is designed for students undertaking a masters thesis. Students extend their knowledge and skills in research planning, research methods and analytical techniques. The focus is on both advanced quantitative and qualitative methods. Writing techniques for papers and theses are also addressed, as well as literature analysis.

Prerequisite: PHE42HRE.

Class requirements: Block mode: three full days and one half day across semester.

Assessment: one 3,000 word original research proposal (100%).

PHE51ATR INTRODUCTION TO ART THERAPY RESEARCH (15 CPs Sem. I.B.) *Ms Hanna Menahemi*

This subject is only offered to Master of Art Therapy students. In this subject students are introduced to the basic concepts of qualitative research methods and skills for developing basic art therapy research designs. Students are required to review the current research based literature on the efficacy of art therapy practice. Students are expected to demonstrate familiarity with selected qualitative methodologies and with their strengths and limitations when applied to specific fields of enquiry. Students will be required to demonstrate a capacity to analyse research reports related to art therapy theory and practice from an informed and critical perspective.

Recommended Prior Studies: successful completion of the Graduate Diploma of Art Therapy course.

Class requirements: one 2-hour lecture and 1-hour of directed learning activities per week.

Assessment: one 4,500 word literature review (100%).

Recommended Reading:

McNiff, S. *Art based research* Jessica Kingsley, London, 1999.

Macleod, J. *Doing counselling research* London, Sage, 1994.

Polgar, S. and Thomas, S. A. *Introduction to research in the health sciences*. 3rd edn, Churchill Livingstone, Melbourne, 1995.

PHE51CTP ADVANCED COUNSELLING THEORY AND PRACTICE (20 CPsSem. I. B.) *Ms Kathleen Gregory*

This subject is available only in the Master of Counselling and Human Services. This subject together with PHE52APE form an integrated program which will explore recent developments in constructivist and post-modernist approaches to counselling, including Process-Experiential Psychotherapy and Narrative Therapy. Students will gain knowledge at a theoretical level which is used as a basis for experiential work. Group process work is also a feature of this subject and various counselling models and theories of group development will be explored in the light of group process experiences.

Class requirements: one 3-hour seminar per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Greenberg, L., Rice, L., and Elliott, R. *Facilitating emotional change: the moment by moment process*. New York: Guilford, 1993.

McLeod, J. *Narrative and psychotherapy*. Sage Publications, London, 1997.

PHE51GDC CULTURALLY DIVERSE PERSPECT (20 CPs Sem. I. B.) *Ms**Hannah Menahemi*

Not available in 2004.

PHE51IPD INTRODUCTION TO CREATIVE ARTS THERAPIES**PSYCHODRAMA** (10 CPs Sem. I. B.) *Ms Hannah Menahemi*

Available only to Master of Art Therapy students. This subject will explore a range of psychodrama techniques and their application to art therapy practice. The experiential psychodrama sessions will involve exploration of personal and group material with the goal of becoming more spontaneous and creative, both personally and professionally. Students may raise personal issues and reflect on inter-personal interactions within appropriate boundaries in these contexts.

Quota: 20 selected by personal interview.

Class requirements: one 2-hour lecture per week plus self directed learning activities equivalent to one hour of class contact per week.

Assessment: two 1,500-word essay (50% each). Hurdle requirement: Satisfactory participation in class.

Prescribed Reading:

Blatner, A. *Acting-in: practical applications of psychodramatic methods*. 3rd edn, New York: Springer, 1990.

Kellerman, F. *Focus on psychodrama*. London/UK: Jessica Kingsley, 2000.

Blatner, A. and Blatner, A. *Foundations of psychodrama: history, theory and practice*. New York: Springer, 1988.

Leveton, E. *Psychodrama for the timid clinician*. New York: Springer, 1977

Yablonsky, L. *Psychodrama: resolving emotional problems through role-playing*. New York: Basic Books, 1976.

Fox, J. (ed.) *The essential Moreno: writings on psychodrama, group method and spontaneity*. New York: Springer, 1987.

Williams, A. *The passionate technique: strategic psychodrama with individuals, families and groups*. London: New York: Tavistock/Routledge, 1989.

PHE51MTA RESEARCH SEMINAR AND MINOR THESIS (20 CPs Sem. I. B.)*Dr Colette Browning*

The research thesis is written in two sections, a synopsis and revision of the literature review (completed in the first year) and an 8,000-word summary of method, data and discussion of findings. Both positivist and post-positivist methods are acceptable. It is intended that the research paper will be able to stand alone as a publishable piece, therefore it must be no more than 8,000 words in length. It must include the following: an abstract of the overall study of not more than 150 words; a synopsis in 1,000 words of the literature review, completed in the first year, which justifies the study; a description of the method employed, a summary of findings, a discussion of the findings and suggestions for further research. The paper should be presented in the format of a published article.

Class requirements: three full days and one half day of seminars/workshop on campus plus regular meetings with supervisor.

Assessment: synopsis and revision of a literature review (100%).

PHE51PPA PROFESSIONAL PRACTICE IN ART THERAPY (15 CPs Sem. I.B.) *Ms Hannah Menahemi*

This subject is only offered to Master of Art Therapy students. In this subject, issues that concern professional identity and the role of the art therapist in a broader social and cultural context are examined. The focus is on the ethical practice of art therapy in all types of clinical settings and in clinical research.

Class requirements: one 2-hour lecture per week plus directed learning activities equivalent to one hour of class contact per week.

Assessment: one 4,000-word essay (80%), experiential learning skills and role plays (20%).

Recommended Reading:

Malchiodi, C. and Riley, S. *Supervision and related issues*. Chicago: Magnolia Street, 1996.

Hiscof, A. R. and Calisch, A. (eds) *Tapestry of cultural issues in art therapy*. London, Jessica Kingsley, 1998.

PHE51THA MINOR THESIS (15 CPs Sem. I. B.) *Dr Colette Browning, Dr**David Legge, Dr Greg Murphy*

Work for the thesis is carried out over four semesters (part-time). The thesis should be approximately 15,000 words in length and participants are expected to carry out research in their area of specialisation.

Class requirements: equivalent to 39 hours.

Assessment: one 15,000-word thesis (100%).

PHE51THC MINOR THESIS (15 CPs Sem. I. B.) *Dr Colette Browning, Dr**David Legge, Dr Greg Murphy*

See PHE51THA for full subject description.

PHE52ACC ART THERAPY CLINICAL PLACEMENT C (15 CPs Sem. II. B.) *Ms**Hannah Menahemi*

This subject is available only to Master of Art Therapy students. This is the final semester of the clinical component in which students participate in full-time placement in a mental health organisation under the supervision of an on-site clinical practitioner. Students also participate in the supervision seminar that meets fortnightly on campus.

Class requirements: two days per week in full-time clinical placement and one 2-hour supervision seminar per fortnight.

Assessment: one class presentation (equivalent to 1,500 words) (50%), one 2,000-word written assessment (50%). Hurdle requirement: satisfactory performance in placement.

Prescribed Reading:

Malchiodi, C. and Riley, S. *Supervision and related issues: a handbook for professionals*. Chicago: Magnolia Street, 1996.

PHE52APE ADVANCED PROFESSIONAL AND ETHICAL**CONSIDERATIONS IN COUNSELL** (20 CPs Sem. II. B.) *Ms Kathleen**Gregory*

This subject is available only in the Master of Counselling and Human Services. Professional and ethical issues in counselling are an integral part of the theory and practice of counselling. The particular focus will be on the ethical obligations of professional counsellors as practitioners. Students will be expected to deal with their own readiness to take on such responsibilities and to consider what mechanisms need to be in place to ensure that clients needs are appropriately met and to ensure that 'good' counselling practice occurs.

Class requirements: one 3-hour seminar per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Corey, G., Corey, M. and Callaman, P. *Issues and ethics in the helping professions*. Brooks/Cole Publications, California, 1998.

Dryden, W. (ed.) *Key issues for counselling in action*. Sage Publications, London, 1990.

Bond, T. *Standards and ethics for counselling in action*. Sage Publications, London, 1983.

Dryden, W. *Therapists' dilemmas*. Sage Publications, London, 1985.

PHE52ART ART THERAPY RESEARCH: THESIS (35 CPs Sem. II. B.) *Ms**Hannah Menahemi*

This subject is available only to Master of Art Therapy students.

Candidates conduct a research program and write a thesis which investigates a specific issue in art therapy. The thesis should demonstrate the student's ability to conduct a systematic art therapy research project which shows an awareness of a relevant body of literature and skills in the use of an appropriate research method. It should reveal a critical approach to the field and the method, and provide supportive documentation in visual art. Students should be able to demonstrate that they can place the work for the thesis in its context, can clearly outline and define their underlying assumptions and can give definition and boundaries to their work.

Prerequisite: PHE51ATR plus successful completion of the first semester of the Master of Art Therapy course.

Recommended Prior Studies: successful completion of the first semester of the Master of Art Therapy course.

Class requirements: one 2-hour research seminar per fortnight.

Assessment: one 10,000-word research thesis (100%).

Prescribed Reading:

Wadson, H. *A guide to conducting art therapy research*. McNiff, S. *Art based research*. London: Jessica Kingsley, 1999.

Kaplan, F. *Art, science and art therapy*. London: Jessica Kingsley, 2000.

PHE52CBC COMMUNITY-BASED CARE (30 CPs Sem. II. Cl.) *Ms Brigid McCoppin*
Not available in 2004.

PHE52CHM COMPARATIVE HEALTH SERVICES MANAGEMENT (15 CPs Sem. II. B., CH.) *B: Dr Sandy Leggat, B: Dr Likun Pei, B: Professor Geoffrey Prideaux*
See PHE51CHM for full subject description.

PHE52CMS ART THERAPY CASE MANAGEMENT (15 CPs Sem. II. B.) *Ms Hannah Menahemi*

This subject is available only to Master of Art Therapy students. Offer is subject to sufficient enrolment. This subject aims to prepare art therapy students for expectations of generic case management as generally practised in the public health sector. Both the health care system and relationships between its various services will be covered, e.g. community mental health services and their relationship to the psychiatric disability support service sector. The various dimensions of case management role will be explored and skills to operate in those functions taught within the context of the role of the art therapist in case management.

Quota: 20 selected by personal interview.

Class requirements: one 2-hour lecture per week plus self directed learning activities equivalent to one hour of class contact per week.

Assessment: one 2,000-word essay (40%), one 2,500-word essay (60%). Hurdle requirement: satisfactory participation in class.

PHE52MTB RESEARCH SEMINAR AND MINOR THESIS (20 CPs Sem. II. B.) *Dr Colette Browning*

The research thesis is written in two sections, a synopsis and revision of the literature review (completed in the first year) and an 8,000-word summary of method, data and discussion of findings. Both positivist and post-positivist methods are acceptable. It is intended that the research paper will be able to stand alone as a publishable piece, therefore it must be no more than 8,000 words in length. It must include the following: an abstract of the overall study of not more than 150 words; a synopsis in 1,000 words of the literature review, completed in the first year, which justifies the study; a description of the method employed, a summary of findings, a discussion of the findings and suggestions for further research. The paper should be presented in the format of a published article.

Class requirements: seven 1-day seminar/workshops plus regular meetings with supervisor.

Assessment: one 8,000-word research paper (100%).

PHE52PHG POLICIES FOR HEALTH GAIN (15 CPs Sem. II. Cl.) *Dr David Legge*
Not available in 2004.

PHE52QMH QUALITATIVE METHODS IN HEALTH RESEARCH (15 CPs Sem. II. Cl.) *Dr Jeanne Daly*
Students are introduced to qualitative methods and the opportunities for applying these in the health field. An overview of the research

being conducted in health is used to identify the real and potential role of qualitative methods such as historical methods, participant observation, interview methods and unobtrusive methods. Particular attention is paid to policy-driven research, including health evaluation strategies, and to the issue of research ethics. Processes of qualitative methods are covered, including identifying a research problem, conducting a literature review, collecting data, analysing data, developing a narrative to report results and testing the reliability of findings.

Prerequisite: completion of Master of Public Health Part I, or entry to Masters level study in the Faculty.

Class requirements: one 2-hour lecture/workshop per week.

Assessment: one 1,500-word literature review (30%), one 3,000-word study design or report (70%).

Preliminary Reading:

Morse, J. M. (ed.) *Qualitative health research*. London: Sage, 1992.

Daly, J., McDonald, I. and Willis, E. (eds) *Researching health care: designs, dilemmas and disciplines*. London: Routledge, 1992.

Kellehear, A. *The unobtrusive researcher: a guide to methods*. Sydney: Allen and Unwin, 1993.

PHE52QRM QUANTITATIVE RESEARCH METHODS IN HEALTH (15 CPs Sem. II. B.) *Dr Colette Browning, Dr Jane Pierson*

In this subject students will be given the opportunity to cover issues involved in developing research questions, selecting and developing research designs and analysing of quantitative data relevant to the health sciences. A variety of appropriate designs and analytical techniques, commonly employed in health research, will be examined and critically appraised, with emphasis on the interpretation and discussion of results.

Class requirements: six full days, alternate weeks across the semester.

Assessment: one 4,000-word essay (100%).

Recommended Reading:

Bowling, A. *Research methods in health: investigating health and health services*. Buckingham: Open University Press, 1997.

PHE52RBA RESEARCH BASED APPROACHES TO COUNSELLING PRACTICE (20 CPs Sem. II. B.) *Mr Paul O'Halloran*

This subject is available only in the Master of Counselling and Human Services. The subject aims to enable students to read the counselling literature with a critical eye. Students are required to review research based literature in the counselling domain and to demonstrate a capacity to analyse research reports related to counselling theory and practice. Close attention is paid to research studies aimed at furthering knowledge of the effectiveness of various theoretical approaches and practices with particular client groups in specific settings. Students will be expected to demonstrate familiarity with selected quantitative and qualitative research methodologies, and with their strengths and limitations when applied to specific fields of enquiry.

Class requirements: one 3-hour seminar per week.

Assessment: in-class exercises (equivalent to 1,500 words) (15%), one 2,000-word essay (40%), two class presentations (in groups of three, total of 30 minutes per member) equivalent to 750-words each (45%).

Prescribed Reading:

McLeod, J. *Doing counselling research*. London: Sage, 1994.

Recommended Reading:

Phillips, J. L. *How to think about statistics*. 6th edn, NY: W.H. Freeman, 1999.

Heppner, P. P., Kivlighan Jr, D. M. and Wampold, B. E. *Research design in counselling*. 2nd edn, Belmont, CA: Wadsworth, 1999.

Aron, A. and Aron, E. N. *Statistics for the behavioral and social sciences: a brief course*. NJ: Prentice Hall, 1997.

PHE52THB MINOR THESIS (15 CPs Sem. II. B.) *Dr Colette Browning, Dr David Legge, Dr Greg Murphy*
See PHE51THA for full subject description.

PHE52THD MINOR THESIS (15 CPs Sem. II. B.) *Dr Colette Browning, Dr David Legge, Dr Greg Murphy*
See PHE51THA for full subject description.

PHE60THF PUBLIC HEALTH PROFESSIONAL DOCTORATE THESIS (120 CPs Sem. All year. B.) *Dr Jane Pierson*
This subject is the thesis component of a professional doctorate.

Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: Students are expected to have regular meetings with their supervisor at mutually convenient times.

Assessment: One 60,000-word thesis (100%) Submitted after two years of full-time enrolment in this subject (totalling 240 credit points).

Recommended Reading:

Thomas, S.A. *How to write health science papers, dissertations and thesis*. Edinburgh: Churchill Livingstone, 2000.

PHE60THP PUBLIC HEALTH PROFESSIONAL DOCTORATE THESIS (60 CPs

Sem. All year. B.) *Dr Jane Pierson*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular meetings with their supervisor.

Assessment: one 60,000-word thesis (100%).

Recommended Reading:

Thomas, S. A. *How to write health science papers, dissertations and thesis*. Edinburgh: Churchill Livingstone, 2000.

PHE61CEA PUBLIC HEALTH CLINICAL EVALUATION A (30 CPs Sem. I. B.)

Mr Lawrie Moloney, Dr Jane Pierson

This is an individually negotiated program that involves experience with and evaluation of contemporary practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentations plus independent work as negotiated with co-ordinator (equivalent to 78 hours of class contact during the semester).

Assessment: one seminar presentation and seminar paper or conference paper equivalent to 7,500-8,500 words (100%). Hurdle requirement: individually negotiated assessment of practice.

PHE61HRA HEALTH RESEARCH A (10 CPs Sem. I. B., DE.) Professor Shane

Thomas

This subject together with PHE62HRB or PHE62HRC, provides the foundation for students to develop their doctoral proposal. The topic of the research proposal should relate to professional or clinical issues in the candidate's area of expertise. The subject will cover a number of topics which address issues involved in commencing doctoral candidature. These include making the most supervision; an overview of qualitative and quantitative approaches, understanding evidence-based research; literature searching, organisation and review techniques; developing research questions and ethical issues in research.

Class requirements: Mixed subject delivery mode: 26 hours of reading, exercises and structured activities using the subject distance education pack. Students will also attend a half day workshop at the beginning and end of the subject (total on campus contact time 8 hours). The students will have regular contact with the lecturer via telephone, fax and email.

Assessment: one 3,000-word research proposal outline (85%), one 15-minute class presentation (15%).

Prescribed Reading:

Thomas, S. A. *How to write health sciences papers, dissertations and theses*. Edinburgh: Churchill Livingstone, 2000.

Recommended Reading:

Cooper, H. M. and Hedges, L. V. *The handbook of research synthesis*. Russell Sage, 1994.

PHE61MHO MANAGEMENT OF HEALTH ORGANISATIONS (30 CPs Sem. I.

Cl.) *Professor Geoffrey Prideaux*

The aim is to assist participants to develop an advanced understanding of the literature and the practice related to aspects of management in

health care organisations, with a view to them establishing a strong conceptual basis for their doctoral research and at the same time enhancing their competence as professionals in health settings. Participants will select one or more aspects of management processes which they desire to investigate in depth. Topics include: organisational structure and design, operational systems, financial systems, marketing processes, management of communication, leadership, and innovation.

Class requirements: three hours per week plus independent work as negotiated. In addition, participants will undertake concurrent research into an aspect of management processes within an organisation.

Assessment: one 5,000-6,000-word paper incorporating a critical literature review (100%). Hurdle requirement: participation in seminars.

PHE61PHA PUBLIC HEALTH PRACTICE A (30 CPs Sem. I. B.) Dr Jane

Pierson, Dr Rae Walker

This is an individually negotiated program which involves analysis and/or evaluation of public health practice. Issues covered include public health planning, best practice, public health outcomes, development and evaluation of new and innovative programs, and public health policy analysis.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentations plus independent work as negotiated with coordinator (equivalent to 78 hours of class contact during the semester).

Assessment: one seminar presentation and one 7,500-8,500 word seminar paper or conference paper (100%).

PHE61PRA READINGS IN HEALTH POLICY A (15 CPs Sem. I. B.) Professor

Vivian Lin

This is a reading course on a health policy topic of special interest to the student that may only be taken with the permission of the co-ordinator. The focus and extent of the reading is to be negotiated with co-ordinator before enrolment. This subject is available in 15 (PHE6PRA) and 10 (PHE6PRB) credit point versions, the difference being is the extent of the reading and of the assessment.

Prerequisite: PHE41HSP or similar introduction to health policy.

Incompatible subject: PHE61PRB, PHE62PRB, PHE63PRB

Class requirements: regular meetings with subject co-ordinator.

Assessment: one 4,000-word written paper of publishable quality (100%).

PHE61PRB READINGS IN HEALTH POLICY B (10 CPs Sem. I. B.) Professor

Vivian Lin

See PHE61PRA for full subject details.

Incompatible subject: PHE61PRA, PHE62PRA, PHE63PRA

PHE61TPP THEORY AND PRACTICE IN HEALTH POLICY (30 CPs Sem. I.

Cl.) *Professor Stephen Duckett*

Students discuss issues including policy formulation and decision making, and approaches to choice from an economic perspective, and analyse the implementation and impact of health policy.

Prerequisite: PHE41HSP or similar introduction to health policy.

Class requirements: one 3-hour seminar per week.

Assessment: one 3,000-4,000 word essay of publishable standard (50%), one 3,000-4,000-word case study (50%). Hurdle requirement: class participation and presentations each week on readings and case study.

Prescribed Reading:

Parsons, W. *Public policy: an introduction to the theory and practice of policy analysis*. Edward Elgar, 1995.

PHE62CEB CLINICAL EVALUATION B (30 CPs Sem. II. B.) Mr Lawrie

Moloney, Dr Jane Pierson

See PHE61CEA for full subject description.

PHE62CTD CONTEMPORARY THEORETICAL DEBATES IN PUBLIC

HEALTH (30 CPs Sem. II. Cl.) Professor Vivian Lin, Associate Professor

Hal Swerissen

The subject provides doctoral students with an opportunity to develop an advanced understanding of the contemporary theoretical debates in public health, with the aim of establishing a strong conceptual basis for their doctoral research. Each year the course will focus on the

issues of a particular area of public health theory and practice, e.g., health promotion, and will include critical analysis of the debates.

Prerequisite: MPH, Graduate Diploma in Health Promotion or similar postgraduate preparation in closely related field.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,000-word critique of journal article (20%), one 5,000-6,000-word essay of publishable standard (80%). Hurdle requirement: class participation and presentation.

Prescribed Reading:

Marmot, M. and Wilkinson, R. G. (eds) *Social determinants of health*. Oxford University Press, 1999.

PHE62HRB HEALTH RESEARCH B (20 CPs Sem. II. B.) *Dr Colette*

Browning

This subject (which follows directly from PHE61HRA) provides an opportunity for doctoral students to be exposed to a range of advanced methodological approaches that will be useful for their thesis and will provide the basis for a defence of the thesis methodology. Students will choose either a quantitative or qualitative stream depending on their thesis methodology.

Prerequisite: PHE61HRA or equivalent (for professional doctorate students).

Incompatible subject: PHE62HRC.

Class requirements: 52 hours of seminars taught in block mode throughout the semester. Students attend classes approximately every second week.

Assessment: one 5,000-word research proposal (100%). Hurdle requirement: one 15-minute proposal defence (class presentation).

Recommended Reading:

Cooper, H. M. and Hedges, L. V. *The handbook of research synthesis*, Russell Sage, 1994.

PHE62HRC HEALTH RESEARCH C (35 CPs Sem. II. B.) *Dr Colette*

Browning

This subject (which follows directly from PHE61HRA) provides an opportunity for doctoral students to be exposed to a range of advanced methodological approaches that will be useful for their thesis and will provide the basis for a defence of the thesis methodology. Students will complete the quantitative and qualitative modules which are offered on an 'either or basis' in PHE62HRB. In addition students will participate in seminars which address issues that arise when a combination of approaches are utilised in the research process.

Prerequisite: PHE61HRA or equivalent (for professional doctorate students).

Incompatible subject: PHE62HRB.

Class requirements: 91 hours of seminars taught one day per week throughout the semester.

Assessment: one 2,000-word practical report (in-depth interview analysis) (25%), one multivariate statistics exercise using an appropriate computer package, e.g., SPSS (25%), one 5,000-word research proposal incorporating an evaluative literature review and a methodological defence (50%). Hurdle requirement: one 15-minute proposal defence (class presentation).

Recommended Reading:

Cooper, H. M. and Hedges, L. V. *The handbook of research synthesis*, Russell Sage, 1994.

PHE62OCH ORGANISATIONAL CHANGE IN HEALTH SETTINGS (30 CPs Sem. II. Cl.) *Professor Geoffrey Prideaux*

The aim is to assist participants to develop an understanding of the literature and the practice related to initiating and managing change particularly within health organisations, with a view to them establishing a strong conceptual basis for their doctoral research and at the same time enhancing their competence as professionals who engage in activities related to organisational change. Topics include: nature of change processes, responses to change, transition processes, implementing and managing change, large scale change, directive versus coercive approaches, and case studies.

Class requirements: three hours per week plus independent work as negotiated. In addition, participants will undertake an action learning/action research project within an organisation (usually their own organisation) which involves organisational change.

Assessment: one 5,000-6,000 word report (100%).

PHE62PHB PUBLIC HEALTH PRACTICE B (30 CPs Sem. II. B.) *Dr Jane Pierson, Dr Rae Walker*

This is an individually negotiated program which involves analysis and/or evaluation of public health practice. Issues covered include public health planning, best practice, public health outcomes, development and evaluation of new and innovative programs, and public health policy analysis.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentations plus independent work as negotiated with co-ordinator (equivalent to 78 hours of class contact during the semester).

Assessment: one seminar presentation and one 7,500-8,500-word seminar paper or conference paper (100%).

PHE62PRA READINGS IN HEALTH POLICY A (15 CPs Sem. II. B.) *Professor Vivian Lin*

See PHE61PRA for full subject details.

Incompatible subject: PHE61PRB, PHE62PRB, PHE63PRB

PHE62PRB READINGS IN HEALTH POLICY B (10 CPs Sem. II. B.)

Professor Vivian Lin

See PHE61PRA for full subject details.

Incompatible subject: PHE61PRA, PHE62PRA, PHE63PRA.

PHE63PRA READINGS IN HEALTH POLICY A (15 CPs Sem. Summer. B.)

Professor Vivian Lin

See PHE61PRA for full subject details.

Incompatible subject: PHE61PRB, PHE62PRB, PHE63PRB.

Assessment: one 4,000-word written paper of publishable quality (100%).

PHE63PRB READINGS IN HEALTH POLICY B (10 CPs Sem. Summer. B.)

Professor Vivian Lin

See PHE61PRA for full subject details.

Incompatible subject: PHE61PRA, PHE62PRA, PHE63PRA.

POR60THF PROSTHETICS & ORTHOTICS PROFESSIONAL DOCTORATE THESIS (120 CPs Sem. All year. B.) *Dr Tim Bach*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

POR60THP PROSTHETICS & ORTHOTICS PROFESSIONAL DOCTORATE THESIS (60 CPs Sem. All year. B.) *Dr Tim Bach*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

POR61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) *Dr Tim Bach*

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

POR62CEB CLINICAL EVALUATION B (30 CPs Sem. II. B.) *Dr Tim Bach*

See POR62CEA for full subject description.

PSY50GIC GROUP AND INDIVIDUAL COUNSELLING (30 CPs Sem. All year.

B.) *Dr George Wills*
Not available in 2004.

PSY50RSC RESEARCH SEMINAR C AND MINOR THESIS (60 CPs Sem. All year. B.) *Dr George Wills*

It is intended that the thesis will be able to stand alone as a publishable piece, therefore it must be no more than 8000 words in length. It must include the following: an abstract of the overall study of not more than 150 words; a synopsis in 1,000 words of the literature review that was completed in the first year; a description of the method employed; a summary of findings; a discussion of the findings and suggestions for further research. The thesis should follow the format required by the 4th edition of the *Manual of the American Psychological Association* for published journal papers. The style of referencing, proper headings and subheadings, method of reporting results, and proper table and figure layout are all described in detail in that manual, i.e. the paper should be presented in the format of a published article.

Prerequisite: PSY51RSA and PSY52RSB.

Class requirements: regular meetings with thesis supervisor.

Assessment: one 8,000-word research thesis (100%).

PSY51CIA COUNSELLING PSYCHOLOGY INTERNSHIP A (15 CPs Sem. I. B.) *Mrs Philomena Holman*

The subject is intended to provide an introduction to internship, which is later taken in outside agencies. It will be organised around a series of case studies presented by available staff. The case studies will then be analysed with a view to internship tasks: initial interview, setting a working contract, keeping professional notes, ethical responsibilities and maintaining constructive working relationships with colleagues.

Class requirements: 4-hour lecture/seminars on first semester on Fridays other than those on which Research Seminar A is taught.

Assessment: satisfactory performance in preparatory set-tasks (100%).

PSY51CIC COUNSELLING PSYCHOLOGY INTERNSHIP C (15 CPs Sem. I. B.)

Mrs Philomena Holman

Students will be required to be in placement in two different agencies during the course of the two years. Time in these placements must add up to at least 1,000 hours and 126 days. Client contact during that time must consist of a minimum of 252 hours. The principle activity of the placement must be counselling and psychotherapy.

Class requirements: attendance in placement for two days per week.

Assessment: satisfactory completion of the placements (100%).

PSY51EXP PROCESS EXPERIENTIAL PSYCHOTHERAPY (15 CPs Sem. I. B.)

Dr George Wills

Not available in 2004.

PSY51GPC GROUP COUNSELLING (15 CPs Sem. I. B.) *Dr Lawrie*

Moloney, Dr George Wills

In this subject, group work provides students with an opportunity to attend to personal, interpersonal and group dynamic issues and to monitor changes in thought, feeling and behaviour. The processes involved should provide students with a foundation for group leadership and relationship counselling skills. Personal material is always involved.

Class requirements: nine 3-hour lectures (weeks 1 to 7 and weeks 9 and 10) plus a 3-day residential weekend held during semester.

Assessment: one 4-5,000 word essay (100%). Hurdle requirement: satisfactory participation in groupwork.

Preliminary Reading:

Whitaker, D. S. *Using groups to help people*. London: Routledge & Kegan Paul, 1985.

Prescribed Reading:

Rogers, C. R. *Encounter groups*. Allen Lane, London, 1971.

Klein, R. H., Bernard, H. S. and Singer, D. L. (eds) *Handbook of contemporary group psychotherapy: contributions from object relations, self psychology and social systems theories*. International Universities Press, Madison Conn., 1992.

Johnson, D. and Johnson, F. *Joining together: group theory and group skills*. 7th edn, Allen & Bacon, Boston, 2000

Yalom, I. R. *The theory and practice of group psychotherapy*. Basic Books, New York, 1995.

Yalom, I. R. *Understanding group psychotherapy*. AV tape, (616.89152 Yal:UTapes A and B.) 1994.

Recommended Reading:

Vinogradov, S. *Concise guide to group psychotherapy*. Washington: American Psychiatric Press, 1989

Bion, W. F. *Experiences in groups*. London: Tavistock, 1968.

Berg, R. C. *Group counseling: concepts and procedures*. Philadelphia: Accelerated Development, 1998.

Boyd, R. D. *Personal transformations in small groups: a Jungian perspective*. London: Routledge, 1994.

Corey, G. *Theory and practice of group counseling*. London: Brooks/Cole, 2000.

Bion, F. (ed.) *W. R. Bion: clinical seminars and other works*. London: Karnac, 1994.

PSY51ICA INDIVIDUAL COUNSELLING A (15 CPs Sem. I. B.) *Dr George Wills*

Egan's model of counselling is used to assist students to develop discriminative understanding. The model provides a realistic framework for professionals to link a variety of theories of counselling. Reference is made to the work of a range of theories of counselling and psychotherapy and include process, dynamic and behavioural theorists.

Class requirements: one 3-hour lecture/seminar/practicum per week.

Assessment: class presentation/review equivalent to 4,500 words (100%).

Prescribed Reading:

McLeod, J. *An introduction to counselling*. 2nd edn, Sage, London, 1998.

Egan, G. *The skilled helper: a problem management approach to helping*. 6th edn, Brooks/Cole, Pacific Grove, 1994.

Recommended Reading:

Corsini, R. and Wedding, D. *Current psychotherapies*. 5th edn, F.E. Peacock Publishers, Itasca, 1995.

PSY51MFC MEDIATING FAMILY CONFLICT (15 CPs Sem. I. B.) *Dr Lawrie Moloney*

In this subject, the family is the focus of and exploration of the resolution and management of conflict. After briefly considering the ongoing debate on the place of family in society, students draw upon narrative and systemic models in which largely constructivist models of conflict management are considered. These are set within a humanist emphasis on respect for individuality. Conciliation and mediation models are considered which promote principled negotiation within a task-oriented and time-limited framework. Teaching and learning is both didactic and experiential.

Class requirements: one 3-hour lecture/seminar/practicum per week.

Assessment: one 4,000-word essay (100%).

Prescribed Reading:

Fisher, L. and Brandon, M. *Mediating with families. Making the difference*. Prentice Hall, 2002.

Winslade, J. and Monk, J. *Narrative mediation: a new approach to conflict resolution*. Jossey Bass, San Francisco, 2000.

PSY51PSB PSYCHOLOGICAL ASSESSMENT B (15 CPs Sem. II. B.) *Mr Lawrie Moloney*

Not available in 2004.

PSY51RSA RESEARCH SEMINAR A (15 CPs Sem. I. B.) *Dr George Wills*

In this subject, topics relevant to the commencement of research will be explored: making the most supervision; an overview of qualitative and quantitative approaches, understanding evidence-based research; literature searching, organisation and review techniques; developing research questions and ethical issues in research. A 2,000-word proposal for research is completed by the end of the first week of June. It will contain a brief survey of research, gaps that need attention and a way of dealing with one of them.

Class requirements: 26 hours of seminars taught in block mode (four x one day and one x half day).

Assessment: one 4,500-word research proposal (100%).

Prescribed Reading:

Denzin, N. and Lincoln, Y. *Handbook of qualitative research*. Sage, London, 1994.

Kjell, R., Wankowski, J. and Radford, J. *Helping students to learn: teaching, counselling, research*. Open University Press, Philadelphia, 1994.

Moustakas, C. *Phenomenological research methods*. Sage, London, 1994.

Recommended Reading:

McLeod, J. *Doing counselling research* London: Sage, 1994

Neville, B., Willis, P. and Edwards, M. (eds.) *Qualitative research in adult education*. Adelaide: University of South Australia.

PSY52CIB COUNSELLING PSYCHOLOGY INTERNSHIP B (15 CPs Sem. II. B.) *Dr Lawrie Moloney*

Students will be required to be in placement in two different agencies during the course of the two years. Time in these placements must add up to at least 1,000 hrs and 126 days. Client contact during that time must consist of a minimum of 252 hours. The principle activity of the placement must be counselling and psychotherapy. Students are expected to bring matters arising from the placement to their seminar, essay and thesis work.

Class requirements: attendance in placement for two days per week.

Assessment: satisfactory completion of the placements (100%).

PSY52CID COUNSELLING PSYCHOLOGY INTERNSHIP D (15 CPs Sem. II. B.) *Dr Lawrie Moloney*

Students will be required to be in placement in two different agencies during the course of the two years. Time in these placements must add up to at least 1,000 hrs and 126 days. Client contact during that time must consist of a minimum of 252 hours. The principle activity of the placement must be counselling and psychotherapy. Students are expected to bring matters arising from the placement to their seminar, essay and thesis work.

Class requirements: attendance in placement for two days per week.

Assessment: satisfactory completion of the placements (100%).

PSY52ICB INDIVIDUAL COUNSELLING B (15 CPs Sem. II. B.) *Dr George Wills*

Greenberg, Rice and Elliott's approach to theory and method is emphasised. It has its roots in Rogerian theory and practice. A fundamental principle of the approach is that experience is essential to the appropriation of learning and to change. As a consequence, this subject places a high emphasis on emotion-focussed experiential learning.

Class requirements: one 3-hour seminar per week.

Assessment: one 4,000-word essay (100%). Hurdle requirement: satisfactory performance in individual counselling.

Prescribed Reading:

Greenberg, L. S. *Emotion focused therapy: coaching clients to work through their feelings*. Washington: American Psychological Association, 2002.

Greenberg, L., Rice, L., and Elliott, R. *Facilitating emotional change: the moment by moment process*. Guilford, New York, 1993.

Greenberg, L. and Paivio, S. *Working with emotions in psychotherapy*. Guilford, New York, 1997.

Recommended Reading:

Spinelli, E. *The interpreted world: an introduction to phenomenological psychology*. Sage, 1989.

PSY52MFC MEDIATING FAMILY CONFLICT (15 CPs Sem. II. B.) *Mr Lawrie Moloney*

Not available in 2004.

PSY52PSA PSYCHOLOGICAL ASSESSMENT A (15 CPs Sem. II. B.) *Dr George Wills*

Students will become familiar with a range of assessment instruments considered relevant to the practice of counselling psychology. Students are expected to review the process of history taking, problem formation, hypothesis generation, hypothesis testing and report writing. Attention is given to the integration and communication of culturally-appropriate and gender sensitive assessment. The model favoured emphasises a person-in-context collaborative approach of the type described by Fischer (1994). Throughout the subject, students are challenged to reflect on ethical issues relating to psychological assessment.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one 4,000 word report/essay (100%).

Prescribed Reading:

Palmer, S. and McMahon, G. *Client assessment*. London: Sage, 1997.

Fischer, C. *Individualizing psychological assessment*. Monterey: Lawrence Erlbaum Assoc., 1994.

Anastasi, A. and Urbina, S. *Psychological testing*. Prentice Hall, New York, 1996.

Recommended Reading:

Quenk, N. *Essentials of Myers-Briggs type indicator assessment*. New York: John Wiley and Sons, 1999.

Aveline, M. and Shapiro, D. *Research foundations for psychotherapy practice*. London: Wiley, 1995.

Mace, C. *The art and science of assessment in psychotherapy* London: Routledge, 1995.

Lukas, S. *Where to start and what to ask*. London: Norton, 1993.

PSY52PSB PSYCHOLOGICAL ASSESSMENT B (15 CPs Sem. II. B.) *Dr George Wills*

Students in this subject build on the knowledge base acquired in Psychological Assessment A. In this subject, greater emphasis is placed on the assessment of psychopathological states. A critical approach to theories of psychopathology and to classificatory systems such as DSM is taken. The value and limitations of a taxonomic approach are considered as are counselling psychology's relationship to theoretical assumptions which underpin psychiatry and clinical psychology. A collaborative and individualised approach to assessment, of the type described by Fischer, informs this subject, as it does Psychological Assessment A. Throughout this subject, students are challenged to reflect on professional and ethical issues relating to psychological assessment.

Prerequisite: successful completion of PSY52PSA.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one 2,000-word assessment report (50%), one 2,000-word critique (50%).

Preliminary Reading:

Morrison, J. *DSM-IV made easy*. Guilford, 1995.

Fischer, C. *Individualizing psychological assessment*. Lawrence Erlbaum Assoc., Monterey, 1994.

Prescribed Reading:

American Psychiatric Association. *Diagnostic and statistical manual of mental disorders*. DSM IV, Washington, DC, 1994.

Recommended Reading:

Durand, V. *Abnormal psychology*. Van Nostrand Reinhold, 2000.

Keeley, S. *Asking the right questions in abnormal psychology*. Prentice Hall, 1995.

Anastasi, A. and Urbina, S. *Psychological testing*. New York: Prentice Hall, 1996

PSY52RSB RESEARCH SEMINAR B (15 CPs Sem. II. B.) *Dr George Wills*

In this subject, students will be exposed to a range of advanced methodological approaches that will be useful for their theses and will provide the basis for a defense of the thesis methodology. Students will choose either a quantitative or qualitative stream depending on their thesis methodology. A 4,000-6,000-word method chapter is required by the end of the second week in November.

Class requirements: taught all day on alternate Fridays.

Assessment: one 6,000-word literature review (100%).

Prescribed Reading:

Denzin, N. and Lincoln, Y. *Handbook of qualitative research*. London: Sage, 1994.

Kjell, R., Wankowski, J. and Radford, J. *Helping students to learn: teaching, counselling, research*. Philadelphia: Open University Press, 1994.

Moustakas, C. *Phenomenological research methods*. London: Sage, 1994.

Cooper, H. M. and Hedges, L. V. *The handbook of research synthesis*. Russell Sage, 1994.

Recommended Reading:

McLeod, J. *Doing counselling research*. London: Sage, 1994.

Neville, B., Willis, P. and Edwards, M. (eds.) *Qualitative research in adult education*. Adelaide: University of South Australia, 1994.

PTY40RPP PHYSIOTHERAPY RESEARCH PROJECT (60 CPs Sem. All year. B.)*Dr Jenny Keating*

In this subject students are required to conduct empirical work and submit a thesis or to write a research essay in a field of physiotherapy. Candidates work closely with their supervisor in this subject. The topic is selected in consultation with the supervisor and is then confirmed with the program co-ordinator.

Class requirements: individual consultation with supervisor and independent study.

Assessment: one 12,000-word research thesis (80%), two 30-minute verbal presentations of research findings (20%).

Recommended Reading:

Portney, L. and Watkins, M. *Foundations of clinical research*.

Norwalk, Appleton and Lange, 1993

Publication Manual 5th edn, American Psychological Association, Washington, 2001.

Hicks, C. M. *Research for physiotherapists*. New York, Churchill and Livingstone, 1995.

PTY41RPA READINGS IN PHYSIOTHERAPY A (20 CPs Sem. I. B.) *Dr Jenny**Keating*

In this subject students are provided with a structure in which to develop their skills in evaluating the literature of physiotherapy.

Class requirements: one 1-hour lecture per week (weeks 6-12) and 2.5 hours of individual consultation with supervisor per week plus independent study.

Assessment: one 5,000-word written assignment (100%).

Recommended Reading:

Publication Manual. 5th edn, American Psychological Association, Washington, 2001.

Portney, L. and Watkins, M. *Foundations of clinical research*.

Norwalk: Appleton and Lange, 1993.

www.york.ac.uk/inst/crd

PTY41RPB READINGS IN PHYSIOTHERAPY B (20 CPs Sem. I. B.) *Dr Jenny**Keating*

In this subject students have an opportunity to write a systematic review of the literature in a selected field of physiotherapy under the supervision of a member of the School. Candidates prepare the review prior to planning and conducting a study in their selected field.

Class requirements: three 1-hour lectures per week (weeks 7-9); three hours of group discussion per week (weeks 7-9) and 2.5 hours of individual consultation with supervisor per week plus independent study.

Assessment: one 5,000-word literature review (100%).

Recommended Reading:

Publication Manual. 5th edn, American Psychological Association, Washington, 2001.

Portney, L. and Watkins, M. *Foundations of clinical research*.

Norwalk: Appleton and Lange, 1993.

www.york.ac.uk/inst/crd

PTY42RDP GRADUATE RESEARCH DESIGN IN PHYSIOTHERAPY (20 CPsSem. II. B.) *Dr Jenny Keating*

In this subject graduate physiotherapists review the principles of research design and learn and practice methods of data analysis and interpretation. Examples of published research in physiotherapy are evaluated and students investigate a variety of approaches to research in the physiotherapy clinical context. The subject reviews the methods available for the collection and analysis of data and considers the concepts of reliability, validity, and statistical and clinical significance, and the principles of measurement theory. Candidates are expected to design a research project during the semester and to submit an outline of the procedure and expected plan of data analysis.

Class requirements: one 3-hour individual consultation with supervisor and independent study per week and attendance at all School of Physiotherapy postgraduate programs (two hours once a month).

Assessment: one 4,000-word written assignment (75%), one individual 20-minute verbal class presentation (25%). Hurdle requirement: students must pass the class presentation to complete this subject.

Recommended Reading:

Norman, G. R. and Streiner, D. L. *Biostatistics: the bare essentials*. St Louis, Mosby, 1994.

Portney, L. and Watkins, M. *Foundations of clinical research*.

Norwalk: Appleton and Lange, 1993.

Publication Manual. 5th edn, American Psychological Association, Washington, 2001.

Coakes, S. J. and Steed, L. G. *SPSS for Windows: analysis without anguish*. Brisbane: John Wiley and Sons, 1996.

PTY50APM ADVANCED PRACTICE OF MUSCULOSKELETAL**PHYSIOTHERAPY** (40 CPs Sem. All year. OSITE.) *Mr Ken Niere*

Offer is subject to sufficient enrolments. In this subject students are given the opportunity to develop skills in patient examination and differential diagnosis within a clinical reasoning paradigm. Supervised clinical practice encourages and facilitates rational decision making with respect to treatment selection, treatment progression and planning ongoing management programs. Students are also given the opportunity to integrate advanced manipulative physiotherapy manual techniques and exercise prescription into their clinical practice.

Recommended Prior Studies:

Bachelor of Physiotherapy or equivalent, Graduate Certificate in Musculoskeletal or Sports Physiotherapy.

Class requirements: 156 hours of supervised clinical practice, which will be accumulated over the year at hospital outpatient departments and private physiotherapy clinics.

Assessment: one 1.5-hour initial clinical assessment and two 15-minute follow up treatments (60%), clinical reports using criteria outlined in course handbook (40%).

Recommended Reading:

Maitland, G., Hengeveld, E., Banks, K. and English, K. *Maitland's vertebral manipulation*. 6th edn, Butterworth-Heinemann, Oxford, 2001.

Butler, D. S. *The sensitive nervous system* Noigroup Publications, Unley, S.A., 2000.

PTY50APS ADVANCED PRACTICE OF SPORTS PHYSIOTHERAPY (40 CPsSem. All year. B.) *Dr Jill Cook*

Offer is subject to sufficient enrolments. In this subject students are given the opportunity to develop skills in patient examination and differential diagnosis within a clinical reasoning paradigm. Supervised clinical practice encourages and facilitates rational decision making with respect to treatment selection, treatment progression and planning ongoing management programs. In addition, students must complete the APA level three sports course which involves 50 hours of lectures and practical sessions in a five day block.

Recommended Prior Studies: Bachelor of Physiotherapy or equivalent, Graduate Certificate in Musculoskeletal or Sports Physiotherapy.

Class requirements: 120 hours of supervised clinical practice over both semesters (approximately five hours per week or in negotiated blocks) plus 50 hours of lectures and workshops in a 2-week block (APA level 3 sports course) to be held at AIS, Canberra in either Semester 1 or 2. Fifty hours pre-reading prior to clinical placements.

Assessment: one 1-hour clinical examination (40%), one 30-minute clinical evaluation/practicum (20%), one 2-hour written examination (40%).

Prescribed Reading:

Bruckner, P. and Khan, K. *Clinical sports medicine*. 2nd edn, McGraw-Hill, Sydney, 2001.

MacAuley, D. and Best, T. (eds) *Evidence based sports medicine*. BMJ Books, London, 2002.

Recommended Reading:

Butler, D. S. *The sensitive nervous system*. Noigroup Publications, Unley, S.A., 2000.

PTY50ARP ADVANCED RESEARCH PROJECT IN PHYSIOTHERAPY (60 CPsSem. All year. B.) *Dr Jenny Keating*

In this subject students will conduct a study of relevance to physiotherapy. Experience will be gained in conducting an empirical study, entering and checking data, analysing and interpreting data and writing up the findings in a thesis. An opportunity will be available for students to present the findings of their research to a peer audience. Students will work closely with their supervisor throughout this process.

Class requirements: one 3-hour individual consultation with supervisor per week and independent study.

Assessment: one 18,000-word research thesis (100%). Hurdle requirement: verbal presentation of study prior to submission of the thesis.

Recommended Reading:

Portney, L., and Watkins, M. *Foundations of clinical research*. Norwalk, Appleton and Lange, 1993.

Publication manual. 5th edn, American Psychological Association, Washington, 2001.

Hicks, C. M. *Research for physiotherapists*. New York, Churchill and Livingstone, 1995.

PTY50CRM CLINICAL REASONING AND MANUAL PHYSIOTHERAPY (20

CPs Sem. All year. B.) *Mr Ken Niere*

In this subject students will be given the opportunity to develop the ability to integrate advanced clinical reasoning skills with advanced physiotherapy manual skills through workshops, case presentations, practical tutorials and lectures. Students will learn to test hypotheses and problem solve in an analytical approach to the management of patients with musculoskeletal conditions.

Recommended Prior Studies: Bachelor of Physiotherapy, Graduate Certificate in Musculoskeletal or Sports Physiotherapy.

Class requirements: 52 hours of practical sessions/workshops, accumulated over both semesters.

Assessment: one 30-minute practical examination (50%), clinical reasoning presentation (20 minutes per member) (50%).

Recommended Reading:

Higgs, J. and Jones, M. A. *Clinical reasoning in the health professions*. 2nd edn, Butterworth-Heinemann, Oxford, 2000.

Richards, C., Jull, G., Hodges, P. and Hides, J. *Therapeutic exercise for spinal segmental stabilisation in low back pain: scientific basis and clinical approach*. Churchill Livingstone, Edinburgh, 1999.

PTY50LSE LITERATURE SEARCH EVALUATION (20 CPs Sem. All year. OL.) Dr

Jenny Keating

In this subject, students will be given the opportunity to develop skills to critically and systematically evaluate research in musculoskeletal physiotherapy. The subject will mainly be conducted online.

Recommended Prior Studies: Bachelor of Physiotherapy or equivalent.

Class requirements: one 3-hour introductory tutorial which includes a library orientation session at Bundoora Campus. Online activities equivalent to two hours per week of classroom contact. Online guidance will be provided via worksheets and instructions.

Assessment: five 1,000-word essays on prescribed subject material (20% each).

Recommended Reading:

Sackett, G. L.; Haynes, R. B., Guyatt, G. H.; Tugwell, P. *Clinical epidemiology: a basic science for clinical medicine*. 2nd edn, Little, Brown & Co., Boston, 1991.

PTY50PDM PROFESSIONAL DEVELOPMENT IN MUSCULOSKELETAL PHYSIOTHERAPY (30 CPs Sem. All year. OSITE.) Mr Ken Niere

In this subject students will be given the opportunity to learn the scientific and clinical bases of contemporary musculoskeletal physiotherapy in professional development programs approved by the School of Physiotherapy and accredited by the Australian Physiotherapy Association. Relevant anatomy, physiology, radiology, medical sciences, psychology, basic clinical reasoning and practical skills are taught with particular emphasis on clinical application and evidence based practice. In addition to the core material presented at approved professional development courses, students have the flexibility to enrol in other courses specific to their needs.

Recommended Prior Studies: Bachelor of Physiotherapy or equivalent.

Class requirements: 96 hours of attendance at professional development programs approved by the School of Physiotherapy and accredited by the Australian Physiotherapy Association. This must include the Spinal 1 course (24 hours), Level 1 Sports course (12 hours) and two Spinal 2 courses (24 hours total) which are offered by Australian Physiotherapy Association. In addition to contact time, students are expected to complete pre- and post-course reading tasks as well as practising techniques to achieve required competencies.

Assessment: five 1,000-word essays (55%), four 10-minute practical exams (45%). Hurdle requirement: students must pass all components of assessment.

Prescribed Reading:

Brunker, P. and Khan, K. (eds) *Clinical sports medicine*. McGraw-Hill, 2001.

Boyling, J. and Jull, G. (eds) *Grieve's modern manual therapy*. 3rd edn, Churchill, Livingstone, 2003.

Recommended Reading:

Wall, P.D. and Melzack, R. *Textbook of pain*. 4th edn, Edinburgh: Churchill Livingstone, 1999.

PTY50PDS PROFESSIONAL DEVELOPMENT IN SPORTS PHYSIOTHERAPY

(30 CPs Sem. All year. OSITE.) *Dr Jill Cook*

In this subject students will be given the opportunity to learn the scientific and clinical bases of contemporary musculoskeletal physiotherapy in professional development programs approved by the School of Physiotherapy and accredited by the Australian Physiotherapy Association. Relevant anatomy, physiology, radiology, medical sciences, psychology, basic clinical reasoning and practical skills are taught with particular emphasis on clinical application and evidence based practice. In addition to the core material presented at approved professional development courses, students have the flexibility to enrol in other courses specific to their needs.

Recommended Prior Studies: Bachelor of Physiotherapy or equivalent.

Class requirements: 96 hours of attendance at professional development programs approved by the School of Physiotherapy and accredited by the Australian Physiotherapy Association. This must include the Spinal 1 course (27 hours), Level 1 Sports course (12 hours) and Level 2 Sports course (12 hours total) which are offered by Australian Physiotherapy Association. In addition to contact time, students are expected to complete pre and post course reading tasks as well as practising techniques to achieve required competencies.

Assessment: three 10-minute practical exams (45%), five 1,000-word essays (55%). Students must pass assessment requirements for all courses completed.

Prescribed Reading:

Brunker, P. and Khan, K. *Clinical sports medicine*. 2nd edn, McGraw-Hill Sydney, 2001.

Recommended Reading:

MacAuley, D. and Best, T. (eds) *Evidence-based sports medicine*. BMJ Books, London, 2002.

PTY50PSM PHYSIOLOGY FOR SPORTS & MUSCULOSKELETAL PHYSIOTHERAPISTS (10 CPs Sem. All year. OL.) Mr Ken Niere

This subject aims to improve graduate physiotherapists' knowledge of recent advances in physiology of clinical and theoretical relevance to musculoskeletal and sports physiotherapists. Major emphasis will be placed on pain physiology, the effect of training and injury on muscle tissue and connective tissue reactions to mechanical stress, ageing and repair.

Recommended Prior Studies: Bachelor of Physiotherapy or equivalent.

Class requirements: online lectures and tutorial material equivalent to 26 hours of class contact over the two semesters. Students will have regular contact with the subject co-ordinator via telephone, email or fax.

Assessment: three 1000-word essays (100%).

Recommended Reading:

Boron, W. and Boulpaep, E. *Medical physiology*. Elsevier Science, Yale 2002.

Wall, P. D. and Melzack, R. (eds) *Textbook of pain*. 4th edn, Edinburgh: Churchill Livingstone, 1999.

PTY50RMP READINGS IN MUSCULOSKELETAL PHYSIOTHERAPY (10 CPs Sem. All year. B.) Dr Jenny Keating

In this subject students will develop skills in critically and systematically evaluating research in musculoskeletal physiotherapy. Students are also taught data searching and storing, presentation and writing skills.

Class requirements: 24 hours of lectures and discussion (weeks 1-4 and 9-12) and individual consultation with supervisor.

Assessment: one 2,500-3,000-word written assignment (100%).

Recommended Reading:

Sackett, G. L., Haynes, R. B., Guyatt, G. H. and Tugwell, P. *Clinical epidemiology: a basic science for clinical medicine*. 2nd edn, Boston: Little, Brown and Company, 1991.

Sackett, D. L. et al. *Evidence-based medicine: how to practice and teach EBM*. 2nd edn, Edinburgh: Churchill Livingstone, 2000.
 Portney, L. and Watkins, M. *Foundations of clinical research*. Norwalk: Appleton and Lange, 1993
www.davidmlane.com/hyperstat

PTY50RMS READINGS IN MUSCULOSKELETAL AND SPORTS

PHYSIOTHERAPY (20 CPs Sem. All year. OL.) Dr Jenny Keating

In this subject, students will be given the opportunity to develop skills to critically and systematically evaluate research in musculoskeletal physiotherapy. The subject will mainly be conducted online.

Recommended Prior Studies: Bachelor of Physiotherapy or equivalent.

Class requirements: one 3-hour introductory tutorial which includes a library orientation session at Bundoora Campus. It is anticipated that online activities would be equivalent to 50 hours of classroom contact, in addition to any pre-reading and preparation of assessment tasks. Students will have regular contact with the subject co-ordinator via telephone, email or fax.

Assessment: five 1000-word essays (20% each).

Recommended Reading:

Sackett, G. L., Haynes, R. B., Guyatt, G. H. and Tugwekk, P. *Clinical epidemiology: a basic science for clinical medicine*. 2nd edn, Little, Brown & Co., Boston, 1991.

PTY51RPA ADVANCED READINGS IN PHYSIOTHERAPY A (20 CPs Sem. I. B.) Dr Jenny Keating

In this subject students will expand on knowledge obtained at the undergraduate level by learning advanced skills in retrieving and evaluating the literature in a field of research of relevance to physiotherapy. Emphasis will be placed on evaluating the credibility of conclusions of previous research. Students will gain experience in identifying a specific topic and in writing quality assessments of key papers in their field.

Class requirements: 12 hours of lectures (weeks 1-4), one hour of individual consultation with supervisor per week plus independent study.

Assessment: one 6,000-word written review (100%).

Recommended Reading:

Publication manual. 4th edn, American Psychological Association, Washington, 1995.

Portney, L. and Watkins, M. *Foundations of clinical research*. Norwalk: Appleton and Lange, 1993.

www.york.ac.uk/inst/crd

PTY51RPB ADVANCED READINGS IN PHYSIOTHERAPY B (20 CPs Sem. I. B.) Dr Jenny Keating

In this subject graduate physiotherapists learn to use electronic methods for retrieving literature and for setting up a database of key papers of relevance to the intended research topic. Students have the opportunity to gain advanced skills in evaluating literature. Experience will be obtained in writing a systematic review with the aim of identifying the methodological issues of relevance to the proposed research topic. Students will work closely with an appointed staff member in preparing the systematic review.

Class requirements: 12 hours of lectures and discussion (weeks 1-4), three hours of individual consultation with supervisor per week and independent study.

Assessment: one 6,000 word systematic review (100%). Hurdle requirement: presentation of the methodology used in a key paper of relevance to the proposed topic.

Recommended Reading:

Portney, L., and Watkins, M. *Foundations of clinical research*. Norwalk, Appleton and Lange, 1993.

Publication manual. 4th edn, American Psychological Association, Washington, 1995.

www.york.ac.uk/inst/crd

PTY52ARD ADVANCED RESEARCH DESIGN IN PHYSIOTHERAPY (20 CPs Sem. II. B.) Dr Jenny Keating

In this subject graduate physiotherapists will become familiar with the advantages and disadvantages of various methods for conducting research. Emphasis will be placed on principles of designing feasible and valid research projects of relevance to clinical practice. Students will gain practical experience in analysing and interpreting data from

several simple and complex research designs. Students will work with a supervisor to plan a research project that can be justified on the basis of the relevant literature. Experience will be gained in presenting a research proposal to a peer group and in presenting the proposal in written form. Ethical issues will be considered in planning the study.

Class requirements: one 3-hour individual consultation with supervisor and independent study per week; attendance at all School of Physiotherapy postgraduate program seminars (two hours once per month).

Assessment: one 20-minute class presentation (25%), one 5,000-word written assignment (75%). Hurdle requirement: students must pass the class presentation to complete this subject.

Recommended Reading:

Norman, G. R. and Streiner, D. L. *Biostatistics: the bare essentials*. St Louis: Mosby, 1994.

Publication manual 4th edn, American Psychological Association, Washington, 1995.

Coakes, S. J., and Steed, L. G. *SPSS for Windows*. Brisbane, John Wiley and Sons, 1996.

PTY52RDM RESEARCH DESIGN IN MUSCULOSKELETAL

PHYSIOTHERAPY (10 CPs Sem. All year. B.) Dr Jenny Keating

In this subject it requires postgraduate physiotherapists to review the principles of research design, especially as they apply to musculoskeletal research. Students investigate a variety of approaches to research and data analysis in the clinical context. A research proposal, and its justification, are prepared under supervision.

Class requirements: one hour of lectures, discussion, and individual consultation with supervisor per week.

Assessment: one 2,000-3,000-word written assignment (70%), preparation and delivery of an electronic tutorial teaching a data analysis method (30%).

Recommended Reading:

Sackett, D. L. et al. *Evidence-based medicine: how to practice and teach EBM*. 2nd edn, Edinburgh: Churchill Livingstone, 2000.

Portney, L. and Watkins, M. *Foundations of clinical research*. Norwalk: Appleton and Lange, 1993.

www.davidmlane.com/hyperstat

PTY60THF PHYSIOTHERAPY PROFESSIONAL DOCTORATE THESIS (120

CPs Sem. All year. B.) Dr Jenny Keating

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

PTY60THP PHYSIOTHERAPY PROFESSIONAL DOCTORATE THESIS (60

CPs Sem. All year. B.) Dr Jenny Keating

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

PTY61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) Dr Jenny Keating

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

PTY61RPR SYSTEMATIC REVIEW AND EVALUATION OF**PHYSIOTHERAPY RESEARCH** (30 CPs Sem. I. B.) *Dr Jenny Keating*

Offer is subject to sufficient enrolments. In this subject, physiotherapists critically evaluate clinical practices and beliefs. Students read and evaluate research into interventions or assessments utilised by physiotherapists. Students search for information using sophisticated search strategies to identify relevant information about physiotherapy practices. Students evaluate research reports using standardised methods, evaluate research validity using predetermined criteria, synthesise results of comparable studies and summarise results in a format that advises physiotherapy practice and is suitable for publication. Students will spend approximately 80% of their time in information retrieval, assessment, analysis, synthesis, manuscript construction and individual consultation with their supervisor

Class requirements: one 2-hour lecture per week, five 2-hour seminars per week (weeks 9-13) and 2.5 hours per week of computer based information searching (weeks 1-12).

Assessment: one 6,500-word assignment (75%), one 30-minute oral presentation at a seminar (25%).

Recommended Reading:

University of York *Physiotherapists to read the following website:*
www.york.ac.uk/inst/crd/report4.htm

PTY62CEB CLINICAL EVALUATION A (30 CPs Sem. II. B.) *Dr Jenny*

Keating

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper or conference paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

SWP41RUH RURAL HEALTH (15 CPs Sem. I. WO.) *Dr Guinever Threlkeld*

Despite popular images of rural life as wholesome and healthy, rural and remote area dwellers face significant health problems that are sometimes markedly different from those of urban people. In particular, health risks, access to health services and attraction and retention of professional staff are of great importance outside the major Australian cities. The subject aims to equip students to evaluate rural and remote health needs and service design issues, examine the policy frameworks and groups active in rural health, and develop practical strategies for addressing the problems identified.

Class requirements: 39 hours.

Assessment: one 20-minute class presentation (20%), one 3,000-word essay (80%).

SWP42RSU RURAL SUICIDE (15 CPs Sem. II. WO.) *Co-ordinator to be*

advised.

Not available in 2004.

SWP42SBM SMALL BUSINESS MANAGEMENT FOR HEALTH**PROFESSIONALS** (15 CPs Sem. II. WO.) *Ms Dianne McGrath*

Offer is subject to sufficient enrolment. In this subject students are provided entry level skills in small business management for the health professional. The areas covered include marketing; starting your own business; business planning; financial management; legal issues, record keeping and taxation; and customer service. The subject is assessed through practical exercises leading to the completion of a business plan, and throughout the subject case study material will be drawn from the area of professional practice to illustrate small business management principles.

Class requirements: equivalent to 39 hours of lectures.

Assessment: one 3,000-word assignment (80%), one 20-minute class presentation (20%).

SWP51ASD ADVANCED SOCIAL WORK FOR DEVELOPING COUNTRIES

(30 CPs Sem. I. B.) *Mr Bill Healy*

Not available in 2004.

SWP51ASR ADVANCED SOCIAL WORK RESEARCH (30 CPs Sem. I. B., BE.)

B: Dr Martin Ryan, BE: Dr Jennifer Lehmann

Students prepare to develop and undertake a research study that will constitute the minor thesis for the Master of Social Work degree. This subject provides an overview of social work research planning and implementation and examines particular research methods. It introduces students to qualitative and quantitative analysis, including computer applications. The assessment for the subject requires the preparation and presentation of a research proposal for a possible thesis topic.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: research proposal equivalent to 5,000 words (75%), one class presentation equivalent to 2,500-words (25%).

SWP51ATA ADVANCED SOCIAL WORK THEORY AND PRACTICE A (30

CPs Sem. I. B.) *Mr Bill Healy*

Offer is subject to sufficient enrolment. Intensive seminars are used to improve participants' practice by developing a more informed and dynamic relationship between theory and practice experiences. Using a reflective approach, participants present actual experiences to the class group, who challenge and uncover the guiding theoretical assumptions. Participants thus develop a more coherent practice through refining their practice theory.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one class presentation equivalent to 2,500 words (25%), one 5,000-word essay (75%).

SWP51IFM INFORMATION & FINANCIAL MANAGEMENT (30 CPs Sem. I.

WO.) *Dr Guinever Threlkeld*

Offer is subject to sufficient enrolment. Students are introduced to basic management of information and financial principles, concepts and techniques within a human services management context. The subject provides tools of analysis and techniques for introductory financial and management accounting within human services. It also introduces students to issues in the application of information technology in human service organisations.

Incompatible subject: SWP52IFM.

Class requirements: one 3-hour lecture/seminar per week and three hours of independent computer work.

Assessment: one web page design for a human service agency equivalent to 3,750 words (50%), one 3,750-word essay (50%).

SWP51SDE SOCIAL DEVELOPMENT A (30 CPs Sem. I. B.) *Ms Margarita*

Frederico

Not available in 2004.

SWP51SSD SOCIAL SERVICE DELIVERY IN DEVELOPING COUNTRIES

(30 CPs Sem. I. B.) *Ms Margarita Frederico*

Not available in 2004.

SWP51SWM SOCIAL WELFARE MANAGEMENT A (30 CPs Sem. I. B., BE.,

WO.) *B: Ms Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr*

Guinever Threlkeld

Not offered at Albury-Wodonga in 2004. Offer is subject to sufficient enrolment. In this subject theories of organisations and specific characteristics of human service organisations and the structure and leadership of such organisations are considered. The subject will address the issue of managing the organisation environment in times of change, and explore processes in relation to strategic management of human service organisations.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one 5,500-word essay (75%), one 2,000-word class assignment (25%).

SWP51THS SOCIAL WORK THESIS (30 CPs Sem. I. B., BE., WO.) *B: Ms*

Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever

Threlkeld

The minor thesis requires the completion of a project on an approved topic under the supervision of an appointed supervisor. Each thesis should be approximately 15,000 words in length and is normally undertaken over a period of six months full-time equivalent. Candidates are required to demonstrate the ability to conduct a research program and a command of the knowledge and skills pertinent to the area of investigation and, where appropriate, to

demonstrate a critical appreciation and understanding of the relationship of their own work to that of others.

Class requirements: equivalent to 48 hours.

Assessment: One 15,000-word thesis (100%).

SWP52ASR ADVANCED SOCIAL WORK RESEARCH (30 CPs Sem. II. WO.)

Dr Guinever Threlkeld

Students prepare to develop and undertake a research study that will constitute the minor thesis for the Master of Social Work degree. This subject provides an overview of social work research planning and implementation and examines particular research methods. It introduces students to qualitative and quantitative analysis, including computer applications. The assessment for the subject requires the preparation and presentation of a research proposal for a possible thesis topic.

Incompatible subject: SWP51ASR.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: research proposal equivalent to 5,000 words (75%), one class presentation equivalent to 2,500 words (25%).

SWP52ATB ADVANCED SOCIAL WORK THEORY AND PRACTICE B (30

CPs Sem. II. B.) *Mr Bill Healy*

Offer is subject to sufficient enrolment. A seminar format is used to systematically review and evaluate contemporary theories of practice and research relevant to advanced social work practice in the current policy and program contexts. Students enhance their understandings of practice knowledge, values and skill issues that arise in the context of issues such as privatisation, new managerialism and economic rationalism. Specific attention is paid to linking practice with research possibilities.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one (1,500-word equivalent) class presentation (15%), one (1,000-word equivalent) class presentation (10%), one 5,000-word essay (75%).

SWP52CAS CONTEXTS OF ADVANCED SOCIAL WORK PRACTICE (30 CPs

Sem. II. B.) *Mr David Green*

Offer is subject to sufficient enrolment. Public policy developments have, over the past decade, increasingly shifted health and welfare delivery to community settings. These devolved, dispersed and localised programs, driven by complex policies and economic imperatives, require a range of knowledge and skills for which most practitioners are ill-prepared. Students in this subject draw on their practice experiences and relevant literature to develop a more rigorous appreciation of the new imperatives for work in these settings.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one class presentation equivalent to 1,500 words (20%), one 6,000-word essay (80%).

SWP52HSM HUMAN SERVICE MANAGEMENT IN DEVELOPING

COUNTRIES (30 CPs Sem. II. B.) *Ms Margarita Frederico*

Offer is subject to sufficient enrolment. In this subject students will explore theories of organisation and management as they apply to the management of human service organisations (both government and NGOs) in developing countries, particularly in the Asia-Pacific region. Particular attention will be given to strategic management and leadership in such organisations in these contexts.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one 6,000-word essay (85%), one presentation equivalent to 1,500-words (15%).

Recommended Reading:

Analoui, F. (ed.) *Effective human resource management: a challenge for developing countries*. Ashgate, 1999.

Austin, J. *Managing in developing countries: strategic analysis and operating techniques*. Free Press, 1990.

Cusworth, J. and Franks, T. (eds) *Managing projects in developing countries*. J. Wiley and Sons, 1993.

SWP52IFM INFORMATION AND FINANCIAL MANAGEMENT (30 CPs Sem.

II. BE.) *Dr Jennifer Lehmann*

Offer is subject to sufficient enrolment. Students are introduced to basic management of information and financial principles, concepts and techniques within a human services management context. The subject provides tools of analysis and techniques for introductory

financial and management accounting within human services. It also introduces students to issues in the application of information technology in human service organisations.

Class requirements: one 3-hour lecture/seminar per week and three hours of independent computer work.

Assessment: one web page design for a human service agency equivalent to 3,750 words (50%), one 3,750-word essay (50%).

SWP52SDE SOCIAL DEVELOPMENT B (30 CPs Sem. II. B.) *Ms Margarita*

Frederico

Not available in 2004.

SWP52SPD SOCIAL POLICY FOR DEVELOPING COUNTRIES (30 CPs Sem.

II. B.) *Ms Margarita Frederico*

Not available in 2004.

SWP52SWM SOCIAL WELFARE MANAGEMENT B (30 CPs Sem. II. B., BE.,

WO.) *B: Ms Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever Threlkeld*

Not offered at Albury-Wodonga in 2004. Offer is subject to sufficient enrolments. Students explore theory and processes in relation to strategic management in human service organisations. The current environment in which organisations operate is considered, including changing social and economic conditions, economic rationalism and competitive tendering. The way in which relevant policies and changes to these policies affect human service organisations is explored, drawing on policy analysis and an understanding of the policy process. Students have the opportunity to apply this content to case studies involving strategic management and the development and relationship of strategy planning and business plans.

Class requirements: one 2-hour lecture/seminar per week.

Assessment: two 3,750-word essays/case studies (50% each).

SWP52THS SOCIAL WORK THESIS (30 CPs Sem. II. B., BE., WO.) *B: Ms*

Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever Threlkeld

The minor thesis requires the completion of a project on an approved topic under the supervision of an appointed supervisor. Each thesis should be approximately 15,000 words in length and is normally undertaken over a period of six months full-time equivalent.

Candidates are required to demonstrate the ability to conduct a research program and a command of the knowledge and skills pertinent to the area of investigation and, where appropriate, to demonstrate a critical appreciation and understanding of the relationship of their own work to that of others.

Class requirements: equivalent to 48 hours.

Assessment: One 15,000-word thesis (100%).

SWP60THF SOCIAL WORK PROFESSIONAL DOCTORATE THESIS (120 CPs

Sem. All year. B.) *Ms Margarita Frederico*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a full-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

SWP60THP SOCIAL WORK PROFESSIONAL DOCTORATE THESIS (60 CPs

Sem. All year. B.) *Ms Margarita Frederico*

This subject is the thesis component of a professional doctorate. Professional doctorate students who wish to be enrolled on a part-time basis should enrol in this subject. It is expected that the thesis topic will be relevant to the profession in which the student works. The degree of rigour and intellectual standing is the same as that of a PhD but not as extensive in scope.

Class requirements: regular contact with a supervisor.

Assessment: one 40,000-50,000-word thesis (100%).

SWP61CEA CLINICAL EVALUATION A (30 CPs Sem. I. B.) *Ms Margarita*

Frederico

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could

include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

SWP62CEB CLINICAL EVALUATION B (30 CPs Sem. II. B.) *Ms Margarita*

Frederico

This is an individually negotiated program that involves experience with and evaluation of contemporary clinical practice. Issues could include quality measurement, best practice, benchmarking clinical assessment tools, clinical decision making, or development and evaluation of new and innovative treatment programs.

Class requirements: negotiated clinical observation or practicum, one or two days of seminars/class presentation plus independent work as negotiated.

Assessment: one seminar presentation and seminar paper to the equivalent of 5,000-6,000 words (100%). Hurdle requirement: individually negotiated assessment of clinical practice.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Enquiries: Faculty Office, Level 3, Humanities 3 Building
Tel: (03) 9479 2023
Email: lhuss@latrobe.edu.au

Faculty Office – enquiries

All enquiries and requests for applications for coursework degrees by both current and prospective students should be directed to the Faculty Enquiries Office between 10.00 am and 4.00 pm, Monday to Friday, Humanities 3 building, Level 3.

International students

Admission of international students is co-ordinated by the University's International Programs Office. For information on application procedures, accommodation, visa requirements, fees, etc. contact the office on (03) 9479 1199, or write to International Programs Office, La Trobe University, Victoria, 3086, Australia.

Postgraduate courses and entry requirements

- Doctor of Philosophy
- Graduate Certificate in Humanities and Social Sciences ²
- Graduate Certificate in Journalism ²
- Graduate Certificate in Media Studies ²
- Graduate Diploma in Art History ²
- Graduate Diploma in Development Studies ²
- Graduate Diploma in Humanities and Social Sciences ²
- Graduate Diploma in International and Asian Politics ²
- Graduate Diploma in Journalism ²
- Graduate Diploma in Media Studies ²
- Graduate Diploma in Professional Writing and Speech ²
- Master of Arts by Research
- Master of Archaeology ²
- Master of Arts in Cinema Studies by Coursework ²
- Master of Arts in English by Coursework ²
- Master of Arts in Greek Studies by Coursework ²
- Master of Arts in Media Studies by Coursework ²
- Master of Arts in Gender, Sexuality and Diversity Studies by Coursework ²
- Master of International Policy Studies ²
- Master of Linguistics ^{1,2}
- Postgraduate Diploma in Archaeology ²
- Postgraduate Diploma in Cinema Studies ²
- Postgraduate Diploma in Media Studies ²

Postgraduate Education programs

- Doctor of Philosophy
- Doctor of Education
- Masters research programs
- Masters coursework programs²
- Pre-service Teacher Education
- Specialist Graduate Certificates²
- Specialist Graduate and Postgraduate Diplomas²

Please refer to the Education section for details of the above programs.

Key: ¹ Not available in 2004.

² Fee-paying course.

Graduate diplomas

Graduate diplomas are coursework programs normally of one year full-time duration or the part-time equivalent, which provide the opportunity for students to specialise in a particular field of interest. Subjects may be selected from existing pass degree subjects, or from a combination of pass degree and fourth-year subjects in the target area. While these graduate diplomas provide an opportunity for students to extend their knowledge in the selected area, they do not satisfy entry requirements to a higher degree. Depending on the subjects studied and results gained, they may be used to satisfy entry to honours. The Graduate Diploma in Humanities and Social Services is offered at the Bundoora and Albury-Wodonga campuses. The range of subjects at Albury-Wodonga is limited.

Note: Please refer to the Education section for details of specific requirements of graduate certificates and graduate diplomas in Education programs.

Entry requirements

Admission to a graduate diploma normally requires the completion of a pass degree of at least three years full-time duration. In certain cases, a major in a specific discipline may be required.

Entry requirements for the specialised graduate diplomas are outlined below under Disciplines and Areas of Study.

Graduate Certificate in Humanities and Social Sciences (HUSCHSS)

Graduate Diploma in Humanities and Social Sciences (HUSGHSS)

Entry requirements

Admission to the Graduate Certificate and Graduate Diploma in Humanities and Social Sciences normally requires the completion of a pass degree of at least three years full-time duration.

Course structure and duration

The graduate diploma course consists of subjects to a total value of at least 120 credit points. At least 40 credit points must be at or above third-year level and no more than 30 credit points may be at first-year level.

The graduate certificate course consists of subjects to the value of 60 credit points. No more than 30 credit points may be at first year level. Students should note that they must have satisfied the prerequisite requirements for second and third-year subjects if they wish to complete the course in one year. Students who have not completed the prerequisites for second and third year are required to study the course part-time. If a student does not have the prerequisite subjects, he/she should contact the relevant department before applying. Students studying languages may normally expect to study part-time over two to three years as language study is strictly sequential. Credit towards the graduate diploma is not normally granted for subjects completed as part of another course.

Subject details

Refer to the subject details listed in the Undergraduate volume of the University's *Handbook*.

Postgraduate diplomas

Postgraduate diplomas normally consist of subjects at fourth or honours-year level in a specific discipline or area. The course is normally of one year's full-time duration or part-time equivalent. The postgraduate diplomas offered by the Faculty may articulate with a Master of Arts by coursework program in the discipline.

Entry requirements

Applicants should have a bachelor degree in a relevant discipline, usually with at least a B average in the relevant discipline, or in a closely related discipline. Specific entry requirements for each postgraduate diploma are outlined below, under the appropriate program of study.

Masters degrees by coursework

Masters degrees by coursework are usually of one years' full-time duration, or may be studied part-time, normally up to four years. They offer the opportunity for advanced study in a particular field or related fields. Students must ensure before enrolling that supervision is available for their selected minor thesis topic.

These courses comprise a combination of coursework subjects, sometimes including core subjects, and a minor thesis of approximately 12,000 to 15,000 words. Students who satisfactorily complete a masters degree by coursework may apply for admission to a PhD. Refer to the discipline entries for details of individual programs.

Entry requirements

Admission to the masters degree by coursework normally requires:

- the satisfactory completion of an honours degree of at least four years full-time duration with at least an H2A result in the relevant discipline, or
- the satisfactory completion of a postgraduate diploma in the relevant discipline with at least a B-average result, or

- the completion of a Master of Arts (Preliminary) course with at least an H2A grade in the relevant discipline.

All enquiries and requests for applications for coursework degrees should be directed to the Faculty Enquiries Office.

Masters degrees by research and Doctor of Philosophy – Bundoora and Albury-Wodonga

In the first instance all enquiries about masters and PhD candidature should be directed to the postgraduate co-ordinator of the relevant discipline, at the relevant campus.

Masters and doctoral candidature is available in most of the Faculty's disciplines and areas of study. At Albury-Wodonga there are fewer disciplines offered. The distinction between PhD and masters is based on the scope and quality of the research effort. A good way to ascertain this distinction is to look at past theses.

The thesis for a research masters degree must not normally exceed 40,000 words. The thesis for a PhD must not exceed 100,000 words and is recommended normally not to exceed 75,000 words.

Candidature for the masters degree is from one to two years full-time, or one to four years part-time. For the PhD candidature it is 2.5 years minimum and four years maximum full-time, or three years minimum and eight years maximum part-time.

See the appropriate discipline entries for individual requirements. Masters candidature may be transferred to PhD candidature if the work completed is judged to be of sufficient scope and merit.

Prospective candidates should contact the postgraduate co-ordinator of the relevant school or department before making formal application. Application forms may be obtained from the relevant postgraduate co-ordinator or the school/departmental office.

Students should consult the 'Information for supervisors and candidates for higher degrees by research' available from the University's Research and Graduate Studies Office or on the internet at: www.latrobe.edu.au/. Full administrative details of MA and PhD degrees are found in University Regulations, a copy of the relevant sections of these may be consulted at the University library. Regulations are sometimes amended and the most up-to-date information can be obtained from the University's Research and Graduate Studies Office.

Note: please refer to the Education section for details of research programs in Education.

Master of Arts by Research (HUMAR)

Entry requirements

Admission to the Master of Arts by research normally requires either:

- (a) the satisfactory completion of an honours degree of at least four years full-time duration with at least an H2A result in the relevant discipline, or
- (b) the completion of a masters preliminary course with at least an H2A result in the relevant discipline, or
- (c) a qualification of this University or a recognised tertiary institution which is deemed by the University's Higher Degrees Committee (HDC) to be equivalent to the qualification specified in (a) or (b) above, or
- (d) a pass degree strengthened by additional qualifications or the demonstrated possession of research skills or publications of an especially meritorious nature, approved by the HDC as an acceptable basis for admission to candidature.

Doctor of Philosophy (PhD) (HUPHD)

Entry requirements

Applicants for candidature should:

- (a) have graduated with or qualified for the degree of master with a dissertation demonstrating an ability to undertake research at doctoral level, or
- (b) have graduated with or qualified for an honours degree at first-class or upper second-class division with a dissertation demonstrating the ability to undertake research at doctoral level, or
- (c) hold qualifications and/or have demonstrated skills, experience, research or publications which in the opinion of the Higher Degrees Committee are considered to be at least equivalent to, or are a satisfactory substitute for, any of the qualifications described in (a) and (b) above.

A candidate for the degree of master is eligible to apply for PhD candidature if he or she holds one of the qualifications described above and has completed a substantial proportion of the masters research (e.g., two thesis chapters) which has been assessed by an independent person as demonstrating the capacity to undertake research at the PhD level, and has been enrolled for the degree of master for not less than twelve months equivalent full-time. Students wishing to upgrade must apply before 18 months full-time equivalent of their Masters course has been completed.

Human research ethics approval

All research projects involving human participants as subjects must have ethics approval. The Faculty's Human Ethics Committee, a sub-committee of the University's Human Ethics Committee, considers all requests for approval, some of which may be referred to the University committee. Guidelines and application forms to obtain approval for such research can be obtained from the Faculty Enquiries Office.

Financial assistance and fees payable

Coursework degrees course fees

Course fees are payable for all graduate and postgraduate diplomas and masters by coursework programs, and details are provided with the application kit. Where course fees are payable, students are not liable for the Higher Education Contribution Scheme (HECS). For further information concerning course fees contact the Faculty Enquiries Office.

Postgraduate Education Loans Scheme (PELS)

Students liable for up-front course fees can take part in the Postgraduate Education Loans Scheme (PELS). Under this scheme the government provides an interest free loan to students to pay their coursework fees. Students repay their loan through the taxation system once their income reaches the minimum threshold for compulsory repayment. The scheme is available for all commencing and continuing postgraduate coursework students.

General service fee

The general service fee is payable upon enrolment each year. The fee depends on individual course load, with a maximum in 2003 of \$355 for full-time study.

Research degrees financial assistance

The main forms of financial support for higher degree research students are the Australian Postgraduate Award (APA) and the La Trobe University Postgraduate Research Scholarship (LTUPRS). There is provision on the candidature application form to indicate whether the applicant wishes to apply for an award.

As there is considerable competition for awards, applicants with a first-class honours result or equivalent are more likely to be successful. More detailed information concerning eligibility and conditions of awards is provided in the application kit obtainable from the University's Research and Graduate Studies Office, tel: (03) 9479 1580 or (03) 9479 2971.

Australian Postgraduate Awards (APA)

The Australian government offers a number of awards to students undertaking full-time research degrees. Applicants must be Australian citizens or have completed one year of residence in Australia prior to the closing date of application. Awards are made according to academic merit. The closing date for applications is 31 October.

La Trobe University Postgraduate Research Scholarships (LTUPRS)

These scholarships are available normally for full-time research masters or PhD candidates. As with the APAs these scholarships are competitive and are based on academic merit. The closing date for applications is 31 October for Australian and New Zealand citizens and 30 September for other applicants.

Faculty research grants

Research candidates may apply to the Faculty's Research and Graduate Studies Committee for funding to support their research, for example interstate or overseas travel required for fieldwork or investigation. Applications are competitive.

Other awards and scholarships

The University's Research and Graduate Studies Office (RGSO), located on Level 2, David Myers building, has details on a comprehensive range of awards and scholarships, tel: (03) 9479 2971 or (03) 9479 1580. Information on a broad range of grants and fellowships is also available through the RGSO website: www.latrobe.edu.au/rgso/research/grants.htm

Scholarships are not currently available for students enrolled in masters by coursework programs.

Student services and facilities

Postgraduate rooms

The Faculty has set up a number of postgraduate rooms providing shared accommodation for research students. Facilities include desks and access to telephones, computer equipment, and printers. In addition, some schools have allocated offices for postgraduate students.

Computers

Postgraduate students within the Faculty have access, through the Faculty's computer laboratory, to the latest computing equipment. Connections to the internet and OPAC (the international library information system) give students continuous access to a world-wide source of information.

A computer officer is available to assist students to make the most of the resources at their disposal. The Faculty provides both Macintosh and PC computers. Students have access to the University's computer study hall and to the computer facilities in the Union. Both of these contain PC and Macintosh machines with internet facilities.

Aboriginal Studies

Enquiries: (03) 9479 2023

Aboriginal Studies is offered as an interdisciplinary program, and interdisciplinary research is encouraged. Thesis topics at honours and postgraduate level frequently involve more than one subject area, and students can expect to have a principal supervisor and at least one co-supervisor. The University has a program of seminars in indigenous issues given by its own researchers and by visiting scholars. The Aboriginal Liaison Officer organises these programs and also encourages and supports greater Aboriginal involvement in all University activities. The Aboriginal and Torres Strait Islander Access and Participation Advisory Committee has input both from Koori students on campus and from the Koori community.

Principal areas of specialisation

Principal areas of specialisation are: anthropology, archaeology, art history, biological sciences, health sciences, history, legal studies, linguistics, literature, politics, religious studies and sociology.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Anthropology

Program Convenor: Dr John Morton

Postgraduate Co-ordinator: Dr Trevor Hogan

Enquiries: (03) 9479 1116

Anthropology is the study of humanity with a focus on cultural diversity. Using a range of theoretical perspectives and research methods from fieldwork and discourse analysis, anthropologists attempt to understand, appreciate and explain cultural differences and similarities. The ultimate intellectual aim is to develop a more informed and critical outlook on one's own culture and in the process achieve a better understanding of what it is that makes us human. While anthropologists are renowned for their studies of such exotic practices as witchcraft and cannibalism, they are today more interested in familiar and everyday issues such as gender inequality, ecology, the impact of globalisation, information technology and development, identity politics and childhood experiences. The subjects offered reflect this diversity of interests. The program is structured to provide students specialising in anthropology with an understanding of core concepts and basic research methods.

Principal areas of specialisation

Principal areas of specialisation are: Australia, Asia and the Pacific rim, gender, family, religion, social anthropology, aboriginal anthropology, ecology and society, community studies, comparative studies of other societies, developing societies, psychological anthropology, sociology of culture, childhood and society and many others.

Research programs

- Master of Arts
- Doctor of Philosophy

Archaeology

Enquiries: (03) 9479 2385

The Archaeology program welcomes applications from suitably qualified people who wish to undertake study for a research higher degree, a Graduate Diploma in Humanities and Social Sciences, a Postgraduate Diploma in Archaeology, or a Master of Archaeology by Coursework.

Scholarships (either APA or LTUPRS) are available to students undertaking research degrees, and funds are available through the Faculty to support research undertaken by graduate students, and to supplement funds derived from outside grant agencies in Australia and overseas.

The Archaeology program was established in 1976 and currently offers tuition and supervision in a range of areas. Several major research projects have been fostered in areas as diverse as hunter-gatherer archaeology, historical archaeology, the archaeology of early village life, and the archaeology of complex societies. The program is a founder member of the Victorian Centre for the History and Philosophy of Science, and the University is affiliated with the Australian Archaeological Institute at Athens, the Institut du Quaternaire, Bordeaux University, France, the Institute of Archaeology, Chinese Academy of Social Sciences (Beijing, China), the Department of Archaeology, University of Calgary, Canada, the Archaeological Research Unit, the University of Cyprus and the Shaanxi Archaeological Institute (Xian, China).

All staff members have active research in progress in areas such as in the Turkana Basin of Kenya, Cyprus, Melbourne, Jordan Valley, France, Greece, China, Mexico, North Queensland and Victoria.

Principal areas of specialisation

Principal areas of specialisation are: the archaeology of Australia and the Pacific, Africa during the Palaeolithic, South West Asia and the Mediterranean, historical archaeology, archaeological theory (history, philosophy and sociology of archaeology), lithic analysis, geoarchaeology, the archaeology of Ancient China, the archaeology of Ancient Mexico, and zooarchaeology.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Postgraduate Diploma in Archaeology
- Master of Archaeology by Coursework

Research programs

- Master of Arts
- Doctor of Philosophy

Postgraduate Diploma in Archaeology (HUSPA)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Enquiries: (03) 9479 2385

This new one-year diploma course enables graduates to enrol for further studies in archaeology. The Postgraduate Diploma in Archaeology allows graduates to develop appropriate skills by providing formal training in archaeology. It is not necessarily designed for vocational purposes and will be of value to teachers dealing with ancient societies and to those with a general interest in archaeology. The course is offered in conjunction with the Master of Archaeology serving as the first part of a two-year program of study for students who do not already have an honours degree or an appropriate background in archaeology.

Duration

One year full-time, or two to three years part-time.

Admission requirements

Applicants are required to have completed a bachelor degree of at least three years duration with a minimum B average in an archaeology major or other compatible major, or an equivalent qualification as approved by the course co-ordinator.

Course requirements

Students are required to pass six 20-credit point fourth-year archaeology subjects to complete the postgraduate diploma. There are two core subjects which students must include in their six subject choices. These are:

- *Issues in Contemporary Archaeology* ARC41ICA and
- *Practical Archaeology* ARC41PRA

The four elective subjects are chosen from those listed under the Master of Archaeology by coursework below.

Master of Archaeology by Coursework (HUSMA)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Enquiries: (03) 9479 2385

This course is intended for archaeology honours graduates or those who have completed a Postgraduate Diploma in Archaeology and who wish to continue with higher level studies in archaeology. While the course is general rather than vocationally oriented, it will be of use to students wishing to pursue careers in archaeology in either public sector heritage service departments or in private consulting.

Duration

One year full-time, or two to three years part-time.

Admission requirements

Applicants are required to have completed a four-year honours degree, a Master of Arts (Preliminary) with at least an H2A result in archaeology, the Postgraduate Diploma in Archaeology with at least a B average, or an equivalent qualification.

Course requirements

Students are required to complete three 20-credit point fifth-year level subjects from those listed below and a 15,000-word research thesis worth 60 credit points, ARC5THE.

Fourth and fifth-year subjects

20 credit points

Semester

| | | |
|---|---|-------------------|
| 1 | Analysis of Archaeological Materials | ARC41AAA |
| 1 | Archaeological Heritage Management ¹ | ARC41AHM/ARC51AHM |
| 1 | Archaeology of the Recent Past | ARC41REC/ARC51REC |
| 1 | Australian Archaeology | ARC41AUS/ARC51AUS |
| 1 | Issues in Contemporary Archaeology | ARC41ICA/ARC51ICA |
| 1 | Practical Archaeology | ARC41PRA/ARC51PRA |
| 1 | Reading Course A | ARC41RCA/ARC51RCA |
| 2 | Ancient Asian Civilisation | ARC42AAC/ARC52AAC |
| 2 | Archaeology of Mesoamerica | ARC42AMA/ARC52AMA |
| 2 | Archaeology of the Eastern Mediterranean | ARC42AEM/ARC52AEM |
| 2 | Prehistoric Archaeology of Africa | ARC42PAA |
| 2 | Reading Course B | ARC42RCB/ARC52RCB |
| 2 | Understanding Archaeological Research | ARC42UAR/ARC52UAR |

Key: ¹ Not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

ARC41AAA ANALYSIS OF ARCHAEOLOGICAL MATERIALS (20 CPs Sem. I. B.) Co-ordinator to be advised

Material objects, their associations and their context, are the archaeologist's primary sources of information about the past. The ideas used to decode the meanings embedded in collections of objects encompass all the major theoretical positions that archaeologists have ever explored. This subject reviews the range of problems that archaeologists investigate using the material record, together with the theoretical and methodological tools they use to generate information from them. Students are encouraged to identify a category of material remains relating to their particular research interests and to acquire the skills needed to identify, describe, analyse and interpret those

particular objects. This is accompanied by discussion of how to design and interrogate large databases and how to interpret the results of those data manipulations.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology, or Master of Heritage Management.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 5,000-word project/essay (100%). Fifth-year students will be expected to show greater achievement of discipline-specific skills in their written work than fourth-year students.

Recommended reading:

Clutton-Brock, J. *A natural history of domesticated mammals*. 2nd edn, Cambridge University Press, 1999.

Cosgrove, R. *Hands of time (CD)*. La Trobe University, 1999.

ARC41AHM ARCHAEOLOGICAL HERITAGE MANAGEMENT (20 CPs Sem. I. B.) Co-ordinator to be advised

This subject is offered at fifth-year level also.

Not available in 2004.

ARC41AUS AUSTRALIAN ARCHAEOLOGY (20 CPs Sem. I. B.) Dr David Frankel

This subject is offered at fifth-year level also.

This subject examines a range of issues in the archaeological study of the long history of Indigenous occupation of Australia. Students will examine current ideas and debates based on a blending of archaeological, ethno-historical and environmental evidence. The types of data and problems available vary through time and from region to region. Conflicting explanations and ways of understanding the archaeological record of changes in technology, land-use, economy and social relationships will be analysed, and the role of environmental factors in prehistoric adaptations assessed.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 3,000-word essay (60%), one 2,000-word project (40%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Preliminary Reading:

Flood, J. *Archaeology of the Dreamtime*. rev. edn, Harper Collins, 1999.

Prescribed Reading:

Mulvaney, J. and Kamminga, J. *Prehistory of Australia*. Allen and Unwin, 1999.

Recommended Reading:

Murray, T. (ed.) *Archaeology of Aboriginal Australia*. Allen and Unwin, 1998.

Allen, J. and O'Connell, J. 'Transitions: Pleistocene to Holocene in Australia and Papua New Guinea' in *Antiquity*. Vol. 69, Special Number 265, 1995.

ARC41ICA ISSUES IN CONTEMPORARY ARCHAEOLOGY (20 CPs Sem. I. B.)

Dr Phillip Edwards

This subject is offered at fifth-year level also.

In the subject we will revisit some major and enduring issues in contemporary archaeology and address some of the research and writing skills involved in professional practice. The subject forms a bridge between the structured world of undergraduate learning and the more individualistic spheres of postgraduate research and employment in public archaeology. This subject requires the student to develop the initiative required to cross from one realm to the other. Seminar-style classes place strong emphasis on student participation.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: one 3-hour seminar per week.

Assessment: two 1,000-word literature reviews (40%), one 3,000-word essay (60%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

ARC41PRA PRACTICAL ARCHAEOLOGY (20 CPs Sem. I. B.) *Dr Susan**Lawrence**This subject is offered at fifth-year level also.*

Students focus on the techniques of field archaeology and concentrate on acquiring skills used in the survey and recording of archaeological sites and landscapes. Approaches to site excavation are also considered and assessed. Students will be introduced to a range of methods including tape and compass, theodolites and global positioning systems. Emphasis is placed on the building of interpretive links between theory and fieldwork.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: one 3-hour seminar per week.

Assessment: one 3,800-word project (50%), one 1,000 fieldwork report (30%), one 100-word surveying exercise (10%), one 100-word surveying exercise (10%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Prescribed Reading:

Connah, G. (ed.) *Australian field archaeology: a guide to techniques*. Australian Institute of Aboriginal Studies, 1983.

Recommended Reading:

Banning, E. B. *The archaeological laboratory: the analysis of archaeological data*. Kluwer Academic, 2000.

ARC41RCA READING COURSE A (20 CPs Sem. I. B.) *Co-ordinator to be**advised**This subject is offered at fifth-year level also.*

The subject is designed to allow students to undertake an independent piece of research. It may only be taken by selected students who will work under supervision of a member of staff.

Prerequisite: program co-ordinator's approval.

Class requirements: weekly supervision sessions.

Assessment: one 5,000-word essay (100%).

ARC41REC ARCHAEOLOGY OF THE RECENT PAST (20 CPs Sem. I. B.) *Dr**Susan Lawrence**This subject is offered at fifth-year level also.*

The archaeological record of the past 500 years of world history provides a significant source of evidence for exploring issues of relevance to modern society. Themes considered include European expansion, global trade and communication networks, cross-cultural exchange, capitalism, and the development of colonial and post-colonial societies such as Australia. Students are introduced to skills and perspectives necessary to understanding the archaeology of the last 200 years in Victoria.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: one 3-hour seminar per week..

Assessment: one 1,000-word literature review (20%), one 1,500-word essay (35%), one 2,500-word project (45%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Recommended Reading:

Funari, P. et al. (eds) *A historical archaeology: back from the edge*. Routledge, 1999.

Orser, C. *Historical archaeology of the modern world*. Plenum, 1996.

Tarlow, S. and West, S. (eds) *The familiar past*. Routledge, 1998.

ARC42AAC ANCIENT ASIAN CIVILISATIONS (20 CPs Sem. II. B.) *Dr Li Liu**This subject is offered at fifth-year level also.*

This subject will provide a substantial analysis of sociocultural developments in selected areas of Asia. Archaeological and other evidence will be used to explore the nature of different social forms and the extent of regional and temporal variation in later prehistoric and early historical periods. Explanations for differences and developments which emphasise cultural, historical and environmental factors in determining alternative trajectories of development will be compared and evaluated.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 3,000-word essay (65%), one 2-hour examination (35%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Prescribed Reading:

Loewe, M. and Shaughnessy, E. (eds) *Cambridge history of Ancient China*. Cambridge University Press, 1999

Recommended Reading:

Barnes, G. L. *The rise of civilisation in East Asia: the archaeology of China, Korea and Japan*. Thames and Hudson, 1999.

ARC42AEM ARCHAEOLOGY OF THE EASTERN MEDITERRANEAN (20 CPs*Sem. II. B.) Dr David Frankel, Dr Ian McPhee**This subject is offered at fifth-year level also.*

This subject will concentrate on the archaeology of social evolution in the eastern Mediterranean with a particular emphasis on Bronze Age societies of the third and second millennia BCE in the Levant, Turkey and the Aegean. A close examination on the material evidence from excavations at a broad range of site types (including settlements, shipwrecks and tombs) will provide the basis for critically evaluating competing models of social organisation and different approaches to explaining major developments and historical processes.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 3,500-word essay (60%), one class presentation submitted as one 1,500-word essay (40%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Recommended Reading:

Patton, M. *Islands in time. Island sociogeography and Mediterranean prehistory*. Routledge, 1996.

Dickinson, O. *The Aegean Bronze Age*. Cambridge University Press, 1994.

Levy, T.E. (ed.) *The archaeology of society in the Holy Land*. Leicester University Press, 1995.

ARC51AHM ARCHAEOLOGICAL HERITAGE MANAGEMENT (20 CPs Sem. I.*B.) Dr Jane Lydon**Not available in 2004.***ARC42AMA ARCHAEOLOGY OF MESOAMERICA** (20 CPs Sem. II. B.)*Professor Peter Mathews**This subject is offered at fifth-year level also.*

This subject deals with the archaeology of Mexico and adjacent Central America. The cultures dealt with will include the Olmecs, the Zapotecs, Teotihuacan, the Toltecs, the Aztecs, and the Maya. The subject surveys the cultural history of Mesoamerica, and also deals with topical issues, such as agriculture, the rise of complex society in the area, social, economic and political organisation, architecture and art, writing, and religion and world view.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2,500-word assignment (50%), one 2,500-word research paper (50%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Prescribed Reading:

Coe, M. D. and Koontz, R. *Mexico*. 5th edn, Thames and Hudson, 2002.

Coe, M. D. *The Maya*. 6th edn, Thames and Hudson, 1999.

Schele, L. and Mathews, P. *The code of kings: the language of seven sacred Maya temples and tombs*. Scribner, 1998.

ARC42PAA PREHISTORIC ARCHAEOLOGY OF AFRICA (20 CPs Sem. II. B.)*Dr Nicola Stern*

Prehistoric archaeology was created by European scholars during the mid-nineteenth century, with the consequence that for much of the twentieth century Europe was given a privileged place in accounts of the human story. By the third quarter of the twentieth century it was apparent that the first million years of human history had been played

out in Africa. In the decades that followed it also became apparent that all the key events in our evolutionary history, including our own origins, took place in Africa first. Here we review the narrative of our origins and current understanding of the dynamics underlying that story. Africa also preserves a record of all the major transformations that have shaped modern human societies, including the origins of food production, the development of metallurgy and the establishment of large, complex societies. The impact of these events on the social and environmental fabric of the continent is also reviewed.

Prerequisite: entry to the Postgraduate Diploma or Masters by Coursework in Archaeology or Master of Heritage Management.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 3,000-word essay (60%), one 2,000-word essay (40%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Preliminary Reading:

Reader, J. *Africa: a biography of the continent*. Hamish Hamilton, 1997.

ARC42RCB READING COURSE B (20 CPs Sem. II. B.) *Co-ordinator to be advised*

This subject is offered at fifth-year level also.

The subject is designed to allow students to undertake an independent piece of research. It may only be taken by selected students who will work under supervision of a member of staff.

Prerequisite: program co-ordinator's approval.

Class requirements: weekly supervision sessions.

Assessment: one 5,000-word essay (100%).

ARC42UAR UNDERSTANDING ARCHAEOLOGICAL RESEARCH (20 CPs Sem. 2. B.) *Dr Susan Lawrence*

This subject is offered at fifth-year level also.

This subject provides a critical introduction to and analysis of key aspects of archaeological research techniques and how different approaches affect nature of archaeological data. Particular attention will be paid to the way in which research programs are planned and to the theory and practice of field archaeology. Techniques for documenting and excavating sites and for analysing and presenting information on different types of artefacts and ecofacts will be examined. The ways in which archaeologists publish primary data and build and justify arguments will be critically evaluated.

Prerequisite: enrolment in the Postgraduate Diploma or Masters by Coursework in Archaeology.

Class requirements: one 3-hour workshop per week.

Assessment: one 3,000-word essay (60%), one 2,000-word assignment (40%). Fifth-year students will be expected to show a greater achievement of discipline-specific skills in their written work than fourth-year students.

Preliminary Reading:

Booth, W. C., Colomb, G. G. and Williams, J. M. *The craft of research*. University of Chicago Press, 1995.

Recommended Reading:

Lucas, G. *Critical approaches to fieldwork: contemporary and historical archaeological practice*. Routledge, 2001.

Banning, E. B. *The archaeological laboratory: the analysis of archaeological data*. Kluwer Academic, 2000.

ARC51AUS AUSTRALIAN ARCHAEOLOGY (20 CPs Sem. I. B.) *Dr David Frankel*

See ARC41AUS for full subject description.

ARC51ICA ISSUES IN CONTEMPORARY ARCHAEOLOGY (20 CPs Sem. I. B.)

Dr Phillip Edwards

See ARC41ICA for full subject description.

ARC51PRA PRACTICAL ARCHAEOLOGY (20 CPs Sem. I. B.) *Dr Susan Lawrence*

See ARC41PRA for full subject description.

ARC51RCA READING COURSE A (20 CPs Sem. I. B.) *Co-ordinator to be advised*

See ARC41RCA for full subject description.

ARC51REC ARCHAEOLOGY OF THE RECENT PAST (20 CPs Sem. I. B.) *Dr Susan Lawrence*

See ARC41REC for full subject description.

ARC52AAC ANCIENT ASIAN CIVILISATIONS (20 CPs Sem. II. B.) *Dr Li Liu*

See ARC42AAC for full subject description.

ARC52AEM ARCHAEOLOGY OF THE EASTERN MEDITERRANEAN (20 CPs Sem. II. B.) *Dr David Frankel, Dr Ian McPhee*

See ARC42AEM for full subject description.

ARC52AMA ARCHAEOLOGY OF MESOAMERICA (20 CPs Sem. II. B.)

Professor Peter Mathews

See ARC42AMA for full subject description.

ARC52RCB READING COURSE B (20 CPs Sem. II. B.) *Co-ordinator to be advised*

See ARC42RCB for full subject description.

ARC52UAR UNDERSTANDING ARCHAEOLOGICAL RESEARCH (20 CPs Sem. II. B.) *Dr Susan Lawrence*

See ARC42UAR for full subject description.

Art History

Enquiries: (03) 9479 2354

The Art History program was established to teach and to conduct research in the history of Western art. Since its establishment it has attracted scholars of international reputation who have published in many different areas of art. It is this broad range of expertise that provides our postgraduate students with the opportunity to explore topics from the whole tradition of European, American and Australian art and architecture.

The Borchardt Library has excellent holdings for the study of art history. Students working in the field of classical art may have access to the large personal library and photographic archive held in the A. D. Trendall Research Centre for Ancient Mediterranean Studies.

A research laboratory designed for Art History is equipped with technology for the storage, management, and projection of digital images, and is available for use by postgraduate students. Students also have access to computer facilities in one of the postgraduate rooms.

All postgraduate students are encouraged to participate in the staff and postgraduate seminar program. Seminar meetings are held regularly throughout the academic year and include talks by eminent scholars from overseas. Students have the opportunity to present their own work to a knowledgeable and congenial audience.

Principal areas of specialisation

Principal areas of specialisation are: classical art and archaeology; early Christian and medieval art, architecture and iconography; 15th and 16th century Italian art; 20th century Modernist and Postmodernist art, fashion, photography and Australian art.

Coursework programs

- Graduate Certificate in Humanities and Social Sciences
- Graduate Diploma in Art History
- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Graduate Diploma in Art History (HUGHAN)

This is a fee-paying course and does not attract a HECS liability.

Details of fees are provided with the application kit.

The program is designed for graduates with some art history background, who wish to further their knowledge of the discipline: professionals such as art teachers, museum or gallery staff intending to update and/or extend their qualifications in art history; graduates with some art history background aiming to undertake additional subjects to fulfil the requirements for entry to honours in the discipline.

Duration

One year full-time, or two to four years part-time.

Admission requirements

Applicants must have completed a bachelor degree of at least three years duration full-time, which includes at least 80 credit points of art history, or equivalent. These subjects are not counted for credit towards the graduate diploma.

Course requirements

Students complete six semester subjects of third-year art history. Two subjects, Reading Course A and Reading Course B, are compulsory but the other four subjects may be selected from any offered at third-year level available for the art history major. See list below.

Third-year subjects (20 credit points)

Semester

| | | |
|---|---|----------|
| 1 | America Since 1945: Pop Art, politics & popular culture | HIS31AWA |
| 1 | America's war in Vietnam: culture and politics | HIS31AWV |
| 1 | Art and Architecture in the Roman Empire ¹ | ARH31ARE |
| 1 | Fashion, Art and Identity | ARH31FAI |
| 1 | Greek Archaeology and art ¹ | ARH31GAA |
| 1 | Making America: from Pocohontas to Prohibition ¹ | HIS31MAM |
| 1 | Meaning of Colour in Modern Art ¹ | ARH31MCM |
| 1 | Medieval Europe 600-1200 | ARH31MEU |
| 1 | Myth and Image in Ancient Greece | ARH31MIM |
| 1 | Origins of Modernity? Italian Art Giotto to Michelangelo | ARH31OMO |
| 1 | Origins of Postmodernism ¹ | ARH31OPM |
| 1 | Reading Course A ² | ARH31RCA |
| 2 | Australian Image and Identity: landscape and culture | ARH32AII |
| 2 | Designer fashion: haute couture from Worth to Calvin Klein | ARH32DFA |
| 2 | European travel and art | ARH32ETA |
| 2 | Mediterranean Archaeology | ARC32MED |
| 2 | Photography to Post-Photography ¹ | ARH32PPP |
| 2 | Roman Art and Architecture | ARH32RAA |
| 2 | Rubens and Rembrandt: 17 th century Flemish and Dutch art ¹ | ARH32RAR |
| 2 | Reading Course B ² | ARH32RCB |
| 2 | Smashing Images in Sixteenth-Century Europe ¹ | HIS32SMI |
| 2 | World of the Pharaohs: the archaeology of Ancient Egypt ¹ | ARC32EGY |

Key: ¹ Not available in 2004.

² Core subject.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

ARC32EGY WORLD OF THE PHARAOHS: THE ARCHAEOLOGY OF ANCIENT EGYPT (20 CPs Sem. II. B.) Dr Ian McPhee

Not available in 2004.

ARC32MED MEDITERRANEAN ARCHAEOLOGY (20 CPs Sem. II. B.) Dr

David Frankel, Dr Ian McPhee

The Mediterranean Sea is the setting for some of the great civilisations of antiquity. Its islands and shores saw the rise of Egyptian, Mycenaean, Minoan, Hittite and other societies. This subject will use evidence from a century of archaeological excavations of cities, temples, tombs, shipwrecks and art in different regions. Broad historical and artistic developments will be traced and major issues considered including population movements, increases in social complexity, technology and the distribution of raw materials, peaceful interaction and military conquest. Special attention may be paid to the archaeology of Egypt or of the Bronze Age in Greece and Cyprus.

Prerequisite: at least 20 credit points of Archaeology subjects, or co-ordinator's approval.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 3,500-word essay (50%), one class presentation submitted as one 1,000-word essay (35%), one 500-word assignment (15%).

Recommended Reading:

Patton, M. *Islands in time. Island sociogeography and Mediterranean prehistory*. Routledge, 1996.

Dickinson, O. *The Aegean Bronze Age*. Cambridge University Press, 1994.

Ben-Tor, A. (ed.) *The archaeology of ancient Israel*. Yale University Press, 1992.

ARH31ARE ART & ARCHITECTURE IN THE ROMAN EMPIRE (20 CPs Sem. I. B.) Dr Joan Barclay Lloyd

Not available in 2004.

ARH31FAI FASHION, ART AND IDENTITY (20 CPs Sem. I. B.) Dr Sylvia Harrison

This subject serves as an introduction to the study of fashion, in particular to the nature and cultural significance of its changing forms as well as its crucial and timeless role in the fashioning of 'self' or the individual's public identity. It also provides an introduction to fashion theory and examines examples from philosophy, psychology, sociology and gender studies. Attention is given to representations of fashion in art from the 16th century to the present in the categories of portraiture, scenes of contemporary life and, more recently, critical accounts of the subject of consumption. Further topics include the impact of both modernist art and postmodernism on fashion, the history of shopping and the role played by photography and to a lesser extent, illustration and cinema in fashion merchandising.

Prerequisite: 30 credit points of first-year Art History or permission of the program co-ordinator.

Incompatible subject: AH2FAI, AH3FAI.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 2,500-word essay (40%), one 1,500-word class paper (30%), one slide test (30%).

Preliminary Reading:

Finklestein, J. *After a fashion*. Melbourne UP, 1996.

Barnard, M. *Fashion as communication*. Routledge, 1996.

Beward, C. *The culture of fashion*. Manchester UP, 1995.

Recommended Reading:

Ash, J. and Wilson, E. (eds) *Chic thrills. A fashion reader*. University of California, 1993.

Steele, V. *Paris fashion. A cultural history*. Oxford UP, 1988.

Ribeiro, A. *The art of dress. Fashion in England and France 1750-1820*. Yale UP, 1995.

ARH31GAA GREEK ARCHAEOLOGY AND ART (20 CPs Sem. I. B.) Dr Ian

McPhee

Not available in 2004.

ARH31MCM MEANING OF COLOUR IN MODERN ART (20 CPs Sem. I. B.)

Co-ordinator to be advised

Not available in 2004.

ARH31MEU MEDIEVAL EUROPE C.600-C.1200 (20 CPs Sem. I. OL, WO.)

Dr Joan Barclay Lloyd

This subject is only available as a fully on-line subject.

In this subject students consider the art and architecture of Europe in the Middle Ages starting in the Dark Ages, when the Roman Empire had declined, in the face of barbarian invasions. We analyse selected examples of the art of these barbarian peoples. The career of Gregory the Great spans the end of the ancient Roman world and the early Middle Ages. The rise of Islam in the seventh century led to the Muslim conquest of Spain and the subsequent campaigns of reconquest. From the tenth century the pilgrimage to Santiago de Compostela was most popular. The monks of Cluny promoted the pilgrimage. Students will look in detail at the Romanesque and early Gothic art and architecture to be found along the pilgrim routes through France and Spain, and at the art and architecture associated with monasteries.

Prerequisite: 15 credit points of first-year art history or co-ordinator's approval.

Class requirements: equivalent to thirteen 3-hour sessions online via WebCT. This includes one presentation and one lecture online each week, with fortnightly exercises.

Assessment: two 2,000-word essay (40% each), five online exercises (1,000-words equivalent) (20%).

Recommended Reading:

Snyder, J. *Medieval art: painting, sculpture, architecture, fourth to fourteenth century*. H.N. Abrams, 1989.

Braunfels, W. *Monasteries of Western Europe*. Thames and Hudson, 1972.
 Petzold, A. *Romanesque art*. H. N. Abrams, 1995.
 Brown, P. *The Cult of the Saints: its rise and function in Latin Christianity*. University of Chicago Press, 1981.
 Abou-El-Haj, B. *The Medieval Cult of the Saints*. CUP, 1997.
 Shaver-Crandell, A. and Gerson, P. *The Pilgrim's guide to Santiago de Compostela*. Harvey Miller, 1993.
 Herrin, J. *The formation of Christendom*. Phoenix Press Paperback, 2001.

ARH31MIM MYTH AND IMAGE IN ANCIENT GREECE (20 CPs Sem. I. B.)

Dr Ian McPhee

Myth played a fundamental role in many aspects of ancient Greek society. In particular it forms a major part of the subject matter of Greek art in all periods. In this subject the more important mythological characters and stories will be examined with the emphasis placed upon their changing representation in Greek art from the 8th to the 1st century BC. The influence of literature, drama, political events and changing social conditions will be studied. Differing modern approaches to Greek myth and mythological representation will be presented.

Prerequisite: 30 credit points of first-year Art History or permission of the program co-ordinator.

Incompatible subject: AH2MI, AH3MI.

Class requirements: one 1-hour lecture, and one 2-hour tutorial per week.

Assessment: two 2,000-word class-papers (70%), one 1-hour test (30%).

Prescribed Reading:

Carpenter, T. H. *Art and myth in Ancient Greece*. Thames and Hudson, 1991.

Woodford, S. *Images of myths in classical antiquity*. Cambridge University Press, 2003.

ARH31OMO ITALIAN ART GIOTTO TO MICHAELANGELO (20 CPs Sem. I. B.) *Dr Robert Gaston*

Students test assumptions that the visual arts during the Italian Renaissance represent in painting, sculpture and architecture, transitions to 'modernity' that allegedly occurred in religious ideas and practices, social life, politics, philosophy and science. Attention is given to representation of the family, women, men, children and the aged, marriage, childbirth, sexuality, anatomy, suffering and ecstasy, the portrait and the self, war in art, death and burial, processions and civic ritual, courtesy literature and decorum, bodily movement and artistic posture, caricature, classical mythology and Renaissance philosophy, landscape and urbanism, gardens and patronal power, perspective and modes of vision, art patronage and collecting.

Prerequisite: 30 credit points of first-year Art History or permission of the program co-ordinator.

Incompatible subject: AH2OM, AH3OM.

Class requirements: one 1-hour lecture and one 2-hour seminar per week.

Assessment: one 2,500-word essay (40%), one 1,500-word class paper (40%), one 1,000-word report (20%).

Preliminary Reading:

Jardine, L. *Worldly goods*. Macmillan, 1996.

Prescribed Reading:

Paoletti, J. T., Radke G. M. *Art in Renaissance Italy*. Laurence King, 1997.

ARH31OPM ORIGINS OF POSTMODERNISM (20 CPs Sem. I. B.) *Dr*

Richard Haese

Not available in 2004.

ARH31RCA READING COURSE A (20 CPs Sem. I. B.) *Dr Joan Barclay Lloyd*

This subject allows selected students to undertake a more detailed study of an artist, theme, movement and so forth. Enrolment in this subject may be made only on application to the program co-ordinator, with a supporting statement of the program of study from the supervisor. Approval is given only to Art History students of exceptional aptitude and motivation. Written applications should be made to the program co-ordinator after discussion with the appropriate

staff member who has agreed to supervise the program of study.

Prerequisite: approval of the program co-ordinator.

Incompatible subject: ARH32RCB, AH3RCA (except for students enrolled in GradDip Art History).

Class requirements: regular consultations with the staff member supervising the subject.

Assessment: two 2,500-word papers (100%).

ARH32AII AUSTRALIAN IMAGE AND IDENTITY: LANDSCAPE AND CULTURE (20 CPs Sem. II. B.) *Dr Richard Haese*

In recent years the understanding of Australian art history and the accepted canon of great works has been transformed by a series of new historical accounts informed by post-structuralist, feminist, liberationist and conservationist movements. This subject examines the relationship between visual imagery and the notion of Australian-ness as discussed in a selection of these texts. It also considers the ways in which these discussions have changed our perceptions of the Australian landscape and the Australian culture in terms of evolving values and attitudes. Key issues to be dealt with include colonialism, nationalism, modernism and postmodernism.

Prerequisite: 30 credit points of first year Art History or permission of program co-ordinator.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,000-word assignment (20%), one 3,000-word essay (50%), one 50-minute slide test (30%).

Preliminary Reading:

Allen, C. *Art in Australia*. Thames and Hudson, 1997.

Prescribed Reading:

Willis, A. *Illusions of identity*. Hale & Iremonger, 1993.

Recommended Reading:

Smith, B., et al. *Australian painting 1888-2000*. OUP, 2002.

McLean, I. *White Aborigines*. Cambridge University Press, 1998.

ARH32DFA DESIGNER FASHION: HAUTE COUTURE FROM WORTH TO CALVIN KLEIN (20 CPs Sem. II. B., W.O.) *Dr Sylvia Harrison*

Students will study the history, structure and organisation of the haute couture industry, particularly during the 100-year span of its Parisian-centred 'Golden Age'. The signature styles and design philosophies of its leading couturiers – Worth, Poiret, Vionnet, Chanel, Balenciaga, Dior, among others – will be examined in depth. Further topics include the role of fashion shows and celebrityhood in the commercialisation of haute couture; the impact of Parisian haute couture on the development of the fashion industry in New York and the threat to its authority by Hollywood in the thirties; Parisian haute couture's response to a range of challenges, including contemporary social and economic changes.

Prerequisite: 30 credit points of first-year Art History or permission of subject co-ordinator.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 2,500-word essay (45%), one 1,500-word essay (30%), one 1-hour slide test (25%).

Recommended Reading:

Mendes, V. and De La Haye, A. *20th century fashion..* Thames and Hudson, 1999.

Baudot, F. *A century of fashion*. Thames and Hudson, 1999.

Milbank, C. R. *New York fashion: the evolution of American style*.

Harry N. Abrams, 1996.

Lipovetsky, G. *The empire of fashion: dressing modern democracy*. Princeton UP, 1994.

ARH32ETA EUROPEAN TRAVEL AND ART (20 CPs Sem. II. B.) *Dr Joan Barclay Lloyd*

The subject comprises both a study of the history of travel in Europe and a survey and examination of important sites, monuments and art collections to be seen in Europe today. As well as studying the character of major collections and monuments, attention will be given to the history of how the collections have developed and how travellers in other ages have viewed them. Other questions addressed include: How have museums and art galleries changed over time? What are the most important sites and art galleries to be seen in Europe today? What is their future? Students will enhance their

understanding of how landscapes, buildings, collections and artefacts in Europe are to be interpreted.

Prerequisite: any first year art history subject or co-ordinator's approval.

Class requirements: one 1-hour lecture and one 2-hour seminar per week.

Assessment: one 2,000-word essay (40%), one 2,000-word class presentation (40%), one 1-hour test (20%).

Recommended Reading:

Pearce, S. (ed.) *Art in museums*. Athlone, 1995.

Haskell, F. *History and its images: art and the interpretation of the past*. Yale University Press, 1993.

McClellan, A. *Inventing the Louvre: art politics and the origins of the modern museum*. Cambridge University, 1994.

Hooper-Greehill, E. *Museum, media, message*. Routledge, 1995.

Hibbert, C. *The grand tour*. Thames Methuen, 1987.

ARH32PPP PHOTOGRAPHY TO POST-PHOTOGRAPHY (20 CPs Sem. II. B.)

Dr Sylvia Harrison

Not available in 2004.

ARH32RAA ROMAN ART AND ARCHITECTURE (20 CPs Sem. II. B.) *Dr*

Joan Barclay Lloyd

This subject will be a study of selected aspects of Roman art and architecture in Rome, Pompeii and other parts of Italy, from the late republic to the reign of Constantine. The student will be expected to acquire a knowledge of Roman history and institutions.

Prerequisite: 30 credit points of first-year Art History or permission of the program co-ordinator.

Incompatible subject: AH2RAA, AH3RAA.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,000-word essay (40%), one 1-hour written test (20%), one 2,000-word class paper (40%).

Preliminary Reading:

Ramage, N. H. and A. *Roman art*. CUP, 1991.

Prescribed Reading:

Carcopino, I. *Daily life in ancient Rome*. reprint, Penguin, 1978.

Sear, F. *Roman architecture*. Batsford, 1982.

Strong, D. E. *Roman art*. Penguin, 1980.

Ling, R. *Roman painting*. CUP, 1991.

Kleiner, D. E. E. *Roman sculpture*. Yale UP, 1992.

ARH32RAR RUBENS AND REMBRANDT: 17TH CENTURY FLEMISH AND DUTCH ART (20 CPs Sem. II. B.) *Co-ordinator to be advised*

Not available in 2004.

ARH32RCB READING COURSE B (20 CPs Sem. II. B.) *Dr Joan Barclay*

Lloyd

See ARH31RCA for full subject description.

HIS31AWA AMERICA SINCE 1945: POP ART, POLITICS AND POPULAR CULTURE (20 CPs Sem. I. B., M., WO.) *B: Dr Richard Haese, B: Dr Sylvia*

Harrison, B: Dr Diane Kirkby

The theme of this subject is the inter-relationship between politics, art and popular culture in postwar America with particular focus on the art and world of the pop artist Andy Warhol. Students will explore the social and economic changes in America that, from the 1940s onwards, underpinned vibrant and dramatic change in pop music, film, fashion, life style and art and transformed the entire culture of Western society. They will study such subjects as the impact of World War II, the Cold War, the civil rights movement, the consumer society, the Vietnam War, the counter culture and postmodernism.

Prerequisite: any first-year history or art history subject.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1-hour test (30%), one 1,500-word essay (30%), one 2,500-word essay (40%).

HIS31AWV AMERICA'S WAR IN VIETNAM: CULTURE AND POLITICS (20

CPs Sem. I. B.) *Dr Richard Haese*

The aim of this subject is to offer students wide ranging insights into the nature and historical consequences of one of the most significant

wars of the 20th century. America's war in Vietnam has been called the first truly postmodern war, and its distinctive images occupy our common contemporary consciousness. In this subject students will deal with the military and political dimensions of the war, but will also consider responses to it by writers, filmmakers, popular musicians and significant artists of the late 20th century.

Prerequisite: first year subject in either History or Art History.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,500-word tutorial paper (30%), one 2,500-word essay (50%), one 1-hour test (20%).

Preliminary Reading:

Herr, M. *Dispatches*. Picador, 1978.

Recommended Reading:

Bergerund, E. M. *Red thunder, tropic lightning*. Allen & Unwin, 1993.

Pierce, P., Grey, J. and Doyle, J. (eds) *Vietnam days*. Penguin, 1991.

Karnow, S. *Vietnam: a history*. Penguin, 1984.

HIS31MAM FROM POCOHONTAS TO PROHIBITION (20 CPs Sem. I. B.)

Dr Richard Haese, Dr Sylvia Harrison, Dr Diane Kirkby

Not available in 2004.

HIS32SMI SMASHING IMAGES IN SIXTEENTH-CENTURY EUROPE (20

CPs Sem. II. B.) *Dr Robert Gaston, Ms Judith Richards*

Not available in 2004.

Asian Studies

Enquiries: (03) 9479 1315

The Asian Studies program co-ordinates Asian language offerings on campus and promotes co-operative research across the disciplines at La Trobe University.

The program provides language instruction in, Chinese, Hindi, Indonesian/Malay, Japanese and Sanskrit. It offers postgraduate supervision in these languages, except for Hindi, and for work on these areas in co-operation with other Programs and Faculties.

Members of the program publish research in their own areas of specialisation. In addition, members of the program sit on the Council of the Asian Studies Association of Australia (ASAA). The program frequently invites scholars from outside the University to participate in its activities, and members of the program make their expertise available to the Australian community and to Australian corporate and government bodies.

The program promotes in-country language study and tries as far as possible to assist students in securing support to pursue library research in specialised libraries and to undertake first-hand research in targeted countries.

Principal areas of specialisation

Principal areas of specialisation are: Chinese, Indonesian/Malay, Japanese and Sanskrit language research in the fields of applied linguistics, cross-cultural communication, education, history, literature, literary theory and translation, popular culture, politics, religious studies and women's studies

The program offers specialised co-supervision with Asia-area specialists in film, drama, economics, history, international relations, legal studies, linguistics, politics and sociology.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Supervisors and research areas

Professor John Fitzgerald: Chinese history and politics.

Dr Harry Aveling: classical and modern Indonesian and Malay literature; literary theory; the theory and practice of literary translation.

Dr Greg Bailey (Co-ordinator: Sanskrit): classical Sanskrit literature; narrative analysis; social and economic history of early India; Sanskrit and Tamil poetry.

Dr Baoqiang Gao (Co-ordinator: Chinese): contemporary Chinese education; values in Chinese society; youth attitudes towards authority.

Ms Novi Djenar (Co-ordinator: Indonesian): Indonesian linguistics; metaphor; applied linguistics.

Dr Kaori Okano (Co-ordinator: Japanese): sociology; contemporary Japanese society; inequality (class, gender, ethnicity) and education; agency and structure in decision-making; education and employment; social justice and schooling; ethnographic studies, subcultures.

Dr Raj Pandey: medieval Japanese literature and Buddhism; writing and renunciation in medieval Japan; the constructions and literary representations of women in medieval Japan; changing configurations of aesthetic ideals in pre-modern Japan.

Dr Lidia Tanaka: discourse analysis, sociolinguistics, bilingualism, gender and language studies.

Dr Yuzeng Xu: the theory and practice of Chinese language teaching, second language acquisition.

Research in Asian studies may be pursued under the following supervisors in other Schools and Programs:

Professor Dennis Altman: HIV/AIDS and sexuality research in Asia, Politics.

Professor Johann Arnason: modernisation in East Asia, Sociology.

Dr David Bradley: South East Asian and Chinese linguistics, Linguistics.

Professor Joe Camilleri: international relations, Politics.

Dr Ian Carruthers: Japanese theatre and drama, Theatre and Drama.

Dr Hilary Chappell: Chinese linguistics, Linguistics.

Dr Jianfu Chen: Chinese law, Legal Studies.

Dr Chong Woo Choe: East Asian economics, Business.

Dr Leela Gandhi: post-colonialism, English.

Dr Albert Gomes: anthropology and sociology of South East Asia, Anthropology.

Professor Robin Jeffrey: Indian politics, Politics.

Professor Joel Kahn: anthropology and sociology of Malaysia and Indonesia, Anthropology.

Dr Li Liu: Asian archaeology, Archaeology.

Dr Fran Martin: Chinese cinema, Cinema Studies.

Dr Angus McIntyre: Indonesian politics, Politics.

Dr Oliver Mendelsohn: Indian law, Legal Studies.

Dr John Miller: Central Asia, Politics.

Dr Howard Nicholas: Asian LOTE, Education.

Dr Paul Rule: Chinese history and Asian religion, History.

Dr Sanjay Seth: modern Indian history, Politics.

Professor Yoshio Sugimoto: Japanese sociology, Sociology.

Dr Tom Weber: Gandhi and non-violence, Legal Studies.

Professor Colin White: Asia Pacific economics, Management.

Australian Studies

Co-ordinator: Professor Peter Beilharz

Enquiries: (03) 9479-2753

Principal areas of specialisation

This is an interdisciplinary program with principal areas of specialisation in Australian literature, history and politics. Staff from a range of disciplines are available to supervise research theses.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Cinema Studies

Enquiries: (03) 9479 2499

The Cinema Studies program is the largest, oldest and leading tertiary academic unit in Australia devoted to the academic study of the cinema. The research interests and specialities of the program are diverse and postgraduate theses are being written on a broad range of topics.

Postgraduate students are required to present their work in postgraduate seminars. Staff and visiting scholars also participate in these seminars. The program participates in the production of the internationally recognised online journal, *Screening the Past* in conjunction with the Media Studies Program.

The program provides shared office accommodation and access to computers for full-time postgraduate research students and maintains a collection of audiovisual material exclusively for postgraduate and staff research.

This collection supplements the Borchardt Library's growing audiovisual collection and the resources of the National Film and Sound Archive and ACMI in Melbourne. In addition to the Borchardt Library's collection of printed material on the cinema, which includes a growing collection of Australian film, students make use of the Australian Film Institute Library at RMIT.

Principal areas of specialisation

Principal areas of specialisation are: film theory, history and criticism, issues of gender and sexuality, Australian cinema, Chinese cinema, non-western cinema, American cinema, narrative, animation, comedy, documentary, feminism, film and society, aesthetics and popular film, psychoanalytic film theory, interpretation and textual analysis, film culture, screenplay and writing for the screen.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Postgraduate Diploma in Cinema Studies
- Master of Arts by Coursework in Cinema Studies

Research programs

- Master of Arts
- Doctor of Philosophy

It may be possible to incorporate some practical or production work into the thesis for a Master of Arts by research or for a Doctor of Philosophy. In some cases, a certain amount of coursework may be required before the candidate embarks on research and writing for the thesis.

Postgraduate Diploma in Cinema Studies (HUSPCS)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Duration

One year to 18 months full-time, or two to three years part-time.

Admission requirements

Applicants are required to have completed a bachelor degree of at least three years duration with a minimum B average in a cinema studies major, or a compatible major, or an equivalent qualification as approved by the course co-ordinator.

Course requirements

Students are required to pass 120 credit points of coursework in cinema studies or in approved alternatives taken at fourth-year level, including the subject, *Issues and methods* CST411AM which should be taken at its earliest availability.

Master of Arts by coursework in Cinema Studies (HUMAC)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Duration

One year to 18 months full-time, or two to three years part-time.

Admission requirements

Applicants are required to have completed a four-year honours degree, a Master of Arts (Preliminary) with at least an H2A result in cinema studies, the Postgraduate Diploma in Cinema Studies with at least a B average, or an equivalent qualification.

Course requirements

Students enrolled in this program are required to pass 60 credit points of coursework in cinema studies or approved alternatives at fifth-year level, including the subject, *Issues and methods* CST511AM if this subject has not already been taken. A 15,000-word minor thesis must be submitted on a topic approved by the course co-ordinator.

20 credit points**Semester**

| | | |
|---|---|-------------------|
| 1 | Cinema and Cultural Difference | CST41CCD/CST51CCD |
| 1 | Issues and Methods | CST41IAM/CST51IAM |
| 1 | Reading Course ² | CST41RCA/CST51RCA |
| 1 | Single Film Research ¹ | CST41SFR/CST51SFR |
| 2 | Film and Interpretation ¹ | CST42FAI/CST52FAI |
| 2 | Film As Text: A Formal Analysis of Cinematic Modes & Styles | CST42FAT/CST52FAT |
| 2 | Introduction to Video Practice | CST42VID |
| 2 | Reading Course ² | CST42RCB/CST52RCB |

Key: ¹ Not available in 2004.

² Special prerequisite: see subject description.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

CST41CCD CINEMA AND CULTURAL DIFFERENCE (20 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject is offered at fifth-year level also.

This subject traces the engagement of western film criticism and theory with non-western cinemas in relation to colonialism and neo-colonialism. Theories and concepts including the idea of 'national' cinemas, Third Cinema, orientalism, and post-coloniality are linked to the history of the production of non-western films and their reception in western contexts. Films examined range from Chinese, Indian and other non-western cinemas through to the emergence of diasporic cinema produced within western contexts by migrant filmmakers.

Incompatible subject: CI4CD, CI5CD.

Class requirements: one 4-hour screening/seminar per week.

Assessment: one 5,000-word research essay (90%), one seminar presentation (10%).

Recommended Reading:

Williams, P. and Chrisman, L. *Colonial discourse and post-colonial theory*. Cornell UP, 1994.

Gandhi, L. *Postcolonial theory*. Allen and Unwin, 1998.

Pines, J. and Willemen, P. *Third cinema*. British Film Institute, 1990.

CST41IAM ISSUES AND METHODS (20 CPs Sem. I. B.) *Dr Felicity Collins*

This subject is offered at fifth-year level also.

This subject is compulsory for all honours, postgraduate diploma and masters by coursework students and must be taken at the first opportunity. Students will learn research skills by undertaking a research project. Students will nominate a research topic in the first week, undertake preliminary library research, develop their topic into a significant research question, improve database and internet research skills, produce an annotated bibliographic essay, write a review essay, and deliver a seminar paper on their research project. Students will improve their citation and annotation skills and consider ethical questions.

Incompatible subject: CI4IM, CI5IM.

Class requirements: one 3-hour seminar per week. Attendance at lectures and films is a requirement of this subject..

Assessment: one seminar presentation (10%), one 2,000-word review essay (40%), one 3,000-word annotated bibliographical essay (50%). Fifth year students will be expected to show a greater achievement of discipline specific skills in their written work than fourth year students.

Prescribed Reading:

Gibaldi, J. *MLA Handbook for writers of research papers*. 5th edn, MLA of America, 1995.

Booth, et al. (eds) *The craft of research*. Chicago UP, 1995.

CST41RCA READING COURSE A (20 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject is offered at fifth-year level also.

Students may take up to 40 credit points of a reading course as part of their program. An individual program of reading, discussion and written work on a topic of interest to the student is formulated in

consultation with an appropriate member of staff, who agrees to supervise the work and act as examiner. This arrangement must be approved by the Cinema Studies postgraduate co-ordinator before a student can enrol in this subject.

Prerequisite: approval of supervising staff member and program co-ordinator.

Class requirements: regular sessions are arranged by the student and supervisor.

Assessment: as arranged between student and supervisor, totalling a maximum of 5,000-words

CST41SFR SINGLE FILM RESEARCH (20 CPs Sem. I. B.) *Dr Gabrielle*

Murray

This subject is offered at fifth-year level also.

Not available in 2004.

CST42FAI FILM AND INTERPRETATION (20 CPs Sem. II. B.) *Dr Geoff*

Mayer

This subject is offered at fifth-year level also.

Not available in 2004.

CST42FAT FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE (20 CPs Sem. II. B.) *Dr Gabrielle Murray*

This subject is offered at fifth-year level also.

In this subject students will examine the historical modes of cinematic narration with particular emphasis on the formal characteristics of each mode. This examination incorporates the role of style and its relationship to the spectator. The Formalist assumption of an aesthetic realm distinct from, but dependent upon, non-aesthetic factors such as cultural influences will also be examined. The concepts underlying the classical mode and the art-cinema mode will be studied thoroughly although other cinematic modes will also be introduced throughout the subject.

Incompatible subject: CI4TE, CI5TE.

Class requirements: one 4-hour screening/seminar.

Assessment: one 2,000-word essay (40%), one 3,000-word essay (60%).

Preliminary Reading:

Maltby, R. and Craven, I. *Hollywood cinema: an introduction*. Blackwell, 1995.

Prescribed Reading:

Jarmen, D. *Chroma: a book of colour*. Woodstock Overlook Press, 1995.

Eisenstein, S. *Film form*. Harcourt Brace and Co., 1949.

Eisenstein, S. *Film sense*. Harcourt Brace and Co., 1947.

CST42RCB READING COURSE B (20 CPs Sem. II. B.) *Co-ordinator to be advised*

This subject is offered at fifth-year level also.

See CST41RCA for full subject description.

CST42VID INTRO TO VIDEO PRACTICE (20 CPs Sem. II. B.) *Mr Harry*

Kirchner

Many students find it advantageous to bring their theoretical and analytical skills into a practical context. Students are introduced to filmmaking practices through participation in their own group video productions. In these productions, students will specialise in camera, directing, edition or production management using digital production equipment.

Incompatible subject: CI4VID.

Quota: 5. Based on academic merit.

Class requirements: one 4-hour workshop per week. Attendance at workshops is a requirement of this subject.

Assessment: one screenplay (10%), craft role in group production (50%), one 2,000-word essay (30%), one 5-minute verbal presentation (10%).

CST51CCD CINEMA AND CULTURAL DIFFERENCE (20 CPs Sem. I. B.) *Dr*

Fran Martin

See CST41CCD for full subject description.

CST51IAM ISSUES AND METHODS (20 CPs Sem. I. B.) *Dr Felicity Collins*

See CST41IAM for full subject description.

CST51RCA READING COURSE A (20 CPs Sem. I. B.) *Co-ordinator to be advised*

See CST41RCA for full subject description.

CST51SFR SINGLE FILM RESEARCH (20 CPs Sem. I. B.) *Dr Gabrielle Murray*

Not available in 2004.

CST52FAI FILM AND INTERPRETATION (20 CPs Sem. II. B.) *Dr Geoff Mayer*

Not available in 2004.

CST52FAT FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE (20. CPs Sem. II. B.) *Dr Gabrielle Murray*

See CST42FAT for full subject description.

CST52RCB READING COURSE B (20 CPs Sem. II. B.) *Co-ordinator to be advised*

See CST41RCA for full subject description.

Development Studies**Graduate Diploma in Development Studies (HUSGDS)***This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.*

This diploma is designed to equip students with an appreciation of issues in social, economic and political development from a multidisciplinary perspective. It will enable students to acquire an understanding of the ways in which national governments and non-governmental organisations have instituted programs of social and economic change for peoples in developing areas such as Africa, Latin America and Asia.

Duration

One year full-time or two to three years part-time.

Admission requirements

Applicants must have successfully completed a three-year bachelor degree or equivalent qualification.

Course structure

Students must satisfactorily complete at least 125 credit points, that consists of 45 credit points at first-year level, 40 credit points at second-year level and 40 credit points at third-year level. They must include three compulsory subjects – *Globalisation: the Rise of the Modern World* HIS12DEV, *Development, Globalisation and Culture* ANT22DGC, and *Development in Practice* SOC32DIP.

Students must complete the following compulsory subjects:

Core subjects**Semester**

| | | |
|---|---|-------------------|
| 1 | Development, Globalisation and Culture | ANT21DGC/ANT31DGC |
| 1 | Development in Practice | SOC31DIP |
| 2 | Globalisation: The Rise of the Modern World | HIS12DEV |

In addition to the core subjects students choose two first-year subjects, one second-year subject and one third-year subject from the following list of elective subjects.

First-year subjects (15 credit points)

| | | |
|---|--|----------|
| 1 | Conquest of the Americas: Aztecs, Incas, Mayans, Spaniards | HIS11CAM |
| 1 | Culture & Globalisation: introduction to anthropology | ANT11CAG |
| 1 | Economy, Environment & Human Rights: world in transition | POL11EEH |
| 1 | Introduction to Asia: Japan and Indonesia | AST11IJI |
| 2 | Australia and Beyond: introduction to sociology | SOC12AAB |
| 2 | Introduction to Asia: China and India | AST12ICI |
| 2 | States, Nations and Security: world in transition | POL12SNS |

Second and third-year subjects (20 credit points)

| | | |
|---|---------------------------------------|-------------------|
| 1 | Food and Drink in World History | HIS21FDA/HIS31FDA |
| 1 | Introduction to Ethnographic Research | ANT21MQA/ANT31MQA |
| 1 | Politics and the Economy | POL21PAE/POL31PAE |
| 1 | The World Since 1945 | HIS21WOR/HIS31WOR |

| | | |
|-----------------------------|--|-------------------|
| 2 | Comparative Social Movements | SOC22CSM/SOC32CSM |
| 2 | Research in Development | SOC32RID |
| <i>Aboriginal Australia</i> | | |
| 2 | Australian Aboriginal History | HIS22AAH/HIS32AAH |
| 2 | Aboriginal Australia | ANT22ABA/ANT32ABA |
| <i>Asia</i> | | |
| 2 | Crises in South Asia: weapons, women & wellbeing | POL22CSA/POL32CSA |
| 2 | East Asian Studies | AST22EAS/AST32EAS |
| <i>Africa</i> | | |
| 1 | South African History ¹ | HIS21SAH/HIS31SAH |
| 2 | Africa in the Modern World | HIS22AFM/HIS32AFM |
| <i>Latin America</i> | | |
| 1 | Peasants and Politics in Latin America | HIS21PPL/HIS31PPL |

Key: ¹ not available in 2004.**SUBJECT DESCRIPTIONS**

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

ANT11CAG CULTURE AND GLOBALISATION: INTRODUCTION TO ANTHROPOLOGY (15 CPs Sem. I. B.) *Dr Alberto Gomes*

Anthropology is the study of different ways of life, with the aim of understanding what it means to be human. Students taking this subject are introduced to anthropology by focusing on such questions as: How do capitalism, consumerism and globalisation affect us? Is the world turning into one big shopping mall, full of people who listen to the same music and watch the same movies? What are the causes and effects of global problems such as racism, sexism, food shortage, and environmental degradation? Why do we give presents at Christmas and Valentine's Day? As well as developing an informed and critical outlook on their own social worlds, students will gain skills relevant in a multicultural and global setting. Students taking this subject are advised to combine it with Anthropology 12FET.

Please note: a repeat evening lecture and an evening tutorial is available in this subject.

Incompatible subject: S1A taught prior to 1999, A1A-1, A1AG.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,500-word written assignment (60%), one 1.5-hour multiple choice examination (40%).

ANT21DGC DEVELOPMENT, GLOBALISATION AND CULTURE (20 CPs Sem. I. B.) *Dr Alberto Gomes*

This subject is offered at third-year level also.

Development can be broadly viewed as the implementation of economic, political and cultural changes in societies and communities deemed variously as traditional, backward, undeveloped or under-developed. In this subject, students are introduced to central themes in the anthropological and sociological study of development and globalisation. The focus is on the implications of such development strategies as industrialisation, agrarian modernisation and tourism for the cultures, societies and environments of people mainly but not exclusively in the Asia-Pacific region.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST11IJI or AST12ICI or enrolment in a development studies major.

Incompatible subject: S2TD, S3TD, A2TD, A3TD.

Class requirements: one 3-hour lecture or seminar per week.

Assessment: two 2,500-word essays (45% each), class participation (10%).

ANT21MQA INTRODUCTION TO ETHNOGRAPHIC RESEARCH (20 CPs Sem. I. B.) *Dr Alberto Gomes*

This subject is offered at third-year level also.

Ethnography is social research, of relatively small scale, usually focused on a single setting or group. Data are collected through a range of techniques employed in fieldwork, but the emphasis is on participant observation and informal interviewing. Through class discussions and practical experience, students become familiar with these techniques. For practical work, students formulate and conduct

their own field project aimed to provide a context for the application of ethnographic skills and methods. The subject follows a normal ethnographic research process, beginning with choosing a research topic, entering the field, experiencing fieldwork and finally writing a report.

Prerequisite: 30 credit points of first year sociology or anthropology, or Asian Studies ITA-A or ITA-B, or enrolment in an Aboriginal studies major.

Incompatible subject: S2MQA, S3MQA, A2MQA, A3MQA.

Class requirements: one 2-hour lecture and one 1-hour group discussion per week.

Assessment: one 1,000-word research proposal (15%), weekly class assignments (15%), one 4,000-word ethnographic paper (60%), class participation (10%). Regular attendance at classes and submission of all written work is a requirement of the subject, without which a pass cannot be awarded.

ANT22ABA ABORIGINAL AUSTRALIA (20 CPs Sem. II. B.) *Dr John Morton*
This subject is offered at third-year level also.

This subject examines the main defining features of Aboriginal life in Australia. It looks at the relationship between the pre-colonial past and the contemporary situation where Aboriginal people are an indigenous minority. Students gain an understanding of the Dreaming, family life, politics, foraging and connections to land as key elements of Aboriginal identity. These are also examined in the context of contemporary issues such as the Aboriginal art market, the stolen generation, ATSIC, welfare economics and land rights legislation. The subject also looks at how indigenous Australians are represented in the public domain.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST111JI or AST121CI or AS11TAA or AS11TAB, or enrolment in an Aboriginal studies or Australian studies major, or subject coordinator's approval.

Incompatible subject: S2AB/S3AB and A2AB, A3AB.

Class requirements: one 3-hour lecture or seminar per week.

Assessment: one 2,500-word essay (50%), one 1,000-word essay plan (20%), one 1,500-word take-home examination (30%).

Preliminary Reading:

Rowse, T. *After Mabo: interpreting indigenous traditions*. Melbourne University Press, 1993.

Edwards, W. H. *An introduction to Aboriginal societies*. Social Science Press, 1988.

Beckett, J. R. (ed.) *Past and present: the construction of Aboriginality*. Aboriginal Studies Press, any edn.

ANT31DGC DEVELOPMENT, GLOBALISATION AND CULTURE (20 CPs Sem. I. B.) *Dr Alberto Gomes*
See ANT21DGC for full subject description.

ANT31MQA INTRODUCTION TO ETHNOGRAPHIC RESEARCH (20 CPs Sem. I. B.) *Dr Alberto Gomes*
See ANT21MQA for full subject description.

ANT32ABA ABORIGINAL AUSTRALIA (20 CPs Sem. II. B.) *Dr John Morton*
See ANT22ABA for full subject description.

AST111JI INTRODUCTION TO ASIA: JAPAN AND INDONESIA (15 CPs Sem. I. B.) *Dr Kaori Okano*

Students are introduced to two of Australia's Asian neighbours, Japan and Indonesia. To ensure a systematic approach, we focus on how countries are run (government) how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture). The subject is both contemporary and historical. We examine pre-European history, the impact of European imperialists and the condition of these countries today. With AST121CI, the subject prepares students for more detailed study of Asia and for further study in Politics, History, Sociology and Anthropology. It provides sound background for the study of Asian languages.

Incompatible subject: AS11TAB.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: weekly tutorial exercises (500 words equivalent) (15%), one 500-word exercise (15%), one 1,500-word essay (35%), one 1.5-hour final examination (35%).

Recommended Reading:

Sugimoto, Y. *An introduction to Japanese society*. Cambridge University Press, 1997.

Cribb, R. and Brown, C. *Modern Indonesia: a history since 1945*. Longman, 1995.

Hunter, J. *The emergence of modern Japan*. Longman, 1989.

AST121CI INTRODUCTION TO ASIA: CHINA AND INDIA (15 CPs Sem. II. B.) *Professor John Fitzgerald, Professor Robin Jeffrey*

This subject introduces students to India and China. To ensure a systematic approach, we focus on how countries are run (government) how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture). The subject is both contemporary and historical. We examine pre-European history, the arrival and ejection of European imperialists and the condition of these countries today. With AST111JI, the subject prepares students for more detailed study of Asia and for further study in Politics, History, Sociology and Anthropology. It provides sound background for the study of Asian languages.

Incompatible subject: AS11TAA.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: weekly tutorial-based tasks (20%), one 500-word exercise (10%), one 500-word class test (10%), one 1,500-word essay (25%), one 1.5-hour final examination (35%)

Recommended Reading:

Metcalf, B. P. and Metcalf, T. R. *A concise history of India*. Cambridge University Press, 2002.

Fairbank, J. K. and Goldman, M. *China: a new history*. enlarged edition, Belknap Press, 1998.

AST22EAS SOCIETY AND STATE IN JAPAN AND CHINA (20 CPs Sem. II. B.)

Professor John Fitzgerald, Dr Kaori Okano

This subject is offered at third-year level also.

In this subject, students are introduced to the society and politics of Japan and China in the post-war period. The subject focuses on the discrete social and political systems of each state, on the relationship between social and political systems in each case, and on comparative study of the two states and societies. Aspects of the social systems under study include occupation, ethnicity, gender, education, age and geographical location. Aspects of political systems covered include state constitutions and agencies, political parties, citizenship, social movements, and political participation.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,000-word book review (20%), one 3,000-word research essay (60%), one 1-hour examination (20%).

Prescribed Reading:

Sugimoto, Y. *An introduction to Japanese society*. Cambridge University Press, 1997.

Dreyer, J. *China's political system*. 3rd edn, Macmillan, 1999.

Recommended Reading:

Curtis, G. *The logic of Japanese politics*. Columbia University Press, 1999.

Stockman, N. *Understanding Chinese society*. Polity, 2000.

AST32EAS SOCIETY AND STATE IN JAPAN AND CHINA (20 CPs Sem. II. B.)

Professor John Fitzgerald, Dr Kaori Okano

See AST22EAS for full subject description.

HIS11CAM CONQUEST OF THE AMERICAS: AZTECS, INCAS, MAYANS, SPANIARDS (15 CPs Sem. I. B.) *Dr Barry Carr, Dr Stephen Niblo*

In this subject students will examine aspects of Indian societies (primarily the Aztecs, Mayans and Incas) on the eve of the European conquest of the Americas. The conquest will be explored in terms of the impact on native societies and attempts to resist and/or modify that impact. Myths and legends surrounding the clash of cultures will also be studied, as well as attempts by colonial and national governments to deal with indigenous people and their struggle to defend their lands and cultures in the face of new market opportunities generated by European interest in land, minerals, coffee and sugar.

Incompatible subject: H1IC, H1AMI.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one weekly quiz (20%), one 1,500-word bibliographical analysis (30%), one 2,500-word research essay (50%).

Prescribed Reading:

Kicza, J. (ed.) *The Indian in Latin American history: resistance, resilience and acculturation*. SR Books, 2000.

Starn, O., Degregori, C. and Kirk, R. (eds) *The Peru reader: history, culture, politics*. Duke University Press, 1995.

HIS12DEV GLOBALISATION: THE RISE OF THE MODERN WORLD (15

CPs Sem. II. B.) *Dr Barry Carr; Dr David Dorward, Dr Stephen Niblo*
Globalisation is a process, much in the news, by which distant regions are increasingly linked, shaping our lives and impacting on the fate of nations. In this subject students will explore world history, by examining the process by which the wealthy countries expanded into and influenced the rest of the world. Today we think primarily in terms of industry, trade and technology; in addition in this subject we take a broader view of globalisation, including the expansion of European customs, laws and attitudes as well as technology.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: weekly quiz (20%), one 1,000-word bibliographic essay (30%), one 2,000-word essay (50%).

HIS21FDA FOOD AND DRINK IN WORLD HISTORY (20 CPs Sem. I. B.) *Dr*

Diane Kirkby

This subject is offered at third-year level also.

From the religious feasts and food taboos of ancient civilisations and medieval Christian Europe, to present-day fast foods, food and drink have carried economic, political and symbolic importance beyond simple nutrition. In this subject we explore the meaning of food and drink in these different cultures. We trace the connections between food, drink and empire, the historical significance of famine, the politics of pubs, taverns and their gendered drinking cultures, and changes in women's work in food preparation. We see how specific foods have also had a history.

Prerequisite: 30 credit points of first-year history or equivalent.

Incompatible subject: H2FDA, H3FDA.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,500-word essay (30%), one 1-hour class test (25%), one 2,000-word essay (40%), one class presentation (5%).

Prescribed Reading:

Dare, R. (ed.) *Food, power and community*. Wakefield Press, 1999.

Flandrin, L. (ed.) *Food: a culinary history*. English edn, Columbia UP, 1999.

HIS21PPL PEASANTS AND POLITICS IN LATIN AMERICA (20 CPs Sem. I.

B.) *Dr Barry Carr*

This subject is offered at third-year level also.

Why and how do peasants act politically? This subject will consider the many ways in which Latin American peasants and agricultural workers have intervened politically in the 20th century. First we examine how peasant societies function culturally and economically, paying particular attention to the ways in which peasant movements have been viewed by historians, sociologists, anthropologists and political scientists. We then examine the circumstances under which peasants act together, in social banditry, land occupations and unionisation and then discuss peasant responses to revolutionary movements and the limits on the scope of such activity imposed by the economic and socio-cultural settings in which peasants live. Case studies from Mexico, Chile, Bolivia and Peru are examined. The subject draws on novels, testimonial accounts and materials in which 'peasants speak'.

Prerequisite: 30 credit points of first-year history.

Incompatible subject: H2PSA, H3PSA.

Class requirements: one 1-hour lecture and one 2-hour workshop.

Assessment: one 2,000-word essay (30%), one 3,000-word essay (50%), reading control test (10%), workshop participation and attendance (10%).

Prescribed Reading:

Hobsbawm, E. *Bandits*. Penguin.

HIS21SAH SOUTH AFRICAN HISTORY (20 CPs Sem. I. B.) *Dr David*

Dorward

This subject is offered at third-year level also.

Not available in 2004.

HIS21WOR THE WORLD SINCE 1945 (20 CPs Sem. I. B.) *Dr Stephen*

Niblo

This subject is offered at third-year level also.

In this subject, students will study the political, cultural and economic forces that have shaped much of the world since the great Depression of the 1930s and World War II. Although it is primarily focused upon the Western nations, it also covers major changes in the third world, especially as they interact with the major Western nations. Special emphasis is paid to the lessons decision makers thought they learned from World War II, the long boom after the war, the revolt of the third world, the crisis of the early 1970s and the decline of the welfare state in recent decades. Finally, some aspects of the globalisation of recent decades are highlighted.

Prerequisite: 30 credit points of first-year history.

Incompatible subject: H1W, H2W, H3W.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,500-word essay (30%), one 2,500-word essay (50%), weekly tests (1,000-words equivalent) (20%).

Prescribed Reading:

Hobsbawm, E. *Aged extremas*. Abacus, 1995.

HIS22AAH AUSTRALIAN ABORIGINAL HISTORY (20 CPs Sem. II. B., M.) *Dr*

Richard Broome

This subject is offered at third-year level also.

In this subject students will study two key regions of Australia's colonial past – New South Wales and/or Tasmania, the cradle of white settlement and the Northern Territory, Australia's last frontier – to explore indigenous/non-indigenous relations. The focus will be on settler racial ideas and representations of Aborigines, and their efforts to reshape and control Aboriginal people through institutions and legislation, and also on continued Aboriginal accommodation and resistance to such colonial pressure. Comparisons will emerge between these case studies to indicate the trajectories of Australia's colonial 'race' relations.

Prerequisite: 30 credit points of first-year history or the approval of the subject co-ordinator.

Incompatible subject: H1AAH.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,500-word essay (30%), one 2,500-word essay (50%), two 1-hour tests (20%).

Preliminary Reading:

Broome, R. *Aboriginal Australians*. 3rd edn, Allen & Unwin, 2002.

Reynolds, H. *Why weren't we told?* Viking, 1999.

HIS22AFM AFRICA IN THE MODERN WORLD (20 CPs Sem. II. B., WO.) *Dr*

David Dorward

This subject is offered at third-year level also.

In this subject students will examine indigenous African cultures, the impacts of colonialism, the process of decolonisation, the responses to problems confronting post-colonial societies of sub-Saharan Africa. It is a thematically structured subject, comparing and contrasting the experiences and legacies of British, French, Belgian and Portuguese colonialism in both settler and non-settler colonies, as well as the post-colonial impacts of globalisation.

Prerequisite: 30 credit points of first-year history, enrolment in the Bachelor of Development Studies or co-ordinator's approval.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2,500-word research essay (50%), one 2,000-word bibliographic essay (40%), weekly quiz (10%).

Recommended Reading:

Ayittey, G. B. N. *Africa in chaos*. St Martins, 1999.

Davidson, B. *The black man's burden: Africa and the curse of the nation-state*. James Currey, 1992.

HIS31FDA FOOD AND DRINK IN WORLD HISTORY (20 CPs Sem. I. B.) *Dr**Diane Kirkby*

See HIS21FDA for full subject description.

HIS31PPL PEASANTS AND POLITICS IN LATIN AMERICA (20 CPs Sem. I.*B.) Dr Barry Carr*

See HIS21PPL for full subject description.

HIS31SAH SOUTH AFRICAN HISTORY (20 CPs Sem. I. B.) *Dr David**Dorward**Not available in 2004.***HIS31WOR THE WORLD SINCE 1945** (20 CPs Sem. I. B.) *Dr Stephen**Niblo*

See HIS21WOR for full subject description.

HIS32AAH AUSTRALIAN ABORIGINAL HISTORY (20 CPs Sem. II. B., M.) *Dr**Richard Broome*

See HIS22AAH for full subject description.

HIS32AFM AFRICA IN THE MODERN WORLD (20 CPs Sem. II. B., W0.) *Dr**David Dorward*

See HIS22AFM for full subject description.

POL11EEH ECONOMY, ENVIRONMENT AND HUMAN RIGHTS: WORLD IN TRANSITION (15 CPs Sem. I. B.) *Professor Joseph Camilleri, Dr**Anthony Jarvis, Dr Thomas Weber*

This introduction to politics is set in the context of a rapidly globalising world and covers the effects of technological, economic and political change on international relations, including the organisation of the world economy. The role of the United States, Japan, the newly industrialising economies and the less developed economies is examined. Particular attention is drawn to such issues as trade, the debt crisis, technological change, the information revolution, environment, human rights, and gender.

Incompatible subject: PO11RB.*Class requirements:* two 1-hour lectures and one 1-hour tutorial per week.*Assessment:* one 500-word exercise (15%), one 1,500-word essay (35%), one 2-hour examination (40%), tutorial participation (10%).*Recommended Reading:*Baylis, J. and Smith, S. *The globalization of world politics*. 2nd edn, Oxford University Press, 2001.Nossal, K. *The patterns of world politics*. Prentice Hall, 1998.Kegley, C. W. and Wittkopf, E. R. *World politics: trend and transformation*. 9th edn, St Martins/Macmillan, 2003.**POL12SNS STATES, NATIONS AND SECURITY: WORLD IN TRANSITION**(15 CPs Sem. II. B.) *Dr Anthony Jarvis, Dr Thomas Weber*

This introduction to politics is set in the context of a rapidly changing world and covers the concepts of power, authority, legitimacy and political obligations, including the history and nature of the modern state, the theory and practice of state sovereignty and their implications for international society, security, conflict and peace and world society.

Incompatible subject: PO11RA.*Class requirements:* two 1-hour lectures and one 1-hour tutorial per week.*Assessment:* one 500-word exercise (5%), two 1,000-word essays (25% each), one 1.5-hour examination (35%), class participation (10%).*Preliminary Reading:*Brown, S. *New forces, old forces, and the future of world politics*. Harper Collins, 1995.Camilleri, J. A. and Falk, J. *The end of sovereignty?: the politics of a shrinking and fragmenting world*. Edward Elgar, 1992.Nossal, K. *The patterns of world politics*. Prentice Hall, 1998.Hocking, B. and Smith, M. *World politics: an introduction to international relations*. 2nd edn, Prentice Hall, 1995.Kegley, C. and Wittkopf, E. R. *World politics: trends and transformation*. 9th edn, St Martin's Press/Macmillan, 2003.**POL21PAE POLITICS AND THE ECONOMY** (20 CPs Sem. I. B.) *Dr Leon**Glezer**This subject is offered at third-year level also.*

The focus is on the relationship between political institutions and economic processes in advanced industrial societies, with emphasis on Australia. Topics include recent debates on the impact of global economic integration, the role of political parties and elections and institutional and ideological influences on policy choices. The discussion is illustrated with reference to specific policy problems, such as competitiveness, growth, redistribution and unemployment.

Prerequisite: 30 credit points of first-year politics, sociology, economics or Asian Studies 1 ITA-A or 1 ITA-B or permission of the subject co-ordinator.*Incompatible subject:* PO2PE, PO3PE.*Class requirements:* one 1.5-hour lecture and one 1.5-hour tutorial per week.*Assessment:* one 2-hour examination (40%), one 2,000-word essay (35%), one 1,000-word class paper (15%), class participation (10%).*Recommended Reading:*Krugman, P. R. *Peddling prosperity*. 2nd edn, W.W. Norton, 1995.Bell, S. *Ungoverning the economy*. OUP, 1997.**POL22CSA CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING**(20 CPs Sem. II. B.) *Professor Robin Jeffrey**This subject is offered at third-year level also.*

In the context of India and Pakistan (South Asia), students are invited to consider three great issues of our time: nuclear weapons and the threat of war, the role of women in building prosperous societies and the effects of disease and environmental degradation on people's wellbeing.

Prerequisite: 30 credit points of first-year Politics or Asian Studies 1ITA-A, 1ITA-B, AST11JI, AST11CI.*Incompatible subject:* PO2SA2, PO3SA2.*Class requirements:* two 1-hour lectures each week and one 2-hour workshop each fortnight.*Assessment:* one 500-word short assignment (15%), five workshop quizzes (15%), one 1,500-word essay (35%), one 2-hour examination (35%).*Preliminary Reading:*Ghosh, A. *Countdown*. Ravi Dayal, 1999.Roy, A. *The cost of living*. HarperCollins, 1999.Varma, P. *The great Indian middle class*. Penguin, 1998.**POL31PAE POLITICS AND THE ECONOMY** (20 CPs Sem. I. B.) *Dr Leon**Glezer*

See POL21PAE for full subject description.

POL32CSA CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING(20 CPs Sem. II. B.) *Professor Robin Jeffrey*

See POL22CSA for full subject description.

SOC12AAB AUSTRALIA AND BEYOND: INTRODUCTION TO SOCIOLOGY(15 CPs Sem. II. B., M.) *Dr Trevor Hogan*

This subject introduces students to the sociology of contemporary society. The empirical focus is on Australia – a nation-state subject to global forces. What exactly are nations and states? How do they work? How did they arise? How are they changing? What are we to make of the way the larger global context impacts upon us? How can sociology help us to answer questions such as this? How might classical debates within the discipline still have relevance today?

Please note: a repeat evening lecture and an evening tutorial is available in this subject.

Incompatible subject: S1SL, S1S2.*Class requirements:* two 1-hour lectures and one 1-hour tutorial per week.*Assessment:* one 2,500-word written assignment (60%), one 1.5-hour multiple choice examination (40%).*Prescribed Reading:*Van Krieken, R. (ed.) *Sociology: themes and perspectives*. Longman, 2000.*Recommended Reading:*Beilharz, P. and Hogan T. (eds) *Social self, global culture*. 2nd edn, OUP, 2002.

SOC22CSM COMPARATIVE SOCIAL MOVEMENTS (20 CPs Sem. II. B.) *Dr**Rowan Ireland**This subject is offered at third-year level also.*

Starting with an examination of the workers' movements in several countries, explanations of the genesis of social movements are explored. The new social movements of Australia and 'the North' are compared with movements of the poor in Latin America and 'the South'. On the basis of the comparisons, competing ideas about how movements work in complex societies and transnationally are tested. Particular attention is given to the role of social movements in development case studies. In workshop sessions, students are guided through research projects in which they evaluate a chosen social movement.

Prerequisite: 30 credit points of first year sociology or anthropology, or Asian Studies ITA-A or ITA-B, or subject co-ordinator's approval.

Incompatible subject: S2SMV/S3SMV prior to 2001

Class requirements: one 3-hour lecture/workshop per week.

Assessment: one 2,000-word essay (30%), one 3,000-word research essay (60%), tutorial participation (10%).

Recommended Reading:

Castells, M. *The power of identity*. Blackwell, 1997.

SOC31DIP DEVELOPMENT IN PRACTICE (20 CPs Sem. I. B.) *Dr Michael**Connors*

Only available to students enrolled in the Bachelor of Development Studies or Graduate Diploma in Development Studies

Students will engage with practitioners in development work in Africa, Asia, Latin America and the Pacific. There will be a weekly lecture, and a workshop addressed by a development agency consultant, leading to discussion. The program will be organised thematically to cover: processes of project development, funding processes, ideological context, human rights, health, women and gender, environmental issues, alternative technologies, child labour, emergency relief, media coverage. Specific country studies will be linked with appropriate themes. Students will become familiar with the theory, practice and challenges of development work.

Prerequisite: enrolment in the third year of the Bachelor of Development Studies or the Graduate Diploma in Development Studies.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: one 1,500-word literature review (35%), one 2,500-word essay based on Development Agency work (50%), one development project proposal (group-work equivalent to 1,000-words per student) (15%).

SOC32CSM COMPARATIVE SOCIAL MOVEMENTS (20 CPs Sem. II. B.) *Dr**Rowan Ireland*

See SOC22CSM for full subject description.

SOC32RID RESEARCH IN DEVELOPMENT (20 CPs Sem. II. B.) *Dr Rowan**Ireland*

This is an advanced subject normally taken by students intending to proceed to fourth-year honours in Development Studies. The subject is designed to allow students to develop practical research skills relating to development work. Students will be required, in consultation with the subject co-ordinator, to propose projects relevant to contemporary development issues and practice. Possible project examples include a program proposal, a preliminary needs assessment report, a project evaluation report, a report on development methodology, or a project conducted in association with a development agency. Students already employed in a development agency may request permission that a work related project be used for the purposes of assessment.

Prerequisite: SOC22DIP and permission from the Development Studies Co-ordinator.

Class requirements: one 1-hour meeting with the subject co-ordinator per fortnight.

Assessment: one 5,000-word research report (100%).

Prescribed Reading:

Lamy, E. and Lessard, P. *Capacity building: a manual for NGOs and field workers: co-operative organizations and NGO-type intermediary organizations*. Montreal Centre canadien d'étude ET de coopération Internationale, 2001.

Eade, D. (ed.) *Development, NGOs, and civil society*. Oxfam, 2000.

Educational Studies

Enquiries: (03) 9479 2546

Email: grad.ed@latrobe.edu.au

Web: www.latrobe.edu/ife

The School of Educational Studies focuses on graduate education and is dedicated to teaching and to scholarship that encourages the development and application of knowledge and ideas through research, teaching and outreach activities. Members of staff are key participants in a wide variety of professional associations and educational advisory committees. The School offers a wide range of pre-service and in-service programs at the Bundoora, Albury-Wodonga, Shepparton and Mildura campuses, designed for graduates with a professional interest in education, who wish to undertake research and to update and reflect on their knowledge of theory. The School is active in projects as diverse as the Adult Migrant English Program Research Centre, the Advocacy Project for students at risk, and the Sun and Science Project. The School also offers off-shore programs in Vietnam and China.

Principal areas of specialisation

Principal areas of specialisation are: Pre-service Teacher Education, Adult Education, Applied Linguistics (including TESOL and LOTE Teaching), Cross-Cultural Communication, Multicultural Education, Counselling, Student Welfare and Guidance, Curriculum and Policy, Educational Administration and Leadership, Information and Communication Technology, Multimedia Education, Language and Literacy, Science and Mathematics Education, Technology Education, Industry Training and Vocational Education and Training.

Research programs

- Doctor of Philosophy
- Doctor of Education
- Master of Adult Education
- Master of Applied Linguistics
- Master of Arts
- Master of Education

Coursework programs**Masters programs**

- Master of Adult Education
- Master of Applied Linguistics
- Master of Arts (Education)
- Master of Arts in Student Welfare and Guidance
- Master of Education
- Master of Educational Leadership and Management
- Master of Science and Technology Education
- Master of Teaching

Pre-service Teacher Education

- Graduate Diploma in Education (Primary)
- Graduate Diploma in Education (Secondary)
- Graduate Diploma in Education (P-12) [Albury-Wodonga campus only]

Graduate Certificates and Graduate Diplomas

- Graduate Certificate in Education (Professional Development)
- Graduate Certificate in Higher Education
- Graduate Certificate in Education in ALBE
- Graduate Certificate in Education in LOTE Teaching
- Graduate Certificate in Education in TESOL
- Graduate Diploma in ALBE
- Graduate Diploma in Educational Studies
- Graduate Diploma in LOTE Teaching
- Graduate Diploma in TESOL
- Graduate Certificate in Educational Administration
- Graduate Diploma in Educational Administration
- Graduate Certificate in Industry Training and Education
- Graduate Diploma in Industry Training and Education
- Postgraduate Diploma in Science and Technology Education
- Graduate Diploma in Student Welfare
- Graduate Diploma in Technology Education
- Graduate Diploma in Vocational Education and Training

Enrolment

If a subject is under-enrolled (fewer than 10 students), it may be cancelled. Students may arrange to enrol in another class or apply to undertake a reading course or independent study with a supervisor.

Subject timetable

Subject timetables are available on the La Trobe website. Vacation subjects for selected coursework programs are conducted in January,

July and September. Some intensive mode subjects are also available during weekends. For further details on subject timetabling please contact the Enquiries Officer on (03) 9479 2546.

RESEARCH DEGREES AND DOCTORATES

Masters and doctoral research candidature is available in a wide range of areas concerned with education, health and human services. The distinction between the PhD, EdD and masters degree is based on both the scope of the program and the research effort required. Information about the areas of research in which supervision is currently available can be viewed at www.latrobe.edu.au/ife.

Doctor of Philosophy (EDPHD)

The Doctor of Philosophy (PhD) is intended for persons with strong theoretical and research interests whose primary commitment is to scholarship, research, teaching and professional training, usually in an academic setting. The PhD is undertaken by supervised research culminating in a thesis of approximately 80,000-100,000 words. It is assessed by external examiners and is required to make an original contribution to knowledge.

Doctor of Education (EDED)

The Doctor of Education (EdD) is for persons who are primarily interested in advanced professional study involving the reflection on, development of, or evaluation of practice. The EdD is undertaken by two years of coursework followed by supervised research culminating in a thesis of approximately 50,000 words, which is assessed by external examiners. The coursework consists of two one-year subjects that enable advanced level study of professional issues, and each of these requires a 12,000-word essay and two 30-minute presentations. The thesis is often in an applied area and allows the researcher to make an intensive investigation in a professional field – usually a field in which they are personally engaged, and of which they have substantial experience.

Duration

The period of candidature is three to four years full-time or four to eight years part-time.

Admission requirements

The usual minimum requirement for admission to candidature of PhD or EdD is the completion of a masters degree by research or, in some instances, a masters degree including a shorter minor thesis. Applicants with a high honours degree are eligible to apply. In addition, applicants must demonstrate by their academic achievements and references, their ability to undertake work at doctoral level.

Course structure (EdD)

| | |
|--|----------|
| Innovation and Convention in Education | EDU60ICE |
| Research Approaches to Professional Issues | EDU60RAP |
| Thesis of 50,000 words | |

Research Masters

Research degrees at Masters level are offered in two strands:

Strand 1: thesis only

A research thesis of 50,000-60,000 words is written over one to two years full-time or two to four years part-time. The thesis constitutes 100 per cent of the examination for the degree and is examined externally. Students studying by research may audit appropriate research methodology subjects or classes from the coursework program.

Strand 2: coursework and major thesis

The degree program consists of two coursework subjects and an externally examined thesis of 40,000 words and may be taken over one to two years full-time or two to four years part-time. There is a 10,000-12,000-word internally assessed essay for the two linked coursework subjects. Students are expected to attain at least a B average in their coursework subjects before proceeding to the thesis.

Coursework Masters

Coursework degrees at Masters level are offered in strands 3 and 4:

Strand 3: coursework and minor thesis

For the one-year program, the course consists of 60 credit points of coursework and a minor thesis of 15,000-20,000 words. There is a 6,000-word internally assessed essay for each of the coursework subjects. Students are required to attain a B average in their coursework in order to proceed to the minor thesis; otherwise they may complete the degree by the coursework only option. The minor thesis is examined externally. Students who achieve a B average in the first two subjects may apply to transfer their candidature to Strand 2.

Strand 4: coursework only

For the one-year program, the degree consists of coursework of 120 credit points. There is a 6,000-word internally assessed essay for each of the coursework subjects. Students who achieve a B average for the first two subjects may apply to transfer their candidature to Strand 2.

Note: Candidates undertaking studies in Strands 2 – 4 are required to enrol in a least one research methodology subject.

Master of Adult Education (EDMAEC)

Strands 3 and 4 are fee-paying courses and do not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide higher degree qualifications for those whose study, research and professional interests are in the education and training of adults. The course provides a career pathway for industry trainers, VET and TAFE teachers, adult literacy and language teachers, consultants and those working in health and human services industries. The course may be taken on a single campus or a combination of campuses.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree or equivalent tertiary qualification are eligible for entry to a two-year (240 credit points) program, consisting of a Graduate Diploma in a related area and a Master of Adult Education. Applicants to the one-year (120 credit points) program should have either a four-year teaching qualification, an honours degree, or a relevant graduate diploma from a recognised university or institution.

Course structure

The course is available in Masters strands 1-4. Please refer to the earlier description for details. Students should select at least 2 subjects from Group A and either undertake a minor thesis or select a further 60 credit points of study from Group B.

Semester

Group A

| | | |
|---|--|----------|
| 1 | Managing Organisational Change | EDU41MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1 | Learning, Reading and Writing | EDU41LRW |
| 2 | Adult Education: theory, practice and change | EDU42AET |

Group B

| | | |
|---|---|----------|
| A | Modes and Structures of Consciousness | EDU40MC1 |
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Research Methods in Education | EDU51RME |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | Qualitative Research Methods in Education | EDU52QRM |
| S | Using Multimedia for Learning | EDU43UML |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Master of Applied Linguistics (EDMAL)

Strands 3 and 4 are fee-paying courses and do not attract a HECS liability. Details of fees are provided with the application kit.

This program leads students from an advanced professional qualification in the area of language and literacy to an increased focus on research across the range of concerns related to language in applied contexts. Graduates of the course will be equipped to take positions of responsibility in the planning, administration and delivery of language and literacy programs and will be qualified to undertake applied research relevant to their professional responsibilities and interests.

Duration

1 year full-time or 2–3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree or equivalent tertiary qualification are eligible for entry to a two-year (240 credit points) program, consisting of a Graduate Diploma in a related area and a Master of Applied Linguistics. Applicants to the one-year (120 credit points) program should have either a four-year teaching qualification, an honours degree, or a relevant graduate diploma from a recognised university or institution.

Course structure

The course is available in Masters strands 1-4. Please refer to the earlier description for details. Major sequences are available in TESOL (Teaching English to Speakers of Other Languages), LOTE (Languages Other Than English) teaching, intercultural education, and literacy education, according to the subjects selected. A minimum of 60 credit points in the final year of the masters program should be in the area selected for the major.

Semester

| | | |
|-----|---|-----------------|
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Sociolinguistics and Language Teaching | EDU41SGT |
| 2 | Advanced Methodology in Language Teaching | EDU42ALT |
| 2 | Bilingualism and Language Education | EDU42BLE |
| 2 | Developments in Literacy Education | EDU42DLE |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | English Grammar for Teaching | EDU42EG |
| 2 | Qualitative Research Methods in Education | EDU52QRM |
| A | Modes and Structures of Consciousness | EDU40MC1 |
| 1/2 | Minor Thesis | EDU51MT/EDU52MT |
| | Analysing Spoken English for TESOL ¹ | EDU42ANT |
| | Language, Curriculum, Materials Development & Assessment ¹ | EDU41LCD |
| | Literacies, Lifestories, Cultures ¹ | EDU42LAC |
| | Second Language Acquisition ¹ | EDU41SLA |

Key: ¹ not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Master of Arts (EDMAC)

Master of Education (EDMEC)

Strands 3 and 4 are fee-paying courses and do not attract a HECS liability. Details of fees are provided with the application kit.

The Master of Education program is designed for graduates with a background in teaching and/or educational administration, or for other graduates with a professional interest in education. The Master of Arts is for professionals who do not have a background in education but who wish to advance their professional standing through studies in an education-related area.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program. Applicants to the one-year program (120 credit points) or to research candidature (Strands 1 and 2) should have a Bachelor of Education, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure

The courses are available in Masters strands 1-4. Please refer to the earlier description for details. Candidates who enter the final year of the masters program are required to complete 120 credit points of study.

Semester

| | | |
|-----|--|---------------------|
| S | Classroom Discipline | EDU43CSD |
| S | Using Multimedia for Learning | EDU43UML |
| A | Issues in Science Education | EDU40SE |
| A | Modes and Structures of Consciousness | EDU40MC1 |
| 1 | Approaches to Humanistic Psychology | EDU41AHS |
| 1 | Approaches to Pastoral Care | EDU41APC |
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Counselling Workshop | EDU41CWS |
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 1 | Enhancing Teaching and Learning with ICT and Multimedia | EDU41ITM |
| 1 | Learning, Reading and Writing | EDU41LRW |
| 1 | Learning Technologies in Education | EDU41LTE |
| 1 | Managing Organisational Change | EDU41MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1/2 | Minor Thesis | EDU51MT/ EDU52MT |
| 1 | Pedagogical Principles and Practice | EDU51PP |
| 1 | Reading Subject 1 | EDU41RS |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Research Practicum 1 | EDU41RP |
| 1 | Researching Good Practice 1 | EDU51RG |
| 1 | Science, Technology and Society in Education | EDU41STS |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Adult Education: theory, practice & change | EDU42AET |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Developments in Literacy Education | EDU42DLE |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Educational Administration: a critical approach | EDU42EA2 |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | Qualitative Research Methods in Education | EDU52QRM |
| 2 | Reading Subject 2 | EDU42RS |
| 2 | Research Practicum 2 | EDU42RP2 |
| 2 | Researching Good Practice 2 | EDU52RG |
| | Interpersonal Skills ¹ | EDU41IS |
| | Internet and Classroom Teaching ¹ | EDU41ICT |
| | Learning and Professional Practice ¹ | EDU41LPP |
| | Literacies, Lifestories, Cultures ¹ | EDU42LAC |
| | Person Centred Approach in Teaching and Counselling ¹ | EDU41PCA |

Key: ¹ Not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Master of Arts in Student Welfare and Guidance (course code to be advised)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course is for teachers or graduates with an interest in the area of student welfare or educational counselling and guidance. The program requires no previous counselling experience and is designed to provide additional skills and understandings to educators who take on a student-welfare oriented role in their school or institution.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program (240 credit points) consisting of the Graduate Diploma in Student Welfare or another approved graduate diploma course and the Master of Arts in Student Welfare and Guidance. Applicants to the one-year program (120 credit points) should have a recognised teaching qualification with three years of experience. Candidates with alternative qualifications and relevant work experience may apply for special entry to the course.

Course structure

The course is available in Masters strands 3 and 4. Please refer to the earlier description for details. Candidates who enter the final year of the masters program are required to complete 120 credit points of study.

Semester**Core**

| | | |
|---|-----------------------------|----------|
| 1 | Approaches to Pastoral Care | EDU41APC |
| 1 | Counselling Workshop | EDU41CWS |

Elective

| | | |
|-----|--|-----------------|
| S | Classroom Discipline | EDU43CSD |
| A | Modes and Structures of Consciousness | EDU40MC1 |
| 1 | Approaches to Humanistic Psychology | EDU41AHS |
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Pedagogical Principles and Practice | EDU51PP |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 1/2 | Minor Thesis | EDU51MT/EDU52MT |
| | Interpersonal Skills ¹ | EDU41IS |
| | Person-centred Approach to Teaching and Counselling ¹ | EDU41PCA |

Key: ¹ not available in 2004.

Note: With the approval of the course co-ordinator, students may select an alternative elective from other Faculty Masters program subject listings.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Master of Educational Leadership and Management (EDMELC)

This is a fee-paying course and does not attract a HECS liability.

Details of fees are provided with the application kit.

The course caters for people who are interested in pursuing a role in leadership, management and evaluation of educational institutions and systems including schools, universities, TAFE, health and nursing education, and other industries providing professional education.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program (240 credit points) consisting of the Graduate Diploma in Educational Administration or another approved graduate diploma course and the Master of Educational Leadership and Management. Applicants to the one-year program (120 credit points) should have a Bachelor of Education, an honours degree, or a relevant graduate diploma from a recognised university or institution.

Course structure

The course is available in Masters strands 3 and 4. Please refer to the earlier description for details. The final year of the Masters program consists of 120 credit points of study. It is structured to ensure that key areas of educational leadership and management are addressed by all

students and at the same time, provides substantial scope for elective subjects to meet individual needs

Core

| | | |
|---|---|----------|
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 1 | Educational Administration 2: a critical approach | EDU42EA2 |
| 2 | Leadership and Supervision Skills | EDU42LSS |

Elective subjects may be selected from the subject listing for the Graduate Diploma in Educational Studies, other approved graduate diploma or masters courses and also from the MBA listings of the Faculty of Law and Management.

Master of Science and Technology Education (EDMSTE)

This is a fee-paying course and does not attract a HECS liability.

Details of fees are provided with the application kit.

The course is designed to upgrade teacher qualifications in science and/or technology by integrating advanced discipline studies in science and technology with postgraduate education studies. The course caters for science teachers and teacher educators who wish to upgrade their science teaching skills. Participants will have the opportunity to select science subjects appropriate to their existing fields of science and technology teaching or science and technology teacher education.

Duration

Part 2 (120 credit points) is taken over 1 year full-time or 2-3 years part-time.

Admission requirements

Applicants to Part 2 (120 credit points) should have a recognised teaching qualification and normally have successfully completed appropriate tertiary studies of at least a sub-major sequence in science, mathematics or technology.

Course structure

The course is available in Masters strands 3 and 4. Please refer to the earlier description for details. The course is a 240 credit point Masters program consisting of the Postgraduate Diploma in Science and Technology Education (Part 1) and the Master of Science and Technology Education (Part 2). It can be taken over 2 years full-time or 3-4 years part-time. Part 2 consists of 120 credit points of study with a minimum of 45 credit points of education subjects and 45 credit points of science subjects, with the remaining 30 credit points selected from either science or education. Normally, at least 30 credit points of the science subjects should be at fourth year level with the remainder at third year level. The science subjects are selected from those available in science and applied science degrees relevant to the teaching discipline of the individual student.

The following subjects are available in the School of Educational Studies:

Semester

| | | |
|------------|---|----------|
| 1 | Research Methods in Education | EDU51RME |
| and either | | |
| 1 | Science, Technology and Society in Education | EDU41STS |
| or | | |
| two | 15 credit point subjects, which have not previously been taken by the student in the Postgraduate Diploma course. | |
| or | | |
| 2 | Research Project | EDU52RP |

As an alternative to the Education coursework subjects, students may undertake a Minor Thesis (60 credit points). Students selecting the minor thesis option must also audit the subject 'Research Methods in Education'.

Plus relevant science or technology degree subjects in accordance with the course requirements (refer to description under Course Structure) normally from Honours or Level 4 from the Faculty of Science, Technology and Engineering.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Master of Teaching (EDMTC)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide a professional qualification for teachers working in primary, secondary, and adult sectors including TAFE. It is a one-year program that can follow on directly from the Graduate Diploma in Education or equivalent, adding a further year to a first teaching qualification to meet a five-year requirement. It is focused around a research-based professional development program drawing on teachers' experiences in their own educational settings. The Professional Practicum component requires the equivalent of 60 days of practical teaching in an approved educational setting on assigned tasks to be negotiated between the institution and the University. This practicum may be carried out in the candidate's current employment situation. Upon submission of appropriate documentation, teachers with a minimum of five years of classroom experience will be granted an exemption from the Professional Practicum component (30 credit points) as recognition of prior learning.

Admission requirements

Applicants should have a four-year teaching qualification (Bachelor degree and Diploma of Education, pre-service BEd or equivalent).

Duration

1 year full-time or 2 – 3 years part-time.

Course structure

The course consists of 120 credit points of study.

Semester

| | | |
|---|--------------------------------------|----------|
| A | Research Project – Field Study | EDU52RP |
| 1 | Pedagogical Principles and Practice | EDU51PP |
| 2 | Professional Practicum | EDU51PM |
| 2 | Curriculum Design and Implementation | EDU52CDI |

Plus a single-semester elective chosen from the Education graduate diploma or masters listing.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

PRE-SERVICE TEACHER EDUCATION COURSES

Graduate Diploma in Education

The course offers a pre-service teacher education qualification for graduates which satisfies the prerequisites for employment as a teacher in state and independent schools. It is available in three streams: primary, secondary and Prep-12.

Before embarking on this course, candidates with qualifications that are not standard Victorian university degrees are strongly advised to check with the Victorian teacher accreditation authority through the Victorian Institute of Teaching or other employment authorities to ensure that they will be eligible for employment in the school sector. The student's first degree and subject combinations must be acceptable to the appropriate employer authorities.

Application procedures

Candidates for the course must apply through the Victorian Tertiary Admissions Centre (VTAC) by 30 September. Late applications (at an additional cost) close mid-November. Application forms are provided in the VTAC Guide (available from newsagents) or via the VTAC Infonet: www.vtac.edu.au.

An information meeting for prospective candidates is held in late August or early September each year. Details are widely advertised at the time.

English requirement

The University Test of English as a Second Language (UTESL)

If you do not have a satisfactory result in any standard Year 12 English in Australia (including applicants with overseas qualifications), or if you have not received official exemption from the University Test of English as a Second Language from the institution of your first preference, you must enrol for this written test of reading, writing and listening skills. If you fail to sit the test, you will not be considered for selection. Tests are conducted by the Language Testing Research Centre at the University of Melbourne. Please refer to the VTAC Guide 2004 for details.

Police record check

All students enrolling in the Graduate Diploma in Education will be required to complete a Victorian Police 'Consent to Check and Release Form'.

Graduate Diploma in Education (Primary) (EDGE)

This course provides the teacher training component of the requirements for qualification as a teacher in Victoria and most other states, as well as many overseas countries. It covers the following method areas: English, mathematics, science, technology, studies of society and environment, visual and performing arts, health and physical education, and includes languages other than English teaching method for selected students with appropriate qualifications. The course includes 60 days of supervised school experience.

Duration

The course is normally undertaken by full-time study for one academic year or part-time over two years.

Part-time program

Limited part-time places are available. Part-time candidates attend a course of study and undertake practical teaching experience over two years. They are expected to attend classes and other formal activities for approximately three days a week during each semester in addition to practical teaching experience. Issues in Education is a compulsory subject in the first year. Students are advised to take either mathematics or English method subject during the first year. Most activities are in normal working hours.

Admission requirements

A three-year bachelor degree, acceptable to the appropriate qualifications board, is the minimum prerequisite. Competence in English as specified in the VTAC guide for local students and university admission requirements for international students.

Course structure

This course has a total of 120 credit points. EDU40PLO (LOTE method) (5 credit points) is an optional additional method and can be taken by those with the appropriate undergraduate qualifications in the Language Other than English.

A pass in all components of all subjects is required for successful completion of the degree.

Core subjects

Semester

| | | |
|---|---|----------|
| 1 | Teaching Practice 1 | EDU41TP1 |
| 2 | Teaching Practice 2 | EDU42TP2 |
| A | Issues in Education | EDU40IEP |
| A | Primary English Method | EDU40PEN |
| A | Primary Health and PE Method | EDU40HPE |
| A | Primary Learning Technologies Method | EDU40PLT |
| A | Primary Maths Method | EDU40PMA |
| A | Primary Science Method | EDU40PSC |
| A | Primary SOSE Method | EDU40PSO |
| A | Primary Visual & Performing Arts Method | EDU40VPA |

Graduate Diploma in Education (Secondary) (EDGES)

This course qualifies graduates to teach in post-primary schools and colleges, and adult (including TAFE) contexts in Australia.

Duration

The course is normally undertaken by full-time study for one academic year or part-time over two or three years.

Admission requirements

Applicants should have a bachelor degree or equivalent with sequences of studies in relevant subjects that satisfy the prerequisites specified for the particular teaching method. Normally this is at least a sub-major in each of two recognised teaching subjects. Competence in English as specified in the VTAC guide for local students and university admission requirements for international students.

Course structure

The course consists of 120 credit points and is planned around three major areas of study:

- approaches to teaching and learning
- methodology and curriculum
- practical teaching.

There are two 14-week semesters of University-based work, including nine weeks of school teaching and further supervised school experience.

Core subjects (20 credit points)

Semester

| | | |
|---|-------------------------------|----------|
| 1 | Context of Learning | EDU41COL |
| 1 | Teaching Practice and Skills | EDU41TPS |
| 2 | Issues in Secondary Education | EDU42SEI |
| 2 | Teaching Practice and Models | EDU42TPM |

Plus two teaching method subjects from those listed below:

All students enrol in two teaching methods. VET Method and Technology Method are offered in block mode during weekends or holiday periods.

Method subjects (20 credit points)

Semester

| | | |
|---|--|----------|
| A | Biology Teaching Method | EDU40BTM |
| A | Chemistry Teaching Method | EDU40CTM |
| A | English Teaching Method | EDU40ETM |
| A | ESL Teaching Method | EDU40TSL |
| A | Information Technology/Computing Teaching Method | EDU40ITM |
| A | LOTE Teaching Method | EDU40LM |
| A | Mathematics Teaching Method | EDU40MTM |
| A | Physics Teaching Method | EDU40PTM |
| A | Science Teaching Method | EDU40STM |
| A | SOSE Teaching Method | EDU40SEM |
| 2 | Technology Teaching Method | EDU42MTT |
| 1 | VET Teaching Method | EDU41VM1 |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Certificate in Education (Professional Development) (EDCEPD)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The Graduate Certificate in Education (Professional Development) is designed for teachers and other professionals requiring a short professional development course in education. It provides an opportunity for study in the discipline of education and a pathway to other postgraduate study.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent).

Course structure

The course consists of 60 credit points of study and is normally undertaken by enrolment in three 20-credit point subjects or a combination of 15 and 20 credit point subjects. With the approval of the course adviser, candidates may select subjects in their area of

interest from the Education listing of fourth and fifth year subjects. (Refer to subject listing under Graduate Diploma of Educational Studies). Candidates may apply for credit for up to one-third of the course for equivalent external study or approved teacher professional development that has been undertaken with assessment.

Graduate Certificate in Higher Education (EDCHE)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to meet the needs of academic staff for advanced professional development and certification in teaching and learning in higher education. The course is convened jointly with the Academic Development Unit.

Duration

One semester full-time or 1-2 years part-time.

Admission requirements

A bachelor degree or equivalent is required.

Course structure

This course has a total of 60 credit points.

Semester

| | | |
|------|--|-----------------|
| 1 | Introduction to University Teaching & Learning | EDU41IUT |
| 1or2 | Research Practicum | EDU41RP/EDU42RP |

plus

a 20-credit point elective subject from the GradDip or Masters listing of Education subjects.

Graduate Certificate in Education

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The Graduate Certificate in Education is designed as a short professional development course. It consists of 60 credit points of study. Students successfully completing the graduate certificate may elect either to take out the certificate or to transfer to a graduate diploma course (an additional 60 credit points of study is required). Double credit is not permitted and, if a graduate certificate is formally taken out, the subjects comprising it may not subsequently be credited towards a graduate diploma. The Graduate Certificate in Education is currently offered in three streams: adult literacy and basic education (ALBE), LOTE teaching, and TESOL.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

Applicants should have a bachelor degree or equivalent in any discipline. Specific entry requirements apply for TESOL and LOTE teaching.

Graduate Certificate in Education – Adult Literacy and Basic Education (ALBE) (EDCAL)

This is a short training or retraining course for teaching adult literacy and basic education (ALBE) in a variety of contexts and educational settings. It comprises half of the Graduate Diploma in Adult Literacy and Basic Education, into which students may transfer their enrolment. Students may combine subject requirements for the ALBE stream with those for the TESOL stream and transfer their enrolment to qualify for the Graduate Diploma in ALBE or the Graduate Diploma in TESOL, subject to the approval of the ALBE and TESOL course convenors.

Course structure

This course has a total of 60 credit points.

Students select two of the following core subjects:

Semester

| | | |
|---|--|----------------------|
| 2 | Adult Education: theory, practice and change | EDU42AET |
| 2 | Developments in Literacy Education Learning and Professional Practice ¹ | EDU42DLE EDU41LPP |

| | | |
|---|--|----------------------|
| 1 | Learning, Reading and Writing Literacies, Lifestories, Cultures ¹ | EDU41LRW EDU42LAC |
|---|--|----------------------|

and one of:

| | | |
|--|---|----------|
| | Intercultural Communication and Education | EDU41CC |
| | Education and Cultural Diversity | EDU42ECD |
| | Managing Organisational Change | EDU41MOC |

or an alternative subject from the Education listing as approved by the course co-ordinator.

Key: ¹ not available 2004.

Graduate Certificate in Education – Languages Other Than English (LOTE) Teaching (EDCEL)

This stream enables qualified teachers to gain an additional qualification as teachers of languages other than English.

Admission requirements

Applicants should normally have a recognised teaching qualification of at least four years duration, with either three years of university study of the LOTE, graduating at advanced level, or native speaker background.

Course structure

This course has a total of 60 credit points.

Semester

| | | |
|-----|----------------------------|----------|
| 1/2 | Language Teaching Practice | EDU41LTP |
| A | LOTE Teaching Methodology | EDU40LTM |

Graduate Certificate in Education – Teaching English to Speakers of Other Languages (TESOL) (EDCET)

This stream enables qualified teachers to gain an additional qualification as teachers of English to speakers of other languages.

Admission requirements

Applicants will normally have a recognised teaching qualification of at least four years duration. Applicants with a degree who do not meet this requirement may make application for special entry based on appropriate work experience and/or a commitment to working in TESOL programs for which a general teaching qualification is not a requirement. In such cases, the course may provide a recognised TESOL qualification but will not qualify candidates to teach in schools and some adult education programs in Australia.

Course structure

This course has a total of 60 credit points.

Semester

| | | |
|-----|----------------------------|-------------------|
| 1 | Language Teaching 1 | EDU41LT1 |
| 1 | Language Teaching 2 | EDU42LT2 |
| 1/2 | Language Teaching Practice | EDU41LTP/EDU42LTP |

Graduate Diploma in Adult Literacy and Basic Education (ALBE) (EDGAL)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This is an advanced professional qualification for teaching in the field of Adult Literacy and Basic Education (ALBE). Graduates are qualified for employment in the ALBE sector. Candidates who wish to specialise in ALBE may choose TESOL subjects as two of their electives.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A bachelor degree or equivalent qualification is required.

Course structure

This course has a total of 120 credit points. Students take six 20-credit point subjects.

Students select two or three subjects from:

| Semester | | |
|----------|---|----------|
| 2 | Adult Education: Theory, Practice & Change | EDU42AET |
| 2 | Developments in Literacy Education | EDU42DLE |
| 1 | Learning, Reading and Writing | EDU41LRW |
| | Learning and Professional Practice ¹ | EDU41LPP |
| | Literacies, Lifestories, Cultures ¹ | EDU42LAC |

Other subjects may be selected from:

| | | |
|---|---|----------|
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Managing Organisational Change | EDU41MOC |
| 2 | Education and Cultural Diversity | EDU42ECD |

or an alternative subject/s (which may include TESOL subjects) from the Education listing with the approval of the course co-ordinator.

Key: ¹ not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Diploma in Educational Studies (EDGEST)

This is a fee-paying course and does not attract a HECS liability.

Details of fees are provided with the application kit.

This course is designed to provide an opportunity for teachers and other professionals to further their professional development in general educational studies. It provides a fourth-year qualification for three-year trained primary teachers or a qualification in education for nurses or other professionals who wish to pursue studies in professional education related to their own environment. The course is a pathway to masters level study.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A three-year bachelor degree or equivalent is required.

Course structure

The course has a total of 120 credit points. Subjects may be selected from the following.

Semester

| | | |
|---|---|----------|
| A | Issues in Science Education | EDU40SE |
| A | Modes and Structures of Consciousness | EDU40MC1 |
| S | Classroom Discipline | EDU43CSD |
| S | Issues in Education | EDU43IE |
| S | Using Multimedia for Learning | EDU43UML |
| 1 | Approaches to Humanistic Psychology | EDU41AHS |
| 1 | Approaches to Pastoral Care | EDU41APC |
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Counselling Workshop | EDU41CWS |
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 1 | Enhancing Teaching and Learning with ICT and Multimedia | EDU41ITM |
| 1 | Introduction to Research Methodology | EDU41IRM |
| 1 | Learning Technologies in Education | EDU41LTE |
| 1 | Learning, Reading and Writing | EDU41LRW |
| 1 | Managing Organisational Change | EDU41MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1 | Reading Subject 1 | EDU41RS |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Research Practicum 1 | EDU41RP |
| 1 | Science Technology and Society in Education | EDU41STS |
| 2 | Adult Education: Theory, Practice & Change | EDU42AET |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Developments in Literacy Education | EDU42DLE |
| 2 | Educational Administration 2: a critical approach | EDU42EA2 |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | Reading Subject 2 | EDU42RS |

| | | |
|---|--|---|
| 2 | Research Practicum 2 Internet and Classroom Teaching ¹ | EDU42RP EDU41ICT |
| 1 | Interpersonal Skills ¹ Person Centred Approach in Teaching, Counselling & Nursing ¹ Learning and Professional Practice ¹ Literacies and Globalisation ¹ Literacies, Lifestories, Cultures ¹ | EDU41IS EDU41PCA EDU41LPP EDU42LAG EDU42LAC |

Key: ¹ not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Diploma in LOTE Teaching (EDGLT)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This is an advanced professional qualification for teachers of languages other than English (LOTE). Graduates with appropriate initial teaching qualifications are qualified for employment in all LOTE teaching sectors. Students undertake a 22-day teaching practicum as part of the program.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Applicants should normally have a recognised teaching qualification of at least four years duration with either three years of university study of the LOTE, graduating at advanced level, or native speaker background.

Course structure

This course has a total of 120 credit points.

Semester

| | | |
|--------|----------------------------|-------------------|
| A | LOTE Teaching Methodology | EDU40LTM |
| 1 or 2 | Language Teaching Practice | EDU41LTP/EDU42LTP |
| 2 | Bilingualism and Education | EDU42BLE |

Plus two of the following:

| | | |
|---|---|----------|
| 1 | Second Language Acquisition ¹ | EDU41SLA |
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Sociolinguistics in Language Teaching | EDU41SGT |
| 2 | Education and Cultural Diversity | EDU42ECD |

or language upgrading studies in another Department or School or a subject from the Graduate Diploma, Master of Applied Linguistics or Master of Education listing.

Key: ¹ not available in 2004.

Graduate Diploma in TESOL (EDGET)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This is an advanced professional qualification in teaching English to speakers of other languages. It is suitable for teachers wishing to upgrade their qualifications and may be taken at two levels: an introductory level for those with little or no previous experience of TESOL, and a more advanced level for those with more than three years of practical TESOL experience. Graduates with appropriate pre-service teaching qualifications are qualified for employment in all TESOL sectors.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Applicants will normally have a recognised teaching qualification of at least four years duration. Applicants with a degree who do not meet this requirement may make application for special entry based on appropriate work experience and/or a commitment to working in TESOL programs for which a general teaching qualification is not a requirement. In such cases, the course may provide a recognised

TESOL qualification but will not qualify candidates to teach in schools and some adult education programs in Australia.

Police record check

All students enrolling in the Graduate Diploma in TESOL will be required to complete a Victorian Police 'Consent To Check and Release Form'.

Course structure

The course includes a range of areas relating to TESOL including the nature and structure of written and spoken English, teaching methodology, issues in bilingualism, materials design and curriculum.

For Australian residents, the course may include 22 days of practical teaching experience to meet the requirements of Australian professional guidelines.

This course has a total of 120 credit points, made up of six 20-credit point subjects. Students should seek advice and approval of their selection from the following subjects:

Semester

| | | |
|-----|--|----------|
| 1 | Intercultural Communication and Education | EDU41CC |
| 1/2 | Language Teaching Practice | EDU41LTP |
| 1 | Language Teaching 1 | EDU41LT1 |
| 1 | Sociolinguistics in Language Teaching | EDU41SGT |
| 2 | Advanced Methodology in Language Teaching | EDU42ALT |
| 2 | Bilingualism and Language Education | EDU42BLE |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | English Grammar for Teaching | EDU42EG |
| 2 | Language Teaching 2 | EDU42LT2 |
| | Analysing Spoken English for TESOL ¹ | EDU42ANT |
| | Language Curriculum, Materials Development & Assessment ¹ | EDU41LCD |
| | Second Language Acquisition ¹ | EDU41SLA |

Key: ¹ not available in 2004.

Students may take two adult literacy and basic education (ALBE) subjects with the approval of the ALBE and TESOL course convenors. Under certain circumstances and with the approval of the TESOL convenor, students may select subjects in multicultural education or cross-cultural communication or research methodology.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Certificate in Educational Administration (EDCEA)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide training for people who wish to develop their skills as effective and reflective administrators and leaders. The focus of the course is on context-based leadership and provides students with the opportunity to explore theory and practice relevant to their particular contexts. Students may elect to transfer to the Graduate Diploma in Educational Administration which requires successful completion of a further 60 credit points.

Duration

The course may be taken part-time over 1-2 years.

Admission requirements

A bachelor degree or equivalent is required.

Course structure

This course has a total of 60 credit points.

Semester

| | | |
|---|---|----------|
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 2 | Educational Administration 2: a critical approach | EDU42EA2 |

plus

a 20-credit point elective subject taken from the Education GradDip or MEd listing.

Graduate Diploma in Educational Administration (EDGEA)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed for people who wish to develop their skills as effective and reflective administrators. The focus of the course is on context-based leadership and management. Students are given the opportunity to explore theory and practice relevant to their particular contexts. Topics include consultative-participative leadership styles, communication, critical reflection, motivation, group relationships, decision-making, organisational culture, curriculum theory, design and development and approaches to teaching and learning.

Duration

The course may be taken one year full-time or 1-3 years part-time.

Admission requirements

A bachelor degree or equivalent qualification with experience in education and/or administration is required.

Course structure

This course has a total of 120 credit points.

Semester

| | | |
|---|---|----------|
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 2 | Educational Administration 2: a critical approach | EDU42EA2 |
| 2 | Leadership and Supervision Skills | EDU42LSS |

plus

Elective subjects totalling 60 credit points taken from the Education GradDip/MEd listing or from the MBA subjects in the Faculty of Law and Management.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Certificate in Industry Training and Education (EDCITE)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course equips graduates to work as educators or trainers in business, government, industry, technical and further education (TAFE), vocational education and training (VET), and the community. Students may elect to transfer to the Graduate Diploma in Industry Training and Education which requires completion of a further 60 credit points of study.

Duration

1 semester full-time or 1 year to 18 months part-time.

Admission requirements

A bachelor degree is required. Candidates with alternative TAFE qualifications and a trade background may apply for special entry to the course.

Course structure

This course has a total of 60 credit points.

Semester

| | | |
|---|------------------------------------|----------|
| 1 | Methods of Teaching (Adult Stream) | EDU41MTA |
| 2 | Curriculum Development and Design | EDU42CDD |

plus one of the following:

| | | |
|---|--|----------|
| 5 | Using Multimedia for Learning | EDU43UML |
| 2 | Adult Education: theory, practice & change | EDU42AET |
| 2 | Leadership and Supervision Skills | EDU42LSS |

or

a 20-credit point elective subject taken from the Education GradDip or MEd listing.

Graduate Diploma in Industry Training and Education (EDGITE)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This is a more advanced qualification than the graduate certificate and is suitable for those wishing to work as professional educators in the adult sector. Graduates may be eligible to progress to higher degree candidature.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

A bachelor degree is required. Candidates with alternative TAFE qualifications and a trade background may apply for special entry to the course.

Course structure

This course has a total of 120 credit points.

Semester

| | | |
|---|--|----------|
| 1 | Methods of Teaching (Adult Stream) | EDU41MTA |
| 2 | Adult Education: theory, practice & change | EDU42AET |
| 2 | Curriculum Development and Design | EDU42CDD |

plus three electives totalling 60 credit points.

Electives

Three elective subjects in the student's area of interest may be chosen from the Education GradDip or MEd listing. The elective, Teaching Practice (VET) EDU41TPV or EDU42TPV should be taken by students wishing to do supervised teaching practice in the TAFE sector.

Subject descriptions

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Postgraduate Diploma in Science and Technology Education (EDPSTE)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course is designed to upgrade teacher qualifications in science and/or technology by integrating further discipline studies in science and technology with postgraduate education studies. The course caters for science teachers and teacher educators who wish to upgrade their existing science teaching skills. Participants will have the opportunity to select science subjects appropriate to their existing fields of science and technology teaching or science and technology teacher education.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Applicants should have a recognised teaching qualification and normally have successfully completed appropriate tertiary studies of at least a sub-major sequence in science, mathematics or technology. Candidates who have also successfully completed a specialist graduate diploma in an area related to science education may progress directly to the Master of Science and Technology Education.

Course structure

The course consists of 120 credit points of study and is Part 1 of a two-year Masters program consisting of the Postgraduate Diploma in Science and Technology Education and the Master of Science and Technology Education. The postgraduate diploma contains a minimum of 45 credit points of education subjects and a minimum of 45 credit points of science subjects, with the remaining 30 credit points selected from either science or education.

Semester

| A | Issues in Science Education | Subject code |
|---|---|--------------|
| | Select one from | EDU40SE |
| 1 | Enhancing Teaching and Learning with ICT and Multimedia | EDU41ITM |
| 1 | Science, Technology and Society | EDU41STS |

Plus relevant science or technology degree subjects in accordance with the course requirements normally from Level 3 or 4 from the Faculty of Science, Technology and Engineering.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Diploma in Student Welfare (EDGSW)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course provides a professional qualification for student welfare co-ordinators or for teachers interested in developing a career path in student welfare or associated roles. The course aims to provide candidates with specific understandings and skills that will enhance their performance in pastoral care and student welfare.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

Normally applicants should have an approved teacher training qualification and a minimum of three years of teaching experience. Candidates with a Bachelor degree may apply and will be considered based on their background and experience.

Course structure

The course consists of 120 credit points of study. Subjects are selected from the following:

Semester

| | | |
|---|---|----------|
| A | Modes and Structures of Consciousness | EDU40MC1 |
| S | Classroom Discipline | EDU43CSD |
| 1 | Approaches to Humanistic Psychology | EDU41AHS |
| 1 | Approaches to Pastoral Care | EDU41APC |
| 1 | Intercultural Communication and Education | EDU41CC |
| 1 | Counselling Workshop | EDU41CWS |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Education and Cultural Diversity | EDU42ECD |
| | The Person-Centred Approach ¹ | EDU41PCA |
| | Interpersonal Skills ¹ | EDU41IS |

Key: ¹ not available in 2004.

Note: with the approval of the course co-ordinator, students may select an elective from the Education Graduate Diploma or Masters subject listing or from other Faculty subject listings.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Diploma in Technology Education (EDGTE)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course is offered through a co-operative arrangement between TAFE institutions and La Trobe University. It is primarily designed to train teachers for secondary schools in the Technology Key Learning Area (KLA). For years 7-10, the KLA integrates information, materials and systems. At VCE level, the Technology curriculum becomes more specialised and includes: (i) Systems and Technology, (ii) Design and Technology, (iii) Food Technology and (iv) Information Technology. Graduates will teach in one or more of these areas and also in a VCE Vocational Education and Training subject area depending on their prior qualifications and industry experience.

Duration

2 years full-time or 3-4 years part-time.

Admission requirements

To be eligible for entry to the course, applicants must satisfy one or more of the following requirements:

1. Certificate of Proficiency of the Victorian Industrial Training Commission or equivalent, and substantial relevant work experience such that the period of apprenticeship and work experience totals not less than eight years.
2. a Certificate of Technology or other approved two-year full-time post-Year 11 TAFE certificate or equivalent, plus at least six years of relevant work experience.
3. Diploma or other approved two-year full-time post-Year 12 diploma, or equivalent, plus at least two years of relevant work experience.
4. other such vocational qualifications and occupational experience as may be deemed by the University and the Victorian Institute of Teaching to be at least equivalent to one of the above.

Literacy assessment test

Candidates who have not completed Year 12 English or equivalent will be required to undertake an English Language Literacy Assessment Test. The test will be conducted at the relevant campus prior to the close of applications.

Police record check

All students enrolling in the Graduate Diploma in Technology Education will be required to complete a Victorian Police 'Consent To Check and Release Form'.

Course structure

The course consists of 240 credit points of study.

Year 1

| | | |
|-------------------------------|--|-------------------|
| La Trobe University subjects: | | |
| 1 | Studies in Information Technology* | EDU41SIT |
| 1 | VET Teaching Method 1 | EDU41VM1 |
| 1or2 | Studies in Technology: materials and systems | EDU41TMS/EDU42TMS |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Industrial Practicum A | EDU42IPA |

Year 2

| | | |
|-------------------------------|---|----------|
| La Trobe University subjects: | | |
| S | Issues in Education | EDU43IE |
| 1 | Industrial Practicum B | EDU41IPB |
| 1 | Methods of Teaching (Technology Method) | EDU41MTT |
| 2 | Industrial Practicum C | EDU42IPC |
| 2 | Industrial Practicum D | EDU42IPD |
| TAFE subjects: | | |

Yr 1 or 2

| | | |
|---|--|----------|
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Safe Practices in the VET Classroom | EDU40SPC |
| A | Studies in Information Technology* | EDU40SIT |

Key: *there is an option to take this subject at either TAFE or La Trobe University.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Education section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Diploma in Vocational Education and Training (EDGVET)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is offered jointly with approved institutes of TAFE. The course provides a teacher education credential designed for those who are currently involved with teaching in training environments such as industry or TAFE, or those who have an interest in this area.

Duration

1 year full-time or 2-3 years part-time.

Admission requirements

A bachelor degree, or a professional qualification which satisfies requirements for employment in the TAFE sector is required; that is, a minimum of Level 3 Certificate plus five years of industry experience.

Course structure

This course has a total of 120 credit points and consists of six subjects.

The following subjects are taken at the University.

Semester

| | | |
|---|--|----------|
| 1 | Methods of Teaching (Adult stream) | EDU41MTA |
| 2 | Curriculum Development and Design and one of: | EDU42CDD |

| | | |
|---|--|----------|
| 2 | Adult Education: Theory, Practice and Change | EDU42AET |
| 2 | Leadership and Supervision Skills | EDU42LSS |

The following subjects are taken with an approved TAFE institute.

| | | |
|---|--|----------|
| 2 | Teaching Practice (VET) | EDU42TPV |
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Teaching and Learning in TAFE | EDU40TLT |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

ADULT EDUCATION: THEORY, PRACTICE AND CHANGE (20 CPs Sem. II. B., BE., S., WO.) EDU42AET

B: Dr Audrey Grant, BE: Dr Jennifer Sheed
Current theories and practice in adult education are examined with a particular emphasis on change. Critical reflective practice is used as a tool for exploring classroom practice. The dialectic between structural/social and personal change is also considered. Aspects of change are explored in relation to transformation at the personal level as well as at the social and organisational levels. Topics include perspective transformation, adult education for human development, life transition, experiential learning and critical pedagogy.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5,000-word essay (100%). Fifth year students will be expected to produce work at a higher analytical level.

Preliminary Reading:

Burns, R. *The adult learner at work*. Business and Professional Publishing Pty Ltd, Warriewood, NSW, 1995.

Prescribed Reading:

Foley, G. *Understanding adult education and training*. 2nd edition, Allen & Unwin, 2000.

Recommended Reading:

Brookfield, S. *Becoming a critically reflective teacher*. Jossey-Bass, San Francisco, 1995.

Willis, P. and Neville, B. *Qualitative research practice in adult education*. David Lovell Publishing, Ringwood, Victoria, 1996.

ADVANCED METHODOLOGY IN LANGUAGE TEACHING (20 CPs Sem. II. B., BE., V.) EDU42ALT

Mr Alan Williams

Major issues in and approaches to TESOL and LOTE teaching are examined for teachers specialising in either of these areas. Topics include the role of the teacher and learner; the aims, activities, techniques and methodologies used to teach language in different classes; and the extent to which these approaches suit different contexts and purposes of language teaching. TESOL (both within and beyond Australia) and LOTE teaching to children, adolescents and adults are examined and related to each other according to the particular interests of students.

Class requirements: one 3-hour seminar/tutorial per week.

Assessment: two 750-word exercises (30%), one 2,000-word word essay (40%), one 1,500-word curriculum paper (30%). 5th year students will be expected to use a wide range of references and produce work at a higher analytical level.

Recommended Reading:

Orr, P. *A course in language teaching: practice and theory*. Cambridge, 1996.

Curriculum and standards framework: ESL companion to the English CSF. Carlton: Victorian Board of Studies, 2001.

Harmer, J. *The practice of English language teaching*. 3rd edn, Longman, 2001.

ANALYSING SPOKEN ENGLISH FOR TESOL (20 CPs Sem. II. B.) EDU40ANT

Dr Lynda Yates

Not available in 2004.

APPROACHES TO HUMANISTIC PSYCHOLOGY (20 CPs Sem. I. B., BE., WO.)

EDU41AHS *B: Ms Tricia McCann, BE: Dr Michael Faulkner*

The assumptions, research and speculation of humanistic psychology are explored and an attempt is made to develop an approach to education based on humanistic models of growth and learning. The goals and methods of humanistic therapies are examined (for example, gestalt, person-centred therapy, psychodrama) with a view to developing a humanistic understanding of the education process.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5000-word essay (100%). Fifth year level students will be required to produce work at a higher analytical level.

Recommended Reading:

Neville, B. W. *Educating psyche: emotion, imagination and the unconscious in learning*. Collins Dove, 1992.

Fadiman, J. and Frager, R. *Personality and personal growth*. Harper Collins, 1994.

Miller, R. *What are schools for?* Holistic Education Press, 1997.

APPROACHES TO PASTORAL CARE (20 CPs Sem. I. B., WO.) EDU41APC

Ms Tricia McCann

This subject deals with policies and programs for effective pastoral care in schools and other education institutions. The subject covers both systemic and personal issues in the provision of pastoral care to students. Topics include theories and models of pastoral care, student advocacy, teacher-student relationships and strategies for the implementation of pastoral care programs in education institutions.

Class requirements: block mode: six days for six hours per day.

Assessment: one 5000-word essay (100%). Fifth year students will be expected to produce work at a higher analytical level.

Recommended Reading:

Geldard, P. *Basic personal counselling*. Pearson Education Aust., 2001.

Best, R., Lang, P., Lodge, C. and Watkins, C. *Pastoral care and personal social education*. Cassell, London, 1995.

Moore, T. *The education of the heart*. Hodder and Stoughton, NY, 1996.

AT RISK STUDENTS: CRITICAL CONSIDERATIONS (20 CPs Sem. II. B., BE.)

EDU42ARS *B: Ms Patrica McCann, BE: Dr Dixie Blanksby*

In this subject students will address issues concerning divisions in contemporary school populations, the issues of school inequity, successful and at risk students. The role of schooling, work and student destination will be discussed, along with the development of youth cultures. The places of gender, ethnicity, drugs, and male positioning will be part of this analysis. Helping students to solve personal solve personal and social problems is part of examining the relationship between student, school and work futures. Present programs, pastoral care, student welfare and discipline programs will be critically analysed.

Quota: 25. Enrolment monitoring. Multiple classes can be arranged if required.

Class requirements: five 7-hour weekend workshops.

Assessment: one 5,000 word essay (100%). Fifth year level students are required to produce work at a higher analytical level.

Prescribed Reading:

Elliott, J. *The curriculum experiment: meeting the challenge of social change*. Open University Press, Buckingham, 1998.

Pearl, A. and Knight, T. *The democratic classroom: theory to inform practice*. Hampton Press, New Jersey, 1999.

Power, S. *The pastoral and the academic: conflict and contradiction in the curriculum*. Cassell, London, 1996.

BILINGUALISM AND LANGUAGE EDUCATION (20 CPs Sem. II. B., BE., V.)

EDU42BLE *B: Dr Howard Nicholas*

This subject is offered at fifth-year level also.

The cognitive, cultural, psycholinguistic and social issues involved in bilingualism are reviewed. Particular attention is given to models of developing bilingualism within mainstream educational contexts for language minority and majority students. Methodologies and curriculum employed specifically in bilingual immersion programs are discussed. The teaching contexts of both local and overseas students, including languages other than English and teaching English as a second and foreign language, are addressed.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5,000-word essay (100%). Fifth year students will be expected to use a wider source of references and produce work at a higher analytical level.

Prescribed Reading:

Baker, C. *Foundations of bilingual education and bilingualism*. 3rd edn, Clevedon, UK: Multilingual Matters, 2001.

Recommended Reading:

Truckenbrodt, A. and de Courcy, M. *Implementing a bilingual program*. Melbourne: AISV, 2002.

de Courcy, M. *Learner's experiences of immersion education: case studies of French and Chinese*. UK: Multilingual Matters, 2002.

Li Wei (ed.) *The bilingualism reader*. London: Routledge, 2000.

BILINGUALISM AND LANGUAGE EDUCATION (20 CPs Sem. II. B., BE., V.)

EDU52BLE B: Dr Howard Nicholas

See EDU42BLE for full subject description.

BIOLOGY TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40BTM**

B: Dr Wan Ng, BE: Mr Peter Cox

This subject prepares students for teaching general science and senior biology. Topics covered include introduction to junior science curriculum materials, learning theories and science teaching, constructivism and other strategies. Primary-secondary transition regarding science concepts and skills, lesson planning, writing teaching units including science related safety and legal responsibilities, computer assisted learning, CD-ROMs, organisation of the laboratory, demonstrations and audio-visual aids in science teaching and gender issues are also examined. The aims and objectives of senior high school biology, national and state policy documents and teaching guides pertaining to teaching biology is examined.

Prerequisite: sub-major study in biology in an approved degree.

Class requirements: one 2-hour workshop per week.

Assessment: four 1,250-word assignments (25% each). In order to pass this subject students must attend 80% of the workshops.

Prescribed Reading:

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1994.

CHEMISTRY TEACHING METHOD (20 CPs Sem. A. B., BE.) **EDU40CTM** B:

Dr Wan Ng, BE: Mr Peter Cox

This subject prepares students for teaching general science and senior chemistry. Topics include introduction to junior science curriculum materials, learning theories and science teaching constructivism and other strategies. Primary-secondary transition with respect to science concepts and skills, writing and using objectives, identifying objectives in published materials, assessment methods for different teaching strategies (check lists, laboratory work, skills and attitudes), lesson planning and writing teaching units and safety and legal responsibility in science teaching. Gender issues in science teaching, national and state policies, computer assisted learning, objectives and outline of senior high school chemistry, laboratory techniques and organisation and some teaching aids for chemistry are also covered. The subject also includes assessment practices, testing and diagnostic aids and the use of technology and computers in chemistry.

Prerequisite: sub-major study in chemistry in an approved degree.

Class requirements: one 2-hour workshops per week.

Assessment: four 1,250-word assignments (25% each). In order to pass this subject students must attend 80% of the workshops.

Prescribed Reading:

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1994.

CLASSROOM DISCIPLINE AND STUDENT RESPONSIBILITY (20 CPs Sem.

Summer. B., BE., S., WO.) **EDU43CSD** B: Ms Eva Burman, Dr Ramon

Lewis, BE: Dr Dixie Blanksby

Discipline is an important issue for many primary and secondary school administrators, teachers, parents and pupils and is an area in which the Department of Education takes an interest. Students taking this subject evaluate a range of approaches suitable for avoiding or handling inappropriate pupil behaviour. Opportunities are provided for students to learn techniques recommended by some of these approaches. Issues surrounding the development of a school discipline policy are discussed and, in this context, the acceptability to school

administrators, parents, teachers, and pupils of alternative approaches to discipline are investigated.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Slee, R. *Changing theories and practices of discipline*. London: Palmer Press, 1995.

Pearl, A. and Knight, A. *Democratic schooling: theory to guide educational practice*. Hampton Press, N.J., 1998.

Lewis, R. *Discipline dilemma*. 2nd edn, ACER, 1997.

Wolfgang, C. *Solving discipline problems*. 3rd edn, Boston: Allyn and Bacon, 1995.

Rogers, W. *You know the fair rule: strategies for making the hard job of discipline in school easier*. Melbourne: ACER, 1997.

CONTEXT OF LEARNING (20 CPs Sem. I. B., BE.) **EDU41COL** B: Dr Bernie

Neville, BE: Dr Tony Potts

In this subject students will engage with issues regarding the contexts in which learning occurs, with specific reference to concepts drawn from the history of education, educational philosophy, sociology and comparative education. Critical issues concerning education and learning will be explored and discussed. Issues addressed include gender, ethnicity, rurality and socio-economic status, family, technology and social change. The social, political and economic contexts of education will be critically examined.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Equivalent to 5,000 words written assessment (100%).

Assessment may consist of a single 5,000-word submission or be divided into smaller submissions or exam. Students will be advised of specific assessment requirements in the first session.

Prescribed Reading:

Allen, J. *Sociology of education*. Social Science Press, 2001.

Recommended Reading:

Holsey, A. *Education, culture, society*. Oxford University Press: ABS Australian Social Trends, 1999.

COUNSELLING WORKSHOP (20 CPs Sem. I. B.) **EDU41CWS** Ms Kathleen

Gregory

The aim of this subject is to enable teachers, nurses, youth workers, guidance officers and other professionals to develop a range of skills that will enable them to take on a counselling role within their profession. The theoretical framework for this subject will be drawn from humanistic-existential psychology, particularly the person-centred approach. While attention will be given to training in core counselling skills, the major focus of the workshops will be on the development of an effective approach to counselling through reflection on students' own practice in formal or informal counselling interactions.

Class requirements: one 3-hour workshop/tutorial per week or equivalent intensive program.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Egan, G. *The skilled helper*. Brooks/Cole, 1986.

McLeod, J. *An introduction to counselling*. Sage, 1998.

CREATIVE WRITING FOR PERSONAL DEVELOPMENT (20 CPs Sem. I. B.,

WO.) **EDU41CW** Dr Molly Travers

Not available in 2004.

CREATIVE WRITING FOR PERSONAL DEVELOPMENT (20 CPs Sem.

Summer. B., WO.) **EDU43CW** Dr Molly Travers

Not available in 2004.

CURRICULUM DESIGN AND IMPLEMENTATION (20 CPs Sem. II. B., BE.)

EDU42CDI B: Dr Keith Simkin, BE: Dr Phillip Payne

In this subject students are introduced to some contemporary approaches to curriculum theory, design and development in a variety of educational contexts. Class members are encouraged to develop their own general theory of education and apply it to curriculum development in their own teaching situation. Some contexts and issues discussed include:

- * what knowledge is most worthwhile in the modern world and whether it can be encapsulated in curricula

- * global and local demands on the knowledge, skills, values and beliefs in curricula in different types of educational contexts
- * balancing the conflicting needs of individuals, groups, society and the environment
- * constructing and sequencing curriculum components and resource materials to suit different kinds of learners
- * evaluating curriculum, learners and teachers.

Class requirements: one 3-hour lecture or seminar per week.

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Chesterman, J., and Galligan, B. *Citizens without rights: Aborigines and Australian citizenship*. Cambridge University Press, 1997.
 Ball, S. J. *Performativities and fabrication in the education economy: toward the performative society?* AARE Annual Conference, Melbourne, November 1999.
 Beck, U. *Risk society: towards a new modernity*. Sage Publications, London, 1992.
 Pearl, A. and Knight, T. *The democratic classroom: theory to inform practice*. Hampton Press, N. J., 1999.

CURRICULUM DESIGN AND IMPLEMENTATION (20 CPs Sem. II. B., BE.)

EDU52CDI B: Dr Keith Simkin, BE: Dr Phillip Payne

See EDU42CDI for full subject description.

Assessment: one 6,000-word essay (100%). A high level of analytical and theoretical depth is required.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. I. B., BE., M., S., WO.) **EDU41CDD** B: Dr Keith Cartledge, BE: Mr Les Lyons, M: Dr

Damon Cartledge, S: Mr Kim Keamy

In this subject, students gain knowledge of contemporary national and international approaches to general curriculum theory and policy developments related to the changing roles for youth. Students will explore instructional design and curriculum development models. Emphasis is placed on the impact of the current era of change on school life and in particular on VET in VCE and in VCAL programs as well as aspects of curriculum development for discrete VET and adult education programs. Curriculum issues that directly align with the stages of development for years 7-10 (CSFII) are explored in depth, as are stage related issues in the senior years of schooling. Critical components of literacy development are also explored in the vocational and schools contexts. Ideas such as competencies, generic skills, training packages, Industry Training Advisory Boards, are discussed and applied, leading to development of professional literacy in curriculum design.

Class requirements: five intensive 7-hour workshop/lecture sessions on weekends.

Assessment: one 5,000-word assignment (100%). Fifth year students will be required to produce work at a higher analytical level.

Prescribed Reading:

Action learning in Vocational Education and Training: a guide to action learning National Staff Development C'tee for VET, Melbourne, 1995.
 Print, M. *Curriculum development and design*. 2nd edn, Allen & Unwin, Sydney, 1993.
 Lovat, T. J. and Smith, D. L. *Curriculum: action on reflection revisited*. 3rd edn, Social Science Press, Wentworth Falls, 1995.
 Robinson, C. and Thomson, P. (eds) *Readings in Vocational Education and Training research* NCVER, Adelaide, 1998.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. II. B., BE., S.)

EDU42CDD B: Dr Damon Cartledge, B: Dr Keith Simkin, BE: Mr Les Lyons, S: Mr Kim Keamy

See EDU41CDD for full subject description.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. I. B., BE., M., S., WO.) **EDU51CDD** B: Dr Lorraine Ling, B: Dr Keith Simkin, BE: Mr Les

Lyons, S: Mr Kim Keamy, WO: Dr Lorraine Ling

See EDU41CDD for full subject description.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. II. B., BE., M., S., WO.) **EDU52CDD** B: Dr Lorraine Ling, B: Dr Keith Simkin, BE: Mr Les

Lyons, S: Mr Kim Keamy, WO: Dr Lorraine Ling

See EDU41CDD for full subject description.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

DEVELOPMENTS IN LITERACY EDUCATION (20 CPs Sem. II. B., WO.)

EDU42DLE Dr Audrey Grant

This subject is intended for primary and post primary teachers, and adult literacy practitioners. The Curriculum Standards Framework and the Certificates of General Education for Adults are both heirs to the philosophies and pedagogies that came before. They also exist in an ever changing climate of accountability and expected outcomes. This subject traces some of the relevant philosophical positions in: education, language acquisition and usage, learning theories, social theory, and the nature of knowledge and its impact on appropriate research methodology. An understanding of the various forces makes it possible for teachers to respond to new initiatives from a position of knowledge that gives power. Students are encouraged to discuss their own work situations within the framework of this subject.

Class requirements: one 3-hour seminar per week or equivalent intensive program.

Assessment: one 5000-word essay (100%). Fifth year students will be required to submit work at a higher analytical level.

Preliminary Reading:

Mace, J. *Talking about literacy*. Routledge, 1992.

Prescribed Reading:

Education Department of Western Australia *First steps*. Rigby Heinemann, 1997.
 Education Victoria *Switched on assessment*. CD Rom, 1999.
 Education Victoria *Switched on curriculum*. 2, CD Rom, 1999.
 Freire, P. *The politics of education*. Macmillan, 1985.
 Bradshaw, D. *Transforming lives, transforming communities*. 2nd edn, ACFE, 1999.
 Draper, J. A. and Taylor, M. (eds) *Voices from the field*. Culture and Concepts, 1992.

EDUCATION AND CULTURAL DIVERSITY (20 CPs Sem. II. B.) **EDU40ECD**

Dr Keith Simkin

Not available in 2004.

EDUCATION AND CULTURAL DIVERSITY (20 CPs Sem. II. B.) **EDU42ECD**

Dr Keith Simkin

Students in this subject look at strategies for the education of people from diverse backgrounds – reflecting ethnicity, language, culture, gender or other sources of diversity – to achieve the various goals of multicultural education. The subject is designed for teachers, trainers, counsellors, managers, parents and professionals in any areas involving education and diversity. Topics discussed in the subject include:

- * models, issues and options in education for cultural diversity in Australia and other countries
- * strategies to reduce the impacts of prejudice and discrimination
- * programs for social cohesion, cultural identity, social justice and economic productivity within an inclusive framework
- * teaching, management and leadership strategies for multicultural education.

Class requirements: one 3-hour lecture per week or equivalent five day intensive program.

Assessment: one 4000-word essay (80%), one 20-minute class presentation (20%).

Recommended Reading:

Guidelines for managing cultural and linguistic diversity in schools. DEET, Melbourne, 2001.
Racism. No way! Canberra, Council of Education Systems Chief Executive Officers, 2001.
 Coelho, E. *Teaching and learning in multicultural schools*. Clevedon, Multilingual Matters, 1998.

EDUCATION AND CULTURAL DIVERSITY (20 CPs Sem. II. B.) **EDU52ECD**

Dr Keith Simkin

See EDU42ECD for full subject description.

Assessment: one 5,000-word essay (80%), one 20-minute class presentation (20%). A high level of analytical and theoretical depth is required.

EDUCATIONAL ADMINISTRATION 1: A CRITICAL APPROACH (20 CPsSem. I. B.) **EDU41EA1** Dr Lorraine Ling

Students are introduced to contemporary theories of educational administration and use these in approaches to solving practical problems. Special attention is directed to consultative and participative leadership styles, communication, motivation and job satisfaction, group relationships, decision-making, organisational culture, and school community relations.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Hoy, W. and Miskel, C. *Educational administration, theory, research and practice*. 6th edn, McGraw Hill, 2001.

Duignan, P. A. and MacPherson, R. J. S. *Educational leadership*. Falmer Press, 1992.

Owens, R. G. *Organizational behaviour in education*. 3rd edn, Prentice Hall, 1987.

Westoby, A. *Structure and power in educational organisations*. Milton Keynes: Open University Press, 1988.

Walker, W. G. *Theory and practice of educational administration*. University of Queensland Press, 1970.

EDUCATIONAL ADMINISTRATION 2: A CRITICAL APPROACH (20 CPsSem. II. B.) **EDU42EA2** Dr Lorraine Ling

This is a continuation of the first semester subject Introduction to Administration in Public Institutions I. Students study in more depth the theories and concepts addressed during the first semester.

Prerequisite: EDU40IA1.

Class requirements: one 3-hour lecture per week or equivalent intensive program..

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Hoy, W. and Miskel, C. *Educational administration, theory, research and practice*. 6th edn, McGraw Hill, 2001.

Duignan, P.A. and MacPherson, R. J. S. *Educational leadership*. Falmer Press, 1992.

Owens, R. G. *Organizational behaviour in education*. 3rd edn, Prentice Hall, 1987.

Westoby, A. *Structure and power in educational organisations*. Milton Keynes: Open University Press, 1988.

Walker, W. G. *Theory and practice of educational administration*. University of Queensland Press, 1970.

EDUCATIONAL PRIORITIES FOR GIFTED STUDENTS (20 CPs Sem. All year.B.) **EDGD004** Professor Gilah Leder

Not available in 2004.

EDUCATION, IDENTITIES & INEQUALITIES (20 CPs Sem. I. B.) **EDGD327**

Dr Lyn Yates

Not available in 2004.

ENGLISH AS A FOREIGN LANGUAGE TEACHING METHOD (20 CPs Sem.All year. B.) **EDU40TFL** Mr Alan Williams

In EFL method, the principles that inform the teaching of English to speakers of other languages in post-primary and adult teaching contexts are introduced. Students examine the principles and resources used in ESL and EFL teaching. They develop skills in planning, implementing and evaluating lessons and explore issues related to program organisation. Other areas of study include: TESOL program organisation, curriculum frameworks, approaches to assessment in TESOL and the place of TESOL in the curriculum. Students are provided with experience in: lesson planning, understanding learners' second language development and in the design, development and utilisation of materials.

Prerequisite: sub-major in linguistics or a language other than English..

Recommended Prior Studies: students are recommended to undertake a professional development activity in language awareness.

Incompatible subject: EDU42LT2 or EDU40TSL.

Class requirements: one 2-hour lecture and one 2-hour seminar per week.

Assessment: one 2500-word case study of an EFL learner (50%), one set of teaching materials (approximately 2,500 words) for a group of ESL students (50%).

Prescribed Reading:

Leech, G. *An A-Z of English grammar and usage*. Edward Arnold, 1989.

Kenworthy, J. *Language in action*. Longman, 1991.

Swan, M. *Learner English*. CUP, 1988.

McKay, P. and Scarino, A. *The ESL framework of stages*. Curriculum Corporation, Melbourne, 1992.

Harmer, J. *The practice of English teaching*. 3rd edn, Longman, 2001.

ENGLISH GRAMMAR FOR TEACHING (20 CPs Sem. II. B.) **EDU42EG** Dr

Lloyd Holliday

Students are provided with an overview of English grammar. Particular emphasis is given to problem areas for ESL students. Some findings in the research literature about the learning of specific features of English grammar are reviewed and the application of these findings to teaching methodology and materials design is discussed.

Class requirements: 30 hours of lectures, and an optional online seminar one evening a week.

Assessment: one 5,000-word essay (100%).

ENGLISH TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40ETM** B:

Dr Molly Travers, BE: Dr Vaughan Prain

This subject offers students an opportunity to specialise in the teaching of English through a study of current theory and practice. General areas considered include language studies, curriculum development and classroom practice.

Prerequisite: an approved degree with a sub-major in English language or literature.

Class requirements: one 2-hour seminar per week.

Assessment: one 1,000-word essay (20%), two 2,000-word assignments (35% each), seminar participation (10%).

Prescribed Reading:

A book of readings La Trobe University, Bookshop.

ENHANCING TEACHING AND LEARNING WITH ICT AND MULTIMEDIA(15 CPs Sem. I. B.) **EDU41ITM** Ms Pam Wright

Learning, teaching and training in schools, TAFE, universities and the work place are becoming more and more reliant on information and communication technologies. The question 'How can information and communication technologies make learning more effective?' is fundamental to this subject. Traditional methods of learning will be compared to methods that make use of information and communication technologies. Examples from mathematics, science and language will be presented to illustrate current educational applications of information and communication technologies, multimedia, and online learning. Participants will be encouraged to select and investigate an appropriate area and level (for example upper primary SOSE, pre-service nurse education, or ESL in the secondary school) for the purposes of assessment.

Class requirements: one 3-hour workshop per week.

Assessment: one 4,500-word assignment (100%).

Recommended Reading:

Goodwyn, A. (ed.) *English in the digital age: information and communications technology (ICT) and the teaching of English*. London: Cassell, 2000.

Learning to change: ICT in schools. Paris: OECD, 2001.

Leask, M. and Pachler, N. *Learning to teach using ICT in the secondary school*. London; New York: Routledge, 2000.

ESL TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40TSL** B: Mr

Alan Williams

ESL method introduces the principles that inform the teaching of English to speakers of other languages in post-primary and adult teaching contexts. Students examine the principles and resources used in ESL and EFL teaching. They develop skills in planning, implementing and evaluating lessons and explore issues related to program organisation. Other areas of study include: TESOL program organisation, curriculum frameworks, approaches to assessment in TESOL and the place of TESOL in the curriculum. Students are provided with experience in: lesson planning, understanding learners' second language development and in the design and development of materials. Connections are made between this subject and teaching practice experiences.

Prerequisite: sub-major in linguistics or a language other than English.

Co-requisite: students who do not have the prerequisite are required to undertake a professional development activity in language awareness.

Incompatible subject: EDU42LT2.

Class requirements: one 2-hour lecture and one 2-hour seminar per week.

Assessment: one 2000-word case study of an ESL learner (40%), one set of teaching materials (approximately 2,000 words) for a group of ESL students (40%), one 1,000-word reflective journal of teaching practice experience (20%).

Prescribed Reading:

Leech, G. *An A-Z of English grammar and usage*. Edward Arnold, 1989.

Kenworthy, J. *Language in action*. Longman, 1991.

Swan, M. *Learner English*. CUP, 1988.

The ESL companion to the English CSFII. Board of Studies, 2000.

McKay, P. and Scarino, A., *The ESL framework of stages*. Curriculum Corporation, Melbourne, 1992.

Harmer, J. *The practice of English language teaching*. 3rd edn, Longman, 2001.

HOLISTIC EDUCATION (20 CPs Sem. II. B., BE., S., WO.) **EDU42HE** *B: Ms Tricia*

McCann, BE: Dr Michael Faulkner

An approach to teaching theory and practice is developed based on humanistic models of growth and learning. The students will deal with such topics as teacher personality, teaching and learning style, interpersonal processes, counselling skills, group dynamics and experiential learning.

Class requirements: one 3-hour lecture/tutorial per week or equivalent intensive program.

Assessment: one 5000 word essay (100%). Fifth year level students will be required to produce work at a higher analytical level.

Prescribed Reading:

Neville, B. W. *Educating psyche: imagination, emotion and the unconscious in learning*. 2nd edn, Hush Performing Arts Library, 2002.

Palmer, P. *To know as we are known*. Harper Collins, 1993.

Miller, R. *What are schools for?* Holistic Education Press, 1990.

INDUSTRIAL PRACTICUM A (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPA** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed VET Method subject EDU40VM1 prior to undertaking the industrial practicum.

The industrial practicum A is the first of four practicum placements and consists of 20 days of supervised teaching undertaken in the school or TAFE context in which the student currently works. Over the total period for the four industrial practica of 82 days, a minimum of 60 days should be undertaken in a secondary school setting. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40VM1.

Co-requisite: ED011.

Class requirements: as per subject description.

Assessment: satisfactory supervisor's report (50%), one 2,500 word reflective journal (50%).

Recommended Reading:

Cole, P. and Chan, L. *Teaching principles and practices*. 2nd edn, Prentice Hall, New York, 1994.

Blunden, R. (ed.) *Teaching and learning in vocational education and training*. Social Science Press, Australia, 1997.

INDUSTRIAL PRACTICUM A (20 CPs Sem. 2. B., BE., S., WO.) **EDU42IPA** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU41IPA for full subject description.

INDUSTRIAL PRACTICUM B (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPB** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed the VET Methodology before undertaking the industrial practicum.

The industrial practicum B is the second of four practicum placements and consists of 20 days of supervised teaching undertaken in the school or TAFE context in which the student currently works. Over the total period for the four industrial practica of 82 days, a minimum of 194

60 days should be undertaken in a secondary school setting. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40VM1 or EDU40VMW or EDU40VMB.

Co-requisite: ED011 or equivalent.

Class requirements: as per subject description.

Assessment: satisfactory supervisor's report (50%), one 2,500-word reflective journal (50%).

Recommended Reading:

Weil, M., Calhoun, E. and Joyce, B. R. *Models of teaching*. 6th edn, Allyn and Bacon, 1999.

Robinson, C. and Thornton, P. (eds) *Readings in Australian Vocational Education and Training*. NCVER, Adelaide, 1998.

INDUSTRIAL PRACTICUM B (20 CPs Sem. II. B., BE., S., WO.) **EDU42IPB** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed the VET Methodology before undertaking the industrial practicum.

See EDU41IPB for full subject description.

INDUSTRIAL PRACTICUM C (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPC** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed the VET Methodology before undertaking the industrial practicum.

The industrial practicum C is the third of four practicum placements and consists of 20 days of supervised teaching undertaken in the school or TAFE context in which the student currently works. Over the total period for the four industrial practica of 82 days, a minimum of 60 days should be undertaken in a secondary school setting. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40VM1 or EDU40VMW or EDU40VMB.

Co-requisite: ED011 or equivalent.

Class requirements: as per subject description.

Assessment: satisfactory supervisor's report (50%), one 2,500-word reflective journal (50%).

Recommended Reading:

MacGraw, J. and Peoples, M. *Mirror, mirror on the wall: voices of VET teachers and trainers*. ANTA, Brisbane, 1996.

INDUSTRIAL PRACTICUM C (20 CPs Sem. II. B., BE., S., WO.) **EDU42IPC** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed the VET Methodology before undertaking the industrial practicum.

See EDU41IPC for full subject description.

INDUSTRIAL PRACTICUM D (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPD** *B:*

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

The industrial practicum D consists of 22 days of supervised teaching and is the fourth of the series of industrial practicum placements for the Graduate Diploma in Technology Education. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40MTS, EDU40MOT.

Class requirements: as per the subject description.

Assessment: satisfactory supervisor's report (50%), one 2,500-word reflective journal (50%).

Recommended Reading:

Forsyth, I., Jolliffe, A. and Stevens, D. *The complete guide to teaching a course*. 2nd edn, Kogan Page, London, 1999.

INDUSTRIAL PRACTICUM D (20 CPs Sem. II. B., BE., S., WO.) **EDU42IPD** *B:*

Ms Pam Wright, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU41IPD for full subject description.

INFORMATION TECHNOLOGY TEACHING METHOD (20 CPs Sem. All year.

B., BE.) **EDU40ITM** *B: Dr Tony Jones, BE: Mr Les Lyons*

The IT method is designed to prepare teachers of computer related

subjects to operate throughout all levels of post-primary schools. Using the VCE Information Technology field of study as a basis, computing content and practices will be examined at all levels from year 7 to year 12. Students will be encouraged to develop a sound working knowledge of computing topics set out in the Curriculum and Standards Frameworks II document for SOSE, Technology Studies, English language and Mathematics guides and the VCE IT field of study. They will learn to develop units of work in all areas of study, prepare lesson plans, appropriately employ resource materials, select and apply suitable teaching strategies, translate work requirements into practical tasks for students, and implement assessment related to work requirements of the VCE. Issues relating to professional bodies and associations concerned with the application of technology in business and education will also be explored.

Prerequisite: a major study in information technology or a related area.

Class requirements: one 2-hour lecture/workshop per week.

Assessment: one 1,500-word equivalent presentation of a book review (30%), one 3000-word assignment (60%), one 500-word equivalent lesson plan on the topic of Social Issues (10%).

Prescribed Reading:

Technology, curriculum and standards Framework II. Board of Studies, 2000.

VCE study design: systems and technology. Board of Studies, 1999.

INNOVATION AND CONVENTION IN EDUCATION (60 CPs Sem. All year.

B., CH., V.) **EDU60ICE** Dr Ramon Lewis

In the first year of the program, students study in an area closely related to the content of their thesis. Under the guidance of the course co-ordinator, or their thesis supervisor, students audit a year-long subject or two related semester-length subjects from the masters coursework program. As the purpose of this subject is to provide a field for rigorous reflection on innovation and convention in education, students must lead at least one discussion and present seminar papers during the year. Substantial reading and analysis is required. The final written assessment comprises a single 12,000-word essay examined by the lecturer and a person nominated by the course co-ordinator.

Class requirements: one 3-hour lecture per week plus regular individual consultations with the subject lecturer or supervisor. Candidates are required to undertake additional reading/research and independent study linking to the subject in their professional area, normally requiring an additional one hour per week of contact time.

Assessment: one 12,000-word essay (80%), two 30-minute presentations (20%).

INTERCULTURAL COMMUNICATION AND EDUCATION (20 CPs Sem. I. B., V.) **EDU41CC** Dr Keith Simkin

In this subject students will focus on the role of education in improving our communication with people from diverse cultural backgrounds. The subject is designed for teachers, trainers, facilitators, counsellors, managers, human resources personnel, and others involved in promoting effective learning in situations of cultural diversity. The emphasis is on education and intercultural communication relating to ethnicity, language and cultural values. Other sources of diversity are also included: gender, occupation, social background, disability: depending on the students' interests. Education and training programs for constructive approaches to diversity will be analysed, in areas such as education, health, community services, hospitality, tourism, business and the public service.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word assignment (100%). Fifth year level students will be required to produce work at a higher analytical level.

INTERCULTURAL COMMUNICATION AND EDUCATION (20 CPs Sem. II. B., V.) **EDU42CC** Dr Keith Simkin

See EDU41CC for full subject description.

INTERNET AND CLASSROOM TEACHING (20 CPs Sem. I. B.) **EDU41ICT** Dr

Lloyd Holliday, Dr Tony Jones

Not available in 2004.

INTRODUCTION TO AUSTRALIA'S VET SYSTEM (20 CPs Sem. All year. B.,

BE., M., S., WO.) **EDU40IVS** B: Dr Lorraine Ling, S: Mr Kim Keamy

This subject focuses on the key features of the Australian Vocational Education and Training System as they influence and shape the work

of teachers, trainers and learners. These features include the development of the industry-driven VET system currently in place, the development of training packages and industry-endorsed competencies and the primacy of workplace competence. Attention is paid to the variety of settings in which VET occurs, with particular consideration of the workplace delivery and assessment of education and training. The content of the subject will include the competencies required by the Australian National Training Authority to qualify individuals to undertake workplace assessment, namely: Plan Assessment BSZ401A, Conduct Assessment BSZ402A and Review Assessment BSZ403A.

Prerequisite: eligibility for entry to the Graduate Diploma in Vocational Education and Training or the Graduate Diploma in Technology Education.

Class requirements: workshops and tutorials totalling 32.5 hours.

Assessment: one 4,500-word assignment including a research study (100%).

Prescribed Reading:

Assuring quality and choice in national training: Australia's national training framework. Australian National Training Authority (ANTA), Melbourne, 1997

Harris, R., Guthrie, H., Hobart, B. and Lundberg, D. *Competency based education and training.* MacMillan Education, Melbourne, 1995.

Gillis, S., Griffin, P., Trembath, R. and Ling, P. *The examination of the theoretical underpinning of assessment.* The Centre for Vocational Assessment Research, Melbourne, 1997.

Recommended Reading:

Hagar, P., Athanasou, J. and Gonzi, A. *Assessment: technical manual.* Department of Employment, Education and Training, AGPS: Canberra, 1994.

INTRODUCTION TO UNIVERSITY TEACHING AND LEARNING (20 CPs

Sem. I. B.) **EDU41IUT** Dr Erica Martens

The guiding principle of this subject is that we teach to help our students learn, and that our teaching needs to be seen in the context of student learning. It is designed to help practising teachers with little or no experience to reflect on and improve their teaching in practical ways. It does this through a study of current views of how students learn, the sorts of learning we wish our students to achieve, the objectives or outcomes we specify for our courses, lecturing and small group teaching, principles of assessment, and methods of monitoring our progress as teachers and that of our students as learners.

Class requirements: one 3-hour seminar per week.

Assessment: four 1,000-1,500-word written assignments (100%).

Prescribed Reading:

Ramsden, P. *Learning to teach in higher education.* Routledge, London, 1992.

ISSUES IN EDUCATION (20 CPs Sem. S. B., BE., WO.) **EDU43IIE** B: Dr

Ramon Lewis, B: Dr Lorraine Ling, BE: Dr Jennifer Sheed

In this subject students will cover: classroom management and development of school discipline policy; psychology (especially adolescent developmental stages), sociology and philosophy of education; curriculum issues and concepts; catering for individual differences; current issues in education; the policy making process in education; gender issues; multicultural issues; language and literacy; models of teaching and learning; relationships between teachers, parents and pupils. The practicum is supported by the Issues in Education studies.

Class requirements: six 6-hour weekend and vacation seminars.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Apple, M. *Cultural politics and education.* Open University Press, Buckingham, 1996.

Marginson, S. *Education and public policy in Australia.* Cambridge University Press, Melbourne, 1993.

Holly, M. L. *Keeping a professional journal.* 2nd edn, Deakin University, Geelong, 1997.

ISSUES IN EDUCATION (PRIMARY) (25 CPs Sem. All year. B., S.) **EDU40IEP**

Dr Eva Burman

In this subject students will study theory with practice which includes: observing in the classroom, lesson planning, classroom management (including discipline, questioning, grouping), teacher expectations and

their effects, verbal and non-verbal communication, evaluation, reporting, measurement in the classroom, models of teaching, models and theories of child development, curriculum planning and school organisation (including the relationship between schools and the community), teacher support services, teachers and legal liability, the teacher as decision maker, alternatives to 'traditional' teaching, basic teaching skills, classroom administration, parent involvement and study of curriculum documents. Philosophy, sociology and psychology of education are explored in this subject. As part of this subject, students spend 15 days of fieldwork in a school or school student educational environment.

Class requirements: two one-hour lectures and one 2-hour workshop/seminar per week.

Assessment: one 4,500-word philosophy essay (60%), one 1,000-word class presentation (15%), one 2,000-word portfolio (25%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

Recommended Reading:

Apple, M. *Cultural politics and education*. Open University Press, Buckingham, 1996.
 Lewis, R. *Discipline dilemma*. 2nd edn, ACER, 1997.
 Marginson, S. *Education and public policy in Australia*. Cambridge University Press, Melbourne, 1993.
 Holly, M. L. *Keeping a professional journal*. 2nd edn, Melbourne: Longman Cheshire, 1991.
 Burman, E., Cooper, M., Ling, L. and Stephenson, J. (eds) *Values in education*. Routledge, London and New York, 1998.

ISSUES IN SCIENCE EDUCATION (30 CPs Sem. All year. B., V.) **EDU40SE** Dr Wan Ng

Students will study a range of current issues in contemporary physics, geology, chemistry and biology education selected from a wide range of topics appropriate for different levels of teaching. Implications of recent research in science education to teaching and learning will be explored. Recent research includes contemporary approaches to teaching and learning, inclusive science education such as gender education, special needs and indigenous science; science education in the context of History and Philosophy of Science and its impact on society; and, the relationships between science, technology and society and the relevant curriculum implications. Participants will examine the role of the teacher in different learning environments, traditional views, teacher as mediator and facilitator of student construction of knowledge; influence of beliefs of teachers about teaching and learning and epistemological perspectives as references guiding their classroom behaviours.

Class requirements: two hours per week all year or equivalent.

Assessment: one 4,000-word essay (50%), one 2,500-word literature review (35%), one 20-minute paper presentation (15%).

Recommended Reading:

De Boer, G. E. *A history of ideas in science education: implications for practice*. New York: Teachers' College Press, 1991.
 Millar, R., Leach, J., and Osbourne, J. *Improving science education: the contribution of research*. Buckingham, UK: Open University Press, 2000.
 Hodson, D. *Teaching and learning science*. Buckingham, UK: Open University Press, 2000.
 Williams, J. and Williams, A. *Technology education for teachers*. Melbourne, MacMillan, 1996.

ISSUES IN SECONDARY EDUCATION (20 CPs Sem. II. B., BE.) **EDU42SEI** B:

Dr Bernie Neville, BE: Dr Michael Faulkner

Students will critically examine current issues about access and equity in schooling around the themes of policies, innovations, initiatives, programs and curriculum as they influence specific groups and individuals. Assessment and evaluation are considered in terms of rationale, processes, and equity issue impact upon students, teachers, and other stakeholders. Teachers' roles as change agents are examined within Australia's human rights and multicultural heritage so as to encourage reflective forms of teacher practices in the promotion, understanding and acceptance of different cultural frames of reference and diverse abilities. Finally, the changing nature of teachers' work is examined in relation to educational decision making at different levels within education systems and society.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Equivalent to 5,000 words of written assessment (100%). Assessment may consist of a single 5,000-word submission or be divided into smaller submissions or exam. Students will be advised of specific assessment requirements in the first session.

Recommended Reading:

Ashman, A. and Elkins, J. (eds) *Educating children with diverse abilities*. Prentice Hall: NSW, 2002.

LANGUAGE TEACHING 1 (20 CPs Sem. I. B.) **EDU41LT1** Mr Alan

Williams, Dr Lynda Yates

Classes by special arrangement.

Inexperienced teachers of English as a second or foreign language are introduced to the basic structure and usage of English. The subject covers aspects of English phonology, syntax, discourse and other aspects of language in use as they relate to the teaching of English.

Class requirements: twelve 3-hour lectures.

Assessment: two 2,500-word assignments (100%).

Prescribed Reading:

Leech, G. *An A-Z of English grammar and usage*. Edward Arnold, 1989.
 Mortimer, C. *Elements of pronunciation*. Cambridge University Press, 1989.
 Tinkel, A. J. *Exploration in language*. Cambridge University Press, 1988.
 Ur, P. *Grammar practice activities: a practical guide for teachers*. Cambridge University Press, 1989.
 Garner, M. *Grammar warts and all*. River Seine Press, 1989.
 Kenworthy, J. *Language in action: an introduction to modern linguistics*. Longman, 1991.

LANGUAGE TEACHING 2 (20 CPs Sem. II. B.) **EDU42LT2** Mr Alan

Williams

Students are introduced to the principles that inform the teaching of English to speakers of other languages in primary, post-primary and adult teaching contexts. They examine the principles and resources used in second, foreign and minority language teaching, and develop skills in planning, implementing and evaluating lessons. They also explore issues related to program design, including needs analysis, frameworks for the development of curriculum, assessment frameworks and procedures, and approaches to syllabus design.

Prerequisite: EDU41LT1.

Class requirements: one 3-hour lecture per week.

Assessment: one 4,500-word essay (100%).

Prescribed Reading:

ESL essentials. Directorate of School of Education, Victoria, 1992.
 Bell, J. *Teaching multilevel classes in ESL*. Dominie, 1991.
 Mackay, P. and Scarino, A. *The ESL framework of stages*. Curriculum Corporation, 1991.
 Harmer, J. *The practice of English language teaching*. 2nd edn, Longman, 1991.

LANGUAGE TEACHING PRACTICE (20 CPs Sem. I. B., BE.) **EDU41LTP** B:

Mr Alan Williams, BE: Mr Robin Hutchison

This subject has two major components: observation and practical experience in language teaching, and program development for specific groups of students learning English as a second or foreign language, or students learning a language other than English.

Occasional workshops may be conducted to support these components, but the work of the subject is mainly undertaken on location in a teaching placement.

Class requirements: 22 days of supervised teaching practice in school or educational institution.

Assessment: satisfactory reports on teaching practice from supervising teacher and university lecturer (80%), one 2,000-3,000-word teaching practice portfolio (20%).

Prescribed Reading:

Wajnryb, R. *Classroom observation tasks*. Cambridge University Press, 1992.

Recommended Reading:

Curriculum standards framework 2. Victorian Curriculum Assessment Authority, 2001.

Harmer, J. *The practice of English language teaching*. 3rd edn, Longman, 2001.

LANGUAGE TEACHING PRACTICE (20 CPs Sem. II. B., BE.) **EDU42LTP B:**

Mr Alan Williams, BE: Mr Robin Hutchison

See EDU41LTP for full subject description.

LEADERSHIP AND SUPERVISION SKILLS (20 CPs Sem. II. B.) **EDU42LSS Dr**

Eva Burman, Dr Lorraine Ling

This subject is suitable for professionals who undertake supervision as part of their role, such as nurses, health system professionals, educators and administrators. Students consider aspects of practicum supervision in a range of educational and vocational settings; supervisor-supervisee relationships; communication skills; information collection and dissemination; growth and development of a professional; models of teaching and learning; and interpersonal relationships. Students are encouraged to develop skills of critical reflection, self and peer evaluation and effective observation. Current research in the area of supervision is considered.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Pasak, E. *Approaches to clinical supervision: alternatives for improving instruction*. 2nd edn, Norwood, MA: Christopher-Gordon Publishers, 2000.

Sinclair, A. *Doing leadership differently: gender, power and sexuality in a changing business culture*. Melbourne University Press, 1998.

Boud, D. and Walker, D. *Experience and learning: reflection at work*. Deakin University, Geelong, 1991.

Holly, M. L. *Keeping a professional journal* 2nd edn, Deakin University, Geelong, 1997.

Hunter, J., Luker, J. and Johnson, C. *Supervision: the Australian context*. McGraw-Hill, Sydney, 1991.

LEARNING & PROFESSIONAL PRACTICE (20 CPs Sem. II. B.) **EDU42LPP Dr**

Audrey Grant

Not available in 2004.

LEARNING AND PROFESSIONAL PRACTICE (20 CPs Sem. I. B.) **EDU40LPP**

Dr Audrey Grant

Not available in 2004.

LEARNING, READING AND WRITING (20 CPs Sem. II. B.) **EDU40LRW Dr**

Audrey Grant

Not available in 2004.

LEARNING, READING, & WRITING (20 CPs Sem. I. B.) **EDU41LRW Dr**

Audrey Grant

The focus of this subject is on what we need to know about reading, writing and their interconnections, to enable good educational practice and inquiry in current teaching and learning situations and contexts. Topics include historical, current and critical perspectives on reading and writing processes; competence and what counts as successful reading and writing in our society; classroom practices and strategies for student support; ways of working with literature, questioning texts and reading positions; developing writers; writing for different purposes; composition, transcription, editing and 'successful writing'; descriptive assessment of progress; and teachers and students as co-investigators and collaborators in documenting and developing progress in reading and writing. Recent research on reading, writing and identity, and literacy as critical social practice will be considered.

Class requirements: one 3-hour lecture/seminar per week or equivalent intensive program.

Assessment: one 5,000-word assignment (100%).

Preliminary Reading:

Meek, M. *On being literate*. Bodley Head, Random House, 1991.

Heath, S. B. *Ways with words*. Cambridge University Press, 1983.

Recommended Reading:

Lo Bianco, J. and Freebody, P. *Australian literacies: informing national policy on literacy education*. Language Australia, 1997.

Taylor, D. *From the child's point of view*. Heinemann, 1993.

Barton, D. and Hamilton, M. *Local literacies*. Routledge, 1998.

Barton, D., Hamilton, M. and Ivanic, R. *Situated literacies: reading and writing in context*. Routledge, 2000.

Taylor, D., Coughlin, D. and Marasco, J. (eds) *Teaching and advocacy*. Stenhouse, 1997.

Anstee, M. and Bull, G. *The literacy labyrinth*. Prentice Hall, 1996.

Knobel, M. and Lankshear, C. *Ways of knowing: researching literacy*. PETA, 1999.

Ivanic, R. *Writing and identity*. John Benjamins, 1997.

LEARNING, READING, & WRITING (20 CPs Sem. II. B.) **EDU42LRW Dr**

Audrey Grant

Not available in 2004.

LEARNING TECHNOLOGIES FOR P-10 MATHS (20 CPs Sem. S. B.)

EDU40MLT Co-ordinator to be advised

Not available in 2004.

LEARNING TECHNOLOGIES IN EDUCATION (20 CPs Sem. I. B.) **EDU40LTE**

Co-ordinator to be advised

Not available in 2004.

LEARNING TECHNOLOGIES IN EDUCATION (20 CPs Sem. I. B.) **EDU41LTE**

Ms Pam Wright

In this subject, the emphasis is on investigating questions such as: 'What is information?', 'Who uses or generates information?' and 'Where does information exist?' These are considered from both a general and an educational perspective. Hands-on use of applications including word processors, databases and spreadsheets is an integral part of the subject. For teachers there are explicit links between the content of this subject and the Information strand of the Technology C&SF II document.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 4500-word essay or curriculum materials (100%).

Prescribed Reading:

Tyner, K. R. *Literacy in a digital world: teaching and language in the age of information*. Erlbawn, 1998.

Papert, S. *The children's machine: rethinking school in the age of the computer*. New York: Basic Books, 1993.

Bigum, C. and Green, B. (eds) *Understanding the new information technologies in education: a resource for teachers*. Deakin University Press, 1992.

Recommended Reading:

Barclay, D. A. (ed.) *Teaching electronic information literature: a how to do it manual*. Neal-Schuman, 1995.

LITERACIES AND GLOBALISATION (20 CPs Sem. II. B.) **EDU40LAG Dr**

Audrey Grant

Not available in 2004.

LITERACIES, LIFESTORIES, CULTURES (20 CPs Sem. II. B.) **EDU42LAC Dr**

Audrey Grant

Not available in 2004.

LOTE TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40LM B: Dr**

Howard Nicholas, BE: Mr Des Lowry

Topics covered in this subject include second language acquisition theories and principles, the nature and extent of cultural aspects of language learning, Language Other Than English (LOTE) policies and programs (federal and state), LOTE curriculum design (planning, implementation and evaluation), pedagogical and assessment strategies, promotion of LOTE in the community, resources, a comparison of first and second language acquisition.

Prerequisite: students must have an approved undergraduate languages major. Indonesian 3A and 3B can be taken concurrently.

Class requirements: 60-hours (classes are taught in block mode).

Assessment: one 1,000-word (minimum) reflective journal (20%), one 1,500-word curriculum unit (30%), one 20-minute class presentation (20%), one 1,500-word essay (30%).

Prescribed Reading:

A book of readings. La Trobe University, Bookshop.

LOTE TEACHING METHODOLOGY (40 CPs Sem. All year. B.) **EDU40LTM Dr**

Howard Nicholas

This subject examines theories and practices in LOTE teaching advocated in the Australian context, and develops approaches to LOTE

teaching suitable for both primary and postprimary schools. It examines the principles of communicative approaches designed to develop various levels of language proficiency. It considers all four Macroeconomics skills, and pays particular attention to the integration of language teaching with the teaching of other content. Transition from primary to postprimary schooling and from compulsory to post-compulsory schooling is considered in light of the implications for a coherent Prep-to-12 approach to LOTE teaching. Various approaches to assessment are examined in order to develop means of integrating language teaching with language assessment and reporting. Opportunities are provided for language-specific work to be undertaken in the development of activities for diverse aspects of language teaching.

Prerequisite: satisfactory completion of third year tertiary studies in the language/s; or native speaker fluency.

Class requirements: one 3 hour lecture per week or equivalent intensive program.

Assessment: one 2,500-word reflective journal (10%), weekly written tasks (total 4,000 words) (40%), one 4,500-word unit of work (50%).

Prescribed Reading:

Curriculum frameworks II. DEET, Melbourne, 2000.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. I. B.) EDU41MOC

Dr Bernie Neville

Three perspectives on dealing with change from the point of view of management and workers are developed, based on negotiation processes, worker literacy, group dynamics and communication theory. The common focus is on how people are affected by organisational and workplace reform and how they might be enabled to deal with such changes. Recent case studies of workers whose institutions are changing are considered, together with practical strategies for the development of negotiation, literacy and oral skills.

Class requirements: six 6-hour intensive workshop sessions.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Cairnes, M. *Approaching the corporate heart.* Simon and Schuster, 1998.

Benjamin, J. and McKerrow, R. E. *Business and professional communication.* Harper Collins, 1994.

Hull, G. (ed.) *Changing work, changing workers: critical perspectives on language, literacy and skills.* Albany: Suny Press, 1997.

Theobald, R. *Reworking success: new communities at the third millennium.* New Society, 1997.

Tannen, D. *Talking from 9-5: what gets done at work?* Virago, 1994.

Travers, M. *Talking with confidence.* Cambridge University Press, 1995

Gee, J. P., Hull, G. and Lankshear, C. *The new work order: behind the language of the new capitalism.* Allen and Unwin, 1996.

Gowen, S. G. *The politics of workplace literacy.* Teachers College Press, 1990.

Saul, R. R. *The unconscious civilisation.* Penguin, 1996.

O'Connor, P. (ed.) *Thinking work.* ALBSAC, 1994.

Bradshaw, D. *Transforming lives transforming communities.* 2nd edn, ACFE, 1999.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. I. B.) EDU51MOC

Dr Bernie Neville

See EDU41MOC for full subject description.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. II. B.) EDU52MOC

Dr Bernie Neville

See EDU41MOC for full subject description.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

MATHEMATICS TEACHING METHOD (20 CPs Sem. All year. B., BE.)

EDU40MTM B: *Dr Tony Jones, BE: Dr Steve Tobias*

This subject caters for the needs of continuing students and practising teachers. Contemporary issues relating to the CSF II (Curriculum Standards Framework), community attitudes towards and beliefs about mathematics, observing, recording and reporting children's learning in mathematics, reviewing and improving current practices in teaching

mathematics are addressed. The main focus of the subject centres on teaching and learning approaches in mathematics and how these approaches influence our understanding of children's learning.

Prerequisite: a minimum of two years post-secondary study in Mathematics.

Class requirements: one 2-hour seminar per week for 20 weeks.

Assessment: twelve 250-word (or equivalent) curriculum assessment tasks (50%), one 2,500-word (or equivalent) semester long curriculum project (50%).

Prescribed Reading:

A book of readings. La Trobe University, Bookshop.

METHODS OF TEACHING (ADULT) (20 CPs Sem. I. B., BE., S., WO.)

EDU41MTA B: *Dr Keith Simkin, BE: Dr Lorraine Ling, WO: Mr Kim Keamy*

Students develop teaching methods appropriate to the context of industrial and practical experience. They are assisted to acquire the methods of teaching needed for effective transmission of appropriate knowledge, skills and attitudes in a range of practical contexts. They are coached and given feedback on their own teaching.

Class requirements: seven 6-hour workshops.

Assessment: one 3,000 word essay (60%), one 2,000-word action research plan (40%).

Prescribed Reading:

Burns, R. *The adult learner at work: a comprehensive guide to the context, psychology and methods of learning for the workplace.* Business and Professional Publishing, Sydney, 1995.

Foley, G. (ed.) *Understanding adult education and training.* 2nd edn, Allen and Unwin, Sydney, 2000.

Recommended Reading:

MacGraw, J. and Peoples, M. *Mirror, mirror on the wall: voices of VET teachers and trainers.* ANTA, Brisbane, 1996.

Tennant, M. *Psychology & adult learning.* 2nd edn, Routledge, London, 1997.

Robinson, C. and Thomson, P. (eds) *Readings in Australian Vocational Education and Training.* NCVER, Adelaide, 1998.

METHODS OF TEACHING SECONDARY AND TECHNOLOGY (20 CPs Sem.

I. B., BE., WO.) EDU41MTT *Dr Damon Cartledge*

Students attend tutorials or workshops in which they learn the specific skills involved in teaching their selected subjects. Each student must choose two teaching methods for which they have an appropriate undergraduate preparation. Methods usually offered are English, environmental studies, information technology, LOTE, literacy, mathematics, Science, SOSE, TESL, technology and VET. Students who undertake the course with a view to teaching adults attend the same lectures and tutorials as those doing secondary teaching. Part of the teaching practice can be arranged in adult contexts.

Class requirements: seven 6-hours days during the semester.

Assessment: two 2,500-word assignments (100%).

Prescribed Reading:

VCE systems and technology and materials and technology study design guides. Board of Studies, DEET, Melbourne, 2000.

C&SF II DEET, Melbourne, 2000.

METHODS OF TEACHING SECONDARY AND TECHNOLOGY (20 CPs Sem.

II. B., BE., WO.) EDU42MTT *Dr Damon Cartledge*

See EDU41MTT for full subject description.

MINOR THESIS (30 CPs Sem. I. B., BE., V., WO.) EDU51MT B: *Dr Ramon*

Lewis, Dr Lorraine Ling, BE: Dr Phillip Payne

This subject is available only to students undertaking a Masters by coursework with thesis. This semesterised subject represents half of a minor thesis.

Candidates conduct a research program and write a thesis of 15,000 to 20,000 words that investigates a specific problem or area. The thesis should demonstrate the student's ability to conduct a systematic research project that shows an awareness of a limited body of literature and control of an appropriate research methodology. It should reveal a critical approach to the relevant field and the methodology used. A minor thesis may be conceptual, empirical or exploratory in its approach. The content and methodology of the thesis must be negotiated with and approved by a supervisor. Candidates

should begin the process of finding a supervisor in the semester before their minor thesis enrolment commences. Guidelines can be obtained from the Higher Degrees (Research) Administrator in the Institute for Education. Candidates are not normally permitted to enrol in more than 60 credit points of minor thesis work during candidature.

Class requirements: regular supervision sessions by arrangement with the supervisor.

Assessment: one 15,000-20,000-word thesis (100%).

MINOR THESIS (60 CPs Sem. I. B., BE., V., WO.) **EDU51MTH** B: Dr Ramon Lewis, BE: Dr Phillip Payne, WO: Dr Lorraine Ling
See EDU51MT for full subject description.

MINOR THESIS (30 CPs Sem. II. B., BE., V., WO.) **EDU52MT** B: Dr Ramon Lewis, BE: Dr Lorraine Ling, BE: Dr Phillip Payne
This is the second semester of the minor thesis enrolment. Refer to EDU51MT for the full subject description.

MINOR THESIS (60 CPs Sem. II. B., BE., WO.) **EDU52MTH** B: Dr Ramon Lewis, BE: Dr Phillip Payne, WO: Dr Lorraine Ling
See EDU51MT for full subject description.

MODES AND STRUCTURES OF CONSCIOUSNESS (20 CPs All Year. B.) **EDU40MC1** Dr Bernie Neville

Both Eastern and Western psychologies and philosophies are drawn upon to examine the relationship between behaviour, experience and states of consciousness as they arise in cultural contexts. Current writing on the evolution of consciousness, concrete and abstract experience, the notion of the unconscious, and transpersonal and transcultural aspects of consciousness is critically examined.

The subject takes its data from ancient and living religious and philosophical traditions, from psychoanalytic studies, and from research on the nature of consciousness. It considers the implications of such understandings for educational practice in settings relevant to nurses, psychotherapists, social workers, administrators and educators.

Class requirements: one 3-hour lecture/tutorial per fortnight or equivalent intensive program.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Hillman, J. *Revisioning psychology*. Harper Colophon, 1975.
Meares, A. *Strange places, simple truths*. Fontana/Collins, 1979.
Inglis, B. *Trance: a natural history of altered states of mind*. Gratten, 1989.

Recommended Reading:

Neville, B. *Educating psyche: emotion, imagination and the unconscious in learning*. Collins/Dove, 1989.
Kakar, S. *Shamans, mystics and doctors*. Allen and Unwin, 1984.
Campbell, J. *The portable Jung*. Penguin, 1975.

PEDAGOGICAL PRINCIPLES AND PRACTICE (20 CPs Sem. I. B., BE.)

EDU51PP B: Dr Keith Simkin, Dr Lorraine Ling, BE: Dr Phillip Payne

In addition to dealing with educational issues that emerge as central in the current era, students in this subject will begin by studying aims of education and schooling. They will then consider the range of pedagogical styles available to pursue such aims. The issues of constructivism, metacognition, multiple intelligences, emotional intelligence and moral intelligence will be addressed to emphasise the difficulties associated with the evaluation of teaching. Qualitative and quantitative approaches for teacher appraisal will be compared and contrasted and the issue of whether a teacher acts as labour, professional or artist will be discussed. Finally, the impact on self-managing schools of a competitive market will be examined.

Class requirements: one 3-hour seminar per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

McInerney, D. and McInerney, V. *Educational psychology: constructing learning*. 2nd edn, Prentice Hall, Australia, 1998.
Goleman, D. *Emotional intelligence*. Bloomsbury, London, 1994.
Good, L. G. and Brophy, J. E. *Looking in classrooms*. 6th edn, Harper Collins, NY, 1994.
Gardner, H. *Multiple intelligences: the theory in practice*. Basic Books, New York, 1993.
Cole, P. C. and Chan K. S. *Teaching principles and practice*. 2nd edn, Prentice Hall, Sydney, 1994.

Lewis, R. *The discipline dilemma*. 2nd edn, The Australian Council for Educational Research, Melbourne, 1997.

Coles, R. *The moral intelligence of children*. Bloomsbury, London, 1997.

PHYSICS TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40PTM** B:

Dr Wan Ng, BE: Mr Peter Cox

This subject aims to prepare students for the teaching of general science and senior physics. Topics discussed include an introduction to junior science curriculum materials, learning theories and science teaching, primary-secondary transition, writing and using objectives, identifying objectives in published materials, assessment methods for different teaching strategies, lesson planning, and writing teaching units, safety and legal responsibility in science teaching, the aims and objectives of senior high school physics, consideration of year 11 and 12 units, assessment practices, discussion of options, projects, use of audio-visual aids, computers and technology in physics, laboratory organisation.

Prerequisite: sub-major study in physics in an approved degree.

Class requirements: one 2-hour workshop per week.

Assessment: four 1,250-word assignments (100%) Hurdle requirement: 80% attendance at workshops.

Prescribed Reading:

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1994.

PRIMARY ENGLISH METHOD (15 CPs Sem. All year and Summer. B., S.)

EDU40PEN Dr Peta Heywood

In the subject students will address the major issues involved in the teaching of English at the primary level. Particular attention is given to the development of reading, writing and oral communication skills. Preparation for teaching the broad range of students found in schools is supported by consideration of: the social context of language, mixed ability teaching, learning styles, learning difficulties, students from language backgrounds other than English. Preparation for school level professional discussion is supported by consideration of: genre and process approaches to language learning, literacy and parent education, policy and course development and integrated learning programs.

Class requirements: one 1-hour lecture and one 3-hour seminar/workshop per week.

Assessment: one 3,000-word picture story book (70%), one 1,500-word unit of work (30%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY HEALTH AND PHYSICAL EDUCATION METHOD (5 CPs Sem. All year. B., S.)

EDU40HPE Dr Peta Heywood

Students will become familiar with the theoretical basis and practical experience in activities relating to fitness, sport and health education. These include: ball handling, gymnastics, minor games, movement, dance and recreation.

Class requirements: one 2-hour seminar/workshop per week.

Assessment: one 500-word written description of a PE activity (20%), one 2,000-word portfolio of teaching materials (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY LEARNING TECHNOLOGIES METHOD (5 CPs Sem. All year. B., S.)

EDU40PLT Ms Pam Wright

In this subject students will study a variety of aspects of learning technologies from all Key Learning Areas as well as the Technology Key Learning Area. The two foci of this subject are personal development in using technology, and an integrated approach to the effective application of learning technologies within the primary classroom. Students will become familiar with current applications of technology in primary schools, participate in structured experiences designed to further their confidence and competence in using technology, and investigate a variety of resources and materials appropriate for integrating learning technologies into the primary curriculum.

Class requirements: one 1-hour lecture and one 1-hour practical workshop per week.

Assessment: one 3,000-word portfolio of tasks (100%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY LOTE TEACHING METHODOLOGY (5 CPs Sem. All year. B.)

EDU40PLO *Dr Howard Nicholas*

In this subject students will study a general introduction to the methodology and issues associated with the teaching of Languages Other Than English (LOTE) in the Primary School.

Students consider the following issues: the content to be taught via LOTE; the place of a LOTE program in the total school curriculum; appropriate outcomes for LOTE teaching and learning; the role of English within a LOTE program; the role of the community in a LOTE program; the features of effective teacher talk; availability of materials and resources for LOTE teaching; how to develop an appropriate curriculum for a LOTE program.

Class requirements: one 2-hour seminar/workshop per week.

Assessment: one 1,000-word unit of work (40%), one 1,000-word teaching practice portfolio with lesson plans (40%), one 500-word resources file (20%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY MATHEMATICS METHOD (15 CPs Sem. A. B., S.)

EDU40PMA *Dr Peta Heywood*

Students will explore current approaches and strategies for the teaching of mathematics, investigate resources and materials for the teaching of mathematics and participate in structured experiences designed to expand their personal understanding and confidence in mathematics. Students will explore ways of interpreting and communicating quantitative and logical ideas accurately. The role of mathematics in society will also be discussed together with the dynamic role of mathematics in social and technological change.

Class requirements: one 1-hour lecture and one 3-hour seminar/workshop per week.

Assessment: 10 mathematical problem solving activities (50%), one 2,500-word essay (50%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY SCIENCE METHOD (5 CPs Sem. A. B., S.)

EDU40PSC *Dr Wan Ng*
Students are introduced to a consideration of the aims of science teaching in the primary school and some strategies and activities suitable to develop critical and analytical skills within the learners. Through science, we aim to empower children for a mature role in a continually changing society. Empowerment comes from being able to make informed judgements. Judgements are often based on examining and assessing the evidence about issues in society involving scientific questions and technological artefacts. Students will focus on the development of techniques designed to encourage children to increase their knowledge and understanding of scientific explanations for natural phenomena.

Class requirements: one 1-hour lecture per week and one 1-hour workshop/practical session per week.

Assessment: one presentation task of a 500-word lesson plan (20%), one 2,000-word unit of work (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

Recommended Reading:

Fleer, M. and Hardy, T. *Science for children: developing a personal approach to teaching* Prentice Hall, Malaysia, 2001.

Skamp, K. (ed.) *Teaching primary science constructively*. Harcourt Brace, Sydney, 1998.

Cross, R. *Teaching primary science: empowering children for their world*. Longman Press, 1996.

PRIMARY STUDIES OF SOCIETY AND ENVIRONMENT METHOD (5 CPs

Sem. All year. B., S.) **EDU40PSO** *Dr Peta Heywood*

This is a curriculum area within the primary school where the values and attitudes dimension of the curriculum is especially emphasised.

200

Students will discuss and explore a variety of approaches to the development, clarification and refinement of social skills and values geared towards learners at the primary school level.

Class requirements: one 2-hour seminar/workshop per week.

Assessment: development of 500-word equivalent series of lesson plans (20%), one 2,000-word project relating to environmental issues (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

Recommended Reading:

Gilbert, R. *Studying society and environment: a guide for teachers*. 2nd edn, Social Science Press, NSW, 2001.

Marsh, C. *Teaching studies of society and environment*. 3rd edn, Pearson Education, Australia, 2001.

PRIMARY VISUAL AND PERFORMING ARTS METHOD (5 CPs Sem. All year.

B., S.) **EDU40VPA** *Dr Peta Heywood*

In this subject students will cover the curriculum areas of the Arts and includes visual arts, music, dance and drama. Students engage in a variety of practical experiences and specific methodologies reflecting learning theories in these areas.

Class requirements: one 2-hour workshop per week.

Assessment: one 500-word evaluation of a lesson (20%), one 2,000-word theoretical essay (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PROFESSIONAL DEVELOPMENT (ADMINISTRATION) (15 CPs Sem. I. B.,

BE., WO.) **EDU41PDA** *Dr Lorraine Ling*

Recent professional trends and issues in educational administration are examined. Administration identifies the various organisational frameworks and procedures, policy processes and requirements and legal responsibilities that must be managed for the organisation to be fully functional. Participants develop skills and understandings essential to effective educational administration, and critically engage these skills and understandings in relation to their own professional development and administrative roles.

Class requirements: 15-18 hours of instruction in individual formats.

Assessment: one 3,500-word assignment (80%) and class tasks (20%).

PROFESSIONAL DEVELOPMENT (CURRICULUM) (15 CPs Sem. I. B., BE.,

WO.) **EDU41PDC** *Dr Keith Simkin*

Recent professional trends and issues in a selected aspect of curriculum are examined. Curriculum, the unique characteristic of education, can best be characterised as the conceptual framing of educational aims from which pedagogical objectives are planned and enacted. Participants critically engage their skills and understandings in relation to their own professional development, and curriculum development and implementation strategies.

Class requirements: 15-18 hours of instruction in individual formats.

Assessment: one 3,500-word assignment (80%) and class tasks (20%).

PROFESSIONAL DEVELOPMENT (CURRICULUM) (15 CPs Sem. II. B., BE.,

WO.) **EDU42PDC** *Dr Keith Simkin*

See EDU41PDC for full subject description.

PROFESSIONAL DEVELOPMENT (CURRICULUM) (15 CPs Sem. Summer. B.,

BE., WO.) **EDU43PDC** *Dr Keith Simkin*

See EDU41PDC for full subject description.

PROFESSIONAL DEVELOPMENT (LEADERSHIP) (15 CPs Sem. I. B., BE.,

WO.) **EDU41PDL** *Dr Lorraine Ling*

Recent professional trends and issues in a selected aspect of educational leadership are examined. Leadership identifies the qualitative dimension of the skills of interaction, communication, problem solving, decision-making and human relationships required in effective and democratic organisations such as schools. Participants develop skills and understandings essential to effective educational leadership, and critically engage these skills and understandings in relation to their own professional development and leadership strategies.

Class requirements: 15-18 hours of instruction in individual formats.
Assessment: one 3,500-word assignment (80%) and class tasks (20%).

PROFESSIONAL DEVELOPMENT (LEADERSHIP) (15 CPs Sem. II. B., BE., WO.) **EDU42PDL** Dr Lorraine Ling
 See EDU41PDL for full subject description.

PROFESSIONAL DEVELOPMENT (LEADERSHIP) (15 CPs Sem. Summer. B., BE., WO.) **EDU43PDL** Dr Lorraine Ling
 See EDU41PDL for full subject description.

PROFESSIONAL DEVELOPMENT (PEDAGOGY) (15 CPs Sem. I. B., BE., WO.) **EDU41PDP** Dr Keith Simkin
 Recent professional trends and issues in an aspect of pedagogical skill are examined. Pedagogy, the art and craft of teaching, is qualified further as entailing a distinctive transaction between teacher and student that culminates in enhanced learning. Participants develop skills and understandings essential to effective pedagogical practices, and critically engage these skills and understandings in relation to their own professional development and pedagogical strategies.

Class requirements: 15-18 hours of instruction in individual formats.
Assessment: one 3,500-word assignment (80%) and class tasks (20%).

PROFESSIONAL DEVELOPMENT (PEDAGOGY) (15 CPs Sem. II. B., BE., WO.) **EDU42PDP** Dr Keith Simkin
 See EDU41PDP for full subject description.

PROFESSIONAL DEVELOPMENT (PEDAGOGY) (15 CPs Sem. Summer. B., BE., WO.) **EDU43PDP** Dr Keith Simkin
 See EDU41PDP for full subject description.

PROFESSIONAL PRACTICUM (30 CPs Sem. I. B., BE., WO.) **EDU51PM** B: Dr Keith Simkin, BE: Dr Phillip Payne, WO: Dr Lorraine Ling
 Note: Teachers with five years of full-time professional teaching practice may apply for credit for this subject.

Students are placed in a school or other educational institution for the equivalent of one school term. Since participants in the Master of Teaching course are already qualified teachers, they can be expected to assume full responsibility for the classes they teach or programs they supervise. Students will negotiate a research project within the context of the school. This will constitute one term of research study. Research tasks are also to be negotiated with University staff.

Class requirements: placement in a school or educational institution for the equivalent of one school term.

Assessment: one 6,500-word reflective journal (100%).

Recommended Reading:

Slee, R. *Changing theories and practices of discipline*. London: The Falmer Press, 1995.
 Ball, S. J. *Education reform: a critical and post-structural approach*. Buckingham: Open University Press, 1994.
 Crump, S. *School-centred leadership*. Sydney: Thomas Nelson, 1993.
 Pearl, A. and Knight, T. *The democratic classroom: theory to inform practice*. N. J.: Hampton Press, 1999.

PROFESSIONAL PRACTICUM (30 CPs Sem. II. B., BE., WO.) **EDU52PM** B: Dr Keith Simkin, BE: Dr Phillip Payne, WO: Dr Lorraine Ling
 See EDU51PM for full subject description.

QUALITATIVE RESEARCH METHODS IN EDUCATION (20 CPs Sem. II. B., V., WO.) **EDU52QRM** B: Dr Howard Nicholas, BE: Dr Phillip Payne, WO: Dr Lorraine Ling

Students are introduced to the principles and practice of qualitative methods in educational research. The subject is intended to prepare students to read qualitative studies in the area of education critically, and to conduct their own qualitative research projects. These aims are addressed by considering theoretical writing on methodology and by reviewing key approaches to and examples of qualitative research. Topics and stages discussed include: identifying research purposes (purposive sampling, data gathering and case study methods); interviewing (open structured, ethnographic and focus group interviews); and approaches to field work (participant observation, journaling and ethnography).

Class requirements: one 3-hour lecture per week.

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Bogdan, R. and Biklen, S. K. *Qualitative research for education: an introduction to theory and methods*. Allyn and Bacon, 1992.
 Willis, P. and Neville, B. (eds) *Qualitative research practice in adult education*. David Lovell, 1996.
 Lather, P. *Within/against: feminist research in education*. Deakin University Press, 1991.

READING SUBJECT 1 (20 CPs Sem. I. B., WO.) **EDU41RS** Dr Lorraine Ling

In exceptional circumstances, individual reading subjects may be arranged in a student's area of interest. At BEd or GradDip level, a maximum of two such subjects may be credited towards the degree. At Masters level, a maximum of one subject may be credited towards the degree. A reading subject should normally be taken with a member of staff who has already taught the student concerned. A reading course is to be seen as a piece of library research. As attendance/discussion requirements are lighter than for an on-campus subject, the amount of reading is expected to exceed by far that required for a face-to-face student. Students proposing to enrol in a reading subject should discuss this matter first with the proposed supervisor, who must countersign the enrolment form before enrolment will be accepted.

Class requirements: consultation with the supervisor at least four times during the semester.

Assessment: one 5,000-word essay (100%).

READING SUBJECT 2 (20 CPs Sem. II. B., WO.) **EDU42RS** Dr Lorraine Ling
 See EDU41RS for full subject description.

RESEARCH APPROACHES TO PROFESSIONAL ISSUES (60 CPs Sem. A. B., CH., V.) **EDU60RAP** Dr Ramon Lewis

EdD students are exposed to a range of methodological approaches that may be useful for their thesis. These include experimental, quasi-experimental and correlational designs as well as qualitative approaches such as historical, naturalistic, ethnographic and case study methods. Action research and other approaches to blending qualitative and quantitative methods are also examined. In the second semester, students concentrate on the process of thesis proposal writing, data gathering, understanding the limitations of their design, the assumptions behind their proposal, and the extent to which they wittingly and unwittingly may influence the data.

Class requirements: one 3-hour lecture per week plus regular individual consultations with the subject lecturer or supervisor. Candidates also attend and/or present at designated research seminars normally requiring an additional 30 hours of contact time over the year.

Assessment: one 12,000-word research proposal (80%), two 30-minute research presentations (20%).

RESEARCH METHODOLOGY (30 CPs Sem. I. B., BE., V.) **EDU41IRM** B: Dr Lloyd Holliday, B: Dr Ramon Lewis, BE: Dr Phillip Payne

The aim of the subject is to present a conceptual overview of the major methodologies that could be used to conduct educational inquiry. Educational research has made use of a wide range of methodologies, methods or techniques from the human sciences such as sociology, psychology, anthropology and history. Within this subject, the distinction between methodologies, methods, and techniques is discussed. The ways in which reality is perceived, questions are framed and data is gathered, analysed, presented and interpreted are explored for a number of research paradigms, loosely grouped under the rubric of 'Qualitative' and 'Quantitative'.

Class requirements: one 3-hour lecture per week or equivalent.

Assessment: one 6500-word essay or research proposal (85%), one 20-minute oral presentation (15%). Fifth year level students will be required to produce work at a higher analytical level.

Prescribed Reading:

Mertens, D. M. *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage, 1998.
 Wiersma, W. *Research methods in education. An introduction*. Boston: Allyn and Bacon, 2000.

RESEARCH METHODS IN EDUCATION (20 CPs Sem. I. B., BE., WO.)

EDU51RME B: Dr Howard Nicholas, BE: Dr Phillip Payne

In this subject, purposes and methods of educational research and methodological problems associated with rival approaches will be

considered. The selection and definition of a research problem, conducting literature reviews and writing of a research proposal will be addressed. Principles and practices of empirical research, experimental, quasi-experimental and ex post facto research, coding, analysis of numeric data and statistical procedures will also be examined. Ethical development of research and compliance with ethics committee approval will be addressed. Case study designs, techniques associated with ethnographic research, coding, analysis and interpretation of textual data will be an integral part of this subject.

Class requirements: one 3-hour lecture per week.

Assessment: one 3,000-word draft review (60%), one 2,000-word summary statement (40%).

Prescribed Reading:

Kumar, R. *Research methodology: a step by step guide for beginners*. Melbourne: Longman, 1996.

Mertens, D. M. *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage, 1998.

Wiersma, W. *Research methods in education. An introduction*. Boston: Allyn and Bacon, 2000.

RESEARCH PRACTICUM 1 (20 CPs Sem. I. B., WO.) **EDU41RP** Dr Lorraine Ling

Individual research practica of 20 credit points may be arranged. They should normally be taken with a member of staff who has already taught the student concerned, but this requirement may be waived at the discretion of the Chair of the Teaching Programs Committee. A maximum of 40 credit points may be credited towards the degree.

With the consent and guidance of their supervisor, students design and carry out a research project in their area of interest, demonstrating skills in the selection of subjects, the analysis and interpretation of data and the application and significance of this study to the chosen field. They should show a grounded awareness of the limitations of their study. A research practicum is to be seen as a piece of practical work. Students proposing to enrol in a research practicum should discuss this first with the proposed supervisor, who must countersign the enrolment form before enrolment will be accepted.

Class requirements: consultation with the supervisor at least four times during the semester for each practicum..

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Strauss, A. and Corbin, J. *Basics of qualitative research*. Sage, 1990.

Egan, G. *Change agent skills in helping and human services settings*. Brooks/Cole, 1985.

Borg, W. and Gal, M. *Educational research: an introduction*. Longman, 1989.

Denzin, N. K. and Lincoln, Y. S. (eds) *Handbook on qualitative research*. Sage, 1994.

Reason, P. and Rowan, J. *Human inquiry: a source book of new paradigm research*. Wiley, 1981.

Lincoln, Y. and Guba, E. *Naturalistic inquiry*. Sage, 1985.

Lather, P. *Within/against: feminist research in education*. Deakin University, 1991.

RESEARCH PRACTICUM 2 (20 CPs Sem. II. B., WO.) **EDU42RP** Co-ordinator to be advised

See EDU41RP for full subject description.

RESEARCH PROJECT – FIELD STUDY (30 CPs Sem. I. B., BE., WO.)

EDU51RP B: Dr Keith Simkin, BE: Dr Phillip Payne, WO: Dr Lorraine Ling

With the assistance of their University supervisors, students select an appropriate research theme and write a 10,000-12,000-word research project essay on that theme. After initial discussion with University staff, they conduct a literature search on the chosen topic, design a study, and then refine their design to match the questions they are asking. They collect data appropriate to the project, and interpret and report their findings. A contribution to existing school or classroom practice is desired.

Prerequisite: satisfactory performance in Professional Practicum.

Class requirements: attendance at four research seminars during the semester plus additional supervision sessions.

Assessment: one 10,000-12,000 word research project (100%).

Students should also submit an ungraded 1,500-word research proposal.

Prescribed Reading:

Cochran-Smith, M. and Lytle, S. *Inside/outside: teacher research and knowledge*. NY Teachers College Press, 1993.

Kemmis, S. and McTaggart, R. *The action-research planner*. Deakin University Press, 1998

RESEARCH PROJECT – FIELD STUDY (30 CPs Sem. II. B., BE., WO.)

EDU52RP B: Dr Keith Simkin, BE: Dr Phillip Payne, WO: Dr

Lorraine Ling

See EDU51RP for full subject description.

RESEARCHING GOOD PRACTICE 1 (30 CPs Sem. I. B., WO.) **EDU51RG** B:

Dr Ramon Lewis, WO: Dr Lorraine Ling

This subject is designed to assist students undertaking research into professional practice in their field. Students attend all classes of two Masters subjects in an area in which they intend to write their research essays. The theory underpinning the student's research study is generated by the Masters subjects that they audit. Under supervision from the lecturer in each subject, they develop a research question and select from a number of research models. For empirical projects, students select research participants and work with them towards answering the research question. They write up their project, draw conclusions, make recommendations, and indicate their awareness of the limitations of their conclusions and method. For non-empirical projects involving analysis of literature, their research essay should demonstrate an ability to ask an appropriate research question, critically review opinion on the question, and come to suitable conclusions.

Class requirements: one 3-hour lecture per week.

Assessment: one 7,000-7,500-word essay (100%).

Recommended Reading:

Egan, G. *Change agent skills in helping and human services settings*. Brooks/Cole, 1985.

Borg, W. and Gal, M. *Educational research: an introduction*. Longman, 1989.

Denzin, N. K. and Lincoln, Y. S. (eds) *Handbook on qualitative research*. Sage, 1994.

Egan, G. and Cowan, M. *People in systems*. Brooks/Cole, 1985.

RESEARCHING GOOD PRACTICE 2 (30 CPs Sem. II. B., WO.) **EDU52RG** B:

Dr Ramon Lewis, WO: Dr Lorraine Ling

See EDU51RG for full subject description.

SAFE PRACTICES IN THE VET CLASSROOM (20 CPs Sem. All year. B., BE., M., S., WO.) **EDU40SPC** B: Dr Damon Cartledge, BE: Mr Les Lyons, WO:

Mr Kim Keamy

This is a TAFE subject available only to students enrolled in the GradDip Technology Education

In this subject, teachers working within the VET and materials/technology curriculum are provided with appropriate skills to deal with a range of occupational health and safety issues in the VET classroom. Participants will learn to identify hazards, assess health and safety risks and implement appropriate strategies and processes to deal with safety management in the classroom. Areas of study will include accredited OH&S modules such as: Occupational Health and Safety Fundamentals, Hazardous Substances, Occupational Hygiene 1, Occupational Health and Safety Law, Workplace Health – Human Body, Resolution of Occupational Health and Safety Issues, Engineering Controls, Fire Safety, and Risk Management.

Prerequisite: acceptance into the GradDip Technology Education.

Class requirements: attendance at a minimum of 30 hours of lectures/workshops.

Assessment: a minimum of nine 500-word assignments or competency tasks or equivalent (100%).

Prescribed Reading:

Getting started with workplace health and safety: introduction to workplace health and safety policies 1997.

Victorian WorkCover Authority, 1997 *Guide to the occupational health and safety act* 1985. 1997.

7th edn, Victorian WorkCover Authority, 1997. *SafetyMap – the facts* 1997.

Recommended Reading:

Industrial equipment requiring certificates of competency to use or operate 1997.

Victorian WorkCover Authority, 1997.

SCIENCE TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40STM B:**

Dr Wan Ng, BE: Mr Peter Cox

This subject considers areas that are directly applicable to teaching science in years 7 to 10, including philosophy and strategies of Victorian science curriculum and standards framework, introduction to junior science curriculum materials, learning theories and science teaching, constructivism and other strategies, primary-secondary transition, writing and using objectives, and learning outcomes, assessment methods for different teaching strategies, lesson planning, and writing teaching units, safety and legal responsibility, organisation of the laboratory, demonstrations and audio-visual aids, simulation games and role-playing, excursions (value and organisation), planning a science program, resources, materials and institutions such as zoos, museums and industries, computers and science teaching, CD-ROMs.

Prerequisite: sub-major study in general science or a specific science discipline, or one part of any two science subjects from which a sub-major may be developed, in an approved degree..

Class requirements: one 2-hour workshop per week.

Assessment: one 1,000-word reflective journal (20%), one 2,000-word literature review (40%), 2,000-word Curriculum Standards Framework II unit (40%). In order to pass this subject students must attend 80% of the workshops.

Prescribed Reading:

Dawson, C. *Science teaching methods in the secondary schools*. Longman, Melbourne, 1994.

SCIENCE, TECHNOLOGY AND SOCIETY IN EDUCATION (15 CPs Sem. I. B., BE., V.) **EDU41STS B:** *Dr Wan Ng, BE: Dr Barry Brockley*

We live in a society greatly influenced by science and technology. Hence, exploring how science and technology affect and shape society through education is important for our understanding of a range of public issues concerned with the environment, education, medicine, commerce and security. In this subject students will examine the historical emergence of science and technology as subjects in educational institutions in Australia and other parts of the world and their integration into their respective societies. Issues arising out of these different kinds of integration and the implications in terms of school education will be investigated. Examples used to illustrate the relationships between education, science, technology and society will include the evolution of the semiconductor technology, the Internet, biotechnology, nanotechnology and laser and space technologies.

Class requirements: one 3-hour lecture per week.

Assessment: one 3,000-word essay (75%), one 1,000-word paper presentation (25%).

Recommended Reading:

Ebenezer, J. V. and Haggerty, S. M. *Becoming a secondary school science teacher*. Upper Saddle River, N.J.: Merrill, 1999.

Yager, R.E. (ed.) *Science/technology/society as reform in science education*. Albany: State University of New York Press, 1996.

Williams, J., and Williams, A. *Technology education for teachers*. MacMillan, Melbourne, 1996.

SOCIAL EDUCATION METHOD (20 CPs Sem. A. B., BE.) **EDU40SEM B:** *Dr Keith Simkin, BE: Mr John Higgs*

In this subject, students explore and develop contemporary Studies of Society and Environment practices, ideas and approaches. Appropriate content, teaching strategies and evaluation techniques are investigated. Topics for study include curriculum and standards framework, Studies of Society and Environment, profiles and the VCE.

Prerequisite: an approved degree with an approved sub-major study.

Class requirements: two hours per week.

Assessment: one seminar paper and presentation (30%), one resource file (20%), one unit of work (30%), class participation (20%).

Preliminary Reading:

Studies of Society And Environment Curriculum and Standards Framework, Board of Studies, Directorate of School Education, 1995.

Prescribed Reading:

Gilbert, R. (ed.) *Studying society and environment. A handbook for teachers*. Macmillan, 1996.

SOCIOLINGUISTICS IN LANGUAGE TEACHING (20 CPs Sem. I. B., BE., V.)

EDU41SGT B: *Dr Lynda Yates, BE: Mr Brendan Marshall*

In this subject students will explore some of the ways in which language is actually used in context in different cultures. The emphasis is on understanding and describing how people actually make use of the language and how this impacts on communication and miscommunication, particularly between native speakers and learners of a language. Some of the theoretical and practical issues in the investigation of authentic language use will be tackled and the practical implications for teachers, language curriculum developers and others involved in interactions with people from other cultures will be explored.

Class requirements: one 3 hour seminar per week.

Assessment: two 2,500-word assignments (100%).

Prescribed Reading:

Wolfson, N. and Judd, E. (eds) *Sociolinguistics and language acquisition*. Newbury House, 1983.

Recommended Reading:

McKay, S. L. and Hornberger, N. H. (eds) *Sociolinguistics and language teaching*, Cambridge University Press, 1996.

SOCIOLINGUISTICS IN LANGUAGE TEACHING (20 CPs Sem. I. B., BE., V.)

EDU51SGT B: *Dr Lynda Yates, BE: Mr Brendan Marshall*

See EDU41SGT for full subject description.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS (20 CPs Sem. I. B., BE.) **EDU41TMS B:** *Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy*

In the context of meeting the needs of individuals and society this subject extends students' experiences and knowledge with both materials and systems. The subject will prepare participants to teach in (i) the Materials and Systems strands of CSFII Technology; and (ii) the Materials and Technology and the Systems and Technology VCE study designs. The aim of the subject is to formalise links between prior knowledge and knowledge and experience required for the school curriculum.

Depending on prior knowledge and experience, participants might focus on materials as building blocks of technology; become familiar with related, less common, new, and modified materials; develop knowledge about the design, operation and construction of technological systems; or gain an understanding of interactions between society, the natural world and technological systems.

Class requirements: attendance at a minimum of 40 hours of lectures/workshops.

Assessment: a total of 4,500 words of assignments and competency tasks (100%).

Prescribed Reading:

Lastrina, C. and Plumb, G. *Materials 2 (ABC006)* Resource Design and Development Unit, RMIT, Open Training Services, 1998.

Recommended Reading:

Bulkeley, B. *Basic building and construction skills*. 2nd edn, Longman, 2000.

NMIT and ANTA, *Furniture studies FM914* ACTRAC Products Ltd., Melbourne, 1997.

Department of Education and Training NSW, *Module NF15 Material science, NSW module resource manual for the national metal and engineering courses* NSW TAFE, 1995.

STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS (20 CPs Sem. II. B.)

EDU42TMS *Dr Damon Cartledge*

See EDU41TMS for full subject description.

TASK FORCE (20 CPs Sem. I. B.) **EDU41TF** *Co-ordinator to be advised*
Not available in 2004.

TASK FORCE (20 CPs Sem. II. B.) **EDU42TF** *Co-ordinator to be advised*
Not available in 2004.

TEACHING AND LEARNING IN TAFE (20 CPs Sem. A. B., BE., M., S., WO.)

EDU40TLT B: *Dr Lorraine Ling*

This subject is taught by approved Institutes of TAFE. The focus is on planning teaching and learning, delivering training and conducting

assessment in the context of a national vocational education and training system. The subject aims to develop knowledge of key policies for training and directly influence the delivery of programs; develop the skills, knowledge and attitudes to plan, prepare, present and evaluate a range of learning experiences; introduce managing diversity approaches in training delivery; provide knowledge and competency-based assessment techniques; develop the skills necessary to apply that knowledge to a variety of assessment situations and make impartial decisions, and to reinforce the interpersonal skills necessary to deliver a participatory approach to assessment.

Class requirements: attendance at 36 hours of lectures or equivalent intensive program.

Assessment: written exercises (30%), written and oral competency tasks (70%).

Prescribed Reading:

Book of readings Certificate IV in Workplace Assessment and Training. TAFE, 2000.

TEACHING PRACTICE (VET) (20 CPs Sem. II. B., M., S., WO.) EDU42TPV B:

Dr Lorraine Ling, WO: Mr Kim Keamy

The VET Teaching Practice comprises a total of 60 hours or corresponding days of supervised teaching undertaken either in the school or TAFE context in which the student currently works or an arranged setting. Supervision will be undertaken by the Head of Department in the School or Institution, or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the teaching practice period.

Class requirements: 60 hours of supervised teaching or equivalent days.

Assessment: one reflective journal and a satisfactory supervisor's report (100%).

Recommended Reading:

Brady, L. *Models and methods of teaching.* Prentice Hall, Sydney, 1985.

Cole, P. and Chan, L. *Teaching principles and practice.* Prentice Hall, New York, 1994.

TEACHING PRACTICE AND MODELS (20 CPs Sem. II. B., BE.) EDU42TPM

B: Dr Bernie Neville, BE: Dr Phillip Payne

In this subject students undertake a further period of practical teaching in schools or other educational institutions and engage in more advanced self evaluation, skill development, reflection and informal and formal discussion of models of teaching and teaching practice issues. Students will be supervised by both school-based personnel and University staff and written evaluation reports will be required. Students will be expected to produce lesson plans that demonstrate an ability to clearly articulate aims, objectives, outcomes, procedural steps and evaluation procedures. Lesson plans and other written work will be part of the assessment for this subject as will participation in post teaching round group debriefing tutorials.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week (or equivalent hours offered in block mode), plus 25 days of school experience and school based activities.

Assessment: evaluation of teaching practice (80%), pre- and post-practicum tutorial activities (20%).

Prescribed Reading:

McInerney, D. and McInerney, V. *Educational psychology: constructing learning.* Sydney: Prentice-Hall, 2002.

TEACHING PRACTICE AND SKILLS (20 CPs Sem. I. B., BE.) EDU41TPS B:

Dr Bernie Neville, BE: Mr Wilf Savage

In this subject, students will undertake a period of practical teaching in schools or other educational institution. They will engage in self evaluation, reflection, formal and informal discussion and consultation regarding teaching practice and associated skills. Students will be supervised by both school-based personnel and University staff, and written reports will be required. Students will be expected to produce lesson-plans that reflect an ability to articulate clear aims, objectives, procedural steps, outcomes and evaluation procedures. Lesson plans and other written work and documentation will contribute to the assessment for this subject as will participation in group briefing and debriefing tutorials.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week (or equivalent hours offered in block mode), plus 25 days of school experience and school based activities.

Assessment: evaluation of teaching practice (80%), pre- and post-practicum tutorial activities (20%).

Prescribed Reading:

Sotto, E. *When teaching becomes learning: a theory and practice of teaching.* London: Cassell, 1994.

Recommended Reading:

Marsh, C. *Handbook for beginning teachers.* Melbourne: Longman, 2001.

Cole, P. and Chan, L. *Teaching principles and practice.* 2nd edn, Sydney: Prentice Hall, 1994.

Banner, J. and Cannon, H. C. *The elements of teaching.* New Haven: Yale UP, 1997.

Rogers, W. *The language of discipline: a practical approach to effective classroom management.* 2nd edn, Plymouth: Northcote House, 1997.

USING MULTIMEDIA FOR LEARNING (20 CPs Sem. II. B., S.) EDU42UML

Ms Pam Wright

Students focus on educational applications of information processing and communications software. Participants are expected to use email and a www browser to explore some aspects of computer-mediated communication. Applications of hypertext programs, including the production of www pages, constitutes the major areas of study.

Class requirements: one 3-hour lecture/workshop per week.

Assessment: one 5,000-word essay (100%). Fifth year students will be expected to produce work at a higher analytical level.

Prescribed Reading:

Journal of Research on Computing for Education. International Society for Technology in Education, Eugene.

Learning and leading with technology. International Society for Technology in Education, Eugene.

USING MULTIMEDIA FOR LEARNING (20 CPs Sem. Summer. B., WO.)

EDU43UML *Ms Pam Wright*

See EDU42UML for full subject description.

VET TEACHING METHOD 1 (20 CPs Sem. I. B., BE., WO.) EDU41VM1 B: Dr

Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

In this subject, students will explore relationships between competency-based education, vocational training, VET in schools programs, and teaching to achieve stated outcomes. They will develop skills to enable them to make informed decisions about teaching and learning strategies and individual differences between learners will be addressed. Students will plan and implement appropriate strategies to cater for these differences. Practical and theoretical links between VET in schools curriculum and the individual trade knowledge, experience and skills of the students will be explored.

Class requirements: one 3-hour seminar/workshop per week or equivalent intensive delivery during weekend periods.

Assessment: one 2,000-word assignment (45%), one 2,500-word assignment on teaching observations (55%).

Preliminary Reading:

Blunden, R. (ed.) *Teaching and learning in Vocational Education and Training.* Social Science Press, Australia, 1997.

Recommended Reading:

Joyce, B., Calhoun, E. and Hopkins, D. *Models of learning: tools for teaching.* Open University Press, Buckingham, England, 1997.

VET TEACHING METHOD 2 (20 CPs Sem. II. B., BE., WO.) EDU42VM2 B:

Dr Damon Cartledge, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU41VM1 for full subject description.

Class requirements: equivalent to two 2-hour sessions per week.

Assessment: assignments totalling 4,500 words (100%).

English

Enquiries: (03) 9479 2390

Email: English@latrobe.edu.au

Web: www.latrobe.edu.au/www/english

The English program is pluralist in its orientation, and its research interests and specialties are similarly broad with PhD theses currently being written on a range of diverse topics. Staff are all active researchers across a wide range of disciplinary areas. Many have a high international profile. The English program prides itself on offering top quality supervision to postgraduate students and this is reflected in an impressive completion rate for PhD and MA theses. Postgraduate students are encouraged to participate with staff in activities such as the regular fortnightly program seminars, at which staff and visiting academics discuss their current research. Postgraduates also have their own regular seminar series.

The program also produces a number of publications, such as *Meridian: The La Trobe University English Review*. Postgraduate students are encouraged to publish their work, and a number have utilised these publications for this purpose.

Postgraduate and honours students also edit *Lateral*, an electronic journal launched in 1998, featuring work by postgraduate and honours students in cultural and textual studies.

The program provides study accommodation and access to computers for the use of postgraduate researchers. The Borchardt Library holdings in English are excellent. Employment opportunities, in the form of casual tutoring appointments in English, may also be offered to postgraduates.

Principal areas of specialisation

Principal areas of specialisation are: Australian literature and culture; biography and autobiography; critical theory and cultural studies; decolonisation studies/postcolonial theory; eighteenth and early nineteenth-century studies; feminist theory; humour studies; literature and film adaptation; medieval and early modern cultural history; nineteenth and twentieth-century poetry; postmodernism/modernism/science fiction; psychoanalytic studies; and studies in literature and modern spirituality.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Master of Arts by Coursework in English

Research programs

- Master of Arts
- Doctor of Philosophy

Master of Arts by Coursework in English (HUMAC)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Entry to the course can be from an honours degree or a masters preliminary course.

Entry from honours or Master of Arts (Preliminary)

Applicants must have attained at least an H2A or comparable result. Students complete the requirements in a minimum of 12 months of full-time study or two years of part-time study.

Course requirements

Students must undertake three semester subjects of coursework and a minor thesis of approximately 15,000 words. Each subject entails one three-hour seminar per week. In addition, students must consult their thesis supervisor regularly. The normal expectation is 10 sessions of supervision.

Assessment

Assessment includes completion of three semester subjects, each of which involves one 3,500-word essay and one 1,500-word seminar paper. Coursework counts 60 per cent towards the final assessment for the degree. In addition, students must complete a minor thesis of approximately 15,000 words. The thesis counts 40 per cent towards the final assessment.

Availability of subjects

The following is an indication of the variety of subjects from which students may choose, though not all of these will be available in every year. For final details of subject offerings at this level in a given year, refer to the English program's brochure. All subjects are offered subject to the availability of appropriate staffing and minimum enrolments.

Fifth-year subjects

20 credit points

Semester

| | | |
|---|---|----------|
| 1 | Jung and the Symbolic Process | ENG51JSP |
| 1 | Victorian Fiction: inside and outside | ENG51VFI |
| 1 | Writing Fiction | ENG51WRF |
| 1 | Writing the Experience of the Body ¹ | ENG51WEB |
| 2 | Ecopsychology and Indigeneity ¹ | ENG52EPI |
| 2 | Poetry of the Twentieth Century ¹ | ENG52PTC |
| 2 | Reading Black Australian Writing | ENG52RBA |
| 2 | Shakespeare in Love | ENG52SIL |
| 2 | Women's Writing and Feminist Literary Criticism | ENG52WWR |
| 2 | Writing Psychosis ¹ | ENG52WPS |

Key: ¹ not available in 2004.

SUBJECT DESCRIPTIONS

Full details of texts, subject requirements and assessment for subjects offered at fifth-year level are published in a postgraduate brochure available from the English Program. Collect this from the Program office before classes commence.

The subjects listed are presented in alphabetical order below. For specific location, consult the Index at the back of the *Handbook*.

ENG51JSP JUNG & SYMBOLIC PROCESS (20 CPs Sem. I. B.) Dr David Tacey

Students explore Jung's research on the structure and dynamics of the psyche, with special emphasis upon his understanding of the unconscious as a mode of discourse based in the symbolic language. Attention is paid to the early break with the Freudian school, and to Jung's concepts of libido, psychic energy, image and archetype. Jung advocated a poetic basis of mind, in which metaphor, image and symbol represent the primary date of psychic life, leading to a deepened psychological awareness of the importance and meaning of myth, ritual, and symbolic process. In this subject students contrast and compare Jungian and Freudian understandings of the incest motif, of dreams, mythology, and religion.

Class requirements: one 2-hour lecture per week.

Assessment: one 1,500-word class paper (30%), one 3,500-4,000-word essay (70%).

Preliminary Reading:

Jung, C. G. *Man and his symbols*. Doubleday, 1989.

Prescribed Reading:

Jung, C. G. *Memories, dreams, reflections*. Pantheon, 1983.

Jung, C. G. *Symbols of transformation*. Princeton, 1992.

Jung, C. G. *Two essays on analytical psychology*. Princeton, 1989.

ENG51VFI VICTORIAN FICTION: INSIDE AND OUTSIDE (20 CPs Sem. I. B.) Dr Sue Martin

This subject considers nineteenth-century, mostly British, fiction published between 1837 and 1901. The fiction will be studied in relation to contemporary critical discussions of private and public spaces. In particular, the supposed inside and outside/private and public will be considered in relation to theories of gender, sexuality and race in the nineteenth century. The subject will concentrate on two specific moments to help contain and highlight particular issues, the so called 'High Victorian', and 'Late Victorian' periods.

Class requirements: one 2-hour seminar per week.

Assessment: 5,000 words of written work (100%).

Prescribed Reading:

Dickens, C. *Bleak House*. Penguin.

Gaskell, E. *Cranford*. Penguin.

Showalter, E (ed.) *Daughters of decadence: women writers of the Fin de Siecle*. Virago.

Stoker, B. *Dracula*. Oxford.

Braddon, E. *Lady Audley's secret*. Oxford or Wordsworth.

Eliot, G. *The lifted veil*. Virago.

Bronte, C. *Villette*. Penguin.

ENG51WEB WRITING THE EXPERIENCE OF THE BODY (20 CPs Sem. I. B.)

Dr Kay Souter, Dr John Wiltshire

Not available in 2004.

ENG51WRF WRITING FICTION (20 CPs Sem. I. B.) *Professor Richard Freadman*

This subject takes the form of a series of workshops and seminars focusing on elements of the writer's craft, particularly those relating to style and structure in fiction. Other areas addressed include the critical reading of works in progress, sources of the writer's material, processes of fiction, and approaches to research. Selected passages from the writing projects of students provide the texts for discussion. Emphasis in discussion is given to the understanding that the student is engaged in a process of critical re-reading and re-writing, and is not presenting or seeking to evaluate finished works.

Class requirements: one 3-hour seminar per week.

Assessment: one, 2,500-word class paper (45%), one workshop submission of not less than 1,500-words, and not more than 3,000-words (45%), class-work (10%).

ENG52EPI ECOPSYCHOLOGY & INDIGENEITY (20 CPs Sem. II. B.) *Dr David Tacey*

This subject has a double focus: it is an exploration of the content and direction of ecopsychology, and it is a study of indigeneity in the light of ecopsychology. Traditionally, psychology and psychoanalysis have turned inward to explore the human subject and in particular the realm of the unconscious. However, recently, and under the shadow of looming ecological disaster, a branch of depth psychology has concerned itself with the emotional and psychic relationship between human beings and the wider physical world. This area of psychology is interested in the history of human relationship with the physical environment. Indigenous peoples embody and reflect a basic experience of unity with the natural world, and this unity is now being re-explored and re-imagined in ecopsychology and ecophilosophy. However, indigenous unity with the world has been under threat since colonisation, and the impact of this disintegration is reflected in a variety of ways.

Class requirements: one 2-hour seminar per week.

Assessment: one 3,500-word essay (55%), one 1,500-word essay (30%), class attendance and participation (15%).

Prescribed Reading:

Roszak, T. et al. *Ecopsychology*. San Francisco: Sierra Club, 1995.
Tacey, D. *Edge of the sacred*. Melbourne: Harper Collins, 1995.
Davis, J. et al. (eds) *Paperbark*. University of Queensland Press.
Murray, L. *Collected poems*. Heinemann, 1995.
Wright, J. *A human pattern*. Selected Poems, 1995.

ENG52PTC POETRY OF THE TWENTIETH CENTURY (20 CPs Sem. II. B.) *Mr Max Richards*

Not available in 2004.

ENG52RBA READING BLACK AUSTRALIAN WRITING (20 CPs Sem. II. B.)

Dr Alison Ravenscroft

Students will study Australian indigenous autobiographic and fictional writings and the meanings that their white readers make of them. How do white readers 'make sense' of indigenous-signed texts, and, how might indigenous-signed texts both address and resist white readers and their reading practices? Students will explore theories of 'race' and the body; 'race' and 'gender'; and whiteness in the Australian (post) colonising context. In particular, indigenous-signed texts are read via the critical methods suggested by Australian indigenous and African-American scholars of critical race theory, including Whiteness Studies.

Class requirements: one 3-hour seminar per week.

Assessment: one 1,500-word presentation (30%), one 3,500-word essay (70%).

Prescribed Reading:

Cleven, V. *Bitin' back*. UQP, 2001.
Wright, A. *Plains of promise*. UQP, 1999.
Morrison, T. *Playing in the dark: whiteness and the literary imagination*. Picador, 1993.
Sykes, R. *Snake cradle*. Allen and Unwin, 1997.
Watson, S. *The Kudaitcha sung*. Penguin, 1997.

ENG52SIL SHAKESPEARE IN LOVE (20 CPs Sem. II. B.) *Dr Paul Salzman*

In this subject we will consider sexuality, gender and 'love' in a series of Shakespeare's plays and a collection of women's writing from the early modern period. Particular issues to be addressed include recent queer theory approaches to early modern writing, the argument between historians and literary scholars over gender roles in this

period; the way in which some consideration of writing by women may alter our perception of canonical male writing from the period; and the recent Hollywood construction of Shakespeare as a writer concerned with love.

Class requirements: one 3-hour seminar per week.

Assessment: one 3,000-word essay (75%), one 2,000-word essay (25%).

Prescribed Reading:

Shakespeare, W. *As you like it*. (any edition: Oxford (OUP) preferred.)
Salzman, P. (ed.) *Early modern women's writing*. OUP, 1999.
Shakespeare, W. *Love's labours lost*. (any edition: Oxford (OUP) preferred.)
Shakespeare, W. *Measure for measure*. (any edition: Oxford (OUP) preferred.)
Shakespeare, W. *Much ado about nothing*. (Any edition: Oxford (OUP) preferred.)
Shakespeare, W. *Romeo and Juliet*. (any edition: Oxford (OUP) preferred.)
Shakespeare, W. *Taming of the shrew*. (any edition: Oxford (OUP) preferred.)
Shakespeare, W. *The winter's tale*. (any edition: Oxford (OUP) preferred.)
Shakespeare, W. *Twelfth night*. (any edition: Oxford (OUP) preferred.)
Shakespeare, W. *Two gentlemen of Verona*. (any edition: Oxford (OUP) preferred.)

ENG52WPS WRITING PSYCHOSIS (20 CPs Sem. II. B.) *Dr Kay Souter*
*Not available in 2004.***ENG52WWR WOMEN'S WRITING AND FEMINIST LITERARY CRITICISM**

(20 CPs Sem. II. B.) *Dr Sue Thomas*

In this subject, topics of central debate about women's writing in current feminist literary and cultural criticism are examined. Feminist arguments are tested, valued, developed and criticised through close readings of a range of writing by women from different cultural backgrounds. The topics for discussion are 'experience' as a foundational category in feminist criticism; historical reading practice; reading African women; whiteness studies; and lesbian theory.

Class requirements: one 2-hour seminar per week.

Assessment: one 3,500-word essay (70%), one 1,500-word seminar paper (30%).

Prescribed Reading:

Atwood, M. *Alias Grace*. Any edn.
Rhys, J. *Good morning, midnight*. Penguin.
Bronte, C. *Jane Eyre* any edition.
Vera, Y. (ed.) *Opening spaces: an anthology of contemporary African women's writing*. Heinemann.
Nestle, J. (ed.) *Women on women*. Plume.

Gender, Sexuality and Diversity Studies

Enquiries: (03) 9479 5898

Gender, Sexuality and Diversity Studies (formerly Women's Studies) at La Trobe offers graduates the opportunity to explore how gender, intersecting with other social orders of difference, shapes social and cultural institutions as well as identity and relationships. GSD Studies explores issues related to feminist thought, equity in gender relations and social justice. Students can expect GSD Studies subjects to include a critique of dominant power relations, especially those constructed by gender, sexuality, class, age, race and ethnicity.

GSD Studies is interdisciplinary in nature and provides scope for graduate study by research and/or coursework. It draws upon an extensive and diverse range of academic staff who contribute their expertise through the provision of subjects and research supervision. The staff involved in the Area of Study are prominent contributors to their teaching and research fields. GSD Studies is committed to both encouraging theoretical diversity and teaching practices that maximize critical self-reflection on the part of the students and staff. Finally, GSD Studies supports an intellectual culture that encourages engagement in practical workplace and/or political activities as well as rigorous scholarship.

A supportive and intellectually engaging environment is promoted through the GSD Studies research seminars, seminar days and thematic reading groups.

Principal areas of specialisation

Principal areas of specialisation are: feminist history, particularly Australian; gender and work; the study of subjectivity and representation; sexuality and queer theory; ecological feminism; feminism and the critique of knowledge; women's writing and feminist literary criticism; colonial and postcolonial discourses; women and popular culture; gender, media and film; feminist criminology and legal studies; gender and education; feminist socio-legal history; women and religion; queer culture in contemporary Chinese societies; indigenous women's health; Hispano-Australian and Latina writers; gender and race in Africa; Australian discourses of whiteness and cultural difference.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Master of Arts by Coursework in Gender, Sexuality and Diversity Studies

Research programs

- Master of Arts
- Doctor of Philosophy

Master of Arts by Coursework in Gender, Sexuality and Diversity Studies (HUMAC)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Duration

One year full-time, or up to four years part-time.

Admission requirements

The normal prerequisite for admission is a minimum four-year honours degree or equivalent at H2A level. Applications must be approved by the postgraduate co-ordinator (coursework).

Course requirements

The degree comprises three semester-length subjects (20 credit points each) chosen from a range of approved subjects in different disciplinary areas, plus a minor thesis.

Assessment

Assessment includes completion of three semester-length subjects (20 credit points each). Together these subjects constitute 50 per cent of final assessment. Assessment for each subject may comprise essays and seminar papers that in total length do not exceed 5,000 words. In addition, students must complete a minor thesis of 15,000 words, which constitutes the final 50 per cent of assessment. Students must achieve a satisfactory result in both coursework and thesis to qualify for the award of the degree.

Subjects available in Gender, Sexuality and Diversity Studies

All subjects are offered conditional upon the availability of appropriate staffing and minimum enrolments. Information on the availability of further approved subjects can be obtained from the convenor of GSD Studies.

Fourth or fifth-year subjects (20 credit points)

| | | |
|---|---|----------|
| 1 | Cinema and Cultural Difference | CST51CCD |
| 1 | Feminism and the Critique of Knowledge ¹ | GSD51FCR |
| 1 | Women in Media | MST51WIM |
| 1 | Writing the Experience of the Body | ENG51WEB |
| 2 | Reading Black Australian Writing | ENG52RBA |
| 2 | The Body as Performance | DRA52BAP |
| 2 | Women's Writing and Feminist Literary Criticism | ENG52WWR |

Key: ¹ Not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

CST41CCD CINEMA AND CULTURAL DIFFERENCE (20 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject is offered at fifth-year level also.

This subject traces the engagement of western film criticism and theory with non-western cinemas in relation to colonialism and neo-colonialism. Theories and concepts including the idea of 'national' cinemas, Third Cinema, orientalism, and post-coloniality are linked to the history of the production of non-western films and their reception in western contexts. Films examined range from Chinese, Indian and other non-western cinemas through to the emergence of diasporic cinema produced within western contexts by migrant filmmakers.

Incompatible subject: CI4CD, CI5CD.

Class requirements: one 4-hour screening/seminar per week.

Assessment: one 5,000-word research essay (90%), one seminar presentation (10%).

Recommended Reading:

Williams, P. and Chrisman, L. *Colonial discourse and post-colonial theory*. Cornell UP, 1994.

Gandhi, L. *Postcolonial theory*. Allen and Unwin, 1998.

Pines, J. and Willemen, P. *Third cinema*. British Film Institute, 1990.

CST51CCD CINEMA AND CULTURAL DIFFERENCE (20 CPs Sem. I. B.)

Dr Fran Martin

See CST41CCD for full subject description.

DRA52BAP THE BODY AS PERFORMANCE (20 CPs Sem. II. B.)

Dr Peta Tait

The restaging of sexed, gendered and racial bodies in recent performance challenges cultural assumptions about bodies and identity. The theoretical meanings of performing bodies will be explored in a diverse range of visual theatrical styles from circus to cross-gender dressing parody; rock concerts to sports events; performance art to tattoo artists. Written scripts, live performances, pictures and videos will be used to explore concepts of performing the body-self as identity. The blurred boundaries around the notion of a performing self are considered in relation to recent theories of performativity as part of an investigation of the culturally encoded body in theatrical and social performances.

Prerequisite: third year in an associated discipline.

Class requirements: one 3-hour seminar per week.

Assessment: one seminar presentation utilising research (visual) materials (15%), one 1,500-word minor essay (25%), one 3,000-word major set essay (60%).

Prescribed Reading:

Lingas, A. *Foreign bodies*. New York: Routledge, 1994.

Phelan, P. *Mourning sex*. London: Routledge, 1997.

Schneider, R. *The explicit body in performance*. London: Routledge, 1997.

Phelan, P. *Unmarked*. London: Routledge, 1993.

Grosz, E. *Volatile bodies*. Sydney: Allen and Unwin, 1994.

ENG52RBA READING BLACK AUSTRALIAN WRITING (20 CPs Sem. II. B.)

Dr Alison Ravenscroft

Students will study Australian indigenous autobiographic and fictional writings and the meanings that their white readers make of them. How do white readers 'make sense' of indigenous-signed texts, and, how might indigenous-signed texts both address and resist white readers and their reading practices? Students will explore theories of 'race' and the body; 'race' and 'gender'; and whiteness in the Australian (post) colonising context. In particular, indigenous-signed texts are read via the critical methods suggested by Australian indigenous and African-American scholars of critical race theory, including Whiteness Studies.

Class requirements: one 3-hour seminar per week.

Assessment: one 1,500-word presentation (30%), one 3,500-word essay (70%).

Prescribed Reading:

Cleven, V. *Bitin' back*. UQP, 2001.

Wright, A. *Plains of promise*. UQP, 1999.

Morrison, T. *Playing in the dark: whiteness and the literary imagination*. Picador, 1993.

Sykes, R. *Snake cradle*. Allen and Unwin, 1997.

Watson, S. *The Kudaitcha sung*. Penguin, 1997.

ENG51WEB WRITING THE EXPERIENCE OF THE BODY (20 CPs Sem. I. B.)

Dr Kay Souter, Dr John Wiltshire

Not available in 2004.

ENG52WWR WOMEN'S WRITING AND FEMINIST LITERARY CRITICISM(20 CPs Sem. II. B.) *Dr Sue Thomas*

In this subject, topics of central debate about women's writing in current feminist literary and cultural criticism are examined. Feminist arguments are tested, valued, developed and criticised through close readings of a range of writing by women from different cultural backgrounds. The topics for discussion are 'experience' as a foundational category in feminist criticism; historical reading practice; reading African women; whiteness studies; and lesbian theory.

Class requirements: one 2-hour seminar per week.

Assessment: one 3,500-word essay (70%), one 1,500-word seminar paper (30%).

Prescribed Reading:

Atwood, M. *Alias Grace*. Any edn.

Rhys, J. *Good morning, midnight*. Penguin.

Bronte, C. *Jane Eyre* any edition.

Vera, Y. (ed.) *Opening spaces: an anthology of contemporary African women's writing*. Heinemann.

Nestle, J. (ed.) *Women on women*. Plume.

GSD51FCR FEMINISM AND THE CRITIQUE OF KNOWLEDGE (20 CPsSem. I. B.) *Dr Sue Davies*

Not available in 2004.

MST41WIM WOMEN IN MEDIA (20 CPs Sem. I. B.) *Dr Terrie Waddell*

This subject is offered at fifth-year level also.

Students consider the relationship of feminist theory in an historical context to questions of media representations involving women as creator and/or subject. Examples for consideration are drawn from the print media, television and new technologies. Theoretical approaches to these diverse media forms will be discussed during workshops.

Class requirements: one 3-hour lecture or seminar per week.

Assessment: one 2,000-word practical research exercise (40%), one 3,000-word essay (60%). Fifth year students will be expected to show a greater achievement of discipline specific skills in their written work than fourth year students.

Recommended Reading:

Welton, D. *Body and flesh: a philosophical reader*. Blackwell, Massachusetts, 1998.

van Zoonen, L. *Feminist media studies*. Sage, 1994.

Russo, M. *The female grotesque: risk, excess and modernity*. Routledge 1994.

Groz, E. *Volatile bodies: toward a corporeal feminism*. Indiana Press, 1994.

MST51WIM WOMEN IN MEDIA (20 CPs Sem. I. B.) *Dr Terrie Waddell*

See MST41WIM for full subject description.

Greek Studies

Co-ordinator: Professor Stathis Gauntlett

Enquiries: (03) 9479 2347

The Greek Studies program is one of the strongest teaching and research disciplines of its kind in Australia. Staff publish prolifically in the areas of Greek language, literature and popular culture, Greek immigration and settlement, Cypriot literature and society, and Greek-Australian literature.

Students have access to the University's excellent library resources, and the facilities of the Dardalis Archives of the Greek community accommodated in the National Centre for Hellenic Studies and Research.

Since its inception in 1987, the program has pursued innovative modes of teaching, emphasising the close study of primary sources and encouraging intensive discussion in seminars, tutorials and workshops. This has established the basis for a strong postgraduate program in Greek studies.

The program arranges regular seminars involving students, staff and visitors where postgraduate students have the opportunity to present papers outlining their research and to evaluate the development of their methodology and argumentation.

The seminars, in conjunction with regular consultations with supervisors, provide a supportive environment for postgraduate research.

The program receives regular visits from leading scholars from Europe and North America whose lectures and seminars students are encouraged to attend.

Principal areas of specialisation

The program concentrates its research and teaching efforts at undergraduate and postgraduate levels in two major areas of specialisation: Modern Greek studies (including Modern Greek language, literature and popular culture, Cypriot literature, women's studies, linguistics, translation) and Greek-Australian studies (including Greek-Australian literature and Greek immigration, settlement and communities in Australia).

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Master of Arts in Greek Studies

Research programs

- Master of Arts
- Doctor of Philosophy

Master of Arts by Coursework in Greek Studies (HUMAC)

This is a fee-paying course and does not attract a HECS liability.

Details of fees are provided with the application kit.

This course is intended for students who wish to continue their Modern Greek studies at postgraduate level, but who do not want to concentrate exclusively on the writing of a thesis. It is designed for those in the community (graduates from overseas, teachers, and other professionals) who wish to take Greek studies at an advanced or postgraduate level and receive an additional qualification.

Duration

One to two years full-time or two to three years part-time study.

Admission requirements

Applicants are required to have completed an honours degree in Modern Greek, a Master of Arts (Preliminary) in Modern Greek with at least an H2A result, or the Postgraduate Diploma in Greek Studies with at least a B-average result; or they may be admitted with equivalent qualifications as approved by the postgraduate co-ordinator.

Course requirements

Students are required to complete three semester subjects at fifth-year level from the list below and a 15,000-word minor thesis on an approved topic under the supervision of an approved supervisor.

Fifth-year subjects (20 credit points)**Semester**

| | | |
|---|--|----------|
| 1 | Nineteenth Century Greek Literature | GST51NGL |
| 1 | Reading Course A | GST51RCA |
| 2 | Gender Issues in Modern Greek Literature | GST52GIL |
| 2 | Reading Course B | GST52RCB |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

GST51NGL NINETEENTH CENTURY GREEK LITERATURE (20 CPs Sem. I.B.) *Professor Stathis Gauntlett*

In this subject students develop skills in interpretation and analysis of a wide sampling of works of 19th century Greek poetry and prose. The selections represent major thematic preoccupations of Greek writers during the 19th century, and their connection with historical, political and social developments is explored, as are the characteristics of the different genres and styles of writing, which range from the Neoclassical, Romantic to the Realist, and from ethnography and autobiography to satire. The development of the Greek Language Controversy as a literary and social issue is also monitored through the selection of texts.

Prerequisite: admission to MA (by coursework).

Class requirements: one 3-hour seminar per week.

Assessment: one 2,000-word seminar paper (40%), one 3,000-word essay (50%), seminar participation (10%).

Prescribed Reading:

Velestinlis, R. *Apanthisma Keimenon*. Vouli Ton Ellinon, 1998.
 Makrygiannis, G. *Apomnimonevmata*. Byron.
 Roidis, E. *I Papissa Ioanna*. Ermis, 1988.
 Papadiamantis, A. *I fonissa*. Nefeli, 1988.
 Karkavitsas, A. *O zitianos*. Kardamitsas, 1985.
 Kalvos, A. *O dai*. Ikaros, 1988.
 Solomos, D. *Poimata*. Ikaros, 1986.

GST51RCA READING COURSE A (20 CPs Sem. I. B.) *Professor Stathis Gauntlett*

A limited number of students studying modern Greek may be permitted to take an individual reading subject, after consultation with the appropriate member of staff who agrees to act as supervisor. Students wishing to take this subject should submit for approval to the Head of School, details of their proposed course, including bibliography. Approval is not given if there is substantial overlap between the proposed topic and the content of an existing subject. Students may enrol in this subject only if they have already completed all other optional subjects on offer.

Class requirements: regular supervision sessions as arranged for each individual student..

Assessment: tutorial reports (20%), two 1,000-word papers (20%), two 2,000-word essays (60%).

GST52GIL GENDER ISSUES IN MODERN GREEK LITERATURE (20 CPs Sem. II. B.) *Ms Maria Herodotou*

In this subject students develop research and analytical skills by exploring the representation of gender relations in a variety of literary texts. The construction of male images and masculinities, female images and femininities, sexualities, gender roles including motherhood and fatherhood are studied in selected works of modern Greek literature in the framework of theories such as those relating to gender differences and the role of language in establishing and regulating gender divisions.

Prerequisite: admission to MA (by coursework).

Class requirements: one 3-hour seminar per week.

Assessment: one 2,000-word seminar paper (40%), one 3,000-word essay (50%), seminar participation (10%).

Prescribed Reading:

Zei, A. *I Arravoniastikia tou Achillea*. Kedros.
 Karapanou, M. *I Kassandra kai o lykos*. Ermis.
 Mitropoulou, K. *I teleftata parastasi*. Govotsis.
 Kazantzakis, N. *O kapetan Michalis*. E.Kazantzaki.
 Vakalo, E. *Oi palavres tis kyra-Rodalinas*. Ypsilon.
 Xenopoulos, G. *Stella Violanti*. Vlassi.
 Tachtsis, K. *Ta resta*. Ermis.
 Elytis, O. *What I love*. Copper Canyon Press.

GST52RCB READING COURSE B (20 CPs Sem. II. B.) *Ms Helen Nickas*
 See GST51RCA for full subject description.

History

Enquiries: (03) 9479 2430

The History program caters to students wishing to pursue studies in the history of colonial and modern Australia, colonial and modern North America, modern Latin America, early modern and modern Britain and Europe, Africa, China, the third world and gender relations in Western countries in recent times.

From the inception of La Trobe University its history teaching has been innovative, emphasising the close reading of primary sources, and their intensive discussion in tutorials and workshops. This has given rise to unique features in the honours program. This in turn has laid the basis for strong and nurturing supervision in this medium-sized postgraduate program.

Students pursuing research degrees attend a weekly seminar involving fellow students and staff where they present papers outlining their research, or detailed aspects of it. This seminar provides a supportive monitoring of research progress and underpins the program's high completion and success rate. When writing their theses, students are encouraged to maintain regular contact with their supervisors, who are appointed for their expertise in the field.

The international reputation of many of the staff encourages visits by leading academics from Europe, North America, and Asia, who give lectures and seminars. Postgraduate students are encouraged to attend these special events, as well as the regular staff seminars.

In recent years history postgraduate students have gained strong national and international recognition for their work, with scholarly books and articles accepted for publication, and invitations to present papers at national and overseas conferences. The program and the Faculty offer financial support for these activities.

Principal areas of specialisation

Principal areas of specialisation are: Aboriginal and African studies, colonial and modern studies on Australia and North America, early modern and modern studies on Britain and Europe, including imperialism, Latin American history, religious studies, women's studies and modern gender relations in western countries, and third world nations.

History at La Trobe has earned the reputation of being one of the best teaching and research history schools in Australia. Staff publish prolifically in areas such as Australian, British, early modern and modern European, North American and Latin American history, ethnographic and social history, early Christianity, European imperialism, Aboriginal and African studies, and gender and women's studies.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Doctor of Philosophy
- Master of Arts

History and Philosophy of Science

Enquiries: (03) 9479 1673

Science is a human activity of fundamental importance. The area of study known as history and philosophy of science is concerned with the historical development of various scientific theories and various fundamental questions that this history uncovers. Some of these questions concern science's aims, its methodology and the nature of several of its features, such as laws, explanations and the theoretical entities it postulates. Crucial to science is its dynamics and the way it progresses and develops. The most obvious way to investigate this feature of science is through its history. In the core subjects there is an interplay between the historical and philosophical aspects of the topics which are discussed.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

International Policy Studies

Enquiries: (03) 9479 3664

The Master of International Policy Studies is designed to enhance knowledge and understanding of international political, economic, strategic and social policy trends and the role of major actors in international public policy. It provides students with high-level policy analysis, research, administrative and conceptual skills, preparing them for positions in: government, international business, media, education, international civil service, or non-governmental organisations.

Master of International Policy Studies by Coursework (HUSMIP)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Duration

One year full-time or two years part-time.

Admission requirements

Applications are normally required to have completed four years of full-time undergraduate study, preferably a Bachelor of Arts Degree

with Honours. In determining eligibility appropriate professional experience will be taken into account, especially if it involves substantial writing assignments

Course requirements

The course consists of three semester-length subjects, each worth 20 credit points, and a 15,000-18,000-word thesis worth 60 credit points. Normally, two subjects will be taught in first semester and one subject in second semester. In addition to the three subjects students will be required to attend a number of workshops to assist with thesis preparation and skill development.

Fifth-year subjects

20 credit points

Semester

| | | |
|---|---|----------|
| 1 | China, Japan and India: State, Economy and Security | POL51CJI |
| 1 | Security Policy in a Borderless World | POL51SPW |
| 2 | Globalisation and Governance | POL52GAG |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

POL51CJI STATE, ECONOMY AND SECURITY (20 CPs Sem. I. Cl.) Dr

Anthony Jarvis, Professor Robin Jeffrey

Asia encompasses a great many cultures and traditions. This subject conveys something of that diversity, but focuses on the three major centres of power in contemporary Asia: China, Japan and India. It examines the profound economic and political changes now sweeping the three countries, but sets these in the context of enduring cultural influences. In each case a key theme will help to organise the material and illustrate the crucial linkages between local, national, regional and global processes and institutions. Particular attention will be directed to the international trade and investment policies of these countries, and to their role in regional and global multilateral institutions (e.g. World Trade Organisation, APEC).

Prerequisite: enrolment in the Master of Arts (International Policy Studies).

Class requirements: one 3-hour seminar per week.

Assessment: one 3,000-word assignment (60%), one 2-hour final examination (40%).

Preliminary Reading:

Katzenstein, P. and Shiraiishi, T. (eds) *Network power: Japan and Asia*. Cornell University Press, 1997.

Pacifica Review. Vol. 13, No. 2, February 2001.

Camilleri, J. A. *States, markets and civil society in the Asia-Pacific*. Edward Elgar, 2000.

POL51SPW SECURITY POLICY IN A BORDERLESS WORLD (20 CPs Sem. I. Cl.) Professor Joseph Camilleri, Dr Anthony Jarvis

The transport and communications revolution of the last several decades, coupled with the computerisation of knowledge, has drastically impacted on the state, not least on security policy. The rising threat posed by weapons of mass destruction and increasingly sophisticated means of delivery has raised new questions about the use of force as an appropriate or rational instrument of policy. Simultaneously the march of economic globalisation appears to be contributing to the increasing frequency and intensity of intra-state conflicts. This subject examines the implications of these complex trends for security, understood both in its traditional sense as protection against military threats, also in a less conventional sense as economic, political or environmental security. Issues covered include terrorism, piracy, large population movements, transnational crime, pandemics (HIV/AIDS), environment.

Prerequisite: enrolment in the Master of International Policy Studies.

Class requirements: one 3-hour seminar per week.

Assessment: one 3,000-word assignment (60%), one 2-hour final examination (40%).

Preliminary Reading:

Tow, W. et al. (eds) *Asia's emerging security order*. United Nations University Press.

Harris, S. and Mack, A. *Asia-Pacific security*. Allen & Unwin, 1997.
Dupont, A. *East Asia imperilled*. Cambridge University Press, 2001.

POL52GAG GLOBAL & GOVERNANCE (20 CPs Sem. II. Cl.) Dr Anthony Jarvis

This subject considers the economic, technological and cultural forces that are reshaping the regional and global environment. The growth of transnational investment, production and trade since 1945 has been accompanied by an equally spectacular expansion of international finance. While these trends are subject to significant national variations, the increasing integration of global markets and interpenetration of national economies have become distinguishing features of the international political as much as the economic system. The subject examines the nature and pace of technological change, the role of the information revolution, and implications for the state's capacity to perform its traditional economic and security functions. Using Australia and Indonesia as case studies, and drawing on current policy debates, it then proceeds to a wider analysis of the implications of globalisation for both states, and in particular for democratic institutions.

Prerequisite: enrolment in the Master of Arts (International Policy Studies).

Class requirements: one 3-hour seminar per week.

Assessment: one 3,000-word assignment (60%), one 2-hour final examination (40%).

Preliminary Reading:

Maswood, S. J. *International political economy and globalisation*. World Scientific Publishing, 1999.

Langhorne, R. *The coming of globalisation*. Palgrave, 2001.

Baylis, J. and Smith, S. (eds) *The globalisation of world politics*. Oxford University Press 2000.

Italian Studies

Enquiries: (03) 9479 2355

The Italian Studies program is well reputed for the quality and breadth of its teaching and research. The staff are experienced in the supervision of postgraduate students in a diverse range of specialist areas (listed below). Teaching is, wherever possible, conducted in Italian, delivering obvious benefits to students of all levels. The University currently has exchange agreements with a number of Italian universities, which allow students to further their studies abroad. The Borchardt Library's outstanding Italian collection further facilitates postgraduate study in this discipline. Postgraduate and staff seminars are offered regularly as a forum for ongoing research. Each year the program hosts internationally renowned academics who lecture in their chosen field.

Principal areas of specialisation

Principal areas of specialisation are: Dante, Medieval and Renaissance literature, Italian literature from the Enlightenment to the present day, the Italian novella, Italian theatre, Italian migration, Italo-Australian writing and translation studies.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Latin American Studies

Enquiries: (03) 9479 2038

Supported by funds from the Myer Foundation, the Institute of Latin American Studies (ILAS) was established in 1976 to promote Latin American studies at an advanced level in Australia. Since that time ILAS has been an extremely active centre of research and teaching. Members of the Institute have produced some 30 books and scores of articles and chapters. La Trobe University has unquestionably the best library holdings in Australia in the field.

The Institute co-ordinates undergraduate and postgraduate courses of study, an active seminar series and a publications program including an occasional papers series, and members edit *JILAS – Journal of Iberian and Latin American Studies*. It also promotes the visit of distinguished guests to the University.

Principal areas of specialisation

Principal areas of specialisation are: languages and literature of Latin America, problems of development and underdevelopment, the history of labour and peasant movements in the modern period, problems of political economy and diplomacy, 20th century history of Mexico, Cuba and Central America, and the archaeology of Peru, Mexico and Central America.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Linguistics

Enquiries: (03) 9479 2338

The Linguistics program is one of the leading centres in Australia for teaching and research on language. The staff include internationally recognised researchers on language acquisition, Australian Aboriginal languages, Australian English, discourse, historical linguistics, languages of East and South East Asia, semantics, sociolinguistics and syntax.

The staff have a strong record of attracting external funding, maintain a high rate of publication and are well represented at international conferences. In addition to funds available from the Faculty, some supervisors provide funds for fieldwork from their research grants.

La Trobe also hosts the Research Centre for Linguistic Typology (RCLT) that specialises in the documentation of endangered languages and in the exploration of the general properties of human language. World-renowned staff from the RCLT, including Professor R.M.W. Dixon and Professor Alexandra Aikhenvald, teach and supervise in the postgraduate program.

The program has about 30 honours and postgraduate students, which creates a stimulating and supportive milieu. A supervisor is provided for each student on the basis of area of expertise and expressed preferences. Students and supervisors are required to maintain regular contact, meeting about once a fortnight.

Students are advised to audit subjects relevant to their area of interest, and must attend research seminars given by fellow students, staff and visiting scholars.

The program regularly attracts leading academics from overseas to speak in the research seminar series, and frequently invites distinguished scholars for extended visits. The RCLT regularly has long term visitors, and students are given the opportunity to meet with all of these visiting academics. The seminar program is supplemented by a postgraduate seminar series and informal seminars organised by the students themselves.

Principal areas of specialisation

Principal areas of specialisation are: acquisition, bilingualism, cross-cultural pragmatics, description of previously unrecorded or inadequately recorded languages, discourse, euphemism, language change, language shift, language obsolescence, phonetics, phonology, semantics, sociolinguistics, syntax—especially functional and typological approaches, the languages of Aboriginal Australia, Burma, China, Thailand and Indonesia, as well as European languages including English in all its varieties.

The Master of Arts and Doctor of Philosophy are examined by thesis alone, but students may be required to take some courses as co-requisites.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Master of Linguistics (Not available in 2004)

Research programs

- Master of Arts
- Doctor of Philosophy

Master of Linguistics

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Not available in 2004.

Logic

Enquiries: (03) 9479 1673

The discipline of Logic is located within the Philosophy program and prospective students should consult the Philosophy entry for information.

Principal areas of specialisation

Principal areas of specialisation are in all aspects of formal logic, but especially in relevant logic, paraconsistent logic, modal logic, informal logic and paradox solution (i.e. in set theory and semantics).

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Media Studies

Enquiries: (03) 9479 2616

The Media Studies program pioneered tertiary media study in Australia. It has pursued innovative methods of teaching and offers a strong postgraduate program. In addition to the taught classes (which research students may attend with the permission of the lecturer), seminars are organised which all staff and postgraduate students (both research and coursework) are encouraged to attend. Opportunity is provided for staff and postgraduate students to present work-in-progress, as well as more polished presentations including some by visiting media producers and academics.

One unique feature of the postgraduate program is the opportunity to combine production (in the form of what is called a 'creative thesis') with reflection on the production process. The program has video and radio production facilities, computer facilities, and access to multimedia production. These are available to postgraduate research students.

The Borchardt Library has an excellent and growing media studies collection to support the study of Australian media. The program is also interested in new media and the study of other national media environments and particularly in comparative studies across cultures.

Principal areas of specialisation

Principal areas of specialisation are: video and radio production (theory and analysis); the history and analysis of Australian media and popular culture; cultural and social implications of media, including new media technologies; telecommunications policy and regulation; study of media audiences; media education; including curriculum development; the role of women in media production and the representation of women by the media; documentary theory and production.

Coursework programs

- Graduate Certificate in Journalism
- Graduate Diploma in Journalism
- Graduate Certificate in Media Studies
- Graduate Diploma in Media Studies
- Postgraduate Diploma in Media Studies
- Master of Arts in Media Studies

Research programs

- Master of Arts
- Doctor of Philosophy

The Master of Arts by Research requires either the completion of original research and a written dissertation, or a creative thesis consisting of a short dissertation and an original media production.

The Doctorate of Philosophy requires either the completion of original research and a written dissertation of approximately 75,000 words (with a maximum of 100,000), or a creative thesis consisting of a dissertation of 25,000 to 50,000 words and an original media production.

Graduate Certificate in Journalism (HUSCJ)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed for students who have completed a degree, or its equivalent, with little or no background in journalism, and who wish to develop skills in, and understanding of journalism.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent). Applicants with a diploma require the approval of the program co-ordinator of Media Studies.

Course structure

The course consists of three subjects from the Graduate Diploma in Journalism (see below).

Graduate Diploma in Journalism (HUSGJ)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed for students who have completed a degree, or its equivalent, with little or no background in journalism, and who wish to develop skills in, and understanding of journalism.

Duration

One year full-time or two to three years part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent). Applicants with a diploma require the approval of the program co-ordinator of Media Studies.

Course structure

The course consists of undergraduate subjects from the Bachelor of Journalism degree to the value of 120 credit points (see below). At least 40 credit points must be at third-year level and no more than 30 credit points may be at first-year level. Credit towards the graduate diploma is not normally granted for subjects completed as part of another course.

Students should choose subjects from those listed below, other media studies subjects may be included in the course with the permission of the course co-ordinator.

First-year subjects (15 credit points)

| | | |
|---|----------------------------|----------|
| 1 | Constructing Communication | MST11CCO |
| 1 | Making the News | MST11MTN |
| 2 | Audience and Communication | MST12AAC |
| 2 | Writing for Media | MST12WFM |

Second or third-year subjects (20 credit points)

| | | |
|---|--------------------------------|-------------------|
| 1 | Computer Assisted Journalism | MST21CAJ/MST31CAJ |
| 1 | Press and Society | MST21PAS/MST31PAS |
| 1 | Researching the Media | MST21RTM/MST31RTM |
| 2 | Journalism Production Workshop | MST22JPW/MST32JPW |
| 2 | Researching Media Audiences | MST22RMA/MST32RMA |

Third-year subjects (20 credit points)

| | | |
|---|-------------------------------------|----------|
| 1 | Advanced Journalism and Design | MST31AJD |
| 1 | Broadcast and Electronic Journalism | MST31BEJ |
| 1 | Media Industries | MST31MIN |
| 2 | Media Production Development | MST32MPD |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Media Studies section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Graduate Certificate in Media Studies (HUSCMS)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed for students who have completed a degree, or its equivalent, with little or no background in media studies, and who wish to develop an understanding of, or skills in the media. Students have the opportunity to develop a general understanding of the social, political or economic aspects of the media and/or media production skills.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent). Applicants with a diploma require the approval of the program co-ordinator of Media Studies.

Course structure

The course consists of three subjects from the Graduate Diploma in Media Studies (see below).

Graduate Diploma in Media Studies (HUSGMS)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed for students who have completed a degree, or its equivalent, with little or no background in media studies, and who wish to develop an understanding of, or skills in the media. Students have the opportunity to develop a general understanding of the social, political or economic aspects of the media and/or media production skills.

Duration

One year full-time or two to three years part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent). Applicants with a diploma require the approval of the program co-ordinator of Media Studies.

Course structure

The course consists of media studies undergraduate subjects to the value of 120 credit points. At least 40 credit points must be at third-year level and no more than 30 credit points may be at first-year level. Credit towards the graduate diploma is not normally granted for subjects completed as part of another course.

Students should choose subjects from those listed below, other media studies subjects may be included in the course with the permission of the course co-ordinator.

First-year subjects (15 credit points)

| | | |
|---|----------------------------|----------|
| 1 | Constructing Communication | MST11CCO |
| 1 | Making the News | MST11MTN |
| 2 | Audience and Communication | MST12AAC |
| 2 | Writing for Media | MST12WFM |

Second or third-year subjects (20 credit points)

| | | |
|---|---------------------------------|-------------------|
| 1 | Computer Assisted Journalism | MST21CAJ/MST31CAJ |
| 1 | Radio Sound Production | MST21RSP/MST31RSP |
| 1 | Researching the Media | MST21RTM/MST31RTM |
| 1 | Single Camera Video | MST21SCV/MST31SCV |
| 2 | Journalism Production Workshop | MST22JPW/MST32JPW |
| 2 | Researching Media Audiences | MST22RMA/MST32RMA |
| 2 | Writing for Radio 1 | MST22WFR/MST32WFR |
| 2 | Writing for Video – Non-Fiction | MST22WV/MST32WV |

Third-year subjects (20 credit points)

| | | |
|---|--|----------|
| 1 | Advanced Journalism and Design | MST31AJD |
| 1 | Broadcast and Electronic Journalism | MST31BEJ |
| 1 | Media Industries | MST31MIN |
| 2 | Advanced Media Production – Radio 1 | MST32MPR |
| 2 | Advanced Media Production – Television | MST32MPT |
| 2 | Media Production Development | MST32MPD |

Key: ¹ not available in 2004.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order at the end of the Media Studies section. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

Postgraduate Diploma in Media Studies (HUSPMS)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to extend the skills and understanding of students who have completed a media studies major in their undergraduate degrees.

Admission requirements

Applicants are required to have completed a bachelor degree, or an equivalent qualification of at least three years duration, with at least a B average in media studies or in a related discipline e.g. communications studies.

Course requirements

The postgraduate diploma requires the completion of a minimum of six fourth-year media studies subjects (20 credit points each), including MST41MRI. Students who have completed Media Studies 2/3MRM or 2/3RM and 2/3RMA in their undergraduate degree will be exempt from MST41MRI and will take a different media studies subject. Students can choose to replace one media studies subject with one other level-four subject offered in another School or program offered on any campus of the University. (For subject availability and descriptions see the Master of Arts by Coursework in Media Studies entry below.)

Master of Arts by Coursework in Media Studies (HUMAC)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to engage students with some of the latest media research, theory and practice.

Duration

One year to 18 months full-time or two to three years part-time.

Admission requirements

Applicants are required to have completed either a four-year honours degree in media studies or a related discipline with at least a H2A result, the Postgraduate Diploma in Media Studies with at least a B average, a Master of Arts (preliminary) course in media studies with at least a B average in media studies, or an equivalent.

Course requirements

The course comprises three subjects (20 credit points each) at fifth-year level and either a 12,000 to 15,000-word minor thesis or a creative thesis (e.g. a video/television or radio/audio program or journalism project) supported by a reflective essay of 4,000 to 8,000 words. Students must complete MST51MRI unless they have completed Media Studies 2/3MRM or 2/3RM and 2/3RMA in their undergraduate degree. At least two fifth-year subjects must be taken in Media Studies. One fifth-year subject may be taken outside the discipline with the approval of the postgraduate co-ordinator.

Fourth or fifth-year subjects

All of the media studies subjects are described later in this *Handbook*. All subjects are offered subject to the availability of appropriate staffing and minimum enrolment.

Fourth and fifth-year subjects (20 credit points)

Semester

| | | |
|---|--------------------------------|-------------------|
| 1 | Cinema and Cultural Difference | CST41CCD/CST51CCD |
| 1 | Issues and Methods | CST41IAM/CST51IAM |
| 1 | Media Research Issues | MST41MRI/MST51MRI |
| 1 | Reading Course A 2 | CST41RCA/CST51RCA |
| 1 | Reading Course A 2 | MST41RCA/MST51RCA |
| 1 | Single Film Research1 | CST41SFR/CST51SFR |

| | | |
|---|--|-------------------|
| 1 | Women in Media | MST41WIM/MST51WIM |
| 2 | Audiences and the Media1 | MST42AAM/MST52AAM |
| 2 | Current Issues in Communication Policy | MST42CIC/MST52CIC |
| 2 | Film and Interpretation1 | CST42FAI/CST52FAI |
| 2 | Film as Text: A Formal Analysis of Cinematic Modes and Style | CST42FAT/CST52FAT |
| 2 | Introduction to Video Practice | CST42VID |
| 2 | Media on the Media | MST42MOM/MST52MOM |
| 2 | Reading Course B 2 | CST42RCB/CST52RCB |
| 2 | Reading Course B 2 | MST42RCB/MST52RCB |

Key: ¹ not available in 2004.

²Special prerequisite: see subject description.

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

CST41CCD CINEMA AND CULTURAL DIFFERENCE (20 CPs Sem. I. B.) Co-ordinator to be advised

This subject is offered at fifth-year level also.

This subject traces the engagement of western film criticism and theory with non-western cinemas in relation to colonialism and neo-colonialism. Theories and concepts including the idea of 'national' cinemas, Third Cinema, orientalism, and post-coloniality are linked to the history of the production of non-western films and their reception in western contexts. Films examined range from Chinese, Indian and other non-western cinemas through to the emergence of diasporic cinema produced within western contexts by migrant filmmakers.

Incompatible subject: CI4CD, CI5CD.

Class requirements: one 4-hour screening/seminar per week.

Assessment: one 5,000-word research essay (90%), one seminar presentation (10%).

Recommended Reading:

Williams, P. and Chrisman, L. *Colonial discourse and post-colonial theory*. Cornell UP, 1994.

Gandhi, L. *Postcolonial theory*. Allen and Unwin, 1998.

Pines, J. and Willemsen, P. *Third cinema*. British Film Institute, 1990.

CST41IAM ISSUES AND METHODS (20 CPs Sem. I. B.) Dr Felicity Collins

This subject is offered at fifth-year level also.
This subject is compulsory for all honours, postgraduate diploma and masters by coursework students and must be taken at the first opportunity. Students will learn research skills by undertaking a research project. Students will nominate a research topic in the first week, undertake preliminary library research, develop their topic into a significant research question, improve database and internet research skills, produce an annotated bibliographic essay, write a review essay, and deliver a seminar paper on their research project. Students will improve their citation and annotation skills and consider ethical questions.

Incompatible subject: CI4IM, CI5IM.

Class requirements: one 3-hour seminar per week. Attendance at lectures and films is a requirement of this subject.

Assessment: one seminar presentation (10%), one 2,000-word review essay (40%), one 3,000-word annotated bibliographical essay (50%). Fifth year students will be expected to show a greater achievement of discipline specific skills in their written work than fourth year students.

Prescribed Reading:

Gilbaldi, J. *MLA Handbook for writers of research papers*. 5th edn, MLA of America, 1995.

Booth, et al. (eds) *The craft of research*. Chicago UP, 1995.

CST41RCA READING COURSE A (20 CPs Sem. I. B.) Co-ordinator to be advised

This subject is offered at fifth-year level also.

Students may take up to 40 credit points of a reading course as part of their program. An individual program of reading, discussion and written work on a topic of interest to the student is formulated in consultation with an appropriate member of staff, who agrees to

supervise the work and act as examiner. This arrangement must be approved by the Cinema Studies postgraduate co-ordinator before a student can enrol in this subject.

Prerequisite: approval of supervising staff member and program co-ordinator.

Class requirements: regular sessions are arranged by the student and supervisor.

Assessment: as arranged between student and supervisor, totalling a maximum of 5,000-words

CST41SFR SINGLE FILM RESEARCH (20 CPs Sem. I. B.) *Dr Gabrielle Murray*

This subject is offered at fifth-year level also.

Not available in 2004.

CST42FAI FILM AND INTERPRETATION (20 CPs Sem. II. B.) *Dr Geoff Mayer*

This subject is offered at fifth-year level also.

Not available in 2004.

CST42FAT FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE (20 CPs Sem. II. B.) *Dr Gabrielle Murray*

This subject is offered at fifth-year level also.

In this subject students will examine the historical modes of cinematic narration with particular emphasis on the formal characteristics of each mode. This examination incorporates the role of style and its relationship to the spectator. The Formalist assumption of an aesthetic realm distinct from, but dependent upon, non-aesthetic factors such as cultural influences will also be examined. The concepts underlying the classical mode and the art-cinema mode will be studied thoroughly although other cinematic modes will also be introduced throughout the subject.

Incompatible subject: CI4TE, CI5TE.

Class requirements: one 4-hour screening/seminar.

Assessment: one 2,000-word essay (40%), one 3,000-word essay (60%).

Preliminary Reading:

Maltby, R. and Craven, I. *Hollywood cinema: an introduction*. Blackwell, 1995.

Prescribed Reading:

Jarmen, D. *Chroma: a book of colour*. Woodstock Overlook Press, 1995.

Eisenstein, S. *Film form*. Harcourt Brace and Co., 1949.

Eisenstein, S. *Film sense*. Harcourt Brace and Co., 1947.

CST42RCB READING COURSE B (20 CPs Sem. II. B.) *Co-ordinator to be advised*

This subject is offered at fifth-year level also.

See CST41RCA for full subject description.

CST42VID INTRO TO VIDEO PRACTICE (20 CPs Sem. II. B.) *Mr Harry Kirchner*

Many students find it advantageous to bring their theoretical and analytical skills into a practical context. Students are introduced to filmmaking practices through participation in their own group video productions. In these productions, students will specialise in camera, directing, edition or production management using digital production equipment.

Incompatible subject: CI4VID.

Quota: 5. Based on academic merit.

Class requirements: one 4-hour workshop per week. Attendance at workshops is a requirement of this subject.

Assessment: one screenplay (10%), craft role in group production (50%), one 2,000-word essay (30%), one 5-minute verbal presentation (10%).

CST51CCD CINEMA AND CULTURAL DIFFERENCE (20 CPs Sem. I. B.) *Dr Fran Martin*

See CST41CCD for full subject description.

CST51IAM ISSUES AND METHODS (20 CPs Sem. I. B.) *Dr Felicity Collins*

See CST41IAM for full subject description.

CST51RCA READING COURSE A (20 CPs Sem. I. B.) *Co-ordinator to be advised*

See CST41RCA for full subject description.

CST51SFR SINGLE FILM RESEARCH (20 CPs Sem. I. B.) *Dr Gabrielle Murray*

Not available in 2004.

CST52FAI FILM AND INTERPRETATION (20 CPs Sem. II. B.) *Dr Geoff Mayer*

Not available in 2004.

CST52FAT FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE (20 CPs Sem. II. B.) *Dr Gabrielle Murray*

See CST42FAT for full subject description.

CST52RCB READING COURSE B (20 CPs Sem. II. B.) *Co-ordinator to be advised*

See CST41RCA for full subject description.

MST11CCO CONSTRUCTING COMMUNICATION (15 CPs Sem. I. B.) *Dr Terrie Waddell*

In this subject students will examine answers to the question 'How do we communicate?' Interpersonal, group and mass communications will be examined from a number of perspectives. Students are introduced to semiotic analysis and the concept of ideology through studies of advertising and communication. The implications of these analyses will be related to questions of communications and cultural policy.

Incompatible subject: MS1CC.

Quota: 150. Selection is based on TER or equivalent and/or interview.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one reading presentation (20%), one 1,500-word assignment (40%), one 2,000-word essay (40%). Attendance at and participation in 80% of tutorials is required for students to pass the subject.

Preliminary Reading:

Cunningham, S. and Turner, G. (eds) *The media in Australia: industries, texts, audiences*. Allen and Unwin, 1997.

Recommended Reading:

Dyer, G. *Advertising as communication*. Methuen, 1982.

O'Shaughnessy, M. *Media and society: an introduction*. Oxford UP, 1999.

Wernick, A. *Promotional culture: advertising, ideology and symbolic expression*. Sage, 1991.

MST11MTN MAKING THE NEWS (15 CPs Sem. I. B.) *Mr John Benson*

In this subject students examine the nature of news and how events become 'newsworthy', as well as analyse the news as a commercial and cultural institution. Issues covered include the news media and public agenda setting, the ethics of journalism and the news production process. Students work in teams to produce a television news program both on location and in the studio. They also analyse their news production experience from the perspectives of media research and media theory.

Incompatible subject: MS1MTN.

Quota: 140. Selection is based on TER or equivalent and/or interview.

Class requirements: one 1-hour lecture and one 2-hour studio workshop per week.

Assessment: two 1,250-word assignments (30% each), collaborative media production (40%) including an 800-word account of their production experience. To be credited with production component students must attend 80% of the workshop tutorials.

Recommended Reading:

Barker, C. *Global television: an introduction*. Blackwell, 1997.

Tiffen, R. *News and power*. Allen and Unwin, 1989.

Cunningham, S. and Turner, G. (eds) *The media in Australia*. 2nd edn, Allen and Unwin, 1997.

MST12AAC AUDIENCES AND COMMUNICATION (15 CPs Sem. II. B.) *Dr Terrie Waddell*

In this subject students will examine the concept of 'audience' from a number of perspectives. Issues to be considered include, the 'creation'

of audiences by the media, media audiences for popular culture and the role of the media in the lives of individuals and groups.

Incompatible subject: MS1AC.

Quota: 150. Selection based on TER or equivalent and/or interview.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one reading presentation (20%), one 1,500-word assignment (40%), one 2,000-word essay (40%). Attendance at and participation in 80% of tutorials is required for students to pass the subject.

Preliminary Reading:

Cunningham, S. and Turner, G. (eds) *The media in Australia: industries, texts, audiences*. Allen and Unwin, 1997.

Recommended Reading:

McQuail, D. *Audience analysis*. Sage, 1997.

Jenkins, H. *Textual poachers: television fans and participating culture*. Routledge, 1992.

Lewis, L. (ed.) *The adoring audience: fan culture and popular media*. Routledge, 1992.

MST12WFM WRITING FOR THE MEDIA (15 CPs Sem. II. B.) *Mr Guy Allen*

In this subject students will examine the fundamental skills of news writing and information gathering for the media, including press releases, daily news stories and feature articles. The process of identifying and writing stories within these formats will be discussed and analysed. Students will write a range of short pieces for appraisal in weekly workshops.

Incompatible subject: MS1WFM.

Quota: 120. Selection is based on TER or equivalent and/or interview.

Class requirements: one 1-hour lecture, one 2-hour workshop/tutorial per week.

Assessment: one 2,000-word feature story (50%), two 500-word news stories (25%), one 1,000-word interview (25%). Attendance and participation in 80% of workshop tutorials is required.

Recommended Reading:

Conley, D. *An introduction to journalism*. Oxford University Press, 1997.

White, S. *Reporting in Australia*. Macmillan, 1991.

MST21CAJ COMPUTER ASSISTED JOURNALISM (20 CPs Sem. I. B.) *Mr Guy Allen*

This subject is offered at third-year level also.

In this subject students will gain the practical experience of reporting complex issues involving multiple sources. You will use the internet and other sources to develop and research stories to locate reliable sources of information. You will learn about search engines and search strategies, and you will obtain public records and use spreadsheets and databases in researching strategies for feature stories.

Prerequisite: MST2CAJ: 60 credit points of first year media studies or coordinator's approval. MST3CAJ: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2CAJ, MS3CAJ, MS2WW, MS3WW.

Quota: 75. Priority will be given to students in the Bachelor of Journalism and students in the Bachelor of Media Studies journalism stream.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 1,000-word research report (20%), one 2,000-word feature article (40%), one 1,000-word story proposal (20%), two 500-word news stories (20%).

Recommended Reading:

Quinn, S. *Newsgathering on the net: an internet guide for Australian journalists*. Education Australia, 1999.

MST21PAS PRESS AND SOCIETY (20 CPs Sem. I. B.) *Mr Guy Allen*

This subject is offered at third-year level also.

In this subject students examine selected aspects of newspapers and magazines from three perspectives. The first perspective allows for the examination of news by journalists and editors. The second perspective considers the role of newspapers and magazines in the lives of individuals, geographic communities and communities of interest. The final perspective examines the Australian news media as

an industry and considers issues such as patterns of ownership, government regulatory debates and the changing nature of newspaper and magazine publishing brought about by new technologies and the growth of the electronic media.

Prerequisite: 30 credit points of first year media studies or coordinator's approval.

Incompatible subject: MS2PS, MS3PAS.

Quota: 50. Preference given to third year media studies students.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,000-word annotated bibliography (10%), one 20-minute seminar presentation (10%), seminar participation (10%), one 3,500-word essay (70%).

Preliminary Reading:

Henningham, J. *Issues in Australian journalism*. Longman Cheshire, 1990.

MST21RSP RADIO/SOUND PRODUCTION (20 CPs Sem. I. B.) *Mr John Tebbutt*

This subject is offered at third-year level also.

In this subject students are introduced to a range of program making and production skills including digital editing and mixing. Students produce a radio documentary feature suitable for broadcast on community radio or material for use in other situations such as the school classroom or museum displays. Students are assessed on the programs they make and on their written evaluation of the production process.

Prerequisite: MST2RSP: 30 credit points of first year media studies or coordinator's approval. MST3RSP: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2RSP, MS3RSP.

Quota: 40. BMedia Studies students given first preference. Any places remaining will be available to third year BArts (media major) students.

Class requirements: one 3-hour seminar per week.

Assessment: one 20-minute documentary (40%), one 1,000-word essay (20%), one 5-minute interview and log sheet (20%), one 8-minute multi track production (20%).

Recommended Reading:

Beaman, J. *Interviewing for radio*. Routledge 2000.

Ahearn, S. *Making radio*. AFTV School, 1999.

Crissell, A. *Understanding radio*. 2nd edn, Methuen, 1994.

MST21RTM RESEARCHING THE MEDIA (20 CPs Sem. I. B.) *Dr Peter Hughes*

This subject is offered at third-year level also.

In this subject students will cover the major approaches to the institutional and textual aspects of media research. Quantitative and qualitative methods are considered, as well as different models of textual analysis. Students will engage in their own research projects, implementing the methods and approaches they have considered. This subject provides students with a range of research skills that will be useful in other media subjects and is particularly appropriate for those intending to proceed to honours.

Prerequisite: MST2RTM: 30 credit points of first year media studies or co-ordinator's approval. MST3RTM: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2RM, MS3RM.

Class requirements: one 2-hour lecture and one 2-hour tutorial.

Assessment: two 2,500-word research projects (50% each).

MST21SCV SINGLE CAMERA VIDEO (20 CPs Sem. I. B.) *Ms Mary Debrett*

This subject is offered at third-year level also.

In this subject students are introduced to single camera video production and will be provided with the opportunity to explore the production forms examined in theoretical media subjects. The major practical exercise involves working in small production teams, where students will be assessed in the areas of direction, camera, editing or production management.

Prerequisite: MST2SCV: 60 credit points of first year media studies for BMedia and 30 credit points of first year media studies for BA students or co-ordinator's approval. MST3SCV: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2VEA, MS3VEA.

Quota: 40. B.Media Studies students given first preference. Any places remaining are available to third year BA (media major) students.

Class requirements: one 3-hour workshop per week.

Assessment: one 1,500-word screenplay (30%), one major group practical production exercise (50%), one 1,000-word critical review (20%).

Prescribed Reading:

Mollison, M. *Producing videos: a complete guide*. AFTRS, 1987.

MST22JPW JOURNALISM PRODUCTION WORKSHOP (20 CPs Sem. II. B.)

Mr Guy Allen

This subject is offered at third-year level also.

In this subject students will edit and manage an undergraduate electronic magazine. Management and production standards including style and formatting techniques for new media will be covered in seminars. Seminars will include discussions about theories of writing and analysis, investigative feature writing, and the role of the editor in both a traditional and digital environment.

Prerequisite: MST2JPW: 30 credit points of first year media studies or co-ordinator's approval. MST3JPW: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2JPW, MS3JPW.

Quota: 80. Priority will be given to Bachelor of Journalism students or Bachelor of Media Studies students in the journalism stream.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 1,000-word website analysis (20%), development and analysis of a website (1,500 words equivalent) (30%), one 1,000-word website proposal (20%), one 1,500-word web content exercise (30%).

Preliminary Reading:

Lynch, P. and Horton, S. *Web style guide*. Yale UP, 1999.

MST22RMA RESEARCHING MEDIA AUDIENCES (20 CPs Sem. II. B.) *Dr*

Sue Turnbull

This subject is offered at third-year level also.

In this subject students cover the major approaches to media research involving audiences in different social and cultural contexts. Experimental, quantitative and qualitative methodologies are explored. Students are required to reflect on their own research practices and to refine these as they critically examine a range of diverse approaches and examples. This subject provides students with research methods and skills that can then be applied in other media subjects, particularly journalism, and will be of use to those intending to proceed to honours.

Prerequisite: MST2RMA: 30 credit points of first year media studies or co-ordinator's approval. MST3RMA: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2RMA, MS3RMA.

Class requirements: one 2-hour lecture and one 2-hour tutorial.

Assessment: one 2,000-word bibliographic exercise (40%), one 3,000-word research proposal (60%).

Recommended Reading:

Hansen, A. et. al. *Mass communication research methods*. Macmillan, 1998.

Booth, W. C. et al. *The craft of research*. University of Chicago Press, 1995.

MST22WFR WRITING FOR RADIO (20 CPs Sem. II. B.) *Mr John Tebbutt*

This subject is offered at third-year level also.

Not available in 2004.

MST22WV WRITING FOR VIDEO NON-FICTION (20 CPs Sem. II. B.) *Dr*

Peter Hughes

This subject is offered at third-year level also.

In this subject students examine the writing of 'documentary' and 'non-fiction' forms of contemporary Australian television and video. Students will develop a familiarity with the history and conventions of various non-fiction television forms. The subject will also cover the various processes of script development for non-fiction. In addition to the writing of an essay, students are required to produce video scripts based on industry conventions.

Prerequisite: MST2WV: 30 credit points of first year media studies or co-ordinator's approval. MST3WV: 20 credit points of second year media studies or co-ordinator's approval.

Incompatible subject: MS2WV, MS3WV.

Quota: 35. Priority will be given to BMedia students in the video stream. Any places remaining will be available to third year BA (media major) students.

Class requirements: one 3-hour seminar/workshop per week.

Assessment: one screenplay equivalent to 3,000 words (60%), one 2,000-word essay (40%).

MST31AJD ADVANCED JOURNALISM AND DESIGN (20 CPs Sem. I. B.) *Mr*

Guy Allen

In this subject students are introduced to the practical aspects of text production: the business of writing in a range of formats, the editorial decision making process and the layout of text. Students are shown how editorial goals direct the process of selecting, writing and the editing of text. Topics covered include research reporting and interview techniques, ethics, editing and editorial writing, layout, and electronic publishing.

Prerequisite: MST21CAJ/MST31CAJ and MST22JPW/MST32JPW or MS2/3CAJ and MS2/3JPW, or co-ordinator's approval.

Incompatible subject: MS3AJD, MS3WEM.

Quota: 60. Priority will be given to Bachelor of Journalism students or Bachelor of Media Studies students in the journalism stream.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: one 1,000-word publishing proposal (20%), one 1,500-word writing exercise (30%), production of a 1,500-word newsletter (30%), development of an electronic publishing project (20%).

Recommended Reading:

Wheildon, C. *Communicating or just making pretty shapes*.

Newspaper Advertising Bureau of Australia Ltd, 1996.

MST31BEJ BROADCAST & ELECTRONIC JOURNALISM (20 CPs Sem. I. B.)

Mr Guy Allen

Students will explore the reporter's role in factual production across broadcast and electronic media. Topics covered will include research for audiovisual media, writing for radio, television and the world wide web, studio and field interviewing techniques, editing across the media, and presenting for radio and television. As part of the process, students will be expected to undertake story design and conception, research, editing, review, production and analysis. The role of this subject is to give students an appreciation of the multiskilling required by convergence of television, radio, press and internet in the current media environment.

Prerequisite: 80 credit points of second-year media studies.

Incompatible subject: MST31WAM.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: one 1,000-word research paper (20%), one 1,000-word project proposal (20%), one 1,000-word script (20%), practical production – equivalent to one 2,000-word essay (40%).

Recommended Reading:

Beaman, J. *'Before the interview' in interviewing for radio* Routledge, 2000.

Barr, T. *Newmedia.com.au: the changing face of Australia's media and communications*. Allen & Unwin, 2000.

Hailstone, R. *The Australian media handbook: how to get your message across through the media*. Melbourne Business Library, 1990.

MST31CAJ COMPUTER ASSISTED JOURNALISM (20 CPs Sem. I. B.) *Mr*

Guy Allen

See MST21CAJ for full subject description.

MST31MIN MEDIA INDUSTRIES (20 CPs Sem. I. B.) *Ms Mary Debrett*

This subject provides an overview of existing and emerging media and communications industries. Attention will be paid to the implications of technological and organisational convergence for the evolving structure of those industries. Topics covered include: the internationalisation and regionalisation of the media and communication industries; multi-mode media content delivery; narrowcasting and the future of the mass audience; changing forms of

news delivery; the implications of structural change within the media industries for employment and the creation of content; the role of governments in protecting national production industries, and the use of media by non-media organisations.

Prerequisite: MST21RTM and MST22RMA or MS2RMA and MS2RM.

Incompatible subject: MS3MI.

Class requirements: one 1-hour lecture and one 2-hour tutorial.

Assessment: one 1,000-word annotated bibliography (20%), one 1,000-word issues/tutorial paper (20%), one 3,000-word essay (60%).

Recommended Reading:

Winston, B. *Media, technology and society*. Routledge, 1998.

Given, J. *The death of broadcasting: media's digital future*. UNSW Press, 1998.

Barr, T. *newmedia.com.au*. Allen and Unwin 2000.

MST31PAS PRESS AND SOCIETY (20 CPs Sem. I. B.) *Mr Guy Allen*

See MST21PAS for full subject description.

MST31RSP RADIO/SOUND PRODUCTION (20 CPs Sem. I. B.) *Mr John*

Tebbutt

See MST21RSP for full subject description.

MST31RTM RESEARCHING THE MEDIA (20 CPs Sem. I. B.) *Dr Peter*

Hughes

See MST21RTM for full subject description.

MST31SCV SINGLE CAMERA VIDEO (20 CPs Sem. I. B.) *Ms Mary Debrett*

See MST21SCV for full subject description.

MST32JPW JOURNALISM PRODUCTION WORKSHOP (20 CPs Sem. II. B.)

Mr Guy Allen

See MST22JPW for full subject description.

MST32MPD MEDIA PROJECT DEVELOPMENT (20 CPs Sem. II. B.) *Ms*

Mary Debrett

In this subject students will acquire skills in the development of linear and non-linear media projects. The subject will cover concept development, program research, funding options scheduling, budgeting and marketing. Students will develop a project proposal, budget and production schedule and will work in self-managing project teams.

Prerequisite: MST21RTM and MST22RMA or MS2RMA and MS2RM.

Incompatible subject: MS3MPD.

Class requirements: one 1-hour lecture and one 2-hour workshop per week. Attendance at 80% of workshops is compulsory.

Assessment: one 3,000-word (equivalent) project proposal (70%), one 2,000-word essay (30%).

Recommended Reading:

Rabiger, M. *Directing the documentary*. Focal Press, 1998.

England, E. and Finney, A. *Managing multimedia: project management for interactive media*. Addison-Wesley, 1999.

Collette, J. and Quinn, M. (eds) *The business of electronic publishing*. AFRS, 1997.

MST32MPR ADVANCED MEDIA PRODUCTION – RADIO (20 CPs Sem. II. B.)

Mr John Tebbutt

Not available in 2004.

MST32MPT ADVANCED MEDIA PRODUCTION – TELEVISION (20 CPs

Sem. II. B.) *Ms Mary Debrett*

In this subject students build on their theoretical and practical understanding of production practices. In a series of participatory class demonstrations, screenings and seminars students explore a range of aesthetic approaches and production techniques relevant to documentary and factual program production. Drawing on treatments prepared in MST21WV students work in small crews on a factual production of their own choosing – a documentary, or pilot for a studio/magazine program.

Prerequisite: 80 credit points of second-year level media studies including MST21WV and MST22SCV.

Incompatible subject: MS3MPT, MS3VEA.

Quota: 40. Selection based on achievement in MST22SCV.

Class requirements: one 3-hour workshop per week. Attendance at 80% of workshops is required.

Assessment: practical field exercises (equivalent to 1,000 words) (20%), one 1,000-word essay on the creative visualisation of the television production (20%), one 10-minute television production of broadcast quality (60%).

Recommended Reading:

Rabiger, M. *Directing the documentary*. Focal Press, 1998.

Rabiger, M. *Directing, film techniques and aesthetics*. Focal Press, 1997.

Douglass, J. and Harnden, G. *The art of technique: an aesthetic approach to and video production*. Allyn and Bacon, Boston, 1996.

Wayne, M. *Theorising video practice*. Lawrence and Wishart, London, 1997.

MST32RMA RESEARCHING MEDIA AUDIENCES (20 CPs Sem. II. B.) *Dr*

Sue Turnbull

See MST22RMA for full subject description.

MST32WFR WRITING FOR RADIO (20 CPs Sem. II. B.) *Mr John Tebbutt*

Not available in 2004.

MST32WV WRITING FOR VIDEO NON-FICTION (20 CPs Sem. II. B.) *Dr*

Peter Hughes

See MST22WV for full subject description.

MST41MRI MEDIA RESEARCH ISSUES (20 CPs Sem. I. B.) *Dr Peter*

Hughes

This subject is offered at fifth-year level also.

Compulsory for all Media Studies postgraduate students, unless exempted by written approval of the Media Studies Postgraduate Co-ordinator.

This subject provides students with an overview of recent research in, and theories and methodologies appropriate to Media Studies. The subject will deal with research design, library and web based research, data gathering and interpretation, and the writing process; and will develop IT skills appropriate to postgraduate study.

Incompatible subject: MS4BE/5BE and MS5CIM/5CIM.

Class requirements: one 3-hour seminar per week.

Assessment: one 750-word library/web assignment (15%), one 750-word citation assignment (15%), one 3,500-word essay (70%). Fifth year students will be expected to show a greater achievement of discipline specific skills in their written work than fourth year students.

Preliminary Reading:

Booth, W. C. et. al. *The craft of research*. University of Chicago, 1995.

MST41RCA READING COURSE A (20 CPs Sem. I. B.) *Dr Peter Hughes, Dr*

Sue Turnbull

This subject is offered at fifth-year level also.

A limited number of students may be permitted to undertake an individual reading course by arrangement with an appropriate member of staff. The purpose of the subject is to provide selected students with an opportunity to make a more detailed study of some particular aspect of media study. A program of reading, discussion and written work is organised. Approval is normally given only if there is no substantial overlap between the proposed topic and the content of an existing subject.

Incompatible subject: MS4RCB, MS5RCB.

Class requirements: determined in each individual case.

Assessment: determined for individual cases to a total of 5,000 words.

MST41WIM WOMEN IN MEDIA (20 CPs Sem. I. B.) *Dr Terrie Waddell*

This subject is offered at fifth-year level also.

Students consider the relationship of feminist theory in an historical context to questions of media representations involving women as creator and/or subject. Examples for consideration are drawn from the print media, television and new technologies. Theoretical approaches to these diverse media forms will be discussed during workshops.

Class requirements: one 3-hour lecture or seminar per week.

Assessment: one 2,000-word practical research exercise (40%), one 3,000-word essay (60%). Fifth year students will be expected to show a greater achievement of discipline specific skills in their written work than fourth year students.

Recommended Reading:

Welton, D. *Body and flesh: a philosophical reader*. Blackwell, Massachusetts, 1998.
 van Zoonen, L. *Feminist media studies*. Sage, 1994.
 Russo, M. *The female grotesque: risk, excess and modernity*. Routledge 1994.
 Groz, E. *Volatile bodies: toward a corporeal feminism*. Indiana Press, 1994.

MST42AAM AUDIENCES AND THE MEDIA (20 CPs Sem. II. B.) *Dr Sue Turnbull*

This subject is offered at fifth-year level also.
Not available in 2004.

MST42CIC CURRENT ISSUES IN COMMUNICATION POLICY (20 CPs Sem. II. B.) *Dr Peter White*

This subject is offered at fifth-year level also.

In this subject government policies that help to shape broadcasting, telecommunications and newspaper publishing are examined. This examination of communication policies is important because of the increasing social and economic importance of the communication and information industries, and because of the worldwide movement towards re-regulation and deregulation. Topics for study include: telecommunications and privacy, universal access to telecommunications services, ownership and control of the press, regional broadcasting in Asia, the changing role of national broadcasting and regulation of the internet.

Incompatible subject: MS4CIP, MS5CIP.

Class requirements: one 3-hour lecture or seminar each week.

Assessment: one 1,500-word annotated bibliography (20%), one verbal seminar presentation (20%), one 3,000-word essay (60%). Fifth year students will be expected to show a greater achievement of discipline specific skills in their written work than fourth year students.

Preliminary Reading:

Garnham, N. *Capitalism and communication: global culture and the economics of information*. Sage, 1990.

Shapiro, C. and Varian, H. R. *Information rules: a strategic guide to the network economy*. Harvard Business School Press, 1999.

Ferguson, M. *New technologies and the public interest: comparative perspectives on policy research*. Sage, 1986.

MST42MOM MEDIA ON THE MEDIA (20 CPs Sem. II. B.) *Mr John Benson*

This subject is offered at fifth-year level also.

The media as social institutions control their own representation. A significant part of public perception of the media is derived from such representations as newspaper reports of struggles for ownership and control of institutions, or television narratives set in television or film studios or newspaper offices. Through a study of selected examples, students consider the self-referential and intertextual aspects of the media and the issues these raise for any further media study, such as on issues of process (the difference between criticism and reviewing) and particularly, ethics (claims of the impartiality of media reporting, or arguments pitting the public's right to know against the individual's right to privacy). Theories of communication are tested against such complex and intractable examples, and the implications for the teaching of media studies are explored.

Incompatible subject: MS4MM, MS5MM.

Class requirements: one 3-hour lecture or seminar each week.

Assessment: provided at the first seminar session.

MST42RCB READING COURSE B (20 CPs Sem. II. B.) *Dr Peter Hughes, Dr Sue Turnbull*

This subject is offered at fifth-year level also.

See MST41RCA for full subject description.

Incompatible subject: MS4RCB, MS5RCB.

MST51MRI MEDIA RESEARCH ISSUES (20 CPs Sem. I. B.) *Dr Peter Hughes*

See MST41MRI for full subject description.

MST51RCA READING COURSE A (20 CPs Sem. I. B.) *Dr Peter Hughes, Dr Sue Turnbull*

See MST41RCA for full subject description.

MST51WIM WOMEN IN MEDIA (20 CPs Sem. I. B.) *Dr Terrie Waddell*

See MST41WIM for full subject description.

MST52AAM AUDIENCES AND THE MEDIA (20 CPs Sem. II. B.) *Dr Sue Turnbull*

Not available in 2004.

MST52CIC CURRENT ISSUES IN COMMUNICATION POLICY (20 CPs Sem. II. B.) *Dr Peter White*

See MST42CIC for full subject description.

MST52MOM MEDIA ON THE MEDIA (20 CPs Sem. II. B.) *Mr John Benson*

See MST42MOM for full subject description.

MST52RCB READING COURSE B (20 CPs Sem. II. B.) *Dr Peter Hughes, Dr Sue Turnbull*

See MST42RCB for full subject description.

North American Studies

Enquiries: (03) 9479 2379

All academic staff participating in the North American Studies program have strong publications records in the field.

Principal areas of specialisation

Principal areas of specialisation are American history and art history from the colonial period to the present, North American literature, and North American politics and culture.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Peace Studies

Enquiries: (03) 9479 1289

La Trobe University is one of the few institutions in Australia where students can specialise in the area of peace studies. Members of the Politics program, within the School of Social Sciences, have played a leading role in peace research in this University and edit the scholarly peace research journal, *Global Change, Peace and Security*. The Borchardt Library has strong holdings in the area and contains one of the best non-violence collections in the country.

Principal areas of specialisation

Principal areas of specialisation are: international relations, international organisations, the theory and practice of peacekeeping, peace movements, non-violence theory and activism, the life and thoughts of Mahatma Gandhi.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Philosophy

Enquiries: (03) 9479 1673

The Philosophy program is a relatively large one in Australian terms and so can offer supervision over a very wide range of the discipline. The program enjoys good working relations with other departments of philosophy in Melbourne. The program has frequently hosted visits from distinguished local and overseas philosophers and is able to attract leading philosophers to specialised mini-conferences.

Principal areas of specialisation

Principal areas of specialisation are: aesthetics, epistemology and metaphysics, ethics, social and political philosophy, environmental philosophy, feminism, history and philosophy of science (refer to separate entry under History and Philosophy of Science), logic (refer to separate entry under Logic), modern and contemporary European philosophy, philosophy of history and philosophy for children.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

Politics

Enquiries: (03) 9479 3664

The Politics program enjoys a high reputation for both teaching and research in politics. It has a strong publications record and has been very successful in attracting funding to support its research activities. Many of its members are also vigorously engaged in public political life through journal editorship, media commentary and participation in governmental and non-governmental organisations.

Politics regards postgraduate students as essential to the vitality of its teaching and research and aims to provide them with the means – material, intellectual and collegial – that will enable them to produce excellent theses and move on to fulfilling careers. Postgraduate students may apply for funds to support their research.

Principal areas of specialisation

The interests of the staff members of Politics reflect a broad approach to the discipline and an intense focus on productive research. Staff members publish internationally in such areas as political economy, public policy, global politics, sexual politics, political theory, cultural and post-colonial studies, psychoanalysis and politics, and the politics and international relations of Australia, South and Southeast Asia, Europe, and North America. Further information can be obtained from the Program office or from the website:

www.latrobe.edu.au/www/socsci/

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Graduate Diploma in International and Asian Politics

Research programs

- Master of Arts
- Master of International Policy Studies (see description earlier in *Handbook*)
- Doctor of Philosophy

Graduate Diploma in International and Asian Politics (HUGIAP)

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course is intended for graduates who for professional reasons need added qualifications in this area and for those who simply wish to extend their knowledge of international and Asian affairs.

Duration

12 months full-time, or up to three years part-time.

Admission requirements

Applicants are required to have a bachelor degree of at least three years duration, or its equivalent, in any discipline.

Credit for prior study

Credit towards the graduate diploma is not normally granted for subjects completed as part of another course.

Course structure

The course consists of second, third and fourth-year subjects to the value of 120 credit points. Enrolment in fourth-year subjects, entailing an extended research essay, requires the approval of the program convenor. Subjects offered by other Schools may be taken (to a maximum of 40 credit points) with the approval of the program convenor.

Not all of these subjects may be offered in a given year, while other subjects may also be offered. Contact the Program office for up-to-date information.

All subjects are offered subject to the availability of appropriate staffing and minimum enrolments.

Second-year subjects (20 CP)

Semester

2 International Relations: The Cold War & The Great Powers POL22INR

Second and third-year subjects (20 credit points)

| | | |
|---|---|-------------------|
| 1 | Australia, Asia and the World | POL21AAW/POL31AAW |
| 1 | International Law and International Organisation | POL21ILO/POL31ILO |
| 1 | Introduction to American Politics | POL21IAP/POL31IAP |
| 1 | Politics and Media | POL21PAM/POL31PAM |
| 2 | Crises in South Asia: Weapons, Women, Wellbeing | POL22CSA/POL32CSA |
| 2 | Democratisation, Development and Civil Society in Asia ¹ | POL22DDA/POL32DDA |
| 2 | International Relations of the Middle East ¹ | POL22IME/POL32IME |
| 2 | International Relations of the Balkans | POL22IBK/POL32IBK |
| 2 | Nations and States | POL22NAS/POL32NAS |
| 2 | Peace and Change | POL22PAC/POL32PAC |
| 2 | Southeast Asian Politics: change and conflict | POL22SEA/POL32SEA |
| 2 | Theories of World Politics | POL22TWP/POL32TWP |
| 2 | The Politics of Economic Regions ¹ | POL22PER/POL32PER |

In addition the following subjects may be taken for full credit towards the graduate diploma:

| | | |
|---|--|-------------------|
| 1 | Ethnicity and Identity: Social & Political Approaches | SOC21EAI/SOC31EAI |
| 2 | East-Asian Societies: Society and State in Japan and China | AST22EAS/AST32EAS |

Key: ¹ Not available in 2004.

Fourth-year subjects (20 credit points)

Not all subjects will necessarily be available, depending on student demand. Refer to the Program's Guide to fourth-year honours, available in December.

| | | |
|---|--------------------------------------|----------|
| 1 | Globalisation and National Politics | POL41GNP |
| 1 | The Politics of Non-Violent Activism | POL41PNA |

SUBJECT DESCRIPTIONS

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

AST22EAS SOCIETY AND STATE IN JAPAN AND CHINA (20 CPs Sem. II. B.)

Professor John Fitzgerald, Dr Kaori Okano

This subject is offered at third-year level also.

In this subject, students are introduced to the society and politics of Japan and China in the post-war period. The subject focuses on the discrete social and political systems of each state, on the relationship between social and political systems in each case, and on comparative study of the two states and societies. Aspects of the social systems under study include occupation, ethnicity, gender, education, age and geographical location. Aspects of political systems covered include state constitutions and agencies, political parties, citizenship, social movements, and political participation.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,000-word book review (20%), one 3,000-word research essay (60%), one 1-hour examination (20%).

Prescribed Reading:

Sugimoto, Y. *An introduction to Japanese society*. Cambridge University Press, 1997.

Dreyer, J. *China's political system*. 3rd edn, Macmillan, 1999.

Recommended Reading:

Curtis, G. *The logic of Japanese politics*. Columbia University Press, 1999.

Stockman, N. *Understanding Chinese society*. Polity, 2000.

AST32EAS SOCIETY AND STATE IN JAPAN AND CHINA (20 CPs Sem. II. B.)

Professor John Fitzgerald, Dr Kaori Okano

See AST22EAS for full subject description.

POL21AAW AUSTRALIA, ASIA AND THE WORLD (20 CPs Sem. I. B.)

Dr Michael Connors

This subject is offered at third-year level also.

This subject examines Australia's foreign policy and Australia's external relations since 1945, with a focus on the Asia Pacific. Emphasis is placed on the last two decades and the significant changes that have occurred in understandings of Australia's place in the world. Some of the key themes explored include trade, defence, security, environment, human rights, aid and development, and identity. The impact of globalisation, multilateral institution-building, and the

'Asian values' debate are also considered. Within these broad themes, the subject examines a number of key bilateral relationships including the United States, Japan, China, and a number of Southeast Asian nations.

Prerequisite: 30 credit points, including any of the following: any first-year politics, any first year subject in Asian studies or Asian language, or permission of the subject co-ordinator.

Incompatible subject: PO2AA, PO3AA.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,000-word country briefing report (20%), one 2,000-word research essay (40%), one 2-hour examination (40%).

Recommended Reading:

Smith, G. and McGillivray, M. (eds) *Australia and Asia*. Oxford University Press, 1997.

Firth, S. *Australia in international politics*. Allen & Unwin, 2002.

POL21IAP INTRODUCTION TO AMERICAN POLITICS (20 CPs Sem. I. B., M.) *Professor Dennis Altman*

This subject is offered at third-year level also.

This is an introduction to the government and politics of the United States and includes discussion of the institutions, political culture and recent history of the country. There is some concentration on recent events and the implications for American politics, and the changing role of the United States in the world. Students are encouraged to link current politics to American films, novels and music.

Prerequisite: 30 credit points of first year Politics or Asian Studies 1ITA-A, 1ITA-B, AST11IJI, AST11ICI, or permission of the subject co-ordinator.

Incompatible subject: PO2US, PO3US.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,000-word essay (40%), one 1,000-word tutorial paper (10%), one 2-hour examination (50%).

Preliminary Reading:

Klein, J. *Primary colors*. Random House, 1996.

Recommended Reading:

McKay, D. *American politics and society*. Blackwell, 2001.

POL21ILO INTERNATIONAL LAW AND INTERNATIONAL

ORGANISATION (20 CPs Sem. I. B.) *Professor Joseph Camilleri, Dr Anthony Jarvis*

This subject is offered at third-year level also.

In an increasingly interdependent world, international law and international organisation are playing an important part in regulating human activity, both within and between states. This subject examines this trend, with particular reference to developments since 1945. It focuses on the law of the sea, international environmental law, war and international law, international humanitarian law, migration and refugees, and world trade. Special attention is given to the role of multilateral treaties and institutions, notably the United Nations system, although regional organisations, in particular the European Union are also considered.

Prerequisite: 30 credit points of first-year politics, legal studies, or Asian Studies 1ITA-A, 1ITA-B, AST11IJI, AST11ICI or the following Legal Studies or Law subjects: 2PIL/3PIL, 2 HRL/3HRL, LAW22PIL/LAW32 PIL, LAW11HRL, or permission of the subject co-ordinator.

Incompatible subject: PO2IL, PO3IL.

Class requirements: one 1.5-hour lecture and one 1.5-hour seminar per week.

Assessment: two 30-minute class test (10% each), one 2-hour examination (30%), one 2,000-word essay (35%), class work (15%).

Recommended Reading:

Shaw, M. N. *International law*. 4th edn, Cambridge University Press, 1997.

Ku, C. and Diehl, P. F. (eds) *International law: classic and contemporary readings*. Lynne Rienner, 1998.

Archer, C. *International organizations*. 2nd edn, Routledge, 1995.

POL21PAM POLITICS AND MEDIA (20 CPs Sem. I. B., WO.) *Professor Robin Jeffrey*

This subject is offered at third-year level also.

220

Students examine the effects of media on liberty, government and politics, from the invention of the printing press to the coming of the internet. Once, the ideas that shaped us came only from a few near-at-hand sources – family, fellow villagers, perhaps a religious leader or representative of a distant government. Today, city-dwellers are bombarded with information. What determines what we read, see and hear? How have media technology and capitalism interacted in various parts of the world in the past 200 years to change political systems and practices?

Prerequisite: 30 credit points of first-year politics or media subjects or Asian Studies 1ITA-A, 1ITA-B, AST11IJI, AST11ICI, or permission of the subject co-ordinator.

Incompatible subject: PO2PM, PO3PM.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one internet assignment (5%), audio group project – 1,000-word script and supporting documentation (20%), one 30-minute multiple choice quiz (10%), one 1,500-word essay (30%), one 2-hour examination (35%).

Preliminary Reading:

Briggs, A. and Burke, P. *A social history of the media*. Polity Press, 2002.

McLuhan, M. *The Gutenberg galaxy*. University of Toronto Press, 1962.

Recommended Reading:

Downing, J., Mohammadi, A. et al. (eds) *Questioning the media: a critical introduction*. 2nd edn, Sage, 1995.

Cunningham, S. and Turner, G. (eds) *The media in Australia*. Allen and Unwin, 1993.

Bagdikian, B. H. *The media monopoly*. 5th edn, Beacon Press, 1997.

POL22CSA CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING

(20 CPs Sem. II. B.) *Professor Robin Jeffrey*

This subject is offered at third-year level also.

In the context of India and Pakistan (South Asia), students are invited to consider three great issues of our time: nuclear weapons and the threat of war, the role of women in building prosperous societies and the effects of disease and environmental degradation on people's wellbeing.

Prerequisite: 30 credit points of first-year Politics or Asian Studies 1ITA-A, 1ITA-B, AST11IJI, AST11ICI.

Incompatible subject: PO2SA2, PO3SA2.

Class requirements: two 1-hour lectures each week and one 2-hour workshop each fortnight.

Assessment: one 500-word short assignment (15%), five workshop quizzes (15%), one 1,500-word essay (35%), one 2-hour examination (35%).

Preliminary Reading:

Ghosh, A. *Countdown*. Ravi Dayal, 1999.

Roy, A. *The cost of living*. HarperCollins, 1999.

Varma, P. *The great Indian middle class*. Penguin, 1998.

POL22DDA DEMOCRATISATION, DEVELOPMENT AND CIVIL SOCIETY IN ASIA (20 CPs Sem. II. B.) *Dr Michael Connors*

This subject is offered at third-year level also.

Not available in 2004.

POL22IBK INTERNATIONAL RELATIONS OF THE BALKANS (20 CPs Sem. II. B.) *Dr John Chiddick*

This subject is offered at third-year level also.

This subject deals with the international politics of the Balkan countries and Turkey, with particular, but not exclusive, reference to the period since 1945. A historical overview is provided of earlier 20th century developments, such as the Balkan Wars, the emergence of the Turkish Republic, and the impact of the rise of Fascism and the Second World War. The subject centres on the interplay between the cold war and regional issues, with attention being paid to the Greek civil war, Yugoslav-Soviet relations, the Trieste dispute, Greco-Turkish tensions, and the rise and decline of communism. Finally, the post-communist period is examined, with special reference to the fragmentation of Yugoslavia.

Prerequisite: 30 credit points of first-year politics, or Asian Studies 1 ITA-A or 1 ITA-B or permission of the subject co-ordinator.

Incompatible subject: PO2BK, PO3BK.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2-hour examination (50%), one 2,000-word essay (40%), one 1,000-word assignment (10%).

Recommended Reading:

Jelavich, B. *History of the Balkans: twentieth century*. Vol. 2, Cambridge UP, 1983.

POL22IME INTERNATIONAL RELATIONS OF THE MIDDLE EAST (20 CPs Sem. II. B.) *Dr John Chiddick*

This subject is offered at third-year level also.

Not available in 2004.

POL22INR INTERNATIONAL RELATIONS: THE COLD WAR AND THE GREAT POWERS (20 CPs Sem. II. B.) *Dr John Chiddick*

This subject is an introduction to the history of international politics since 1945, with an emphasis on the relations between the major powers. It examines competing interpretations of the origins, development and outcome of the Cold War, and goes on to consider the new pattern of international relations that has developed since the collapse of the Soviet camp. Attention is also given to the emergence of such new centres of power as China.

Prerequisite: 30 credit points of first-year politics or Asian Studies 1ITA-A, 1ITA-B, AST11ICI, AST11IJI or permission of the subject co-ordinator.

Incompatible subject: PO2F, PO2FA.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2-hour examination (50%), one 2,000-word essay (40%), one 1,000-word assignment (10%).

Recommended Reading:

Lundestad, G. *East, West, North, South*. 4th edn, Oxford University Press, 1999.

Ambrose, S. E. and Brinkley, D. G. *Rise to globalism*. 8th rev. edn, Penguin, 1997.

Vadney, T. E. *The world since 1945*. 3rd edn, Penguin, 1998.

Calvocoressi, P. *World politics since 1945*. 7th edn, Longman, 1996.

POL22NAS NATIONS AND STATES (20 CPs Sem. II. B.) *Dr Michael Connors*

Connors

This subject is offered at third-year level also.

In this subject students are introduced to the main theories of nationalism. Examples are drawn from Asia, Africa and Europe. Students examine how state-building and processes of industrialisation have influenced the formation of national identity, and how nationalist movements and international factors have influenced the formation of states. Topics explored include: the different forms of nationalism, the development of national identities, citizenship and the state, the relationship between globalisation and nationalism, and critiques of postcolonial nationalism.

Prerequisite: 30 credit points of first-year politics, or Asian Studies 1ITA-A or 1ITA-B, or approval of the subject co-ordinator.

Incompatible subject: PO2NS, PO3NS.

Class requirements: two 1-hour lectures per week and one 1-hour tutorial per week.

Assessment: one 1-hour examination (20%), one 2,500-word research essay (50%), one 1,500-word reflective essay (30%).

Preliminary Reading:

Hobsbawm, E. *Nations and Nationalism since 1780*. Cambridge University Press, 1990.

Mann, M. *The sources of social power, volume 2: the rise of classes and nation-states, 1760-1914*. Cambridge University Press, 1993.

Recommended Reading:

Anderson, B. *Imagined communities*. rev. edn, Verso, 1991.

Spencer, P. and Wollman, H. *Nationalism: a critical introduction*. Sage, 2002.

POL22PAC PEACE AND CHANGE (20 CPs Sem. II. B., M.) *Dr Thomas Weber*

This subject is offered at third-year level also.

This subject provides an interdisciplinary survey of the major issues regarding peace and its correlates – conflict, violence and exploitation.

Students critically review the ways that institutions, organisations and individuals have approached these problems. Topics covered include: the causes and legacies of wars; peace actions through the World Court; peacekeeping by the United Nations and by peace groups; environmental security; Gandhian, feminist and religious approaches to war and violence; the impact of peace movements; peace actions by individuals; and conflict resolution.

Prerequisite: 30 credit points of first-year politics or sociology, or Asian Studies 1ITA-A, 1ITA-B, AST11IJI, AST11ICI, or enrolment in a peace studies sequence or permission of the subject co-ordinator.

Incompatible subject: PO2PC, PO3PC.

Class requirements: one 1.5-hour lecture and one 1.5-hour seminar per week.

Assessment: one 1,000-word seminar paper (20%), one 2,500-word research essay (50%), one 1.5-hour examination (30%).

Preliminary Reading:

Weber, T. *Conflict resolution and Gandhian ethics*. Gandhi Peace Foundation, 1991.

Fisher, R. and Ury, W. *Getting to yes*. Random House, 1999.

Carter, A. *Peace movements*. Longman, 1992.

Dyer, G. *War*. Bodley Head, 1986.

POL22PER THE POLITICS OF ECONOMIC REGIONS (20 CPs Sem. II. B.)

Dr Anthony Jarvis

This subject is offered at third-year level also.

Not available in 2004.

POL22SEA CHANGE AND CONFLICT (20 CPs Sem. II. B.) *Dr Angus McIntyre*

McIntyre

This subject is offered at third-year level also.

This subject provides students with a working knowledge of key themes and issues in contemporary Southeast Asian politics, drawing from the experience of Indonesia, Thailand, and other neighbouring countries. The principal focus of the subject is an examination of how the region's economic boom and bust has impacted on society, politics and culture. Attention is also given to the changing nature of the State and democratisation, the role of the 'overseas Chinese', the politics of national identity and the impact of globalisation on cultural politics.

Prerequisite: 30 credit points of first-year politics or Asian Studies subjects or permission of the subject co-ordinator.

Incompatible subject: PO2SEA, PO3SEA, PO2IP, PO3IP.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: weekly tutorial-based tasks (20%), one 3,000-word essay (40%), Country Report and Briefing Notes on a regional issue (20%), one 1-hour examination (20%).

Prescribed Reading:

Rodan, R. et al. *Political economy of South-East Asia: an introduction*. OUP, 1999.

POL22TWP THEORIES OF WORLD POLITICS (20 CPs Sem. II. B.) *Professor Joseph Camilleri, Dr Anthony Jarvis*

Joseph Camilleri, Dr Anthony Jarvis

This subject is offered at third-year level also.

This subject considers some of the recurring themes in the study of world society, in particular the implications of various conceptions of international relations (including realism and idealism), the significance of boundaries, and the role of values, norms, and institutions. It then examines the internationalisation of human affairs, sometimes loosely referred to as 'globalisation', and the various explanatory models that have emerged around such notions as interdependence, integration, world system, world economy and world order. Finally, the subject focuses on the role of culture in international relations and the study of 'future worlds'.

Prerequisite: 30 credit points of first-year politics or Asian Studies 1ITA-A or 1ITA-B or permission of the subject co-ordinator.

Incompatible subject: PO2WP, PO3WP.

Class requirements: one 1.5-hour lecture and one 1.5-hour seminar each week.

Assessment: one 2,000-word essay (35%), one 2-hour examination (30%), two 30-minute class tests (10% each), class work (15%).

Preliminary Reading:

Halliday, F. *Rethinking international relations*. Macmillan, 1995.

Bull, H. *The anarchical society: a study of order in world politics*. Macmillan, 1977.

Recommended Reading:

Booth, K. and Smith, S. (eds) *International relations theory today*. Polity Press, 1995.
 Camilleri J. and Falk, J. *The end of sovereignty? The politics of a shrinking and fragmenting world*. Edward Elgar, 1992.
 Baylis, J. and Smith S. (eds) *The globalization of world politics. An introduction to international relations*. Oxford University Press, 1999.

POL31AAW AUSTRALIA, ASIA AND THE WORLD (20 CPs Sem. I. B.) *Dr**Michael Connors*

See POL21AAW for full subject description.

POL31IAP INTRODUCTION TO AMERICAN POLITICS (20 CPs Sem. I. B., M.) *Professor Dennis Altman*

See POL21IAP for full subject description.

POL31ILO INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION (20 CPs Sem. I. B.) *Professor Joseph Camilleri, Dr**Anthony Jarvis*

See POL21ILO for full subject description.

POL31PAM POLITICS AND MEDIA (20 CPs Sem. I. B., WO.) *Professor Robin Jeffrey*

See POL21PAM for full subject description.

POL32CSA CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING (20 CPs Sem. II. B.) *Professor Robin Jeffrey*

See POL22CSA for full subject description.

POL32DDA DEMOCRATISATION, DEVELOPMENT AND CIVIL SOCIETY IN ASIA (20 CPs Sem. II. B.) *Dr Michael Connors**Not available in 2004.***POL32IBK INTERNATIONAL RELATIONS OF THE BALKANS** (20 CPs Sem. II. B.) *Dr John Chiddick*

See POL22IBK for full subject description.

POL32IME INTERNATIONAL RELATIONS OF THE MIDDLE EAST (20 CPs Sem. II. B.) *Dr John Chiddick**Not available in 2004.***POL32NAS NATIONS AND STATES** (20 CPs Sem. II. B.) *Dr Michael Connors*

See POL22NAS for full subject description.

POL32PAC PEACE AND CHANGE (20 CPs Sem. II. B., M.) *Dr Thomas Weber*

See POL22PAC for full subject description.

POL32PER THE POLITICS OF ECONOMIC REGIONS (20 CPs Sem. II. B.) *Dr Anthony Jarvis**Not available in 2004.***POL32SEA CHANGE AND CONFLICT** (20 CPs Sem. II. B.) *Dr Angus McIntyre*

See POL22SEA for full subject description.

POL32TWP THEORIES OF WORLD POLITICS (20 CPs Sem. II. B.) *Professor Joseph Camilleri, Dr Anthony Jarvis*

See POL22TWP for full subject description.

SOC21EAI ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES (20 CPs Sem. I. B.) *Dr John Goldlust, Dr Sanjay Seth**This subject is offered at third-year level also.*

In this subject we examine the social, political and ideological consequences of the emergence of multicultural societies. Immigration has transformed the world, and has certainly transformed Australia. The nineteenth and early twentieth century idea of the state as composed of a homogeneous people with a common heritage has increasingly been challenged by the contemporary reality of an increasing number of plural multicultural societies. How and why has this happened? What social and political forces have driven these changes? What does it mean, today, to have an ethnicity, an identity, a religion or race? Can nations, or even individuals, have more than one identity? These and other questions are addressed with a focus on Australia, but also including comparisons with other countries.

Prerequisite: 30 credit points of first year sociology or anthropology, or politics, or Asian Studies ITA-A or ITA-B, or subject coordinator's approval.

Incompatible subject: S2EI, S3EI, S2IME, S3IME.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,000-word assignment (20%), one 2,000-word essay (40%), one 2-hour examination (40%).

Preliminary Reading:

Jupp, J. *From white Australia to Woomera: the story of Australian immigration*. Cambridge University Press, 2002.

SOC31EAI ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES (20 CPs Sem. I. B.) *Dr John Goldlust, Dr Sanjay Seth*

See SOC21EAI for full subject description.

Professional Writing and Speech**Graduate Diploma in Professional Writing and Speech (HUSGPWS)**

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

Enquiries: (03) 9479 2390

This course is designed for graduates in any discipline who want a comprehensive introduction to the art and craft of writing and may wish to develop their skills in public speech and communication. It is directly vocational in two ways. Firstly, it provides the kinds of advanced communication skills required in a wide range of employment. Secondly, it is suitable for those who are planning a career in creative writing, or in writing for the media, or who may need to write and deliver speeches. (Note that training in journalism as such is offered elsewhere in the School, through the Media Studies Program.)

Duration

One year full-time, or two to three years part-time.

Admission requirements

A bachelor degree (or equivalent qualifications) is required. If applications exceed places available, selection will be based on the presentation of a portfolio of a student's writing, supplemented, if necessary, by an interview. Contact the office of the English Program for details.

Course structure

Students take a total of six subjects from the list below, one of which is compulsory (HUS31CNF *Creating non-fiction*). With the permission of the course co-ordinator, another suitable subject may be substituted for one of those listed. All subjects are offered subject to the availability of appropriate staffing and minimum enrolments.

20 credit points**Semester**

| | | |
|---|------------------------------------|----------|
| 1 | Creating Non-Fiction ² | HUS31CNF |
| 1 | Narrative Analysis A | ENG31NAA |
| 1 | Persuasion and Public Speech | DRA31PPS |
| 1 | Publishing and Editing | MST31PAE |
| 1 | Writing Fiction | ENG31WRF |
| 2 | Film Criticism | CST32FCR |
| 2 | Writing and Editing for Multimedia | MST32WEM |
| 2 | Writing for Radio ¹ | MST32WFR |
| 2 | Writing Poetry | ENG32WRP |

15 credit points

| | | |
|---|-----------------------|----------|
| 1 | Writing Your Own Life | ENG11WYL |
|---|-----------------------|----------|

Key: ¹not available in 2004.²Core subject.**SUBJECT DESCRIPTIONS**

The subjects listed are presented in alphabetical order below. The location of the full description of any subject can be determined by consulting the Index of subjects at the back of the *Handbook*.

CST32FCR FILM CRITICISM (20 CPs Sem. II. B.) *Ms Anna Dzenis, Mr Rick Thompson*

In this subject students examine how and why criticism is written. Topics discussed include the induction of critical models and the historical development of film criticism; major issues, such as realism, style/content distinctions, and social utility claims; critical strategies; and the proper objectives of criticism. Great emphasis will be put on writing (and rewriting); students must be prepared to write frequently, to discuss writing in detail, and to analyse and workshop their own essays and those of their colleagues.

Prerequisite: 20 credit points of second year cinema studies or co-ordinators approval.

Incompatible subject: CI2CRT, CI3CRT.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: one 3-hour lecture/tutorial/workshop per week. Attendance at lectures, screenings and tutorials is a requirement of this subject.

Assessment: seven 700-word essays (100%).

DRA31PPS PERSUASION AND PUBLIC SPEECH (20 CPs Sem. I. B.) *Co-ordinator to be advised*

This is a workshop-based subject with three aims. It provides training in public speaking and for other situations, such as debate and discussion, which call for confident, organised, informed and persuasive speech. The techniques and principles are taught and the skills of critical listening developed. Students analyse examples of public speech, live, recorded and written. Material for analysis is drawn from a variety of discourses and periods and is chosen to engage with the particular disciplinary interests of the group. The third aim is to introduce some theoretical reflections on persuasive speech. There is a brief outline of classical rhetoric and some attention to recent theorists of what has been called 'the new rhetoric'.

Incompatible subject: DR2PPS, DR3PPS

Quota: 24. Places are allocated on academic merit, with preference being given to third year students majoring in Drama.

Class requirements: one 1-hour lecture and one 2-hour workshop per week.

Assessment: three 5 to 10-minute formal speeches (60%), one 1,500-word written exercise (25%), class contributions to practical exercises and discussion (15%).

Prescribed Reading:

MacArthur, B. (ed.) *The Penguin book of twentieth-century speeches*. Penguin, 1993.

ENG11WYL WRITING YOUR OWN LIFE (15 CPs Sem. I. B.) *Professor Richard Freadman*

Telling stories about ourselves is a fundamental human activity. This subject is for those who want to put those stories into writing, or to write autobiographies. People often assume that putting your life down on paper is easy, but actually there's an art to it. This subject introduces you to some aspects of that 'art': structuring your life story, deciding what to put in or leave out, getting a perspective on yourself, and more. The main emphasis will be on prose writing. The subject also covers some more general issues that will prepare you for later studies in English.

Incompatible subject: EN1WL.

Class requirements: one 1-hour lecture and one 2-hour tutorial/workshop.

Assessment: one 1,000-word critical essay/creative writing (20%), two 1,500-word critical essays/creative writing (70%), class contribution (10%).

ENG31NAA NARRATIVE ANALYSIS A (20 CPs Sem. I. B.) *Mr Chris Palmer*

This is an introduction to aspects of the formal and cultural analysis of narrative. The texts selected range from ancient Greece to the late twentieth century. There are two important features of the course. First, the texts cover a range of genres (epic, realist fiction, narrative poetry and travel writing) sometimes within a single work. This allows an investigation of the way different kinds of writing are grounded in narrative. Second, the texts overlap and refer to each other. This permits a close textual study of the way similar story materials have been narrated in diverse periods. The subject aims to develop an appreciation and critical understanding of how various narrative

techniques work, and to show how narratives construct and support meaning within a broader cultural setting. Additional reading is provided in a Course Reader which all students are expected to own.

Prerequisite: 30 credit points of first year English.

Incompatible subject: EN2NAR1, EN3NAR1.

Class requirements: one 2-hour lecture or seminar and one 1-hour tutorial per week.

Assessment: reading reports (10%), two 2,000-word essays (80%), contribution to class work (10%).

Preliminary Reading:

Scholes, R. and Kellogg, R. *The nature of narrative*. Oxford.

Prescribed Reading:

Conrad, J. *Heart of darkness*. Penguin.

Byatt, A. S. *Possession*. Vintage.

Homer, trans. Fitzgerald. *The Odyssey*. Farrer, Straus, Giroux

Bunyan, J. *The pilgrim's progress*. Penguin.

Sebald, W. G. *The rings of Saturn*. Viking.

Stevenson, R. L. *Travels with a donkey ...* Dent.

Noon, J. *Vurt*. Pan.

ENG31WRF WRITING FICTION (20 CPs Sem. I. B.) *Professor Richard Freadman*

This subject has two streams, both of which are taught through a combination of lectures and seminars. The first, which is for those who wish to write fiction, focuses on the craft of fiction, particularly style and structure. The second stream, which is for those who wish to write autobiography, aims to introduce a range of autobiographical forms and strategies, and to assist each person to find an autobiographical 'voice'. In each stream, there will be discussion both of student work and of selected fictional and autobiographical texts. Prescribed reading will depend upon the stream taken and text lists will be available in the first class.

Prerequisite: 30 credit points of first year English.

Incompatible subject: EN2WF, EN3WF.

Class requirements: one 1-hour lecture and one 2-hour seminar per week.

Assessment: two 2,500-word assignments (90%), tutorial participation (10%).

ENG32WRP WRITING POETRY (20 CPs Sem. II. B.) *Mr Max Richards*

This subject is for those who wish to write poetry (this includes reading and studying work by various poets). Prescribed reading lists will be available in the first class.

Prerequisite: 30 credit points of first year English.

Incompatible subject: EN2WP, EN3WP.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,000-word assignment (40%), one 3,000-word assignment (60%).

HUS31CNF CREATING NON-FICTION (20 CPs Sem. I. B.) *Mr Harry Kirchner*

The main aim of this subject is to improve each individual student's writing skills through the study and practice of non-fiction prose. The weekly class combines reflection on the characteristics of good writing with practical exercises in a range of styles. The student will be introduced to concepts of how purpose, readership and medium affect the format, style and language of what is written.

Prerequisite: 40 credit points of English at second year level OR entry to the Graduate Diploma (Professional Writing and Speech)..

Incompatible subject: PWS2DW, PWS3DW, PWS3CNF, HUM3CNF.

Class requirements: one 3-hour lecture/seminar each week.

Assessment: one 2,000-word essay (40%), class exercises, written exercises and assignments (3,000-words equivalent) (60%).

MST31PAE PUBLISHING AND EDITING (20 CPs Sem. I. B.) *Mr Guy Allen*

In this subject, the Australian publishing industry is described; the creative and commercial relationships between the author, publisher and editor are explored; the composition and operation of the book-publishing firm are explained, and a practical introduction to copy-editing is provided. The subject closely examines both established and new sectors of the publishing industry, including multimedia and the internet, and different fields of publishing, including children's books, general, educational, scholarly and reference books. The roles and

skills of the publisher, commissioning editor and copy-editor are examined in detail.

Prerequisite: 40 credit points of English or Media Studies at 2nd Year level OR admission to the Graduate Diploma of (Professional Writing and Speech).

Incompatible subject: HUM3PE, HUS31PAE.

Class requirements: one 2-hour seminar and one 1-hour tutorial each week.

Assessment: one 2,000-word essay (40%), two 1,000-word assignments (40%), one 1-hour take-home examination (20%).

Prescribed Reading:

Schwarz, S. *Getting published*. Hale and Iremonger, 1995.

Clark, G. *Inside book publishing*. 2nd edn, Blueprint/Routledge, 1994.

Flann, E. and Hill, B. *The Australian editing handbook*. AGPS Press, 1994.

MST32WEM WRITING AND EDITING FOR MULTIMEDIA (20 CPs Sem. II. B.) *Mr Guy Allen*

In this subject, the scope and techniques of writing for multimedia are described and explained, both generally, and with special reference to business, educational and reference publications. The roles and skills of the writer and editor in the new publishing media are examined, and the differences between the writing and copy-editorial styles and methods traditionally employed in print publications and those styles that are now developing for electronic publications are identified and closely studied. The interactive capabilities of the new media are considered with the expectations and needs of the end-user in mind. Case studies are analysed, focusing on Australian products and industry initiatives.

Prerequisite: 80 credit points of Media Studies subjects or enrolment in the Graduate Diploma in Professional Writing and Speech or the Graduate Diploma in Media Studies.

Incompatible subject: MS3WEM.

Quota: 20. Places will be allocated according to academic merit, on lecturer's approval and subject to confirmation.

Class requirements: one 2-hour seminar and one 1-hour tutorial each week.

Assessment: one 2,000-word essay (40%), two 1,000-word assignments (40%), one 1-hour take-home examination (20%).

Prescribed Reading:

Bonime, A. and Pohlmann, K. C. *Writing for new media*. Wiley, 1998.

MST32WFR WRITING FOR RADIO (20 CPs Sem. II. B.) *Mr John Tebbutt* *Not available in 2004.*

Religion and Spirituality Studies

Enquiries: (03) 9479 2368

This program caters for students who have an interest in religion as a cultural phenomenon, as well as those concerned with understanding the historical and textual traditions of religions or focusing on the religious aspects of disciplines such as anthropology, sociology and philosophy. In some cases joint supervision is provided in more than one discipline and cross-disciplinary approaches are encouraged.

The program has earned the reputation as one of the most comprehensive programs of its kind in Australia. Staff have achieved an international reputation for excellence in their field and have a very strong record of publications in the areas of early Christianity, Aboriginal religions, Buddhism, Chinese religions, Christianity, Hinduism, Judaism, philosophy, anthropology, psychology and sociology of religion.

Principal areas of specialisation

Principal areas of specialisation are: Biblical Studies, Judaism and Christianity, Indian and Chinese religions, Melanesian and Balinese religions, general theory, philosophy, psychology and sociology of religion.

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Doctor of Philosophy
- Master of Arts

Sociology

Program Convenor: Dr John Morton

Postgraduate Co-ordinator: Dr Trevor Hogan

Enquiries: (03) 9479 1116

Sociology is concerned with the study of social life – the structural arrangements and cultural patterns that shape group behaviour at every level of social action, whether local, national or global. Sociologists work from a variety of theoretical perspectives and adopt a variety of methodological approaches. The subjects offered reflect this diversity and provide students with a wide range of choice. The Program is structured to provide students specialising in sociology with an understanding of core concepts and basic research methods. The Albury-Wodonga campus also offers a limited range of sociology subjects to students enrolled in the Graduate Diploma in Humanities and Social Sciences.

Principal areas of specialisation

Principal areas of specialisation are: Australia, Asia and the Pacific Rim, gender, family, social policy, health and illness, sociology of religion, deviance, ethnicity, work and technology, ecology and society, community studies, social theory, comparative studies of other societies, developing societies, sociology of culture and many others.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Doctor of Philosophy
- Master of Arts

Spanish (with Portuguese, Catalan and Galician)

Enquiries: (03) 9479 2428

The Spanish Program provides students with the opportunity to further their studies in Peninsular Spanish, Latin American, Portuguese or Brazilian literature, culture and language. Within these broad areas of study, staff have a variety of more specialised interests which are reflected both in their teaching and their research.

Principal areas of specialisation

Principal areas of specialisation are: modern and contemporary Spanish and Latin American literature, contemporary women writers, Portuguese literature, the regions of Spain, the cultures and civilisations of Spain, Portugal and Latin America, and literary translation.

Coursework programs

- Graduate Diploma in Humanities and Social Sciences
- Master of Arts – Preliminary

Research programs

- Master of Arts
- Doctor of Philosophy

Overseas study opportunities

University of Barcelona, Spain

Students may apply for one of the four exchange places offered yearly at the (Central) University of Barcelona for one semester's study (October-January, February-June). MA by thesis and doctoral students should consult with their supervisor and Dr Lilit Thwaites before applying for this scholarship.

Complutense University, Madrid, Spain

Interested students may pursue studies in relevant areas of research at the Complutense University in Madrid. Students should consult with their supervisor and with Professor Roy C. Boland.

University of Santiago de Compostela and research at the Cela Foundation, Galicia, Spain.

Interested students may pursue studies or research at either one of these institutions in Galicia, Spain. Students should consult with their supervisor and with Professor Roy C. Boland.

Latin American universities

La Trobe University has a number of agreements with Latin American universities. Interested students should consult with the co-ordinator of the Spanish program.

Theatre and Drama

Enquiries: (03) 9479 2342

Staff have a broad range of research interests, as reflected in the subjects currently offered to honours and MA (Prelim) students. These include: theatre reflecting its community in Australia; the body as performance; traditional Japanese theatre; and modern Japanese theatre.

Principal areas of specialisation

Principal areas of specialisation are: Aboriginal and Australian, Shakespeare, physical theatre and circus (traditional and new), community theatre, modern European (Ibsen, Chekhov, Brecht, Pirandello, Beckett), gender and performance, Japanese and Asian (traditional and modern), multicultural theatre, realism, performance as research, post-modern theory and performance, queer theory, women's and feminist theatre, youth theatre, and critical theory (semiotics, feminism, performative theory, audience studies, reception theory, anthropology of theatre).

Coursework program

- Graduate Diploma in Humanities and Social Sciences

Research programs

- Master of Arts
- Doctor of Philosophy

FACULTY OF LAW AND MANAGEMENT

Enquiries: Level 3, Martin Building, 9.00 am to 5.00 pm, Monday to Friday
Tel: (03) 9479 1979; fax: (03) 9479 1484
Email: LMcourses@latrobe.edu.au

Language and Academic Skills Unit (LASU)

Location: Room 370, Martin Building
Tel: (03) 9479 2665

The Faculty believes it is important to develop all students' language and academic skills (LAS) early in their studies. The LASU co-ordinator is responsible for monitoring the LAS needs of students enrolled in Faculty subjects and is available to discuss with both staff and students how to best meet those needs. Honours and postgraduate students may make an appointment with the LAS co-ordinator. Non-native English speakers should contact the Academic Skills (ESL) Unit on Level 4 of the Humanities 3 Building.

The Faculty comprises four Schools:

GRADUATE SCHOOL OF MANAGEMENT

Location: corner Waiora Road and Cherry Street, Macleod
Tel: (03) 9479 3100; fax: 9479 3144
Email: gsm@latrobe.edu.au

SCHOOL OF BUSINESS

Location: Room 208, Donald Whitehead Building
Tel: Bundoora (03) 9479 1667, (03) 9479 1248
Tel: Albury-Wodonga (02) 6058 3850
Tel: Shepparton (03) 5833 2517
Email: business@latrobe.edu.au

SCHOOL OF LAW AND LEGAL STUDIES

Location: Room 229, Social Sciences Building
Tel: (03) 9479 2284; fax: 9479 1607
Email: law&legal@latrobe.edu.au

SCHOOL OF TOURISM AND HOSPITALITY

Location: Room 101, Donald Whitehead Building
Tel: Bundoora (03) 9479 1080; fax: 9479 1010
Tel: Albury-Wodonga (02) 6058 3850
Email: tourism@latrobe.edu.au

RESEARCH DEGREE REGULATIONS

Doctor of Philosophy

The Doctor of Philosophy is taken by thesis only. Research may be undertaken in any of the disciplines within the Faculty. The program enables candidates to engage in independent research, which should make an original contribution to knowledge. Information about the areas of research in which supervision is currently available can be obtained from the higher degree co-ordinator in the relevant School in the Faculty or, in the case of interdisciplinary study, from the appropriate program co-ordinator.

Admission requirements

Students should have:

- graduated with or qualified for the degree of master with a dissertation demonstrating an ability to undertake research at doctoral level; or
- graduated with or qualified for an honours degree at first-class or upper second-class division with a dissertation demonstrating the ability to undertake research at doctoral level; or
- hold qualifications and/or have demonstrated skills, experience, research or publications which in the opinion of the Higher Degrees Committee are considered to be at least equivalent to, or are a satisfactory substitute for, any of the qualifications described in (a) and (b) above.

A candidate for the degree of Master is eligible to apply for PhD candidature if he or she holds one of the qualifications described above; has completed a substantial proportion of the masters research (e.g. two thesis chapters) which has been assessed by an independent

person as demonstrating the capacity to undertake research at the PhD level, and has been enrolled for the degree of master for not less than eight months or, if part-time, not less than 12 months and no more than 18 months full-time equivalent.

Further information regarding candidature regulations may be obtained from the Research and Graduate Studies Office (Level 2, David Myers Building, email: rgso@latrobe.edu.au or phone: (03) 9479 3892).

Master of Arts, Master of Business, Master of Commerce and Master of Economics

These Masters degrees are designed to achieve two ends. As stand-alone degrees they provide the opportunity for well qualified graduates to deepen their knowledge of their discipline area in the process of exploring a substantial research question. The Masters degrees also serve as the entry into the PhD program. At that higher level students will not just be required to demonstrate mastery of their subject matter but also to make an original contribution to knowledge. It is possible for students admitted to a Masters degree to transfer directly into the PhD program if they demonstrate the appropriate skills.

Admission requirements

An honours degree or an equivalent qualification is required.

Course structure

These research degree programs require the submission of a thesis of approximately 50,000 words. A successful thesis might draw on theories and practice related to economics, business, accounting, finance or cognate disciplines. Prospective candidates should contact the postgraduate co-ordinator for a list of research topics and the names of prospective supervisors.

SCHOOLS OF THE FACULTY

GRADUATE SCHOOL OF MANAGEMENT

Enquiries: corner Waiora Road and Cherry Street, Macleod
Postal address: Graduate School of Management, La Trobe University, Bundoora 3086
Tel: (03) 9479 3100; Fax: (03) 9479 3144
Email: gsm@latrobe.edu.au

The Graduate School of Management provides its students with an education in the essential techniques of management, keeping a balance between academic rigour and exposure to a wide variety of experience in commerce, industry and government, which is a necessity of modern management. The course content has been designed to develop in sequence core skills and abilities, leading up to a specialist stream, if desired. Specialist streams include e-commerce, entrepreneurship, finance, human resource management, intellectual property management, international monetary economics, management, management information systems and marketing. The School offers the following courses:

- Doctor of Philosophy
- Graduate Certificate in Business Administration
- Graduate Diploma in Business Administration
- Master of Business Administration.

Doctor of Philosophy

The Faculty offers research opportunities for study towards the Doctor of Philosophy. For a course description, see Doctor of Philosophy in the Faculty of Law and Management at the start of this chapter.

Graduate Certificate in Business Administration (LMCBA)

This innovative management program provides candidates with a range of essential skills and the background knowledge necessary for working within contemporary organisations.

Admission requirements

Applicants should have completed an undergraduate degree in any discipline, have two years postgraduate work experience, be proficient

in English and possess strong verbal and written communication skills. Alternatively, relevant professional experience may be accepted. The certificate has intakes each year, in January, April, July and September. Applicants may obtain further details and an application package by contacting the School.

Course structure

The certificate may be taken over three months of full-time study or up to one year of part-time study. It consists of three core subjects and one elective subject from the Master of Business Administration program (see the MBA entry later in this chapter). Students who successfully complete the course at an appropriate level may be permitted to upgrade to the Graduate Diploma in Business Administration with full credit transfer.

Graduate Diploma in Business Administration (ECGBA)

This management program provides candidates with a range of essential skills for working within contemporary organisations and a broad knowledge of today's business environment. The program may also be taken as an entry path to the Master of Business Administration with full credit transfer. The course aims to provide students with a rigorous education in the techniques of management, business and administration through an integration of theory and previously acquired workplace experience.

Admission requirements

Applicants should have completed an undergraduate degree in any discipline, have two years postgraduate work experience, be proficient in English and possess strong verbal and written communication skills. Alternatively, relevant and significant professional experience may be accepted. The graduate diploma has intakes each year in January, April, July and September. Applicants may obtain further details and an application package by contacting the School.

Course structure

The graduate diploma may be taken over six months of full-time study or up to two years of part-time study. It comprises eight subjects from the Master of Business Administration program including six core and two elective subjects. Students who successfully complete the course at an appropriate level may be permitted to upgrade to the MBA program.

Master of Business Administration (LMMBA)

The MBA is designed to enhance the skills that participants bring to the course in order to increase their potential for creating value in the world of business and/or to meet the priorities of government organisations through effective public administration. It prepares graduates to tackle problems creatively in order to achieve optimum results for the organisation. Specifically, the aims and objectives of the course are:

- to provide participants with an education in the essential techniques of management
- to extend this fundamental knowledge into various areas of specialisation, and
- to achieve a balance between academic rigour and exposure to a wide variety of experience in commerce, industry and government.

Admission requirements

Applicants should have completed an undergraduate degree in any discipline, have four years postgraduate work experience, be proficient in English and possess strong verbal and written communication skills. Applicants who have completed a Graduate Diploma in Business Administration elsewhere may receive full credit and gain direct entry into the MBA program, subject to certain conditions.

Applicants who have completed a Graduate Diploma in Business Administration elsewhere may receive full credit and gain direct entry into the MBA program. The program has intakes each year in January, April, July and September. Applicants may obtain further details and an application package by contacting the School.

Course structure

The MBA program is normally conducted over 15 months of full-time study or up to four years on a part-time basis. Students must complete 16 subjects, six core and 10 electives. Under special circumstances, the Head of School may waive these requirements.

The School offers the following subjects:

Core subjects

Financial and Management Accounting
Human Resource Management
International Business Environment
Issues in Strategic Management
Marketing
Organisational Behaviour

Elective subjects and available specialist streams

E-Commerce

Electronic Marketing
Information Technology and Business Information Processing
Management and Legal Implications of Electronic Commerce
Principles of Electronic Commerce

Entrepreneurship

Business Improvement Methodology
Entrepreneurial Business Planning

Finance

Advanced Management Finance
Business Analysis and Modelling
Financial and Management Accounting (core subject)
Management Finance

Human Resource Management

Advanced and International Human Resource Management
Human Resource Management (core subject)
International Employment Relations
Managers and Ethics

Intellectual Property Management

Funding Technology Start-Ups
International Intellectual Property Law
Strategic Management of Intellectual Property

International Monetary Economics

Applied Business Economics
International Finance
Money and Banking
Risk Management

Management

Corporate Strategy
Organisational Behaviour (core subject)
International Business Environment (core subject)
Issues in Strategic Management (core subject)
Evolution of Management Theory
Business Communications

Management Information Systems

Advanced Management Information Systems
Management Information Systems

Marketing

Advanced and International Marketing
Marketing (core subject)
Services Marketing and Management

Occupational Health and Safety

Occupational Health and Safety Principles and Legislation
Ergonomics in Occupational Health and Safety
Screening and Monitoring Occupational Health and Safety
Occupational Health and Safety Program Management

Not all electives will be offered each term. Subjects are offered on a rotational basis and may not be undertaken out of sequence except where prerequisites apply. The School retains the right to withdraw a subject if there are insufficient enrolments. Due to the innovative nature of the program, the course structure and subjects are reviewed annually and may change. In addition, the class requirements, prescribed reading and subjects on offer may change.

SUBJECT DESCRIPTIONS

BUA41FMA FINANCIAL & MANAGEMENT ACCOUNTING (15 CPs Sem. I. B.) *Mr Sanjoy Bose*

This subject provides students with an appreciation of the role of financial information for purposes of internal control of operations and decision-making in business management. No previous knowledge of accounting is required or assumed. The subject provides an understanding of the fundamentals of financial accounting and management accounting information. Students will have the opportunity to learn the elements of developing accounting information for managerial control and decision-making, including some of the major shortcomings of financial and management accounting information.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,000-word (or equivalent) assignment (40%), one 2.5-hour examination (40%), one 1-hour mid-term test (20%).

Prescribed Reading:

Bazley, M., Hincok, P., Berry, A., and Jarvis, R. *A contemporary accounting: a conceptual approach*. 4th edn, Nelson ITP, 2001.

BUA41HRM HUMAN RESOURCE MANAGEMENT (15 CPs Sem. I. B.) *Dr Lynne Bennington*

The subject examines the development of strategic HRM, perspectives on the various forms of employment relationships, HR policy development, planning, recruitment, selection, performance management, equal employment opportunity, occupational health and safety and compensation. On completion of the subject students should have a general understanding of the role of strategic human resource management in the success of any organisation; have gained specific knowledge which will assist them to critically evaluate the HRM literature; have developed useful skills required by managers of people; and be able to identify HRM issues that might lend themselves to different methods of management.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,000-2,500-word group assignment (25%), one 500-word assignment and exercise (15%), one 45-minute progress test (20%), one 1.5-hour examination (40%).

BUA41IBE INTERNATIONAL BUSINESS ENVIRONMENT (15 CPs Sem. I. B.) *Mr Bret Slade*

The issues that managers confront when they enter the global market, whether the business is big or small, are introduced. The subject analyses the problems that managers face whether they export to other countries, or invest resources in another country. The policy issues related to an organisation's strategy, organisational structure, human resources, finance and trade are introduced. This enables students to gain an understanding of the four main forces that affect international business; the political/legal, economic/financial, social/cultural and technology. In addition you will study the theoretical and practical dimensions of central international business concepts such as risk, organisation structure and cross-cultural management, and learn to appreciate leadership and strategy in international business arenas.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,500-word essay (40%), one 1.5-hour class test (25%), one 1,500-word group case study (35%).

Prescribed Reading:

Mahoney, D., Trigg, M., Griffin, R. and Pustay, M. *International business: a managerial perspective*. Pearson Education Australia, 2001.

BUA41ISM ISSUES IN STRATEGIC MANAGEMENT (15 CPs Sem. I. B.) *Mr Bret Slade*

This subject provides a wide-ranging introduction to strategic management. The emphasis is on considering a broad range of views about strategic management and attempting to synthesise opinion from the evidence presented. Views considered provide a basis for developing a foundation for informed strategic decision-making. Students consider the issues of the strategy process, plans and patterns, competition and control.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: two 1-hour class tests (50%), two 2,000-word assignments (25% each).

Prescribed Reading:

Viljoen, J. and Dann, S. *Strategic management*. 4th edn, Pearson Education, 2003.

Recommended Reading:

Hubbard, Morkel, Davenport and Beamish. *Cases in strategic management*. 4th edn, Pearson Education, 2000.

BUA41MKG MARKETING (15 CPs Sem. I. B.) *Mr Geoffrey Durden*

This subject explores the vital business processes that result in the generation of income for an organisation through the delivery of goods and services to customers. The subject examines the concept of delivering to the customer the right goods, at the right price, at the right time, using the right promotion. By completion of the subject the student should be able to master the basic marketing concepts and be able to develop a strategic marketing plan for a product or company. More specifically, the student should be able to illustrate the relationship between corporate and marketing strategy, demonstrate the need for an effective strategic plan, indicate the key role of market target and positioning strategies, and establish a marketing strategy for a company with several opportunities.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,500-word paper (30%), one 2,500-word group case study (30%), one 2-hour examination (40%).

Prescribed Reading:

Kotler, P., Armstrong, G., Brown, L. and Adam, S. *Marketing*. 5th edn, Prentice Hall, 2001.

BUA41OB ORGANISATIONAL BEHAVIOUR (15 CPs Sem. I. B.) *Mr Bret Slade*

Delivered from the perspective of suitably qualified and experienced managers, the subject exposes students to the organisational behaviours, theories and effective procedures in use in contemporary business and public sector environments. Students should develop practical insights into essential skills, including sound presentation skills necessary for management in today's business environment. Students also consider organisational behaviour and management structures, managerial decision-making and problem solving, organisational design and culture, management of change, conflict and organisational development.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,500-word written report (40%), one 1-hour mid-term test (20%), one 15-minute presentation in pairs (20%), one 1-hour end of term test (20%).

Prescribed Reading:

Robbins, S. *Organisational behaviour*. 9th edn, Prentice Hall, 2000.

BUA42FMA FINANCIAL & MANAGEMENT ACCOUNTING (15 CPs Sem. II. B.) *Mr Sanjoy Bose*

See BUA41FMA for full subject description.

BUA42HRM HUMAN RESOURCE MANAGEMENT (15 CPs Sem. II. B.) *Dr Lynne Bennington*

See BUA41HRM for full subject description.

BUA42IBE INTERNATIONAL BUSINESS ENVIRONMENT (15 CPs Sem. II. B.) *Mr Bret Slade*

See BUA41IBE for full subject description.

BUA42ISM ISSUES IN STRATEGIC MANAGEMENT (15 CPs Sem. II. B.) *Mr Bret Slade*

See BUA41ISM for full subject description.

BUA42MKG MARKETING (15 CPs Sem. II. B.) *Mr Geoffrey Durden*

See BUA41MKG for full subject description.

BUA51AHR ADVANCED AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT (15 CPs Sem. I. B.) *Dr Lynne Bennington*

This subject extends the knowledge gained in BUA50HRM,

specifically in the areas of human resource development and international human resource management. Students will be exposed to both theoretical and practical issues relating to both the management of expatriates as well as local staff in the global environment.

Prerequisite: BUA40HRM or BUA41HRM or BUA42HRM.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 15-minute individual class presentation (20%), one 1,000-word briefing paper (20%), one 1,500-word essay (30%), one 1.5-hour examination (30%).

Prescribed Reading:

Dowling, P. J., Schuler, R. S. and Welch, D. E. *International human resource management: managing people in a multinational context*. 3rd edn, ITP Melbourne, 1999.

Recommended Reading:

DeSimone, R. L., Werner, J. M. and Harris, D. M. *Human resource development*. 3rd edn, Harcourt Brace, 2002.

BUA51AMF ADVANCED MANAGEMENT FINANCE (15 CPs Sem. I. B.)

Mr Sanjoy Bose

This subject introduces students to the main areas of advanced financial management, and demonstrates to students how the theories of finance can be applied to actual problems. It is not intended in this subject to develop theory for its own sake, but to make use of the theory for application towards advanced financial management. This does not mean that a superficial understanding of theory should precede any attempt to apply that theory to actual problem. On completion of the subject students should: have developed an understanding of theory of finance to enable the evaluation of investment, financing and dividend decisions of the firm; be familiar with the application of analytical techniques of a variety of problems in corporate financial management; be familiar with the institutional framework so that they can appreciate the environment in which financial decisions are made and; have developed an awareness of the techniques involved in dealing with foreign exchange exposures.

Prerequisite: BUA51MFN, BUA52MFN or BUA50MFN.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 20-minute oral presentation (20%), one 2,500-word assignment (40%), one 2-hour examination (40%).

Prescribed Reading:

Damodaran, A. *Investment valuation – tools and techniques for determining the value of any asset*. John Wiley & Sons, Jacaranda Wiley, 1996.

BUA51AMI ADVANCED MANAGEMENT INFORMATION SYSTEMS (15 CPs

Sem. I. B.) *Dr David Wilkinson*

This subject builds on the concepts introduced in Management of Information Systems. The subject material introduces students to the planning, development and management of information systems. Students examine computer-based information systems from the perspective of systems analysis, design and implementation, together with alternative development methodologies. An understanding of the way in which information systems require integration with business strategies should also be developed.

Prerequisite: BUA50MIS or BUA51MIS or BUA52MIS.

Class requirements: one 3 hour seminar per week, minimum 80% attendance required.

Assessment: three 1,000-word case studies (60%), one 2,000-word major case study (30%), one 30-minute test (10%).

Prescribed Reading:

Turban, McLean and Wetherbe. *Information technology for management transforming business in the economy*. 3rd edn, John Wiley & Sons, 2002.

BUA51AMK ADVANCED AND INTERNATIONAL MARKETING (15 CPs Sem.

I. B.) *Mr Geoffrey Durden*

This subject emphasises the strategic nature of marketing. First, the basic concepts of international marketing are outlined, and the environmental forces that the international marketer has to consider are discussed. The second part has the student analyse international marketing opportunities, while the third part will provide the student with the tools to plan, develop and implement international marketing

strategies. At the conclusion of the subject, students should be capable of: understanding, listing and explaining the factors that constrain and provide opportunities for international trade; explaining two conceptual frameworks that measure export marketing performances; researching foreign market potential; and designing a marketing strategy to penetrate international markets.

Prerequisite: BUA50MKG, BUA51MKG or BUA52MKG.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,500-word marketing plan (35%), one 2,000-word progress report (35%), one 30-minute group discussion/presentation (10%), one 1,000-word essay (20%).

Prescribed Reading:

Cateora, P. and Graham, J. *International marketing*. 11th edn, Erwin/McGraw-Hill, 2002.

BUA51BAM BUSINESS ANALYSIS AND MODELLING (15 CPs Sem. I. B.)

Mr Sanjoy Bose

This subject covers a number of business analysis techniques with a strong introduction to computer applications software that assists in the development and presentation of such analysis. The objective is to provide students with knowledge of the variety of tools available to measure and improve performance. Students should develop an understanding of some fundamental techniques and a degree of confidence with a variety of applications software, including spreadsheet, database, statistical and presentation packages.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 1-hour computer skills test (20%), one 1-hour class test (20%), one 2-hour final examination (40%), one 20-minute class presentation (20%).

Prescribed Reading:

Render, B. and Stair, R. M. *Quantitative analysis for management*. 7th edn, Prentice Hall International, 2000.

BUA51BCO BUSINESS COMMUNICATIONS (15 CPs Sem. I. B.)

Mr Bret Slade

On completion of this subject students should be able to describe the theories that underlie effective oral and written communication, including cross-cultural communication; have gained specific research, written and oral presentation skills that will assist them to deliver oral and written reports to a professional business standard; have a greater understanding of negotiation and conflict management skills; be able to describe a range of organisational communication approaches and to be able to critically analyse their advantages and disadvantages; recognise the potential of general legal issues arising out of business communication and to be able to identify basic legal issues.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 15-minute class presentation (20%), one 2,500-word case study (40%), two 1-hour tests (40%).

Prescribed Reading:

Krizan, Merrier and Jones. *Business communication*. 5th edn, South Western, 2002.

BUA51BIM BUSINESS IMPROVEMENT METHODOLOGY (15 CPs Sem. I.

B.) *Dr Richard Pech*

Firm profitability and even survival is at risk as never before in today's world of globalised markets. Every firm's customers are regularly presented with alternative ways of spending their money as the firm's rivals strive to capture their business, and every firm's customers must be presented with reasons to stay customers of that firm. This requires innovation: new business processes, to deliver higher value or secure lower costs, new products, to capture new customers and to secure the continued loyalty of existing ones, and new qualities of established products, to restore the margins eroded by rising costs and increased competitive pressure. This subject examines and instructs students in methods to make business both more efficient and effective.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,000-word assignment (40%), one 20-minute group presentation (10%), one 2,000-word group written report (20%), one 2-hour test (30%).

Prescribed Reading:

Pech, R. *Making waves: innovation in business*. Prentice Hall NZ, 2002.

BUA51CST CORPORATE STRATEGY (15 CPs Sem. I. B.) *Mr Bret Slade*

This subject introduces students to a rigorous thinking process centred around the concept of competitive advantage. It prepares students for active positions in the consulting industry or in a corporate headquarters role. The emphasis is on the practical benefits of competitive advantage when applied to problems often encountered by senior executives in large corporations. Students should develop an understanding of the strategic planning process, goals and objectives, functional strategies and implementation, change and control.

Prerequisite: BUA50ISM or BUA41ISM or BUA42ISM.

Class requirements: one 3-hour seminar/lab session per week, minimum 80% attendance required. Students must purchase a copy of "Microsoft Age of Empires" version 1.

Assessment: one simulation/exercise log book (40%), one 2,000-word paper (40%), one 1-hour individual simulation test (10%), one 1-hour group simulation test (10%).

Prescribed Reading:

Pech, R. *Making waves: innovation in business*. Pearson Education NZ, 2002.

BUA51EBP ENTREPRENEURIAL BUSINESS PLANNING (15 CPs Sem. I. B.)

Dr Richard Pech

Innovation is the engine that drives economic growth and improvements in living standards, but there is little that is spontaneous about the process that turns an idea into a concept and a concept into a proposal. Students will find and analyse cases of innovation and present their conclusions. Students will be introduced to a systematic way of developing convincing business plans that will become a focus of attraction for both the finance and the people needed to turn a concept into reality. Entrepreneurs leading teams create innovations, and so a team assignment will form a major part of the workload and assessment.

Prerequisite:

BUA50MKG or BUA41MKG or BUA42MKG.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 1,500-word draft assignment (30%), one 2,000-word assignment (40%), one 1,500-word case study (30%).

Prescribed Reading:

Rech, R. *Making waves: innovation in business*. Pearson Education NZ, 2002.

BUA51EMT EVOLUTION OF MANAGEMENT THEORY (15 CPs Sem. I. B.)

Mr Bret Slade

The subject develops an historical understanding of management as it evolved to the present, through an examination and contextual application of management theory. Key historical and contemporary management theories will be applied to contemporary organisations. Students will have an opportunity to develop an understanding of management practice in the light of these management theories.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: four 1,000-word case studies (60%), two 1-hour unit tests (40%).

Prescribed Reading:

Wren, D. A. *The evolution of management thought*. 4th edn, Wiley, 1994.

BUA51FTS FUNDING TECHNOLOGY START-UPS (15 CPs Sem. I. B.) *Mr*

Sanjoy Bose

This subject deals with sources of finance, the requirements of funders, and the corporate development of technology start-ups. Australian venture-capital sources will be analysed, as well as the expectations that they have for returns, equity positions, and intellectual property rights. Licensing, as a means of deriving revenue flow, while retaining control over intellectual property, will be analysed. Comparisons will be drawn with venture capital supply in the USA and Europe. Taxation structures will be examined, as well as stock-market flotation, corporate planning and structures. Current

models for funding decisions, and impediments to funding will be considered.

Class requirements: one 3-hour seminar, minimum 80% attendance required.

Assessment: one 1,500-word group case study analysis (20%), one 2,000-word group assignment and one 30-minute oral presentation (40%), one 2.5-hour examination (40%).

Prescribed Reading:

Smith, J. K. and Smith, R. L. *Entrepreneurial finance*. John Wiley, 2002.

Gompers, P. A and Sahlman, W. A. *Entrepreneurial finance: a casebook*. John Wiley & Sons, 2002.

BUA51IER INTERNATIONAL EMPLOYMENT RELATIONS (15 CPs Sem. I. B.)

Professor Raymond Harbridge

This subject offers analysis, which is both complementary, and alternative to, mainstream thinking about the employment relationship and the matrix of issues surrounding it. Students investigate the changing nature of the employment relationship, and the central role of productivity bargaining, especially within the context of internationalisation and globalisation. Topics include the role of wages, labour market deregulation and enterprise bargaining, global change and strategic change management.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 20-minute group presentation (10%), one 1,500-word group assignment (20%), one internet exercise and 2,000-word review paper (40%), one 1,500-word take home exam (30%).

Recommended Reading:

Bamber, G., Park, F., Lee, C., Ross, P. and Broadbent, K. *Employment relations in the Asia Pacific: changing approaches*. Sydney, Allen & Unwin, 1998.

BUA51IFI INTERNATIONAL FINANCE (15 CPs Sem. I. B.) *Dr Kok-Boon Oh*

This subject deals with the workings of financial markets and the management of multinational business. The starting point is an examination of the structure and development of the international monetary system, which provides the macro financial environment in which multinational business firms operate. Within this framework, the behaviour of these firms is examined with special emphasis on investment, financing, and hedging decisions. Students have the opportunity to learn about the international framework within which firms operate, the market forces that effect relative values of assets such as exchange rates and interest rates in the international market place. Students should develop knowledge of the mechanics of foreign exchange markets and effectively managing foreign exchange and interest rate risk.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,500-word assignment (40%), one 2.5-hour test (40%), one 20-minute class presentation and class participation (20%).

Prescribed Reading:

Madura, J. *International financial management*. 7th edn, Thompson International, 2002.

BUA51MAB MONEY AND BANKING (15 CPs Sem. I. B.) *Dr Kok-Boon Oh*

This subject combines a theoretical and empirical approach with comparisons being made between the domestic and overseas financial systems. Specifically the subject provides insights into the operation of the financial system, different sources and types of finance, and the major impacts on equity prices, interest rates and exchange rates. It outlines the features of derivative markets and risk management, explains how the futures and options markets work, who the major participants in the markets are, and how the markets can be used to reduce risk. Students are expected to distinguish between types of financial markets and institutions according to their main functions and identify the range of financial products and services offered by financial intermediaries. Students will have the opportunity to describe and illustrate the price, yield and discount rate of financial instruments, and identify the techniques involved in the use of derivative instruments.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2-hour multiple choice mid-term examination (30%),

one 20-minute class presentation (30%), one 2.5-hour final exam (40%).

Prescribed Reading:

Viney, C. *Financial institutions, instruments and markets*. 3rd edn, McGraw-Hill, 1997.

BUA51MAE MANAGERS AND ETHICS (15 CPs Sem. I. B.)

This subject assists students to identify ethical decision-making at personal, professional and organisational levels. It contributes to the development of the repertoire of skills managers' need. Students will examine the interplay between ethical behaviour and thinking at strategic, organisational, professional and personal levels, and determine steps to balance them more effectively. By completion of the subject students will understand what constitutes an ethical dilemma in the contemporary global environment, know the cultural and philosophical traditions that influence behaviour, and have improved skills in ethical decision-making.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: two, 1,000-word assignments (40%), one 20-minute presentation (20%), one 2-hour examination (40%).

BUA51MFN MANAGEMENT FINANCE (15 CPs Sem. I. B.) *Mr Sanjoy Bose*

This subject is designed to provide students with knowledge and skills in financial management. The central theme deals with advanced understanding of the basics of internal financial management, and how financial policy affects risk and profitability in the growth of a firm, and hence the value of the firm. Students consider the management finance unit, potentially its goal of maximisation of the value of the firm through management of three key decision areas. In turn, this requires a consideration of the requisite debt and equity financing, and the need for efficient management of working capital to ensure adequate liquidity and timely cash flows.

Prerequisite: BUA41FMA or BUA42FMA or BUA50MFN.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 1-hour mid-term test (20%), one final 2.5-hour test (40%), one 2,500-word group research assignment (40%).

Prescribed Reading:

Brigham, E. *Fundamentals of financial management*. 9th edn, Dryden Press, 1999.

BUA51MIS MANAGEMENT INFORMATION SYSTEMS 5 (15 CPs Sem. I. B.)

Dr David Wilkinson

This subject introduces a managerial approach to information systems and applications. The strategic use of computer systems and computer resources, and the use of systems to enhance organisational effectiveness, are also examined. Students study computer-based information systems and identify how these systems may create a competitive advantage. The understanding of better products, enhancing existing services using technology and creating new business opportunities through the use of technology, is also developed.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: two 1,000-word minor case studies (40%), one 2,000-word major case study (40%), one 15-minute group presentation (20%).

Prescribed Reading:

Turban, McLean and Wetherbe *Information technology for management transforming business in the economy*. 3rd edn, John Wiley & Sons, 2002.

BUA51RMA RISK MANAGEMENT (15 CPs Sem. I. B.) *Dr Kok-Boon Oh*

The tools and techniques of hedging interest and exchange rate risk are dealt with in this subject. It begins with an overview of the factors leading to the rise of risk management as a professional activity and academic discipline. Students examine background material such as the structure of money and bond markets and the determination and term structure of interest rates. This is followed by a survey of the product set, including forward and futures contracts, options and swaps. The financial risk management strategy is then discussed, including security design. Students will also have an opportunity to learn measurement and management of foreign exchange risk.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 1,000-word case study and class participation (20%), one 3,000 word research assignment (40%), one 2.5-hour test (40%).

Prescribed Reading:

Saunders, A. and Lange, H. *Financial institutions management: a modern perspective*. 1st Australian edn, McGraw Hill, 1998.

BUA51SMA SERVICES MARKETING AND MANAGEMENT (15 CPs Sem. I. B.)

Mr Geoffrey Durden

The management of customer service process is examined in a wide variety of sectors, including business services, consumer services, non-profit and government services, and distributive services. The subject develops an understanding of the service encounter and the customer's experience, which is a function of the interplay between the inanimate environment, service personnel, equipment and facilities, and other customers. Service design, operation, and quality management are emphasised. The interface between marketing, operations, and human resource management receives special attention, while services marketing and management are examined in a variety of organisations including manufacturing, professional services, financial services, tourism and hospitality services and health services.

Prerequisite: BUA50MKG or BUA51MKG or BUA52MKG.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 1,500-word research paper Part A (30%), one 1,000-word research paper Part B (20%), one 1,000-word research paper Part C (20%), one 1,000-word research paper Part D (20%), class participation (10%).

Recommended Reading:

Lovelock, G., Petterson, P. and Hoffman, K. *Services marketing – Australia and New Zealand*. 4th edn, Dryden Press Harcourt Brace, 1999.

BUA51SMP STRATEGIC MANAGEMENT OF INTELLECTUAL PROPERTY

(15 CPs Sem. I. B.) *Mr Sanjoy Bose*

Offer is subject to minimum enrolments.

This subject focuses on the value-adding that may arise from the ownership of intellectual property. It approaches the issue through the use of case studies that are considered not for their legal interest, but for their commercial interest. The question to be dealt with is the line between profit, value and intellectual property ownership. Case studies will be used to illustrate the importance of intellectual property management, and the link between ownership of trademarks, patents, designs and copyright, in the development of revenue and profits. Issues such as the ownership of patents and the defending of patents will be placed in a commercial context, as will questions of the strategic value of intellectual property ownership in the 'clever economy'.

Class requirements: one 3-hour seminar, minimum 80% attendance required.

Assessment: one 2-hour final test (40%), one 20-minute class presentation (20%), one 1,500-word paper (30%), one 20-minute seminar on case studies (10%).

Prescribed Reading:

Klein, D. *Strategic management of intellectual capital*. Butterworth Heinemann, 1998.

BUA52ABE APPLIED BUSINESS ECONOMICS (15 CPs Sem. II. B.)

Dr David Wilkinson

This subject provides a basis for understanding price determination under various market structures (perfect competition, monopolistic competition, oligopoly and monopoly). The application of these theories will provide students with a knowledge and appreciation of the market structures that arise in economies. In addition, students will gain an understanding of the reasons for government interventions in the market place. Topics include consumer behaviour and demand, costs and supply, firm behaviour, price determination and the operation of markets.

Class requirements: one 3-hour seminar per week, minimum 80% attendance required.

Assessment: one 2,000-word assignment (40%), two 45-minute class tests (20%), one 2-hour examination (40%).

Prescribed Reading:

Gans, J., King, S. and Mankiw, G. *Principles of microeconomics*.
Harcourt Brace, 1999.

BUA52AHR ADVANCED AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT (15 CPs Sem. II. B.) *Dr Lynne Bennington*

See BUA51AHR for full subject details.

BUA52AMF ADVANCED MANAGEMENT FINANCE (15 CPs Sem. II. B.) *Mr*

Sanjoy Bose

See BUA51AMF for full subject details.

BUA52AMI ADVANCED MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. II. B.) *Dr David Wilkinson*

See BUA51AMI for full subject details.

BUA52AMK ADVANCED AND INTERNATIONAL MARKETING (15 CPs Sem. II. B.) *Mr Geoffrey Durden*

See BUA51AMK for full subject details.

BUA52BAM BUSINESS ANALYSIS AND MODELLING (15 CPs Sem. II. B.)

Mr Sanjoy Bose

See BUA51BAM for full subject description.

BUA52BCO BUSINESS COMMUNICATIONS (15 CPs Sem. II. B.) *Mr Bret Slade*

See BUA51BCO for full subject description.

BUA52BIM BUSINESS IMPROVEMENT METHODOLOGY (15 CPs Sem. II. B.) *Dr Richard Pech*

See BUA51BIM for full subject description.

BUA52CST CORPORATE STRATEGY (15 CPs Sem. II. B.) *Mr Bret Slade*

See BUA51CST for full subject description.

BUA52EBP ENTREPRENEURIAL BUSINESS PLAN (15 CPs Sem. II. B.) *Dr Richard Pech*

See BUA51EBP for full subject description.

BUA52EMT EVOLUTION OF MANAGEMENT THEORY (15 CPs Sem. II. B.) *Mr Bret Slade*

See BUA51EMT for full subject description.

BUA52FTS FUNDING TECHNOLOGY START-UPS (15 CPs Sem. II. B.) *Mr Sanjoy Bose*

See BUA51FTS for full subject description.

BUA52IER INTERNATIONAL EMPLOYMENT RELATIONS (15 CPs Sem. II. B.) *Professor Raymond Harbridge*

See BUA51IER for full subject description.

BUA52IFI INTERNATIONAL FINANCE (15 CPs Sem. II. B.) *Dr Kok-Boon Oh*

See BUA51IFI for full subject description.

BUA52MAB MONEY AND BANKING (15 CPs Sem. II. B.) *Dr Kok-Boon Oh*

See BUA51MAB for full subject description.

BUA52MAE MANAGERS AND ETHICS (15 CPs Sem. II. B.) *See*

BUA51MAE for full subject description.

BUA52MFN MANAGEMENT FINANCE 5 (15 CPs Sem. II. B.) *Mr Sanjoy Bose*

See BUA51MFN for full subject description.

BUA52MIS MANAGEMENT INFORMATION SYSTEMS 5 (15 CPs Sem. II. B.) *Dr David Wilkinson*

See BUA51MIS for full subject description.

BUA52RMA RISK MANAGEMENT (15 CPs Sem. II. B.) *Dr Kok-Boon Oh*

See BUA51RMA for full subject description.

BUA52SMA SERVICES MARKETING AND MANAGEMENT (15 CPs Sem. II. B.) *Mr Geoffrey Durden*

See BUA51SMA for full subject description.

BUA52SMP STRATEGIC MANAGEMENT OF INTELLECTUAL PROPERTY

(15 CPs Sem. II. B.) *Mr Sanjoy Bose*

See BUA51SMP for full subject description.

BUA50RP3 MBA RESEARCH PROJECT (3) (45 CPs Sem. All year. B.) *Dr Lynne Bennington*

Enrolment is subject to approval by the Program Director. 75% of the MBA program must be completed successfully.

This subject provides students with the opportunity to investigate management issues and processes through a research project.

Theoretical or applied management issues may be examined with supervision being provided on an individual basis. The subject aims to provide an analytical context within which candidates have the opportunity to apply a high degree of original thinking and to demonstrate their conceptual understanding of management principles and practice.

Prerequisite: appropriate research design and method subjects at undergraduate level.

Class requirements: supervised individual research.

Assessment: one 15,000-word research project (100%).

BUA50RP4 MBA RESEARCH PROJECT (4) (60 CPs Sem. All year. B.) *Dr Lynne Bennington*

See BUA50RP3 for full subject description.

Assessment: one 20,000-word research project (100%).

BUA51RP1 MBA RESEARCH PROJECT (1) (15 CPs Sem. I. B.) *Dr Lynne Bennington*

See BUA50RP3 for full subject description.

Assessment: one 5,000-word research project (100%).

BUA51RP2 MBA RESEARCH PROJECT (2) (30 CPs Sem. I. B.) *Dr Lynne Bennington*

See BUA50RP3 for full subject description.

Assessment: one 10,000-word research project (100%).

BUA52RP1 MBA RESEARCH PROJECT (1) (15 CPs Sem. II. B.) *Dr Lynne Bennington*

See BUA51RP1 for full subject description.

BUA52RP2 MBA RESEARCH PROJECT (2) (30 CPs Sem. II. B.) *Dr Lynne Bennington*

See BUA51RP2 for full subject description.

SCHOOL OF BUSINESS

Head of School: Dr Brian Graetz

Department of Accounting and Management

Head of Department: Professor David Brown

Department of Economics and Finance

Head of Department: Professor Imad Moosa

In honours degrees, graduate and postgraduate diplomas and higher research degrees, the School of Business prepares candidates to make professional contributions in government and in public and private corporations in Australia and overseas.

Courses blend high level analytical skills with practical knowledge of industry, the economy and our trading partners across a broad range of disciplines including: accounting, business, management, marketing, human resource management, economics and finance.

Graduates are expected to work effectively in a multidisciplinary team environment and be skilled communicators. They will learn independently, have sound problem-solving and decision-making skills, and have an understanding of ethical and social responsibilities.

Study and research completed in honours degrees, graduate and postgraduate diplomas provide a foundation of theoretical and applied knowledge and skills consistent with international best practice.

Higher degree studies in accounting, economics, econometrics, human resource management, management, marketing, business and finance provide the opportunity for research that contributes to the growth of business expertise in Australia. Senior members of the School of Business supervise research by candidates who seek a Master of Arts, Master of Business, Master of Commerce, Master of Economics, or Doctor of Philosophy.

Department of Accounting and Management

Postgraduate enquiries: Ms Chiara Condotta
Tel: (03) 9479 1248
Email: business@latrobe.edu.au

The Department of Accounting and Management has primary responsibility within the School for teaching and research in accounting, human resource management, marketing and management.

Department of Economics and Finance

Postgraduate enquiries: Ms Chiara Condotta
Tel: (03) 9479 1248
Email: business@latrobe.edu.au

The Department of Economics and Finance is responsible for teaching and research in the areas of economics, econometrics, finance and information systems as well as incorporating the agricultural, environmental and resource areas of study.

- Doctor of Philosophy
- Master of Arts (by Research)
- Master of Business (by Research)
- Master of Commerce (by Research)
- Master of Economics (by Research)
- Postgraduate Diploma in Accounting¹
- Postgraduate Diploma in Economics¹
- Postgraduate Diploma in Human Resource Management
- Postgraduate Diploma in Marketing
- Graduate Diploma in Accounting¹
- Graduate Diploma in Business Studies¹
- Graduate Diploma in Econometrics¹
- Graduate Diploma in Economics¹

Key: ¹ for complete subject descriptions, refer to the *Undergraduate Handbook*.

Doctor of Philosophy (ECPHD)

The School has a long tradition of providing outstanding doctoral supervision. For nearly three decades it has been one of the major PhD granting institutions in Australia. Its graduates now work at the highest levels in a variety of universities throughout Australia and Asia and for corporations and governments. For a course description, see Doctor of Philosophy in the Faculty of Law and Management at the start of the chapter.

Master of Arts (ECMAR), Master of Business (LMMBR)

Master of Commerce (SSMCR)

Master of Economics (ECMER)

The Faculty offers research opportunities for study towards the above Masters courses. For course descriptions, see the entries of the Masters degrees in the Faculty of Law and Management at the start of this chapter.

Postgraduate Diploma in Accounting (ECGA)

This program is designed for graduates who majored in accounting and who desire to extend their studies of advanced theory and practice. Students may choose to enrol in this course to facilitate entry to a research degree, such as Master of Commerce or PhD in accounting.

Admission requirements

A Bachelor degree with a major in accounting is required, with at least a 'C' grade average at third year level.

Course structure

Candidates are required to complete the equivalent of eight subjects at fourth-year, including Research Methodology, and submit a thesis equivalent to either three subjects (15,000 words) or four subjects (20,000 words). All subjects are valued at 15 credit points. Subjects may be chosen from:

| Sem. | | Subject code |
|------|---|--------------|
| 1 | Research Methodology (core) | MGT41RMA |
| 1 | Issues in Financial Reporting | ACC41IFR |
| 1 | Advanced Tax | ACC41ATA |
| 1 | Contemporary Issues in Management | MGT41CIM |
| 1 | Management Accounting | ACC41MAC |
| 1 | Theory in Marketing | MKT41TIM |
| 1 | Financial Management | FIN41FMA |
| 2 | Advanced Strategic Management | MGT42ASM |
| 2 | Management Information Systems | BUS42MIS |
| 1 | Leadership in Organisations | MGT41LED |
| 1 | Organisational Dynamics | MGT41ODY |
| 1 | Remuneration and Performance Management | MGT41RPM |

Postgraduate Diploma in Economics (LMPE)

This course is designed for students who have completed a Bachelor degree in economics, finance, commerce or business. The course provides an opportunity for students to study advanced topics in economics and to undertake supervised research.

Admission requirements

A bachelor degree in economics or commerce, finance or business, majoring in economics is required, with at least a 'C' grade average at third year level.

Course structure

Candidates must complete up to five subjects including either Macroeconomics or Microeconomics at fourth-year level. In addition, candidates must submit a thesis equivalent to three subjects (15,000 words).

| Sem. | | Subject code |
|------|------------------------------------|--------------|
| 1 | Advanced Managerial Economics | ECO41AME |
| 1 | Econometric Methods | ECO41EME |
| 1 | Financial Management | FIN41FMA |
| 1 | International Monetary Economics | ECO41IME |
| 1 | Labour Economics | ECO41LEC |
| 1 | Macroeconomics | ECO41MAE |
| 1 | Microeconomics | ECO41MIE |
| 1 | Foreign Direct Investment | FIN41FDI |
| 2 | Environmental Economics and Policy | ECO42EEP |
| 2 | Financial Econometrics | ECO42FEC |
| 2 | History of Economic Theory | ECO42HET |
| 2 | International Trade | ECO42ITR |
| 2 | Management Information Systems | BUS42MIS |
| 2 | Monetary Economics | ECO42MNE |
| 2 | Public Policy | ECO42PPO |
| 2 | International Financial Management | FIN42IFM |

Postgraduate Diploma in Human Resource Management (LMPHRM)

This course is designed for graduates who majored in human resource management and who wish to extend their studies to an advanced level. The program provides a combination of subjects by coursework and organisation-based applied work.

Admission requirements

Entry to the program will be on the basis of academic performance in the undergraduate degree. A bachelor degree with a major in human resource management is required. The normal expectation is at least a 'C' grade average in the third year subjects of the relevant discipline area.

Course structure

| Sem. | | Subject code |
|------|---|--------------|
| 1 | Leadership in Organisations | MGT41LED |
| 1 | Remuneration and Performance Management | MGT41RPM |
| 1 | Research Methodology | MGT41RMA |
| | Either | |
| 1 | Contemporary Issues in Management | MGT41CIM |
| | Or | |
| 1 | Organisational Dynamics | MGT41ODY |
| 2 | Applied Project | BUS42APR |

| | | |
|---|--|----------|
| 2 | Human Resource Practicum | MGT32HRP |
| 2 | Advanced Strategic Management | MGT42ASM |
| 2 | An elective approved by the program co-ordinator | |

Postgraduate Diploma in Marketing (LMPM)

This program is designed for graduates who majored in marketing. The program provides a combination of subjects by coursework and organisation-based applied work.

Admission requirements

Entry to the program will be on the basis of academic performance in the undergraduate degree. An undergraduate degree with a major in marketing is required. The normal expectation is at least a 'C' grade average in the third-year subjects of the relevant discipline area.

Course structure

| Sem. | | Subject code |
|------|--|--------------|
| 1 | Social and Environmental Marketing | MKT41SEM |
| 1 | Relationship Marketing | MKT41REM |
| 1 | Research Methodology | MGT41RMA |
| 1 | Theory in Marketing | MKT41TIM |
| 2 | Applied Project | BUS42APR |
| 2 | Advanced Strategic Management | MGT42ASM |
| 2 | Marketing Practicum | MKT32MPR |
| 2 | An elective approved by the program co-ordinator | |

Graduate Diploma in Accounting – Bundoora (LMGA), Shepparton (LMGAP)

This graduate diploma has been accredited as a conversion course by both CPA Australia and the Institute of Chartered Accountants in Australia (ICAA). This enables graduates who did not take an accounting major as part of their undergraduate degree to become professional accountants. It also allows students who have overseas qualifications in accounting to qualify for membership with the two Australian professional accounting bodies.

Admission requirements

An Australian degree or approved equivalent in any discipline.

Course structure

To fulfil the requirements of the Graduate Diploma in Accounting, students must satisfactorily complete a minimum of eight subjects (each worth 15 credit points). No more than two first-year subjects can be included, while a minimum of three third-year subjects must be chosen from those offered by the School of Business.

Professional accreditation

For professional accreditation with CPA Australia and the Institute of Chartered Accountants in Australia (ICAA) candidates are required to satisfactorily complete 15 designated subjects (listed below). However, depending on a student's academic background, some exemptions/advanced standing may be granted.

To fulfil the requirements of the Graduate Diploma in Accounting, students must satisfactorily complete a minimum of eight subjects. No more than two first-year subjects can be included, while a minimum of three third-year subjects must be chosen from those offered by the School of Business. Electives must be taken at second and third-year levels. For complete subject descriptions, refer to the *Undergraduate Handbook*.

Year 1

| Sem. | | Subject code |
|------|-------------------------------------|--------------|
| 1 | Accounting for Management Decisions | ACC11AMD |
| 1 | Introductory Microeconomics | ECO11MI |
| 1 | Management Information Systems 1 | BUS11MIS |
| 1 | Law of Commercial Contract | LST11LCC |
| 2 | Business and Economic Statistics | ECO12BES |
| 2 | Financial Accounting 1 | ACC12FNA |
| 2 | Introductory Macroeconomics | ECO12IMA |
| 2 | Law of Business Association | LST12LBA |

Year 2

| | | |
|---|-------------------------|----------|
| 1 | Auditing | ACC31AUD |
| 1 | Financial Accounting 2 | ACC21FNA |
| 1 | Management Accounting A | ACC22MAA |
| 1 | Taxation | ACC31TAX |
| 2 | Finance | FIN22FIN |
| 2 | Financial Accounting 3 | ACC32FNA |
| 2 | Management Accounting B | ACC22MAB |

Graduate Diploma in Business Studies – Bundoora (LMGBS), Shepparton (LMGBSS)

This program is designed to enable graduates to extend their studies into areas of interest that were not included in their primary degree. Students gain specialist knowledge in their chosen discipline by studying core management, marketing or human resource management subjects, and elective subjects allow them to investigate related areas of interest.

Admission requirements

A Bachelor degree in any discipline is required.

Course structure

The course comprises eight subjects (120 credit points), including at least three subjects at third-year level. The program may be undertaken on either a one year full-time or two year part-time basis.

The following specialisations are available for 2004:

Human Resource Management

| Sem. | | Subject code |
|------|--|----------------|
| 1,2 | Human Resource Management 2 | MGT21HRM/22HRM |
| 1 | Human Resource Development | MGT21HRD |
| 1,2 | Organisational Behaviour | MGT21OBE/22OBE |
| 2 | International Human Resource Management | MGT32IHR |
| 2 | Human Resource Information Systems | MGT32HRI |
| 2 | Organisational Change and Development | MGT32OCD |
| plus | Electives (choose two) | |
| 1 | Strategic Management | MGT31SMG |
| 1 | Industrial Relations | ECO31IRE |
| 2 | Interpersonal Skills and Conflict Management | MGT22ISC |
| 1 | Employment and Labour Relations Law | LAW21ELR |
| 2 | Human Resource Management Practicum (subject to application and quota) | MGT32HRP |

Management

| Sem. | | Subject code |
|------|---------------------------------------|----------------|
| 1,2 | Organisational Behaviour | MGT21OBE/22OBE |
| 1 | Strategic Management | MGT31SMG |
| 1 | International Management | MGT31IMG |
| 2 | Business Ethics | MGT22BET |
| 2 | Organisational Structure and Design | MGT32OSD |
| 2 | Organisational Change and Development | MGT32OCD |
| plus | Electives (choose two) | |
| 1,2 | Human Resource Management 2 | MGT21HRM/22HRM |
| 1,2 | Business Communications | MGT21BCO/22BCO |
| 1,2 | Marketing Principles and Practice | MKT21MPP/22MPP |
| 1,2 | Finance | FIN21FIN/22FIN |

Marketing

| Sem. | | Subject code |
|------|--|----------------|
| 1,2 | Marketing Principles and Practice | MKT21MPP/22MPP |
| 1 | Marketing Communication | MKT31MCO |
| 2 | Strategic Marketing | MKT32SMK |
| 1 | Consumer Behaviour | MKT21CBE |
| 2 | Services Marketing | MKT22SMA |
| 2 | Marketing Research | MKT32MRE |
| plus | Electives (choose two) | |
| 1 | International Marketing | MKT31IMK |
| 1,2 | Human Resource Management 2 | MGT21HRM/22HRM |
| 1,2 | Organisational Behaviour | MGT21OBE/22OBE |
| 2 | Marketing Law | LAW22MAL |
| 2 | Marketing Practicum (subject to application and quota) | MKT32MPR |

Graduate Diploma in Econometrics (ECGET)

This course is designed for those who wish to acquire knowledge of econometric theory and practice, which is in demand in practically every branch of commerce, business and economics. Prior to admission candidates are required to demonstrate an aptitude for mathematical and statistical work.

Admission requirements

A Bachelor degree in any discipline is required.

Course structure

The course consists of eight subjects (120 credit points), including one or two compulsory subjects depending on previous studies. All candidates must complete successfully at least three subjects at third or fourth-year levels. Students who hold a degree with a major in economics must undertake Microeconomics or Macroeconomics at fourth-year level, while all other candidates are required to complete successfully Microeconomic Theory and Macroeconomic Theory at second-year level. The remaining subjects must be chosen from the list below. All subjects are worth 15 credit points.

| Sem. | Subject code |
|------|--|
| 1 | Advanced Managerial Economics ECO41AME |
| 1 | Business Statistics ECO21BST |
| 1 | Econometric Methods 3 ECO31EME |
| 1 | Econometric Methods 4 ECO41EME |
| 2 | Applied Econometrics ECO32AEC |
| 1,2 | Finance FIN21FIN/22FIN |
| 2 | Financial Econometrics ECO42FEC |

Graduate Diploma in Economics (ECGE)

This program is designed for graduates who wish to obtain an understanding of core economic theory and its application to one specialised cognate discipline.

Admission requirements

A Bachelor degree in any discipline is required.

Course structure

The course consists of eight subjects (120 credit points), including at least three subjects at the third or fourth-year levels. Students who hold a degree with a major in economics must undertake Microeconomics or Macroeconomics at fourth-year level, while all other candidates are required to complete successfully Managerial Economics or Microeconomic Theory and Macroeconomic Theory at second-year level. The following specialisations will be offered in 2004:

Financial Management

| Sem. | Subject code |
|------|--|
| 1 | Corporate Finance FIN31CFI |
| 1,2 | Finance FIN21FIN/22FIN |
| 1 | Financial Management FIN41FMA |
| 2 | Financial Markets and Institutions FIN22FMI |
| 1 | International Financial Management FIN31IFM |
| 2 | Investment and Portfolio Management FIN32IPM |
| 1 | Financial Institutions Management FIN31FIM |
| 2 | Monetary Economics ECO42MNE |
| 2 | Financial Risk Management FIN32FRM |
| 2 | Applied Forecasting for Economics & Finance ECO22AFE |
| 2 | Computational Finance FIN32CLF |

International Trade and Finance

| Sem. | Subject code |
|------|---|
| 1 | Asia in the World Economy ECO31AWE |
| 1 | Global Trading Issues ECO21GTI |
| 1 | International Business Environment ECO21IBE |
| 1 | International Financial Management FIN31IFM |
| 2 | International Monetary Economics 3 ECO32IME |
| 1 | International Monetary Economics ECO41IME |
| 1 | International Trade 3 ECO31ITR |
| 2 | International Trade ECO42ITR |
| 2 | Modern World Economy ECO22MWE |

Public Policy Sem.

| | |
|------|-------------------------------|
| 1 | Industrial Relations |
| 2 | Public Policy |
| 2 | Macro Analysis |
| 2 | Micro Analysis |
| 1 | Global Environmental Issues |
| 1or2 | Plus three approved electives |

Subject code

| |
|----------|
| ECO31IRE |
| ECO42PPO |
| ECO32MAA |
| ECO32MIA |
| ECO21GEI |

SUBJECT DESCRIPTIONS

The subjects listed below are in alphanumeric order by subject code.

ACC41ATA ADVANCED TAXATION (15 CPs Sem. I. B.) *Co-ordinator to be advised*

Not available in 2004.

ACC41HTB COMMERCE HONOURS THESIS OPTION B (45 CPs Sem. I. B.)

Dr Darcy McCormack

This subject is offered in another semester.

Class requirements: regular consultation with a supervisor.

Assessment: one 15,000-word thesis (100%).

ACC41HTC COMMERCE HONOURS THESIS OPTION C (60 CPs Sem. I. B.)

Dr Darcy McCormack

This subject is offered in another semester.

Students undertake this subject as part of their Bachelor of Commerce (Honours). The research component of the program consists of 60 credit points. Students are required to undertake a thesis under the direct supervision of an academic staff member. Supervisors will discuss a range of topics relevant to the student's area of specialisation. Following consultation students will be required to submit a minor thesis for examination consistent with University guidelines.

Class requirements: regular consultation with a supervisor.

Assessment: one 20,000-word thesis (100%).

ACC41IFR ISSUES IN FINANCIAL REPORTING (15 CPs Sem. I. B.) *Mr John Goodwin*

In this subject students examine the evolution of accounting thought during the 20th century. This progression of ideas is related to the adoption of a series of research concepts and methods that have become available in accounting from both internal sources and also from related disciplines. The focus is on the growth of systems of ideas and objectives as integrated projects and ventures. Students become familiar with all pivotal and otherwise important contributions to accounting theory.

Class requirements: one two-hour seminar per week.

Assessment: one 10-minute individual class presentation and 500-word written summary (10%), one 3,000-word take home exam (75%), one 20-minute individual 1,000-word class presentation (15%).

Prescribed Reading:

Godfrey, J., Hodgson, A., and Holmes, S. *Accounting theory*. 4th edn, John Wiley and Sons, 2001.

ACC41MAC MANAGMENT ACCOUNTING (15 CPs Sem. I. B.) *Dr Prem Yapa*

In this subject, students examine in depth some aspects of contemporary management accounting. A major focus is the design of management accounting systems in an uncertain, changing environment. The subject materials consist primarily of theoretical and empirical research papers.

Class requirements: one 2-hour seminar per week.

Assessment: one 3,000-word essay (30%), one seminar presentation (20%), one 2-hour final examination (50%).

ACC41PGB POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS OPTION B (45 CPs Sem. I. B.) *Dr Darcy McCormack*

This subject is offered in another semester.

Postgraduate Diploma in Accounting Thesis Option B

Class requirements: regular consultation with a supervisor.

Assessment: one 15,000-word thesis (100%).

ACC41PGC ACCOUNTING THESIS (60 CPs Sem. I. B.) *Dr Darcy**McCormack*

This subject is offered in another semester

Students undertake this subject as part of the Postgraduate Diploma in Accounting. The research component of the program consists of 60 credit points. Students are required to undertake a thesis under the direct supervision of an academic staff member. Following consultation, students will be required to submit a minor thesis for examination consistent with University guidelines.

Class requirements: regular consultation with a supervisor.*Assessment:* one 20,000-word thesis (100%).**ACC42ATA ADVANCED TAXATION** (15 CPs Sem. II. B.) *Co-ordinator to be advised**Not available in 2004.***ACC42HTB COMMERCE HONOURS THESIS OPTION B** (45 CPs Sem. II. B.)*Dr Darcy McCormack*

See ACC41HTB for full subject description.

ACC42HTC COMMERCE HONOURS THESIS OPTION C (60 CPs Sem. II. B.)*Dr Darcy McCormack*

See ACC41HTC for full subject description.

ACC42PGB POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS**OPTION B** (45 CPs Sem. II. B.) *Dr Darcy McCormack*

See ACC41PGB for full subject description.

ACC42PGC POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS**OPTION C** (60 CPs Sem. II. B.) *Dr Darcy McCormack*

See ACC41PGC for full subject description.

BUS41HTC BUSINESS HONOURS THESIS OPTION C (60 CPs Sem. I. B.)*Dr Darcy McCormack**This subject is offered in another semester*

Students undertake this subject as part of the Bachelor of Business (Honours). The research component of the program consists of 60 credit points. Students are required to undertake a thesis under the direct supervision of an academic staff member. Supervisors will discuss a range of topics relevant to the student's area of specialisation. Following consultation students will be required to submit a minor thesis for examination consistent with University guidelines.

Class requirements: regular consultation with a supervisor.*Assessment:* one 20,000-word thesis (100%).**BUS42HTC BUSINESS HONOURS THESIS OPTION C** (60 CPs Sem. II. B.)*Dr Darcy McCormack*

See BUS41HTC for full subject description.

ECO41AME ADV MANAGERIAL ECONOMICS (15 CPs Sem. I. B.) *Dr David**Prentice*

This subject applies economic theory and game theory to develop strategic thinking for solving managerial problems. Applications include strategic pricing and investment, planning entry/exit and responding to similar moves by competitors, completion through innovation and product differentiation. In addition, skills are developed further through participation in a simulation game where students manage their own firm in direct competition with other students.

Prerequisite: only available to fourth-year and honours students.*Class requirements:* one 2-hour seminar per week.*Assessment:* four short answer problem sets (20%), group participation in a computer run simulation (20%), one 2-hour examination (60%).*Prescribed Reading:*

Besanko, D., Dranove, D. and Shanley, M. *Economics of strategy*. John Wiley and Sons, 1996.

ECO41DRE DIRECTED READINGS (15 CPs Sem. I. B.) *Professor Imad**Moosa**This subject is offered in another semester.*

An individual reading project. This subject will be available as necessary and at the discretion of the Head of Department. It may be taken only at third or fourth-year levels.

Class requirements: weekly consultation with supervisor.*Assessment:* one 4,000-word research report (100%).**ECO41EME ECONOMETRIC METHODS** (15 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject will mainly cover a number of topics in time-series econometrics and develops students' interest and understanding of the concurrent development of economics and finance theories. Topics covered are: (i) the basic econometrics, estimation, testing, and diagnostic checks, (ii) lagged models, short-run and long-run multipliers, adaptive and partial expectation models, (iii) stochastic difference equation models, ARMA models, model selection, (iv) non-stationary time series, testing for trends, and unit roots, co-integration, and causality testing, and (v) impulse response function and variance decomposition.

Class requirements: one 2-hour lecture and one 1-hour practical class per week.*Assessment:* four 500-word projects (50%), one 3-hour examination (50%).*Preliminary Reading:*

Gujarati, D. N. *Basic econometrics*. 3rd edn, McGraw Hill, 1995.

Maddala, G. S. *Introduction to econometrics*. 2nd edn, Maxwell Macmillan, 1991.

Prescribed Reading:

Enders, W. *Applied econometrics time series*. Wiley, 1995.

ECO41HTB ECONOMICS HONOURS THESIS OPTION B (45 CPs Sem. I. B.)*Dr Michael Harris**This subject is offered in another semester.**Class requirements:* regular consultation with supervisor.*Assessment:* one 15,000-word thesis (100%).**ECO41IME INTERNATIONAL MONETARY ECONOMICS** (15 CPs Sem. I. B.)*Mr Liam Lenten*

This subject focuses on exchange rate determination and open-economy macroeconomics. The topics cover international parity conditions and various models of exchange rate determination, including the monetary model, the flow model, the portfolio balance model, the currency substitution model and the news model.

Class requirements: two hours of lectures per week.*Assessment:* one 500-word written assignment (10%), one mid-semester exam (20%), one 3-hour final exam (70%).*Preliminary Reading:*

Moosa, I. A. *International finance: an analytical approach*. McGraw Hill, 1998.

Moosa, I. A. and Bhatti, R. H. *International parity conditions: theory, econometric testing and empirical evidence*. Macmillan, 1997.

Prescribed Reading:

Copeland, L. *Exchange rates and international finance*. 2nd edn, Addison Wesley, 1994.

ECO41LEC LABOUR ECONOMICS (15 CPs Sem. I. B.) *Professor John King*

This is a theoretical and empirical survey of labour economics, emphasising the Australian context, but drawing upon international comparisons. The subject begins with the theory of labour supply and demand, looks at internal labour markets, unions, inequality and unemployment, and concludes with an introduction to the analysis of labour market policy.

Class requirements: one 2-hour lecture per week.*Assessment:* one 3,000-word essay (30%), one 2-hour examination (70%).*Prescribed Reading:*

Norris, K. *The economics of Australian labour markets*. 5th edn, Longman, 2000.

ECO41MAE MACROECONOMICS (15 CPs Sem. I. B.) *Dr Michael Harris*

This subject deals with the main topics of modern macroeconomic theory at an advanced level and is designed to provide students with the theory, tools and techniques relevant to macroeconomic analysis. The subject covers issues on growth, business cycles and fiscal and monetary policy. Students are made aware of the application of these theories in the Australian context.

Class requirements: two hours of lectures per week..

Assessment: one 15-minute presentation (10%), one 2-hour final examination (60%), one 2,500 word essay (30%).

ECO41MIE MICROECONOMICS (15 CPs Sem. I. B.) *Dr Harry Clarke*

In this subject students study the microeconomics of business strategy. Simultaneous moves and sequential games are analysed and the competition paradigm expounded. The determination of firm boundaries (via optimal vertical integration and merger) is then discussed in an incomplete contracts setting where 'hold-up' provides a rationale for the existence of firms. Standard imperfectly competitive models are then expounded with an emphasis on commitment and rivalry issues. Strategic positioning for sustainable competitive advantage is then analysed followed by an analysis of bargaining strategy and principal versus agent games. The subject concludes with an economic analysis of corporate governance and the strategic implications of alternative management structures. Case studies examined include network economies (the internet, telecommunications, video games) and recent Australian corporate mergers.

Class requirements: two hours of lectures/seminar discussions per week.

Assessment: one 500-word written assignment (20%), one 2,000-word written report (20%), one 2-hour examination (60%).

Prescribed Reading:

Besanko, D., Dranove, D. and Shanley, M. *Economics of strategy*. John Wiley & Sons, New York, 2000.

ECO41PGB POSTGRADUATE DIPLOMA IN ECONOMICS THESIS

OPTION B (45 CPs Sem. I. B.) *Dr Michael Harris*

This subject is offered in another semester. Class requirements: regular consultation with a supervisor.

Assessment: one 15,000-word thesis (100%).

ECO42DRE DIRECTED READINGS (15 CPs Sem. II. B.) *Professor Imad*

Moosa

See ECO41DRE for full subject description.

ECO42EEP ENVIRONMENTAL ECONOMICS AND POLICY (15 CPs Sem. II. B.) *Dr John Kennedy*

This subject analyses the optimal management of the environment as a source of material, biological and recreational resources and as a sink for wastes generated from production and consumption. The efficacy of alternative policies for controlling pollution is examined, using the theory of externalities. Management of exhaustible resources, fisheries and forestry is considered, with applications to the international harvesting of southern bluefin tuna, and to management of mountain ash stands in the Central Highlands of Victoria. Additional topics such as the precautionary principle, and the preservation of biodiversity may also be treated.

Class requirements: two hours of lectures per week.

Assessment: one mid-semester test (20%), one 2,500-word review essay (20%), one 3-hour final examination (60%).

Prescribed Reading:

Perman, R., Ma, Y., McGilvray, J., and Common, M. *Natural resource and environmental economics*. Longman, 1999.

ECO42FEC FINANCIAL ECONOMETRICS (15 CPs Sem. II. B.) *Co-ordinator to be advised*

This subject covers time series and distributional properties of financial series and teaches how to model and estimate risk and return relationship of assets, estimate and test standard and non-standard capital asset pricing models and anomalies, evaluate portfolio performance, and test various efficient market hypotheses. Further, it covers modelling, estimating and forecasting financial markets' volatility, and modelling and estimating some derivative asset price series. On successful completion of this subject students should understand how and why financial market data differ from typical economic data, be aware of recent developments in econometrics designed for financial applications, and have obtained practical experience in application of these methods and in report writing based on the results of analyses designed for financial settings.

Class requirements: one 2-hour lecture and one 1-hour workshop per week..

Assessment: two major projects (50%), one 3-hour examination (50%).

Preliminary Reading:

Taylor, S. *Modelling financial time series*. Wiley and Sons, 1986.

Ball, R., et al. *Share markets and portfolio theory*. 2nd edn, University of Queensland Press, 1989.

Prescribed Reading:

Mills, T. C. *The econometric modelling of financial time series*. Cambridge UP, 1993.

ECO42HET HISTORY OF ECONOMIC THEORY (15 CPs Sem. II. B.) *Mr*

Michael Schneider

This subject examines, successively, at an advanced level, the history of classical and neo-classical economic theory. The first part of the subject involves an investigation of the theories of value, distribution and growth put forward by Quesnay, Adam Smith, Ricardo, Malthus, Marx and the neo-Ricardians. The second part turns to an examination of the marginal utility, marginal productivity and general equilibrium theories advanced by Menger, Bohm-Bawerk, Jevons, Marshall, Walras, Pareto and Barone. The subject includes a brief examination of the usefulness of the ideas of Popper, Kuhn and Lakatos in explaining the emergence of neo-classical economic theory and in comparing it with classical economic theory.

Class requirements: one 2-hour lecture and seminar session per week.

Assessment: two seminar papers (40%), one 3-hour final examination (60%).

Preliminary Reading:

Heilbroner, R. L. *The worldly philosophers*. 7th edn, Penguin, 1999.

Prescribed Reading:

Schumpeter, J. A. *History of economic analysis*. Allen and Unwin, 1954.

ECO42HTB ECONOMICS HONOURS THESIS OPTION B (45 CPs Sem. II. B.) *Dr Michael Harris*

See ECO41HTB for full subject description.

ECO42ITR INTERNATIONAL TRADE (15 CPs Sem. II. B.) *Dr Robert*

Waschik

Topics in international trade such as patterns and determinants of trade, protection and new trade theory are covered in this subject, as well as topics in trade policy, including regional trade agreements and the World Trade Organization.

Class requirements: two hours of lectures per week.

Assessment: one 1,500-word project (20%), one 1-hour mid-semester examination (20%), one 2-hour final examination (60%).

Prescribed Reading:

Markusen, J., Melvin, J., Kaempfer, W. and Maskus, K. *International trade: theory and evidence*. McGraw-Hill, 1995.

ECO42MNE MONETARY ECONOMICS (15 CPs Sem. II. B.) *Dr Gillian*

Hewitson

Not available in 2004.

ECO42PGB POSTGRADUATE DIPLOMA IN ECONOMICS THESIS

OPTION B (45 CPs Sem. II. B.) *Dr Michael Harris*

See ECO41PGB for full subject description.

ECO42PPO PUBLIC POLICY (15 CPs Sem. II. B.) *Dr Harry Clarke*

This subject deals with public economic issues. The implications of externalities, public goods and non-convexities for public policy are examined, and issues of collective choice and implementation are presented. The central topic of the course is the rationale for public intervention in decentralised economies. Case studies from Australia and other economies dealing with topics such as income distribution, microeconomic reform, taxation, the environment, health, education and social services illustrate the main theoretical ideas.

Class requirements: two 1-hour lectures per week.

Assessment: assignments (40%), one 2-hour final examination (60%).

FIN41FDI FOREIGN DIRECT INVESTMENT (15 CPs Sem. I. B.) *Dr Buly*

Cardak

Offer is subject to sufficient enrolment.

The subject deals with the financial, accounting and management aspects of foreign direct investment (FDI), with some reference to the economic theory behind this activity. The financial aspects of FDI include international capital budgeting, country risk, capital structure

and the cost of capital, international taxation, and transfer pricing. The accounting and management aspects of FDI are dealt with in the examination of transfer pricing as well as the evaluation and control function in multinationals. The treatment is based on theory, empirical evidence and the actual practice of multinationals.

Class requirements: one two-hour lecture per week.

Assessment: one mid-semester test (30%), one 3-hour final examination (70%).

Recommended Reading:

Moosa, I. A. *Foreign direct investment: theory, evidence and practice*. Palgrave, 2002.

FIN41FMA FINANCIAL MANAGEMENT (15 CPs Sem. I. B.) *Dr Darren Henry*

The theoretical and empirical aspects of financial management are covered, with topics including the cost of capital, the asset pricing model, the dividend decision, options and hybrid securities, stock market efficiency, capital structure decisions, and corporate takeovers and restructuring and capital raising initiatives.

Class requirements: one 2-hour seminar per week.

Assessment: one 1,500-word and one 2,000-word assignment (40%), one 3-hour examination (60%).

Prescribed Reading:

Peirson, G., Brown, R., Easton, S. and Howard, P. *Business finance*. 7th edn, McGraw Hill, 1998.

FIN41HTB FINANCE HONOURS THESIS OPTION B (45 CPs Sem. I. B.) *Dr Michael Harris*

This subject is offered in another semester

Class requirements: regular consultation with a supervisor.

Assessment: one 15,000-word thesis (100%).

FIN42HTB FINANCE HONOURS THESIS OPTION B (45 CPs Sem. II. B.) *Dr Michael Harris*

See FIN41HTB for full subject description.

FIN42IFM INTERNATIONAL FINANCIAL MANAGEMENT (15 CPs Sem. II. B.) *Professor Imad Moosa*

Offer is subject to sufficient enrolment.

The subject deals with the relevance of exchange rate forecasting to the financial operations of international business firms, including arbitrage, speculation, hedging, investment and financing. The starting point is a description of the international financial operations for which exchange rate forecasting is needed. Formal and informal models of exchange rate forecasting are described, and this is followed by an examination of technical analysis and trading rules. The subject then covers the issue of selection, implementation and monitoring of exchange rate forecasts. Some case studies are used to demonstrate how exchange rate forecasting is used in practical situations.

Class requirements: one 2-hour lecture per week.

Assessment: one 1,500-word assignment (30%), one 3-hour examination (70%).

Recommended Reading:

Moosa, I. A. *Exchange rate forecasting: techniques and applications*. Macmillan, 2000.

MGT41CIM CONTEMPORARY ISSUES IN MANAGEMENT (15 CPs Sem. I. B.) *Professor David Brown*

This subject addresses a diversity of issues of relevance to modern management theory and practice. Management theories and concepts are used to explain the effects of environment, culture, technology, strategy and human factors on decision-making in organisations. A central learning objective of the subject is the development of analytical skills necessary to evaluate research literature. Specific areas of management to be covered in the subject address issues in entrepreneurship and competitive strategy, emotional intelligence in the workplace, and organisational restructuring.

Class requirements: one 2-hour seminar per week.

Assessment: one 20-minute seminar presentation (15%), one 1,500-word research essay (25%), one 2-hour examination (60%).

MGT41LED LEADERSHIP IN ORGANISATIONS (15 CPs Sem. I. B.) *Ms*

Lynne Leveson

In this subject students will expand their understanding of several major theories of leadership (covered in Organisational Behaviour 2 – MGT21OBE/MGT22OBE) and will also be introduced to some lesser known leadership theories. In the lectures students will be provided with an overview of the history of research in leadership, including the research methods used by leadership researchers. The application of these theories to the work place will be explored. Students will be expected to become familiar with the leadership literature and to be able to interpret and critique this literature in relation to the Australian business context.

Class requirements: one 2-hour seminar per week.

Assessment: one 1,500-word assignment (30%), one 20-minute class presentation (20%), one 2-hour examination (50%).

Recommended Reading:

Robbins, Millelt Cacioppe and Walter-Marsh. *Organisational behaviour*. Prentice Hall, 2001.

MGT41ODY ORGANISATION DYNAMICS (15 CPs Sem. I. B.) *Dr Terri Joiner*

The evolution of organisation theory, including the more recent paradigms of organisation theory will be traced. Current controversies characterising the study of organisations are highlighted. Case studies are integrated with the subject to allow students the opportunity to apply the various theoretical concepts and models.

Class requirements: one 2-hour seminar per week.

Assessment: one 1,500-word research essay (30%), one 2-hour examination (60%), one 500-word case study (10%).

MGT41RMA RESEARCH METHODOLOGY (15 CPs Sem. I. B.) *Dr Kamran Ahmed, Professor David Brown, Dr Rosaria Burchielli*

The goal of this subject is to equip fourth-year students with the skills to successfully undertake a piece of independent research. The subject includes lectures on the selection and definition of a research problem, the preparation and evaluation of a research plan, sampling and measurement, data analysis and qualitative research methods. Towards the end of the semester, students are required to present a literature review and outline of their research proposal to a panel of staff for formal assessment.

Class requirements: one 2-hour seminar per week.

Assessment: one 3,000 word research proposal (30%), one 2-hour examination (50%), one 5-minute class presentation (10%), one 10-minute presentation of research proposal (10%).

MGT41RPM REMUNERATION AND PERFORMANCE MANAGEMENT (15 CPs Sem. I. B.) *Dr Darcy McCormack*

Students gain an appreciation of some of the key challenges facing contemporary human resource management. Various approaches to remuneration and performance management decisions are examined and reasons behind managerial decisions are analysed in the context of the employment relationship.

Class requirements: one 2-hour lecture per week.

Assessment: one 2,500-word research essay (25%), one seminar presentation (10%), one 3-hour examination (65%).

MGT42ASM ADVANCED STRATEGIC MANAGEMENT (15 CPs Sem. II. B.)

Professor David Brown

This subject will build on strategic management concepts developed in the subject Corporate Strategy 3 and will address the formulation of processes that emphasise the linking of people and marketing processes to strategic planning. In particular, the subject content will emphasise the practicalities of implementing strategic plans and relate these implementations to strategic theory. Students will use virtual corporation software to develop strategic plans and observe the corporate effects of their decisions. This action learning approach provides students with the opportunity to apply strategic theory to decision making processes and observe the effects of those decisions on the performance of a virtual corporation.

Class requirements: one 2-hour seminar/laboratory session per week.

Assessment: two 1,000-word written reports (40%), one 2-hour examination (60%).

MKT31ELM ELECTRONIC MARKETING (15 CPs Sem. I. B., BE., SI., WO.) *Mr Peter Lamb*

In this subject the aims are to develop and extend the theory and practice of marketing and marketing management to electronic technologies. Students will have an opportunity to apply skills learned in this subject, and other subjects, by combining the technical aspects of electronic technologies to the marketing interface of a business. The topics covered will include present position of electronic marketing in Australia, segmentation of electronic markets, marketing strategies for electronic technologies, interactive selling pricing and pricing policy for electronic markets, measuring performance of electronic marketing and managing change within the marketing organisation.

Prerequisite: MKT21MPP/MKT22MPP/MKT23MPP and either MKT22CBE or MKT22SMA. BE: MKT10ITM and at least one other 2nd year marketing subject.

Class requirements: one 3-hour seminar per week. Online: equivalent to three hours per week class contact.

Assessment: one 3,500-word electronic marketing project (60%), one 2-hour examination (40%).

Prescribed Reading:

Strauss, J. and Frost, R. *E. Marketing* Prentice-Hall, New York, 2001.

MKT41REM RELATIONSHIP MARKETING (15 CPs Sem. I. B.) *Mr Simon Pervan*

Offer is subject to sufficient enrolments

Relationship Marketing is one of the most important issues facing marketing today. Seen as a key to developing loyal customers, understanding how to build and maintain relationships is fundamental to efficiency and subsequently to achieving organisational outcomes. This subject involves an analysis of the key antecedents to strong relationships in marketing as well as the outcomes this achieves. The initial focus is on a critique of the traditional trust and commitment model of relationship marketing. However, attention is then drawn to the many evolving perspectives in this area.

Class requirements: one 2-hour seminar per week for 13 weeks.

Assessment: one 20-minute presentation (10%), one 1,500-word essay (30%), one 2-hour exam (60%).

Recommended Reading:

Egan, J. *Relationship marketing: exploring relational strategies in marketing* Pearson Education, 2001.

MKT41SEM SOCIAL AND ENVIRONMENTAL MARKETING (15 CPs Sem. I. B.) *Dr Clare D'Souza*

Offer is subject to sufficient enrolments.

Social and Environmental Marketing is structured around the traditional '4 Ps' of marketing, (i.e. Product, Price, Promotion and Plan) and explains how marketing mix decisions can and do influence environmental and social outcomes. It focuses on both research and concepts and reflects on recent marketing developments in society. *Class requirements:* one 2-hour lecture and one 1-hour tutorial per week.

Assessment: two 2,500-3,000-word essays (25% each), one 2-hour final exam (50%).

Recommended Reading:

Peattie, K. *Environmental marketing management: meeting the green challenge*. London: Pittman, 1995.

Andreasen, A. *Marketing social change: changing behaviour to promote health, social development, and the environment*. San Francisco: Jossey-Bass, 1995.

MKT41TIM THEORY IN MARKETING (15 CPs Sem. I. B.) *Ms Nichola Robertson*

This subject develops in students an advanced level of knowledge and skills in marketing theory and its application to marketing practice, and the further development of marketing theory through research. The subject examines contemporary philosophy of marketing science and the state of the marketing theory in a variety of selected key areas. Students develop knowledge and skills that enable them to undertake postgraduate research in marketing.

Class requirements: one 2-hour seminar per week.

Assessment: one 2,500-word special topic research paper (25%), one 500-word critique paper and presentation (20%), one 30-minute class debate (5%), one 2-hour written examination (50%).

Prescribed Reading:

Baker, M. J. *Marketing theory: a student text*. Business Press/Thompson Learning, 2000.

SCHOOL OF LAW AND LEGAL STUDIES

Location: Room 229, Social Sciences Building

Tel: (03) 9479 2284

Email: law&legal@latrobe.edu.au

The School offers postgraduate degrees both by research and coursework. For research students, supervision is available in either the Master of Laws, Master of Arts or Doctor of Philosophy. The School has postgraduate coursework programs in such areas as conflict resolution and global business.

Research studies

The School of Law and Legal Studies has a strong research culture. Students will find it a stimulating environment in which to work. Most of the staff have academic research qualifications, gained locally or overseas, and they are able to offer supervision of higher degrees by research across a wide range of legal fields.

The School's postgraduate coursework programs are backed by the staff's own active research and professional experience in these fields. The programs themselves provide opportunities for their students to conduct research.

With an LLB program, the School has expertise in each of the core areas of the law curriculum. Teaching legal studies on a large scale, it can also offer supervision in fields such as criminological studies. The School teaches business law in the University and it has a solid nucleus of staff with research interests in this field.

Among the areas of research strength in the School are: criminal law, criminal justice and criminology, corporations and commercial law, health and medical law, constitutional and administrative law, anti-discrimination law, the common law, international, comparative and Asian law, conflict resolution, legal services, social welfare and social policy.

An additional strength is the variety of research methods the School employs. The School's research practice enables attention to doctrine to be combined with theoretical perspectives and empirically based findings. This approach includes success with interdisciplinary work that offers insights into the thinking behind the law and the workings of the law in practice. As well as academic research, many staff are engaged in professional activities such as service on boards and tribunals, policy advice to law reform agencies, and legal practice. Examples of such work are: examinations of the workings of the magistrates' courts, examinations of systems to resolve intractable disputes, evaluations of crime prevention programs, studies of corporate law reform in areas such as electronic commerce, stock market manipulation and derivatives trading, assessment of the regulation of new medical technologies, consideration of the implications for public law of outsourcing and privatisation, evaluation of legal doctrines from a feminist perspective, analysis of the new multilateral trade agreements, international studies of the globalisation of law, and the reform of the Chinese, Indian, Indonesian and South African legal systems.

The School offers the following research programs:

- Doctor of Philosophy
- Doctor of Conflict Resolution (subject to approval – contact the School for more information)
- Doctor of Juridical Science (subject to approval – contact the School for more information)
- Master of Arts (by Research)
- Master of Laws (by Research)
- Masters of Laws in Global Business Law (by Coursework)
- Masters of Laws (by Coursework)
- Masters of Conflict Resolution
- Specialised graduate diploma or certificate.

Doctor of Philosophy (LMPHD)

The Faculty offers research opportunities for study towards the Doctor of Philosophy. For a course description, see Doctor of Philosophy in the Faculty of Law and Management at the start of this chapter. For details of staff's capacity to provide supervision see entries at www.latrobe.edu.au/law/research.

Master of Arts (by Research) (LMMAR)

For further details contact the School of Law and Legal Studies on (03) 9479 2284.

Master of Laws (by Research) (SSMLR)

For further details contact the School of Law and Legal Studies on (03) 9479 2284.

Coursework programs

The School offers the following coursework programs:

Specialist programs in conflict resolution

- Graduate Certificate in Conciliation and Ombuds Studies (no intake in 2004)
 - Graduate Certificate in Conflict Resolution
 - Graduate Diploma in Conflict Resolution
 - Graduate Diploma in Family Law Mediation
- #### *Specialist coursework programs in global business law*
- Graduate Certificate in Global Business Law
 - Master of Laws in Global Business Law
 - Masters of Laws
 - Master of Conflict Resolution

In addition, the School offers:

- Graduate Certificate in Fraud Investigation
- Graduate Diploma in Law and Legal Studies 1.

Key: '1' refer to the *Undergraduate Handbook* for complete course outline and subject descriptions.

CONFLICT RESOLUTION COURSES

Graduate Certificate in Conflict Resolution (LMCCR)

Course convenor: Dr Tom Fisher

This course offers students a practice-oriented qualification that can be completed over one year of part-time study. It is designed to articulate with the Graduate Diploma in Conflict Resolution. The course program is comprised of three compulsory subjects.

Admission requirements

Applicants must have completed an undergraduate degree, and submit a curriculum vitae and two professional references. In exceptional circumstances, students without an undergraduate degree but with an appropriate professional qualification and/or relevant experience may be admitted to the course.

Course structure

The course comprises 60 credit points: three compulsory subjects taken over one year of part-time study. Each subject is worth 20 credit points.

| Sem. Subject | Subject code |
|-------------------------|-------------------------------------|
| 1or2 Dispute Resolution | LAW41DR/LAW42DR/LAW51DR/LAW52DR |
| 1or2 Mediation | LAW41MED/LAW42MED/LAW51MED/LAW52MED |
| 1or2 Negotiation | LAW41NEG/LAW42NEG/LAW51NEG/LAW52NEG |

Graduate Diploma in Conflict Resolution (SSGCR)

Course convenor: Dr Tom Fisher

This diploma course provides an integrated program of theory, practice and research in conflict management, including negotiation and mediation, in a range of settings. It exposes students to both theoretical and practical issues in the field and provides an opportunity to develop specialist knowledge and skills in areas of conflict resolution of interest to the student. It can be completed over one year full-time study or two or more part time. There is also a possibility for supervised placement at organisations like the Dispute Settlement Centre of Victoria, the Equal Opportunity Commission, and the Australian Banking Industry Ombudsman.

The compulsory subjects in the Graduate Diploma in Conflict Resolution are taught either as intensive workshops (4-5 days) at the City Campus or over three weekends at the Bundoora Campus.

Admission requirements

Applicants must have completed an undergraduate degree, submit a curriculum vitae and provide academic and professional references. In exceptional circumstances, students without an undergraduate degree but with an appropriate professional qualification and/or relevant experience may be admitted to the course.

Course structure

The course comprises three compulsory, semester-length subjects totalling 60 points (though some may be taught as weekend blocks). In addition, students will be required to complete electives totalling 60 credit points from the following list of (15 credit point unless specified) subjects. The course may be taken over one year of full-time study, or two to three years part-time. Each subject is worth 20 credit points. Each elective may be offered in another semester as well.

Core subjects

| Sem. | Subject code |
|----------------------------------|--|
| 1or2 Dispute Resolution | LST41DRE/LST42DRE/ LST51DRE/LST52DRE LST42SCR/LST52SCR |
| 2 Seminar In Conflict Resolution | |
| 1or2 Mediation | LAW41MED/LAW42MED |

Electives

| | |
|--|-------------------|
| 1 Environmental Dispute Resolution | LAW41EDR/LAW51EDR |
| 1 Advanced Advocacy Law | LAW41AAD/LAW51AAD |
| 1 Negotiation (20 CPs) | LAW41NEG/LAW51NEG |
| 1 Advanced Communication Skills | LAW41ACS/LAW51ACS |
| 1 Advanced Skills in Managing Conflict | LAW41ADS/LAW51ADS |
| 1 Advanced Family Mediation | LAW41AFM/LAW51AFM |
| 1 Business Dispute Resolution | LAW41BDR/LAW51BDR |
| 1 Intercultural Aspects of Conflict Resolution | LAW41LAC/LAW51LAC |
| 1 International Commercial Dispute Resolution | LAW41ICD/LAW51ICD |
| 1 Work Grievance Dispute Management | LAW41WGD/LAW51WGD |
| 1 Victim-Offender Dispute Management | LAW41VOD/LAW51VOD |
| 1 Arbitration – Theory & Practice | LAW41ATP/LAW51ATP |
| 1 Issues in Conflict Resolution Practice & Theory | LAW41ICR/LAW51ICR |
| 1 Issues in Professional Practice | LAW41IPP/LAW51IPP |
| 1 Forensic Law | LAW41FOL/LAW51FOL |
| 1 Mediating & Negotiating Family Conflict (20 CPs) | LAW41MFC/LAW51MFC |
| 1 Conflict Resolution Work Placement* | LST41CRW/LST51CRW |
| 1 Conflict Resolution Research Project | LST41CRP/LST51CRP |

Key: * opportunities for placement are not guaranteed. Students seeking placement should consult with the course co-ordinator.

Graduate Diploma in Family Law Mediation (LMGFLM)

The Graduate Diploma in Family Law Mediation has been designed to meet, and in significant ways exceed, the requirements of the 1996 amendments to the Family Law Regulations regarding qualifications for family law mediators operating under the *Family Law Act*. Mediation is recognised as a 'primary dispute resolution' approach to separation-related conflict and is offered through the Family Court of Australia, Federal Magistrates Service, federally-subsidised community agencies, other social service and legal organisations, and private practitioners around Australia. The course provides an integrated program of general theory, practical skills and research in conflict resolution, as well as specialist knowledge in family law mediation. An important component is supervised placement at one of the leading federally-subsidised family mediation agencies in Melbourne, currently either the Family Mediation Centre or Relationships Australia. Successful completion of the course will enable current practitioners to upgrade their qualifications to meet the standards, allow those wishing to gain entry into the profession to attain the required qualifications, and permit others to gain useful knowledge and skills and satisfy personal interests in the field. Graduates currently are working with the Family Mediation Centre, Relationships Australia, Centacare and Lifeworks.

Admission requirements

Applicants must have an undergraduate degree, submit a curriculum vitae and provide academic and professional references, as well as attend a personal interview. In exceptional circumstances, students

without an undergraduate degree but with an appropriate professional qualification and/or relevant experience may be admitted to the course. Appropriately qualified students may be granted exemptions or credits for specific components of the course.

Course structure

This course has been designed with the needs of working professionals in mind, and normally completion takes two to three years part-time. Most subjects are currently taught at the Bundoora campus and normally take place at the beginning or end of the day or on weekends. In addition, placement supervision is conducted by senior staff from the Family Mediation Centre and Relationships Australia (Victoria).

Students in the Graduate Diploma in Family Mediation will be required to complete the following six subjects (20 credit points each, totalling 120 credit points).

| Sem. | | Subject code |
|------|---|-------------------|
| 1 | Family Law for Mediators | LAW41FLM |
| 1 | Mediating & Negotiating Family Conflict | LAW41MFC |
| 1 | Family Law Mediation Placement | LST41FMP |
| 1or2 | Dispute Resolution | LAW41DRE/LAW42DRE |
| 1or2 | Mediation | LAW41MED/LAW42MED |
| 2 | Family Law Mediation Seminar | LST42FMS |

Masters of Conflict Resolution (LMCF)

For further details contact the School of Law and Legal Studies on (03) 9479 2284.

OTHER POSTGRADUATE COURSES

Graduate Certificate in Fraud Investigation (LMCFI)

This course is designed with the key objective of working with the business community to increase the awareness of fraud-related offences. By equipping business practitioners with the required knowledge and skills, the course will lead to higher levels of detection and prevention of fraud.

Admission requirements

The course is open to people working in the field of investigation with appropriate professional qualifications and/or relevant experience. Successful graduates may be eligible for four credits towards an MBA.

Course structure

This course has been designed to meet the needs of working professionals and consists of one year of part-time study conducted at the City campus and delivered as one three-hour evening session per week. The course is also offered as an intensive program held over two weeks and caters for the needs of distance students. Subject areas covered include investigation, powers of search and seizure, forensic evidence, rules of evidence, elements of fraud-related offences, the Crimes Act, legal professional privilege, criminology, accounting investigations and computer crime. Students also undertake an extensive practical component that includes interviewing witnesses and providing evidence in court.

| Sem. | | Subject code |
|------|-------------------------------------|-------------------|
| 1or2 | Legal Framework | LST51LFR/LST52LFR |
| 1or2 | Fraud Investigation | LST51FRI/LST52FRI |
| 2 | Forensic Accounting and Criminology | ACC51FAC |
| 2 | Fraud Prevention and Detection | LST51FPD |

Master of Laws (by Coursework) in Global Business Law (LMMLGBC)

The program comprises eight subjects, which is the Australian standard requirement for a coursework LL.M. The course requires the completion of subjects totalling 120 credit points in a minimum of two semesters of full-time attendance or four semesters of part-time study. Students will be required to complete at least 90 credit points in Year 5 subjects.

Persons eligible to enrol in this program include:

- graduates in Law from Australian law schools
- associates in Melbourne law firms
- students enrolled in other LL.M programs in Australia
- foreign students with the requisite academic standing
- practitioners who wish to audit a subject.

Policy considerations in the program design included the following:

- the focus of the program would be highly differentiated
- a wide pool of potential applicants would be sought
- the teachers would be world-class legal academics
- the program would be offered on a part-time basis initially
- subjects offered would be capable of recognition by other Australian law schools.

All subjects offered are capable of being credited to other LL.M programs in Australia. The Australian practice is that up to four subjects from one LL.M program may be credited to another LL.M program.

The program commenced in the first two weeks of July 2002 when two intensive block release subjects were offered at the Stamford Plaza hotel in Melbourne. Arrangements have been made for similar block release subjects in 2003 and 2004.

Admission requirements

The admission requirement is a law degree from an Australian university or the international equivalent.

Course structure

Although this is a part-time program, it is possible to complete the degree in two semesters by taking and crediting subjects from another LL.M program. Up to three block release subjects are taught each year. Assessment is a 'take home' examination. In any semester, a minor thesis of 10,000 words equivalent to two subjects may be undertaken. Students may credit up to four subjects from any Australian LL.M program towards the La Trobe Law LL.M.

Graduate Certificate in Global Business Law (LMCGBL)

The satisfactory completion of any four subjects from the Master of Laws (LL.M) program in Global Business Law entitles the award of a Graduate Certificate in Global Business Law.

This certificate can be completed in one semester.

Graduate Diploma in Law and Legal Studies (LMGLLS)

The course has been designed to enable graduates of universities or comparable tertiary institutions to extend their study into law and legal studies. The program enables students to receive a broad introduction to law and legal studies or to focus on a particular area of professional development. The course is not intended to provide a qualification for practice, nor is it intended to provide an entry point to the law degree program or higher degree studies. For complete course and subject descriptions, please see the *Undergraduate Handbook*.

SUBJECT DESCRIPTIONS

The subjects listed below are in alphanumeric order by subject code.

LAW41ADS ADVANCED SKILLS (15 CPs Sem. I. B., CI.) B: Dr Tom Fisher , CI: Professor Tania Sourdin

This subject may be offered in another semester.

In this subject students will be introduced to higher level skills in resolving disputes and be trained to intervene in conflicts and disputes to resolve them. They will be taught to intervene and effectively diagnose the conflict or dispute and to choose the appropriate techniques and processes to resolve it constructively. The subject will develop the students' skills in research, presentation and communication (oral and written)

Prerequisite: LST41DRE or LST41DRE or LST51DRE or

LST52DRE or LST31DRE, and LST41MED or LST41MED or LST51MED or LST52MED.

Class requirements: Five 8-hour days of lectures, seminars and practicum. Attendance at 80% of classes mandatory. A 1-day seminar where students present and discuss their research takes place six weeks after the intensive workshop. The class requirements for this subject will total 39 hours.

Assessment: one 4,000-word essay (60%), class participation (20%), one 20-minute seminar presentation (20%).

Recommended Reading:

Sourdin, T. *Alternative dispute resolution*. Law Book Company, 2002.
Shailer, J. *Empowerment in dispute resolution, a critical analysis of communication*. Praeger, 1994.
Baruch-Bush, R. *The promise of mediation – responding to conflict through empowerment and recognition*. San Francisco: Jossey-Bass, 1994.

LAW41AFM ADVANCED FAMILY MEDIATION (20 CPs Sem. I. B., Cl.) B: Dr

Tom Fisher, B: Dr Lawrie Moloney

This subject may be offered in another semester.

Students taking this subject will be introduced to contemporary research and practice in the field of family mediation. Much of the material will focus on ways of enhancing the voice of children in separation-related disputes through the study of relevant research using audiovisual aids and through experiential learning supervised by professionals in the field. Students also may explore topics, such as procedures for assessing couples for their suitability for mediation, addressing issues of violence, working with lawyers, and the process of conciliation in property and children's matters.

Prerequisite: LST41DRE or LST42DRE or LST51DRE or LST52DRE, LST41MED or LST42MED or LST51MED or LST52MED, LST51MFC, LST51FLM.

Class requirements: five 8-hour days of lectures, seminars and practicum. Attendance at 80% of classes is mandatory.

Assessment: one 5,000-word research paper (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises equivalent to 1,000 words (20%).

Preliminary Reading:

Journal of family studies. v.9:1 and 9:2, 2003.

Fisher, L. and Brandon, M. *Mediating with families*. Prentice-Hall, 2002.

Prescribed Reading:

Saposnek, D. *Mediating custody divorces*. Jossey Bass.

LAW41ATP ARBITRATION – THEORY AND PRACTICE (15 CPs Sem. I. B.,

Cl.) B: Dr Tom Fisher, CI: Professor Tania Sourdin

This subject may be offered in another semester.

In this subject the practice and theory of arbitration is considered within the local and global community. The subject focuses upon commercial arbitration processes as well as models of domestic arbitration (Philadelphia arbitration) and conciliation and arbitration in a global setting.

Class requirements: block mode (10 sessions) over three weeks totalling 30 hours plus attendance at a one day research seminar. Attendance at 80% of classes is mandatory.

Assessment: one 4,000-word essay (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises totalling 1,000 words (20%).

LAW41EDR ENVIRONMENTAL DISPUTE RESOLUTION (15 CPs Sem. I. B.,

Cl.) B: Dr Tom Fisher, CI: Professor Tania Sourdin

This subject may be offered in another semester.

In this subject students learn the concepts of the environment, dispute and resolution; the breadth of disputes, encompassed by the term 'environmental dispute' and the unique characteristics that distinguish environmental disputes. They will learn to critically evaluate the existing adjudicative, administrative and consensual mechanisms for resolving environmental disputes; understand the compendium of dispute resolution methods covered by the expression 'alternative dispute resolution' (ADR). Focus will be on the basic principles impact upon the range of possible solutions to the resolution of environmental disputes, and the roles, functions and responsibilities of

local government, with particular reference to the regulatory framework in which environmental dispute resolution mechanisms must operate.

Prerequisite: LST41DRE or LST42DRE, LST51DRE or LST52DRE or LST31DRE and LST41MED or LST42MED, LST51MED or LST52MED.

Class requirements: five 8-hour days of lectures, seminars and practicum. Attendance at 80% of classes is mandatory.

Assessment: one 4,000 word essay (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises totalling 1,000 words (20%).

LAW41ICR ISSUES IN CONFLICT RESOLUTION PRACTICE AND THEORY

(15 CPs Sem. I. B., Cl.) B: Dr Tom Fisher, CI: Professor Tania Sourdin

This subject may be offered in another semester.

In this subject the emergent trends in conflict resolution practice and theory are addressed. For example, in 2004, the subject may focus upon responses to international terrorism and the relationship between conflict resolution practice and theory. Other possible topic areas include intractable conflict resolution, linguistic issues in multi party conflict resolution and technology enhanced conflict resolution. It is hoped that visiting experts in this area will assist to contribute to this subject which will run on a bi-annual basis and subject to student demand.

Prerequisite: LST41DRE or LST42DRE or LST51DRE or LST52DRE or LST31DRE and LST41MED or LST42MED or LST51MED or LST52MED.

Class requirements: five 8-hour days of lectures, seminars and practicum. Attendance at 80% of classes is mandatory.

Assessment: one 4,000-word research paper (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises totalling 1,000 words (20%).

LAW41MED MEDIATION (20 CPs Sem. I. B., Cl.) B: Dr Tom Fisher, CI:

Professor Tania Sourdin

This subject may be offered in another semester.

In the skills component of this subject, students will work with the mediation model and learn alternative approaches to deal with varying circumstances. Students also will investigate in greater depth theoretical issues and relevant empirical studies in mediation ethics, inter-cultural context, contingent third party interventions, power and empowerment, as well as other topics.

Class requirements: five 8-hour days of lectures, seminars and practicum. Attendance at 80% of classes is mandatory.

Assessment: one 4,000-word research paper (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises totalling 1,000 words (20%).

Preliminary Reading:

Sourdin, T. *Alternative dispute resolution*. Law Book, 2002.

Astor, H. and Chinkin, C. *Dispute resolution in Australia*. 2nd edn, Butterworths, 2002.

MED Materials Collection Recommended Reading:

Boulle, L. *Mediation: skills and techniques*. Butterworths, 2001.

LAW41MFC MEDIATING & NEGOTIATING FAMILY CONFLICT (20 CPs

Sem. I. B., Cl.) B: Dr Tom Fisher, Dr Lawrie Moloney

This subject may be offered in another semester.

In this subject, the family is the focus of and exploration of the resolution and management of conflict. After briefly considering the ongoing debate on the place of family in society, students draw upon narrative and systemic models in which largely constructivist models of conflict management are considered. These are set within a humanist emphasis on respect for individuality. Conciliation and mediation models are considered which promote principled negotiation within a task-oriented and time-limited framework. Students also will have the opportunity to deep-end the understanding and practice of negotiation acquired in LST51DRE/LST52DRE by planning, executing and critically evaluating a family-based negotiation of their own. Teaching and learning is both didactic and experiential.

Prerequisite: LST41DRE or LST42DRE or LST51DRE or LST52DRE, LST41MED or LST42MED or LST51MED or LST52MED.

Class requirements: one 3-hour seminar per week for 10 weeks plus an intensive 2-day workshop. Attendance at 80% of the classes is mandatory.

Assessment: one 3,000-word research paper (4th year), one 5,000-word research paper (5th year) (60%), two 1,000-word journals (40%).

Prescribed Reading:

Astor, H. and Chinkin, C. *Dispute resolution in Australia*. 2nd edn, Butterworths, 2002.

Fisher, L. and Brandon, M. *Mediating with families*. Prentice-Hall, 2002.

Winslade, J. and Monk, J *Narrative mediation*. Jossey Bass, 2000.

Wertheim, E. et al. *Skills for resolving conflicts*. Eruditions, 1998.

LAW41MIT MINOR THESIS (30 CPs Sem. All year. B.) *Professor Gordon Walker*

In consultation with the program director, students may choose an area in global business law in order to prepare and submit a minor thesis. Students undertaking this subject will be supervised by the program director. Students may enrol in this subject at the beginning of either semester and must submit by the end of semester two. The minor thesis does not require original research. It does require a review of the relevant literature.

Class requirements: individual research.

Assessment: one 10,000-word minor thesis (100%)

LAW41NEG NEGOTIATION (20 CPs Sem. I. B., Cl.) *B: Dr Tom Fisher; CI:*

Professor Tania Sourdin

This subject may be offered in another semester.

Students will study conflict resolution approaches suitable for use in negotiation in various settings. They will deepen and broaden the understandings and skills acquired in LST51DRE/LST52DRE, particularly the focus on underlying interests, and be introduced to further issues, such as conflict escalation, competitive versus cooperative approaches, and dealing with 'difficult people'. Students will explore the use of negotiation in their personal and family lives, as an adjunct to litigation, as a contract formation and within organisational settings. Although there is a strong focus on skills acquisitions, theoretical and empirical studies in the field will be introduced and form the basis for discussion and a research essay.

Prerequisite: LST41DRE or LST42DRE or LST51DRE or LST52DRE or LST31DRE and LST41MED or LST42MED or LST51MED or LST52MED.

Class requirements: five 8-hour days of lectures, seminars and practicum. Attendance at 80% of classes is mandatory.

Assessment: one 4,000-word research paper (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises totalling 1,000 words (20%).

Preliminary Reading:

Sourdin, T. *Alternative dispute resolution*. Law Book, 2002.

Astor, H. and Chinkin, C. *Dispute Resolution in Australia*. 2nd edn, Butterworths, 2002.

Fisher, R. et al. *Getting to yes*. 2nd edn, Hutchinson, 1995.

Prescribed Reading:

Lewicki, R., Saunders, D., and Minton, D. *Negotiation* 3rd edn, Irwin/McGraw-Hill, 1999.

Wertheim, E. et al. *Skills for resolving conflict*. Eruditions, 1998.

Recommended Reading:

Mnookin, R., Peppet, S. and Tulumello, A. *Beyond winning*. Harvard, 2000.

Koob, D. and Williams, J. *Everyday negotiation*. Jossey-Bass, 2003.

Ury, W. *Getting past go*. Business Books, 1991.

Fisher, R., and Ertel, D. *Getting ready to negotiate*. Penguin, 1995.

Speigel, N., Rogers, B. and Buckley, R. *Negotiation*. Butterworths, 1998.

LAW42MED MEDIATION (20 CPs Sem. I and II. B., Cl.) *B: Dr Tom Fisher;*

CI: Professor Tania Sourdin

LAW42MIT MINOR THESIS (30 CPs Sem. All year. B.) *Professor Gordon Walker*

See LAW41MIT for full subject description.

LAW51ILL INSTITUTIONS AND INSTRUMENTS (15 CPs Sem. I. B.) *Dr*

Jianfu Chen

Not available in 2004.

LST40FMP FAMILY LAW MEDIATION PLACEMENT (40 CPs Sem. All year. B.)

Dr Tom Fisher

Enrolment is conditional upon acceptance by a suitable placement organisation.

Students in this subject participate in a range of activities at a family mediation agency, including the conduct of mediation sessions as a co-mediator with a mentor. The objectives of the subject are to provide, under professional supervision, direct experience in mediating family law disputes; to enable students to receive feedback from qualified and experienced professional about their work as family law mediators; and to acquaint students with the ways in which leading family law mediation programs operate.

Prerequisite: Current enrolment in Graduate Diploma in Family Law Mediation. LST51DRE, LST52NAM, LST51FLM and PHE52MFC.

Co-requisite: Either LST51FLM and PHE52MFC may be taken concurrently with this subject if approved by the placement organisation.

Incompatible subject: L5FMP.

Class requirements: 109 hours of supervised placement work, including at least thirteen 2-hour face-to-face mediation sessions.

Assessment: one 6,000-word reflective journal submitted periodically to the subject supervisor (40%), one 2-page report completed by supervisor(s) outlining students performance (60%).

Prescribed Reading:

Family mediation placement materials collection. School of Law and Legal Studies, La Trobe University.

Emery, R. *Renegotiating family relationships*. Guildford, 1994.

Haynes, J. and Charlesworth, S. *The fundamentals of family mediation*. Federation Press, 1996.

LST41MFC MEDIATING & NEGOTIATING FAMILY CONFLICT (20 CPs Sem.

I. B., Cl.) *B: Dr Tom Fisher; B: Dr Lawrie Moloney*

Not available in 2004.

LST51CRP CONFLICT RESOLUTION RESEARCH PROJECT (20 CPs Sem. I.

B.) *Dr Tom Fisher*

This subject is offered in another semester.

This subject consists of a supervised project undertaken in an agreed area of study related to conflict resolution and the submission of a project report, literature review or research essay. In each case students work with a supervisor in deciding upon a topic, planning the project and carrying it out.

Prerequisite: L5DR or LST51DRE or LST52DRE and L5NM or LST52NAM or LAW41MED or LAW42MED and L5SCR or LST52SCR. Either or both of the latter two may be taken concurrently with LST51CRP.

Incompatible subject: L5CRWP, LST50CRW or LST51CRW and LST50CRP.

Class requirements: fortnightly meetings with supervisor.

Assessment: one 7,500-word written report, literature review or research essay (100%).

LST51CRW CONFLICT RESOLUTION WORK PLACEMENT (20 CPs Sem. I.

B.) *Dr Tom Fisher*

This subject is offered in another semester and is available only to selected students, with the approval of placement supervisor and the University supervisor.

This subject involves work in an approved setting and is jointly supervised by an onsite placement supervisor and an appropriate University supervisor. The placement may include a combination of observation and first-hand experience in resolving conflict by the student within the relevant context.

Prerequisite: LST50DRE or LST51DRE or LST52DRE and LST50NAM or LST52NAM and L5SCR or LST50SCR or LST52SCR. Either or both of the latter two choices may be taken concurrently with LST51CRW.

Incompatible subject: L5CRRP, LST5CRR and L5CRWP.

Class requirements: submission of a journal in regular instalments.

Assessment: one 5,000-6,000-word journal (100%).

LST51DRE DISPUTE RESOLUTION (20 CPs Sem. I. B., Cl.) *Dr Tom Fisher*

This subject provides a general introduction to theoretical and practical aspects of dispute resolution. The dispute resolution processes of arbitration, conciliation, negotiation and mediation are described and evaluated though there is a heavy emphasis on the latter. Issues including rights-based vs interest-based approaches, power imbalances between disputants, and 'bargaining in the shadow of the law', and the regulation of third party facilitators are addressed.

Incompatible subject: L3DR, LST30DRE, L5DR.

Class requirements: Six 7.5-hour days of workshops conducted on three weekends.

Assessment: one 4,000-word essay (60%), one 30-minute presentation of research paper and discussion of findings and methodology (20%), written tutorial exercises totalling 1,000 words (20%).

Prescribed Reading:

DRE Materials Astor, H. and Chinkin, C.

Dispute resolution in Australia. 2nd edn, Butterworths, 2002.

Fisher, R. and Ury, W. *Getting to yes.* 2nd edn, Hutchinson, 1991.

LST51FMP FAMILY LAW MEDIATION PLACEMENT (20 CPs Sem. I. B.) *Dr Tom Fisher*

See LST40FMP for full subject description.

Assessment: one 6,000-word reflective journal submitted periodically to the University supervisor (40%), placement supervisor's recommendation (60%).

LST52CRP CONFLICT RESOLUTION RESEARCH PROJECT (20 CPs Sem. II. B.) *Dr Tom Fisher*

See LST51CRP for full subject description.

LST52CRW CONFLICT RESOLUTION WORK PLACEMENT (20 CPs Sem. II. B.) *Dr Tom Fisher*

See LST51CRW for full subject description.

LST52DRE DISPUTE RESOLUTION (20 CPs Sem. II. B., Cl.) *Dr Tom Fisher*

See LST51DRE for full subject description.

LST52FMP FAMILY LAW MEDIATION PLACEMENT (20 CPs Sem. II. B.) *Dr Tom Fisher*

See LST51FMP for full subject description.

LST52FMS FAMILY MEDIATION SEMINAR (20 CPs Sem. II. B.) *Dr Tom Fisher*

Fisher

Normally only open to students who have completed or are in the process of completing LST50FMP or LST51FMP or LST52FMP. Offer is subject to sufficient enrolments. It may be held in alternate years only.

This subject is designed to bring together theory and practice in family and child mediation through a combination of required reading, presentation by and discussions with senior practitioners, sharing of personal experiences while on placement and research.

Prerequisite: Current enrolment in Graduate Diploma in Family Law Mediation. LST51DRE, LST52NAM, LST51FLM, PHE52MFC, LST50FMP or LST51FMP or LST52FMP.

Co-requisite: LST50FMP or LST51FMP or LST52FMP may be taken concurrently with this subject.

Class requirements: one 2-hour seminar per week.

Assessment: one 1,000-word essay proposal and annotated bibliography (10%), class participation (10%), one 6,000-word research essay (80%).

Prescribed Reading:

Family mediation seminar materials collection. School of Law and Legal Studies, La Trobe University.

Emery, R. *Renegotiating family relationships.* Guildford Press, 1994.

Haynes, J. and Charlesworth, S. *The fundamentals of family mediation.* Federation Press, 1996.

LST52NAM NEGOTIATION AND MEDIATION (20 CPs Sem. II. B.) *Dr Tom Fisher, Professor Eleanor Wertheim*

Not available in 2004.

LST52SCR SEMINAR IN CONFLICT RESOLUTION (20 CPs Sem. II. B.) *Dr Tom Fisher*

Tom Fisher

This subject provides students with an opportunity to analyse and discuss contemporary issues and developments in conflict resolution based on reading and discussions led by staff and outside practitioners. Students are required to present a critical analysis of an aspect of conflict resolution in theory or practice that may draw on short site visits to organisations involved in resolving disputes or a literature survey.

Prerequisite: Current enrolment in Graduate Certificate in Conflict Resolution or Graduate Diploma in Conflict Resolution. L5DR or LST51DRE and L5NM or LST52NAM. (LST52NAM may be taken concurrently with LST52SCR).

Class requirements: one 3-hour fortnightly seminar.

Assessment: class participation (10%), journals (30%), one class presentation (10%), one 3,500-word research essay (50%).

Prescribed Reading:

SCR materials collection

Recommended Reading:

Kriesberg, L. *Constructive conflicts.* Rowan and Littlefield, 1998.

Avruch, K. *Culture and conflict resolution.* United States Institute of Peace Press, 1998.

LST53CRW CONFLICT RESOLUTION WORK PLACEMENT (20 CPs Sem. Summer. B.) *Dr Tom Fisher*

See LST51CRW for full subject description.

LST53ILM INTRODUCTION TO LEGAL METHODS AND SKILLS (15 CPs Sem. Summer. B.) *Ms Judy Gutman*

Not available in 2004.

SCHOOL OF TOURISM AND HOSPITALITY

Location: Room 101, Donald Whitehead Building

Tel: (03) 9479 1080

Email: tourism@latrobe.edu.au

The School offers higher degree programs by research and graduate diploma and postgraduate diploma coursework programs in tourism, hospitality and sport and leisure management. Details are available from the School. Research opportunities are available for study towards the following degrees:

- Doctor of Philosophy
- Master of Arts (by Research)
- Master of Business (by Research)
- Graduate Diploma in Tourism Management1
- Graduate Diploma in Hospitality Management1
- Postgraduate Diploma in Tourism Management1

Key: ¹ for complete course outline and subject descriptions, refer to the *Undergraduate Handbook*.

The postgraduate and research programs focus on industry and community needs, and the School is proud of its close association with local government and small business. Students are provided with a range of subjects giving them both strong practical skills and theoretical knowledge covering many aspects of the tourism, hospitality and leisure industries and related businesses. Admission to research programs depends on the quality of the undergraduate degree and work experience plus the availability of a supervisor who is committed to the candidate's chosen area. These areas are quite extensive and potential candidates should contact the School office for a list of research interests of staff. Before enrolling or re-enrolling, students should consult any supplementary information issued by the School.

Doctor of Philosophy (THPHD)

The Faculty offers research opportunities for study towards the Doctor of Philosophy. For a course description, see Doctor of Philosophy in the Faculty of Law and Management at the start of this chapter.

Master of Arts (by Research) (THMAR)**Admission requirements**

Applicants should have qualified for a bachelor degree with honours. Applicants may be accepted with lesser qualifications but with

appropriate educational and work experience, though they may be required to undertake some preliminary studies.

Course structure

To qualify for the degree, a candidate must submit a satisfactory thesis of approximately 35,000 to 40,000 words (maximum of 50,000) which (a) shows ability to conduct a research program, (b) demonstrates a command of the knowledge and skills pertinent to the area of investigation, and (c) where appropriate, demonstrates a critical appreciation and understanding of the relationship of his/her own work to that of others.

The period of candidature is normally two years with a maximum of three years full-time, or a maximum of five years part-time.

Master of Business (by Research) (LMMBP)

Admission requirements

For admission, an applicant should have qualified for a bachelor's degree in business or management (or equivalent) with honours from La Trobe University or equivalent institution. In some circumstances a candidate may be accepted with alternate fourth-year qualifications but with appropriate educational and work experience equivalent to honours. They may, however, be required to undertake some preliminary studies.

Course structure

To qualify for the degree, a candidate must submit a satisfactory thesis of approximately 35,000 to 40,000 words (maximum of 50,000) which (a) shows ability to conduct a research program, (b) demonstrates a command of the knowledge and skills pertinent to the area of investigation, and (c) where appropriate, demonstrates a critical appreciation and understanding of the relationship of his/her own work to that of others.

The degree of Master of Business (MBus) requires not less than one year and not more than three years of full-time research within the University, under the guidance of a supervisor. Part-time study is possible in some circumstances by special arrangement.

Students interested in pursuing research into some aspect of the business or management of tourism, hospitality and sport and leisure are encouraged to apply.

Graduate Diploma in Tourism Management (LMGT)

The School of Tourism and Hospitality offers a Graduate Diploma in Tourism Management for students who hold a degree in a discipline other than tourism and who are seeking to gain some specialised understanding of the industry. This course is available on a full or part-time basis and can be taken at the Bundoora or Albury-Wodonga campuses. For complete course outline and subject descriptions, refer to the *Undergraduate Handbook*.

Graduate Diploma in Hospitality Management (LMGHM)

This course is currently available on a full or part-time basis at either the Bundoora or the Albury-Wodonga campus/International Hotel School, Beechworth. The School of Tourism and Hospitality offers a Graduate Diploma in Hospitality Management for students who hold a degree outside this field of study and wish to gain some specialised understanding of the industry. For a complete course outline and subject descriptions, refer to the *Undergraduate Handbook*.

Postgraduate Diploma in Tourism Management (LMPTM)

This course is available on a full or part-time basis at the Bundoora campus only. The Postgraduate Diploma in Tourism Management provides students with an opportunity to pursue their studies in the tourism management area.

This program is available to high quality graduates in the areas of business, tourism and tourism management from other institutions. It

provides a course that enriches and complements the original degree and industry work experience, providing students with a fast-track management career path. It also provides the appropriate preparation for graduate research degrees in the future.

The program comprises six subjects and a research thesis of 8,000 words. For complete course outline and subject descriptions, refer to the *Undergraduate Handbook*.

SUBJECT DESCRIPTIONS

The subjects listed below are in alphanumeric order by subject code.

THS40RME RESEARCH METHODS IN TOURISM AND HOSPITALITY (15

CPs Sem. All year. B.) *Dr Julie Jackson*

Offered subject to sufficient enrolment.

Students build on earlier thematic technique subjects to develop consultant and management level skills in developing and interpreting research designs and methods. Students are taken through the principles of scientific research, explore qualitative and quantitative approaches and indicate how they can model or predict future events. In all instances emphasis is on industry related cases.

Class requirements: Six 1-day blocks, Mondays and Tuesdays.

Assessment: one 1,000-word minor assignment (20%), one 3,000-word essay (50%), one 2-hour examination (30%).

THS40THT TOURISM AND HOSPITALITY THESIS (60 CPs Sem. All year. B.)

Co-ordinator to be advised

A major component of the Honours year is the conduct of a research project and the presentation of this research in the form of a minor thesis. The research project gives students the opportunity to identify and select a research problem and investigate it independently. It allows the student to apply theory to, and /or analyse, a real problem, or to explore and analyse more general issues using secondary sources. It also enables the student to apply research procedures to illuminate the problem and contribute to a greater understanding of that problem, and even to identify potential solutions.

Class requirements: regular consultation with honours supervisor.

Assessment: one 15,000-word thesis (100%).

THS41CIS CONTEMPORARY ISSUES IN TOURISM AND HOSPITALITY (15

CPs Sem. I. B.) *Dr Elspeth Frew, Mr Wiley Sims*

Offered subject to sufficient enrolment.

Students explore specific contemporary tourism and hospitality issues in detail. Specific topics change each year in accordance with industry experience and needs and the School will provide notice regarding the selected topics. The subject is delivered via a seminar, which includes presentations from staff, industry leaders and students.

Class requirements: three 2-day blocks, Mondays and Tuesdays.

Assessment: one 1,500 word research paper (30%), one 3,000 word research paper (50%), one 2-hour examination (20%).

THS41RTD REGIONAL TOURISM DEVELOPMENT (15 CPs Sem. I. B.)

Co-ordinator to be advised

Offered subject to sufficient enrolment.

Tourism may be used as an agent for sustaining and assisting regional development. Using Victoria as the prime resource base, students are expected to investigate and critically analyse a regional (or shire) tourism strategy/plan in the light of contemporary development theory. This subject is designed to assist the student in preparing for the honours year thesis. It uses a series of modules utilising key management theories, concepts and techniques in the lecture program and is supported by a selection of relevant journal articles.

Co-requisite: THS40RME.

Class requirements: three 1-day blocks, Mondays or Tuesdays.

Assessment: one 3,000-word research project (40%), one 15-minute seminar presentation (10%), one 2.5-hour examination (50%)

THS41RTH READINGS IN TOURISM AND HOSPITALITY (15 CPs Sem. I. B.)

Co-ordinator to be advised

This subject directly supports the thesis component in the honours year. The subject examines the functions and mechanics of literature reviews and guides students in undertaking an intensive and focussed

survey of the literature pertinent to their topic. In the process, students gain a detailed and indepth knowledge of current research for their topic, reflect on the implications of the research and gain ideas for methodology and analysis. In addition, the subject covers the standard thesis structure, information sourcing skills, researching skills (including reading, notetaking and writing), referencing systems and time management. The content, exercises and assessment pieces in this subject all contribute to the literature review, methodology and analysis sections of the thesis.

Co-requisite: THS40RME.

Class requirements: three 2-day blocks, plus one-30 minute appointment with the supervisor per fortnight.

Assessment: one 1,500-word research report (25%), one 30-minute seminar presentation (20%), one 3,500-word literature review (45%), class participation (10%).

FACULTY OF SCIENCE, TECHNOLOGY AND ENGINEERING

Location: Faculty Office, Level 2, Physical Sciences Building 1

Enquiries: (03) 9479 2828

Email: sci.tech@latrobe.edu.au

Web: www.scitecheng.latrobe.edu.au/

Academic aims and objectives of the Faculty

The Faculty is committed to the attainment of excellence in all its scholastic and scientific endeavours.

The objectives of the Faculty include:

- the provision of courses and programs of high academic standard that are attractive to students, well taught and relevant to the needs of the community
- the provision of opportunities for lifelong learning, career enhancement, and upgrading of qualifications
- the conducting of high quality research and higher degree programs both within each discipline and, where appropriate, across disciplines
- the delivery and development of research and educational programs that will foster the internationalisation of the Faculty.

Faculty and course regulations

Completion of a subject includes attendance at such lectures and tutorial classes as prescribed and completion of such exercises and laboratory work as shall satisfy the School concerned. Students who have not complied with the prescribed requirements may be refused admission to the annual examination in that subject.

Reasonable notice of the prescribed requirements will be given. At the beginning of each year, students should obtain the approval of an adviser of studies of the Faculty for their proposed selection of subjects to be completed in that year.

Students are normally required either to complete one year of a course before progressing to the next or to be concurrently enrolled in subjects that would complete their earlier year level studies.

Language and Academic Skills assistance

The Language and Academic Skills Unit in the Faculty assists students at all levels to develop improved writing, reading, oral presentation and study skills. Students are encouraged to contact the Unit in Physical Sciences 1 Building, room 213, near the Faculty Office, or telephone (03) 9479 2342 to make an appointment for individual assistance or to enquire about resources.

Non-native speakers of English should also contact the Language and Academic Skills (ESL) Unit on level 4 of the Humanities 3 Building.

Health procedures and protective clothing

For laboratory classes, all students are expected to wear laboratory coats and shoes that adequately protect their feet. In chemistry laboratories, students must wear safety glasses. Students are expected to comply with appropriate laboratory safety rules. Smoking, eating or drinking is not allowed in lecture theatres, laboratories or computer rooms.

The University recommends that agricultural science undergraduate and postgraduate students who will have contact with animals should be immunised against the following diseases:

- Tetanus – all students.
- Q fever – as advised by the Department of Agricultural Sciences.

Courses offered by the Faculty

The following courses are offered by the Faculty. Please refer to the appropriate section in the following pages for course details.

- Graduate Certificate in Information Technology
- Graduate Certificate in Microelectronics
- Graduate Diploma in Computer Science
- Graduate Diploma in Environmental Management – Albury-Wodonga campus only
- Graduate Diploma in Mathematical and Information Sciences
- Graduate Diploma in Psychology
- Postgraduate Diploma in Agricultural Science

- Postgraduate Diploma in Computer Science
- Postgraduate Diploma in Electronic Engineering
- Postgraduate Diploma in Forensic Science
- Postgraduate Diploma in Microelectronics
- Postgraduate Diploma in Psychology
- Postgraduate Diploma in Science (This course can be taken in the following disciplines: biochemistry, botany, chemistry, earth sciences, environmental management and ecology {Albury-Wodonga campus only}, genetics and evolution, human genetics, mathematics, microbiology, physics, statistical science and zoology.)
- Postgraduate Diploma in Wine Production
- Master of Computer Science
- Master of Information Systems
- Master of Information Technology
- Master of Information Technology (Computer Networks)
- Master of Information Technology (Software Engineering)
- Master of Information Technology (Intelligent Systems and Internet Computing)
- Master of Software Engineering
- Master of Computer Networks
- Master of Electronic Engineering
- Master of Microelectronic Engineering
- Master of Telecommunication Engineering
- Master of Science in Physical Sciences
- Master of Clinical Neuropsychology
- Master of Clinical Psychology
- Master of Health Psychology
- Doctor of Psychology in Clinical Neuropsychology
- Doctor of Psychology in Clinical Psychology
- Doctor of Psychology in Health Psychology
- Doctor of Clinical Neuropsychology
- Doctor of Clinical Psychology
- Doctor of Health Psychology
- Master of Statistical Science
- Master of Agricultural Science
- Master of Behavioural Science
- Master of Engineering
- Master of Science (Research) (This course can be taken in the following disciplines: biochemistry, botany, chemistry, computer science and computer engineering, electronic engineering, environmental management and ecology, genetics and evolution, human genetics, mathematics, microbiology, physics, psychology, statistical science, zoology.)
- Doctor of Philosophy

ORGANISATION OF THE FACULTY

SCHOOL OF MOLECULAR SCIENCES

Head of School: Professor Nick Hoogenraad

Location: Level 3, Physical Sciences 4 Building, Bundoora campus

Enquiries: (03) 9479 2196

Web: www.latrobe.edu.au/biochemistry

The School offers subjects at the first, second and third year in a range of Bachelor of Science degrees. Students may continue to an honours year in the Departments of Biochemistry, Chemistry or Genetics or in the Centre for Environmental Stress and Adaptation Research (CESAR). This is normally the minimum prerequisite for postgraduate studies. Postgraduate degrees are by research only, and both masters and PhD programs are available. Postgraduate students carry out research concordant with the research programs of the academic staff (details of which can be found elsewhere in this *Handbook* and on the website). Some students may be located at other institutions that collaborate in research programs, such as the CSIRO Health Science and Nutrition Division in Parkville.

Department of Biochemistry

Head of Department: Professor Nick Hoogenraad

Location: Level 3, Physical Sciences 4 Building, Bundoora campus

Enquiries: (03) 9479 2196

Web: www.latrobe.edu.au/biochemistry

The department offers subjects that form part of the second and third years of a range of Bachelor of Science degrees and which may lead to an honours degree in biochemistry. Postgraduate training to masters and PhD levels is available.

More information about the research being carried out by the department can be obtained from the website above and from the Masters Degrees by Research section of this chapter.

Department of Chemistry

Head of Department: Dr Robert Brownlee
Location: Level 2, Physical Sciences 3 Building, Bundoora campus
Enquiries: (03) 9479 2569
Email: chemistry@latrobe.edu.au
Web: www.latrobe.edu.au/chemistry/

The department offers a Postgraduate Diploma in Science (Chemistry), Master of Science and Doctor of Philosophy. The research programs of the department are based on the following areas:

- Analytical and environmental chemistry
- Medicinal and biological chemistry

More information about the research being carried out in the department can be obtained from the website above and from the Masters Degrees by Research section of this chapter.

Department of Genetics

Head of Department: Professor Claude Bernard
Location: Level 2, Biological Sciences 1, Bundoora campus
Enquiries: (03) 9479 1861
Web: www.latrobe.edu.au/genetics/

The department offers a postgraduate diploma and an honours degree in genetics as well as masters and doctoral degrees by research. The department's subjects allow a broad training in all areas of genetics and evolutionary biology and may be combined with a range of subjects offered by other departments. Honours and postgraduate projects may be supervised solely by members of the department or jointly with members of other departments to provide a broader range of expertise in recognition of the multidisciplinary nature of much current biological research. Key research areas include quantitative genetics, immunogenetics, ecological genetics, marsupial genetics, gene delivery and gene therapy, evolutionary biology of various invertebrates, conservation biology and biological anthropology.

Centre for Environmental Stress and Adaptation Research (CESAR)

Director: Professor Ary Hoffmann
Location: Level 2, Biological Sciences 2 Building, Bundoora Campus
Enquiries: (03) 9479 3379
Email: A.Chow@latrobe.edu.au
Web: www.latrobe.edu.au/cesar

CESAR is the Centre for Environmental Stress and Adaptation Research, an Australian Research Council funded special research centre. CESAR combines the skills and expertise of participants from La Trobe, The University of Melbourne and Monash University in Melbourne, Australia. The environment is increasingly coming under threat from a range of stressful events, including land degradation, salinity, industrial pollutants as well as climate change resulting from global warming. CESAR's mission is to understand the way organisms respond and adapt to these changing and stressful environmental conditions, and to disseminate this information to industry and community groups. We aim to meet these objectives by performing research in four areas: (i) Climatic Stress (ii) Chemical Stress (iii) Biomonitoring – monitoring of environments for stress, and (iv) IPM – integrated pest management programs. CESAR has a range of Honours and postgraduate projects on cutting edge research in these areas. The CESAR website provides details of the programs.

SCHOOL OF ENGINEERING AND MATHEMATICAL SCIENCES

Head of School: Associate Professor Ian Robinson

The School comprises the Departments of Computer Science and Computer Engineering, Electronic Engineering, Physics, Mathematics and Statistical Sciences.

Department of Computer Science and Computer Engineering

Head of Department: Associate Professor Samar Singh
Location: Level 2, Beth Gleeson Building, Bundoora campus
Enquiries: (03) 9479 2598
Email: info@cs.latrobe.edu.au
Web: www.latrobe.edu.au/cs

The department offers a wide range of challenging postgraduate courses tailored to meet the phenomenal expansion in the demand for computer technology graduates. In addition to traditional undergraduate and postgraduate degrees with relevant professional society accreditation, there are special 'graduate' programs that allow qualified persons from other disciplines to retrain as information technology professionals.

Department of Electronic Engineering

Head of Department: Professor Laurie Cahill
Location: Level 4, Beth Gleeson Building, Bundoora campus
Enquiries: (03) 9479 2036
Email: info@ee.latrobe.edu.au
Web: www.latrobe.edu.au/ee

The department emphasises teaching and research in the fields of communication systems, telecommunications, microelectronics, biomedical engineering, circuits and instrumentation, control systems, photonics, quantum and solid-state electronics, and signal processing. The department offers a range of challenging postgraduate coursework programs. These programs are the Master of Telecommunication Engineering, Master of Microelectronic Engineering and Master of Electronic Engineering degrees, Postgraduate Diploma of Microelectronics, Postgraduate Diploma in Electronic Engineering and Graduate Certificate in Microelectronics. Research programs leading to Master of Engineering and Doctor of Philosophy degrees are available to suitably qualified students.

Department of Physics

Head of Department: Professor Peter Dyson
Location: Physical Sciences 1 Building, Bundoora campus
Enquiries: (03) 9479 2735
Email: HeadPhysics@latrobe.edu.au
Web: www.latrobe.edu.au/physics

The department has a strong research tradition emphasising space physics, surface physics and materials science. Brief details of each area follow. Additional information may be obtained from the staff members associated with each topic area or from the head of department. Applications are invited from suitably qualified graduates wishing to enrol in either a masters or a doctoral program.

Space physics

Contact details (email):
Professor Peter Dyson: HeadPhysics@latrobe.edu.au
Dr Elizabeth Essex: e.essex@latrobe.edu.au

Research programs in space physics with emphasis on solar-terrestrial physics, the ionosphere and ionospheric radio propagation are conducted. Many projects include collaboration with the Australian Antarctic Division and the Co-operative Research Centre for Satellite Systems (CRCSS) and industry. A field station is operated at Beveridge, north of Melbourne, and instruments are located elsewhere in Australia and in Antarctica. Projects are available in:

- Experimental studies of the ionosphere and space weather
- Radio wave propagation
- TIGER radar
- Airglow observations
- Satellite projects
- Model studies of the plasmasphere.

Materials and surface science

Contact details (email):
Associate Professor John Liesegang: liesegang@latrobe.edu.au
Dr Paul J. Pigram: p.pigram@latrobe.edu.au
Professor John D. Riley: j.riley@latrobe.edu.au

Projects are available in the following areas:

- New semiconductor materials
- Surface studies of oxides and mineral materials
- Micro-contact printing for biodevice fabrication

- Molecular surface engineering of semiconductors
- Surface resistivity of polymer materials and other insulators
- Optical properties of sapphire and related gemstones
- Electronic band-structure determination of semiconductors
- Topology of the Fermi surface of metals and alloys
- Phase changes in ferromagnetic materials
- Metal – semiconductor interfaces.

Department of Mathematics

Head of Department: Dr Geoff Prince
 Postgraduate Co-ordinator: Dr Grant Cairns
 Location: Levels 2 and 3, Physical Sciences 2 Building, Bundoora campus
 Enquiries: (03) 9479 2600
 Web: www.latrobe.edu.au/mathstats/math/

The Department of Mathematics carries out active research in the following areas: chaotic dynamical systems, computer algebra, convexity, differential geometry and topology and their applications, Lie algebras, geometric numerical integration, operator algebras, lattice theory and universal algebra particularly duality theory, modern classical mechanics, relativity, statistical mechanics, and symmetry and differential equations.

The department offers thesis supervision towards the PhD and MSc research degrees in the above areas. These degrees are completed solely by submitting a thesis on the candidate's research, conducted under the direction of a supervisor. The department places a high priority on supervision of research students and offers a supportive research environment. Research students are expected to be active participants in the research activity of the department, including attendance at seminars.

Entry to the MSc program requires an honours degree, or equivalent. Completion of the MSc within two years is encouraged. Entry to the PhD program normally requires a first-class honours degree, or equivalent. The equivalent can be achieved in the Postgraduate Diploma in Science program. Completion of the PhD within three years is encouraged.

Potential applicants should consult the research interests of individual staff members and then contact a possible supervisor. Up to date information on staff members' research interests and their email addresses may be obtained from the department web page.

Department of Statistical Sciences

Head of Department: Dr Richard Huggins
 Location: Room 214, Physical Sciences 2 Building, Bundoora campus
 Enquiries: (03) 9479 2600
 Web: www.latrobe.edu.au/mathstats

The department actively promotes research, with major current activity in the following broad areas: biostatistics; foundations of statistical inference; modern computer intensive statistical methods; statistical inference for stochastic processes and time series; statistical inference under inequality constraints, theory and applications of probability models and robust statistics.

The department offers thesis supervision towards the PhD and MSc research degrees in these areas.

The Master of Statistical Science by Coursework degree consists of coursework, a training program in statistical consulting and completion of a minor thesis on some applied problem, written under supervision.

SCHOOL OF LIFE SCIENCES

Head of School: Professor Roger W. Parish
 Location: Level 4, Biological Sciences 1 Building, Bundoora campus
 Enquiries: (03) 9479 2217
 Email: lifesciences@latrobe.edu.au
 Web: www.latrobe.edu.au/lifesciences

The School comprises the Departments of Agricultural Sciences, Botany, Microbiology and Zoology at Bundoora, and the Department of Environmental Management and Ecology at Albury-Wodonga. Research leading to Postgraduate Diploma in Science, Master of Agricultural Sciences, Master of Science, and Doctor of Philosophy may be carried out under the supervision of staff in the School in any of the fields listed for the constituent departments. Prospective students should contact the Head of Department in the appropriate area, or the Head of School. Further information on research and postgraduate opportunities is available from the website provided above.

The School has research strengths in several fields within agriculture, botany, microbiology and zoology, as listed for the respective departments in the Masters Degrees by Research section of this chapter. It is also involved in multidisciplinary research in biotechnology, where the School is a partner in the Centre for Sustainable Plant Production, in conservation biology, and in ecology.

Department of Agricultural Sciences

Head of Department: Dr Mark Sandeman
 Location: Level 2, R. L. Reid Building, Bundoora campus
 Enquiries: (03) 9479 2190
 Email: agriculture@latrobe.edu.au
 Web: www.latrobe.edu.au/agriculture

The department offers a Postgraduate Diploma in Agricultural Science, a Postgraduate Diploma in Wine Production, a Master of Agricultural Science (by research) and a Doctor of Philosophy program. The general areas of research are animal nutrition, ruminant nutrition, microbiology, parasitology, pasture nutrition, soil fertility, soil physics, viticultural science and soil biology.

Some 13 hectares of the University's Bundoora campus are presently used by the department for fieldwork involving crops, vineyards, pastures and livestock.

Department of Botany

Head of Department: Professor Roger W. Parish
 Location: Level 4, Biological Sciences 1 Building, Bundoora campus
 Enquiries: (03) 9479 2217
 Email: botany@latrobe.edu.au
 Web: www.latrobe.edu.au/botany

Research leading to Postgraduate Diploma in Science, Master of Science, and Doctor of Philosophy may be carried out under the supervision of staff in the department. Prospective candidates should consult with the Head of Department or with potential supervisors.

Research is currently in progress in the fields of the physiology, biochemistry and biophysics of plants, plant pathology, plant ecology, plant taxonomy, and plant molecular biology.

Department of Earth Sciences

Head of Department: Dr Chris M. Gray
 Location: Physical Sciences 4 Building, Bundoora campus
 Enquiries: (03) 9479 2649
 Email: c.gray@latrobe.edu.au
 Web: www.latrobe.edu.au/geology

The department offers the degree of Postgraduate Diploma in Earth Sciences. Details can be obtained from the website.

The department is a member of the Victorian Institute of Earth and Planetary Sciences (VIEPS), a collaborative venture between earth science departments and related groups at La Trobe, The University of Melbourne and Monash University, aimed at strengthening teaching and research in the fields of geology, geophysics and the environment. All postgraduate-level coursework is selected from a series of common VIEPS courses offered by lecturers at the three participating universities. VIEPS organises short courses, seminars and conferences on a broad range of subjects.

Department of Environmental Management and Ecology

Head of Department: Dr Phil Suter
 Location: Albury-Wodonga campus
 Email: deme.aw@latrobe.edu.au
 Web: www.latrobe.edu.au/deme/aw

The department offers honours and postgraduate diploma studies at the fourth-year level and research masters and doctoral degrees for suitably qualified candidates.

Research leading to Master of Science and Doctor of Philosophy may be carried out under the supervision of staff in the department. Prospective candidates should consult with the Head of Department or with potential supervisors. Research is currently in progress in the fields of aquatic ecology/biology (fish, invertebrates, algae, food web dynamics, lakes, rivers, billabongs), treatment and management of wastes (urban, rural, industrial and agricultural wastes), population/conservation genetics (natural populations of flora and fauna), population ecology of terrestrial fauna – especially insects and birds, and ecomorphology of Australian vertebrates. The department is a member of the Co-operative Research Centre for Freshwater Ecology.

Department of Microbiology

Head of Department: to be advised

Location: Level 1, Thomas Cherry Building, Bundoora campus

Enquiries: (03) 9479 1114

Web: www.latrobe.edu.au/microbiology

The department offers undergraduate subjects at second and third-year level, honours and postgraduate diploma studies at the fourth-year level and research masters and doctoral degrees for suitably qualified candidates.

The microbiology subjects are intended to provide a basic education and training in fundamental aspects of general microbiology and the necessary practical skills required for careers in such fields as research, industry and teaching. Areas of research within the department include:

- Environmental microbiology
- Biology of mitochondria
- General and medical virology
- Molecular cell biology
- Molecular virology and epidemiology
- Molecular genetics.

Department of Zoology

Head of Department: Dr Peter Frappell

Location: Level 3, Biological Sciences 1 and 2 Buildings, Bundoora campus

Enquiries: (03) 9479 2237

Email: zoo@zoo.latrobe.edu.au

Web: www.zoo.latrobe.edu.au/

Zoology is the study of animals in all of their many facets. It includes the study of individual animals and populations of animals, their relationships with one another, with plants and with their physical environment. It encompasses many recognised sub-disciplines including: aquatic biology and ecology; morphology; systematics and taxonomy; histology and cytology; cell biology; cell, general and comparative physiology; ecology and conservation; biogeography; palaeontology; genetics and evolution; behaviour; limnology; marine biology; parasitology; entomology; and economic ecology.

The department offers subjects which cover many of these sub-disciplines and which reflect its research interests. These research interests fall broadly into two divisions: ecological zoology and physiological zoology.

SCHOOL OF PSYCHOLOGICAL SCIENCE

Head of School: Associate Professor Simon Crowe

Location: Room 463, George Singer Building, Bundoora Campus

Enquiries: (03) 9479 2153

The School offers an honours year in the Bachelor of Behavioural Science (BBS) which leads to the BBS(Hons). Also offered at fourth-year level is the Postgraduate Diploma in Psychology. Both programs are accredited by the Australian Psychological Society and provide the basis and qualifications for further training in psychology at the postgraduate level. The School offers further professional training through masters and doctoral degrees in clinical psychology, clinical neuropsychology and health psychology. Candidature in the postgraduate research degrees of Master of Behavioural Science, Master of Science and PhD is also available.

Psychology is taught as a scientific discipline concerned with behavioural and mental processes, encompassing a wide spectrum of academic inquiry ranging from social to biological aspects of behaviour. The School has a well-established clinic with a suite of consulting rooms that are fully equipped with real-time observation and video and audio recording facilities for use in professional training.

POSTGRADUATE COURSES OFFERED BY THE FACULTY

Postgraduate and graduate courses are offered by coursework and research. In some instances HECS-based places are no longer available for graduate and postgraduate coursework degrees. As a result, new enrolments in graduate diploma, postgraduate diploma, coursework masters and coursework doctorates are subject to fees.

In some instances departments may be able to offer scholarships or other financial assistance. Please note that the policy for refunds for

postgraduate fees states that students who withdraw before the census date in a semester will receive a refund of 80%. Students who withdraw after the census date shall receive no refund. Deans have the discretion to authorise a full refund of the fee in exceptional circumstances.

Graduate Certificate in Information Technology (STCIT)

The course will provide graduates of non-IT courses an entry to the IT field. They will learn both procedural and object-oriented programming, gain an understanding of discrete mathematics underpinning programming and many areas of computer science, and be introduced to one area of computer science, most commonly the design and implementation of relational databases. Importantly, students who complete the graduate certificate course will be eligible for entry to the Master of Information Technology with one semester's advanced standing.

Admission requirements

An Australian bachelor degree or equivalent is required. Overseas students must also meet the University's English proficiency requirements.

Course structure

This course commences three weeks prior to normal commencement date for Semester 1 and for Semester 2. The one-semester course consists of three core subjects and one elective subject:

Core subjects (45 credit points)

| Sem. | Subject title | Subject code | CP |
|------|--|-------------------|----|
| 1/2 | Discrete Mathematics | MAT11DM/MAT12DM | 15 |
| 1/2 | Intermediate Object-Oriented Programming Using Java | CSE111JA/CSE121JA | 15 |
| 1/2 | Introduction to Object-Oriented Programming Using Java | CSE110JA/CSE120JA | 15 |

One elective subject to be selected from the list of CS&CE foundation subjects offered as part of the Master of Information Technology course 15

Graduate Diploma in Computer Science (MIGCS)

This course provides a sound professional education in computing for graduates of disciplines other than computer science. Theoretical and applied studies prepare graduates to work as computer specialists or to apply skills and knowledge in computing to their own professions.

The principal objective of this course is to provide, for graduates of any discipline, a sound professional education in the discipline of computer science. The course includes both theoretical and applied studies and extensive practical experience.

This course is recommended, not only for those who wish to train for a career with computers, but also for anyone who would like to embark upon further studies which are relevant to their employment and to contemporary society. By making an appropriate choice of subjects, a student may pursue a course oriented towards theoretical, scientific, commercial or educational computing. Thus the course is well suited to the prospective computer practitioner and to the teacher who wishes to become involved in the teaching and/or use of computing in schools. The Graduate Diploma in Computer Science provides an excellent springboard for further postgraduate study in computer science and it forms the first year of the Master of Information Technology course.

Admission requirements

Applicants are normally required to have obtained a pass degree in a discipline other than computer science. Consideration may be given to people with other tertiary qualifications, provided that they have relevant work experience. No previous knowledge of computer science is required or assumed. The course does, however, presume a level of mathematical knowledge and ability equivalent at least to VCE mathematics. Preference is given to applicants who have demonstrated a high level of academic achievement and who have successfully completed at least Year 12 mathematics.

Course structure

This is a one-year full-time course offered over two semesters. The course is also offered part-time and is normally completed over three

years or six semesters. However, part-time students may complete the course over two years or may individually tailor their program of study to suit their own requirements.

This course commences three weeks prior to normal commencement date for Semester 1 and three weeks prior to normal commencement of Semester 2. Students complete subjects totalling 120 credit points (75 credit points of core subjects and 45 credit points of elective subjects).

Scholarships

The department offers a number of scholarships valued at \$2,000 to Australian residents enrolled in a full-time program. Further details may be obtained from the Department of Computer Science and Computer Engineering.

Core subjects (60 credit points)

| Sem. | Subject title | Subject code | CP |
|------|--|-------------------|----|
| 1/2 | Algorithms and Data Structures | CSE41FAS/CSE42FAS | 15 |
| 1/2 | Discrete Mathematics | MAT11DM/MAT12DM | 15 |
| 1/2 | Intermediate Object-Oriented Programming Using Java | CSE11IJA/CSE12IJA | 15 |
| 1/2 | Introduction to Object-Oriented Programming Using Java | CSE11OJA/CSE12OJA | 15 |

Electives (60 credit points)

Students must choose three subjects from the following list of foundation subjects.

| | | | |
|---|---|----------|----|
| 1 | Data Communications and Networks | CSE41FNT | 15 |
| 1 | Database Systems | CSE41FDB | 15 |
| 1 | Internet Computing: client side | CSE41FIC | 15 |
| 1 | Management Information Systems | CSE41FMI | 15 |
| 1 | Multimedia Systems | CSE41FMS | 15 |
| 1 | Protocols, Performance and Routing | CSE41FPP | 15 |
| 1 | Software Measurements and Metrics | CSE41FSM | 15 |
| 1 | Systems Descriptions Techniques | CSE41FSD | 15 |
| 1 | Visual Graphics Programming | CSE41FGR | 15 |
| 2 | Artificial Intelligence | CSE42FAI | 15 |
| 2 | Database Programming | CSE42FDP | 15 |
| 2 | Expert Systems | CSE42FXP | 15 |
| 2 | Games Programming Technology | CSE42FGA | 15 |
| 2 | Intelligent Systems Engineering | CSE42FIS | 15 |
| 2 | Internet Computing: server side | CSE42FCS | 15 |
| 2 | LANs and WANs | CSE42FLN | 15 |
| 2 | Networks and Systems Security | CSE42FNS | 15 |
| 2 | Object-Oriented Data Engineering | CSE42FOD | 15 |
| 2 | Software Testing, Reliability and Quality | CSE42FST | 15 |

Note: not all subjects listed will be offered in a particular semester.

Graduate Certificate in Microelectronics (STCME)

This course has been designed as the first stage of the three-semester Master of Microelectronic Engineering program. The course has been introduced at the request of the Victorian government as part of its initiative to develop training programs in areas relevant to the semiconductor industry. The program is offered jointly with RMIT, Swinburne University of Technology and Victoria University of Technology. The aim of the course is to produce engineers with the necessary skills and practical experience to satisfy the requirements of the microelectronics industry. This course is not available to overseas students.

Admission requirements

Applicants to the course normally require a four-year Bachelor of Engineering degree in Electronic Engineering or Computer Engineering or Communication/Telecommunication Engineering or a four-year Bachelor of Science (Honours) degree in an appropriate field, or an equivalent qualification. Applicants with a three-year BSc degree (in an appropriate field) or a Bachelor of Engineering degree in another field may also be considered for admission on the condition that they may be required to take up additional (preliminary) subjects (refer to preliminary subjects listed below).

Course structure

The Graduate Certificate in Microelectronics requires the successful completion of four subjects, each worth 15 credit points. The course would normally be taken over one semester full-time, or the part-time equivalent.

Note: not all subjects listed below are offered in both semesters.

Core subjects (45 credit points)

| Sem. | Subject title | Subject code | CP |
|------|--------------------------------|--------------|----|
| 1/2 | EDS Tools & Design Methodology | 6003 | 15 |
| 1/2 | HDL and High Level Synthesis | 6001 | 15 |
| 1/2 | Integrated Circuit Design | 6002 | 15 |

One elective subject (15 credit points) to be selected from the list below:

| | | | |
|-----|--|-------------------|----|
| 1/2 | Advanced VLSI Design | 6007 | 15 |
| 1/2 | Digital System Design | ELE51DSD/ELE52DSD | 15 |
| 1/2 | Embedded Systems Design | 6005 | 15 |
| 1/2 | Emerging Topics in IC Design | ELE51ETD/ELE52ETD | 15 |
| 1/2 | Introduction to Microsystem Technology | 6010 | 15 |
| 1/2 | Introduction to Semiconductor Device Fabrication | 6011 | 15 |
| 1/2 | Project Management & Entrepreneurship | 6013 | 15 |
| 1/2 | Reliability and Testability in IC Design | 6009 | 15 |
| 1/2 | RF and Mixed Signal Design | 6014 | 15 |
| 1/2 | Semiconductor Device Physics | ELE51SDP/ELE52SDP | 15 |
| 1/2 | Special Elective ¹ | ELE51SEL/ELE52SEL | 15 |
| 1/2 | VLSI Digital Signal Processing Systems | 6008 | 15 |

See the course co-ordinator for subject descriptions for '6000' subjects.

This microelectronics course is a joint initiative involving four Victorian universities. The subjects listed above are run by these four universities. Students may have to travel within Melbourne to universities other than La Trobe to attend classes in some subjects.

Key: ¹the Special Elective subject may be offered by La Trobe University from time to time on a needs basis for advanced topics or self directed study.

Preliminary subjects

Students admitted to the course with a three-year BSc (in an appropriate field) or a BEng in another field may be required to undertake additional subjects from the following list:

| | |
|----------|---|
| ELE31ACD | Analog Circuits and Devices |
| ELE22ACI | Analog Circuits and Interfacing |
| ELE32DSP | Digital Signal Processing |
| ELE22DSD | Digital Systems |
| ELE32EDA | Electronic Design Automation – Tools and Techniques |
| ELE31EMP | Embedded Processors |
| ELE22MIC | Microprocessor Systems |

Subject offerings may change according to available staffing resources and as a result of the ongoing process of evaluation and updating of content. Additional information on subjects is available from the subject listing or the School's course handbooks.

Graduate Diploma in Environmental Management (BSGEMW)

This course is only offered at the Albury-Wodonga campus.

Refer to Albury-Wodonga section of the Postgraduate Handbook.

Graduate Diploma in Mathematical and Information Sciences (MIGMI)

This is a flexible program providing an excellent opportunity for graduates to update their qualifications or to retrain in the areas of computer science, mathematics or statistics. The course is open to applicants with a La Trobe University pass degree or its equivalent. It consists of computer science, mathematics and statistics subjects having a total work value of 120 credit points, including at least 60 credit points at third-year level. Credit for previous work is not normally granted. Work towards the degree is normally spread over two or three years of part-time study. In special cases, a full-time enrolment of not less than one year may be approved.

Graduate Diploma in Psychology (BVGP)

This course is also offered at the Albury-Wodonga campus. Check the Albury-Wodonga campus entry of this Handbook.

This course provides the opportunity for graduates in other disciplines to undertake the three-year sequence of Psychology, PSY11PYA/PSY12PYB, STA12PSY, PSY21PYA/PSY22PYB, PSY30PY. Graduate Diploma students will participate and be assessed in exactly the same way as students enrolled in the Bachelor of

Behavioural Science (BBS) program. Subject details are listed below. Due to the limited number of places available and the large number of applications, a B average (Distinction) across previous tertiary studies is expected. Applicants who have recently completed first-year, APS-accredited, undergraduate psychology subjects from a previous incomplete degree may be given approval to enter at second-year level if their first-year subjects are deemed to be equivalent to PSY11PYA, PSY12PYB and STA12PSY. Similarly, students with a two-year sequence of approved psychology subjects from an incomplete degree may be able to study PSY30PY.

As it is not possible to proceed to later years in psychology before having completed the earlier years, the course will require three years of part-time study: six hours a week for PSY11PYA and PSY12PYB; five hours a week for STA12PSY; eight hours a week for PSY21PYA and PSY22PYB; 12 hours a week for PSY30PY; and either three hours a week for PSY20TOP/PSY30TOP, four hours a week for PSY21BNA and PSY22BNB, or eight hours a week for PSY30APP. No evening classes are available.

Course structure

First year

| Sem. | Subject title | Subject code | CP |
|------|---------------------------|--------------|----|
| 1 | Psychology A | PSY11PYA | 15 |
| 2 | Psychology B | PSY12PYB | 15 |
| 2 | Statistics for Psychology | STA12PSY | 15 |

Second year

| Sem. | Subject title | Subject code | CP |
|------|---------------|--------------|----|
| 1 | Psychology A | PSY21PYA | 20 |
| 2 | Psychology B | PSY22PYB | 20 |

Third year

| Sem. | Subject title | Subject code | CP |
|------|---------------|--------------|----|
| 1&2 | Psychology | PSY30PY | 60 |

To meet accreditation requirements, those candidates who intend to proceed to professional postgraduate courses in psychology, or to apply for membership of the Australian Psychological Society, must also complete a minimum of *at least* 20 credit points at second-year or third-year level from the list of subjects below (full details of each subject are available in the *Undergraduate Handbook*). Students would normally enrol in this subject during the second or third year of the diploma.

| | | | |
|-----|---|-------------|----|
| 1 | Behavioural Neuroscience 2 - Neural Basis of Unconscious Processing A | PSY21BNA | 20 |
| 1&2 | Applied Psychology | PSY30APP | 60 |
| 1&2 | Topics in Psychology | PSY20/30TOP | 20 |
| 2 | Behavioural Neuroscience 2 - Neural Basis of Unconscious Processing B | PSY22BNB | 20 |

Subject offerings may change according to available staffing resources and as a result of the ongoing process of evaluation and updating of content. Additional information on subjects is available from the subject listings in the *Undergraduate Handbook* or from the School's course handbooks.

Postgraduate Diploma in Agricultural Science (STGA)

Course Co-ordinator: Dr Peter Sale

This one-year course is worth 120 credit points and is offered at the Bundoora campus.

The course is designed to meet the interests of individual candidates. It provides candidates with the opportunity to update their skills. For candidates with a three-year pass degree, the course provides the opportunity to prepare for higher degree study such as the Master of Agricultural Science or Doctor of Philosophy.

It comprises coursework from the undergraduate degrees and a research project. Specific areas of research are detailed under the Master of Agricultural Science entry. The duration of the course is normally one year of full-time study, but part-time study is available. Contact the Department of Agricultural Sciences for further details.

Postgraduate Diploma in Computer Science (STGCS)

This one-year full-time (or part-time equivalent) course comprises coursework subjects and may include a research thesis in the areas of

artificial intelligence, computer communications and networks, and software engineering and software systems. Students may select any eight subjects (120 credit points) from those available or may choose a course structure identical to fourth-year honours and take five subjects (75 credit points) and a project (45 credit points). The subjects on offer are generally the same as those available to Master of Computer Science and Master of Information Systems students, subject to prerequisite requirements. A maximum of two foundation subjects may be taken. Students should note that subjects may be offered in different semesters and may not all be available every year. The course is identical to the first year of the Master of Computer Science course and successful graduates may be admitted to the second year of this two-year masters program. Further details may be found in a prospectus available from the Faculty Office or the Department of Computer Science and Computer Engineering and on the Department's web page: www.cs.latrobe.edu.au/

Admission requirements

A three-year pass degree (majoring in computer science), the Graduate Diploma in Computer Science, or equivalent is required. Applications are competitively assessed and performance in the initial degree or graduate diploma is taken into account. Demonstrated skills using a modern programming language such as C, C++ or Java and some familiarity with an operating system such as UNIX or NT is required. Subject offerings may change according to available staffing resources and as a result of the ongoing process of evaluation and updating of content. Additional information on subjects is available from the department.

Postgraduate Diploma in Electronic Engineering (STPEE)

This course is offered by the Department of Electronic Engineering and has been designed for individuals wanting to update their skills by specialising in one of the four areas (biomedical, communication/telecommunication, electronic systems, or optical engineering) offered in the course. The course consists of one year of full-time study and also may be undertaken part-time over two years. For candidates with a four-year degree in engineering or science (with an electronics major) the course provides a means to keep up with state-of-the-art developments in these specialist areas. Advanced entry into the Master of Electronic Engineering is available to diplomates with appropriate results. The course offers the opportunity for candidates with three-year qualifications (BSc, BTech, etc.) to prepare for higher degree study in the Master of Engineering Science by coursework or Master of Engineering degrees.

The 120-credit point course comprises subjects from the BEng (Electronics) degree, the coursework masters degree and a 60-credit point engineering project.

Postgraduate Diploma in Forensic Science (STGFS)

This two-year part-time course is designed for science graduates interested in forensic science careers and for practising forensic scientists to upgrade their qualifications and/or to obtain formal recognition of their expertise.

The program provides a staged introduction to the fundamentals of forensic science and its practice at the crime scene, in the laboratory and in the courts, along with the importance of the interaction between these major elements.

Prerequisite: Year 12 mathematics plus a Bachelor of Science (or equivalent) including at least first-year university biology and chemistry.

Quota: 20 (based on previous academic performance and work experience).

Class requirements: an average of five hours per week with classes predominantly timetabled in 5.00 pm timeslots to suit part-time students.

Assessment: a variety of forms of assessment are used, including examinations, assignments and case studies.

Course structure

First year

Core subjects (60 credit points)

| Sem. | Subject title | Subject code | CP |
|------|--------------------------------------|--------------|----|
| 1 | Basic Concepts in Forensic Chemistry | FSC41FSB | 15 |
| 1 | Experts and the Legal System | FSC41EXL | 10 |
| 1 | Principles of Forensic Science | FSC41PRN | 5 |
| 2 | Basic Concepts in Forensic Biology | FSC42FSA | 15 |
| 2 | Quality Management/General Issues | FSC42QM | 15 |

Second year

Note: Not all electives may be offered as the availability of an elective is dependant on student demand. Specific lectures may change at short notice due to court obligations of lecturing staff.

Electives (30 credit points)

Students choose one of the following:

| | | | |
|---|---|----------|----|
| 1 | Forensic Biology | FSC41BIO | 30 |
| 1 | Forensic Chemistry and Drugs | FSC41FCD | 30 |
| 1 | Identification Sciences and Physical Evidence | FSC41ID | 30 |

Core subject (30 credit points)

| | | | |
|---|------------------------|----------|----|
| 2 | Project and Moot Court | FSC42MOO | 30 |
|---|------------------------|----------|----|

Postgraduate Diploma in Microelectronics (STPME)

This course has been designed as stage one and two of the three-semester Master of Microelectronic Engineering program. The course has been introduced at the request of the Victorian government as part of its initiative to develop training programs in areas relevant to the semiconductor industry. The program is offered jointly with RMIT, Swinburne University of Technology and Victoria University of Technology. The aim of the course is to produce engineers with the necessary skills and practical experience to satisfy the requirements of the microelectronics industry.

Admission requirements

Applicants to the course normally require a four-year Bachelor of Engineering degree in Electronic Engineering or Computer Engineering or Communication/Telecommunication Engineering or a four-year Bachelor of Science (Honours) degree in an appropriate field, or an equivalent qualification. Applicants with a three-year BSc degree (in an appropriate field) or a Bachelor of Engineering degree in another field may also be considered for admission on the condition that they may be required to take up additional (preliminary) subjects.

Course structure

The Postgraduate Diploma in Microelectronics course is taken over two semesters or the part-time equivalent. The course is comprised of 120 credit points of theory subjects. Students can elect to take **either** eight subjects (each worth 15 credit points) **or** six subjects and a minor project worth 30 credit points.

Note: not all subjects listed below are offered in both semesters.

Core subjects (60 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---------------------------------------|--------------|----|
| 1/2 | EDS Tools & Design Methodology | 6003 | 15 |
| 1/2 | HDL and High Level Synthesis | 6001 | 15 |
| 1/2 | Integrated Circuit Design | 6002 | 15 |
| 1/2 | Project Management & Entrepreneurship | 6013 | 15 |

Elective subjects (60 credit points) to be selected from the list below:

| | | | |
|-----|--|-------------------|----|
| 1/2 | Advanced VLSI Design | 6007 | 15 |
| 1/2 | Digital System Design | ELE51DSD/ELE52DSD | 15 |
| 1/2 | Embedded Systems Design | 6005 | 15 |
| 1/2 | Emerging Topics in IC Design | ELE51ETD/ELE52ETD | 15 |
| 1/2 | Introduction to Microsystem Technology | 6010 | 15 |
| 1/2 | Introduction to Semiconductor Device Fabrication | 6011 | 15 |
| 1/2 | Microelectronic Minor Project | ELE51MIP/ELE52MIP | 30 |
| 1/2 | Reliability and Testability in IC Design | 6009 | 15 |
| 1/2 | RF and Mixed Signal Design | 6014 | 15 |
| 1/2 | Semiconductor Device Physics | ELE51SDP/ELE52SDP | 15 |
| 1/2 | Special Elective ¹ | ELE51SEL/ELE52SEL | 15 |
| 1/2 | VLSI Digital Signal Processing Systems | 6008 | 15 |

Key: ¹the Special Elective subject may be offered by La Trobe University from time to time on a needs basis for advanced topics or self-directed study.

See the course co-ordinator for subject descriptions for '6000' subjects.

This microelectronics course is a joint initiative involving four Victorian universities. The subjects listed above are run by these four universities. Students may have to travel within Melbourne to universities other than La Trobe to attend classes in some subjects.

Preliminary subjects

Students admitted to the course with a three-year BSc (in an appropriate field) or a BEng in another field may be required to undertake additional subjects from the following list:

ELE31ACD Analog Circuits and Devices
ELE22ACI Analog Circuits and Interfacing
ELE22DSD Digital Systems
ELE32EDA Electronic Design Automation – Tools and Techniques
ELE22MIC Microprocessor Systems

Please refer to a later entry in this handbook for information on the Master of Microelectronic Engineering, i.e. stage three of the program.

Postgraduate Diploma in Psychology (STGP)

Co-ordinator: Associate Professor Eleanor Wertheim
Enquiries: School of Psychological Science: (03) 9479 2819

This course provides an opportunity to acquire theoretical knowledge, practical and research skills relevant to applied areas of psychology. The program will offer education in the basic discipline of psychology at an advanced level.

Admission requirements

Applicants must have successfully completed a degree with excellent results, within the last 10 years, with an Australian Psychological Society accredited three-year sequence in psychology, or the first three years of an integrated accredited four-year program. There is no provision for students to enrol in external studies. Classes are conducted on the Bundoora campus in the late afternoon and early evening.

This program is also offered at Bendigo and Albury-Wodonga campuses through block format. Refer to Postgraduate Diploma in Psychology in the Faculty for Regional Development section and Postgraduate Diploma in Psychology in the Albury-Wodonga campus section of this handbook for further details.

Course structure

The course is available on a full-time or part-time basis. The duration of the course is one year full-time or two years part-time. The course structure is given below:

| Sem. | Subject title | Subject code | CP |
|------|------------------------------|--------------|----|
| 1&2 | Applied Research | PSY40RDA | 15 |
| 1&2 | Applied Practical Skills | PSY40PAS | 20 |
| 1&2 | Independent Research Project | PSY40THS | 65 |
| 1&2 | Theory in Applied Psychology | PSY40TAP | 20 |

Part-time students would enrol in PSY40PAS, PSY40TAP and PSY40RDA in year one, and PSY40THS in the second year.

Postgraduate Diplomas in Science (STGS)

Postgraduate diplomas in science are available in the following specific areas (full details are available from the relevant departments):

- Biochemistry (STPBI)
- Botany (STPBO)
- Chemistry (STPCH)
- Earth sciences (STPES)
- Environmental management and ecology (Albury-Wodonga) (STPEME)
- Genetics (STPGE)
- Mathematics (STPMA)
- Microbiology (STPMI)
- Physics (STPPH)
- Statistics (STPST)
- Zoology (STPZO).

Postgraduate Diploma in Wine Production (STPWP)

Co-ordinator: Mr Lindsay Corby

Enquiries: Department of Agricultural Sciences: (03) 9479 2191

This course offers professional and industry-relevant training in wine production techniques, technologies and issues.

Subject delivery

A combination of on-site and off-site modes will allow students to undertake the required work experience, whilst completing the equivalent of a full-time course load through the year. On-site study will be in three discrete two-week blocks outside vintage times held at La Trobe campuses close to each of the major wine growing regions in Victoria.

Work experience

Students will be expected to undertake significant full-time winery work experience (at least four months) particularly through the vintage period, including a northern hemisphere vintage placement.

Admission requirements

Potential students will have completed a degree in viticulture or wine science. Applicants with a suitable science degree (including for example, a significant chemistry component) and relevant wine industry experience will be considered.

Course structure

This is a one-year full-time course comprising five core subjects (120 credit points):

Core subjects

| Sem. | Subject title | Subject code | CP |
|------|--|--------------|----|
| 1&2 | Wine Appraisal | AGR40WAP | 10 |
| 1&2 | Work Industry Placement/Oenology Project | AGR40WIP | 65 |
| 1 | Winemaking, Issues, and Marketing | AGR41WMM | 15 |
| 1 | Wine Production Technology | AGR41WPT | 15 |
| 2 | Oenology | AGR42OEN | 15 |

HIGHER DEGREES BY COURSEWORK

Master of Computer Science (MIMCSC)

The principal objective of this program is to provide training relevant to the software technologies required to design, program, manage, maintain and enhance computer systems, particularly knowledge-based systems. The duration of the course is a maximum of two years of full-time or the equivalent of part-time study.

Admission requirements

Prospective students must:

- have completed a three-year undergraduate degree in computer science; or
- hold a four-year engineering degree with substantial computer science content equivalent to third-year computer science.

Students who have completed a four-year Computer Science (Honours) or Computer Systems Engineering degree are eligible for direct entry into the second year of the course. Students are not permitted to complete the degree in less than twelve months.

Students should note that they may take out the award for the Postgraduate Diploma in Computer Science after completing the first year of the masters course, only if they decide *not* to proceed to the second year of the masters course.

Professional recognition

Satisfactory completion of the course meets the Professional Level requirements for membership of the Australian Computer Society.

Course structure

The course comprises 10 subjects (up to two foundation subjects) (150 credit points), each involving about 20 hours of lectures and associated practical work, together with a major project worth 90 credit points. In the full-time course, normally at least six of the subjects are studied during the first year, the remainder being undertaken in conjunction with the completion of the major project during the second year. The

project is expected to take eight to nine months of work and must be written up as a minor thesis (CSE51THA/CSE52THA and CSE51THB/CSE52THB). A pass in both the coursework and the project is required to qualify for the degree.

Students are permitted to enrol in the subjects of their choice provided that the prerequisite requirements are met. The subjects can be chosen from the list appearing under the course entry for the Master of Information Technology – however not all subjects offered are available every year.

Credit

Students may apply for credit for previous studies. A completed computer science honours degree and the Postgraduate Diploma in Computer Science are equivalent to 120 credit points. Credit is available for a maximum of two foundation subjects.

Subject offerings may change according to available staffing resources and as a result of the ongoing process of evaluation and updating of content. Additional information on subjects is available from the School's course handbooks.

Fourth-year level subjects

There will be a meeting of all students taking fourth-year level subjects in February to finalise timetables and distribute information.

Subjects offered may vary from year to year. Not all subjects appearing on the list (under the course entry for Master of Information Technology) will be offered in 2004 and details of those available and the semesters of offer will be finalised at the February 2004 meeting. The Head of the Department may approve a fourth-year level subject of another discipline being included in a student's course.

Master of Information Systems (STMIS)

This innovative program commenced in 1999 and has been carefully designed to provide students with a sound management and technical education in the area of information systems.

The state and federal government initiatives to expand the information technology sector can be furthered by this new program that aims to develop professionals who can both use and build information systems to aid decision making, as well as training postgraduate students in topics which would enhance their employment prospects. Students may then consider further study through a research degree in this emerging new area.

Admission requirements

All prospective students must have:

- demonstrated skills in object orientated programming using Java; and
- a three or four-year undergraduate degree in an appropriate area such as business, commerce, economics, engineering, including subjects equivalent to CSE1100J, CSE111PJ and CSE21ADS/CSE22ADS. Completion of a database subject would also be beneficial.

Credit

Credit may be available for previous tertiary studies for subjects completed equivalent to fourth-year level or completion of a Postgraduate Diploma in Computer Science.

Students should note that they may take out the award for the Postgraduate Diploma in Computer Science after completing the first year of the masters course, only if they decide *not* to proceed to the second year of the masters course.

Professional recognition

Satisfactory completion of the course meets the Professional Level requirements for membership of the Australian Computer Society.

Course structure

The course requires two years of full-time study or the part-time equivalent.

Students complete CSE41SPM Software Engineering and Project Management (15 credit points) plus nine subjects from the lists below (135 credit points) and must also complete a major thesis (CSE51THA/CSE52THA (45 credit points) and CSE51THB/CSE52THB (45 credit points)). Students normally take eight subjects in their first year and two subjects plus the major thesis in the second year.

Seminar Program

The seminar program is an integral part of the Master of Information Systems course. The program covers ethical and social issues relevant to the IT industry. Seminars are held throughout the year and attendance at four seminars per year is compulsory. Satisfactory completion of a 1,000-word essay per year on an issue covered in the seminar series is a hurdle requirement of this program.

Core subjects

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Software Engineering Project Management | CSE41SPM | 15 |

Foundations of Information Systems stream

A maximum of four subjects may be chosen. All subjects are worth 15 credit points.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Data Communications and Networks | CSE41FNT |
| 1 | Database Systems | CSE41FDB |
| 1 | Internet Computing: client side | CSE41FIC |
| 1 | Management Information Systems | CSE41FMI |
| 1 | Multimedia Systems | CSE41FMS |
| 1 | Protocols, Performance and Routing | CSE41FPP |
| 1 | Software Description Techniques | CSE41FSD |
| 1 | Software Measurement and Metrics | CSE41FSM |
| 1 | Visual Graphics Programming | CSE41FGR |
| 2 | Artificial Intelligence | CSE42FAI |
| 2 | Database Programming | CSE42FDP |
| 2 | Expert Systems | CSE42FXP |
| 2 | Intelligent Systems Engineering | CSE42FIS |
| 2 | Internet Computing: server side | CSE42FCS |
| 2 | LANs and WANs | CSE42FGA |
| 2 | Networks and Systems Security | CSE42FNS |
| 2 | Object-Oriented Data Engineering | CSE42FOD |
| 2 | Software Testing, Reliability and Quality | CSE42FST |

Advanced Information Systems stream

A minimum of four must be taken. All subjects are worth 15 credit points.

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Advanced Topics in Information Systems 6 | CSE41AT6 |
| 1 | Advanced Topics in Information Systems 7 | CSE41AT7 |
| 1 | Component Based Software Engineering* | CSE41CSE |
| 1 | Decision Support Systems | CSE41DSS |
| 1 | Neural Networks | CSE41NN |
| 1 | Software Tools and CASE | CSE41STC |
| 2 | Capability Maturity Model* | CSE42CMM |
| 2 | Advanced Databases | CSE42ADB |
| 2 | Advanced Topics in Information Systems 8 | CSE42AT8 |
| 2 | Advanced Topics in Information systems 9 | CSE42AT9 |
| 2 | Data Mining | CSE42DMI |
| 2 | E-Commerce | CSE42ECS |
| 2 | Software Quality & Reliability | CSE42SQR |

as well as any other subject that is also available to students enrolled in the Master of Computer Science degree.

Key: *not offered in 2004.

Management stream

Up to a maximum of three subjects may be taken. These subjects may be selected from subjects at the Masters level available in the Faculty of Law and Management.

Master of Information Technology (STMIT)

There is a worldwide shortage of suitably qualified IT professionals, especially those with masters level qualifications. The Master of Information Technology aims to retrain graduates and prepare them for rewarding employment in this thriving industry.

This carefully constructed two-year full-time course introduces students to important fundamental computer science topics such as programming, database systems and computer networks via the foundation subjects studied in the first year and then enables students to proceed to advanced topics in software engineering, database systems, intelligent systems, or computer networks (including web-based multimedia and e-commerce systems). The course incorporates an industrial-strength software engineering team project and an

elective minor research thesis. Students who already have a knowledge of programming and data structures may move more rapidly to the advanced topics. The course is technically oriented, focusing on the skills needed to build and manage systems with less emphasis on, but without ignoring, how managers use technology. Students who have completed a minor research project at an appropriate level of achievement will have the necessary prerequisites to proceed to a doctoral program.

Admission requirements

To be eligible to enrol in the Master of Information Technology, prospective students must have completed a course equivalent to an Australian undergraduate degree.

Exemption for previous study

Exemption may be available for previous graduate studies. Students applying for exemption must provide details of the curriculum from course handbooks together with a copy of their academic transcript. Credit will not be granted for subjects studied as part of a three-year undergraduate degree.

Professional recognition

Satisfactory completion of the course meets the Professional Level requirements for membership of the Australian Computer Society.

Course structure

This course commences three weeks prior to the normal commencement date for Semester 1 and three weeks prior to the normal commencement of Semester 2. The course is comprised of the equivalent of 16 subjects each worth 15 credit points, normally taken four per semester, over four semesters, for a total of 240 credit points.

There are five core subjects, which introduce students to programming using Java, the fundamental IT-related maths, algorithms and data structures and a software engineering project. The programming subjects are covered in an accelerated fashion over one semester. Students may then choose their remaining subjects from a list of 'foundation' subjects and 'advanced' subjects, according to their particular interests. From among the advanced subjects, students may choose to undertake a minor research thesis (equivalent to three coursework subjects).

Seminar program

The seminar program is an integral part of the Master of Information Technology course. The program covers ethical and social issues relevant to the IT industry. Seminars are held throughout the year and attendance at four seminars per year is compulsory. Satisfactory completion of a 1000 word essay per year on an issue covered in the seminar series is a hurdle requirement of this program.

First year

Core subjects (75 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---|-------------------|----|
| 1/2 | Algorithms and Data Structures | CSE41FAS/CSE42FAS | 15 |
| 1/2 | Discrete Mathematics | MAT11DM/MAT12DM | 15 |
| 1/2 | Intermediate Object-Oriented Programming using Java | CSE11IJA/CSE12IJA | 15 |
| 1/2 | Introduction to Programming Using Java | CSE11OJA/CSE12OJA | 15 |
| 2 | Programming Project | CSE42PRO | 15 |

Elective subjects (165 credit points)

CSE4 subjects to the value of 165 credit points, including no more than four Foundation subjects.

A typical enrolment would consist of:

1st Year – four core subjects + four Foundation subjects.

2nd Year – CSE42PRO and either seven Advanced subjects or four Advanced subjects + Thesis

Foundation subjects (a maximum of four may be chosen)

| | | | |
|---|------------------------------------|----------|----|
| 1 | Data communications and Networks | CSE41FNT | 15 |
| 1 | Database Systems | CSE41FDB | 15 |
| 1 | Internet Computing: client side | CSE41FIC | 15 |
| 1 | Management Information Systems | CSE41FMI | 15 |
| 1 | Multimedia Systems | CSE41FMS | 15 |
| 1 | Protocols, Performance and Routing | CSE41FPP | 15 |
| 1 | Software Measurements and Metrics | CSE41FSM | 15 |
| 1 | Systems Descriptions Techniques | CSE41FSD | 15 |
| 1 | Visual Graphics Programming | CSE41FGR | 15 |
| 2 | Artificial Intelligence | CSE42FAI | 15 |

| | | | |
|---|---|----------|----|
| 2 | Database Programming | CSE42FDP | 15 |
| 2 | Expert Systems | CSE42FXP | 15 |
| 2 | Games Programming Technology | CSE42FGA | 15 |
| 2 | Intelligent Systems Engineering | CSE42FIS | 15 |
| 2 | Internet Computing: server side | CSE42FCS | 15 |
| 2 | LANs and WANs | CSE42FLN | 15 |
| 2 | Object-Oriented Data Engineering | CSE42FOD | 15 |
| 2 | Networks and Systems Security | CSE42FNS | 15 |
| 2 | Software Testing, Reliability and Quality | CSE42FST | 15 |

Advanced subjects

Some subjects may not be available every year and some may have prerequisites.

| | | | |
|-----|---|-------------------|----|
| 1 | Advanced Graphics | CSE41AGR | 15 |
| 1 | Capability Maturity Model ¹ | CSE41CMM | 15 |
| 1 | Computer Based Software Engineering ¹ | CSE41CSE | 15 |
| 1 | Decision Support Systems | CSE41DSS | 15 |
| 1 | Directed Study | CSE41DIR | 15 |
| 1 | Network Management | CSE41NMN | 15 |
| 1 | Neural Networks | CSE41NN | 15 |
| 1 | Performance Analysis of Computer Systems | CSE41PCS | 15 |
| 1 | Protocol and Network Engineering | CSE41PNE | 15 |
| 1 | Real Time and Fault-Tolerant Systems | CSE41RFS | 15 |
| 1 | Software Architecture | CSE41SAR | 15 |
| 1 | Software Engineering and Project Management | CSE41SPM | 15 |
| 1 | Software Tools and Case | CSE41STC | 15 |
| 1 | Wireless Networks* | CSE41WIR | 15 |
| 1/2 | Advanced Topics in Computer Science | CSE41AT1/CSE42AT1 | 15 |
| 1/2 | Thesis | CSE40THE | 45 |
| 2 | Advanced Databases | CSE42ADB | 15 |
| 2 | Advanced Games Programming Technology | CSE42GTE | 15 |
| 2 | Advanced Topics in Computer Science 3 | CSE42AT3 | 15 |
| 2 | Advanced Topics in Computer Science 4 | CSE42AT4 | 15 |
| 2 | Application Protocols | CSE42APP | 15 |
| 2 | Data Mining | CSE42DMI | 15 |
| 2 | Directed Study | CSE42DIR | 15 |
| 2 | Distributed Computing | CSE42DIS | 15 |
| 2 | E-Commerce | CSE42ECS | 15 |
| 2 | Mathematical Software ¹ | CSE42MTH | 15 |
| 2 | Research Methods ¹ | CSE42RES | 15 |
| 2 | Software Quality and Reliability | CSE42SQR | 15 |
| 2 | Testing and Diagnosis of Digital Systems ¹ | CSE42TDD | 15 |

Key: *Available from 2005.

Subject to approval, subjects from other areas of the University can be taken.

¹ Not available in 2004.

Master of Information Technology (Computer Networks)

Course structure

The format of this course will be the same as the existing Master of Information Technology with the requirement that students take five of the following subjects in addition to the core subjects:

Up to two of the following Foundation subjects

| Sem. | Subject title | Subject code | CP |
|------|------------------------------------|--------------|----|
| 1 | DATA COMMUNICATIONS AND NETWORKS | CSE41FNT | 15 |
| 1 | PROTOCOLS, PERFORMANCE AND ROUTING | CSE41FPP | 15 |
| 2 | LANS AND WANS | CSE42FLN | 15 |
| 2 | NETWORKS AND SYSTEMS RELIABILITY | CSE42FNS | 15 |

At least three of the following Advanced subjects

| | | | |
|---|----------------------------------|----------|----|
| 1 | Network Management | CSE41NMN | 15 |
| 1 | Protocol and Network Engineering | CSE41PNE | 15 |
| 1 | Wireless Networks* | CSE41WIR | 15 |
| 2 | Application Protocols | CSE42APP | 15 |
| 2 | Distributed Computing | CSE42DIS | 15 |

Key: *available from 2005.

In addition, a maximum of four non-core subjects may be Foundation subjects.

Master of Information Technology (Software Engineering)

Course structure

The format of this course will be the same as the existing Master of Information Technology with the requirement that students take five of the following subjects in addition to the core subjects:

Up to two of the following Foundation subjects

| Sem. | Subject title | Subject code | CP |
|------|--|--------------|----|
| 1 | Database Systems | CSE41FDB | 15 |
| 1 | Software Measurement and Metrics | CSE41FSM | 15 |
| 1 | Systems Descriptions Techniques | CSE41FSD | 15 |
| 2 | Algorithms and Data Structures | CSE42FAS | 15 |
| 2 | Object-Oriented Data Engineering | CSE42FOD | 15 |
| 2 | Software Security, Reliability and Testing | CSE41FSR | 15 |

At least three of the following Advanced subjects

| | | | |
|---|---|----------|----|
| 1 | Capability Maturity Model and Software Engineering Process ¹ | CSE41CMM | 15 |
| 1 | Computer Based Software Engineering ¹ | CSE41CSE | 15 |
| 1 | Software Architecture | CSE41SAR | 15 |
| 1 | Software Engineering Project Management and Estimation | CSE41SPM | 15 |
| 1 | Software Tools and Case | CSE41STC | 15 |
| 2 | Advanced Databases | CSE42ADB | 15 |
| 2 | Software Quality and Reliability | CSE42SQR | 15 |

In addition, a maximum of four non-core subjects may be Foundation subjects.

Key: ¹ not available in 2004.

Master of Information Technology (Intelligent Systems and Internet Computing)

Course structure

The format of this course will be the same as the existing Master of Information Technology with the addition of two extra core subjects, CSE41FIC and CSE42FAI. It is also a requirement that students take three of the following subjects in addition to the seven core subjects:

| Sem. | Subject title | Subject code | CP |
|------|--|--------------|----|
| 1 | Neural Networks | CSE41NN | 15 |
| 2 | Data Mining | CSE42DMI | 15 |
| 2 | E-Commerce – Fundamentals and Applications | CSE42ECS | 15 |

In addition, a maximum of two of the elective subjects may be Foundation subjects.

Master of Software Engineering

Course structure

The format of this course will be the same as the existing Master of Computer Science (which includes both a major project and a thesis) with the requirement that students take six of the following subjects:

Up to two of the following Foundation subjects

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Algorithms and Data Structures | CSE41FAS | 15 |
| 1 | Database Systems | CSE41FDB | 15 |
| 1 | Software Measurement and Metrics | CSE41FSM | 15 |
| 1 | System Description Techniques | CSE41FSD | 15 |
| 2 | Software Testing, Reliability and Quality | CSE42FST | 15 |
| 2 | Object-Oriented Data Engineering | CSE42FOD | 15 |

At least four of the following Advanced subjects

| | | | |
|---|--|----------|----|
| 1 | Software Architecture | CSE41SAR | 15 |
| 1 | Software Engineering Project Management and Estimation | CSE41SPM | 15 |
| 1 | Software Tools and Case | CSE41STC | 15 |
| 2 | Advanced Databases | CSE42ADB | 15 |
| 2 | Capability Maturity Model and Software Engineering Process | CSE42CMM | 15 |
| 2 | Computer Based Software Engineering | CSE42CSE | 15 |
| 2 | Software Quality and Reliability | CSE42SQR | 15 |

Master of Computer Networks

Course structure

The format of this course will be the same as the existing Master of Computer Science (which includes both a major project and a thesis) with the requirement that students take six of the following subjects:

Up to two of the following Foundation subjects

| Sem. | Subject title | Subject code | CP |
|------|-------------------------------------|--------------|----|
| 1 | Protocols, Performance and Networks | CSE41FPP | 15 |
| 2 | LANs & WANS | CSE42FLN | 15 |
| 2 | Networks and Systems Security | CSE42FNS | 15 |

At least four of the following Advanced subjects

| | | | |
|---|---------------------------------------|----------|----|
| 1 | Network Design and Network Management | CSE41NMN | 15 |
| 1 | Protocol and Network Engineering | CSE41PNE | 15 |
| 1 | Wireless Networks* | CSE41WIR | 15 |
| 2 | Applications Protocols | CSE42APP | 15 |
| 2 | Distributed Computing | CSE42DIS | 15 |

Key: * available from 2005.

Master of Electronic Engineering (STMEEC)

This coursework masters-level degree provides a means for graduates to upgrade their skills and specialise in rapidly developing high technology areas of electronics. The department supports study in undergraduate electronic engineering degrees in several different specialist fields. In the masters by coursework these specialisations are continued with specialty teaching offered in the areas of biomedical engineering, communication engineering, electronic systems engineering and optical engineering.

Admission requirements

Applicants should have a four-year engineering degree or an honours degree in science in an appropriate field.

Course structure

The Master of Electronic Engineering course is a two-semester (one-year) full-time program (or part-time equivalent) requiring the successful completion of 120 credit points.

Elective subjects (120 credit points) to be selected from the list below. Students should seek advice from the course co-ordinator before enrolling. The subjects offered may vary from year to year depending on demand and staff availability. Students will not normally be allowed to take more than two subjects offered by departments other than the Department of Electronic Engineering:

Students should select one of the Project/Design options listed below:

Projects/design subjects

| Sem. | Subject title | Subject code | CP |
|------|---|--------------------|----|
| 1/2 | Electronic Engineering Major Project A ¹ | ELE51MPA/ELE52MPA | 30 |
| 1/2 | Electronic Engineering Major Project B ¹ | ELE51MPB/ELE52MPB | 30 |
| or | | | |
| 1/2 | Electronic Engineering Project A ² | ELE51ERA/ELE52ERA | 15 |
| 1/2 | Electronic Engineering Project B ² | ELE51ERB/ELE52ERB | 30 |
| or | | | |
| 1/2 | Electronic Engineering Design | ELE51EDE/ELE52EDE | 30 |
| or | | | |
| 1/2 | Telecommunications Major Project A ¹ | ELE51TPAE/ELE52TPA | 30 |
| 1/2 | Telecommunications Major Project B ¹ | ELE51TPB/ELE52TPB | 30 |
| or | | | |
| 1/2 | Telecommunications Project A ² | ELE51TRA/ELE52TRA | 15 |
| 1/2 | Telecommunications Project B ² | ELE51TRB/ELE52TRB | 30 |
| or | | | |
| 1/2 | Telecommunications Design | ELE51TDE/ELE52TDE | 30 |

Subjects offered by the Department of Electronic Engineering

| | | | |
|---|--|----------|----|
| 1 | Advanced Instrumentation Electronics | ELE41AAE | 15 |
| 1 | Advanced Signal Processing | ELE41ASP | 15 |
| 1 | Applied Management for Engineers ³ | ELE41EMT | 15 |
| 1 | Advanced Topics A | ELE41ATA | 15 |
| 1 | Biomedical Engineering | ELE41BME | 15 |
| 1 | Communication Systems | ELE41FCO | 15 |
| 1 | Directed Study | ELE41DIR | 15 |
| 1 | Optical Fibre Communication Systems | ELE41OFC | 15 |
| 1 | Reconfigurable Computing Hardware ³ | ELE41RCH | 15 |

| | | | |
|-----|---|-------------------|----|
| 1 | RF Design | ELE41RFD | 15 |
| 1 | Telecommunication Devices, Circuits and Systems | ELE41FTE | 15 |
| 1/2 | Advanced Studies in Telecommunication A | ELE51ASA/ELE52ASA | 15 |
| 1/2 | Advanced Studies in Telecommunication B | ELE51ASB/ELE52ASB | 15 |
| 1/2 | Advanced Topics in Telecommunication A | ELE51TTA/ELE52TTA | 15 |
| 1/2 | Advanced Topics in Telecommunication B | ELE51TTB/ELE52TTB | 15 |
| 1/2 | Broadband Digital Communication | ELE51BDC/ELE52BDC | 15 |
| 1/2 | Digital System Design | ELE51DSD/ELE52DSD | 15 |
| 1/2 | Emerging Topics in IC Design ³ | ELE51ETD/ELE52ETD | 15 |
| 1/2 | Multimedia Communications | ELE51MMC/ELE52MMC | 15 |
| 1/2 | Optical Networks | ELE51OPN/ELE52OPN | 15 |
| 1/2 | Personal Mobile Communication | ELE51PMC/ELE52PMC | 15 |
| 1/2 | Secure Communications | ELE51SEC/ELE52SEC | 15 |
| 1/2 | Semiconductor Device Physics ³ | ELE51SDP/ELE52SDP | 15 |
| 2 | Advanced Communication Systems | ELE42ACS | 15 |
| 2 | Advanced Digital Systems Design | ELE42ADD | 15 |
| 2 | Advanced Topics B | ELE42ATB | 15 |
| 2 | Antennas and Propagation | ELE42ANT | 15 |
| 2 | Clinical Engineering | ELE42CLN | 15 |
| 2 | Communications Networks | ELE42NET | 15 |
| 2 | Digital Control Theory | ELE42DCT | 15 |
| 2 | Directed Study | ELE42DIR | 15 |
| 2 | Electronic Design Automation | ELE42FED | 15 |
| 2 | Foundations for Signal Processing | ELE42FSP | 15 |
| 2 | Image Processing and Coding ³ | ELE42IPC | 15 |

Subjects offered by the Department of Computer Science and Computer Engineering

| | | | |
|---|---|----------|----|
| 1 | Distributed Computing ³ | CSE41DIS | 15 |
| 1 | Network Design and Network Management | CSE41NMN | 15 |
| 1 | Protocols, Performance and Routing | CSE41FPP | 15 |
| 2 | Application Protocols | CSE42APP | 15 |
| 2 | LANs and WANS | CSE42FLN | 15 |
| 2 | Networks and Systems Security | CSE42FNS | 15 |
| 2 | Protocol and Network Engineering ³ | CSE42PNE | 15 |

Key: ¹enrolment subject to approval from the course co-ordinator. Students undertaking Major Project A must also complete Major Project B.

²The Telecommunications Project and the Electronic Engineering Project are each normally taken over two semesters with 15 credit points in the first semester and 30 credit points in the second semester.

³These subjects are not offered in 2004.

With the approval of the course co-ordinator, students may choose subjects offered by other Departments provided they are of an appropriate level and considered relevant to their course.

Master of Microelectronic Engineering (STMEM)

The course has been introduced at the request of the Victorian government as part of its initiative to develop training programs in areas relevant to the semiconductor industry. The program is offered jointly with RMIT University, Swinburne University of Technology and Victoria University of Technology. The aim of the course is to produce engineers with the necessary skills and practical experience to become design engineers in the microelectronics industry.

Admission requirements

Applicants to the course normally require a four-year Bachelor of Engineering degree in Electronic Engineering or Computer Engineering or Communication/Telecommunication Engineering or a four-year Bachelor of Science (Honours) degree in an appropriate field, or an equivalent qualification. Applicants with a three-year BSc degree (in an appropriate field) or a Bachelor of Engineering degree in another field may also be considered for admission on the condition that they may be required to take up additional (preliminary) subjects.

Course structure

The Master of Microelectronic Engineering course is a three-semester program (or part-time equivalent) requiring the successful completion of **either** eight subjects and a major project (60 credit points) **or** ten subjects and minor project (30 credit points).

Note: not all subjects listed below are available in both semesters.

Core subjects (60 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---------------------------------------|--------------|----|
| 1/2 | EDA Tools & Design Methodology | 6003 | 15 |
| 1/2 | HDL and High Level Synthesis | 6001 | 15 |
| 1/2 | Integrated Circuit Design | 6002 | 15 |
| 1/2 | Project Management & Entrepreneurship | 6013 | 15 |

Elective subjects (120 credit points) to be selected from the list below

| | | | |
|-----|--|-------------------|----|
| 1/2 | Advanced VLSI Design | 6007 | 15 |
| 1/2 | Digital system Design | ELE51DSD/ELE52DSD | 15 |
| 1/2 | Embedded Systems Design | 6005 | 15 |
| 1/2 | Emerging Topics in IC Design | ELE51ETD/ELE52ETD | 15 |
| 1/2 | Introduction to Microsystem Technology | 6010 | 15 |
| 1/2 | Introduction to Semiconductor Device Fabrication | 6011 | 15 |
| 1/2 | Macroelectrical Major Project | ELE51MAP/ELE52MAP | 60 |
| 1/2 | Microelectrical Minor Project | ELE51MIP/ELE52MIP | 30 |
| 1/2 | Reliability and Testability in IC Design | 6009 | 15 |
| 1/2 | RF and Mixed Signal Design | 6014 | 15 |
| 1/2 | Semiconductor Device Physics | ELE51SDP/ELE52SDP | 15 |
| 1/2 | Special Elective ¹ | ELE51SEL/ELE52SEL | 15 |
| 1/2 | VLSI Digital Signal Processing Systems | 6008 | 15 |

Key: ¹ The Special Elective subject may be offered by La Trobe University from time to time on a needs basis for advanced topics or self directed study.

See the course co-ordinator for descriptions of '6000' subjects.

This microelectronics course is a joint initiative involving four Victorian universities. The subjects listed above are run by these four universities. Students may have to travel within Melbourne to universities other than La Trobe to attend classes in some subjects.

Preliminary subjects

Students admitted to the course with a three-year BSc (in an appropriate field) or a BEng in another field may be required to undertake additional subjects from the following list:

ELE31ACD Analog Circuits and Devices
 ELE22ACI Analog Circuits and Interfacing
 ELE32DSP Digital Signal Processing
 ELE22DSD Digital Systems
 ELE32EDA Electronic Design Automation – Tools and Techniques
 ELE31EMP Embedded Processors
 ELE22MIC Microprocessor Systems

Master of Science in Physical Sciences (PSMSC)

Co-ordinator: Head, Department of Physics

Enquiries: (03) 9479 2622

This course is provided by the Department of Physics as a means for graduates to upgrade their skills, gaining experience in either laboratory-based or field-based experimental physics. Students develop their theoretical knowledge in both space physics and surface and materials science, and choose a project in one of these areas. Some electives may be chosen from other departments in the School of Engineering or the School of Mathematical and Statistical Science. Subject to approval by the Head of the Department of Physics, students may choose suitable coursework subjects from other approved disciplines within the Faculty.

Admission requirements

Applicants should have obtained a minimum average of 65% in the third year of a three-year pass degree in physics, or have reached an equivalent standard as judged by the Head of the Department of Physics.

Course structure

The full-time course is of two years (four semesters) duration. Part-time enrolment is available. The duration should be such as to ensure equivalence with four semesters of a full-time enrolment. The course consists of 120 credit points of coursework and 120 credit points associated with a research project that includes a minor thesis in the range of 15,000 to 25,000 words. Separate passes in both the coursework and the project are required for the award of the degree. Candidates enrol in coursework to the value of 120 credit points from the list below and other approved subjects, and enrol in the research project over the four semesters of the degree in the subjects, PHY51MPA, PHY52MPB, PHY51MPC and PHY52MPD.

Subjects

Students must enrol in a minimum of 40 credit points from the list of speciality subjects below and, subject to approval by the Head of the Department of Physics, a maximum of 80 credit points from subjects offered by the Departments of Electronic Engineering, Computer Science and Computer Systems Engineering, Chemistry or Mathematics.

Speciality subjects

Not all subjects will be offered by the department in a given year. Students must contact the Department of Physics for information regarding the availability of subjects, and in which semester they will be offered. All subjects are worth 10 credit points.

Materials and Surface Science

| Sem. | Subject title | Subject code |
|------|------------------------------|-------------------|
| 1/2 | Semiconductors | PHY41SMC/PHY42SMC |
| 1/2 | Solid State Physics | PHY41SSP/PHY42SSP |
| 1/2 | Surface Physics and Analysis | PHY41SPA/PHY42SPA |

Space Physics

| | | |
|-----|---|-------------------|
| 1/2 | Ionospheric Physics | PHY41INP/PHY42INP |
| 1/2 | Magnetospheric and Space Plasma Physics | PHY41MSP/PHY42MSP |
| 1/2 | Plasma Physics | PHY41PLA/PHY42PLA |
| 1/2 | Upper Atmosphere Physics | PHY41UAP/PHY42UAP |

Theoretical Physics

| | | |
|-----|-----------------|-------------------|
| 1/2 | Atomic Physics | PHY41ATM/PHY42ATM |
| 1/2 | Electrodynamics | PHY41ELD/PHY42ELD |

Statistics

| | | |
|---|--|-------|
| 2 | Exploratory Data Analysis ^{1,3} | 39262 |
|---|--|-------|

Communication Engineering

| | | |
|---|--|----------|
| 1 | Advanced Signal Processing ² | ELE41ASP |
| 1 | Optical Fibre Communication Systems ² | ELE41OFC |
| 2 | Antennas and Propagation ² | ELE42ANT |
| 2 | Imaging Processing and Coding ^{2,4} | ELE42IPC |

Key: ¹ Subject from Key Centre for Statistical Science which leads to slight overload.

² Subjects from Master of Engineering Science (Electronics).

³ 12 credit point subject.

⁴ This subject not available in 2004.

Elective subjects

Subject to approval by the Head of the Department of Physics, students may choose subjects up to the value of 80 credit points from the Departments of Electronic Engineering, Computer Science and Computer Systems Engineering, Chemistry or Mathematics.

Master of Telecommunication Engineering (STMET)

This course aims to produce engineers with the necessary skills and practical experience to satisfy the requirements of the telecommunications industry. It will address the major aspects of computer, internet, multimedia and telecommunication technology – from high level specification of telecommunications systems, through implementation alternatives, to realisation of communication circuits.

Admission requirements

Applicants to the course normally require a four-year Bachelor of Engineering degree in Electronic Engineering or Computer Engineering or Communication/Telecommunication Engineering or a four-year Bachelor of Science (Honours) degree in an appropriate field, or an equivalent qualification. Applicants with a three-year BSc degree (in an appropriate field) or a Bachelor of Engineering degree in another field may also be considered for admission on the condition that they may be required to take up additional (preliminary) subjects that will strengthen their knowledge and skills in communication systems, analog electronics and signal processing.

Course structure

The Master of Telecommunication Engineering course is a two-semester (one-year) full-time program (or part-time equivalent) requiring the successful completion of 120 credit points.

Core subjects (30 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---------------------------------|-------------------|----|
| 1/2 | Broadband Digital Communication | ELE51BDC/ELE52BDC | 15 |
| 1/2 | Personal Mobile Communication | ELE51PMC/ELE52PMC | 15 |

Elective subjects (90 credit points) to be selected from the list below. Students should seek advice from the course co-ordinator before enrolling. The subjects offered may vary from year to year depending on demand and staff availability. Also subjects with a 51/52 code may in fact be offered in one semester only – please check with the department. Students will not normally be allowed to take more than two subjects offered by departments other than the Department of Electronic Engineering:

Project/Design subjects

| | | | |
|-----|---|-------------------|----|
| 1/2 | Telecommunications Major Project A ¹ | ELE51TPA/ELE52TPA | 30 |
| 1/2 | Telecommunications Major Project B ¹ | ELE51TPB/ELE52TPB | 30 |
| or | | | |
| 1/2 | Telecommunications Project A ² | ELE51TRA/ELE52TRA | 15 |
| 1/2 | Telecommunications Project B ² | ELE51TRB/ELE52TRB | 30 |
| or | | | |
| 1/2 | Telecommunications Design | ELE51TDE/ELE52TDE | 30 |

Subjects offered by the Department of Electronic Engineering

| | | | |
|-----|--|-------------------|----|
| 1 | Advanced Instrumentation Electronics | ELE41AAE | 15 |
| 1 | Advanced Signal Processing | ELE41ASP | 15 |
| 1 | Applied Management for Engineers | ELE41EMT | 15 |
| 1 | Communications Systems ¹ | ELE41FCO | 15 |
| 1 | Optical Fibre Communication Systems | ELE41OFC | 15 |
| 1 | RF Design | ELE41RFD | 15 |
| 1 | Telecommunication Devices, Circuits and Systems ¹ | | |
| | and Systems | ELE41FTE | 15 |
| 1/2 | Advanced Studies in Telecommunication A | ELE51ASA/ELE52ASA | 15 |
| 1/2 | Advanced Studies in Telecommunication B | ELE51ASB/ELE52ASB | 15 |
| 1/2 | Advanced Topics in Telecommunications A | ELE51TTA/ELE52TTA | 15 |
| 1/2 | Advanced Topics in Telecommunications B | ELE51TTB/ELE52TTB | 15 |
| 1/2 | Digital System Design | ELE51DSD/ELE52DSD | 15 |
| 1/2 | Emerging Topics in IC Design | ELE51ETD/ELE52ETD | 15 |
| 1/2 | Multimedia Communications | ELE51MMC/ELE52MMC | 15 |
| 1/2 | Optical Networks | ELE51OPN/ELE52OPN | 15 |
| 1/2 | Secure Communications | ELE51SEC/ELE52SEC | 15 |
| 1/2 | Semiconductor Device Physics | ELE51SDP/ELE52SDP | 15 |
| 2 | Advanced Communication Systems | ELE42ACS | 15 |
| 2 | Advanced Digital Systems Design | ELE42ADD | 15 |
| 2 | Antennas and Propagation | ELE42ANT | 15 |
| 2 | Communications Networks | ELE42NET | 15 |
| 2 | Electronic Design Automation ¹ | ELE42FED | 15 |
| 2 | Foundations for Signal Processing ¹ | ELE42FSP | 15 |
| 2 | Image Processing and Coding ² | ELE42IPC | 15 |

Subjects offered by the Department of Computer Science and Computer Engineering

| | | | |
|---|---------------------------------------|----------|----|
| 1 | Network Design and Network Management | CSE41NMN | 15 |
| 1 | Protocol and Network Engineering | CSE41PNE | 15 |
| 1 | Protocols, Performance and Routing | CSE41FPP | 15 |
| 2 | Application Protocols | CSE42APP | 15 |
| 2 | Distributed Computing | CSE42DIS | 15 |
| 2 | LANs and WANs | CSE42FLN | 15 |
| 2 | Networks and Systems Security | CSE42FNS | 15 |

Key: ¹ Enrolment subject to approval from the course co-ordinator. Students undertaking Major Project A must also complete Major Project B.

² The Telecommunications Project is normally taken over two semesters with 15 credit points in the first semester and 30 credit points in the second semester.

³ Subjects not offered in 2004.

With the approval of the course coordinator, students may choose subjects offered by other Departments provided they are of an appropriate level and considered relevant to their course.

Preliminary subjects (only for students requiring further preparation before entry):

| | | | |
|---|-------------------------------------|----------|----|
| 1 | Advanced Analog Electronics | ELE41AAE | 15 |
| 1 | Advanced Signal Processing | ELE41ASP | 15 |
| 1 | Optical Fibre Communication Systems | ELE41OFC | 15 |
| 2 | Antennas and Propagation | ELE42ANT | 15 |
| 2 | Communication Networks | ELE42NET | 15 |

Masters and Doctors of Psychology

Co-ordinator: Professor Susan Paxton
Enquiries: (03) 9479 1984

A range of professional coursework and research degrees is offered by the School of Psychological Science to prepare students for research

and practice in various specialisations of professional psychology. They are:

- Master of Clinical Neuropsychology (STMCN)
- Master of Clinical Psychology (STMCP)
- Master of Health Psychology (STMHP)
- Doctor of Psychology in Clinical Neuropsychology (STDPCN)
- Doctor of Psychology in Clinical Psychology (STDPCLP)
- Doctor of Psychology in Health Psychology (STDPHP)
- Doctor of Clinical Neuropsychology (STDPCNR)
- Doctor of Clinical Psychology (STDPCPR)
- Doctor of Health Psychology (STDHPR)

The coursework degrees provide the specialist training for registration as a professional psychologist, for membership of the Australian Psychological Society, and eligibility for specialist supervision leading to full membership of the relevant college. In keeping with the scientist-professional model of professional training, emphasis is placed on the application of research, which is based on developments in psychological knowledge. The Doctor of Psychology (Research) is a research degree with professional training in either Clinical, Clinical Neuropsychology or Health Psychology.

Admission requirements

Master of Psychology and Doctor of Psychology applicants must normally have completed:

- a three-year program in psychology accredited by the Australian Psychological Society (APS) at least at a B average or equivalent across all years and
- an APS-accredited fourth-year program in psychology at an honours grade of at least H2A or equivalent.

Applicants will also be considered for direct entry to the second year of the Doctor of Psychology programs if they have completed a masters degree in a relevant area or apply to transfer from a Master of Psychology at La Trobe University.

Applicants for Masters and Doctor of Psychology are ranked on the basis of academic and professional suitability for the purpose of selecting candidates for interview. The interview is used as the final means of selecting candidates for entry into the programs. A quota may be imposed on enrolments based on available supervision and facilities. Applications usually close at the end of October.

Course structures

Master of Psychology / Doctor of Psychology by coursework and Doctor of Psychology by research degrees in Clinical, Health and Neuropsychology

The Master of Psychology is a coursework degree undertaken over two years of full-time study (or equivalent part-time study). The degree requires 240 credit points, consisting of 120 credit points accrued from units taken at each year level. The three components of the course are lectures and seminars (40%, 100 credit points), practical placements (30%, 70 credit points), and a research project (30%, 70 credit points) written up as a literature review and a research paper. Candidates must achieve a satisfactory standard in all components to complete the degree. There is no provision for external study. Eligible students may upgrade to the coursework Doctor of Psychology requiring three years of full-time study (or equivalent).

The Doctor of Psychology research degree requires 420 credit points – 120 points for each of the three years of full-time study and 60 points for the last half-year (or the part-time equivalent). The three components of the course are lectures and seminars (16.5%, 70 credit points), practical placements (16.5%, 70 credit points) and the research thesis (67%, 280 credit points). Generally, the first two years of the course include all of the components of the Master of Psychology. In the third year of the research Doctoral program candidates undertake advanced-level coursework, and an extended internship (total of 200 days of practicum placement across the three-and-a-half years of the course). Doctor of Psychology research candidates also complete a thesis of 75,000 words maximum. There is no provision for external study.

Master of Psychology (Clinical Psychology, Clinical Neuropsychology, Health Psychology) (Coursework)

| | |
|-----------------------|-------------------------|
| Coursework: | 40% (100 credit points) |
| Practical placements: | 30% (70 credit points) |
| Research: | 30% (70 credit points) |

Doctor of Psychology in Clinical Psychology, Clinical Neuropsychology and Health Psychology (Coursework)

| | |
|-----------------------|-------------------------|
| Coursework: | 30% (110 credit points) |
| Practical placements: | 30% (110 credit points) |
| Research: | 40% (140 credit points) |

Doctor of Psychology (Clinical Psychology, Clinical Neuropsychology and Health Psychology) (Research)

| | |
|-----------------------|--------------------------|
| Coursework: | 16.5% (70 credit points) |
| Practical placements: | 16.5% (70 credit points) |
| Research: | 67% (280 credit points) |

Master of Clinical Neuropsychology (Coursework) (STMCN)

First year

Core subjects (120 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---|-------------------|----|
| 1 | Behavioural & Cognitive-Behavioural Theory, Assessment and Practice | PSY51CBT | 10 |
| 1 | Clinical Neuropsychology Case Analysis, Professional Issues and Neurology A | PSY51NCA | 5 |
| 1 | Counselling Skills and Professional Issues | PSY51CPI | 10 |
| 1 | Neuroanatomy | PSY51NEU | 10 |
| 1 | Neuropsychological Models, Syndromes and Assessment | PSY51NMS | 10 |
| 1 | Psychological Assessment | PSY51PAS | 10 |
| 1/2 | Clinical Neuropsychology Masters Research A | PSY51NRA/PSY52NRA | 10 |
| 1/2 | Clinical Neuropsychology Masters Research B | PSY51NRB/PSY52NRB | 10 |
| 1/2 | Clinical Neuropsychology Practicum A | PSY51NPA/PSY52NPA | 10 |
| 1/2 | Clinical Neuropsychology Practicum B | PSY51NPB/PSY52NPB | 10 |
| 2 | Clinical Neuropsychology Case Analysis, Professional Issues and Neurology B | PSY52NCB | 5 |
| 2 | Methods for the Scientist Practitioner | PSY52MSP | 10 |
| 2 | Psychopathology (Adult and Elderly) | PSY52PAD | 10 |

Second year

Core subjects (120 credit points)

| | | | |
|-----|---|-------------------|----|
| 1 | Clinical Neuropsychology Case Analysis, Professional Issues and Neurology C | PSY51NCC | 5 |
| 1 | Developmental Neuropsychology | PSY51PNP | 5 |
| 1 | Neuropsychiatry | PSY51NPS | 5 |
| 1 | Neuropsychological Recovery, Rehabilitation and Management | PSY51NRR | 10 |
| 1/2 | Clinical Neuropsychology Masters Research C | PSY51NRC/PSY52NRC | 20 |
| 1/2 | Clinical Neuropsychology Masters Research D | PSY51NRD/PSY52NRD | 20 |
| 1/2 | Clinical Neuropsychology Practicum C | PSY51NPC/PSY52NPC | 30 |
| 1/2 | Clinical Neuropsychology Practicum D | PSY51NPD/PSY52NPD | 20 |
| 2 | Clinical Neuropsychology Case Analysis, Professional Issues and Neurology D | PSY52NCD | 5 |

Doctor of Psychology in Clinical Neuropsychology (Coursework) – STDP CN

First year

Core subjects (120 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Behavioural & Cognitive-Behavioural Theory, Assessment & Practice | PSY51CBT | 10 |
| 1 | Clinical Neuropsychology Case Analysis, Professional Issues and Neurology A | PSY51NCA | 5 |

| | | | |
|-----|---|-------------------|----|
| 1 | Counselling Skills and Professional Issues | PSY51CPI | 10 |
| 1 | Neuroanatomy | PSY51NEU | 10 |
| 1 | Neuropsychological Models, Syndromes and Assessment | PSY51NMS | 10 |
| 1 | Psychological Assessment | PSY51PAS | 10 |
| 1/2 | Clinical Neuropsychology Doctoral Research A | PSY61NDA/PSY62NDA | 10 |
| 1/2 | Clinical Neuropsychology Doctoral Research B | PSY61NDB/PSY62NDB | 10 |
| 1/2 | Clinical Neuropsychology Practicum A | PSY51NPA/PSY52NPA | 10 |
| 1/2 | Clinical Neuropsychology Practicum B | PSY51NPB/PSY52NPB | 10 |
| 2 | Clinical Neuropsychology Case Analysis, Professional Issues and Neurology B | PSY52NCB | 5 |
| 2 | Methods for the Scientist Practitioner | PSY52MSP | 10 |
| 2 | Psychopathology (Adult and Elderly) | PSY52PAD | 10 |

Second year

Core subjects (120 credit points)

| | | | |
|-----|---|-------------------|----|
| 1 | Clinical Neuropsychology Case Analysis, Professional Issues & Neurology C | PSY51NCC | 5 |
| 1 | Developmental Neuropsychology | PSY51PNP | 5 |
| 1 | Neuropsychiatry | PSY51NPS | 5 |
| 1 | Neuropsychological Recovery, Rehabilitation & Management | PSY51NRR | 10 |
| 1/2 | Clinical Neuropsychology Doctoral Research C | PSY61NDC/PSY62NDC | 20 |
| 1/2 | Clinical Neuropsychology Doctoral Research D | PSY61NDD/PSY62NDD | 20 |
| 1/2 | Clinical Neuropsychology Practicum C | PSY51NPC/PSY52NPC | 30 |
| 1/2 | Clinical Neuropsychology Practicum D | PSY51NPD/PSY52NPD | 20 |
| 2 | Clinical Neuropsychology Case Analysis, Professional Issues & Neurology D | PSY52NCD | 5 |

Third year

Core subjects (120 credit points)

| | | | |
|-----|--|-------------------|----|
| 1 | Advanced Issues in Clinical Neuropsychology | PSY61AIN | 10 |
| 1 | Clinical Neuropsychology Internship A | PSY61NIA | 20 |
| 1/2 | Clinical Neuropsychology Doctoral Research E | PSY61NDE/PSY62NDE | 35 |
| 1/2 | Clinical Neuropsychology Doctoral Research F | PSY61NDF/PSY62NDF | 35 |
| 2 | Clinical Neuropsychology Internship B | PSY62NIB | 20 |

Doctor of Clinical Neuropsychology (STDP CNR)

First year

Core subjects (120 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Doctoral Neuropsychology Professional Studies A | PSY61DNA | 25 |
| 1 | Doctoral Thesis A | PSY61DTA | 35 |
| 2 | Doctoral Neuropsychology Professional Studies B | PSY62DNB | 15 |
| 2 | Doctoral Practicum A | PSY62DPA | 10 |
| 2 | Doctoral Thesis B | PSY62DTB | 10 |

Second year

Core subjects (120 credit points)

| | | | |
|---|---|----------|----|
| 1 | Doctoral Neuropsychology Professional Studies C | PSY61DNC | 10 |
| 1 | Doctoral Practicum B | PSY61DPB | 15 |
| 1 | Doctoral Thesis C | PSY61DTC | 35 |
| 2 | Doctoral Neuropsychology Professional Studies D | PSY62DND | 10 |
| 2 | Doctoral Practicum C | PSY62DPC | 15 |
| 2 | Doctoral Thesis D | PSY62DTD | 35 |

Third year

Core subjects (120 credit points)

| | | | |
|---|---|----------|----|
| 1 | Doctoral Neuropsychology Professional Studies E | PSY61DNE | 10 |
| 1 | Doctoral Practicum D | PSY61DPD | 15 |
| 1 | Doctoral Thesis E | PSY61DTE | 35 |
| 2 | Doctoral Practicum E | PSY62DPE | 15 |
| 2 | Doctoral Thesis F | PSY62DTF | 45 |

Fourth year

Core subjects (60 credit points)

| | | | |
|---|-------------------|----------|----|
| 1 | Doctoral Thesis G | PSY61DTG | 60 |
|---|-------------------|----------|----|

Master of Clinical Psychology (Coursework) (STMCP)

First year

Core subjects (120 credit points)

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Behavioural & Cognitive-Behavioural Theory, Assessment & Practice | PSY51CBT | 10 |
| 1 | Context and Co-morbidity in Clinical Practice | PSY51CCP | 10 |

| | | | |
|-----|---|-------------------|----|
| 1 | Counselling Skills & Professional Issues | PSY51CPI | 10 |
| 1 | Psychological Assessment | PSY51PAS | 10 |
| 1/2 | Clinical Psychology Masters Research A | PSY51CRA/PSY52CRA | 10 |
| 1/2 | Clinical Psychology Masters Research B | PSY51CRB/PSY52CRB | 10 |
| 1/2 | Clinical Psychology Practicum A | PSY51CPA/PSY52CPA | 10 |
| 1/2 | Clinical Psychology Practicum B | PSY51CPB/PSY52CPB | 15 |
| 1/2 | Clinical Psychology Practicum C | PSY51CPC/PSY52CPC | 5 |
| 2 | Child and Adolescent Disorder & Learning Disabilities: Assessment and Treatment | PSY52CAD | 10 |
| 2 | Methods for the Scientist Practitioner | PSY52MSP | 10 |
| 2 | Psychopathology (Adult and Elderly) | PSY52PAD | 10 |

Second year*Core subjects (120 credit points)*

| | | | |
|-----|--|-------------------|----|
| 1 | Clinical Assessment and Treatment | PSY51CAT | 10 |
| 1 | Clinical Psychology Case Analysis C | PSY51CCC | 5 |
| 1 | Couple and Family Assessment & Therapy | PSY51CFT | 10 |
| 1 | Clinical Treatment Literature | PSY51CTL | 10 |
| 1/2 | Clinical Psychology Masters Research C | PSY51CRC/PSY52CRC | 20 |
| 1/2 | Clinical Psychology Masters Research D | PSY51CRD/PSY52CRD | 20 |
| 1/2 | Clinical Psychology Practicum E | PSY51CPE/PSY52CPE | 40 |
| 2 | Clinical Psychology Case Analysis D | PSY52CCD | 5 |

Doctor of Psychology in Clinical Psychology (Coursework) (STDPCP)**First year***Core subjects (120 credit points)*

| Sem. | Subject title | Subject code | CP |
|------|--|-------------------|----|
| 1 | Behavioural and Cognitive-Behavioural Theory, Assessment & Practice | PSY51CBT | 10 |
| 1 | Context and Co-morbidity in Clinical Practice | PSY51CCP | 10 |
| 1 | Counselling Skills and Professional Issues | PSY51CPI | 10 |
| 1 | Psychological Assessment | PSY51PAS | 10 |
| 1/2 | Clinical Psychology Doctoral Research A | PSY61CDA/PSY62CDA | 10 |
| 1/2 | Clinical Psychology Doctoral Research B | PSY61CDB/PSY62CDB | 10 |
| 1/2 | Clinical Psychology Practicum A | PSY51CPA/PSY52CPA | 10 |
| 1/2 | Clinical Psychology Practicum B | PSY51CPB/PSY52CPB | 15 |
| 1/2 | Clinical Psychology Practicum C | PSY51CPC/PSY52CPC | 5 |
| 2 | Child and Adolescent Disorders & Learning Disabilities: Assessment and Treatment | PSY52CAD | 10 |
| 2 | Methods for the Scientist Practitioner | PSY52MSP | 10 |
| 2 | Psychopathology (Adult and Elderly) | PSY52PAD | 10 |

Second year*Core subjects (120 credit points)*

| | | | |
|-----|---|-------------------|----|
| 1 | Clinical Assessment and Treatment | PSY51CAT | 10 |
| 1 | Clinical Psychology Case Analysis C | PSY51CCC | 5 |
| 1 | Couple and Family Assessment & Therapy | PSY51CFT | 10 |
| 1 | Clinical Treatment Literature | PSY51CTL | 10 |
| 1/2 | Clinical Psychology Doctoral Research C | PSY61CDC/PSY62CDC | 20 |
| 1/2 | Clinical Psychology Doctoral Research D | PSY61CDD/PSY62CDD | 20 |
| 1/2 | Clinical Psychology Practicum E | PSY51CPE/PSY52CPE | 40 |
| 2 | Clinical Psychology Case Analysis D | PSY52CCD | 5 |

Third year*Core subjects (120 credit points)*

| | | | |
|-----|--|-------------------|----|
| 1 | Advanced Skills in Assessment and Treatment of Major Disorders | PSY61AAT | 10 |
| 1 | Clinical Psychology Internship A | PSY61CIA | 20 |
| 1/2 | Clinical Psychology Doctoral Research E | PSY61CDE/PSY62CDE | 35 |
| 1/2 | Clinical Psychology Doctoral Research F | PSY61CDF/PSY62CDF | 35 |
| 2 | Clinical Psychology Internship B | PSY62CIB | 20 |

Doctor of Clinical Psychology (STDPCPR)**First year***Core subjects (120 credit points)*

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Doctoral Clinical Psychology Professional Studies A | PSY61DCA | 25 |
| 1 | Doctoral Thesis A | PSY61DTA | 35 |
| 2 | Doctoral Thesis B | PSY62DTB | 35 |
| 2 | Doctoral Practicum A | PSY62DPA | 10 |
| 2 | Doctoral Clinical Psychology Professional Studies B | PSY62DCB | 15 |

Second year*Core subjects (120 credit points)*

| | | | |
|---|---|----------|----|
| 1 | Doctoral Clinical Psychology Professional Studies C | PSY61DCC | 10 |
| 1 | Doctoral Practicum B | PSY61DPB | 15 |
| 1 | Doctoral Thesis C | PSY61DTC | 35 |
| 2 | Doctoral Clinical Psychology Professional Studies D | PSY62DCD | 10 |
| 2 | Doctoral Practicum C | PSY62DPC | 15 |
| 2 | Doctoral Thesis D | PSY62DTD | 35 |

Third year*Core subjects (120 credit points)*

| | | | |
|---|---|----------|----|
| 1 | Doctoral Clinical Psychology Professional Studies E | PSY61DCE | 10 |
| 1 | Doctoral Practicum D | PSY61DPD | 15 |
| 1 | Doctoral Thesis E | PSY61DTE | 35 |
| 2 | Doctoral Practicum E | PSY62DPE | 15 |
| 2 | Doctoral Thesis F | PSY62DTF | 45 |

Fourth year*Core subjects (60 credit points)*

| | | | |
|---|-------------------|----------|----|
| 1 | Doctoral Thesis G | PSY61DTG | 60 |
|---|-------------------|----------|----|

Master of Health Psychology (Coursework) (STMHP)**First year***Core subjects (120 credit points)*

| Sem. | Subject title | Subject code | CP |
|------|---|-------------------|----|
| 1 | Behavioural & Cognitive-Behavioural Theory, Assessment and Practice | PSY51CBT | 10 |
| 1 | Counselling Skills and Professional Issues | PSY51CPI | 10 |
| 1 | Health Psychology Case Analysis A | PSY51HCA | 5 |
| 1 | Psychological Assessment | PSY51PAS | 10 |
| 1 | Psychological Factors in Pathophysiology | PSY51HPP | 10 |
| 1/2 | Health Psychology Masters Research A | PSY51HRA/PSY52HRA | 10 |
| 1/2 | Health Psychology Masters Research B | PSY51HRB/PSY52HRB | 10 |
| 1/2 | Health Psychology Practicum A | PSY51HPA/PSY52HPA | 20 |
| 2 | Foundations of Health Psychology | PSY52HPF | 10 |
| 2 | Health Psychology Case Analysis B | PSY52HCB | 5 |
| 2 | Methods for the Scientist Practitioner | PSY52MSP | 10 |
| 2 | Psychopathology (Adult and Elderly) | PSY52PAD | 10 |

Second year*Core subjects (120 credit points)*

| Sem. | Subject title | Subject code | CP |
|------|---|-------------------|----|
| 1 | Applied Psychology in Health Settings | PSY51HHS | 10 |
| 1 | Psychological Practice in Community & Organisational Settings | PSY51HCO | 10 |
| 1/2 | Health Psychology Masters Research C | PSY51HRC/PSY52HRC | 20 |
| 1/2 | Health Psychology Masters Research D | PSY51HRD/PSY52HRD | 20 |
| 1/2 | Health Psychology Practicum B | PSY51HPB/PSY52HPB | 30 |
| 1/2 | Health Psychology Practicum C | PSY51HPC/PSY52HPC | 20 |
| 2 | Health Psychology Elective | PSY52HEA | 10 |

Doctor of Psychology in Health Psychology (Coursework) (STDPHP)**First year***Core subjects (120 credit points)*

| Sem. | Subject title | Subject code | CP |
|------|---|-------------------|----|
| 1 | Behavioural & Cognitive-Behavioural Theory, Assessment and Practice | PSY51CBT | 10 |
| 1 | Counselling Skills and Professional Issues | PSY51CPI | 10 |
| 1 | Health Psychology Case Analysis A | PSY51HCA | 5 |
| 1 | Psychological Assessment | PSY51PAS | 10 |
| 1 | Psychological Factors in Pathophysiology | PSY51HPP | 10 |
| 1/2 | Health Psychology Doctoral Research A | PSY61HDA/PSY62HDA | 10 |
| 1/2 | Health Psychology Doctoral Research B | PSY61HDB/PSY62HDB | 10 |
| 1/2 | Health Psychology Practicum A | PSY51HPA/PSY52HPA | 20 |
| 2 | Foundations of Health Psychology | PSY52HPF | 10 |
| 2 | Health Psychology Case Analysis B | PSY52HCB | 5 |
| 2 | Methods for the Scientist Practitioner | PSY52MSP | 10 |
| 2 | Psychopathology (Adult and Elderly) | PSY52PAD | 10 |

Second year*Core subjects (120 credit points)*

| | | | |
|---|---------------------------------------|----------|----|
| 1 | Applied Psychology in Health Settings | PSY51HHS | 10 |
|---|---------------------------------------|----------|----|

| | | | |
|-----|---|-------------------|----|
| 1 | Psychological Practice in Community & Organisational Settings | PSY51HCO | 10 |
| 1/2 | Health Psychology Doctoral Research C | PSY61HDC/PSY62HDC | 20 |
| 1/2 | Health Psychology Doctoral Research D | PSY61HDD/PSY62HDD | 20 |
| 1/2 | Health Psychology Elective | PSY51HEA/PSY52HEA | 10 |
| 1/2 | Health Psychology Practicum B | PSY51HPB/PSY52HPB | 30 |
| 1/2 | Health Psychology Practicum C | PSY51HPC/PSY52HPC | 20 |

Third year*Core subjects (120 credit points)*

| | | | |
|-----|---------------------------------------|-------------------|----|
| 1 | Advanced Issues in Health Psychology | PSY61AHP | 10 |
| 1 | Health Psychology Internship A | PSY61HIA | 20 |
| 1/2 | Health Psychology Doctoral Research E | PSY61HDE/PSY62HDE | 35 |
| 1/2 | Health Psychology Doctoral Research F | PSY61HDF/PSY62HDF | 35 |
| 2 | Health Psychology Internship B | PSY62HIB | 20 |

Doctor of Health Psychology (STDPHPR)**First year***Core subjects (120 credit points)*

| Sem. | Subject title | Subject code | CP |
|------|---|--------------|----|
| 1 | Doctoral Health Psychology Professional Studies A | PSY61DHA | 25 |
| 1 | Doctoral Thesis A | PSY61DTA | 35 |
| 2 | Doctoral Health Psychology Professional Studies B | PSY62DHB | 15 |
| 2 | Doctoral Thesis B | PSY62DTB | 35 |
| 2 | Doctoral Practicum A | PSY62DPA | 10 |

Second year*Core subjects (120 credit points)*

| | | | |
|---|---|----------|----|
| 1 | Doctoral Health Psychology Professional Studies C | PSY61DHC | 10 |
| 1 | Doctoral Practicum B | PSY61DPB | 15 |
| 1 | Doctoral Thesis C | PSY61DTC | 35 |
| 2 | Doctoral Health Psychology Professional Studies D | PSY62DHD | 10 |
| 2 | Doctoral Practicum C | PSY62DPC | 15 |
| 2 | Doctoral Thesis D | PSY62DTD | 35 |

Third year*Core subjects (120 credit points)*

| | | | |
|---|---|----------|----|
| 1 | Doctoral Health Psychology Professional Studies E | PSY61DHE | 10 |
| 1 | Doctoral Practicum D | PSY61DPD | 15 |
| 1 | Doctoral Thesis E | PSY61DTE | 35 |
| 2 | Doctoral Practicum E | PSY62DPE | 15 |
| 2 | Doctoral Thesis F | PSY62DTF | 45 |

Fourth year*Core subjects (60 credit points)*

| | | | |
|---|-------------------|----------|----|
| 1 | Doctoral Thesis G | PSY61DTG | 60 |
|---|-------------------|----------|----|

Master of Statistical Science (MIMSTC)

This program is offered jointly with Monash University, RMIT and The University of Melbourne. Statisticians at these institutions and at La Trobe University comprise the Key Centre for Statistical Sciences. The aim of the course is to train candidates for careers as practising statisticians.

Admission requirements

Candidates entering with a pass degree, including a sufficiently good pass in 60 credit points of third-year statistics or its equivalent, require two years of full-time study to complete the course. Candidates who hold an honours degree or equivalent enter the second year of the course.

Course structure

During the first year of the course, students complete eight approved Key Centre subjects, each worth 15 credit points; up to 30 credit points may be taken at the third year level, subject to approval by the department. During the second year, students are required to complete another four approved Key Centre subjects, engage in a training program in statistical consulting (30 credit points) which runs over the entire academic year, and write a minor thesis (30 credit points). The degree may be completed on a part-time basis. Key Centre elective subjects offered vary, but usually include most of the subjects listed below:

Master of Statistical Science subjects

| Subject codes |
|---------------|
| STA41ADC |
| 39253 |
| STA41AMD |
| STA41CTI |
| 39257 |
| 39259 |
| 39260 |
| 39261 |
| 39262 |
| 39263 |
| 39264 |
| 39278 |
| 39275 |
| 57960 |
| 39265 |
| 39276 |
| 39279 |
| STA41RA |
| 39270 |
| 39271 |
| 39272 |
| 39273 |

MASTERS DEGREES BY RESEARCH AND DOCTOR OF PHILOSOPHY**Master of Agricultural Science (AGMASR)**

Web: www.latrobe.edu.au/agriculture/

For admission to the Master of Agricultural Science (MAgrSc) program, candidates must normally hold a Bachelor of Agricultural Science, a Bachelor of Agricultural and Resource Economics (pass or honours), or an honours degree in another discipline. The MAgrSc is also available to candidates with a three-year pass degree who have completed the honours year in agricultural science (AGR40HON) or the Postgraduate Diploma in Agricultural Science (AGR40PGD). The course is available on a full-time basis over two to three years, or on a part-time basis over two to four years.

The Department of Agricultural Sciences has ongoing research in the following general areas and specific programs.

Nutrition: nutrition and immunity of horses, poultry and wild birds.

Nutritional requirements and digestive physiology. Vitamins and mineral nutrition. Ruminant nutrition: effects of feeding protected proteins on absorption and utilisation of nutrients; regulation of hepatic gluconeogenesis in vitro and in vivo by hormones and drugs; manipulation of growth by exogenous hormones and immunomodulation; regulation of body composition by adrenergic agonists; uncoupling proteins, feed conversion efficiency and obesity.

Microbiology: bacterial virulence and spoilage. Bacterial iron metabolism. Bacterial resistance to copper and zinc. *Parasitology:* analysis of insect parasite proteases and their potential as targets for new control agents. Development of diagnostic assays for parasitic diseases. Processes of establishment of ectoparasitic infections on animal skin. Immune responses active against parasites; analysis and potential use in vaccine development. Bacterial contamination and milk quality.

Crop and pasture nutrition: effectiveness of fertilisers for different pastures and cropping systems, including the effect of deep placement of phosphorus fertiliser on the water use efficiency of crops and pastures.

Soil science: role of biological agents, such as earthworms and fungal hyphae, in the improvement of soil structure for plant growth and erosion control. Dynamics of soil aggregation. Soil management for crops and nutrients; nutrient movement through soil.

Viticultural science: soil management, water relations and salinity tolerance; flowering, fertilisation and fruit development.

Further information about areas of research, applications, fees and scholarships is available from the Department of Agricultural Sciences on (03) 9479 2190. Before lodging an application, prospective candidates should discuss their research interests with the head of the relevant area, to ensure that a supervisor is available.

Master of Behavioural Science (BVMSR)

Applicants must have achieved at least upper second-class honours. The normal requirement for entry to the program is a Bachelor of Behavioural Science (BBS) degree with honours from La Trobe, a pass degree other than the BBS followed by successful completion of an approved fourth year of study, or an equivalent qualification, as determined by the Higher Degrees Committee.

This course is available on a full-time basis over one to three years, or on a part-time basis over two to four years.

Master of Engineering (PSMER)

An appropriate first-degree qualification in electronics and/or communications is required for admission to the program leading to the degree of Master of Engineering by Research in the Department of Electronic Engineering.

There are a number of research groups that cover the main research interests of the department. Research areas covered by these groups are telecommunications, microelectronics, digital signal processing, control systems, applications of advanced design tools, biomedical engineering, semiconductor materials and photonics.

Master of Science (BSMR)

Biochemistry

Email: enquiries@bioserve.latrobe.edu.au

Web: www.latrobe.edu.au/biochemistry/

Masters and PhD postgraduate degrees by research may be pursued in the Department of Biochemistry. Enquiries should be directed in the first place to the postgraduate co-ordinator in the department, but formal application should be addressed to the Faculty Office.

The broad fields of research in the Department of Biochemistry currently being undertaken include protein isolation, structure, folding and trafficking; anti-cancer and anti-malarial strategies; studies of multiple sclerosis; and plant defence mechanisms. Extensive modern facilities for the study of proteins and other macromolecules are available within the department.

The department is a member of the Co-operative Research Centre for Diagnostic Technologies in which research is directed towards the design of novel diagnostic reagents and the Co-operative Research Centre for Vaccine Technologies in which research is directed to the development of novel vaccines.

Although in general it is not possible to supervise research topics that are not part of the research program of the department, external supervision is available in special circumstances. A list of the staff's current research interests is available from the departmental secretary, and can also be found at www.bioserve.latrobe.edu.au

In 2004 it is anticipated that the following members of staff will offer research in the following areas:

Professor Nick J. Hoogenraad: Projects are available examining the role of molecular chaperones in the targeting of proteins to mitochondria in mammalian cells, protein folding of newly imported proteins, and how cells cope with various forms of stress. Techniques include protein isolation, gene cloning and analysis of the molecular basis of regulation of chaperone genes.

Dr Gideon M. Polya: Research in this laboratory is concerned principally with plant defence and signal transduction in eukaryotes involving protein phosphorylation-dephosphorylation. Specific research projects are concerned with signal transduction in higher plants involving signal-regulated serine/threonine- or tyrosine-specific protein kinases and the corresponding protein phosphates, and the structure and biochemical targets of plant defensive proteins and bioactive metabolites.

Dr Don R. Phillips: The general area of study is the mechanism of action of clinical anti-cancer drugs that act by forming adducts and/or interstrand crosslinks with DNA. Drugs and areas of study are Adriamycin (which forms a virtual crosslink at 5-GC-3 sequences, mediated by a carbon derived from formaldehyde), mitoxantrone (which is oxidatively activated by myeloperoxidase in neutrophils), nitrogen mustard (which results in translesion bypass by RNA polymerase II) and cisplatin analogues that are active against cisplatin-

resistant cell lines. Major techniques involve in vitro and cell culture studies utilising gene-specific assays, quantitative PCR, transcription with nuclear extracts, transcriptional translesion assays, neutrophil activation assays, adduct quantitation with [¹⁴C] labelled drugs, mass spectrometry of oligonucleotide-drug adducts, and DNA repair assays in tumour cells. Research projects are available in this area utilising either chemical, biochemical or molecular biological approaches.

Dr Leann Tilley: Projects are available using transfection technology to study protein trafficking in malaria-infected erythrocytes. The malarial parasite, *Plasmodium falciparum* is responsible for an estimated two million deaths per annum. The project will examine the mechanisms by which the parasite modifies the cellular structure of the erythrocyte and attempt to use this information to interfere with the parasitic process. A second area of research is the development of novel anti-malarial drugs. The malaria parasite is rapidly developing resistance to all of the anti-malarial drugs currently available. It is therefore essential to develop new drugs. This project aims to study the mechanism of action of existing drugs and to develop novel anti-malarials.

Dr Michael Foley: Work in this laboratory focuses on exploring the structure and function of malarial antigens to gain a deeper understanding of how the malaria parasite interacts with the host and to help in designing an effective molecular vaccine against the disease. Phage display allows us to construct large libraries of recombinant antibodies or peptides and rapidly isolate antibodies for use in research and therapy as well as to select small peptides that may block the function of a variety of malaria proteins. We are particularly interested in examining the molecular mechanisms involved in parasite invasion of host red blood cells and in allowing infected red blood cells to bind to blood vessel walls and evade clearance by the host immune system.

Dr Marilyn A. Anderson: Postgraduate projects centre on a series of serine proteinase inhibitors and other defence proteins produced in the female reproductive tissues of the ornamental tobacco, *Nicotiana glauca*. The techniques of protein purification and recombinant DNA technology will be used to focus on the structure of the molecules, their interaction with insect digestive enzymes and how they are targeted to the plant vacuole.

Professor Claude C. Bernard: Research in this laboratory focuses on the demyelinating disease of the central nervous system (CNS), multiple sclerosis (MS) which currently afflicts some 12,000 Australians. Our primary interests are in the processes responsible for the normal development of the myelin sheath and the mechanisms by which the immune system attacks the CNS leading to demyelination. To do this we use immunological and genetic approaches in both MS as well as an animal model of MS developed largely by this laboratory. Gene targeting, gene therapies, tolerance induction and the role of antigenic mimicry in MS are general themes upon which projects can be based.

Dr Mike Ryan: Projects available in this laboratory focus on mitochondrial biogenesis and function. The main area of study is to identify and characterise the components involved in the import of proteins into mammalian mitochondria. Techniques employed include protein purification, cDNA isolation, protein expression, native PAGE, and cell studies using Green Fluorescent Protein.

Professor Robin Anders: Projects are available in this laboratory in two areas of malaria vaccine research. One area focuses on the structure of proteins that are considered priority vaccine candidates with a particular emphasis on defining the conformational epitopes recognised by protective antibody responses in vaccinated and naturally immune populations. The second area will use mouse malaria models to examine the efficacy of vaccine candidates and to explore mechanisms whereby the parasite evades protective immune responses.

Botany

Email: botany@latrobe.edu.au

Web: www.latrobe.edu.au/botany

Research leading to a postgraduate diploma, Master of Science or Doctor of Philosophy may be undertaken in the following areas:

Dr Tony Gendall: plant physiology – the physiology and molecular biology of flowering time.

Dr Philip J. Keane: plant pathology – particularly disease resistance, rust resistance in cereals, leaf diseases in Eucalyptus, biological control and diseases of cocoa.

Dr John W. Morgan: vegetation science – emphasising ecology of biological invasions, fire and regeneration processes in native plant communities.

Dr Charles K. Pallaghy: plant ecophysiology and virology – resistance of plants to viruses, herbicides, waterlogging and heavy metals.

Professor Roger W. Parish: plant molecular biology – plant signal transduction (the molecular mechanisms underlying the responses of plants to hormones, pathogens and environmental stimuli). Myb genes and development in Arabidopsis. Mechanisms of tumour cell invasion.

Dr Trevor P. Whiffin: plant systematics – angiosperm taxonomy, chemical and numerical taxonomy, variation, evolution and biogeography of the Australian flora, especially the rainforest flora and Eucalyptus.

Centre for Environmental Stress and Adaptation Research (CESAR)

Email: A.Chow@latrobe.edu.au

Web: www.latrobe.edu.au/cesar

CESAR is the Centre for Environmental Stress and Adaptation Research, an Australian Research Council funded special research centre. CESAR combines the skills and expertise of participants from La Trobe, Melbourne and Monash Universities in Melbourne, Australia. The environment is increasingly coming under threat from a range of stressful events, including land degradation, salinity, industrial pollutants as well as climate change resulting from global warming. CESAR's mission is to understand the way organisms respond and adapt to these changing and stressful environmental conditions, and to disseminate this information to industry and community groups. We aim to meet these objectives by performing research in four areas: (i) Climatic Stress (ii) Chemical Stress (iii) Biomonitoring – monitoring of environments for stress, and (iv) IPM – integrated pest management programs. CESAR has a range of Honours and postgraduate projects on cutting edge research in these areas. The CESAR website provides details of the programs.

Chemistry

Email: chemistry@latrobe.edu.au

Web: www.latrobe.edu.au/chemistry/

Prospective candidates should, in the first instance, write or email the Head of Department.

Research projects may be undertaken in the following areas:

Dr Robert T. Brownlee: The use of NMR to determine the structure of polypeptides, cyclic peptides and small proteins. The application of computer aided drug design methods to design anti-fungal compounds. Investigation of drug/DNA interactions. Multinuclear NMR, including the use of less common nuclei to study molecular structure.

Dr Terence J. Cardwell: Development of new methods for analysis of inorganic and organic species by flow-based techniques such as flow injection and sequential injection analysis. The application of these methods in on-line monitoring of environmental, industrial and clinical samples. Analysis of industrial and environmental samples using separation techniques such as HPLC, GC, CE and IC.

Dr John R. Christie: Theoretical calculations of reaction rates. Theoretical modelling of reaction systems. Modelling studies of energy transfer in the collisions of large biomolecular ions.

Dr Les W. Deady: Synthesis of nitrogen heterocyclic compounds. Basic chemistry of little studied polycyclic ring systems, and more targeted synthesis of heterocycles as antitumor and antimalarial agents.

Dr Connor F. Hogan: Electrochemiluminescence and the preparation and characterisation of modified electrode/microelectrode surfaces for application as electrochemical/optical sensors. Fundamental studies into the dynamics and energetics of electron transfer and the use of electrochemistry/spectro-electrochemistry to elucidate the behaviour and properties of novel organic and inorganic species. Simultaneous electrochemical-electron spin resonance (ESR) studies.

Dr Andrew B. Hughes: Organic synthetic methodology. The total synthesis of biologically active compounds with emphasis of alkaloids and macrolides of marine origin. Synthetic chemistry, spectroscopic analysis and microbiological studies of antifungal oligopeptides.

Dr Bruce D. James: Structures and properties (eg. phase changes, magnetic) of heavy metal (especially iron, thallium, mercury), halogen and other hydrogen bonded complexes containing large organic cations. Reactions and analytical chemistry related to industrial and environmental processes.

Dr Graeme L. Nyberg: Analysis of surface and materials composition by TOF-SIMS and XPS. Determination of the surface structures of surface-active materials and monolayer films on metals and semiconductors by LEED, STM and XPD. Investigation of adsorbate surface-bonding and heterogeneous chemical reactions on catalytic metal surfaces by TDMS, UPS and V-EELS. Modelling of adsorbate bonding and surface reactions by cluster and slab calculations.

Dr Ian Potter: Analytical and environmental chemistry. Development of membrane technology for the extraction and sensing of analytes of environmental, biological and industrial interest. Analysis of metals, ionic species and organics using a variety of analytical techniques including: atomic absorption spectroscopy (flame, furnace, hydride); atomic emission spectroscopy (inductively coupled plasma); chromatography (ion, liquid, gas); and, flow injection techniques.

Dr Jeff E. Rowe: The mechanism of nucleophilic substitution at the C=N bond and the application of such compounds in organic synthesis. Forensic chemistry of the amphetamine class of illicit drugs, including the preparation of these compounds and the impurity profiles generated by different synthetic methods; chiral analysis of these compounds by HPLC and CE.

Dr John C. Traeger: Photoionisation and thermochemistry of gas-phase ions. Electrospray mass spectrometry, particularly its application to inorganic and organometallic chemistry. The trace analysis of organic species present in environmental and forensic samples using GCMS and solid phase microextraction.

Computer Science and Computer Engineering

Email: info@cs.latrobe.edu.au

Web: www.cs.latrobe.edu.au/

Prospective candidates should apply to the postgraduate co-ordinator in the Department of Computer Science and Computer Engineering.

The normal requirement for admission to the program is an honours degree from a recognised university or college. Candidates who have completed the Postgraduate Diploma of Computer Science, including a minor thesis, may be eligible for admission.

The four main areas of research emphasis in the department are:

Intelligent computing and data engineering

- Symbolic artificial intelligence systems
- Neural networks
- Fuzzy systems
- Autonomous agents
- Multiagent systems
- Object-relational systems modelling
- Hybrid systems
- Object- relational systems
- Case based systems
- AI and the law, Intelligent Law
- Databases – intelligent databases, data mining, parallel data mining, object-oriented and relational databases, parallel databases, web databases, ontology, browser technology, data access control, bioinformatic databases, data warehousing
- Intelligent system design and analysis

Co-operating computer systems

- Computer networks
- Web-based systems
- Web-based design tracking
- Performance issues
- Multiple processor systems
- Distributed systems
- Fault-tolerant computer systems
- Protocol engineering
- Reliability modelling of computer systems and intrusion-safe systems
- FPGA (Field Programmable Gate Arrays)
- Wireless network
- Network congestion
- Intrusion detection
- Network protocols
- Mobile computing

Software engineering

- Object-oriented specification, design and software development
- User interface engineering
- Design recording requirements
- Project management
- Estimating
- System description techniques
- Software testing
- Multi-site software development
- Process recording
- Program slicers
- Software reliability
- Integration of hypertext and CASE
- Philosophy of software engineering
- Software dynamics
- Software engineering education
- Software quality
- E-Commerce
- Web-based design tracking
- Software architecture
- Multisite software development

Multimedia and visual interaction

- Design of multimedia systems
- Video compression
- Computer graphics
- Virtual reality
- Image recognition
- Graphics game development
- Game builder
- Mobile E-Commerce security
- E-Commerce databases
- XML and XGL

Other research interests include mathematical software, industry policy and computer science education.

Electronics

Email: info@ee.latrobe.edu.au

Web: www.latrobe.edu.au/ee

Qualified prospective candidates who have research interests in areas covered by the Department of Electronic Engineering may be accepted for candidature for the degree of Master of Science. This course is particularly applicable for students who do not have an engineering qualification. Examples are suitably qualified science honours graduates or graduates with a biomedical background who wish to undertake research in the biomedical engineering field, or materials science, physics or chemistry graduates interested in semiconductors. The research areas of the department are: communications engineering (telecommunication systems engineering, optical communications, signal and image processing); and, electronic systems engineering (biomedical engineering, electronic design automation, semiconductor materials and devices).

Prospective candidates should contact the Department of Electronic Engineering for further details.

Environmental Management and Ecology

Email: deme.aw@latrobe.edu.au

Web: www.latrobe.edu.au/deme/aw/

Refer to the Albury-Wodonga campus section for full details.

Genetics

Web: www.latrobe.edu.au/genetics/

Masters and PhD postgraduate degrees by research may be pursued in the Department of Genetics. Enquiries should be directed in the first instance to the postgraduate co-ordinator in the department, but formal application should be addressed to the Faculty Office.

Research is currently in progress in the following fields: molecular population genetics, DNA sequence evolution, molecular phylogeny, socio-biology and general evolutionary theory, mammalian genome organisation, function and evolution, ecological, quantitative and conservation genetics, evolutionary genetics of birds and marsupials, B-chromosomes in natural populations, phylogenetics of bandicoots and dasyurid marsupials, immunogenetics and cell and molecular biology.

In 2004 it is anticipated that staff will offer research in a range of areas including those listed below. For further details of research areas, see www.latrobe.edu.au/genetics/newstud/.

Dr Mike Westerman: evolution of Dasyurid marsupials and bandicoots using mitochondrial and nuclear genes. Reconstructing macropod relationships: a molecular approach. Population studies on endangered *Sminthopsis* and *Potoroid* species using microsatellite markers and d-loop sequences. Inter-relationships of Diprotodontid marsupials.

Dr Neil Murray: the genetic management of captive and introduced populations of endangered species (Helmeted Honeyeater, Orange-bellied Parrot and the Eastern Barred Bandicoot). Genetics and conservation priority: how different do populations have to be before they should qualify as separate targets for conservation? Molecular ecology of animal populations, especially measuring gene flow in fragmented populations and agroecosystems.

Dr Paul Sunnucks: application of genetic markers to population biology and conservation of invertebrates. Current major research collaborations: (1) genetics and biodiversity of log-dwelling invertebrates; (2) genetics of aphids, as a model to study the evolution of sex and parthenogenesis.

Dr Graham Flannery: (Availability of the following and related projects in 2004 will depend on the level of funding support). Early differentiation in neoplastic tissues: studying some of the factors influencing arrested differentiation in human cancer cells and the induction of further differentiation using chemical agents. Immune response to cancer: examining the characteristics of effector cells (in particular, natural killer cells), factors affecting target cell lysis and the role of 'cell suicide' or apoptosis. Examination of diversity in genes controlling immune responses – their role in population genetic studies (e.g. Indonesian-Australian population affinities with Drs White and Mitchell). Pathogenesis of autoimmune diseases: investigating the nature of the immunological processes that lead to tissue damage in diseases such as primary biliary cirrhosis and rheumatoid arthritis.

Dr John Mitchell: Molecular and population genetic studies of fragile X syndrome, especially in Tasmania; analysis of molecular variation on the Y-chromosome to understand human evolution and population structure; variation in cytokine genes and human pathologies in various populations; forensic genetics, especially expanding usefulness of DNA markers.

Dr Neville White: (Availability of the following and related projects in 2004 will depend on the level of funding support.) Evidence for genetic links between the populations of eastern Indonesia and the Aboriginal people of northern Australia (with Drs Mitchell and Flannery). Demographic genetics and genetic diversity among the Yolngu and their neighbours in eastern Arnhem Land. Dietary changes and their health implications in a remote Aboriginal community. Nutritional awareness programs for homeland centre schools in north-east Arnhem Land (with Yirrkala Homelands School, Yirrkala). Medical anthropology research with the Yolngu (with Dr A.J. Polakiewicz). Traditional ecological knowledge (including 'ethnozoology' and 'ethnobotany') and indigenous natural and cultural resource management.

Dr Yvonne Parsons: Investigating quantitative variation using molecular genetic techniques including QTL mapping, DNA profiling of invertebrates and micro-organisms for biomonitoring, molecular genetics of speciation and adaptation.

Dr Chee-Kai Chan: Application of nuclear targeting signals to enhance gene delivery for effective gene therapy. Gene delivery of bacteria artificial chromosomes. Gene therapy of mitochondrial diseases.

Mathematics

Postgraduate Co-ordinator: Dr Grant Cairns

Tel: (03) 9479 1106

Email: g.cairns@latrobe.edu.au

Web : www.latrobe.edu.au/mathstats/math/

The Department of Mathematics carries out active research in the following areas: dynamical systems, computer algebra, convexity, differential geometry and topology and their applications, Lie algebras, geometric numerical integration, operator algebras, lattice theory and universal algebra particularly duality theory, modern classical mechanics, relativity, statistical mechanics, and symmetry and differential equations.

The department offers thesis supervision towards the PhD and MSc

research degrees in the above areas. These degrees are completed solely by submitting a thesis on the candidate's research, conducted under the direction of a supervisor. The department places a high priority on supervision of research students and offers a supportive research environment. Research students are expected to be active participants in the research activity of the department, including attendance at seminars.

Entry to the MSc program requires an honours degree, or equivalent. Completion of the MSc within two years is encouraged. Entry to the PhD program normally requires a first-class honours degree, or equivalent. The equivalent can be achieved in the Postgraduate Diploma in Science program. Completion of the PhD within three years is encouraged.

Potential applicants should consult the research interests of individual staff members and then contact a possible supervisor. Up to date information on staff members' research interests and their email addresses may be obtained from the department web page.

Microbiology

Web: www.latrobe.edu.au/microbio/research.html

Microbiological research is as varied in its nature as the microbial world itself and the research interests of the Department of Microbiology reflect this diversity. MSc (Research) and PhD degrees may be pursued in the Department of Microbiology. Prospective candidates should contact the Head of Department or the postgraduate co-ordinator.

The current areas of research within the department include the following:

Environmental microbiology, bioremediation, microbial physiology (Dr Joanne M. Santini): Isolation of new bacteria that metabolise arsenic and other toxic compounds. This involves determining the mechanisms by which these organisms metabolise these toxic compounds and includes studying their physiological, biochemical and molecular characteristics. The objective of this research is to use these organisms for bioremediation purposes.

Molecular cell biology (Dr Paul R. Fisher): Genetic and molecular studies of signal transduction during development and behaviour in the model eukaryote, *Dictyostelium discoideum*. Mitochondrial disease and signal transduction in *Dictyostelium*, Ca^{2+} signals in *Dictyostelium*.

Biology of mitochondria (Dr Christian Barth): Identification and functional characterisation of nuclear-encoded mitochondrial proteins in *Dictyostelium discoideum*, and identification of potential homologs in yeast and mammals. Transcription of the mitochondrial genome, studies on mitochondrial promoter structure and function, regulation of mitochondrial gene expression. Investigation of post-transcriptional processing of mitochondrial RNAs.

General and medical virology (Dr John T. May): Molecular and biological studies of human and bovine herpes viruses. Infection studies: epidemiological studies of transmission, and protection against transmission of micro-organisms from mother to infant through human milk.

Molecular genetics (Dr Vilma A. Stanisich): Genetic and molecular nature of bacterial plasmids and transposable elements, in particular those from *Pseudomonas* and from enteric bacteria. Molecular genetic investigation of the biosynthetic and regulatory genes required for (1-3)- β -glucan [curdlan] production by *Agrobacterium*.

Physics

Head of Department: Professor Peter Dyson

Enquiries: (03) 9479 2622

There are two main research groups within the Department of Physics: the Materials and Surface Science Group and Space Physics Group. Areas of research interest within these groups are listed below:

Micropatterning for biodevice applications (*Dr Paul Pigram, Associate Professor John Liesegang, Dr Narelle Brack*)

Electronic properties of semiconductors determined by photoelectron spectroscopy using synchrotron radiation (*Professor Robert Leckey and Dr John Riley*).

Growth and characterisation of II-VI semiconductors using Molecular Beam Epitaxy (*Professor Robert Leckey, Dr John Riley and Dr Ron Miller*).

Investigation of hetero epitaxy and the formation of dislocations (*Professor Robert Leckey, Dr John Riley and Dr Brian Usher*).

Investigation of novel materials and structures for the production of optical devices for communication wavelengths (*Dr John Riley and Dr Brian Usher*).

Surface and bulk properties of materials: surface resistivity of insulators and semiconductors (*Dr John Liesegang and Dr Paul Pigram*).

Development of new ferroelectric and ferromagnetic materials (*Dr John Liesegang and Dr Paul Pigram*).

New methods for creating advanced semiconductor materials (*Dr Paul Pigram*).

Gas adsorption/desorption behaviour of surfaces (*Dr Paul Pigram*).

Solar-terrestrial physics (*Professor Peter Dyson and Dr Elizabeth Essex*).

Physics of the upper atmosphere, ionosphere and magnetosphere (*Professor Peter Dyson and Dr Elizabeth Essex*).

Radio propagation via the ionosphere, including applications to over-the-horizon radar (*Professor Peter Dyson*).

Ionospheric and plasmaspheric research using small satellites (*Dr Elizabeth Essex*).

Ionospheric and magnetospheric research from Antarctica (*Professor Peter Dyson and Dr Elizabeth Essex*).

For further information about the research interests, contact the staff member directly or the Head of Department.

Statistical Science

Postgraduate Co-ordinator (Research): Dr Mervyn Silvapulle

Fax: (03) 9479 2600

Email: m.silvapulle@latrobe.edu.au

Web: www.latrobe.edu.au/mathstats/

The Department of Statistical Science carries out active research in the following areas:

Biostatistics: including robust analysis of cell lineage data, analysis of pedigree data, and estimation of species abundance.

Foundations of statistical inference: including weights of evidence for statistical hypotheses, statistical model selection and the role of conditional inference.

Modern computer intensive statistical methods: including the bootstrap, empirical likelihood methods and curve estimation.

Statistical inference for stochastic processes and time series: including estimating functions derived from martingales, conditioning in prediction, comparison of forecasts and bounds on performance of time series procedures.

Robust statistics: with emphasis on variable selection in regression, analysis of variance, analysis of covariance and their application to case-mix funding.

Statistical inference under inequality constraints: with emphasis on theory as well as applications in the areas of biostatistics, econometrics and medical statistics.

The Department of Statistical Science offers thesis supervision towards the PhD and MSc research degrees in the above areas. These degrees are completed solely by submitting a thesis on the candidate's research, conducted under the direction of a supervisor. The department places a high priority on supervision of research students and offers a supportive research environment. Research students are expected to be active participants in the research activity of the department, including attendance at seminars.

Entry to the MSc program requires an honours degree, or an equivalent such as the Postgraduate Diploma in Science. Completion of the MSc within two years is encouraged. Entry to the PhD program normally requires a first-class honours degree, or equivalent. The equivalent can be achieved in the Postgraduate Diploma in Science program. Completion of the PhD within three years is encouraged. Potential applicants should consult the research interests of individual staff members and the list of recent research papers for a possible supervisor.

Zoology

Email: zoo@zoo.latrobe.edu.au/

Web: www.zoo.latrobe.edu.au/

Research leading to the degrees of Master of Science and Doctor of Philosophy may be carried out in the fields listed below.

Aquatic biology and ecology; systematics, ecology, and physiology of insects; structure of insect communities; behavioural ecology of insects; population ecology of plant-feeding insects, particularly agricultural pest species; ecological modelling; biological, chemical and integrated control of pests of agriculture, horticulture and stored grains; conservation and wildlife ecology; evolutionary ecology of amphibians and reptiles; behaviour and ecology of Australian birds; vertebrate palaeontology; cell physiology; cellular signalling; physiology of excitable cells; physiology of skeletal, cardiac and smooth muscle; electrophysiology of normal and diseased muscle; respiratory and comparative physiology of vertebrates; ecophysiology of vertebrates; behavioural and population ecology of marine mammals and birds.

Prospective students who are interested in receiving more detailed information about the fields of research and facilities available are invited to write to the Head of Department, giving full details of their own particular research interests.

Doctor of Philosophy

Admission to candidature for the degree of Doctor of Philosophy (PhD) normally requires a first class or upper second-class honours degree or a recognised masters degree. Both must have included a research dissertation as part of the course requirements. In order to apply for a PhD scholarship, students need a good first-class honours degree.

This is an advanced research degree and is by thesis alone. It is available on a full-time or part-time study basis. The PhD is awarded following examination of a thesis reporting original research work, carried out under supervision over a candidacy of at least three years. The Higher Degrees Committee may approve that specified coursework be undertaken during candidature where it aids the candidate's research progress.

SUBJECT DESCRIPTIONS

AGR40PGD POSTGRADUATE DIPLOMA IN AGRICULTURAL SCIENCE

(120 CPs Sem. All year. B.) *Associate Professor Peter Sale*

This course is designed to meet individual candidates' interests. It provides candidates with the opportunity of updating their skills. For candidates with a three-year pass degree, the course provides the opportunity to prepare for higher degree study such as the Master of Agricultural Science or Doctor of Philosophy. It comprises coursework from the undergraduate degrees and a research project. The duration of the course is normally one year of full-time study, but part-time study is available. Contact the Department of Agricultural Sciences for further details.

Class requirements: semester 1: ten hours of lectures and practicals, 15 hours of research per week. Semester 2: 30 hours of research per week.

Assessment: coursework and two 3,500-word assignments (45%), one 12,000-word thesis and one 5,000-word assignment (55%).

AGR40VTH HONOURS VITICULTURAL SCIENCE (120 CPs Sem. All year. B.)

Dr Judy Tisdall

To be eligible for consideration for honours, candidates must achieve a minimum average of 60% in their third-year level studies to the value of 120 credit points and 65% in 60 credit points of subjects germane to the honours year.

The honours year will comprise a project related to Viticultural Science plus associated coursework. Students will be based in one of the departments contributing to the Bachelor of Viticultural Science and Wine Production. The project will contribute to the final result in the proportion applying to all Honours students in that department. With the approval of the departmental Honours co-ordinator, the coursework component may include work undertaken in another department. Overall assessment will be the same as for the existing Honours subject offered by that department. A consolidated ranking of Honours students in the department will be produced. Each fourth-year program requires approval by the supervisor and the relevant departmental Honours co-ordinator. The Viticultural Science Course Adviser may facilitate this process.

Class requirements: 30 hours of research per week.

Assessment: one 15,000-word thesis describing work undertaken (45%), three 5000-word literature reviews (45%), one 2-hour examination (6%), two 500-word assignments (4%)

AGR40WAP WINE APPRECIATION PROJECT (10 CPs Sem. All year. B.) *Mr*

Lindsay Corby

Building on previous wine appraisal skills this subject involves the self-directed organoleptic analysis of at least 100 wines through the year and the keeping of industry standard tasting and evaluation notes. Students will undertake the tastings in their own time and might be expected to use their experience in the placement winery to provide a selection of wines at various stages of production

Prerequisite: students must have successfully completed the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Co-requisite: AGR40WIP.

Class requirements: twenty hours of wine tasting practice.

Assessment: one 2,500-word tasting diary evaluating 100 wines (100%).

AGR40WIP WINE INDUSTRY PLACEMENT/OENOLOGY PROJECT (65 CPs

Sem. All year. B.) *Mr Lindsay Corby*

This subject entails a significant period of supervised training undertaken at an approved winery. In addition the student must complete an oenology project which is an independent study undertaken by the student of either an area of oenology that is of significance (subject to approval), or a detailed analysis of a wine industry enterprise (or enterprises) that the student has access to, in terms of business plan and operational philosophy, business structure, budget, and operational procedures.

Prerequisite: must have completed the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: no formal lectures or tutorials but students must complete a minimum of four months, but preferably six months of supervised training with a commercial winemaker at an Australian or northern hemisphere winery.

Assessment: assessment of competence by the winery supervisor and subject co-ordinator (25%), one 8,000-word wine placement or oenology project (50%), one 4,000-word weekly operations journal (25%).

AGR41WMM WINEMAKING ISSUES AND MARKETING (15 CPs Sem. I. B.)

Mr Lindsay Corby

This subject runs as a two-week intensive lecture and laboratory workshop. The location of the subject may vary from year to year but will usually be in North Eastern Victoria and will be held in January or early February. This subject may be taken as part of a continuing education program.

This subject serves as an orientation for students undertaking the Wine Industry Placement and introduces the wine industry, health and safety and quality assurance issues, grape and wine quality, various wine production techniques and wine marketing

Prerequisite: completion of the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: up to 8 hours of lectures and/or practicals per day for two weeks (approximately 40 hours of lectures and 40 hours of practicals).

Assessment: one 2-hour examination (40%), one 500-word microvinification process plan (15%), one 500-word marketing plan for the wine produced using the microvinification process (10%), one bottle of wine with details of the production process (1,500 words) (25%), details of packaging and presentation, with a legal label design (500 words) (10%).

Prescribed Reading:

Ribereau-Gayon, Deboudieu, Doneche and Lonvaud *Handbook of enology*. Vol. 1, Wiley, 2000.

Rankine, B. *Making good wine: a manual of winemaking practice for Australia and New Zealand*. Sun, 1999.

Iland, P., Ewart, A., Sitters, J., Markides, A. and Bruer, N. *Techniques for chemical analysis and quality monitoring during winemaking*. Patrick Iland Wine Promotions, 2000.

Recommended Reading:

Ribereau-Gayon, Glories, Maujean and Debourdieu. *Handbook of enology*. Vol. 2, Wiley, 2000.

AGR41WPT WINE PRODUCTION TECHNOLOGY (15 CPs Sem. I. B.) *Mr*

Lindsay Corby

This subject will be run as lectures and practicals taught intensively over a two week period at Mildura in May. This subject may be taken as part of a continuing education program.

This subject concentrates on the process of wine production including the issues of water use and waste management, materials handling, heat systems and loads, storage vessels, bottling procedures and packaging. The students will be expected to plan and cost a small winery considering all production, health and safety, waste and market issues

Prerequisite: completion of the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: up to 8 hours of lectures and/or practicals per day for two weeks (approximately 40 hours of lectures and 40 hours of practicals).

Assessment: one 2-hour examination (50%), one 2,500-word winery plan (50%).

Prescribed Reading:

Ribereau-Gayon, Glories, Maujean and Dubourdieu *Hand book of enology*. Vol. 2, Wiley, 2000.

Rankine, B.C. *Making good wine: a manual of winemaking practice for Australia and New Zealand*. Sun, 1999.

White, R. *Refrigeration for wine makers*. Wine Titles, 1989.

Chapman, J. *Winery wastewater handbook*. Wine Titles, October 2001.

AGR42OEN OENOLOGY – WINE SCIENCE & ANALYSIS (15 CPs Sem. II. B.)

Mr Lindsay Corby

This subject is taught as an intensive two-week unit of lectures and practicals at the Bundoora campus in August/September.

This subject covers the major issues involved in wine making including fermentation, oxidation, CO₂ and N₂ use, SO₂ and other antioxidants, must and wine additions and their effects and timing, phenolics in wine and a full range of analytical methods.

Prerequisite: completion of the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: up to 8 hours of lectures and/or practicals each day for two weeks (approximately 40 hours of lectures and 40 hours of practicals).

Assessment: one 2-hour examination (50%), six 500-word practical reports (50%).

Prescribed Reading:

Ribereau-Gayon, Glories, Maujean and Dubourdieu *Hand book of enology*. Vol. 2, Wiley, 2000.

Ribereau-Gayon, Dubourdieu, Doneche and Lonvaud *Handbook of enology*. Vol. 1, Wiley, 2000.

Rankine, B.C. *Making good wine: a manual of winemaking practise for Australia and New Zealand*. Sun, 1999.

Iland, P., Ewart, A., Sitters, J., Markides, A. and Bruer, N. *Techniques for chemical analysis and quality monitoring during winemaking*. Winetitles, New Revised edn, 2000.

BCH40PGD POSTGRADUATE DIPLOMA BIOCHEMISTRY (120 CPs Sem. All

year. B.) *Professor Nick Hoogenraad*

Available to students who have completed a bachelor degree but who do not qualify to enter the honours course. The course is identical to the Honours course.

Class requirements: a major research project, examined by thesis (50%), seminars (15%), lectures examined by assignment (20%) and oral exam (15%). The course lasts approximately 9 months and starts in February.

BIO40PES POSTGRADUATE DIPLOMA IN ENVIRONMENTAL STRESS

(120 CPs Sem. All year. B.) *Professor Ary Hoffman*

Students must have completed a degree program that includes at least 60 credit points at third-year level, germane to the area in which the research project is to be undertaken. Each fourth-year programme requires approval by the Director of the Special Research Centre.

The postgraduate diploma year will comprise a project related to environmental stress research plus associated coursework. All students will be based within the Centre for Environmental Stress and Adaptation Research and may spend some time at the other nodes of this Special Research Centre at Monash and Melbourne universities.

Class requirements: six 2-hour tutorials over two weeks; completion of two discussion topics, each of which will consist of a short lecture series (3-hours per week over two weeks) and 12 hours per week of laboratory work and directed research.

Assessment: one 15,000-word thesis (65%), one 4,000-word grant proposal (10%), two 4,000-word essay/short literature critiques (25%).

BOT40PGD POSTGRADUATE DIPLOMA BOTANY (120 CPs Sem. All year. B.)

Dr Trevor Whiffin

Available to students who have completed a bachelor degree but who do not qualify to enter the honours course. The course consists of a research project under supervision together with other prescribed work including essays, workshops and seminars. The course lasts approximately nine months, and starts in either February or July.

Class requirements: As directed.

Assessment: one research thesis (70%), performance in the other prescribed work (30%).

BTB50BIG BIOINFORMATICS AND GENOMICS (20 CPs Sem. All year. B.)

Dr Mick Foley

In this subject a detailed understanding is provided of important technologies that are the foundation of biotechnology. These topics, such as genomics, proteomics and bioinformatic analysis, will provide the theoretical underpinnings for the coursework. Database mining, homology and motif searching will be covered in depth. Understanding algorithms used in searches as well as understanding techniques for genomic analysis such as SNPs, microsatellite analysis, principles of microarray analysis will also be covered.

Prerequisite: BTB52IBB.

Class requirements: two 1-hour lectures/tutorials per week for 20 weeks and one 2-hour laboratory session per week.

Assessment: one 4,500-word essay (75%), one 30-minute class presentation (25%).

BTB50PBT PRINCIPLES OF BIOTECHNOLOGY (30 CPs Sem. II. B.) *Dr Mick*

Foley

Advanced topics in biotechnology will allow students to gain an understanding of advanced tools in molecular biology, protein chemistry and proteomics for use in biotechnology. The impact of biotechnology on molecular diagnostics and vaccines for infectious diseases will be examined. Genetic modification for research and commercialisation will also be covered. These will include combinatorial methods for identifying commercially useful biological binding molecules. Strategies for mutation and evolution of biological molecules, including DNA shuffling, combinatorial methods etc. Industrial scale biomolecules, and bioseparations will also be covered. The impact of biotechnology in medicine and agriculture will also be considered.

Prerequisite: BTB52IBB.

Class requirements: four 1-hour lectures/tutorials per week for the first 10 weeks and two 1-hour lectures/tutorials per week for the second 10 weeks and two hours seminar/workshops per week.

Assessment: two 3,000-word essays (80%), one 30-minute class presentation (20%).

BTB50THS PRINCIPLES OF BIOTECHNOLOGY (120 CPs Sem. All year. B.)

Dr Mick Foley

This subject will involve an individual assignment consisting of identification and characterisation of a novel gene and expressing the gene product and examining its molecular and cell biology.

Prerequisite: BTB52IBB.

Class requirements: students will be expected to work full-time on their thesis for 48 weeks.

Assessment: one 30,000-word thesis (95%), one 30-minute class presentation (5%).

BTB52IBB INTRODUCTION TO BIOTECHNOLOGY (10 CPs Sem. II. B.) *Dr*

Mick Foley

In this subject an introduction is provided to the general principles of biotechnology. The lectures will cover relevant subjects such as

approaches to biotechnology, recombinant DNA technology, microbiology, protein chemistry, biotechniques used in biotechnology.

Class requirements: two 1-hour lectures/tutorials per week for 10 weeks and 30 hours of practicals.

Assessment: one 3,000-word essay (100%).

CHE40PGD POSTGRADUATE DIPLOMA CHEMISTRY (120 CPs Sem. All year. B.) *Dr Graeme Nyberg*

Students may commence the Postgraduate Diploma in Chemistry in Semester 2. This course is similar to the Honours course, but is oriented slightly less towards pure research and more towards employment.

Prerequisite: a grade average of at least 60% in third-year chemistry or the equivalent.

Class requirements: similar to the Honours year. Research projects: two separate projects, plus a literature survey, each in a different area of chemistry.

Assessment: coursework (50%), thesis (50%).

CSE11IJA INTERMEDIATE OBJECT ORIENTED PROGRAMMING USING JAVA (15 CPs Sem. I. B.) *Dr Fei Liu*

This is an accelerated subject taught in an intensive fashion over weeks 5-13 of the semester.

The teaching of object-oriented concepts is continued while students gain more experience with the Java programming language and basic software engineering principles. Topics covered include inheritance, (class hierarchies, abstract classes), input/output streams, file operations, exceptions, recursion, dynamic data structures, (linked lists), abstract data types (stacks and queues), event driven programming and graphical user interfaces (layout management, GUI components). Software engineering principles are further developed, including parameters for characterising software quality, testing strategies and debugging strategies.

Prerequisite: CSE11OJA or equivalent.

Recommended Prior Studies: MAT11DM or equivalent.

Incompatible subject: CSE12IPJ or equivalent.

Quota: 100.

Class requirements: five 1-hour lectures for weeks 5-12 and four hours of software laboratory work per week for weeks 5-13.

Assessment: one 3-hour examination (70%), one 1,000-word programming assignment (20%), weekly laboratory skills tests (10%).

CSE11OJA INTRODUCTION TO OBJECT ORIENTED PROGRAMMING USING JAVA (15 CPs Sem. I. B.) *Dr Kinh Nguyen*

This subject commences three weeks prior to the start of first semester and runs until week three of the semester. In the first three weeks the subject is taught full-time over five days per week with additional laboratory work scheduled for the sixth day.

Students are introduced to computers, object-oriented concepts and programming using Java. Students also gain a working knowledge of the Unix operating system. Topics covered include classes and objects, primitive data types, flow of control, methods, basic input/output, arrays, and the vector class. Software engineering principles are introduced, including coding standards, class design and testing strategies.

Co-requisite: MAT11DM.

Incompatible subject: CSE11OOJ or equivalent.

Quota: 100. Approval will be given first to students enrolled in degrees for which this subject is core. For other students, enrolment is conditional on achieving the minimum ENTER (or equivalent) required for entry into degrees offered by the Department of Computer Science & Computer Engineering.

Class requirements: ten 1-hour lectures and ten hours of laboratory classes per week for the first three weeks then five 1-hour lectures and four hours of laboratory work per week for the week 1, then four 1-hour lectures and two hours of laboratory work for the final two weeks.

Assessment: one 2-hour examination (60%), one 750-word equivalent programming assignment (15%), laboratory work (5%), one 1-hour laboratory examination (20%).

CSE12IJA INTERMEDIATE OBJECT ORIENTED PROGRAMMING USING JAVA (15 CPs Sem. II. B.) *Dr Fei Liu*

See CSE11IJA for a full subject description.

CSE12OJA INTRODUCTION TO OBJECT ORIENTED PROGRAMMING

USING JAVA (15 CPs Sem. II. B.) *Dr Kinh Nguyen*

See CSE11OJA for a full subject description.

CSE40PRJ ADVANCED SOFTWARE ENGINEERING PROJECT (30 CPs Sem. All year. B.) *Mr Torab Torabi*

This subject involves an extensive implementation of a software project. The subject will involve a series of lectures supplemented by practice classes and discussions with customers for whom the system is built. The system will be built in a group and students will learn techniques for working in groups to develop software.

Prerequisite: CSE11OJA or equivalent.

Incompatible subject: CSE30PRJ or CSE32PRO or CSE42PRO.

Class requirements: two 1-hour lectures, one 1-hour laboratory class and one 1-hour meeting per week. Additional visiting lectures, site visits and project supervision sessions are scheduled throughout the year.

Assessment: one 2-hour examination (30%), one team software engineering project (approx. 7,000 words/student equivalent) (70%).

CSE40THE THESIS (45 CPs Sem. All year. B.) *Dr Wenny Rahayu*

This subject is available to students enrolled in the Master of Information Technology but it is not available to students enrolled in the Master of Information Systems or the Master of Computer Science.

Students undertake a project that takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Each project is written up as a minor thesis, with all students presenting a seminar on their topic. A mid-year literature survey is also required. A list of prospective topics for 2004 is available from the Department of Computer Science and Computer Engineering.

Class requirements: supervised research under the direction of a member of staff equivalent to five-hours per week.

Assessment: literature survey including a problem definition (20%), one 9,000-word thesis (75%), one 20-minute oral presentation (5%).

CSE41AGR ADVANCED GRAPHICS (15 CPs Sem. I. B.) *Dr John Rankin*

Topics covered by this subject include hierarchical segmentation, 3-dimensional graphics, colour theory, area and pattern filling, animation programming techniques and simulation using graphics. Components also include co-ordinate transformations, frame to frame computation, matrix object description, computation of trajectories and reach. Robot simulation using graphics, dynamical stability considerations, open GL programming, constraint graphics (ray tracing), radiosity, virtual realities, VRML and VRML viewers and tools are also examined.

Prerequisite: CSE31GRA.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week for 10 of the 13 weeks of the semester.

Assessment: one 3-hour examination (60%), one 1,500-word (equivalent) programming assignment (35%), laboratory work (5%).

CSE41AT1 ADVANCED TOPICS IN COMPUTER SCIENCE 1 (15 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject is offered from time-to-time as a seminar series. The majority of the seminars are conducted by external experts with an international reputation. Topics for 2004 will be available from the Department from December 2003.

Class requirements: one 2-hour lecture and one 3-hour laboratory class for 10 of the 13 weeks of the semester.

Assessment: one 3-hour examination (70%), one 1,500-word (equivalent) assignment (30%).

CSE41AT2 ADVANCED TOPICS IN COMPUTER SCIENCE 2 (15 CPs Sem. I. B.) *Dr Mario Davoli*

See CSE41AT1 for a full subject description.

Incompatible subject: HUS20LBD/HUS30LBD.

Quota: 50.

CSE41AT6 ADVANCED TOPICS IN INFORMATION SYSTEMS 6 (15 CPs Sem. I. B.) *Dr Ernesto Damiani*

See CSE41AT1 for a full subject description.

CSE41AT7 ADVANCED TOPICS IN INFORMATION SYSTEMS 7 (15 CPs Sem. I. B.) *Dr Nishan Canagaran*

See CSE41AT1 for a full subject description.

CSE41CMM CAPABILITY MATURITY MODEL & SOFTWARE

ENGINEERING PROCESS (15 CPs Sem. I. B.) *Co-ordinator to be advised*
Not available in 2004.

CSE41CMP COMPILER CONSTRUCTION (15 CPs Sem. I. B.) *Co-ordinator to be advised*
Not available in 2004.

CSE41CSE COMPUTER BASED SOFTWARE ENGINEERING (15 CPs Sem. I. B.) *Co-ordinator to be advised*
Not available in 2004.

CSE41DIR DIRECTED STUDY (15 CPs Sem. I. B.) *Dr Wenny Rahayu*

This is a subject that enables students to carry out independent study supervised by a member of staff. Enrolment requires the approval of the supervising member of staff in the Department of Computer Science & Computer Engineering and also the fourth year co-ordinator.

Class requirements: supervised research under the direction of a member of staff equivalent to four hours of class contact per week.

Assessment: one 4,000-word technical report (100%).

CSE41DIS DISTRIBUTED COMPUTING (15 CPs Sem. I. B.) *Dr Samar Singh*
Not available in 2004.

CSE41DSS DECISION SUPPORT SYSTEMS (15 CPs Sem. I. B.) *Dr Jinli Cao*

Introduction to decision support systems (DSS). Decision making, decision support system architectures, building decision support systems, group decision support systems. Models in DSS and mathematical models and optimisation. Data warehousing and executive information system fundamentals.

Prerequisite: CSE21DB/CSE31DB or CSE41FDB.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (70%), one 1,500-word (equivalent) programming assignment (30%).

CSE41ECS E-COMMERCE FUNDAMENTALS AND APPLICATIONS (15 CPs Sem. I. B.) *Dr Kinh Nguyen*
Not available in 2004.

CSE41FAI ARTIFICIAL INTELLIGENCE (15 CPs Sem. I. B.) *Dr Jinli Cao*
Not available in 2004.

CSE41FAS ALGORITHMS & DATA STRUCTURES (15 CPs Sem. I. B.) *Ms Julie Main*

Students study the design, analysis and complexity of a range of important algorithms, data structures and file structures. Search algorithms and internal and external sorting algorithms are covered.

Prerequisite: CSE11IJA or equivalent and MAT11DM/MAT12DM.

Incompatible subject: CSE21ADS/CSE22ADS or equivalent.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one 1,250-word equivalent programming assignment (20%), weekly laboratory skills tests (10%).

CSE41FDB DATABASE SYSTEMS (15 CPs Sem. I. B.) *Dr Wenny Rahayu*
 Not available to students who have passed CSE21DB/CSE31DB.

Overview of DB management; architecture of database systems. Life cycle of DB systems. Hierarchical network and relational models. Entity-relationship data model, relational database design. SQL and commercial RDBMs. Data dependencies and Normalisation, security and integrity constraints. Transaction management for multi-user database systems. In this subject students are required to build a database application that meets the needs of a system requirement specification and implementation of the system with a selected commercial DBMS such as ORACLE 8 SQL *Plus and Developer.

Incompatible subject: CSE21DB/CSE31DB.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one 750-word programming assignment (15%), one 500-word essay (10%), one mid-semester test (5%).

CSE41FGR VISUAL GRAPHICS PROGRAMMING (15 CPs Sem. I. B.) *Dr*

John Rankin

Students study graphics characteristics, aspect ratios, co-ordinate systems, graphics primitives, windowing and view- porting, 2-D plotting functions, attributes, polylinearcs, design and editing, general curves and splines, 2-D transformations and metagraphics commands. Also studied are the operations on dynamic poly objects, set operations on and clipping of general 2D regions, vector fills, raster algorithms, graphics animation with sprites, interactive graphics game design, designing the user interface, coordinating sound and motion and 3-D rendering multimedia systems.

Prerequisite: CSE21ADC or equivalent (from 2005 CSE21ADS/CSE22ADS).

Incompatible subject: CSE31GRA.

Class requirements: two 1-hour lectures and one 2-hour laboratory class.

Assessment: one 3-hour examination (60%), one programming assignment equiv. to 1,000 words (35%), 10 min. weekly laboratory programming tests (5%).

CSE41FIC INTERNET COMPUTING CLIENT SIDE (15 CPs Sem. I. B.) *Dr Wenny Rahayu*

Topics covered include web programming, audience-based web page/site development; HTML, links, images, ImageMap, tables, frames, form; style sheets, Javascript; logical design of web user interface; usability testing, web presence and visibility.

Prerequisite: CSE11OJA/CSE12OJA or equivalent.

Co-requisite: CSE41FDB.

Incompatible subject: CSE21ICC or equivalent, BUS32MIS or equivalent.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (65%), one 750-word programming assignment (20%), one 15-minute laboratory test (5%), one 500-word essay (10%).

CSE41FIS INTELLIGENT SYSTEMS ENGINEERING (15 CPs Sem. II. B.) *Dr Dianhui Wang*
Not available in 2004.

CSE41FMI MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. I. B.) *Dr Liu Fei*

Not available to students who have passed CSE31MIS.

Overview of organisational decision making models and information needs. Stages of growth in an organisation and IT developments. Information theories, value of information, information as power. Organisational structures and cultures, structures and strategies; managerial and operational roles, people interaction, motivation and group behaviours. System theory, systems support for decision models, information systems as socio-technical systems. Stages of IS growth.

Incompatible subject: CSE31MIS, CSE41FMI.

Class requirements: two 1-hour lectures and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (60%), one 1,500 word equivalent design assignment. (40%).

CSE41FMS MULTIMEDIA SYSTEMS (15 CPs Sem. II. B.) *Dr Dianhui Wang*
 Not available to students who have passed CSE31MS. It is strongly recommended that any student who wishes to choose this subject, are those who have completed calculus in their prior studies.

This subject focuses on media coding and content processing, which includes an overview of multimedia systems, multimedia data representation, audio and video technologies, image processing, content-based multimedia information retrieval techniques and transform coding compression techniques (JPEG & MPEG). Design issues on content-based image retrieval systems for visual information database will be addressed, which contain image feature extraction, indexing, similarity measure, lower-bounding lemma and performance evaluations. Practice on content-based multimedia retrieval systems will be offered in Labs. Knowledge on HTML, PHD and MySQL, will be involved in labs as necessary tools to display content-based image retrieval systems.

Incompatible subject: CSE31MS/CSE32MS, CSE42FMS, BUS32MMI.

Class requirements: one 2-hour lecture and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one 1,500 word equivalent programming assignment (25%), laboratory work (5%).

Recommended Reading:

Drozdek, A. *Elements of data compression*. Brooks/Cole, Thomson Learning, 2002.

Steimmetz, R., Nahrstedt, K. *Multimedia fundamental*. IMSC Press Multimedia Series, 2002.

CSE41FNT DATA COMMUNICATIONS AND NETWORKS (15 CPs Sem. I. B.)

Associate Professor Richard Lai

Not available to students who have passed CSE21/31NET.

This subject examines: computer networks, telecommunications in general; OSI 7-layer model, standards, definitions and terminology; data transmission, concepts and terminology, analog and digital data transmission, transmission impairments and media; digital to analog encoding algorithms, performance, efficiency and reliability measures/analysis; asynchronous and synchronous transmission techniques; multiplexing, frequency-division, synchronous time-division, statistical time division; error detection and correction approaches, 'flow control' at the physical layer; example physical layer protocol, RS232; various mechanisms for specifying and describing protocols; role and issues in Data Link layer, flow control using simplex and more complex sliding window protocols, long propagation delay example; error detection and correction at the data link layer with reference to the sliding window protocol.

Recommended Prior Studies: CSE12SYS.

Incompatible subject: CSE21NET/CSE31NET.

Class requirements: one 2-hour lecture and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one problem-solving assignment equivalent to 1,500 words (30%).

CSE41FPP PROTOCOLS, PERFORMANCE AND ROUTING (15 CPs Sem. I. B.)

Dr Prakash Veeragahavan

This is an introduction to, routing and inter-networking, client/server network software design based on sockets, analysis of the OSI model in respect to network, transport and session layers with emphasis on specific transport and routing algorithms and analysis and comparison of various protocols considered in both contexts ISO and internet (TCP/UDP/IP, ARP/RARP, ICMP, RIP, OSPF, EGP, GEP). There is also an introduction to network design and performance evaluation issues. An assignment demands understanding of C and UNIX on a system-programming level, with some assistance in practical network software design being given during tutorials. The assignment brings together the theory and practical aspects of networking software design based on sockets.

Prerequisite: CSE21NET or equivalent.

Recommended Prior Studies: CSE12SYS.

Incompatible subject: CSE31PPR.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one 1,500 word equivalent programming assignment (25%), 10-min weekly programming tests (5%).

CSE41FSD SYSTEM DESCRIPTION TECHNIQUES (15 CPs Sem. I. B.)

Mr Samar Singh

Not available to students who have passed CSE21SDT.

Students concentrate on diagramming techniques used for design and analysis of procedural programmes. Some of the techniques covered will also be relevant to database and OO system development and will be useful as a preparation for subjects such as CSE21DB/CSE31DB and CSE22ODE. The students learn: basic flow charting and elementary activity diagrams of the UML, Data Flow diagrams and Structure Charts, Static Data modelling using E-R diagrams, Finite-State Machines of different kinds and their use in modelling systems, simple sequence diagrams and fencing diagrams, elementary UML State-Charts, Petri-Nets: condition-event nets and place-transition nets and their application to system modelling. Finally, a partial overview of UML to see the way ahead.

Incompatible subject: CSE21SDT.

Class requirements: one two-hour lecture and one 2-hour practice class per week.

Assessment: one 3-hour examination (70%), one problem solving assignment equivalent to 1,500 words (25%), one practice test (5%).

CSE41FSM SOFTW MEASUREMENT METRICS (15 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject examines what is to be measured and what does the measurement mean. It looks at the measurement of software quality and complexity and the use of product and process metrics. The use of metrics to improve software quality. Metrics considered will cover size, complexity, level, control flow, data flow, object oriented issues, re-use, coupling, cohesion and modularity.

Prerequisite: CSE41FSD.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: two 750-word equivalent programming assignments (40%), one 3-hour examination (60%).

CSE41MPS MULTI-PROCESSOR SYSTEMS (15 CPs Sem. I. B.)

Dr Wenny

Rahayu

Not available in 2004.

CSE41NMN NETWORK DESIGN AND NETWORK MANAGEMENT (15 CPs Sem. I. B.)

Dr Prakash Veeragahavan

This subject teaches students the key issues in network design, including layouts, dimensioning, choice of protocols and topologies. The network management aspect looks at network routing, security reliability, cost and performance issues.

Prerequisite: CSE21NET or CSE31NET.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (70%), a programming assignment equivalent to 1,500 words (30%).

CSE41INN NEURAL NETWORKS (15 CPs Sem. I. B.)

Dr Dianhui Wang

This subject covers supervised and unsupervised learning and the concept of learning from experience. The concepts of generalisation and regularisation for feed-forward nets are explored. Some important theoretical works on approximation functionality, learning process convergence and statistical aspects are covered. Several typical neural nets architectures such as Multilayer Perceptrons (MPL), Radial Basis Function (RBF) nets, Kohonen Self Organizing Map (SOM), Hopfield networks are focused on. Application topics such as hand written numeral recognition, image enhancement protein sequence classification and adaptive control of unknown dynamic systems are provided. Assignments offer students a sufficiently large space to explore neural nets in terms of both theoretical issues and applications in the real world.

Prerequisite: CSE31ISE/CSE32ISE.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (50%), one programming assignment equivalent to 1,500 words (50%).

Recommended Reading:

Haykin, S. *Neural networks*. 2nd edn, Prentice-Hall, 1999.

Ham, F. M. and Kostanic, I. *Principles of neurocomputing for science and engineering*. McGraw-Hill, 2001.

CSE41PCS PERFORMANCE ANALYSIS OF COMPUTER SYSTEMS (15 CPs Sem. I. B.)

Dr Somnath Ghosh

Topics studied include performance modelling and measurement, probability theory, simulations, Markov models, M/M/I model, and recurrence times, continuous time systems, queuing theory, single queues, discrete time systems, performance indices, Markovian process, non-Markovian systems, networks of queues, mean value analysis, case studies, modelling and measurement tools.

Recommended Prior Studies: STA31PE.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (70%), one-programming assignment equivalent to 1,500 words (30%).

CSE41PNE PROTOCOL AND NETWORK ENGINEERING (15 CPs Sem. I. B.)*Associate Professor Richard Lai*

Communication protocol development methodology, communication modelling and analysis, protocol verification, conformance testing, test architecture, types of test cases, test suite design, test notation TTCN, computer-aided test tool, formal specifications, Formal Description Techniques, Extended Finite State Machine, Petri Nets and their extensions, Numerical Petri Nets, reachability analysis, verification methodology, protocol properties, verification tool. Protocol performance analysis.

Prerequisite: CSE31PPR or CSE32LAN, or CSE21NET/CSE31NET.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (70%), one programming assignment equivalent to 1,500 words (30%).

CSE41RFS REAL-TIME AND FAULT-TOLERANT SYSTEMS (15 CPs Sem. I. B.)*Dr Ben Soh*

This subject examines the concept of fault, error, failure, layered machines, classification of faults, provision of static and dynamic redundancy, hardware, software, time and information redundancy, N-version and roll-back and recovery methods, concepts of local and global clocks, time validity of information, real time systems and networks.

Recommended Prior Studies: CSE31OS.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (70%), one programming assignment equivalent to 1,500 words (30%).

CSE41SAR SOFTWARE ARCHITECTURE (15 CPs Sem. I. B.) *Co-ordinator to be advised*

This subject examines the factors impacting on software architecture. It covers the main approaches to software architecture specification, layering as an architectural approach. It looks at the implications of different software architectures, performance issues, reliability, vulnerability and the implications of different paradigms including internet on software architecture and dynamic component based architectures.

Prerequisite: CSE30PRJ or CSE32PRO is recommended.

Class requirements: one 2-hour lecture and one 3-hour software laboratory class per week.

Assessment: one programming assignment equivalent to 1,500 words. (40%), one 3-hour examination (60%).

CSE41SPM SOFTWARE ENGINEERING PROJECT MANAGEMENT AND ESTIMATION (15 CPs Sem. I. B.) *Associate Professor Karl Reed*

Components in this subject include project task decomposition, scheduling, determination and allocation resources, critical path analysis, team selection and team building, software engineering estimation techniques, structure and negotiation of software contracts, CASE tools for different styles of software project management and estimation.

Recommended Prior Studies: CSE30PRJ or CSE32PRO.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (70%), practical work (30%).

CSE41STC SOFTWARE TOOLS AND CASE (15 CPs Sem. I. B.) *Dr Richard Hall*

Topics include the evolution of CASE tools, components of a CASE system, development platforms, standards for tool repositories PCTE, integration of various tools, configuration management and versions control, module interconnection languages and buses, hypertext and hypermedia concepts, design and implementation issues, navigation information content of diagramming systems and their isomorphism, standard diagramming techniques, control of access to tools in a software project and project tracking, design, reasoning and design capture, UML and CASE familiarity with latest CASE Tools, Rouse issues.

Recommended Prior Studies: CSE32PRO or CSE30PRJ.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week. .

Assessment: one 3-hour examination (70%), one programming assignment equivalent to 1,500 words (30%).

CSE41WIR WIRELESS NETWORKING (15 CPs Sem. I. B.) *Dr Samar Singh*
*Not available in 2004.***CSE42ADB ADVANCED DATABASES** (15 CPs Sem. II. B.) *Dr Wenny Rahayu*

The concepts and implementations of next generation databases; object-oriented databases and object-relational databases. Building a data warehouse, structuring and implementing OLAP (On-Line Analytical Processing) queries. Implementation of a web/internet database, database application server, ODBC (Open Data Base Connection). Client-server databases and high performance databases. Setting up a web database application, building a web database system that meets a system specification and implementation of the system on a selected commercial DBMS such as ORACLE8i application server, or Microsoft Access with ODBC connection.

Prerequisite: CSE21DB or CSE31DB.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (65%), one programming assignment equivalent to 1,500 words (30%), one 10-minute laboratory skills test (5%).

CSE42AMI ADVANCED MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. II. B.) *Co-ordinator to be advised*
*Not available in 2004.***CSE42APP APPLICATION PROTOCOLS** (15 CPs Sem. II. B.) *Dr Prakash Veerargahavan*

This subject explores some convergent application models in use or being developed for the internet, based around the dominance of TCP/IP (both Ipv4 and Ipv6/Ipng). Topics covered include the following but will also be extended to canvass particular problem areas raised by students in the subject: abstract/concrete syntactical representations and encodings based, around ASN.1 and BER; directories and meta-objects with embedded applications including coverage of directory models, directory schemas, security issues, LDAP, DNS, universal network identifications and application to network appliances: mobility applications and protocols in the Internet including coverage of mobile IP issues, VPNs, wireless access with WAP, and security; unified and convergent messaging in the Internet including application protocols/models for Voice (eg. VOIP), fax, and email (including investigation of IMAP, SMTP, VPIM).

Prerequisite: CSE21NET or CSE31NET.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one problem solving assignment equivalent to 1,500 words (30%).

CSE42AT1 ADVANCED TOPICS IN COMPUTER SCIENCE 1 (15 CPs Sem. II. B.) *Co-ordinator to be advised*
See CSE41AT1 for a full subject description.**CSE42AT3 ADVANCED TOPICS IN COMPUTER SCIENCE 3** (15 CPs Sem. II. B.) *Co-ordinator to be advised*
See CSE41AT1 for a full subject description.**CSE42AT4 ADVANCED TOPICS IN COMPUTER SCIENCE 4** (15 CPs Sem. II. B.) *Co-ordinator to be advised*
See CSE41AT1 for a full subject description.**CSE42AT8 ADVANCED TOPICS IN INFORMATION SYSTEMS 8** (15 CPs Sem. II. B.) *Dr Mario Davioli*
See CSE41AT2 for a full subject description.**CSE42AT9 ADVANCED TOPICS IN INFORMATION SYSTEMS 9** (15 CPs Sem. II. B.) *Co-ordinator to be advised*
See CSE41AT1 for a full subject description.**CSE42CMM CAPABILITY MATURITY MODEL & SOFTWARE ENGINEERING PROCESS** (15 CPs Sem. II. B.) *Co-ordinator to be advised*
*Not available in 2004.***CSE42CSE COMPUTER BASED SOFTWARE ENGINEERING** (15 CPs Sem. II. B.) *Co-ordinator to be advised*
Not available in 2004.

CSE42DIR DIRECTED STUDY (15 CPs Sem. II. B.) *Dr Wenny Rahayu*
See CSE41DIR for full subject description.

CSE42DIS DISTRIBUTED COMPUTING (15 CPs Sem. II. B.) *Dr Samar Singh*

This subject comprises fundamental issues in concurrency and message-passing communication, development of truly decentralised distributed solutions for basic problems such as clock-synchronisation, check-point and recovery, mutual exclusion, elections, termination and deadlock detection; some issues in fault-tolerance, Byzantine problems, an emphasis on proving correctness and analysing performance. Knowledge of C/C++ and UNIX is assumed.

Prerequisite: CSE12IPJ or equivalent.

Recommended Prior Studies: CSE21NET or equivalent or CSE31PAR or CSE310S.

Class requirements: one 2-hour lecture and one 3-hour laboratory per week.

Assessment: one 3-hour examination (70%), one assignment equivalent to 500 words (10%), one assignment equivalent to 1,000 words (20%).

CSE42DMI DATA MINING (15 CPs Sem. II. B.) *Dr Dianhui Wang*

Data mining refers to various techniques that can be used to uncover hidden information from a database. The data to be mined may be complex data including multimedia, spatial and temporal. Data mining has evolved from several areas including: databases, artificial intelligence, algorithms, information retrieval and statistics. This subject is designed to provide graduate students with a solid understanding of data mining concepts and tools. The subject will be taught from intelligent system and database perspectives.

Prerequisite: CSE32ISE or CSE41NN.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (50%), one programming assignment equivalent to 1,500 words (50%).

Recommended Reading:

Sestito, S. and Dillon, T. S. *Automated knowledge acquisition*. Prentice-Hall, 1994.

Dunham, M. H. *Data mining: introductory and advanced topics*. Prentice-Hall, 2003.

CSE42DSS DECISION SUPPORT SYSTEMS (15 CPs Sem. II. B.) *Dr Jinli Cao*
Not available in 2004.

CSE42ECS E-COMMERCE – FUNDAMENTALS AND APPLICATIONS (15 CPs Sem. II. B.) *Dr Kinh Nguyen*

This subject teaches the principles of internet commerce from a technical perspective. It covers all the computing technologies – networking, security, programming, human-computer interface design, database design etc. and illustrates how to use these techniques to build a useful e-commerce application.

Prerequisite: CSE21DB or equivalent and CSE31ICC or equivalent.

Recommended Prior Studies: CSE30PRJ or CSE32PRO.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 1,500 word programming assignment (40%), one 3-hour examination (60%).

CSE42FAI ARTIFICIAL INTELLIGENCE (15 CPs Sem. II. B.) *Dr Jinli Cao*
Not available to students who have passed CSE21AI/CSE22AI.

This subject focuses on artificial intelligence (AI), including the Turing test, introduction to AI application areas, problem formulation, key roles of representation, types of representation, including logic, nets, graphics, state space, production system and exploitation of constraints. Search methodologies and control approaches, applications from geometry and game playing including the use of Java to teach AI concepts.

Prerequisite: CSE12IPJ or equivalent subject.

Incompatible subject: CSE21AI/CSE22AI or CSE41FAI.

Class requirements: two 1-hour lectures and one 3-hour laboratory class.

Assessment: one 3-hour examination (70%), one programming assignment equivalent to 1,200-words (20%), one 15-minute laboratory skills test (10%).

CSE42FAS ALGORITHMS & DATA STRUCTURES (15 CPs Sem. II. B.) *Ms Julie Main*

See CSE41FAS for a full subject description.

CSE42FCS INTERNET COMPUTING: SERVER-SIDE (15 CPs Sem. II. B.) *Mr Torab Torabi*

Topics covered include servlet fundamentals and overview of Java servlet; Java servlet architecture, Common Gateway Interface (CGI) fundamentals and languages, Active Server Page (ASP), JavaBeans, Enterprise JavaBeans properties, structures and drivers and traditional session tracking techniques and servlet session tracking API.

Prerequisite: CSE41FIC.

Class requirements: two 1-hour lectures and one 3-hour laboratory class per week.

Assessment: one 1,500-word programming assignment (30%), one 3-hour examination (70%).

CSE42FDP DATABASE PROGRAMMING (10 CPs Sem. II. B.) *Dr Wenny Rahayu*

Topics covered include advanced database programming such as advanced procedures, functions, trigger and packages. Techniques to build an integrated database application in industry are examined. Query optimisation and tuning techniques are also covered.

Prerequisite: CSE41FDB.

Class requirements: one 2-hour lecture and one 2-hour laboratory class per week.

Assessment: one 1000-word equivalent programming assignment (30%), one 2-hour examination (70%).

CSE42FGA GAMES TECHNOLOGY PROGRAMMING (15 CPs Sem. II. B.) *Dr John Rankin*

Topics covered include games specifications, design, architecture and games assets, Visual Studio, .NET versus Version 6, Visual C++ Win32 programming versus MFC programming, the game loop, accessing DirectDraw through DirectX7 COM interface, DirectDraw 2D graphics programming, loading backdrops and scrolling backdrops, programming sprites, programming sound effects and continuous background music, animating sprites, user input processing and case studies of commercial games.

Prerequisite: CSE41FGR.

Class requirements: one 1-hour lecture, one 1-hour lecture/tutorial and one 3-hour laboratory class per week.

Assessment: one 1,250-word group programming assignment (30%), one 3-hour examination (60%), laboratory work (10%).

CSE42FIC INTERNET COMPUTING: CLIENT SIDE (15 CPs Sem. I. B.) *Dr Wenny Rahayu*
Not available in 2004.

CSE42FIS INTELLIGENT SYSTEMS ENGINEERING (15 CPs Sem. II. B.) *Dr Dianhui Wang*

This subject includes the main three components of intelligent systems engineering which are: fuzzy logic, neural nets and genetic algorithms (GA). The subject provides students with concepts and fundamentals in intelligent systems design and applications. Technical aspects cover fuzzy inference mechanisms and applications, mapping neural networks, learning, functionality and applications in modelling and control and GA techniques for solving parameter optimisation problems. Students will work with real data to help consolidate their knowledge in this area.

Incompatible subject: CSE41FIS.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one programming assignment equivalent to 1,500 words (25%), laboratory work (5%).

Recommended Reading:

Negnevitsky, M. *Artificial intelligence – a guide to intelligent systems*. Addison-Wesley, 2002.

Lin, C. T. and Lee, C. S. *Neural fuzzy systems – a neuro-fuzzy synergism to intelligent systems*. Prentice-Hall, 1996.

CSE42FLN LANS AND WANS (15 CPs Sem. II. B.) *Dr Prakash*

Veeragahaven

This subject provides a detailed study of the X.25 networking standard and local area networking standards with emphasis on CSMA/CS

techniques and IEEE 802 series of standards. It also includes an introduction to the MAN/FDDI and ISDN based networks and local area network performance.

Prerequisite: CSE41FNT.

Recommended Prior Studies: CSE41FPP is recommended.

Quota: 10. Only students in the MIT, MIS, PGDCS and GDCS degrees will be allowed to enrol in this subject.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one 1,500-word equivalent programming assignment (30%).

CSE42FMI MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. II. B.)

Dr Fei Liu

Not available in 2004.

CSE42FMS MULTIMEDIA SYSTEMS (15 CPs Sem. II. B.) *Dr Dianhui Wang*

Not available in 2004.

CSE42FNS NETWORKS AND SYSTEMS SECURITY (15 CPs Sem. II. B.) *Dr*

Ben Soh

Students study secret key systems, the role of cryptography in EDP, elementary information theory, redundancy, data-compression, perfect secrecy and data encryption standard (DES). Communication security and file security, public key cryptosystem, RSA cryptosystems, authentication systems, digital signatures and minimum knowledge user identification. Key management and security protocols are also examined.

Prerequisite: CSE21NET or equivalent.

Class requirements: two 1-hour lectures and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one 1,500-word equivalent. programming assignment (30%).

CSE42FOD OBJECT-ORIENTED DATA ENGINEERING (15 CPs Sem. II. B.)

Ms Julie Main

This subject aims to introduce students to the concept of advanced object oriented conceptual modelling for software engineering and data modelling. It uses as its fundamental conceptual data model, the object-oriented model. Object-oriented ideas for modelling purposes are introduced and extensions of these for data modelling are discussed. The UML notation is adopted for graphical representation. The Rational Unified Process (RUP) is presented and its use for object-oriented data modelling is critically examined. Object Constraint Language (OCL) is presented as well as its uses in rigorous object-oriented data modelling.

Incompatible subject: CSE22ODE/CSE32ODE.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (80%), one problem solving assignment equivalent to 1,500 words (20%).

CSE42FST SOFTWARE TESTING RELIABILITY AND QUALITY (15 CPs Sem. II. B.) *Dr Karl Reed*

Topics covered include: testing of standalone, LAN based internet software, different forms of testing, test plan generation and execution, test coverage. Reliability of software including error defect models, maintenance and modifiability effects, an introduction to software quality issues both process and product related and standards.

Prerequisite: CSE41FAD.

Class requirements: two 1-hour lectures and one 3-hour laboratory class per week.

Assessment: one programming assignment equivalent to 1,500 words (30%), one 3-hour examination (70%).

CSE42FXP EXPERT SYSTEMS (15 CPs Sem. II. B.) *Dr Richard Hall*

An object-oriented approach to modelling of knowledge based systems and the required extensions; manual and automated knowledge acquisition approaches; life cycle issues for development of expert systems conventional and blackboard architectures, qualitative and case based reasoning and use of NEXPERT for development of an expert system.

Incompatible subject: CSE32EXP.

Class requirements: two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: one 3-hour examination (70%), two 750-word equivalent programming assignments (30%).

CSE42GTE ADVANCED GAMES PROGRAMMING TECHNOLOGY (15 CPs

Sem. II. B.) *Dr John Rankin*

Topics covered include games types, variety of games, team development skills, programming language, platform, console programming, target audience considerations, graphics theory, AI theory for games, games programmers' graphics techniques, digital artwork, animation and audio resources, games architecture, games design, packagings and development, games evaluation, sample case histories.

Prerequisite: CSE31GRA.

Class requirements: one 1-hour lecture, one 1-hour lecture/tutorial and one 3-hour laboratory class per week.

Assessment: one 1,500-word programming assignment (40%), one 3-hour examination (60%).

CSE42MTH MATHEMATICAL SOFTWARE (15 CPs Sem. II. B.) *Dr Ian*

Robinson

Not available in 2004.

CSE42PNE PROTOCOL AND NETWORK ENGINEERING (15 CPs Sem. II. B.)

Dr Richard Lai

Not available in 2004.

CSE42PRO ADVANCED PROGRAMMING PROJECT (15 CPs Sem. II. B.) *Dr*

John Rankin

This programming project focuses on developing students' skills in software design, implementation, testing and documentation. Students learn to design software for portability and re-use, as well as to take advantage of system utilities and standard libraries. The assignments require students to work in small programming teams and result in the development of a small-scale software system. The project assumes good programming skills in C++ and working knowledge of Windows programming and integrates previously learned skills and knowledge relating to social and ethical issues.

Prerequisite: CSE11OOJ and CSE12IPJ or equivalent.

Incompatible subject: CSE32PRO or CSE30PRJ or CSE40PRJ.

Class requirements: two 1-hour lectures and one 3-hour laboratory class per week.

Assessment: one 2-hour examination (40%), one 2,000 word equivalent programming assignment (50%), weekly laboratory tests (10%).

CSE42RES INFORMATION TECHNOLOGY RESEARCH METHODS (15 CPs

Sem. II. B.) *Co-ordinator to be advised*

Not available in 2004.

CSE42SQR SOFTWARE QUALITY AND RELIABILITY (15 CPs Sem. II. B.) *Dr*

Fei Liu

Factors influencing software quality, standards for software quality assurance, AS 3563, measures of quality, error rates, models of failure, probabilistic models, concept of a measurement environment for quality, design of experiments for quality measurement, use of metrics in quality control, reliability issues, robustness, design strategies for reliable software, N-version programming, merits and demerits, recovery techniques, roll-back of various levels the relationship between software reliability and database, reliability estimation, advanced issues in testing, test-based system and drivers are examined in this subject.

Prerequisite: CSE32SRT.

Class requirements: one 2-hour lecture and one 3-hour laboratory class per week.

Assessment: one 3-hour examination (70%), one programming assignment equivalent to 1,500 words (30%).

CSE42STC SOFTWARE TOOLS AND CASE (15 CPs Sem. II. B.) *Dr Richard*

Hall

Not available in 2004.

CSE42TDD TESTING AND DIAGNOSIS OF DIGITAL SYSTEMS (15 CPs Sem. II. B.) *Co-ordinator to be advised*

Not available in 2004.

CSE51THA THESIS (45 CPs Sem. I. B.) *Dr Wenny Rahayu*

This subject is undertaken only by students enrolled in the Master of Computer Science or Master of Information Systems.

Students enrol in this subject as part of the minor thesis component of their Master of Computer Science and Master of Information Systems degrees. The research component of the course-work Masters' degrees requires a total of 90 credit points usually obtained over two semesters and this subject represents the first part of the total research requirements for the minor thesis. Students are required to undertake a minor thesis under the direct supervision of a member of staff and supervisors will provide a range of topics. Following consultation and between supervisors and students, students will be allocated a topic relevant to their chosen field of specialisation. Students are required to complete an evaluative and critical literature survey, a plan and implementation outline of the research proposal and give a formal presentation.

Class requirements: there are no formal class requirements. Students are expected to pursue guided research on the topic of their minor thesis.

Assessment: Literature survey, plan of research proposal and presentation is marked as pass or fail only.

CSE51THB THESIS (45 CPs Sem. I. B.) *Dr Wenny Rahayu*

This subject is undertaken only by students enrolled in the Master of Computer Science or Master of Information Systems.

Students enrol in this subject as part of the minor thesis component of their Master of Computer Science and Master of Information Systems degrees. The research component of the course-work Masters' degrees requires a total of 90 credit points usually obtained over two semesters and this subject represents the first part of the total research requirement for the minor thesis. Students are required to undertake a minor thesis under the direct supervision of a member of staff and supervisors will provide a range of topics. Following consultation and between supervisors and students, students will be allocated a topic relevant to their chosen field of specialisation. Students are required to complete an evaluative and critical literature survey, a plan and implementation outline of the research proposal and give a formal presentation.

Incompatible subject: CSE51THB/CSE52THB.

Class requirements: there are no formal class requirements. Students are expected to pursue guided research on the topic of their minor thesis.

Assessment: one 25,000-word thesis (100%).

CSE52THA THESIS (45 CPs Sem. II. B.) *Dr Wenny Rahayu*

See CSE51THA for full subject description.

CSE52THB THESIS (45 CPs Sem. II. B.) *Dr Wenny Rahayu*

See CSE51THB for full subject description.

ELE41AAE ADVANCED INSTRUMENTATION ELECTRONICS (15 CPs Sem. I. B.) *Mr Paul Junor*

Advanced Device Modelling and Simulation: small and large signal, switching and noise behaviour of passive components, diodes, BJTs and FETs. High Performance Linear Circuits: non-ideal behaviour, frequency response, noise characteristics and applications of diff amps and op amps; feedback circuit noise and stability; specialised linear (CSOA, PGA, OTA, and CFA) I.C.s; low noise/low interference design; programmable analog design techniques. Filters: Butterworth, Chebyshev, Elliptic and Bessel filter functions, design methods; passive, active and switched capacitor filters. Non-Linear Circuits: analog switches and multiplexors, sample/hold amps, comparators, precision rectifiers, peak detectors, log amps, analog multipliers, PLLs. Linear/Non-Linear Waveform Generators: RC, LC, crystal and relaxation oscillators, multivibrators, waveform generator I.C.s. Power electronics: power devices; power amps and switching circuits, switching regulators, switch-mode power supplies.

Prerequisite: ELE31ACD or equivalent studies in analog circuits and devices.

Class requirements: two 1-hour lectures and one 2-hour practical/tutorial class per week.

Assessment: one 2-hour examination (60%), laboratory reports totalling 1000 words (20%), assignments totalling 1,000 words (20%).

Prescribed Reading:

Pallas-Areny, R. and Webster, J. G. *Analog signal processing*. Wiley, 1999.

Gray, P. R. and Meyer, R. G. *Analysis and design of analog integrated circuits*. 4th edn, Wiley, 2001.

Franco, S. *Design with operational amplifiers and analogue integrated circuits*. 3rd edn, McGraw Hill, 2002.

Sedra, A. S. and Smith, K. C. *Microelectronic circuits*. 4th edn, Oxford University Press 1997.

ELE41ASP ADVANCED SIGNAL PROCESSING (15 CPs Sem. I. B.) *Dr Guang Deng*

Components of this subject include fast Fourier transform algorithms (FFTs), spectrum analysis, digital model of speech, linear predictive coding, polyphase filters, multirate DSP, audio applications of DSP, communication system applications of DSP, implementation of FIR filters using digital signal processors.

Prerequisite: ELE42FSP or equivalent studies in digital signal processing.

Class requirements: two 1-hour lectures and one 2-hour practical/tutorial class per week.

Assessment: one 2-hour examination (50%), three laboratory reports (totalling 500 words) (15%), three mathematical assignments (totalling 500 words) (15%), one programming project (1,000 word equivalent) (20%).

Prescribed Reading:

Mitra, S. *Digital signal processing*. 2nd edn, McGraw Hill, 2001.

ELE41FCO COMMUNICATION SYSTEMS (15 CPs Sem. I. B.) *Dr David Tay*

This subject covers the properties of signals and noise, Fourier analysis, linear systems and lossless transmission, linear and exponential modulation techniques, typical communications systems, such as radio broadcasting, receivers, FM stereo and TV broadcasting. Other topics include pulse code modulation, time division multiplexing and frequency multiplexing. Substantial additional work is expected to be completed in the student's own time.

Class requirements: two 1-hour lectures and two 1-hour tutorials or practical work per week.

Assessment: one 2-hour examination (50%), one 1,300-word assignment (30%), two 500-word practical reports (20%). In order to pass the subject, students must obtain an overall pass grade, pass the examination and pass the practical work.

Prescribed Reading:

Haykin, S. *An introduction to analog and digital communications*. Wiley, 1989.

Haykin, S. *Communication systems*. 3rd edn, Wiley, 1994.

ELE41FTE TELECOMMUNICATION CIRCUITS AND SYSTEMS (15 CPs Sem. I. B.) *Associate Professor Jean Armstrong*

Recent years have seen a revolution in telecommunications systems. This subject describes the developments that have made this transformation possible and the modern high-speed digital telecommunication systems that have resulted. Aspects of digital transmission are studied in detail, including digital transmission through noisy channels, modulation, error-correcting and detecting codes, source coding and line coding. The telephone network is used as a starting point for the study of the structure of a modern digital telecommunication system. Switching, signalling, transmission and control and the integration of these in a telecommunication system are also covered. Substantial additional work is expected to be completed in the student's own time.

Class requirements: three 1-hour lectures and one 1-hour tutorial or practical per week.

Assessment: one 3-hour examination (70%), one 1,000-word practical report (20%), one 500-word assignment (10%).

ELE41OFC OPTICAL FIBRE COMMUNICATION SYSTEMS (15 CPs Sem. I. B.) *Professor Laurie Cahill*

The aims of this subject are: (i) to gain an up-to-date understanding of the application of optical fibres in today's telecommunication systems, (ii) to be able to design and analyse real-life fibre communication systems and (iii) to study in detail the importance of fibre in the growing areas of CATV and mobile telecommunications. Topics covered include introduction to optical fibre communication systems,

review of optical fibre characteristics, conventional systems, hybrid systems, analog and digital modulation, cost and power budgeting, sources and detectors, FDDI, SDH, SONET, ATM, broadband services (CATV and Pay TV, computer networking, etc.), micro-cellular systems and the 'information super highway'.

Prerequisite: ELE32RMO or equivalent studies in RF, microwave and optical transmission.

Recommended Prior Studies: ELE31COM, ELE31ACD and ELE32TEL.

Class requirements: two 1-hour lectures and one 2-hour practical/tutorial per week.

Assessment: one 2-hour examination (60%), laboratory reports totalling 1,000 words (20%), assignments totalling 1,000 words (20%).

Prescribed Reading:

Palais, J. C. *Fiber optic communications*. 4th edn, Prentice Hall, 1998.
Senior, J. M. *Optical fiber communications: principles and practice*. 2nd edn, Prentice Hall, 1992.

ELE42ANT ANTENNAS AND PROPAGATION (15 CPs Sem. II. B.) *Dr David Tay*

Topics in this subject include electromagnetic theory, boundary conditions, free space propagation, guided waves, antenna principles, basic antenna theory, hertzian dipole, basic antenna structures, practical antennas, antenna analysis, dipole antennas, as well as ground wave propagation, influence of the Earth, HF propagation and ionospheric propagation effects.

Prerequisite: ELE32RMO or equivalent studies in RF, microwave and optical transmission.

Class requirements: two 1-hour lectures and one 2-hour practical/tutorial per week.

Assessment: one two-hour examination (60%), laboratory reports totalling 1,000 words (20%), assignments totalling 1,000 words (20%).

Prescribed Reading:

Balanis, C. A. *Antenna theory*. John Wiley, 1997.
Kraus, J. D. *Antennas*. McGraw Hill, 1988.

ELE42FED ELECTRONIC DESIGN AUTOMATION (15 CPs Sem. II. B.) *Mr Jim Whittington*

The increasing complexity of digital systems has led to development of modern methodologies in digital design, simulation and production. Collectively known as electronic design automation (EDA), key elements include graphics-based design entry and verification, hardware description languages (HDLs), complex programmable logic devices (CPLDs), field programmable gate arrays (FPGAs) and application specific integrated circuits (ASICs). This subject introduces the concept of EDA, with an emphasis on the computer aided design tools that support the process. Using CAD tools, digital systems can be described as a hierarchical structure of block diagrams, state machines, flow charts, truth tables and HDL code. Designs can be extensively simulated to check their integrity and finally compiled and synthesised in hardware. Substantial additional work is expected to be completed in the student's own time.

Incompatible subject: ELE32EDA.

Class requirements: two 1-hour lectures and one 2-hour practical class per week.

Assessment: one 1.5-hour examination (40%), one 800-word design assignment report (20%), one 2,000-word design project report (40%).

Prescribed Reading:

Roth, C. H. *Digital systems design using VHDL*. PWS Publishing, 1998.
Skahill, K. *VHDL for programmable logic*. Addison-Wesley, 1996.

ELE42FSP FOUNDATIONS FOR SIGNAL PROCESSING (15 CPs Sem. II. B.)

Dr Guang Deng

This subject covers basic principles and techniques in digital signal processing. It covers the representations of signals and linear time invariant system in the time domain and the frequency domain, the z-transform and the system function, design and implementation methods for digital FIR and IIR filters, and typical applications of digital signal processing including audio signal processing and image processing. Substantial additional work is expected to be completed in the student's own time.

Incompatible subject: ELE32DSP.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: two 500-word assignments (20%), three 500-word reports (30%), one 2-hour examination (50%).

Prescribed Reading:

McClellan, J. H., Schafer, R. W. and Yoder, M. A. *DSP first – a multimedia approach*. Prentice-Hall, 1998.

Recommended Reading:

Oppenheim, A. V. and Schafer, R. W. *Discrete time signal processing*. Prentice-Hall, 1989.

ELE42IPC IMAGE PROCESSING AND CODING (15 CPs Sem. II. B.) *Dr*

Guang Deng

Not available in 2004.

ELE51ASA ADVANCED STUDIES IN TELECOMMUNICATIONS A (15 CPs

Sem. I. B.) *Associate Professor Jean Armstrong*

Telecommunications is a very broad and rapidly changing field. This subject allows postgraduate students within the Master of Telecommunications Engineering course to tailor their studies to their own particular needs. Students will carry out a course of guided study supervised by a member of staff on an aspect of telecommunications. A very wide range of topics are available.

Class requirements: directed study equivalent to four hours of class contact per week.

Assessment: four 1,000-word assignments (100%).

ELE51ASB ADVANCED STUDIES IN TELECOMMUNICATIONS B (15 CPs

Sem. I. B.) *Associate Professor Jean Armstrong*

See ELE51ASA for a full subject description.

ELE51BDC BROADBAND DIGITAL COMMUNICATIONS (15 CPs Sem. I. B.)

Dr David Tay

This subject will study principles and techniques of modern digital communication systems for wired and wireless applications. Topics will include advanced digital modulation and detection techniques, channel coding techniques for dealing with errors, and the trade-offs between modulation and coding. The effect of a fading channel on performance on wireless systems will also be studied. Techniques for analysing system link budget will be covered. Other advanced topics include multiplexing, multiple access and spread-spectrum techniques.

Prerequisite: ELE42NET.

Class requirements: two 1-hour lectures, one 1-hour tutorial and an average of 1-hour laboratory session per week.

Assessment: one 2-hour examination (50%), six 250-word laboratory reports (30%), two 500-word assignments (20%).

Recommended Reading:

Proakis, J. G. *Digital communications*. McGraw Hill, 2001.
Sklar, B. *Digital communications: fundamentals and applications*. Prentice Hall, 2001.

ELE51DSD DIGITAL SYSTEM DESIGN (15 CPs Sem. I. B.) *Mr James*

Whittington

The subject will focus on advanced design techniques and methodologies in digital system design. Students develop hands-on experience in design, simulation, verification and implementation using industry standard CAD tools. The subject contents include: digital systems design methodology and design flow; programmable logic technology, architecture, design and synthesis issues; Register Transfer Level design, coding and synthesis; behavioural synthesis; sequential system design; analysis and design of asynchronous systems; clocking and timing issues; design validation; design for test; boundary scan and build-in self test.

Prerequisite: ELE42FED or equivalent at undergraduate level.

Class requirements: one 2-hour lecture and one 2-hour practical class per week.

Assessment: one 750-word assignment (20%), one team project (approx. 1,500 words/student equivalent) (40%), one 2-hour examination (40%).

Prescribed Reading:

Zwolinski, M. *Digital system design with VHDL*. Prentice-Hall, 2000.
Wolf, W. *Modern VLSI design – systems on silicon*. Prentice-Hall, 1998.

ELE51EDE ELECTRONIC ENGINEERING DESIGN (30 CPs Sem. I. B.)*Associate Professor John Devlin*

Each student undertakes a design project on an aspect of modern electronic engineering relevant to their field of specialisation

Incompatible subject: ELE51MPA/ELE52MPA, ELE51MPB/ELE52MPB, ELE51ERA/ELE52ERA, ELE51ERB/ELE52ERB.

Class requirements: eight hours of laboratory time per week and fortnightly meetings with the supervisor.

Assessment: one 8,000-word project report (100%).

ELE51ERA ELECTRONIC ENGINEERING PROJECT A (15 CPs Sem. I. B.)*Associate Professor John Devlin*

This is the first of two parts of the Electronic Engineering Project. Each student undertakes an electronic engineering project on a topic selected after consultation with supervisors. The project may be a design of a system, including design computations, drawings and specifications, or may take the form of a report of an industrial or laboratory investigation or similar activity. In this section, the students are required to complete a literature survey, develop a plan and implementation outline for the project, learn to use the design tools and equipment required for the project and give a formal presentation.

Incompatible subject: ELE51MPA/ELE52MPA, ELE51MPB/ELE52MPB, ELE51TDE/ELE52TDE, ELE51EDE/ELE52EDE.

Class requirements: four hours of laboratory work per week and fortnightly meetings with supervisors.

Assessment: one 1,000-word project plan (20%), one 2,500-word literature survey (60%), one 10-minute presentation (20%).

ELE51ERB ELECTRONIC ENGINEERING PROJECT B (30 CPs Sem. I. B.)*Associate Professor John Devlin*

This is the second of two parts of the Electronic Engineering Project. Each student undertakes an electronic engineering project on a topic selected after consultation with supervisors. The project may be a design of a system, including design computations, drawings and specifications, or may take the form of a report of an industrial or laboratory investigation or similar activity. In this section students are required to undertake the practical section of their project.

Prerequisite: ELE51ERA/ELE52ERA.

Incompatible subject: ELE51MPA/ELE52MPA, ELE51MPB/ELE52MPB, ELE51TDE/ELE52TDE, ELE51EDE/ELE52EDE.

Class requirements: eight hours of laboratory work per week and fortnightly meetings with supervisors.

Assessment: one 7,000-word thesis (including 2,500-word literature survey but excluding appendices) (50%), one 2-hour project presentation and demonstration (50%).

ELE51ETD EMERGING TOPICS IN IC DESIGN (15 CPs Sem. I. B.) *Professor**Laurie Cahill*

The unit contents are as follows: new technologies, such as: silicon carbide high-power devices, quantum based devices, quantum wells and quantum dots, nanometer MOSFETs, wide bandgap materials and devices, plasma-wave electronics, ferroelectric devices, overview of new process technologies. Ultra-high-speed devices, including microwave and optical devices. New systems-level architectures, such as: nanowire arrays, neuromorphic architectures, reconfigurable architectures, Wafer-scale systems, memory systems. New EDA tools. Future technology projections. EMC: regulations, measurement and testing, EMC equipment, design issues related to EMC. High speed design. Deep sub-micron technology and noise.

Class requirements: two 1-hour lectures and two hours of laboratory exercises and project per week.

Assessment: two 500-word assignments (20%), one 2-hour examination (50%), twelve 120-word laboratory reports (30%).

ELE51MAP MICROELECTRONIC MAJOR PROJECT (60 CPs Sem. I. B.) *Mr**Jim Whittington*

Projects are expected to demonstrate mastery in chip design and implementation at a level considered no less than that of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw upon their coursework studies relevant to the project. Industry-based students may undertake projects as part of

their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed. Collaboration with international partners will also be encouraged. Commercial in-confidence programs can be undertaken, with appropriate restrictions on publication and choice of examiners. Intellectual Property of projects initiated by a company and undertaken in that company will remain with the company. All other projects will be subject to the Intellectual Property policy of the relevant university partner.

Prerequisite: completion of 120 credit points of the course or the approval of the course co-ordinator.

Incompatible subjects:

ELE52MAP, ELE51MIP/ELE52MIP, ELE51MPA/ELE52MPA, ELE51MPB/ELE52MPB and ELE51MPC/ELE52MPC.

Class requirements:

Sixteen hours laboratory time per week.

Assessment: one 15,000-18,000-word dissertation (100%).

ELE51MIP MICROELECTRONIC MINOR PROJECT (30 CPs Sem. I. B.) *Mr**Jim Whittington*

Students undertake a microelectronic design project. The duration of the project is expected to be not less than the equivalent of two months full-time. Projects would be expected to demonstrate a good working knowledge of microelectronic design and implementation. Students must demonstrate their ability to integrate and draw upon their coursework studies relevant to the project. Commercial in-confidence programs can be undertaken with appropriate restrictions on publication and choice of examiners. Intellectual property of projects initiated by a company and undertaken in that company will remain with the company. All other projects will be subject to the University intellectual property policy.

Prerequisite: completed majority of credit points in course.

Incompatible subject: ELE52MIP, ELE51MAP/ELE52MAP, ELE51MPA/ELE52MPA, ELE51MPB/ELE52MPB, ELE51MPC/ELE52MPC.

Class requirements: 8 hours laboratory time per week.

Assessment: one 7,500-9,000-word dissertation (100%).

ELE51MMC MULTIMEDIA COMMUNICATIONS (15 CPs Sem. I. B.) *Dr**Guang Deng*

This subject is of central importance to study data compression techniques for storage and transmission of digital audio, image and video signals. This subject focuses on principles and techniques of modern multimedia communications systems. It covers the following topics: information theory and entropy coding techniques including Huffman coding, Rice coding and arithmetic coding, optimum linear prediction and adaptive prediction techniques, quantisation, signal transformations including the discrete cosine transform and the wavelet transform, multimedia signal compression standards including JPEG, JPEG2000, JPEG-LS and MPEG-2 audio and video compression algorithms.

Prerequisite: ELE42FSP.

Recommended Prior Studies: ELE41ASP.

Class requirements: two 1-hour lectures per week for twelve weeks and one 3-hour laboratory session per week for nine weeks.

Assessment: three 200-word assignments (15%), three 200-word laboratory tests (15%), one 1,000-word equivalent programming project (20%), one 2-hour examination (50%).

Preliminary Reading:

Gonzalez, R. C. and Woods, R. E. *Digital image processing*. 2nd edn, Prentice Hall, 2001.

Recommended Reading:

Tekalp, A. M. *Digital video processing*. Prentice Hall, 1995.

Rao, K. R. and Hwang, J. J. *Techniques and standards for image, video and audio coding*. Prentice Hall, 1996.

Wang, Y. et al. *Video processing and communications*. Prentice Hall, 2001.

ELE51MPA ELECTRONIC ENGINEERING MAJOR PROJECT A (30 CPs Sem. I. B.) *Associate Professor John Devlin*

This is the first of two parts of the Electronic Engineering Major Project. In this section, students are required to complete a literature survey, develop a plan and implementation outline for the project, learn to use the design tools and equipment required for the project

and give a formal presentation. In this major project students are expected to demonstrate mastery in circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Incompatible subject: ELE5ERA/ELE52ERA, ELE51ERB/ELE52ERB, ELE51EDE/ELE52EDE, ELE51TDE/ELE52TDE

Class requirements: eight hours of directed study per week.

Assessment: one 5,000-word literature survey (60%), one 1,500-word project plan (20%), one 15-minute presentation (20%).

ELE51MPB ELECTRONIC ENGINEERING MAJOR PROJECT B (30 CPs Sem. I. B.) *Associate Professor John Devlin*

This is the second of the two parts of the Electronic Engineering Major Project. In this section, students are required to undertake the practical section of their project. In this major project, students are expected to demonstrate mastery in circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Prerequisite: ELE51MPA/ELE52MPA.

Incompatible subject: ELE51ERA/ELE52ERA, ELE51ERB/ELE52ERB, ELE51EDE/ELE52EDE, ELE51TDE/ELE52TDE.

Class requirements: eight hours per week of laboratory work.

Assessment: one 15,000-word thesis which includes at 5,000-word literature survey from ELE51MPA/ELE52MPA (100%).

ELE51MPC MASTER DESIGN PROJECT C (30 CPs Sem. I. B.) *Co-ordinator to be advised*

Students enrol in this subject as part of the minor thesis component of their Master of Engineering Science (Electronics). This is the third and final research component of the course work masters degree. Students will be required to complete their project and submit a thesis in accordance with the faculty requirements for research theses as a component of a masters degree by coursework.

Prerequisite: ELE51MPA/ELE52MPA and ELE51MPB/ELE52MPB.

Class requirements: Students will be expected to spend twelve hours per week of guided research on the topic of their minor thesis.

Assessment: one 9,000-word research report (minor thesis) (100%)

ELE51OPN OPTICAL NETWORKS (15 CPs Sem. I. B.) *Professor Laurie Cahill*

This subject focuses on the networking aspects of modern fibre optic communication links. It covers the architectures, control and protection aspects that are important in optical networking such as wavelength routing, switching, crosstalk, losses. Media-access, scheduling and fault management will be studied.

Prerequisite: ELE41OFC.

Class requirements: two 1-hour lectures, one 1-hour tutorial and an average of 1 hour laboratory per week.

Assessment: one 2-hour examination (60%), six 250-word laboratory reports (20%), two 500-word assignments (20%).

Recommended Reading:

Ramaswami, R. and Sivarajan, K. N. *Optical networks*. Morgan Kaufman, 1998.

ELE51PMC PERSONAL MOBILE COMMUNICATIONS (15 CPs Sem. I. B.)

Mr Michael Feramez

Not available in 2004.

ELE51SEC SECURE COMMUNICATIONS (15 CPs Sem. I. B.) *Dr David Tay*

This subject deals with secure communications mainly from the point of view of security in networks and distributed systems. Topics covered in the subject include secure encryption systems, spread spectrum techniques, methods of protection, network security controls,

encrypting gateways, multilevel security, risk analysis, disaster recovery and legal and ethical issues.

Prerequisite: ELE42NET.

Class requirements: two 1-hour lectures, one 1-hour tutorial and an average of 1 hour laboratory per week.

Assessment: one 2-hour examination (60%), six 250-word laboratory reports (20%), two 500-word assignments (20%).

Recommended Reading:

Schneier, B. *Applied cryptography*. 2nd edn, Wiley, 1996.

ELE51TDE TELECOMMUNICATIONS DESIGN (30 CPs Sem. I. B.) *Mr*

Michael Feramez

Each student undertakes a design project on an aspect of modern telecommunications systems. The project may include aspects of telecommunications network planning and management. Examples of the systems that may be studied include mobile networks and wireless data networks. Depending on the topic, the project may involve using advanced telecommunication simulation tools or implementing part of a telecommunication system such as using a DSP or other hardware.

Incompatible subjects: ELE51TPA/ELE52TPA, ELE51TPB/ELE52TPB, ELE51TRA/ELE52TRA, ELE51TRB/ELE52TRB.

Class requirements: eight hours of laboratory time per week and fortnightly meetings with the supervisor.

Assessment: one 8,000-word project report (100%).

ELE51TPA TELECOMMUNICATIONS MAJOR PROJECT A (30 CPs Sem. I. B.)

Mr Michael Feramez

This is the first of two parts of the Telecommunications Major Project. In this section students are required to complete a literature survey, develop a plan and implementation outline for the project, learn to use the design tools and equipment required for the project and give a formal presentation.

In the Telecommunication Major Project students are expected to demonstrate mastery in telecommunication circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Class requirements:

eight hours per week of directed study.

Assessment: one 5,000-word literature survey (60%), one 10-minute presentation (20%), one 1,000-word project plan (20%).

ELE51TPB TELECOMMUNICATIONS MAJOR PROJECT B (30 CPs Sem. I. B.)

Mr Michael Feramez

This is the second of two parts of the Telecommunications Major Project. In this section students are required to undertake the practical section of their project.

In the Telecommunication Major Project students are expected to demonstrate mastery in telecommunication circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Prerequisite:

ELE51TPA or ELE52TPA.

Class requirements: eight hours laboratory work per week.

Assessment: one 15,000-word thesis which includes a 5,000 word literature survey from ELE51TPA (100%).

ELE51TRA TELCOMMUNICATIONS PROJECT A (15 CPs Sem. I. B.) *Mr*

Michael Feramez

This is the first of two parts of the Telecommunications Project. Each student undertakes a telecommunications project on a topic selected after consultation with supervisors. The project may be a design of a system, including design computations, drawings and specifications, or may take the form of a report of an industrial or laboratory investigation or similar activity. In this section the students are

required to complete a literature survey, develop a plan and implementation outline for the project, learn to use the design tools and equipment needed for the project and give a formal presentation.

Incompatible subject: ELE51TPA/ELE52TPA, ELE51TPB/ELE52TPB, ELE51TDE/ELE52TDE.

Class requirements: four hours of laboratory work per week and fortnightly meetings with supervisors.

Assessment: one 1,000-word project plan (20%), one 2,500-word literature survey (60%), one 10-minute presentation (20%).

ELE51TRB TELECOMMUNICATIONS PROJECT B (30 CPs Sem. I. B.) *Mr Michael Feramez*

This is the second of two parts of the Telecommunications Project. Each student undertakes a telecommunications project on a topic selected after consultation with supervisors. The project may be a design of a system, including design computations, drawings and specifications, or may take the form of a report of an industrial or laboratory investigation or similar activity. In this section, students are required to undertake the practical section of their project.

Incompatible subject: ELE51TPA/ELE52TPA, ELE51TPB/ELE52TPB, ELE51TDE/ELE52TDE.

Class requirements: 8 hours of laboratory work per week and fortnightly meetings with supervisors.

Assessment: one 7,000-word thesis (including 2,500-word literature survey but excluding appendices) (50%), one 2-hour project presentation and demonstration (50%).

ELE51TSE TELECOMMUNICATIONS SYSTEMS ENGINEERING (15 CPs Sem. I. B.) *Mr Michael Feramez*

The subject focus is on the discipline of telecommunication systems engineering, including system functions, performance and economic aspects. The systems to be studied in this subject include radar systems, navigational aids, satellite communications, global positioning systems and digital microwave radio links. The economic aspects include foundations of engineering economics, system reliability considerations, life cycle costing, depreciation methods, payback period, present worth, annual worth, breakeven analyses and system replacement and retention decisions.

Class requirements: two 1-hour lectures and one 2-hour tutorial per week.

Assessment: one 2-hour examination (60%), four assignments (totalling 2,000 words) (40%).

Prescribed Reading:

Blank, L. and Tarquin, A. *Engineering economy*. 5th edn, McGraw-Hill, 2002.

Recommended Reading:

Skolnik, M. L. *Radar handbook*. McGraw-Hill Publishing Company, 1991.

Freeman, R. L. *Radio systems design for telecommunications (1-100 GHz)*. Wiley-Interscience, 1987.

Maral, G. and Bousquet, M. *Satellite communications systems*. John Wiley and Sons, 2002, reprint 2003.

ELE51TTA ADVANCED TOPICS IN TELECOMMUNICATIONS A (15 CPs Sem. I. B.) *Associate Professor Jean Armstrong*

This subject is offered from time-to-time as a lecture series. The majority of the lectures are conducted by external experts with an international reputation. At the time of enrolment, more specific information should be obtained from the department.

Class requirements: two 1-hour lectures and one 1-hour tutorial/practical per week.

Assessment: four 1,000-word assignments (100%).

ELE51TTB ADVANCED TOPICS IN TELECOMMUNICATIONS B (15 CPs Sem. I. B.) *Associate Professor Jean Armstrong*
See ELE51TTA for full subject description.

ELE52ASA ADVANCED STUDIES IN TELECOMMUNICATIONS A (15 CPs Sem. II. B.) *Associate Professor Jean Armstrong*
See ELE51ASA for full subject description.

ELE52ASB ADVANCED STUDIES IN TELECOMMUNICATION B (15 CPs Sem. II. B.) *Associate Professor Jean Armstrong*
See ELE51ASA for full subject description.

ELE52BDC BROADBAND DIGITAL COMMUNICATIONS (15 CPs Sem. II. B.)

Dr David Tay

See ELE51BDC for full subject description.

ELE52DSD DIGITAL SYSTEM DESIGN (15 CPs Sem. II. B.) *Mr James Whittington*

See ELE51DSD for full subject description.

ELE52EDE ELECTRONIC ENGINEERING DESIGN (30 CPs Sem. II. B.)

Associate Professor John Devlin

See ELE51EDE for full subject description.

ELE52ERA ELECTRONIC ENGINEERING PROJECT A (15 CPs Sem. II. B.)

Associate Professor John Devlin

See ELE51ERA for full subject description.

ELE52ERB ELECTRONIC ENGINEERING PROJECT B (30 CPs Sem. II. B.)

Associate Professor John Devlin

See ELE51ERB for full subject description.

ELE52ETD EMERGING TOPICS IN IC DESIGN (15 CPs Sem. II. B.)

Professor Laurie Cahill

See ELE51ETD for full subject description.

ELE52MAP MICROELECTRONIC MAJOR PROJECT (60 CPs Sem. II. B.) *Mr*

Jim Whittington

See ELE51MAP for full subject description.

ELE52MIP MICROELECTRONIC MINOR PROJECT (30 CPs Sem. II. B.) *Mr*

Jim Whittington

See ELE51MIP for full subject description.

ELE52MMC MULTIMEDIA COMMUNICATIONS (15 CPs Sem. II. B.) *Dr*

Guang Deng

See ELE51MMC for full subject description.

ELE52MPA ELECTRONIC ENGINEERING MAJOR PROJECT A (30 CPs Sem. II. B.)

Associate Professor John Devlin

See ELE51MPA for full subject description.

ELE52MPB ELECTRONIC ENGINEERING MAJOR PROJECT B (30 CPs Sem. II. B.)

Associate Professor John Devlin

See ELE51MPB for full subject description.

ELE52MPC MASTER DESIGN PROJECT C (30 CPs Sem. II. B.) *Co-ordinator*

to be advised

See ELE51MPC for full subject description.

ELE52PMC PERSONAL MOBILE COMMUNICATIONS (15 CPs Sem. II. B.)

Mr Michael Feramez

This subject focuses on mobile digital cellular and personal communication networks. The subject covers cellular and microcellular concepts, system design parameters, source coding, channel access and assignment techniques, handover techniques, signalling protocol structures, mobility management, traffic considerations, network management and security, and network architectures.

Prerequisite: ELE42NET.

Class requirements: two 1-hour lectures, one 1-hour tutorial and an average of 1 hour laboratory per week.

Assessment: one 2-hour examination (50%), six 250-word laboratory reports (30%), two 500-word assignments (20%).

Recommended Reading:

Garg, V. K. *Principles and applications of GSM*. Prentice-Hall, 1999.

Garg, V. K. *Wireless and personal communications systems*. Prentice-Hall, 1996.

ELE52SDP SEMICONDUCTOR DEVICE PHYSICS (15 CPs Sem. II. B.)

Associate Professor Brian Usher

Fundamentals of carrier transport, generation, recombination and storage in semiconductors. The quantum mechanical foundations of the properties of solids. Types of solids and crystal structure. Lattice vibrations, elastic and thermal properties of solids. Surface properties. The energy band theory of solids. Semiconductor equilibrium and non-equilibrium statistics. Quantum mechanical transitions, optical

absorption, radiative and non-radiative recombination. Quantum processes in reduced dimensionality structures. Carrier lifetimes. Optical absorption in metals and semiconductors. Semiconductor junctions including the principles of operation of the p-n junction. Metal semiconductor ohmic and Schottky junctions. Semiconductor heterostructures. Electrical, structural and optical characterisation. *Class requirements:* two 1-hour lectures and two hours of laboratory exercises and project per week.

Assessment: two 500-word assignments (20%), one 2-hour examination (50%), twelve 120-word laboratory reports. (30%).

ELE52TDE TELECOMMUNICATIONS DESIGN (30 CPs Sem. II. B.) Mr

Michael Feramez

See ELE51TDE for full subject description.

ELE52TPA TELECOMMUNICATIONS MAJOR PROJECT A (30 CPs Sem. II. B.) Mr Michael Feramez

See ELE51TPA for full subject description.

ELE52TPB TELECOMMUNICATIONS MAJOR PROJECT B (30 CPs Sem. II. B.) Mr Michael Feramez

See ELE51TPB for full subject description.

ELE52TRA TELCOMMUNICATIONS PROJECT A (15 CPs Sem. II. B.) Mr

Michael Feramez

See ELE51TRA for full subject description.

ELE52TRB TELECOMMUNICATIONS PROJECT B (30 CPs Sem. II. B.) Mr

Michael Feramez

See ELE51TRB for full subject description.

ELE52TSE TELECOMMUNICATIONS SYSTEMS ENGINEERING (15 CPs Sem. II. B.) Mr Michael Feramez

See ELE51TSE for full subject description.

ELE52TTA ADVANCED TOPICS IN TELECOMMUNICATIONS A (15 CPs Sem. II. B.) Associate Professor Jean Armstrong

See ELE51TTA for full subject description.

ELE52TTB ADVANCED TOPICS IN TELECOMMUNICATIONS B (15 CPs Sem. II. B.) Associate Professor Jean Armstrong

See ELE51TTA for full subject description.

FSC41BIO FORENSIC BIOLOGY (30 CPs Sem. I. B.) Dr Charles Pallaghy,

Dr John Scheffer

This subject deals with the biological aspects of forensic science. Topics studied include safety, quality assurance or control of biological samples, choice of testing and identification procedures, microscopic and macroscopic identification and characterisation procedures, characterisation by immuno-haematological, protein typing and molecular procedures, population genetics and population substructure, biological trace evidence, and examination of clothing and other materials.

Prerequisite: FSC42FSA.

Class requirements: one 3-hour lecture and one 2-hour tutorial/practical class per week.

Assessment: one 3-hour examination (40%), one 4,500-word assignment (60%).

FSC41EXL EXPERTS AND THE LEGAL SYSTEM FOR FORENSIC SCIENCE (10 CPs Sem. I. B.) Dr Christopher Corns

This subject deals with the Australian legal system in terms of basic institutions, personnel and jurisdiction within the context of the adversarial ideology and tradition. Students are also introduced to relevant police powers of investigation. Against this background, much of the subject focuses on current rules of evidence governing the form, content and admissibility of expert evidence. Thus, general rules of evidence are described, based on the two notions of 'relevancy' and 'reliability', then closer attention is given to the specific rules governing expert testimony. This analysis is followed by an examination of the role of relevant parties, focussing on ethical issues.

Class requirements: one 3-hour lecture and one 2-hour tutorial/laboratory class per week for eight weeks.

Assessment: one 2,000-word assignment (60%), one 1-hour written examination (40%).

FSC41FCD FORENSIC CHEMISTRY AND DRUGS (30 CPs Sem. I. B.) Dr Jim

Pearson, Dr Jeff Rowe

Areas studied include: principles of trace evidence (including Locard's exchange principle), the sampling process (and the use of control and reference samples) and the issue of contamination; types of trace evidence, including a range of biological, chemical, synthetic and natural products; and examination of clothing and materials, including evidence from cuts and tears, damage and wear. Other topics include: drug legislation; schedules and reporting procedures; security provisions; drug reference standards and controls; reagent composition, indication tests and drug extraction procedures; qualitative and quantitative analysis of drugs; unknown substances and drug profiling.

Prerequisite: FSC42FSB.

Class requirements: five hours per week of lectures or tutorials and practical work.

Assessment: one 3-hour examination (40%), one 2,500-word laboratory report (30%), one 1,000-word literature report (15%), one 20-minute oral presentation (15%).

FSC41FSB BASIC CONCEPTS IN FORENSIC CHEMISTRY & IDENTIFICATION SCIENCES (15 CPs Sem. I. B.) Dr John Liesegang, Dr

Jeff Rowe

Topics studied include drugs, trace evidence, the identification sciences, document examination, fingerprint identification and physical evidence. Aspects of computing and statistics relevant to the fields of forensic chemistry are also studied. The importance of these areas and their integrated use in forensic science is demonstrated by the consideration of complex case studies.

Class requirements: three hours of lectures per week.

Assessment: one 2-hour written examination (30%), one 3,000-word assignment (70%).

FSC41ID IDENTIFICATION SCIENCES & PHYSICAL EVIDENCE FOR FORENSIC SCIENCE (30 CPs Sem. I. B.) Dr John Liesegang

Topics studied include the fundamentals of measurement and the uncertainties of calculations and estimations, basic mathematical and physical concepts and their application in motor vehicle accidents and to firearms, blood splatter and other projectiles, physical properties of gases, liquids and solids and their application in blood pressure and breathalyser operation and in brittle fracture (explosions) or fractures of elastomers (motor vehicle tyres), electronics, and acoustics of sound and speech.

Prerequisite: FSC41BSA.

Class requirements: one 3-hour lecture and one 2-hour tutorial/practical work per week.

Assessment: one 3-hour examination (40%), one 3,000-word assignment (30%), one 3,000-word laboratory report (30%).

FSC41PRN PRINCIPLES OF FORENSIC SCIENCE (5 CPs Sem. I. B.) Mr

Michael Liddy

This subject provides a brief overview of forensic science with emphasis on the crime scene, court procedures and laboratory procedures (in biology, chemistry and identification science).

Class requirements: one 2-hour lecture per week.

Assessment: one 1,500-word assignment (100%).

FSC42FSA BASIC CONCEPTS IN FORENSIC BIOLOGY (15 CPs Sem. II. B.)

Professor Roger Parish

Topics studied include: protein chemistry; immunology; nucleic acid chemistry; population genetics and blood dynamics; botany and biological trace evidence. The importance of these areas and their integrated use in forensic science is demonstrated by the consideration of complex case studies.

Class requirements: one 3-hour lecture per week.

Assessment: one 2-hour written examination (30%), one 3,000-word assignment (70%).

Prescribed Reading:

Estel, S. *DNA profiling principles*. Harwood Academic Publishers, 1991.

FSC42MOO PROJECT AND MOOT COURT FOR FORENSIC SCIENCE (30 CPs Sem. II. B.) Dr Christopher Corns, Mr Michael Liddy

In this subject students work through a mock case making decisions on what samples to take, what analyses to perform and what controls or

references to use. A court report is written and evidence related to the case is presented in a mock trial. A project report detailing the casework strategy, the relevant quality assurance and control and occupational health and safety issues and the significance of the findings is also required.

Prerequisite: FSC42FSB, FSC41FSA and FSC41PRN plus one 30 credit point elective subject.

Class requirements: one 3-hour lecture and one 2-hour tutorial/practical work per week.

Assessment: a 2,000-word court report and moot court (25%), a 6,000-word project report (75%).

FSC42QM QUALITY MANAGEMENT IN FORENSIC SCIENCE (15 CPs Sem. II. B.) *Mr Michael Liddy*

This subject deals with quality management, quality assurance, quality control and also with the national and international standards and laboratory practices related to these issues. Topics discussed include the laboratory accreditation process and issues related to traceability, occupational health and safety issues related to field and laboratory practice, communication-client interaction issues, handling of court exhibits and related issues such as security, continuity, maintenance of exhibit integrity and sub-sampling, and the various types and formats of laboratory reports and the level of information required.

Class requirements: two hours of lectures per week.

Assessment: one 4,000-word assignment (100%).

GEN40PGD POSTGRADUATE DIPLOMA GENETICS (120 CPs Sem. All year. B.) *Co-ordinator to be advised*

This course is available to students who have completed a bachelor degree but who do not qualify to enter the honours course. It is normally identical to the honours course, although the method of assessment may vary. For further information, contact Dr Graham Flannery on 9479 2269.

Class requirements: as directed by the Department.

Assessment: The thesis counts as approximately two-thirds of the year's work.

GEO40PGD POSTGRADUATE DIPLOMA EARTH SCIENCES (120 CPs Sem. All year. B.) *Co-ordinator to be advised*

This is available to students who have completed a bachelor degree, majoring in geology, but who do not qualify to enter the honours course. The postgraduate diploma allows students to specialise in such disciplines as minerals geology, geophysics, hydrogeology and environmental geology or to do general geological studies. For further information, contact the Department of Earth Sciences.

Class requirements: The program comprises nine postgraduate subjects (72%), a short project (12%), a detailed literature review (8%) and a seminar presentation (8%), all of which are assessed.

MAT11DM DISCRETE MATHEMATICS (15 CPs Sem. I. B.) *Dr Peter Stacey*

The subject is an introduction to discrete mathematics. In choosing the topics to be treated, particular attention has been paid to the important interface between mathematics and computer science. The underlying themes in the subject are introductions to algorithms and logic. Examples within each topic are chosen with a view to emphasising these underlying themes; wherever possible, examples are chosen to help develop students' problem-solving skills.

Recommended Prior Studies: VCE Mathematical Methods or VCE Specialist Mathematics or equivalent. MAT11CFN is highly recommended as a co-requisite.

Class requirements: two 1-hour lectures, two 1-hour practice classes and one 1-hour tutorial per week.

Assessment: one 3-hour examination (80%), fortnightly assignments (10%), digital logic laboratories (10%).

MAT12DM DISCRETE MATHEMATICS (15 CPs Sem. II. B.) *Dr Peter Stacey* See MAT11DM for full subject details.

MAT40PD POSTGRADUATE DIPLOMA MATHEMATICS (120 CPs Sem. All year. B.) *Dr John Banks*

This course is available to students who have completed a bachelor degree but who do not qualify to enter the honours course. It is normally identical to the honours course, although the method of assessment may vary.

Class requirements: students will attend lectures, tutorials, problem classes and work independently to an equivalent of full-time study.

Assessment: one thesis equivalent to 30 A4 pages (35%), five coursework components each with an assessment equivalent to 4,500 words (65%).

MIC40PGD POSTGRADUATE DIPLOMA MICROBIOLOGY (120 CPs Sem. All year. B.) *Dr Paul Fisher*

This is a one-year research project (under the supervision of a senior academic) and a minor course-work component. In most cases it is identical to the fourth year honours program, but in some circumstances some elements of the course can be tailored to suit a candidate's special interests or needs. This may involve, for example, additional course work. The broad research areas are the same as those described for the honours program. More details can be found at www.latrobe.edu.au/www/microbio/

Class requirements: an average of 30 contact hours per week over the 40 weeks of the Honours year.

Assessment: one 10,000-word thesis (65%), one 5,000-word literature review (15%), one 3,000-word essay (8%), seminar and lecturette presentations totalling approx. 1 hour (7%), laboratory skills assessment (5%).

PHY40PGD POSTGRADUATE DIPLOMA PHYSICS (120 CPs Sem. All year. B.)

Professor Peter Dyson

Intended for those students who do not satisfy the requirements for admission into PHY40HON. It may be an appropriate enrolment for students with qualifications from other institutions, or for graduate students returning to university after a period of absence. Prospective students must discuss their course with the postgraduate co-ordinator.

Class requirements: students are allocated a working area within the Department and are expected to be present on a full-time basis. When not attending lectures or studying coursework, they are expected to work on their research project and should allocate their time in the approximate ratio of 1: 1 for coursework and project weighting.

Assessment: five 3-hour examinations (50%), one 20,000-word thesis (45%), one oral examination (5%).

PHY41ATM ATOMIC PHYSICS (10 CPs Sem. I. B.) *Dr Tony Lee*

Topics in this subject include scattering by a central force, plane wave as sum of partial waves, effect of scattering curve-theory of Faxen and Holtmark, application of phase-shift analysis to, scattering by spherical well, infinite repulsive barrier, integral equations for scattering amplitude and phase-shift born approximation and application to scattering of electrons by spherical well and screened Coulomb potential, inelastic electron-atom collisions without electron exchange, excitation of atoms in the Bethe-Born approximation, and discussion of exchange effects. Other topics comprise the harmonic oscillator, creation and annihilation operations, second quantisation, interaction between atoms and radiation, quantisation of the radiation field, transition probabilities, Einstein coefficients and Planck radiation law, oscillator strengths, Thomas-Reiche Kuhn sum rule, line broadening, photoelectric cross-sections, two photon processes, and Thomson, Rayleigh and Raman scattering.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures plus three hours of reading.

Assessment: one 3-hour examination (75%), assignments (25%).

Prescribed Reading:

Brandon, B. H. and Joachain, C. J. *Physics of atoms and molecules*. Longman, 1983.

Mott, N. F. and Massey, H. S. W. *Theory of atomic collisions*. Oxford University Press, 1965.

PHY41ELD ELECTRODYNAMICS (10 CPs Sem. I. B.) *Dr Elizabeth Essex*

This subject covers topics including propagation in an ionised medium, retarded potentials, electric and magnetic dipole radiation, power radiated and radiation resistance, antennas, radiation from an arbitrary distribution of charges and currents, Lienard-Wiechert potentials, fields of a point charge in motion, power radiated by a point charge, radiation reaction, relativistic electrodynamics, magnetism as a relativistic phenomenon, field transform, field tensors, electrodynamics in tensor notation, and potential formulation of relativistic electrodynamics.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one three-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Griffiths, D. J. *Introduction to electrodynamics*. 2nd edn, Prentice Hall, 1989.

PHY41INP IONOSPHERIC PHYSICS (10 CPs Sem. I. B.) *Professor Peter Dyson*

This subject covers the following topics. Application of Maxwell's equations to the ionosphere, equation of the eiconal, ray equations in Isotropic media, propagation in parabolic layers with application to the ionosphere ray paths in anisotropic media - Pöckerlein's construction ray equations in anisotropic media and Haselgroves's ray equations with applications to the ionosphere. Additional topics include extension of ray tracing using variational calculus measurement of ionospheric properties using ionospheric radars prediction of ionospheric conditions and HF propagation characteristics, the behaviour of the topside ionosphere, production of airglow via ionospheric processes, and practical applications in communications and remote sensing.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Mc Namara, L. F. *The ionosphere: communications, surveillance and direction finding*. Krieger, 1991.

Budden, K. G. *The propagation of radio waves: the theory of radio waves of low power in the ionosphere and magnetosphere*. Cambridge University Press, 1985.

PHY41MSP MAGNETOSPHERIC AND SPACE PLASMA PHYSICS (10 CPs Sem. I. B.) *Professor Peter Dyson*

The following topics are covered in this subject: solar magnetohydrodynamic processes (Sun's magnetic field, solar activity, prominences, coronal heating, solar flares), collisionless shocks, the interaction of solar wind with the Earth, magnetospheric configuration, the magnetopause, the geomagnetic tail, reconnection at the magnetopause and Plasma-sheet boundary layer pulsations and magnetohydrodynamic waves, and magnetospheric dynamics (types of magnetic activity and their measurement, control of geomagnetic activity by the solar wind and magnetosphere, models of substorms).

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Kivelson, M. G. and Russell, T. *Introduction to space physics* Cambridge University Press, 1995.

PHY41PLA PLASMA PHYSICS (10 CPs Sem. I. B.) *Professor Peter Dyson*

In this subject the following topics are covered: introduction to plasma's (temperature, Debye shielding, plasma parameter), single-particle motions (uniform E and B fields, Nonuniform B field, Nonuniform E field, time-varying E field, time varying B field, Adiabatic invariants), plasmas as fluids, waves in plasma (including electron, ion and sound waves, electromagnetic waves, cut-offs, and resonances, CMA diagram), diffusion and resistivity, plasma instabilities (including two-stream, Rayleigh-Taylor, resistive drift waves), and kinetic theory (derivation of the fluid equations, Landau damping).

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Chen, F. F. *Introduction to plasma physics and controlled fusion: Volume 1 plasma physics*. 2nd edn, Plenum Press, 1984.

PHY41SMC SEMICONDUCTORS (10 CPs Sem. I. B.) *Dr John Riley*

This subject comprises topics on free electron band structure of simple metals, nearly free electron model and the Brillouin zone, band gaps, Fermi surface, semi-classical model of conduction in solids, filled and

partially filled bands, effective mass, holes, motion of charges in electric and magnetic fields, cyclotron resonance, Hall effect, intrinsic and extrinsic semiconductors, impurity levels, carrier concentrations as a function of temperature, Inhomogeneous semiconductors, p-n junctions, carrier and potential distributions in equilibrium and non-equilibrium cases, optical properties of semiconductors, photoluminescence, impurity states, excitons, band gap excitations, heterojunctions, carrier and potential distributions, square wells, bound and virtual bound states, and superlattices as repeated and overlapping square wells.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Ashcroft and Mermin. *Solid state physics*. 3rd edn, Updated Version, Saunders College Publishing, 1995.

PHY41SPA SURFACE PHYSICS AND ANALYSIS (10 CPs Sem. I. B.) *Dr John Liesegang*

Characterisation of solid material surfaces and surface layers, preparation of clean solid surfaces for analysis, thermal treatment, ion etching, adsorption, description and adsorption isotherm models (Langmuir et al.) surface structural techniques, LEED (Low Energy Electron Diffraction), STM (Scanning Tunnelling Microscopy), AFM (Atom Force Microscopy), EXAFS (Extended X-ray Absorption Fine Structure), surface analytical techniques, XPS (X-ray Photoelectron Spectroscopy), SIMS (Secondary Ion Mass Spectrometry), AES (Auger Electron Spectroscopy), NEXAFS (Near Edge), SEXAFS (Surface), atomic electron binding energies in materials and surfaces, Hartree-Fock methods of calculation of core level binding energy of electrons, laboratory and synchrotron photon sources for performing surface analysis, introductory XPS techniques, spectral analysis in XPS including multiplet splitting, shake-up-off, angle resolved effects and photoelectron diffraction.

Prerequisite: PHY32SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Woodruff, D. P. and Delchar, T. A. *Modern techniques of surface science*. Cambridge UP, 1988.

Briggs, D. and Seah, M. P. *Practical surface analysis by Auger and x-ray photoelectron spectroscopy*. John Wiley and Sons, 1995.

PHY41SSP SOLID STATE PHYSICS (10 CPs Sem. I. B.) *Dr John Liesegang*

This subject covers topics in plane wave expansions and properties of electron Bloch functions, nearly free electron model of electrons in solids, tight binding model of electron dynamics in solids, calculations of simple band structure, basic theory of groups, application of group theory to molecules, theory of group representations, group theory and quantum mechanics, applications of group theory to periodic crystalline structures, and the group of the wave vector. Other topics are symmetries and degeneracies, application of group theory to electron energy band calculations in crystals, properties of dielectrics or insulators., polar and non-polar materials, atomic, ionic and orientational polarisability, Lorentz field and Clausius-Mossotti relationship for dielectric constant, pyroelectrics, ferroelectrics, antiferroelectrics, phase transitions and the Landau model, and stress and strain tensor analysis for dielectrics.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Myers, H. P. *Introductory solid state physics*. Taylor and Francis, 1990.

Ashcroft, N. W. and Mermin, N. D. *Solid state physics*. Saunders College Publishing, 1995.

PHY41UAP UPPER ATMOSPHERE PHYSICS (10 CPs Sem. I. B.) *Dr*

Elizabeth Essex

In this subject the following topics are covered: physics of geospace, Appleton Hartree equation, techniques for observing geospace, the

neutral atmosphere, solar wind and the magnetosphere, principles of the ionosphere at middle and low latitudes, ionospheric phenomena at middle and low latitudes, the ionosphere at high latitudes and the applications of geospace science.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: sixteen 1-hour lectures.

Assessment: one 3-hour examination (75%) and assignments (problem sheets) (25%).

Prescribed Reading:

Hargreaves, J. K. *The solar-terrestrial environment*. Cambridge University Press, 1992.

PHY42ATM ATOMIC PHYSICS (10 CPs Sem. II. B.) *Dr Tony Lee*

See PHY41ATM for full subject description.

PHY42ELD ELECTRODYNAMICS (10 CPs Sem. II. B.) *Dr Elizabeth Essex*

See PHY41ELD for full subject description.

PHY42INP IONOSPHERIC PHYSICS (10 CPs Sem. II. B.) *Professor Peter Dyson*

Dyson

See PHY41INP for full subject description.

PHY42MSP MAGNETOSPHERIC AND SPACE PLASMA PHYSICS (10 CPs Sem. II. B.) *Professor Peter Dyson*

Professor Peter Dyson

See PHY41MSP for full subject description.

PHY42PLA PLASMA PHYSICS (10 CPs Sem. II. B.) *Professor Peter Dyson*

See PHY41PLA for full subject description.

PHY42SMC SEMICONDUCTORS (10 CPs Sem. II. B.) *Dr John Riley*

See PHY41SMC for full subject description.

PHY42SPA SURFACE PHYSICS AND ANALYSIS (10 CPs Sem. II. B.) *Dr John Liesegang*

Liesegang

See PHY41SPA for full subject description.

PHY42SSP SOLID STATE PHYSICS (10 CPs Sem. II. B.) *Dr John Liesegang*

See PHY41SSP for full subject description.

PHY42UAP UPPER ATMOSPHERE PHYSICS (10 CPs Sem. II. B.) *Dr Elizabeth Essex*

Elizabeth Essex

See PHY41UAP for full subject description.

PHY51MPA THESIS A (30 CPs Sem. I. B.) *Professor Peter Dyson*

Masters degree students begin their research project and thesis in the first semester of the first year and continue to be enrolled in a thesis subject in each semester throughout the remainder of the program (PHY52MPB, PHY51 MPC, and PHY52MPD). Supervision is provided by one or more academic staff members in the Department of Physics.

Prerequisite: PHY31SCA and PHY32SCB.

Class requirements: 20 hours per week in a research laboratory.

PHY51MPB THESIS B (30 CPs Sem. I. B.) *Professor Peter Dyson*

See PHY51MPA for full subject description.

PHY51MPC THESIS C (30 CPs Sem. I. B.) *Professor Peter Dyson*

See PHY51MPA for full subject description.

PHY51MPD THESIS D (30 CPs Sem. I. B.) *Professor Peter Dyson*

See PHY51MPA for full subject description.

PHY52MPA THESIS A (30 CPs Sem. II. B.) *Professor Peter Dyson*

Masters degree students begin their research project and thesis in the first semester of the first year and continue to be enrolled in a thesis subject in each semester throughout the remainder of the program (PHY52MPB, PHY51 MPC, and PHY52MPD). Supervision is provided by one or more academic staff members in the Department of Physics.

Prerequisite: PHY30SCI or equivalent.

Class requirements: 20 hours per week in a research laboratory.

PHY52MPB THESIS B (30 CPs Sem. II. B.) *Professor Peter Dyson*

See PHY52MPA for full subject description.

PHY52MPC THESIS C (30 CPs Sem. II. B.) *Professor Peter Dyson*

See PHY52MPA for full subject description.

PHY52MPD THESIS D (30 CPs Sem. II. B.) *Professor Peter Dyson*

See PHY52MPA for full subject description.

PSY40PAS PRACTICAL APPLIED SKILLS IN PSYCHOLOGY (20 CPs Sem. All

year. B., BE., WO.) *Dr Helen Lindner*

The primary aim of this subject is to provide students with theoretical and practical skills relevant to work settings. Skills could include communications with groups and individuals, presenting research outcomes, running workshops, and writing reports and funding applications. Ethics and professional issues from a psychological perspective will also be covered. The subject includes an additional 20 hours of field observation in a work place or industrial context.

Class requirements: one 2-hour lecture/workshop per week in semester 1. One 1.5-hour lecture/workshop per week in semester 2. Twenty hours of field observation in a work place or industrial context.

Assessment: one class presentation and one 2,000-word critical analysis (40%), one 1,000-word funding application (30%), one multiple-choice examination on ethical issues (5%), one 1,500-word placement report (25%). Hurdle requirement: students must achieve a minimum of 80% for the examination on ethical issues in order to pass this subject. Satisfactory completion of field observation.

Prescribed Reading:

Silberman, M. *101 ways to make meetings active: surefire ideas to engage your group*. San Francisco: Jossey-Bass/Pfeiffer, 1999.

APS Code of Ethics and Ethical Guidelines. Australian Psychological Society, 2003.

Jolles, R. L. *How to run seminars and workshops: presentation skills for consultants, trainers, and teachers*. Brisbane: John Wiley & Sons Inc., 1993.

Egan, G. *The skilled helper*. 7th edn, Monterey, Cal.: Brooks/Cole, 2002.

PSY40PGD POSTGRADUATE DIPLOMA IN PSYCHOLOGY (120 CPs Sem. All

year. B.) *Dr Helen Skouteris*

Available to graduates with excellent results in a three-year psychology sequence accredited by the Australian Psychological Society but who do not qualify to enter the Honours course. It is identical to the Honours course. Places are limited to a few students each year.

Class requirements: one 1-hour research colloquia per week and preparation of abstracts of selected colloquia, two 2-hour weekly seminars in theory and contemporary issues in psychology and one 3-hour psychological research methods seminar in the first semester and oral and written presentation of a research proposal, including a review of the area of research, the rationale, the method, the proposed data analysis and implications of the expected findings.

Assessment: one psychological research methods assignment (15%), one theory essay (35%), an empirical research thesis (50%).

PSY40RDA RESEARCH DESIGN IN APPLIED RESEARCH (15 CPs Sem. All

year. B., BE., WO.) *Dr Art Stukas*

This subject will cover advanced research design and statistics in psychology. The students will be introduced to research methodology, analyses, and interpretations of psychological research conducted in field or clinical settings. Specifically, students will be expected to demonstrate the ability to evaluate the adequacy of relevant research designs, to propose suitable research designs, to select appropriate methods of data analysis, conduct selected statistical procedures using computer packages, and to interpret the outcome of these statistical procedures.

Class requirements: one 3-hour lecture per week during first semester.

Assessment: one 5,000-word assignment (100%).

Prescribed Reading:

Kazdin, A. E. (ed.) *Methodological issues and strategies in clinical research*. Washington: American Psychological Society, 1992.

Grimm, L. G. and Yarnold, P. R. (eds). *Reading and understanding multivariate statistics*. Washington: American Psychological Association, 1995.

Tabachnick, B. G. and Fidell, L. S. *Using multivariate statistics*. 4th edn, Allyn & Bacon, 2001.

PSY40TAP THEORY IN APPLIED PSYCHOLOGY (20 CPs Sem. All year. B.,

BE., WO.) *Dr Mary Omodei*

This subject will focus on the role of theory in the application of psychology. All areas of applied psychology are informed by a range

of theoretical models. Students will be exposed to (a) competing theoretical models within specific individual applications and (b) specific models that are found to be generally applicable across diverse applications. An understanding of these theoretical models can provide a firm basis for formulating and implementing assessment and intervention strategies and in becoming a competent scientist-practitioner.

Class requirements:

one 1-hour lecture/workshop per week in semester 1 and one 2-hour lecture/workshop per week in semester 2.

Assessment: one 2-hour examination (60%), one 2,500-word essay (40%).

Recommended Reading:

Lawson, R. B. and Shen, Z. *Organizational psychology: Foundations and applications*. New York: Oxford University Press, 1998.

PSY40THS RESEARCH PROJECT IN APPLIED PSYCHOLOGY (65 CPs Sem.

All year. B., BE., WO.) *Dr Ben Ong*

In this subject students are expected to conduct and report on an original research project. Students will be expected to demonstrate the ability to formulate research hypotheses, design a study using appropriate methodology, to collect and analyse data to test the research hypothesis, interpret the findings of the study, and write up a report. The research question will be psychological and applied in nature. The report will adhere to the American Psychological Association (APA) publication manual format, include a substantial literature review, and be presented in the form of a traditional thesis.

Class requirements: six 2-hour monthly class meetings (approx.), one project proposal presentation, one 1-hour weekly supervision sessions (approx.).

Assessment: one 15,000-word thesis (research project) (100%).

Prescribed Reading:

Publication manual of the American Psychological Association 5th edn, New York: American Psychological Society, 2001.

PSY51CAT CLINICAL ASSESSMENT AND TREATMENT OF MAJOR DISORDERS (10 CPs Sem. I. B.) *Mr John Farhall*

Common clinical disorders will be covered in this subject. The topics will include assessment and treatment of depression, psychosis, trauma, personality disorders, sexual abuse, and anxiety disorders. The focus of lectures will be on the Australian clinical guidelines recommended for the treatment of these disorders.

Incompatible subject: PSY71PRH, PSY71CHP/PSY72CHP

Class requirements: one 2-hour lecture per week.

Assessment: one 3,000-word written report (100%).

PSY51CBT BEHAVIOURAL & COGNITIVE-BEHAVIOURAL THEORY ASSESSMENT AND PRACTICE (10 CPs Sem. I. B.) *Dr Eleanor Wertheim*

This subject provides a basic grounding in cognitive-behavioural theory and practice, so that students have a sound model on which to base their assessment and therapy work. The unit covers both modern behavioural approaches and the A-B-C formulation of cognitive analysis and practice. Topics covered include operant principles, classical conditioning, self-control theory, relaxation and imagery, behavioural rehearsal and expectancy, Beck's model of cognitive therapy, Ellis and RET, and Meichenbaum's stress inoculation training.

Class requirements: thirteen 2-hour lectures.

Assessment: one 1-hour take home examination (35%), one 1.5-hour examination (50%), one 500-word assignment (15%).

PSY51CCB CLINICAL PSYCHOLOGY CASE ANALYSIS B (5 CPs Sem. I. B.)

Dr Lynette Evans

This series of seminars occurs weekly throughout the two years of the degree program. The aim is to provide an opportunity for the presentation of case material, to discuss the assessment and treatment of clients and issues involved in therapy. Each student is required to formally present a case during each year, in a comprehensive, yet clear and succinct manner, highlighting the issues and dilemmas. The group is encouraged to constructively analyse the case, suggest alternative approaches where appropriate, and reflect on the dilemmas raised. In addition, staff members and guest speakers are invited to present cases and their views on professional issues. Students are expected to become fully conversant with the ethical and legal requirements of professional practice and to contribute effectively to class discussions

on these issues. These meetings also provide a forum in which news, views and decisions about practical matters concerning the clinical program can be discussed

Class requirements: weekly seminars.

Assessment: participation and contribution to class discussion (25%), oral presentation of case (75%).

PSY51CCC CLINICAL PSYCHOLOGY CASE ANALYSIS C (5 CPs Sem. I. B.)

Dr Lynette Evans

This unit is run in combination with PSY51CPB and students are expected to do a written report from one of the cases in the clinic. In the report students are expected to refer to theoretical models and treatment modules in the literature. If necessary students should seek individual consultation with the course co-ordinator to assist in writing the report.

Class requirements: one 1-hour class per week.

Assessment: one 20- to 40-minute presentation (80%), class attendance and participation (20%).

PSY51CCP CONTEXT AND CO-MORBIDITY IN CLINICAL PRACTICE (10

CPs Sem. I. B.) *Dr Lynette Evans*

In this subject a range of clinical issues particularly pertinent to psychiatric disorders are covered. Topics covered will include psychiatric rehabilitation; psychopharmacology; pain management and co-morbidity of pain; cross-cultural and indigenous issues in clinical settings; and topics in health psychology.

Class requirements: one 2-hour lecture per week.

Assessment: two 1,500-word assignments (100%).

PSY51CFT COUPLE AND FAMILY ASSESSMENT AND THERAPY (10 CPs

Sem. I. B.) *Dr Lynette Evans*

In the couple assessment and therapy component, this subject focuses on cognitive-behavioural assessment and therapy, but places it into a systemic framework. Programs for cognitive-behavioural marital therapy are critically evaluated and the techniques involved explored. The basics of sex therapy are also covered. Considerable emphasis is placed on relationship issues, communication and resolving conflict. The seminars include both a theoretical and an experiential component. In the family assessment and counselling component a systemic view of child and family problems is introduced. Family counselling topics include the family structure, roles, interactions and dynamics, family life cycle stages and transitions, parenting styles, skills and practices, separation, divorce and step-families and influence of families of origin.

Class requirements: thirteen 2-hour lectures and thirteen 1-hour practical exercises.

Assessment: one 3,000-word written clinical case report (100%).

PSY51CPA CLINICAL PSYCHOLOGY PRACTICUM A (10 CPs Sem. I. B.) *Dr*

Lynette Evans

This component of the Clinical Psychology Practicum takes place in the University Psychology Clinic. The client casework involves adult, child, couple and family cases, and covers a wide range of disorders. Each student also undertakes psychometric, developmental, educational and neuropsychological assessments. Students must plan their casework thoughtfully, to encompass a range of cases. Casework is supervised by the academic clinical staff and experienced external clinicians. This casework comprises face-to-face client contact plus supervision and report writing in the Psychology Clinic.

Class requirements: approximately 30 hours of case observations, 20 hours of client casework, 20 hours of clinical supervision and 14 days of client intake work.

Assessment: satisfactory completion of case observation and case meetings (50%), satisfactory completion of client casework and intake duties (50%).

PSY51CPB CLINICAL PSYCHOLOGY PRACTICUM B (15 CPs Sem. I. B.) *Dr*

Lynette Evans

Students are required to undertake face-to-face client contact in the Psychology Clinic under supervision and are involved in intake and clinic management training.

Class requirements: Regular consultation with clinical supervisors and face-to-face client contact through the psychology clinic.

Assessment: 40 hours clinic coursework including documentation,

placement reports; four case reports; supervisor evaluation (80%), 40 hours of clinical intake and clinical management (20%).

PSY51CPC CLINICAL PSYCHOLOGY PRACTICUM C (5 CPs Sem. I. B.) *Dr John Farhall*

This intensive 10 day placement in an adult psychiatric setting is designed to complement the course-work seminar and demonstration series on adult psychopathology and consists of a two week, full-time placement in an acute ward, CAT team or equivalent setting.

Class requirements: one 1-hour, regular consultation with practicum supervisor.

Assessment: Supervisor's report (50%), MSE reports totalling 1,200-words (20%), diagnostic reports (20%), case presentation (10%).

PSY51CPE CLINICAL PSYCHOLOGY PRACTICUM E (40 CPs Sem. I. B.) *Dr Lynette Evans*

The objectives of these fieldwork placements include enhancing and applying theoretical knowledge and practical skills in intake and referral, assessment, counselling and psychotherapy, family work, group work, case management, follow-up, assertive outreach, and psychoeducation in a professional setting. Other objectives are enhancing the performance in a professional role as a psychologist under the direction of an experienced supervisor, including interdisciplinary case planning, co-ordination and team work, secondary and tertiary consultation, development of an understanding and critical evaluation of the organisational structure, functioning, and methods of service delivery of the agencies. This placement consists of up to 70 days of fieldwork. Assessment is based on professional performance as a trainee psychologist including weekly meetings with supervisor/s, attendance of staff meetings, meetings with clients and written reports.

Class requirements: 15 hours per week working as a psychologist under supervision.

Assessment: Supervisor's reports, submission of placement documentation and reports (100%).

PSY51CPI COUNSELLING SKILLS AND PROFESSIONAL ISSUES (10 CPs Sem. I. B.) *Dr Eleanor Wertheim*

The counselling skills component teaches a theoretical framework for conducting therapy sessions, and enables students to learn the basic counselling skills

Class requirements: thirteen 2-hour lectures and thirteen 1-hour practical exercises.

Assessment: one 1,500-word journal (60%), one 30-minute video or audiotape of an initial role-play interview (40%).

PSY51CRA CLINICAL PSYCHOLOGY MASTERS RESEARCH A (10 CPs Sem. I. B.) *Dr Lynette Evans*

Masters degree students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in first year. The thesis is a written work of a maximum of 15,000 words, and includes several components; a literature review, an empirical research report written in a style appropriate for submission to an academic journal, and appendices providing supporting documentation (e.g., questionnaires, ethics and consent forms, additional statistical information). The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or co-supervisors). The project must address a significant problem in the field of clinical psychology.

Class requirements: two hours of seminars/colloquia per week, plus regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject coordinator).

Assessment: one 2,500-word research proposal, including budget and timeline (100%).

PSY51CRB CLINICAL PSYCHOLOGY MASTERS RESEARCH B (10 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.

Assessment: one 6,000-word literature review (100%).

PSY51CRC CLINICAL PSYCHOLOGY MASTERS RESEARCH C (20 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.

Class requirements: Assessment: practical research activities to supervisor's satisfaction (100%).

PSY51CRD CLINICAL PSYCHOLOGY MASTERS RESEARCH D (20 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.

Assessment: one 6,000-word empirical research paper (100%).

PSY51CTL CLINICAL ASSESSMENT AND TREATMENT LITERATURE (10 CPs Sem. I. B.) *Dr Lynette Evans*

Students are expected to read prescribed texts on the following topics: depression, psychosis, trauma, sexual abuse, anxiety disorders, drug alcohol and personality disorders. These set readings of key assessment and treatment literature will relate to subject material being covered in PSY51CAT.

Class requirements: one 2-hour lecture per week.

Assessment: one 3,000 word written report on current treatment programs (100%).

PSY51HCA HEALTH PSYCHOLOGY CASE ANALYSIS A (5 CPs Sem. I. B.) *Dr Helen Lindner*

This series of seminars aims to provide an opportunity for the presentation of case material and to discuss the assessment and treatment of clients and issues involved in therapy. Clinical Health Psychology cases will be presented throughout the seminar. The group is encouraged to constructively analyse the case, suggest alternative approaches where appropriate and reflect on the dilemmas raised. Candidates are expected to become fully conversant with the ethical and legal requirements of professional practice and to contribute to class discussions. These meetings also provide a forum in which news, views and decisions about practical matters concerning the health program can be discussed.

Class requirements: one 2-hour seminar/discussion per week.

Assessment: one 500-word assignment on professional and clinical issues (100%).

PSY51HCO PSYCHOLOGICAL PRACTICE IN COMMUNITY AND ORGANISATIONAL SETTINGS (10 CPs Sem. I. B.) *Dr Ken Greenwood*

This subject is concerned with interventions that may be designed and delivered by health psychologists working outside clinical settings. Topics include community health needs assessment, principles of community intervention program design, planning and implementing evaluation programs, health promotion strategies in community settings, cognitive behavioural approaches to community interventions, attitude and behaviour change programs, media-based health promotion programs, work-site based health interventions, and case studies in community and/or organisational interventions.

Class requirements: thirteen 3-hour lectures, seminars and practical activities.

Assessment: one 2,000-word assignment (80%), one 10-minute class presentation (20%).

PSY51HEA HEALTH PSYCHOLOGY ELECTIVE (10 CPs Sem. I. B.) *Dr Helen Lindner*

This subject allows specialisation in a selected knowledge area pertinent to health psychology. Students undertake individual contracts for studies with the course co-ordinator. Contracts are expected to integrate the practicum placement experiences and include a course of individual reading conducted under expert supervision, culminating in a seminar presentation and written work.

Class requirements: thirteen 2-hour lectures, seminars and equivalent.

Assessment: one 500-word oral presentation (20%), a 1,500-word written assignment (80%).

PSY51HPA HEALTH PSYCHOLOGY PRACTICUM A (20 CPs Sem. I. B.) *Dr Helen Lindner*

This subject is an internal placement in the Psychology Clinic of the School. The placement also includes intake work, assessment and intervention with clients and administrative duties organised by the Clinical Director, Mr Martin Jackson. The client casework could involve adult, child, couple and family cases and could cover a wide range of health problems. Candidates must plan their casework thoughtfully to encompass a range of cases. Casework is supervised by the academic clinical staff and experienced external clinicians. This

subject is supported by Health Psychology Case Analysis B.

Class requirements: approximately 30 hours of case observation, 20 hours of client casework, 20 hours of clinical supervision and 14 days of client intake work.

Assessment: satisfactory completion of case observation and case meetings (50%), satisfactory completion of client casework and intake duties (50%).

PSY51HPB HEALTH PSYCHOLOGY PRACTICUM B (30 CPs Sem. I. B.) Dr

Helen Lindner

This is an external placement supported by University-based meetings for planning and discussion. Candidates will complete 42 days of field placement experience.

Class requirements: two days per week for 16 weeks of practical work, regular consultation with field supervisor (about two hours per week) and two hours per week supervision with co-ordinator in a class format with other candidates in the Health Psychology program.

Assessment: one 4,000-word written assessment including case report, learning contract and placement report (50%), one 4,000-word logbook (50%).

PSY51HPC HEALTH PSYCHOLOGY PRACTICUM C (20 CPs Sem. I. B.) Dr

Helen Lindner

See PSY51HPB for a full subject description.

PSY51HPP PSYCHOLOGICAL FACTORS IN PATHOPHYSIOLOGY (10 CPs

Sem. I. B.) Dr Tom Matyas

This subject reviews theory and experimental findings about the physiological effects of behaviour and psychological states in relation to selected somatic diseases. Topics include the biopsychosocial model and theories of behavioural pathophysiology, interoception, individual differences, cigarette smoking, psychological and behavioural contributory causes in hypertension and heart disease, psychoimmunology and chronic musculoskeletal pain.

Class requirements: thirteen 2-hour lectures, seminars and practical classes.

Assessment: one 3,000-word essay (100%).

PSY51HRA HEALTH PSYCHOLOGY MASTERS RESEARCH A (10 CPs Sem. I. B.) Professor Susan Paxton

Masters degree students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in the first year. The thesis is a written work of between 12,000 to 15,000 words, and includes two components: a literature review, an empirical research report written in a style appropriate for submission to an academic journal. The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or co-supervisors). The project must address a significant problem in the field of health psychology.

Class requirements: two hours of seminars/colloquia per week, plus regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).

Assessment: one 1,500-word research proposal plus up to 1,000-words on budget and timeline (100%).

PSY51HRB HEALTH PSYCHOLOGY MASTERS RESEARCH B (10 CPs Sem. I. B.) Professor Susan Paxton

See PSY51HRA for full subject description.

Assessment: one 6,000-word literature review (100%).

PSY51HRC HEALTH PSYCHOLOGY MASTERS RESEARCH C (20 CPs Sem. I. B.) Professor Susan Paxton

See PSY51HRA for full subject description.

Assessment: practical research activities to supervisor's satisfaction (100%).

PSY51HRD HEALTH PSYCHOLOGY MASTERS RESEARCH D (20 CPs Sem. I. B.) Professor Susan Paxton

See PSY51HRA for full subject description.

Assessment: one 6,000-word empirical research paper (100%).

PSY51NCA CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY A (5 CPs Sem. I. B.) Mr Martin

Jackson

This series of lectures and seminars presents an opportunity for the presentation of case material arising from clinical placement and

casework, with scope for detailed analysis and selective discussion of relevant theoretical issues. Students are required to contribute to the presentation of journal articles. The neurology component consists of a series of lectures undertaken at the Neurology Department of the Austin-Repatiation Hospital and provide an understanding of techniques used within the neurological examination and other forms of neurological investigation. Features of common neurological disorders are presented, while the neurological models of dysfunction are also discussed.

Class requirements: thirteen 2-hour seminars.

Assessment: two 30-minute seminar presentations (60%) and participation in classroom activities and assigned reading (40%).

PSY51NCC CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY C (5 CPs Sem. I. B.) Mr Martin

Jackson

See PSY51NCA for full subject description.

Assessment: two 30-minute seminar presentations (100%).

PSY51NCD CLINICAL NEURO CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY D (5 CPs Sem. I. B.) Mr Martin Jackson

See PSY51NCA for full subject description.

Assessment: two 30-minute seminar presentations (100%).

PSY51NEU NEUROANATOMY (10 CPs Sem. I. B.) Dr Tony Paolini

This seminar series provides a working knowledge of neuroanatomy upon which the information provided in the subjects, Neuropsychological Models, Syndromes and Assessment can be built. The format of the presentations is both didactic and experiential, with lecture presentations, anatomical dissection to develop upon the material presented in lectures and viewing prepared slides and videotapes in the ensuing practical class. The subject strongly emphasises the association between structure and function and underlines this with discussion of the site and localisation of various neurological and neuropsychological syndromes. The practical work involves gross anatomy, dissection and some histology.

Class requirements: thirteen 3-hour lectures, seminars and practical activities.

Assessment: one 30-minute practical examination (40%) and one two-hour multiple choice examination (60%).

PSY51NMS NEUROPSYCHOLOGICAL MODELS, SYNDROMES AND ASSESSMENT (10 CPs Sem. I. B.) Dr Glynda Kinsella

Current models of interpreting and describing neuropsychological disorders are reviewed, with the assessment of these disorders being explored. Approaches to assessment are discussed utilising the context of case analysis and clinical syndromes. Common neuropsychological tests are practiced in class assignments. Topics covered include disorders of attention, memory and learning frontal lobes and goal directed behaviour, aphasia and communication, spatial behaviour, agnosia and perceptual disorders, behavioural and emotional changes, age-related changes and dementia. Issues in differential diagnosis are discussed, as well as writing reports and communicating information. Syndromes related to traumatic brain injury, stroke, drug and alcohol abuse, and dementia are also examined.

Class requirements: thirteen 3-hour lectures, seminars and practical activities.

Assessment: one 1.5-hour multiple choice examination (80%), one 40-minute practical examination in the use and administration of neuropsychological tests (20%).

PSY51NPA CLINICAL NEUROPSYCHOLOGY PRACTICUM A (10 CPs Sem. I. B.) Mr Martin Jackson

This practicum is based in the University Psychology Clinic and requires 16 days of practical experience. Students are introduced to clinical practice by undertaking practice in test administration and interpretation. Case observation, including specific neuropsychology case observation, allows modelling of clinical skills.

Class requirements: regular consultation with the practicum supervisor, approximately two hours per week.

Assessment: one 30-minute practical examination (40%), one 2,000-word logbook (60%).

PSY51NPB CLINICAL NEUROPSYCHOLOGY PRACTICUM B (10 CPs Sem. I. B.) *Mr Martin Jackson*

This placement is based at both the University Psychology Clinic (internal) and selected external placement agencies. The placement requires 35 days of practical experience and the student develops skills in interviewing and history taking with the more general presentation of clients in the clinic setting, and more specifically for the neuropsychological focussed history taking in the external placement. This practicum emphasises interpretation of test results and report writing. The skill development gained during the placement is supported by presentation of case material entries in the case the analysis seminar, which allows for feedback on content, style, presentation and tone of the case reports. Supervised casework is also undertaken within the University Psychology Clinic in order to allow intensive supervising feedback necessary for skill development.

Class requirements: regular contact with practicum supervisor (approx. two hours per week).

Assessment: three 500-word placement reports (50%), one 1,500-word logbook (50%).

PSY51NPC CLINICAL NEUROPSYCHOLOGY PRACTICUM C (30 CPs Sem. I. B.) *Mr Martin Jackson*

In this placement students undertake 42 days of practical experience in an external placement agency under the supervision of an experienced clinical psychologist. Students are required to conduct assessments and case management, and to undertake other activities as directed. Candidates should demonstrate competence with the presentation of reports to the client and his or her family, and make a contribution to case planning meetings and other institutional commitments as they arise within the placement setting. The placement also includes the opportunity for an intensive psychopathology placement.

Class requirements: regular consultation with practicum supervisor (approx. six hours per week).

Assessment: four 1,125-word placement reports (50%), one 4,500-word logbook (50%).

PSY51NPD CLINICAL NEUROPSYCHOLOGY PRACTICUM D (20 CPs Sem. I. B.) *Mr Martin Jackson*

In this placement students undertake 32 days of practical experience in an external placement agency under the supervision of an experienced clinical neuropsychologist. Students are required to conduct assessments and case management, and to undertake other activities as directed. The student should demonstrate competence with the presentation of reports to the client and his or her family, and make a contribution to case planning meetings and other institutional commitments as they arise within the placement setting.

Class requirements: regular consultation with practicum supervisor (approximately four hours per week).

Assessment: three 1,000-word placement reports (50%), one 3,000-word logbook (50%).

PSY51NPS NEUROPSYCHIATRY (5 CPs Sem. I. B.) *Dr Simon Crowe*

This series of seminars analyses a number of frequently occurring neurological and psychiatric diseases with respect to their pathophysiological basis, their clinical presentation and pharmacological and the physical treatment approaches taken to them. The material is analysed from the molecular to the systemic level, with specific transmitter-related diseases being analysed in detail. Topics include epilepsy, schizophrenia, movement disorders, depression, anxiety disorders, basic pharmacology, and drug effects on cognition.

Class requirements: six 2-hour lectures, seminars and practical activities.

Assessment: one 1.25-hour multiple choice examination (100%).

PSY51NRA CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH A (10 CPs Sem. I. B.) *Dr Glynda Kinsella*

Masters degree students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in the first year. The thesis is a written work of between 12,000 and 15,000 words, and includes two components: a literature review, and an empirical research report written in a style appropriate for submission to an academic journal. The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or

co-supervisors). The project must address a significant problem in the field of clinical neuropsychology.

Class requirements: two hours of seminars/colloquy per week and regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).

Assessment: one 1,500-word research proposal (60%), one 1,000-word budget proposal (inc timelines for project completion) (40%).

PSY51NRB CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH B (10 CPs Sem. I. B.) *Dr Glynda Kinsella*

See PSY51NRA for full subject description.

Assessment: completion, to a satisfactory standard, of a literature review of up to 6,000 words (100%).

PSY51NRC CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH C (20 CPs Sem. I. B.) *Dr Glynda Kinsella*

See PSY51NRA for full subject description.

Assessment: Practical research activities to the satisfaction of the research supervisor (100%).

PSY51NRD CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH D (20 CPs Sem. I. B.) *Dr Glynda Kinsella*

See PSY51NRA for full subject description.

Assessment: one 6000-word empirical research report, to be combined with previous literature review (100%).

PSY51NRR NEUROPSYCHOLOGICAL RECOVERY, REHABILITATION AND MANAGEMENT (10 CPs Sem. I. B.) *Dr Glynda Kinsella*

This subject addresses the major theories relating to recovery from brain damage and the development of appropriate retraining or management techniques. It covers theories of recovery of function and approaches to the rehabilitation of cognitive, behavioural and psychosocial changes resulting from neuropsychological dysfunction. The concepts of neuropsychological impairment, disability and handicap are introduced. Evaluation of the effectiveness of interventions and the importance of interdisciplinary teamwork are also highlighted. Issues in neuropsychology for older adults will be explored, including evaluation of the roles of the CDAMS clinic and assessment of decision making capacity.

Class requirements: thirteen 2-hour lectures and thirteen 1-hour tutorials.

Assessment: one, 3,000-word group assignment (100%).

PSY51PAS PSYCHOLOGICAL ASSESSMENT (10 CPs Sem. I. B.) *Dr Tony Love*

This subject provides an introduction to assessment, integrating the scientist-practitioner roles of the professional psychologist. The focus is on concepts and techniques that are foundations for other subjects in the course. The assessment process, emphasising a problem-solving orientation, is examined. Psychometric theory and its relationship to testing is reviewed. Principles of assessment interviewing are outlined. The contribution of tests and testing to this process is considered in detail. Techniques of test administration and interpretation, with a particular emphasis on the Wechsler Intelligence Scales, are explored. Communication of psychological assessment outcomes, particularly through report writing, is given close attention. Lectures and seminar presentations are augmented through students' self-directed experiential activities.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,500-word assignment including videotape and report of testing session (100%).

PSY51PNP DEVELOPMENTAL NEUROPSYCHOLOGY (5 CPs Sem. I. B.) *Dr Sabine Wingenfeld*

This subject provides an overview of the field, including its methods, strategies and problems. Neuropsychological assessment of children is introduced with discussion of when a neuropsychological assessment can be appropriate for children and what is to be gained from such an assessment. The neuropsychological basis of developmental disorders, including dyslexia and other specific learning disabilities is also considered.

Class requirements: six 2-hour lectures, seminars and practical activities.

Assessment: one 1.25-hour multiple choice examination (100%).

PSY52CAD CHILD AND ADOLESCENT DISORDERS AND LEARNING DISABILITIES: ASSESSMENT AND TREATMENT (10 CPs Sem. II. B.) *Dr Sabine Wingenfeld*

This unit is designed to familiarise students with the major disorders of childhood and adolescence. Sessions cover diagnoses and classification, aetiology, assessment and major empirically-supported approaches to treatment. The subject will take a developmental psychopathology perspective to acknowledge the complex interplay of the child, the family, and the environment and the need to understand children's psychological problems within a developmental context. Topics include attention deficit hyperactivity disorder and externalising behaviour problems, depression, anxiety disorders, specific and pervasive developmental disorders, child abuse and neglect, and paediatric/health-related problems. Further topics include disorders of adolescence (risk taking; substance abuse).
Class requirements: one 2-hour lecture and one 1-hour practical per week.
Assessment: one 1,000-word psychological report and a 500-word seminar presentation (100%).

PSY52CCD CLINICAL PSYCHOLOGY CASE ANALYSIS D (5 CPs Sem. II. B.)

Dr Lynette Evans

This series of seminars aims to provide an opportunity for the presentation of case material and to discuss the assessment and treatment of clients and issues involved in therapy. Each candidate is required to formally present at least two cases, in a comprehensive, yet clear and succinct manner, highlighting the issues and dilemmas. The group is encouraged to constructively analyse the case, suggest alternative approaches where appropriate and reflect on the dilemmas raised.

Class requirements: one 1.5-hour seminar/discussion per week.
Assessment: participation and contribution to class discussion (20%), one 20- to 40-minute class presentation (80%).

PSY52CPA CLINICAL PSYCHOLOGY PRACTICUM A (10 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY51CPA for full subject description.

PSY52CPB CLINICAL PSYCHOLOGY PRACTICUM B (15 CPs Sem. II. B.) *Dr Lynette Evans*

Students are required to undertake face-to-face client contact in the Psychology Clinic under supervision and are involved in intake and clinic management training.

Class requirements: 6 - 7 hours per week of clinical work including therapy, administrative work and case observation.
Assessment: supervisor's report and submission of placement assessment documentation (100%)

PSY52CPC CLINICAL PSYCHOLOGY PRACTICUM C (5 CPs Sem. II. B.) *Mr John Farhall*

See PSY51CPS for full subject description.

PSY52CPE CLINICAL PSYCHOLOGY PRACTICUM E (40 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY51CPE for full subject description.

PSY52CRA CLINICAL PSYCHOLOGY MASTERS RESEARCH A (10 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.

PSY52CRB CLINICAL PSYCHOLOGY MASTERS RESEARCH B (10 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.
Assessment: one 6,000-word literature review (100%).

PSY52CRC CLINICAL PSYCHOLOGY MASTERS RESEARCH C (20 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.
Assessment: practical research activities to the supervisor's satisfaction (100%).

PSY52CRD CLINICAL PSYCHOLOGY MASTERS RESEARCH D (20 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY51CRA for full subject description.
Assessment: one 6,000-word empirical research paper (100%).

PSY52HCB HEALTH PSYCHOLOGY CASE ANALYSIS B (5 CPs Sem. II. B.) *Dr Helen Lindner*

See PSY51HCA for a full subject description.

Assessment: one 20- to 40-minute class presentation (80%), class attendance and participation (20%)

PSY52HEA HEALTH PSYCHOLOGY ELECTIVE (10 CPs Sem. II. B.) *Dr Helen Lindner*

See PSY51HEA for full subject description.

Class requirements: one 2-hour seminar per week.
Assessment: class attendance and participation (20%), one 20- to 40-minute class presentation (80%).

PSY52HHS APPLIED PSYCHOLOGY IN HEALTH SETTINGS (10 CPs Sem. II. B.) *Professor Susan Paxton*

Not available in 2004.

PSY52HPA HEALTH PSYCHOLOGY PRACTICUM A (20 CPs Sem. II. B.) *Dr Helen Lindner*

See PSY51HPA for a full subject description.

PSY52HPB HEALTH PSYCHOLOGY PRACTICUM B (30 CPs Sem. II. B.) *Dr Helen Lindner*

See PSY51HPB for full subject description.

PSY52HPC HEALTH PSYCHOLOGY PRACTICUM C (20 CPs Sem. II. B.) *Dr Helen Lindner*

See PSY51HPB for full subject description.

PSY52HPF FOUNDATIONS OF HEALTH PSYCHOLOGY (10 CPs Sem. II. B.)

Dr Helen Lindner
Not available in 2004.

PSY52HRA HEALTH PSYCHOLOGY MASTERS RESEARCH A (10 CPs Sem. II. B.) *Professor Susan Paxton*

See PSY51HRA for a full subject description.

PSY52HRB HEALTH PSYCHOLOGY MASTERS RESEARCH B (10 CPs Sem. II. B.) *Professor Susan Paxton*

See PSY51HRA for a full subject description.
Assessment: one 6,000-word literature review (100%).

PSY52HRC HEALTH PSYCHOLOGY MASTERS RESEARCH C (20 CPs Sem. II. B.) *Professor Susan Paxton*

See PSY51HRA for a full subject description.
Assessment: practical research activities to supervisor's satisfaction (100%).

PSY52HRD HEALTH PSYCHOLOGY MASTERS RESEARCH D (20 CPs Sem. II. B.) *Professor Susan Paxton*

See PSY51HRA for a full subject description.
Assessment: one 12,00-15,000-word research thesis (100%).

PSY52MSP METHODS FOR THE SCIENTIST PRACTITIONER (10 CPs Sem. II. B.) *Dr Tom Matyas*

This subject addresses topics selected to advance, in cooperation with the thesis project, the ability of professional psychologists to conduct an accountable, evaluative practice. Issues in applied research design pertinent to clinical, health and neuropsychologists and the analysis of data generated by activities in applied settings are a central focus. Topics include evaluation of single case and community interventions using interrupted time-series designs, issues in experimental design for evaluation of intervention outcome, quantification of clinically significant change, generalisability of findings from non-random samples, problems in the analysis of change, and quantitative methods for identifying subgroups.

Class requirements: thirteen 3-hour lectures, seminars and practical activities.
Assessment: one 2,000-word assignment (50%), one 1,000-word assignment (20%), one 15- to 20-minute class presentation (30%).

PSY52NCB CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY B (5 CPs Sem. II. B.) *Mr Martin Jackson*

Jackson

See PSY51NCA for a full subject description.
Assessment: two 30-minute presentations (100%).

PSY52NCD CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY D (5 CPs Sem. II. B.) *Mr Martin Jackson*

See PSY51NCA for a full subject description.
Assessment: two 30-minute presentations (100%)

PSY52NPA CLINICAL NEUROPSYCHOLOGY PRACTICUM A (10 CPs Sem. II. B.) *Mr Martin Jackson*

See PSY51NPA for a full subject description.

PSY52NPB CLINICAL NEUROPSYCHOLOGY PRACTICUM B (10 CPs Sem. II. B.) *Mr Martin Jackson*

See PSY51NPB for a full subject description.

PSY52NPC CLINICAL NEUROPSYCHOLOGY PRACTICUM C (30 CPs Sem. II. B.) *Mr Martin Jackson*

See PSY51NPC for a full subject description.

PSY52NPD CLINICAL NEUROPSYCHOLOGY PRACTICUM D (20 CPs Sem. II. B.) *Mr Martin Jackson*

See PSY51NPD for a full subject description.

PSY52NRA CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH A (10 CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY51NRA for a full subject description.

PSY52NRB CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH B (10 CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY51NRA for a full subject description.

Assessment: one 6,000-word literature review (100%).

PSY52NRC CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH C (20 CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY51NRA for a full subject description.

Assessment: practical research activities to the satisfaction of the research supervisor (100%).

PSY52NRD CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH D (20 CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY51NRA for a full subject description.

Assessment: one 6,000-word empirical research report, to be combined with previous literature review (100%).

PSY52PAD PSYCHOPATHOLOGY (10 CPs Sem. II. B.) *Mr John Farhall, Dr Nicholas Voudouris*

The aim of this series (in conjunction with the intensive psychopathology placement) is to ensure that students achieve a basic level of understanding of psychopathology, skills in conducting mental status examinations and diagnostic interviews, and competence in making psychiatric diagnoses. Four seminars are conducted at La Trobe that introduce concepts of classification in psychopathology, the ICD and DSM-IV systems, an overview of psychotropic medications, approaches to mental status examinations and an introduction to the CIDI, a computerised diagnostic interview. The other eight seminars usually consist of a lecture outlining a major adult psychiatric disorder followed by a live case presentation of a client with a relevant disorder. Most of these seminars will be conducted within the psychiatric services of the Austin and Repatriation Medical Centre. One or two special topic guest lecturers are invited to present additional material.

Class requirements: thirteen 1-hour lectures and one 2-hour practical class per week.

Assessment: one 3-hour exam. (80%), seminar participation (20%).

PSY61AAT ADVANCED SKILLS IN ASSESSMENT AND TREATMENT OF MAJOR DISORDERS (10 CPs Sem. I. B.) *Dr Lynette Evans*

This subject prepares students for advanced clinical practice by examining issues that will be relevant to senior practitioners in their workplace.

Prerequisite: all of the coursework and placement requirements of the Master of Psychology (Clinical Psychology) degree.

Class requirements: one 2-hour lecture/seminar per week and one 1-hour tutorial per week.

Assessment: one 3,000-word handbook and workshop presentation (80%), participation in classroom activities and assigned reading (20%).

PSY61AHP ADVANCED ISSUES IN HEALTH PSYCHOLOGY (10 CPs Sem. I. B.) *Dr Helen Lindner*

Students are provided with an opportunity to examine contemporary issues and controversies in research and practice in health psychology. In order to ensure the contemporary nature of the content, the topics to be examined will be finalised in the semester prior to the subject being offered. Examples of areas of current controversy and debate include cognitive behavioural therapy for pre-menstrual syndrome sufferers, impact of work-place smoking bans on smoking rates, eating disorders, sleep disorders, pain management, drugs and alcohol, and physical exercise and longevity.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,500-word workshop manual (85%), one 500-word journal (15%).

PSY61AIN ADVANCED ISSUES IN CLINICAL NEUROPSYCHOLOGY (10 CPs Sem. I. B.) *Mr Martin Jackson*

A range of analyses of currently debated developments in specific areas of neuropsychology are covered. Topics may include the neuropsychology of ageing, awareness of deficit after brain injury, long term outcome of acquired neuropsychological disability, neurochemical mechanisms in brain injury and treatment, application of cognitive neuropsychological models to the understanding of psychiatric disorders, and neuropsychological models in the development of skilled reading. The general orientation of the series is to identify issues pertinent to adaptation, remediation and management.

Class requirements: thirteen 2-hour lecture/seminars and thirteen 1-hour tutorials.

Assessment: one 2,500-word workshop manual (85%), one 500-word journal (15%).

PSY61CDA CLINICAL PSYCHOLOGY DOCTORAL RESEARCH A (10 CPs Sem. I. B.) *Dr Lynette Evans*

Doctoral degree students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in the first year. The thesis is a written work of a maximum of 50,000 words. The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or co-supervisors). The project must address a research question in the field of clinical psychology.

Class requirements: two hours of seminars/colloquia per week, plus regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).

Assessment: one 2,500-word research proposal (100%).

PSY61CDB CLINICAL PSYCHOLOGY DOCTORAL RESEARCH B (10 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Recommended Prior Studies: PSY61CDA/PSY62CDA.

Assessment: one 10,000-word literature review (100%).

PSY61CDC CLINICAL PSYCHOLOGY DOCTORAL RESEARCH C (20 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Assessment: practical and written research activities to the satisfaction of supervisor (100%).

PSY61CDD CLINICAL PSYCHOLOGY DOCTORAL RESEARCH D (20 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Assessment: practical and written research assignment to the supervisor's satisfaction (100%).

PSY61CDE CLINICAL PSYCHOLOGY DOCTORAL RESEARCH E (10 CPs Sem. I. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Recommended Prior Studies: PSY61CDA/PSY62CDA.

Assessment: one 10,000-word literature review (100%).

PSY61CDF CLINICAL PSYCHOLOGY DOCTORAL RESEARCH F (35 CPs Sem.

I. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Prerequisite: PSY61CDE.

Assessment: submission and examination of a research thesis, maximum of 50,000 words (100%).

PSY61CIA CLINICAL PSYCHOLOGY INTERNSHIP A (20 CPs Sem. I. B.) *Dr*

Lynette Evans

This is an external placement that accesses a range of clinical settings and is supervised by associates of the School. Students undertake a more independent professional role than required in the previous placements.

Class requirements: one 1-hour, regular consultation with practicum supervisor.

Assessment: supervisor's report (50%), MSE reports totalling 1,200-words (20%), diagnostic reports (20%), case presentation (10%).

PSY61DCA DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL

STUDIES A (25 CPs Sem. I. B.) *Dr Lynette Evans*

This series of lectures and seminars provides a working knowledge of counselling skills and professional issues, psychological assessment, and clinical assessment and treatment.

Class requirements: six 1-hour lectures and two 2-hour seminars per week.

Assessment: one 2-hour multiple choice examination (20%), one video and 1,000-word report of a testing session (10%), six 250-word psychological reports (15%), one 500-word journal on classes (5%), two 1,500-word reports (35%), one 1,000-word report of interview session (15%).

Recommended Reading:

Walen, S. R., DiGuiseppe, R. and Dryden, W. *A practitioner's guide to R.E.T.* 2nd edn, New York: Oxford University Press, 1992.

Hawton, K., Salkovskis, P. M., Kirk, J. and Clark, D. M. *Cognitive-behaviour therapy for psychiatric problems.* Oxford University Press, 1989.

Lezak, M. *Neuropsychological assessment.* 3rd edn, London: Oxford University Press, 1995.

Anastasi, A. *Psychological testing.* 7th edn, New York: Macmillan, 1996.

Egan, G. *The skilled helper: a problem management approach to helping.* 3rd edn, Pacific Grove CA: Brooks Cole, 1998.

PSY61DCC DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL

STUDIES C (10 CPs Sem. I. B.) *Dr Lynette Evans*

This series of lectures and seminars provides an advanced presentation and analysis of clinical casework and professional issues. The current series and research findings in the area of rehabilitation in psychiatry, health psychology theory and practice and assessment and treatment of couples and families is also covered.

Recommended Prior Studies: PSY62DCB.

Class requirements: two 2-hour and one 1.5-hour lectures per week.

Assessment: one 2-hour multiple choice exam (50%), one 1,000-word report (25%), two 500-word class assignments (25%).

Recommended Reading:

Halford, W. K. and Markman, H. J. (eds) *Clinical handbook of marriage and couples intervention.* UK: John Wiley & Sons Inc., 1997.

Fowler, D., Garety, P., and Kuipers, L. *Cognitive behaviour therapy for psychosis.* Chichester: Wiley, 1995.

McGoldrick, M., Gerson, R. and Heldenberg, S. *Genograms:*

Assessment and intervention. 2nd edn, Norton Professional Books, 1998.

PSY61DCE DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL

STUDIES E (10 CPs Sem. I. B.) *Dr Lynette Evans*

This series of seminars provides an advanced development of critical issues in contemporary clinical psychology and develops an understanding of community and organisational approaches from a clinical psychological perspective.

Recommended Prior Studies: PSY62DCD.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,500-word workshop manual (85%), one 500-word journal of workshop participation (15%).

Recommended Reading:

Gurman, A. S. and Kniskern, D. P. (eds) *Handbook of family therapy.* New York: Brunner/Mazel Inc., 1991.

Kavanagh, D. J. *Schizophrenia: an overview and practical handbook.* London: Chapman & Hall, 1992.

Bradbury, T. N. *The developmental course of marital dysfunction.* UK: Cambridge University Press, 1998.

PSY61DHA DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES

A (25 CPs Sem. I. B.) *Dr Helen Lindner*

This series of lectures and seminars provides a working knowledge of counselling skills and professional issues, behavioural and cognitive behavioural theory and practice, psychological assessment, and psychological factors in pathophysiology.

Class requirements: six 1-hour lectures and two 2-hour seminars per week.

Assessment: one 2-hour examination (20%), one 3,000-word assignment (35%), six 250-word psychological reports (15%), one video and 1,000-word report (10%), one 500-word journal (5%), one 1,000-word interview and report (15%).

Recommended Reading:

Walen, S. R., DiGuiseppe, R. and Dryden, W. *A practitioner's guide to R.E.T.* 2nd edn, New York: Oxford University Press, 1992.

Hawton, K. Salkovskis, P. M., Kirk, J. and Clark, D. M. *Cognitive-behaviour therapy for psychiatric problems.* Oxford University Press, 1989.

Ogden, J. *Health psychology: a textbook.* Buckingham: Open University Press, 1996.

Lezak, M. *Neuropsychological assessment.* 3rd edn, London: Oxford University Press, 1995.

Anastasi, A. *Psychological testing.* 7th edn, New York: Macmillan, 1996.

Egan, G. *The skilled helper: a problem management approach to helping.* 3rd edn, Pacific Grove, CA: Brooks Cole, 1998.

PSY61DHC DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES

C (10 CPs Sem. I. B.) *Professor Susan Paxton*

This series of lectures and seminars provides an advanced presentation and analysis of clinical and promotional health psychology casework, professional issues and health psychology, and health psychology practice in community and organisational settings.

Recommended Prior Studies: PSY62DHB.

Class requirements: two 1-hour lectures and one 2-hour seminar per week.

Assessment: one 2,000-word assignment (60%), one 10-minute class presentation (20%), one 10-minute case presentation (20%)

Recommended Reading:

Bernard, M. E. and Wolfe, J. L. *The RET resource book for practitioners.* New York: Institute of Rational-Emotive Therapy, 1993.

Nutbeam, D. and Harris, E. *Theory in a nutshell: a guide to health promotion theory.* Sydney: McGraw-Hill Companies Inc., 1999.

PSY61DHE DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES

E (10 CPs Sem. I. B.) *Professor Susan Paxton*

This series of seminars provides an advanced development of critical issues in clinical health psychology and health promotion.

Recommended Prior Studies: PSY62DHD.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,500-word workshop manual (85%), one 500-word journal (15%).

Recommended Reading:

Kitchener, K. S. *Foundations of ethical practice, research and teaching in psychology.* London: Lawrence Erlbaum Associates, 2000.

Rice, P. L. *Health psychology.* Melbourne: Brooks/Cole Publishing Company, 1998.

PSY61DNA DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES

A (25 CPs Sem. I. B.) *Dr Glynda Kinsella*

This series of lectures and seminars provides a working knowledge of counselling skills and professional issues, neuroanatomy,

psychological assessment, and neuropsychological models, syndromes and assessment.

Class requirements: four 2-hour lectures, one 2-hour seminar and two 1-hour practical classes per week.

Assessment: two 2-hour examinations (40%), one 1,000-word interview and report (15%), six 250-word psychological reports (15%), two 30-minute practical examinations (10%), two 500-word journal on classes (10%), one 1,000-word video and report of testing session (10%).

Recommended Reading:

Lezak, M. *Neuropsychological assessment*. 3rd edn, London: Oxford University Press, 1995.

Banich, M. *Neuropsychology. The neural basis of mental function*. Boston: Houghton Mifflin, 1997.

Egan, G. *The skilled helper: a problem management approach to helping*. 3rd edn, Pacific Grove CA: Brooks Cole, 1998.

PSY61DNC DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES

C (10 CPs Sem. I. B.) *Dr Glynda Kinsella*

This series of lectures and seminars provides an advanced presentation and analysis of clinical casework, professional issues and neurology; the current theories and research findings in the area of neuropsychiatry and developmental neuropsychology and the neuropsychology of ageing, and an advanced analysis of neuropsychological recovery, rehabilitation and management principles.

Recommended Prior Studies: PSY62DNB.

Class requirements: four 1-hour lectures per week.

Assessment: two 1.25-hour examinations (50%), one 3,000-word group assignment (30%), two 30-minute seminar presentations (20%)

Recommended Reading:

Yeates, K. *Pediatric neuropsychology*. New York: Guilford, 1999.

Prigatano, G. P. *Principles of neuropsychological rehabilitation*. New York: Oxford University Press, 1997.

Crowe, S. F. *The neuropsychological effects of the psychiatric disorders*. Sydney: Harwood Academic Press, 1998.

PSY61DNE DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES E

(10 CPs Sem. I. B.) *Dr Glynda Kinsella*

This series of seminars provides an advanced development of critical issues in contemporary clinical neuropsychology.

Recommended Prior Studies: PSY62DND.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,500-word workshop manual (85%), one 500-word journal (15%).

Recommended Reading:

Walen, S. R., Di Guiseppe, R. and Dryden, W. *A practitioner's guide to R.E.T.* 2nd edn, New York: Oxford University Press, 1992.

PSY61DPA DOCTORAL PRACTICUM A (10 CPs Sem. I. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

This placement is based at the University Psychology Clinic (internal) and/or selected external placement agencies. The placement requires 32 days of practical experience and the student develops skills in interviewing and history taking with the more general presentation of clients in the clinic setting, and more specifically for the stream focussed history taking in the external placement. This practicum emphasises interpretation of test results and report writing. The skill development gained during the placement is supported by presentation of case material entries in a coursework seminar, which allows for feedback on content, style, presentation and tone of the case reports. Supervised casework is also undertaken within the University Psychology Clinic in order to allow intensive supervising feedback necessary for skill development.

Class requirements: regular contact with practicum supervisor (approx. two hours per week).

Assessment: 30 hours of case observation, supervision and documentation, submitted to the clinical co-ordinator (50%), 20 hours client casework; organisation and management of clinic, inc documentation, supervisor's reports (50%).

PSY61DPB DOCTORAL PRACTICUM B (15 CPs Sem. I. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

In this placement students undertake 42 days of practical experience in the University Psychology Clinic and/or an external placement agency under the supervision of an experienced clinical psychologist. Students are required to conduct individual or population assessments and interventions, and to undertake other activities as directed. Candidates should demonstrate competence with the presentation of reports to the client and the client's family, organisations of colleagues, and to make a contribution to case planning meetings and other institutional commitments as they arise within the placement setting.

Prerequisite: PSY61DPA/PSY62DPA.

Class requirements: regular consultation with practicum supervisor (approx. one hour per week).

Assessment: supervisor's reports and submission of placement assessment documentation (100%).

PSY61DPC DOCTORAL PRACTICUM C (15 CPs Sem. I. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPB for full subject description.

PSY61DPB/PSY62DPB.

Assessment: supervisor's report (50%), one 1,200-word MSE report (20%), diagnostic reports (20%), case presentation (10%).

PSY61DPD DOCTORAL PRACTICUM D (15 CPs Sem. I. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPB for full subject description.

Recommended Prior Studies: PSY61DPC/PSY62DPC.

Assessment: supervisor's reports, submission of placement documentation (50%), attendance at case analysis and presentation of case seen during placement (50%).

PSY61DPE DOCTORAL PRACTICUM E (15 CPs Sem. I. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPB for full subject description.

Recommended Prior Studies: PSY61DPD/PSY62DPD.

Supervisor's report, submission of placement documentation (50%), attendance at case analysis and presentation of case seen during placement (50%).

PSY61DTA DOCTORAL THESIS A (35 CPs Sem. I. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

In the doctoral research subjects, students complete their research project. In PSY61DTA/PSY62DTA students submit a research proposal; in PSY61DTB/PSY62DTB a literature review; and in PSY61DTC/PSY62DTC, PSY61DTD/PSY62DTD, PSY61DTE/PSY62DTE and PSY61DTF/PSY62DTF students submit a 5,000-word contribution to their final thesis. In PSY61DTG/PSY62DTG students submit their thesis for examination.

Class requirements: regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).

Assessment: one 2,400-word research proposal (100%).

PSY61DTB DOCTORAL THESIS B (35 CPs Sem. I. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTA/PSY62DTA.

Class requirements: regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).

Assessment: completion to a satisfactory standard of a literature review of up to 10,000 words (100%).

PSY61DTC DOCTORAL THESIS C (35 CPs Sem. I. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTB/PSY62DTB.

Assessment: one 6,000-word thesis contribution (100%).

PSY61DTD DOCTORAL THESIS D (35 CPs Sem. I. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTC/PSY62DTC.

Assessment: one 6,000-word thesis contribution (100%).

PSY61DTE DOCTORAL THESIS E (35 CPs Sem. I. B.) *Dr Glynda Kinsella, Dr Lynette Evans, Professor Susan Paxton*
See PSY61DTA for full subject description.
Prerequisite: PSY61DTD/PSY62DTD.
Assessment: one 6,000-word thesis contribution (100%).

PSY61DTF DOCTORAL THESIS F (45 CPs Sem. I. B.) *Dr Glynda Kinsella, Dr Lynette Evans, Professor Susan Paxton*
See PSY61DTA for full subject description.
Prerequisite: PSY61DTE/PSY62DTE.
Assessment: one 6,000-word thesis contribution (100%).

PSY61DTG DOCTORAL THESIS G (60 CPs Sem. I. B.) *Dr Glynda Kinsella, Dr Lynette Evans, Professor Susan Paxton*
See PSY61DTA for full subject description.
Prerequisite: PSY61DTF/PSY62DTE.
Assessment: one 75,000-word research thesis (100%).

PSY61FDD CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH D (15 CPs Sem. I. B.) *Dr Lynette Evans*
Doctoral degree students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in Year 1. The thesis will be a written work of a maximum of 50,000 words. The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or co-supervisors). The project must address a research question in the field of clinical psychology.
Class requirements: Two hours of seminars/colloquia per week, plus regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject coordinator).
Assessment: Practical and written research assignment to the supervisor's satisfaction (100%)

PSY61FDE CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH E (35 CPs Sem. I. B.) *Dr Lynette Evans*
See PSY61FDD for a full subject description.

PSY61FIA CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY INTERNSHIP A (15 CPs Sem. I. B.) *Dr Sabine Wingenfeld*
An advanced Internship of 75 days will be undertaken at a specialist clinical child, adolescent and family agency in third year. This unit will comprise the first 40 days of the internship. Students are required to assess and treat a range of complex cases (to meet specialist registration requirements) and take professional responsibility for some aspect of the operation of the agency.
Class requirements: one 1-hour, regular consultation with practicum supervisor.
Assessment: Supervisor's report (50%), MSE reports totalling 1,200-words (20%), diagnostic reports (20%), case presentation (10%).

PSY61HDA HEALTH PSYCHOLOGY DOCTORAL RESEARCH A (10 CPs Sem. I. B.) *Professor Susan Paxton*
Doctoral students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in the first year. The thesis is a written work of a maximum of 50,000 words. The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or co-supervisors). The project must address a significant problem in the field of health psychology.
Class requirements: two hours of seminar/colloquia per week, plus regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).
Assessment: one 2,500-word research proposal (100%).

PSY61HDB HEALTH PSYCHOLOGY DOCTORAL RESEARCH B (10 CPs Sem. I. B.) *Professor Susan Paxton*
See PSY61HDA for full subject description.
Recommended Prior Studies: PSY61HDA/PSY62HDA.
Assessment: one 10,000-word literature review (100%).

PSY61HDC HEALTH PSYCHOLOGY DOCTORAL RESEARCH C (20 CPs Sem. I. B.) *Professor Susan Paxton*
See PSY61HDA for full subject description.
Prerequisite: PSY61HDA/PSY62HDA and PSY61HDB/PSY62HDB.
Assessment: one 1,500-word research proposal plus up to 1,000-words on budget and timeline (100%).

PSY61HDD HEALTH PSYCHOLOGY DOCTORAL RESEARCH D (20 CPs Sem. I. B.) *Professor Susan Paxton*
Consult co-ordinator for details.

PSY61HDE HEALTH PSYCHOLOGY DOCTORAL RESEARCH E (35 CPs Sem. I. B.) *Professor Susan Paxton*
See PSY61HDA for full subject description.
Recommended Prior Studies: PSY61HDD/PSY62HDD.
Assessment: one 1,500-word research proposal plus up to 1,000-words on budget and timeline (100%).

PSY61HDF HEALTH PSYCHOLOGY DOCTORAL RESEARCH F (35 CPs Sem. I. B.) *Professor Susan Paxton*
See PSY61HDA for full subject description.
Prerequisite: PSY61HDE/PSY62HDE.
Assessment: one 50,000-word thesis (100%).

PSY61HIA HEALTH PSYCHOLOGY INTERNSHIP A (20 CPs Sem. I. B.) *Dr Helen Lindner*
Consult co-ordinator for details.

PSY61HIB HEALTH PSYCHOLOGY INTERNSHIP B (20 CPs Sem. I. B.) *Dr Helen Lindner*
Consult co-ordinator for details.

PSY61NDA CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH A (10 CPs Sem. I. B.) *Dr Glynda Kinsella*
Doctoral degree students begin their thesis research in the first semester of first year and continue throughout the remainder of the program. A literature review and a research proposal are required in the first year. The thesis is a written work of a maximum 50,000 words. The thesis must be based on an original research project conducted under the supervision of an appointed supervisor (or co-supervisors). The project must address a research question in the field of clinical neuropsychology.
Class requirements: two hours of seminars/colloquy per week and regular consultation with a supervisor (at least once a fortnight unless otherwise approved by the subject co-ordinator).
Assessment: one 2,500-word research proposal (100%).

PSY61NDB CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH B (10 CPs Sem. I. B.) *Dr Glynda Kinsella*
See PSY61NDA for full subject description.
Recommended Prior Studies: PSY61NDA.
Assessment: one 2,500-word research proposal (100%).

PSY61NDC CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH C (20 CPs Sem. I. B.) *Dr Glynda Kinsella*
See PSY61NDA for full subject description.
Prerequisite: PSY61NDA/PSY62NDA and PSY61NDB/PSY62NDB.
Assessment: practical and written research activities to the satisfaction of the supervisor (100%)

PSY61NDD CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH D (20 CPs Sem. I. B.) *Dr Glynda Kinsella*
See PSY61NDA for full subject description.
Prerequisite: PSY61NDC/PSY62NDC.
Assessment: practical and written research activities to the satisfaction of the supervisor (100%).

PSY61NDE CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH E (35 CPs Sem. I. B.) *Dr Glynda Kinsella*
See PSY61NDA for full subject description.
Prerequisite: PSY61NDD/PSY62NDD.
Assessment: practical and written research activities to the satisfaction of the supervisor (100%).

PSY61NDF CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH F (35CPs Sem. I. B.) *Dr Glynda Kinsdella*

See PSY61NDA for full subject description.

Prerequisite: PSY61NDE/PSY62NDE.*Assessment:* one 50,000-word thesis (100%).**PSY61NIA CLINICAL NEUROPSYCHOLOGY INTERNSHIP A** (20 CPs Sem. I. B.) *Mr Martin Jackson*

In the placement the student undertakes 30 days of practical experience in an external placement agency under the supervision of an experienced clinical psychologist. The student is required to conduct assessments and case management, and to undertake other activities as directed. The candidate should demonstrate competence with the presentation of reports to the client and his or her family, and make a contribution to case planning meetings and other institutional commitment as they arise within the placement setting. Students are expected to undertake a more independent professional role than required in the previous placements.

Class requirements: regular consultation with practicum supervisor (about four hours per week).*Assessment:* one 2,500-word placement report (50%), one 2,500-word logbook (50%).**PSY61NIB CLINICAL NEUROPSYCHOLOGY INTERNSHIP B** (20 CPs Sem. I. B.) *Mr Martin Jackson*

See PSY61NIA for full subject description.

Prerequisite: PSY61NIA.*Assessment:* consideration of the placement report, including log book requirements completed by the student. (100%).**PSY61PRH PSYCHIATRIC REHABILITATION** (5 CPs Sem. I. B.) *Mr John Farhall**Not available in 2004.***PSY62ACA ADVANCED CHILD AND ADOLESCENT ASSESSMENT AND TREATMENT** (10 CPs Sem. II. B.) *Dr Sabine Wingenfeld*

This unit is designed to provide students with advanced knowledge and techniques in their speciality area of child and adolescent psychology. The purpose of this unit is to allow more in-depth study of topics introduced in the first-year PSY52CAD unit. This unit goes beyond the first-year unit by including such topics as low-prevalence disorders, specialised assessment (e.g., projective testing) and treatment methods. Using a seminar format, discussion will address both theoretical/conceptual issues and specific cases illustrating these issues, methods, and disorders.

Class requirements: one 2-hour lecture and one 1-hour practical class per week.*Assessment:* one child/adolescent/family assessment/treatment case and one 3,000 word case report (100%).**PSY62CDA CLINICAL PSYCHOLOGY DOCTORAL RESEARCH A** (10 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

PSY62CDB CLINICAL PSYCHOLOGY DOCTORAL RESEARCH B (10 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Prerequisite: PSY61CDA/PSY62CDA.*Assessment:* one 10,000-word literature review (100%).**PSY62CDC CLINICAL PSYCHOLOGY DOCTORAL RESEARCH C** (20 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Prerequisite: PSY61CDB/PSY62CDB.*Assessment:* practical and written research activities to the satisfaction of supervisor (100%).**PSY62CDD CLINICAL PSYCHOLOGY DOCTORAL RESEARCH D** (20 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Prerequisite: PSY61CDC/PSY62CDC.*Assessment:* practical and written research activities to the satisfaction of supervisor (100%).**PSY62CDE CLINICAL PSYCHOLOGY DOCTORAL RESEARCH E** (35 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Prerequisite: PSY61CDD/PSY62CDD.*Assessment:* practical and written research activities to the satisfaction of the supervisor (100%).**PSY62CDF CLINICAL PSYCHOLOGY DOCTORAL RESEARCH F** (35 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CDA for a full subject description.

Prerequisite: PSY61CDE/PSY62CDE.*Assessment:* submission and examination of a research thesis, maximum of 50,000 words (100%).**PSY62CIA CLINICAL PSYCHOLOGY INTERNSHIP A** (20 CPs Sem. II. B.) *Dr Lynette Evans*

Consult co-ordinator for details.

PSY62CIB CLINICAL PSYCHOLOGY INTERNSHIP B (20 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61CIA for a full subject description.

Prerequisite: PSY61CIA.**PSY62DCB DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES B** (15 CPs Sem. II. B.) *Dr Lynette Evans*

This series of lectures and seminars provides an advanced presentation of research methods for the scientist practitioner, a series on analysis of clinical casework and professional issues and assessment and treatment of child and adolescent disorders. The diagnosis of adult psychopathology is also addressed.

Recommended Prior Studies: PSY61DCA.*Class requirements:* three 2-hour lectures per week.*Assessment:* one 2-hour examination (35%), one 500-word seminar presentation (10%), one 1,000-word psychological report (35%), one 1,500-word group assignment (20%).*Recommended Reading:*Sattler, J. M. *Assessment of children: cognitive applications*. 4th edn, La Mesa, CA: 2001.Kaplan, H. and Saddock, B. *Comprehensive textbook of psychiatry*. 7th edn, New York: Lippincott-Williams & Wilkins, 1999.

Diagnostic and statistical manual of mental disorders. 4th edn, American Psychiatric Association, 1994.

Kazdin, A. E. *Research design in clinical psychology*. 3rd edn, Boston: Allyn & Bacon, 1998.Hatfield, A. B. and Lefley, H. P. *Surviving mental illness: stress, coping and adaption*. New York: Guilford Press, 1993.**PSY62DCD DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES D** (10 CPs Sem. II. B.) *Dr Lynette Evans*

This series of lectures and seminars provides advanced presentation and analysis of clinical casework, professional issues and assessment and treatment of common syndromes in clinical psychology.

Prerequisite: PSY61DCC.*Class requirements:* one 2-hour seminar and one 1-hour lecture per week.*Assessment:* one 3,000-word report (70%), two 500-word seminar presentations (30%).*Recommended Reading:*Blackburn, I. M. and Twaddle, V. *Cognitive therapy in action - a practitioners casebook*. London: Souvenir Press, 1996.Spitzer, R. L., Gibbon, M., Skodak, A. S., Williams, J. B. W. and First, M. B. *DSM-IV casebook*. USA: American Psychiatric Press, 1994.**PSY62DHB DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES B** (15 CPs Sem. II. B.) *Professor Susan Paxton*

This series of lectures and seminars provides an advanced presentation of research methods for the scientist practitioner, a series on analysis of casework, professional issues and health psychology, models, interventions and applications in clinical health psychology and health promotion, and a stream in adult and elderly psychopathology.

Recommended Prior Studies: PSY61DHA.*Class requirements:* three 2-hour seminars per week.

Assessment: one 2-hour examination (35%), one 500-word seminar presentation (10%), one 2,000-word essay (35%), one 1,500-word group assignment (20%).

Recommended Reading:

Blackburn, I. M. and Twaddle, V. *Cognitive therapy in action: a practitioners casebook*. London: Souvenir Press, 1996.

Diagnostic and statistical manual of mental disorders. 4th edn, Washington: American Psychiatric Association, 1994.

Brannon, L. and Feist, J.

Health psychology: an introduction to behaviour and health. 4th edn, Melbourne: Brooks/Cole Publishing Company, 2000.

Kazdin, A. E. *Research design in clinical psychology*. 3rd edn, Englewood Cliffs, NJ: Prentice Hall, 1998.

PSY62DHD DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES D (10 CPs Sem. II. B.) *Professor Susan Paxton*

This series of seminars provides an advanced presentation and analysis of health psychology casework, professional issues and health psychology and applied psychology in health settings.

Recommended Prior Studies: PSY61DHC.

Class requirements: one 3-hour lecture per week.

Assessment: one 2,500-word assignment (80%), one 20-minute case presentation (20%).

Recommended Reading:

Rice, P. L. *Health psychology*. Melbourne: Brooks/Cole Publishing Company, 1998.

Bernard, M. E. and Wolfe, J. L. *The RET resource book for practitioners*. New York: Institute of Rational-Emotive Therapy, 1993.

PSY62DNB DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES B (15 CPs Sem. II. B.) *Dr Glynda Kinsella*

This series of seminars provides an advanced presentation of research methods for the scientist practitioner, a series on analysis of clinical casework, professional issues and neurology, and a stream in adult and elderly psychopathology.

Recommended Prior Studies: PSY61DNA.

Class requirements: two 2-hour lectures, one 2-hour seminar per week.

Assessment: one 2-hour examination (35%), two 30-minute seminars (35%), one 1,500-word group assignment (20%), one 50-word seminar presentation (10%).

PSY62DND DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES D (10 CPs Sem. II. B.) *Dr Glynda Kinsella*

This series of seminars provides an advanced presentation and analysis of clinical casework, professional issues and neurology.

Recommended Prior Studies: PSY61DNC.

Class requirements: one 2-hour seminar per week.

Assessment: two 1,500-word seminar presentations (100%).

PSY62DPA DOCTORAL PRACTICUM A (10 CPs Sem. II. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPA for full subject description.

PSY62DPB DOCTORAL PRACTICUM B (15 CPs Sem. II. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

In this placement students undertake 42 days of practical experience in an external placement agency under the supervision of an experienced clinical psychologist. Students are required to conduct individual or population assessments and interventions, and to undertake other activities as directed. Candidates should demonstrate competence with the presentation of reports to the client and the client's family, organisations of colleagues, and to make a contribution to case planning meetings and other institutional commitments as they arise within the placement setting.

Prerequisite: PSY61DPA/PSY62DPA.

Class requirements: regular consultation with practicum supervisor (approx. one hour per week).

Assessment: supervisor's report; submission of placement assessment documentation (100%).

PSY62DPC DOCTORAL PRACTICUM C (15 CPs Sem. II. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPB for full subject description.

Recommended Prior Studies: PSY61DPB/PSY62DPB.

Assessment: supervisor's report (50%), one 1,200-word MSE report (20%), Diagnostic reports (20%), Case presentation (10%).

PSY62DPD DOCTORAL PRACTICUM D (15 CPs Sem. II. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPB for full subject description.

Recommended Prior Studies: PSY61DPC/PSY62DPC.

Assessment: supervisor's report, submission of placement documentation (50%), Attendance at case analysis and presentation of case seen during placement (50%).

PSY62DPE DOCTORAL PRACTICUM E (15 CPs Sem. II. B.) *Mr Bruce*

Falconer, Mr Martin Jackson, Dr Helen Lindner

See PSY61DPB for full subject description.

Recommended Prior Studies: PSY61DPD/PSY62DPD.

Assessment: supervisor's report, submission of placement documentation (50%), attendance at case analysis and presentation of case seen during placement (50%).

PSY62DTA DOCTORAL THESIS A (35 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

PSY62DTB DOCTORAL THESIS B (35 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTA/PSY62DTA.

Assessment: one 10,000-word literature review (100%).

PSY62DTC DOCTORAL THESIS C (35 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTB/PSY62DTB.

Assessment: one 6,000-word thesis contribution (100%).

PSY62DTD DOCTORAL THESIS D (35 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTC/PSY62DTC.

Assessment: one 6,000-word thesis contribution (100%).

PSY62DTE DOCTORAL THESIS E (35 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTD/PSY62DTD.

Assessment: one 6,000-word thesis contribution (100%).

PSY62DTF DOCTORAL THESIS F (45 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTE/PSY62DTE.

Assessment: one 6,000-word thesis contribution (100%).

PSY62DTG DOCTORAL THESIS G (60 CPs Sem. II. B.) *Dr Glynda Kinsella,*

Dr Lynette Evans, Professor Susan Paxton

See PSY61DTA for full subject description.

Prerequisite: PSY61DTF/PSY62DTF.

Assessment: one 75,000-word research thesis (100%).

PSY62FDD CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH D (15 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61FDD for a full subject description.

PSY62FDE CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH E (35 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61FDD for a full subject description.

PSY62FDF CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH F (35 CPs Sem. II. B.) *Dr Lynette Evans*

See PSY61FDD for a full subject description.

Assessment: Submission and examination of a research thesis, maximum of 50,000 words (100%).

PSY62FIB CLINICAL CHILD, ADOLESCENT & FAMILY PSYCHOLOGY**INTERNSHIP B** (15 CPs Sem. II. B.) *Dr Sabine Wingenfeld*

This subject will comprise a further 35 days of Internship. In the case of candidates undertaking the Doctor of Psychology part-time while working in an appropriate agency, it may be possible to accredit concurrent work experience, if under specialist supervision, towards the Internship requirement.

Class requirements: regular consultation with practicum supervisor.

Assessment: consideration of the placement report, including log book requirements completed by student (100%).

PSY62HDA HEALTH PSYCHOLOGY DOCTORAL RESEARCH A (10 CPs Sem.II. B.) *Dr Helen Lindner*

See PSY61HDA for a full subject description.

PSY62HDB HEALTH PSYCHOLOGY DOCTORAL RESEARCH B (10 CPs Sem.II. B.) *Dr Helen Lindner*

See PSY61HDA for a full subject description.

Prerequisite: PSY61HDA/PSY62HDA.

Assessment: one 10,000-word literature review (100%).

PSY62HDC HEALTH PSYCHOLOGY DOCTORAL RESEARCH C (20 CPs Sem.II. B.) *Dr Helen Lindner*

Not available in 2004.

PSY62HDD HEALTH PSYCHOLOGY DOCTORAL RESEARCH D (20 CPs Sem.II. B.) *Dr Helen Lindner*

See PSY61HDA for a full subject description.

Prerequisite: PSY61HDC/PSY62HDC.

Assessment: one 3,000-word thesis (100%).

PSY62HDE HEALTH PSYCHOLOGY DOCTORAL RESEARCH E (35 CPs Sem.II. B.) *Dr Helen Lindner*

See PSY61HDA for a full subject description.

Recommended Prior Studies: PSY61HDD/PSY62HDD.

Assessment: one 1,500-word research proposal plus up to 1,000-words on budget and timeline (100%).

PSY62HDF HEALTH PSYCHOLOGY DOCTORAL RESEARCH F (35 CPs Sem.II. B.) *Professor Susan Paxton*

See PSY61HDA for a full subject description.

Prerequisite: PSY61HDE/PSY62HDE.

Assessment: one 50,000-word thesis (100%).

PSY62HIA HEALTH PSYCHOLOGY INTERNSHIP A (20 CPs Sem. II. B.) *Dr**Helen Lindner*

Consult co-ordinator for details.

PSY62HIB HEALTH PSYCHOLOGY INTERNSHIP B (20 CPs Sem. II. B.) *Dr**Helen Lindner*

Consult co-ordinator for details.

PSY62NDA CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH A (10CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY61NDA for full subject description.

PSY62NDB CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH B (10CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY61NDA for full subject description.

Recommended Prior Studies: PSY61NDA/PSY62NDA.

Assessment: one 2,500-word research proposal (100%).

PSY62NDC CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH C (20CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY61NDA for full subject description.

Prerequisite: PSY61NDB/PSY62NDB.

Assessment: practical and written research activities to the satisfaction of the supervisor (100%).

PSY62NDD CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH D(20 CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY61NDA for full subject description.

Prerequisite: PSY61NDC/PSY62NDC.

Assessment: practical and written research activities to the satisfaction of the supervisor (100%).

PSY62NDE CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH E (35CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY61NDA for full subject description.

Prerequisite: PSY61NDD/PSY62NDD.

Assessment: practical and written research activities to the satisfaction of the supervisor (100%).

PSY62NDF CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH F (35CPs Sem. II. B.) *Dr Glynda Kinsella*

See PSY61NDA for full subject description.

Prerequisite: PSY61NDE/PSY62NDE.

Assessment: one 50,000-word thesis (100%).

PSY62NIB CLINICAL NEUROPSYCHOLOGY INTERNSHIP B (20 CPs Sem. II.B.) *Mr Martin Jackson*

See PSY61NIA for full subject description.

Prerequisite: PSY61NIA.

Assessment: one 2,500-word placement report (50%), one 2,500-word logbook (50%).

SCI41ASA ADVANCED STUDIES IN SCIENCE & TECHNOLOGY A (15 CPsSem. I. B.) *Co-ordinator to be advised*

This subject is only available to students enrolled in the Postgraduate Diploma in Science and Technology Education and the Master of Science and Technology Education. Students selecting this subject must consult with and gain approval from their course adviser.

The subject comprises coursework selected from an honours or postgraduate diploma program offered by any Department of the Faculty of Science, Technology and Engineering. The amount of coursework is equivalent to one-eighth of the workload of the full 120 credit point subject of which it forms part. It will provide advanced level study in the discipline through an appropriate mix of lectures, seminars, workshops, practical work and directed learning.

Prerequisite: at least 30 credit points (or equivalent) at third-year level, from topics germane to the chosen science discipline.

Class requirements: consistent with the requirements of the Honours subject in the appropriate discipline.

Assessment: equivalent to one 4,000-word assignment (100%).

SCI41ASB ADVANCED STUDIES IN SCIENCE & TECHNOLOGY B (15 CPsSem. I. B.) *Co-ordinator to be advised*

See SCI41ASA for full subject description.

SCI41ASC ADVANCED STUDIES IN SCIENCE & TECHNOLOGY C (15 CPsSem. I. B.) *Co-ordinator to be advised*

See SCI41ASA for full subject description.

SCI42ASD ADVANCED STUDIES IN SCIENCE & TECHNOLOGY D (15 CPsSem. II. B.) *Co-ordinator to be advised*

See SCI41ASA for full subject description.

SCI42ASE ADVANCED STUDIES IN SCIENCE & TECHNOLOGY E (15 CPsSem. II. B.) *Co-ordinator to be advised*

See SCI41ASA for full subject description.

SCI42ASF ADVANCED STUDIES IN SCIENCE & TECHNOLOGY F (15 CPsSem. II. B.) *Co-ordinator to be advised*

See SCI41ASA for full subject description.

STA40PGD POSTGRADUATE DIPLOMA STATISTICS (120 CPs Sem. All year.B.) *Dr Mervyn Silvapulle*

Available to students who have completed a bachelor degree but who do not qualify to enter the honours course. Students take a total of 120 credit points as a combination of 15 point components offered by the Key Centre for Statistical Sciences, 15 point projects and, subject to approval by the Department, up to 30 credit points of third year statistics subjects.

Class requirements: normally identical to the Honours course.

STA41ACD ANALYSIS OF CATEGORICAL DATA (15 CPs Sem. I. B.) *Dr*

Mervyn Silvapulle

The main objective of this subject is to provide an introduction to the analysis of categorical data. The topics include inference for two-way contingency tables; binary response models, logit models, logistic regression models and loglinear models.

Prerequisite: STA31PM, STA32LM, STA32SI.

Class requirements: one 2-hour lecture per week.

Assessment: three 500-word assignments (20%), one 2-hour examination (80%).

Prescribed Reading:

Agresti, A. *Categorical data analysis*. John Wiley: New York, 1990.

Recommended Reading:

Collett, D. *Modelling binary data*. Chapman and Hall, 1991.

Lindsey, J. K. *Modelling frequency and count data*. Oxford Science Publications, 1995.

STA41AMD ANALYSIS OF MEDICAL DATA (15 CPs Sem. I. B.) *Dr Mervyn*

Silvapulle

Students will learn a selection of statistical methods that are useful in the analysis of medical data. Topics include; measures of disease frequency; case control studies; cohort studies and clinical trials.

Class requirements: one 2-hour lecture per week.

Assessment: three 750-word assignments (20%), one 2-hour examination (80%).

STA41CTI COMPUTING FOR STATISTICAL INFERENCE (15 CPs Sem. I. B.)

Dr Guoqi Qian

This subject provides an introduction to some modern computer intensive methods for statistical modelling and inference. Topics for the subject include; bootstrap for exploring the sampling distribution of a parameter estimator; cross-validation for model selection; EM algorithm for maximum likelihood estimation with incomplete data; Markov chain, Monte Carlo algorithms for Bayesian computation in spatial statistics and image analysis and Gibbs sampler. The statistical software package S-plus will be used to implement these methods.

Class requirements: one 2-hour lecture per week.

Assessment: three 750-word assignments (20%), one 2-hour examination (80%).

STA41RA REGRESSION ANALYSIS (15 CPs Sem. I. B.) *Associate Professor*

Robert Staudte

The main objective of this subject is to provide an introduction to the theory of regression analysis. The topics for this subject include; multiple linear regression; classical estimation and testing; residual analysis; diagnostics; variable selection and robust regression.

Class requirements: one 2-hour lecture per week.

Assessment: four 500-word assignments (20%), one 2-hour examination (80%).

ZOO40PGD POSTGRADUATE DIPLOMA ZOOLOGY (120 CPs Sem. All year.

B.) *Dr Peter Frappell*

Postgraduate diploma students undertake a research project under supervision, prepare essays on selected topics, attend and give seminars. Students who do not have qualifications in statistics may be required to complete a statistics subject during their diploma year. Commencement is in either February or August. Students should contact the Head of the Department during the final year to discuss possible research topics available.

Class requirements: no formal course of lectures, and hours of study are unlimited.

Assessment: one research topic report (70%) and essays throughout the year (30%).

FACULTY FOR REGIONAL DEVELOPMENT

Introduction

The Faculty for Regional Development is a multidisciplinary, multicampus Faculty with its administration located at the Bendigo campus. The Faculty offers courses at Bendigo, as well as Albury-Wodonga, Bundoora, Mildura and Shepparton.

The following information relates to services available at the Bendigo campus. For details on services available at other campuses, please refer to the relevant campus entries.

International Office – Bendigo

The International Office, Bendigo is responsible for the admission of international students to the Bendigo campus and manages that process from application to enrolment. This includes the provision of pre-departure information, airport reception and orientation programs aimed at helping students to adjust to their new environment. The office liaises closely with Schools, Students Services, Residential Services and the Language Centre to ensure that international students have access to a complete range of services and support necessary for their academic success and social adjustment.

Staff in the International Office provide ongoing support and appropriate referral to students in a wide range of areas including visas, overseas student health cover, academic progress, finance and social opportunities. The Office remains a place on campus where students are welcome to come for advice, information and support at all times throughout their study.

Offshore Education, Training and Development

The Offshore Education, Training and Development (OETD) La Trobe University Bendigo is responsible for marketing, management and delivery of offshore programs, short course training programs in liaison with Schools and Departments within La Trobe University. The offshore programs currently offer La Trobe degrees in Singapore, Hong Kong, France and Malaysia. The short course training programs provide professional training for visiting international groups at the La Trobe University campuses.

OETD is also responsible for collaboration with national and international organisations and institutions to develop business project opportunities. Partners include a range of multi-sectoral industries, Regional and State Governments, and international funding and donor agencies.

Residential Services

The Residential Services Office is situated in the Student Services Centre. It is responsible for the administration and operation of all on-campus housing and the residence life aspect of students in the residences. Its mission is to make a difference – lifestyles, living and learning for residents and staff. There are four main types of on-campus residences available at Bendigo, including the Halls of Residence (catered) and various styles of self-catered operations. The campus is reputed to have some of the best styles and quality of accommodation.

On-campus accommodation

Residential Services Office

Tel: (03) 5444 7425

Fax: (03) 5444 7827

Email: residences@bendigo.latrobe.edu.au,

website: www.latrobe.edu.au/bendigo/residentialservices/

Applications for accommodation in 2004 close on different dates. For 'The Terraces' closing date is 31 November 2003. Applications from first year students for the Halls of Residence, The Units and Orde House close on 21 December 2003. All applications can be processed directly on-line and there is no application fee. Check out the website for more information.

Students are expected to remain in residence for the entire academic year and penalties apply for early departure.

Off-campus accommodation

Off-campus accommodation is administered by the Bendigo Students Association that maintains lists of private board, flats and houses to share or rent in the Bendigo area. Tel: (03) 5444 7354.

Child care

The Jira-runga Children's Centre is managed under a lease agreement with the University. The Centre is located on campus at the corner of Sharon and Keck Streets. It is licensed for 60 places and is available to the children of students and staff of the University and also to the community. A Child Care Advisory Committee, including parents and a University nominee, is provided for as part of this service agreement. Jira-runga is a Koori word meaning growing up. Tel: (03) 5444 7215 or email: s.dawkins@bendigo.latrobe.edu.au, website: www.jira-runga.com.au.

Security escort service

A security escort service normally operates during the academic year, Monday to Thursday from 7.00 pm to 10.00 pm during the summer period and from 6.00 pm to 10.00 pm during the winter period. The security officer is available during these times to escort staff and students to car parks, campus residences and other related venues.

Sporting and recreational facilities

The Evolution Sports and Fitness Centre is the home of sporting facilities at the Bendigo campus. Managed by the Bendigo Student Association, Evolution features state of the art gym and aerobics facilities and a well-maintained stadium. With fully qualified staff and personalised programs tailored to individual needs, Evolution offers a range of fitness services to students, staff and the general community throughout the year. The stadium is fully equipped for a variety of sporting pursuits including volleyball, basketball, badminton and netball. The Evolution Sports and Fitness Centre is located on the Edwards Road campus alongside the sports field. Other sporting facilities on the campus cater for tennis, cricket, netball and squash. An Olympic-sized swimming pool is also situated close by.

The Osborne Street campus is the home of the new Bendigo Regional Athletics Facility. Rated as the premier track and field venue in regional Australia, the multi-million dollar facility also features a first-class pavilion and outstanding viewing areas. The Bendigo Regional Athletics Facility is available for group and personal bookings through Conference and Facilities on (03) 5444 7591.

For more information about sport and recreation facilities available at the Bendigo campus, call into the Evolution Sports and Fitness Centre or visit the Bendigo Student Association website: www.bendigo.latrobe.edu.au/sa/

Bendigo Student Association

The Bendigo Student Association (BSA) is an incorporated body operating for the benefit of all students at the Bendigo campus. Membership of the BSA is open to all students at Bendigo. However, it is not an automatic privilege. Membership applications must be renewed annually by completing a brief application form available from the BSA Information Centre, located in the heart of the Student Union building.

In short the BSA's role is to help students maintain a balanced lifestyle whilst at University. It provides student advocacy, as well as welfare and recreational services, which help students to cope with the pressures of academic life.

In addition, the BSA also operates a casual and part-time employment service to assist students in finding work to help them through their period at university.

As an added service, Runes Stationery and Art Supplies Shop provides most of the requirements students will need, and stocks all your newspaper and magazine requirements.

Sweeney Todd's Café, also operated by the BSA, is situated in the Student Association Building, and is a great place for coffee, lunch or catering for your function.

For more information about the Bendigo Student Association, its services, facilities and activities drop into the Information Centre during business hours, call (03) 5444 7514, or visit the BSA website at www.bendigo.latrobe.edu.au/sa

Student Services Centre

The Student Services Centre is located near the sports field on the northern side of the campus. Situated in the Centre you will find the Student Services section, Equity and Access Office, Residential Services, the Academic Skills Unit, the Aboriginal Tertiary Support Unit and the Office for Prospective Students. The International Office is located nearby.

Student Services

The Student Services section provides a variety of support services designed to enable students to optimise their experience of tertiary study. Services are provided in the areas of personal counselling, financial assistance, academic matters, health concerns, career planning and graduate employment. These services are provided by a team of professionals comprising the campus nurse and doctor, chaplains, careers officer, and the counsellors. The administrative staff, as well as making appointments, provide assistance with locating information and resources, including handbooks from other institutions, reference materials and scholarships and awards. Representatives from agencies such as Centrelink and the Well Women's Clinic are also regular visitors to the Centre. Appointments for Student Services, Academic Skills and the Equity and Access Co-ordinator can be made at the Student Services Reception between 9.00 am and 5.00 pm Monday to Friday. Tel: (03) 54447223.

Resource Centre

The Resource Centre, located at Student Services, has printed, computer-based and audiovisual information on careers, employers of graduates, current employment vacancies, postgraduate courses and awards, handbooks of tertiary institutions, study skills, preparing for job applications and interview techniques, physical and mental health, HECS, scholarships and awards, Youth Allowance and Austudy.

Counselling Service

Counsellors provide a free, professional and confidential service. Among other things they can help with personal and relationship issues, mental health issues, academic or financial problems, study and motivational difficulties, and course and career planning. The service is available to students and staff and appointments can be made for times between 9.00 am and 6.00 pm Monday to Friday. Out-of-hours consultations are available by negotiation. Counsellors run a variety of groups throughout the year, which are advertised around the campus.

Careers Officer

The Careers Officer is available to help with all career matters such as course and career planning, assistance with resume and job applications, and with graduate employment. The Careers Officer conducts sessions in conjunction with the schools on the Bendigo campus, general student groups and on an individual basis.

Aboriginal Tertiary Support Unit (ATSU)

The Aboriginal Tertiary Support Unit primarily provides support and assistance to all Aboriginal and Torres Strait Islander students enrolled at La Trobe University, Bendigo. However, whilst the main focus of support is for Aboriginal and Torres Strait Islander students, the philosophy of the unit has always been an inclusive one, welcoming and catering to the needs of all students, staff and the wider community.

The ATSU consists of a student lounge/common room, a computer room, resource centre/library and staff offices. The ATSU resource centre has an extensive variety of videos, books, journals, newspapers and other materials on Aboriginal affairs and matters of interest. Most of these resources are available for loan and can be used to gain valuable information for assignments and study purposes.

Financial assistance

Youth Allowance, Austudy and ABSTUDY forms and information about the schemes are available, as well as information about scholarships and prizes. The counsellors can provide information on various forms of financial assistance and help with budgeting. No-interest loans, short-term emergency loans up to \$50, and long-term loans up to \$4,000 are available. Centrelink representatives regularly attend the campus to provide information on government assistance schemes and help with the speedy processing of applications. When on campus, they can be consulted in the Student Services Centre.

Medical Service

The Campus Nurse is available to help with any health issues such as first aid, medical information, personal health issues, sexual health and contraception. Various health promotions and vaccination programs are held throughout the year and health-screening tests are also carried out. The Loddon Mallee Women's Health Service conducts Well Women's Clinics on campus, offering women screening tests and information in the area of sexual health for a small fee. A general practice medical clinic is available on campus, Monday to Friday, which bulk bills patients who are students.

Academic Skills Unit

The Academic Skills Unit offers students the opportunity to improve their language and learning skills. In particular, students are provided with help in their writing of essays and reports and their understanding of critical and analytical texts. The Unit also offers specialist assistance in mathematics and English as a Second Language (ESL). Subject to approval, Students may also enrol in a credit-bearing, one-semester subject, Academic Skills for Tertiary Study (ENG11ASA/B, and ENG12ASA/B) subject to approval, attend academic skills workshops, or seek one-to-one assistance. The Unit also works closely with academic staff across all Schools and Departments, and conducts a number of classes on discipline specific language and learning skills.

Chaplains

The Chaplaincy Pastoral Care Team members are on campus four and a half days a week during semester. They are available at the 'Drop In Centre' or appointments can be made at reception. A listening ear, support, encouragement, friendship, networking, and practical help is offered whenever possible. Ecumenical services are held occasionally during the year.

Ombudsman

The University Ombudsman visits on a regular basis. Contact the office of the Dean/Pro Vice-Chancellor for appointments.

Access by public transport – Bendigo

The Bendigo bus system provides an integrated network of public transport within Bendigo and surrounding suburbs. For further information about the Kangaroo Flat, West Bendigo, North Bendigo, Eaglehawk, Kangaroo Flat West and North Bendigo routes, telephone (03) 5447 2222. For the Eaglehawk (via Eaglehawk Rd), Epsom/Huntly, East Bendigo, Spring Gully, South Bendigo, Quarry Hill and Strathdale routes, telephone (03) 5443 9333. V/Line services operating from Bendigo are the InterCity trains to Melbourne, the Northerner InterCity express train to Kerang and Swan Hill, the Sunlink coach service to Swan Hill and Mildura and the Midland Link couch-train service to Shepparton and Albury-Wodonga. Other V/Line coach services from Bendigo serve Echuca-Moama, Cohuna-Barham, Charlton-Sea Lake, Ballarat and Geelong, and St Arnaud-Donald. For further information, telephone V/Line Bendigo on (03) 5440 2765.

Information and Communications Technology (ICT) Centre

Funded by the Regional Infrastructure Development Fund, La Trobe University Bendigo has established strategic relationships with Bendigo Regional Institute of TAFE (BRIT), Bendigo Senior Secondary College (BSSC), Central Victoria Group Training (CVGT), City of Greater Bendigo (COGB) and Ericsson Australia to establish a key information technology facility in central Victoria.

The Centre's objectives can be summarised into three main areas: research into Information and Communications Technology with particular reference to regional and rural Victoria.

facilitation of training and education that complements and extends the range of courses and training on offer in regional public and private educational facilities.

Collaboration with the local IT industry and business community to deliver business benefit through the enhanced utilisation of IT, thus increasing demand and employment opportunities within the sector, with an underlying emphasis on youth employment in the region.

Library

The Heyward Library provides access to a wide range of information resources in a variety of formats. The locally held collection comprises over 140,000 books and 1,200 journal titles, and a large collection of multimedia resources including CD-ROMs, sound recordings and videos. This collection is tailored to meet student needs for courses taught at the Bendigo campus. The resources are supplemented by access to a wide and expanding range of electronic information including indexing and abstracting databases and more than 5,000 journal titles in full text electronic format. Many of the electronic resources are now accessible from campus and home desktops, as well as from within the library. These collections and the library holdings at the Bundoora and Albury-Wodonga campus libraries can be accessed through the library's web based catalogue at www.library.bendigo.latrobe.edu.au. Required material held at other campus libraries can be obtained through the inter-campus loans and

document delivery service. For approved borrowers, resources held by national and international libraries are available through the library's inter-lending and document delivery service. Library staff provide advice and assistance in locating required print and electronic information, and a range of training programs is available to develop the information skills of library users. Guides to the library collection and information resources in particular disciplines are also available. The library has a large number of workstations available for accessing electronic resources and the internet, a range of study facilities in pleasant surroundings and facilities for printing and photocopying.

Language Centre

The Language Centre offers ELICOS (English Language Intensive Courses for Overseas Students) courses at intermediate, upper intermediate, and advanced levels. Courses offered include English for Further Study and General English. English for Further Study is designed to provide students with the language and academic English skills required for their successful participation in undergraduate and postgraduate courses offered by the University. Courses in General English are provided for those students who wish to acquire more general survival skills for travel or living in Australia.

Students can enter at any level, at the beginning of any five-week block. There is a non-teaching week after each five-week block to allow students to consolidate aspects of their language learning and to make more use of the self-access materials. Most students spend 10 weeks at each level. Provided students meet all other prerequisites for particular courses, satisfactory completion of Advanced Level English for Further Study (Stage 5) will normally allow students entry into the University's other academic programs.

Professional Education and Development Program

The Professional Education and Development Program provides a range of short professional development courses tailored to suit the needs of business and industry and individuals interested in specific learning objectives. Courses will be offered in-house, at campuses and on-line. This will be achieved by: linking academic expertise with consultancy opportunities; liaising with employers to identify possible partnerships in regard to training and management development, and liaising with professional associations regarding possible partnerships for program delivery.

Academic organisational structure

The academic structure of the Faculty for Regional Development is based around three Schools whose study areas are:

Arts and Education

- Arts
- Outdoor Education and Nature Tourism
- Visual Arts
- Institute for Education (located at the Albury-Wodonga, Bendigo, Bundoora, Mildura, and Shepparton campuses)

Business and Technology

- Business
- Physical Sciences and Engineering
- Information Technology
- Mathematics

Health and Environment

- Nursing
- Pharmacy
- Public Health
- Social Work

Department of Psychology

Availability of subjects and courses

All of the subjects and courses listed in the *Handbook* are offered subject to the availability of staff. While every effort is made to provide full and accurate information, no absolute guarantee of the structure or manner of teaching or of availability is implied in the listing of a subject or course for this or any subsequent year.

The University reserves the right not to offer any subject for which the number of enrolments or the resources available are insufficient and it reserves the right to restrict the number of enrolments in any subject.

Students should ensure they are aware of the physical components and location requirements of some courses. If you have a disability,

medical condition or any concerns that may affect your potential participation, please contact the appropriate School, to discuss possible course modifications.

Confirmation of enrolment

Enrolments must be confirmed by prescribed dates at the beginning of each semester. Students are required to participate in a confirmation of enrolment procedure at the beginning of each semester. In 2004 this procedure is scheduled for 15-19 March for the first semester and 9-13 August for the second semester.

The procedure involves students confirming enrolment (as advised via noticeboards and Student-on-line) indicating their individual subject enrolment details and checking these details to ensure that they are correct and notifying of any required amendments.

The purpose of the procedure is to establish a firm base for students' permanent academic records and to provide an accurate basis for the planning of mid-year and end-of-year examinations. Failure to comply with these procedures could result in an incorrect entry on student records and, in cases where a student has not been attending classes initially enrolled in, the recording of a failure in that subject.

Academic progress

Each year, after completion of the annual examinations, Faculty Boards review the progress of their students. Those whose academic progress is unsatisfactory may be required to 'show cause' why their enrolment should be permitted and may have their re-enrolment options limited.

Introduction to course outlines

Courses offered by the Faculty for Regional Development are described under the following headings:

- School of Arts and Education, including Institute for Education
- School of Business and Technology
- School of Health and Environment
- Department of Psychology.

Postgraduate studies

Graduate certificates, graduate diplomas, postgraduate diplomas and masters degrees (by both coursework and research) and the degrees of Doctor of Philosophy (PhD) and Doctor of Education (EdD) are available in a variety of disciplines.

Graduate certificates

Graduate certificate courses are designed for specific vocational purposes to broaden or develop professional knowledge and skills either already gained in an undergraduate program, or in a new area. Such courses generally require a minimum of one year of part-time study and normally comprise about half of the subjects available for a graduate diploma program in the same area. The graduate certificate option is available in most graduate diploma courses.

| Course | Code (Campus) | Duration |
|--|---|--------------------------------------|
| Graduate Certificate in Acute Care Nursing | RCACN | one year (part-time) |
| Graduate Certificate in Breast Care Nursing | RGCBC | one year (part-time) |
| Graduate Certificate in Cancer Nursing | RGCCN | one year (part-time) |
| Graduate Certificate in Clinical Nursing Education | RCCNE | one year (part-time) |
| Graduate Certificate in Critical Care Nursing | RCCRN | one year (part-time) |
| Graduate Certificate in Computing | BECC | one semester full-time equivalent |
| Graduate Certificate in Education (Professional Development) | EDCEPDW (WO) BECEPD (BE) EDCEPD (B) | one year (part-time) |
| Graduate Certificate in Education in ALBE TESOL LOTE | EDCAL (B) EDCET (B) EDCEL (B) | one semester full-time equivalent |
| Graduate Certificate in Educational Administration | EDCEA (B) EDGEAW(WO) | one semester full-time equivalent |
| Graduate Certificate in Emergency Nursing | RCEN | one year (part-time) |
| Graduate Certificate in Gerontology | option within the graduate diploma | one semester full-time equivalent |

| Course | Code (Campus) | Duration |
|---|---------------------------------------|---|
| Graduate Certificate in Higher Education | EDCHE (B, BE) | one semester full-time equivalent |
| Graduate Certificate in Industry Training and Education | EDCITEW (WO) EDCITE (B) | one semester full-time equivalent |
| Graduate Certificate in Management | BECM | one year (part-time) |
| Graduate Certificate in Mental Health Nursing | RCMHN | one year (part-time) |
| Graduate Certificate in Health Management | option within the graduate diploma | one semester full-time equivalent |
| Graduate Certificate in Outdoor Education | BECEO | one semester full-time equivalent |
| Graduate Certificate in Outdoor and Environmental Education | subject to accreditation | one semester full-time equivalent |
| Graduate Certificate in Palliative Care Nursing | RGCPN | one year (part-time) |
| Graduate Certificate in Perioperative Nursing | RCPOP | one year (part-time) |
| Graduate Certificate in Public & Community Health | option within the graduate diploma | one year (part-time) |
| Graduate Certificate in Rural and Regional Planning | BECRRP | one year part-time (flexible delivery) |

Graduate and postgraduate diplomas

Graduate and postgraduate diploma courses are intended either to:

- develop skills and knowledge in a new academic, professional or vocational area, or
- extend skills and knowledge in a professional area previously studied.

Graduate and postgraduate diploma courses normally require one year of full-time study or two to three years of part-time study after first qualification.

The following graduate and postgraduate diploma courses are offered.

| Course | Code (Campus) | Duration |
|--|--|--|
| Graduate Diploma in Adult Literacy and Basic Education | EDGEAW (WO) ¹ EDGAL (B) | two years (part-time) one year (full-time) |
| Graduate Diploma in Advanced Computing | BEGAC | two years (part-time) |
| Postgraduate Diploma in Applied Psychology | SPAPB | two years (part-time) one year (full-time) |
| Graduate Diploma in Arts | BEGA | two years (part-time) one year (full-time) |
| Graduate Diploma in Computing | BEGC | two years (part-time) one year (full-time) |
| Graduate Diploma in Educational Administration | EDGDEAW (WO) EDGEA (B) BEGEA (BE ¹) | one year (full-time) two years (part-time) |
| Graduate Diploma in Education Primary Secondary/ Post Primary P-12 | EDGEPP (B) EDGEPP (S) BEGES (BE) EDGES (B) EDGEPPW (WO) | one year (full-time) two years (part-time) |
| Graduate Diploma in Educational Studies | EDGESTW (WO) BEGEST (BE ¹) EDGEST (B) EDGESTP (S) | two years (part-time) one year (full-time) |
| Graduate Diploma in Environmental Biotechnology ¹ | BEGEB | two years (part-time by block mode) one year (full-time) |
| Graduate Diploma in Environmental Health | BEGEH | two years (part-time) one year (full-time) |
| Graduate Diploma in Gerontology ¹ | BEGG | two years (part-time) |
| Graduate Diploma in Health Management ¹ | BEGHS | two years (part-time) |
| Graduate Diploma in Industry Training and Education | EDGITEW (WO) EDGITE (B) | two years (part-time) one year (full-time) |
| Graduate Diploma in LOTE Teaching | EDGLT (B) | two years (part-time) one year (full-time) |
| Graduate Diploma in Management | BEGM | two years (part-time) one year (full-time) |
| Graduate Diploma in Manufacturing Management ¹ | BEGMM | one year (full-time by block mode) |
| Postgraduate Diploma in Midwifery Science | RPMS | two years (part-time) |

| Course | Code (Campus) | Duration |
|---|--|---|
| Graduate Diploma in Mineral Processing Technology ¹ | BEGMPT | two years (part-time by block mode) one year (full-time) |
| Postgraduate Diploma of Nursing Science in Acute Care in Breast Care in Cancer Care in Child, Family & Community in Clinical Education in Critical Care in Emergency Care in Mental Health in Palliative Care in Perioperative Care | BPGDNS RPAC RPBC RPCN RPCF RPCE RPCC RPEC RPMH RPPAL RPPC | two years (part-time) one year (full-time) |
| Graduate Diploma in Outdoor Education | BEGEOE | two years (part-time) one year (full-time) |
| Graduate Diploma in Outdoor and Environmental Education | subject to accreditation | two years (part-time) one year (full-time) |
| Graduate Diploma in Psychology | BEGP | three years (part-time) |
| Graduate Diploma in Public and Community Health | BEGPCH | two years (part-time) |
| Graduate Diploma in Regional Studies (History) | BEGRSH | one year (full-time) two years (part-time) |
| Graduate Diploma in Rural and Regional Planning | BEGRRP | one year (full-time) two years part-time (flexible delivery) |
| Graduate Diploma in Rural Resource Management ¹ | BEGRRM | two years (part-time by block mode) one year (full-time) |
| Postgraduate Diploma in Science and Technology Education | EDPSTE | two-three years (part-time) one year (full-time) |
| Graduate Diploma in Social Work | SSGSWB | two years (part-time) one year (full-time) |
| Graduate Diploma in Special Education and Human Services | BEGSEHS | one year (full-time by directed study, vacation and weekend classes) |
| Graduate Diploma in Student Welfare | EDGEWW (WO) EDGSWBE (BE ¹) EDGSW (B) EDGSWM (M ¹) EDGSWP (S ¹) | two years (part-time) |
| Graduate Diploma in Substance Use ¹ | BEGSU | two years (part-time) |
| Graduate Diploma in Technology Education | EDGTE (B) BEGTE (BE) EDGTEM (M) EDGTEP (S) EDGTEW (WO) | two years full-time |
| Graduate Diploma in TESOL | EDGET (B) BEGET (BE) | two years (part-time) one year (full-time) |
| Graduate Diploma in Vocational Education and Training | EDGVETW (WO) EDGVET (B) BEGVET (BE) EDGVETM (M) EDGVETP (S) | two years (part-time) one year (full-time) |

Key: ¹ not offered 2004.

Masters degrees

Masters degree courses provide in-depth study in a particular field, often focusing on professional development. There are two main types of programs: the masters degree by coursework, which is normally directed towards enhancing specific professional skills (often in conjunction with professional employment); and the masters degree by research, which may lead to a career in academic or industrial research.

Masters degrees by coursework

The masters degree by coursework is normally entered after the attainment of a bachelor degree plus a period of relevant employment or experience. Masters degrees by coursework require a minimum of one year of full-time study or the equivalent part-time. The following masters degrees are offered by coursework:

| Course | Code (Campus) |
|---|---|
| Master of Adult Education | EDMAECW (WO), BEMAEC (BE ¹), EDMAEC (B) |
| Master of Applied Linguistics | BEMAL (BE), EDMAL (B) |
| Master of Arts | EDMACW (WO), EDMAC (B) |
| Master of Arts (Community Development) | RMACD (BE) |
| Master of Arts in Student Welfare and Guidance | RMASWG (BE), EDMASWG (B) |
| Master of Business Management | RMBMC (BE), LMMBWM (WO) |
| Master of Business Systems | subject to accreditation |
| Master of Child, Family & Community Nursing Science | RMCFCN |
| Master of Computing ¹ | BEMCC |
| Master of Electronic Commerce | LMMECCW (WO) |
| Master of Education | EDMECW (WO), BEMEDC (BE), EDMEC (B) |
| Master of Educational Leadership & Management | EDMELCW (WO), BEMELMC (BE ¹), EDMELC (B) |
| Master of Health Science | BEMHSC |
| Master of International Business | RMIBC (BE) |
| Master of Nursing Science | RMNSC |
| Master of Regional Business Development | RMRBDC (BE) |
| Master of Rural Resource Management ¹ | BEMRRMC |
| Master of Science & Technology Education | EDMSTE (B) |
| Master of Social Work in Human Services Management | SSMSWBE |
| Master of Special Education | BEMSE |
| Master of Teaching | EDMTCW (WO), EDMTC (B), BEMTC (BE) |

Key: ¹ not offered 2004.

Masters degrees by research

The completion of an honours degree, or other such evidence of academic research capability, is normally required for admission to a masters degree by research. Masters degrees by research require a minimum of one year full-time study or one and a half years of part-time study. The following masters degrees are offered by research:

| Course | Code (Campus) |
|---|---|
| Master of Applied Linguistics | BEMALR |
| Master of Applied Science | BEDAS |
| Master of Arts | EDMARW (WO), BEMAR (BE), EDMAR (B) |
| Master of Business | BEMBR |
| Master of Computing | BEMCR |
| Master of Education | BEMEDR (BE), EDMER (B) |
| Master of Educational Leadership and Management | EDMELC (B), BEMELMC (BE), EDMELCW (WO) |
| Master of Engineering | BEMENR |
| Master of Health Science | BEMHSR |
| Master of Nursing Science | BEMNR |
| Master of Social Work | BEMSWR |
| Master of Visual Arts | BEMVAR |

All masters by research programs are approved and administered by the University Higher Degrees Committee (Research).

Course summary

Each candidate undertakes a supervised research program leading to the submission of a thesis for examination. Selected coursework may also be required. The research work may be conducted within the University or, in suitable cases, at the candidate's place of employment. The minimum duration of candidature is one year full-time, or one and a half years of part-time study.

Admission requirements

Candidates must hold an honours degree in an appropriate discipline, or qualifications that are considered by the Higher Degrees Committee (Research) to provide equivalent preparation for postgraduate research. A masters preliminary program may be accepted in lieu of an honours degree.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by two or more examiners, of whom at least one is external. The thesis must demonstrate competence in conducting and reporting research work under supervision, and mastery of the chosen topic at a high level.

Doctor of Philosophy

The Doctor of Philosophy (PhD) degree is an advanced research qualification. Suitable candidates may undertake PhD programs subject to the availability of appropriate facilities and supervision in the chosen fields of study. All PhD programs are approved and administered by the University Higher Degrees Committee (Research).

Course summary

Each candidate takes a supervised research program leading to the submission of a thesis for examination. The program may be undertaken on a full-time or part-time basis. Normally at least three years of full-time or up to ten years of part-time study is required.

Admission requirements

Candidates who hold first-class or upper second-class honours degrees may be admitted directly to PhD candidature. Others will normally be required to enrol initially in a research masters program and, if appropriate, transfer to PhD candidature when they have demonstrated the capacity for independent research at a suitable level.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by three examiners including: one from Australia and one from outside Australia. The thesis must demonstrate that the candidate has mastery of the chosen field of study and a capacity to undertake independent research, and has made a significant contribution to knowledge.

Further information

Further information regarding masters degrees by research and Doctor of Philosophy degrees can be obtained from the Office for Research and Higher Degrees on the Bendigo campus, tel: (03) 5444 7983, fax: (03) 5444 7777, email: a.forden@bendigo.latrobe.edu.au.

Doctor of Education

The Doctor of Education (EdD) is for persons who are primarily interested in advanced professional study involving the reflection on, development of, or evaluation of practice. The Doctor of Education is undertaken by two years of coursework followed by supervised research culminating in a thesis of approximately 50,000 words, which is assessed by external examiners. The coursework consists of two one-year subjects that enable advanced level study of professional issues, and each of these requires a 12,000-word essay. The thesis is often in an applied area and allows the researcher to make an intensive investigation in a professional field – usually a field in which they are personally engaged, and of which they have substantial experience.

Admission requirements

The usual minimum requirement for admission to candidature of PhD or EdD is the completion of a masters degree by research or, in some instances, a masters degree including a shorter minor thesis. Applicants with a high honours degree are eligible to apply. In addition, applicants must demonstrate by their academic achievements and references, their ability to undertake work at doctoral level. The period of candidature is three to four years full-time, or four to eight years part-time.

Faculty research

La Trobe University is one of Australia's leading research universities, as demonstrated by the national and international recognition afforded many of its staff, its ability to attract major competitive research grants, its publication rate, and the wide range of strong postgraduate research programs offered.

As part of its research development program, La Trobe University Bendigo has three established research centres to focus and foster research in areas of excellence. The centres are generally multidisciplinary, involving academics from a wide range of backgrounds. They work closely with industry and community groups in the region, and have established a number of regional collaborative research projects.

Centre for Sustainable Regional Communities

The Centre for Sustainable Regional Communities (CSRC) has been established to directly support communities in the Murray River Valley to take advantage of the opportunities and challenges facing them, as well as to support academic staff and students to further develop the academic understanding of regional and rural development.

The Centre has developed active partnerships in the areas of natural resources management, economic development, and community wellbeing. As such, the Centre has initiated a number of research programs and been integrally involved in review of policy affecting regional and rural communities.

Students and staff interested in becoming involved in current and proposed projects, or who wish to develop partnerships to support an area of research interest, should contact the Director, Dr Ian MacBean on (03) 5444 7464 or csrc@bendigo.latrobe.edu.au. See the CSRC website at www.latrobe.edu.au/csrc

Biotechnology Research Centre

The Biotechnology Research Centre focuses on two main areas of research: fermentation technology and wastewater treatment.

Fermentation technology research includes investigation of the factors influencing exopolysaccharide production in fungi; fungal growth kinetics; the role of fermenter configuration on microbial metabolite production; and the physiology of overproduction of metabolites.

Wastewater treatment research involves both chemical and microbiological studies aimed at improving understanding of the operation of activated sludge systems, particularly those that remove nitrogen and phosphorus. Laboratory studies using sequencing batch reactors are carried out to identify the role of bacterial biopolymers in wastewater organisms. Analysis of the storage of these materials under operational conditions is used in process modelling and design. Grants from industry and government bodies have supported this work.

Staff from the Centre have presented specialist courses for the wastewater industry in Australia and Europe, and work collaboratively with other Australian and overseas research groups.

Research Centre for Rural Education

The Research Centre for Rural Education was established to consolidate and focus on the research work of staff in the School of Arts and Education. The Centre's initially broad interest in the professional development of teachers and others involved in the delivery of education services to this region has since focused on three main areas of research that address regional, national and international education priorities. These three research areas are:

secondary science and writing for learning
rural and country education development, policy and evaluation
pedagogical studies.

Members of the Centre have participated in the implementation of a constructivist approach to writing for learning in secondary schools in Bendigo and have linked with a joint project on this topic with academics in the UK and USA. Since 1990, staff members have worked with teachers in primary and secondary schools in Bendigo to devise, trial and evaluate ways to improve teaching and learning in literacy, mathematics and physical education. Staff of the Centre have also played a central role in the evaluation of the effectiveness of programs offered via communications technology. This research focuses on identifying best practices for the effective use of telematics and interactive television for program delivery, and on the use of computers to enhance learning in the secondary classroom.

Additional research areas

In addition to research carried out in connection with research centres, many staff are involved in either individual or group research in Departments and Schools. Examples of current projects are listed below.

Accounting and business management

- accounting and finance: financial accounting, managerial accounting, management control systems, accounting education
- administrative law
- developments in on-line teaching and learning in Chinese studies
- electronic commerce in the Asia-Pacific region
- history of economic thought
- international business links between Asia and Australia

- internet developments in China
- management: accounting and financial management, human resource management and industrial relations, strategic management, international management, health care management
- marketing
- organisational behaviour
- public policy

Biological Sciences

- biosynthesis of natural products
- computer modelling of fungal growth
- fermentation technology
- fungal genetics
- fungal physiology
- microbiology of activated sludge and fermentation
- muscle physiology
- neural circuits in the visual system
- plant-animal interactions
- soil-root interactions
- systematics and adaptation of frogs
- tumour biology and metastasis
- wastewater treatment

See also Biotechnology Research Centre elsewhere in this *Handbook*.

Education

Refer to the Institute for Education section.

Health and human sciences

- language skills of juvenile offenders
- rehabilitation following traumatic brain injury
- effects of drug and alcohol abuse
- impact of critical care nursing on patient outcomes
- clinical learning
- telephone consultation
- cardiac rehabilitation
- men's health
- needs analysis of rural communities
- nurses, caring and the elderly
- psychiatric disability
- rural health services, rural nursing and nurses' education
- history of nursing
- program evaluation methodology

Arts

- Baroque art
- classical studies, including investigation of Plato's times
- cultural history of Bendigo
- development studies
- feminist studies
- globalisation
- history of rural hospitals in Victoria
- labour history
- Pacific history and politics
- reconstructing the landscape in north central Victoria at the point of Koori and European contact

Information technology

- application of artificial intelligence techniques to problem solving
- computer-mediated communication in a face-to-face environment
- ERP systems
- improving the retention rates of first-year female computing students
- improving the teaching and learning of information systems

Mathematics

- approximation theory/numerical analysis
- graph theory, foundations of geometry and space-time.
- numerical linear algebra

Physics

- acoustics
- agricultural instrumentation
- materials characterisation using electronic microscopy techniques

Chemistry

- chemotaxonomic analysis
- chromatography
- colloid and surface science
- critical properties of pure substances
- environmental chemistry
- environmental monitoring of rivers
- organic analysis
- organic synthesis
- soil science
- thermodynamic properties of binary mixtures
- wastewater treatment

Engineering

- concrete structures
- electronic instrumentation
- environmental engineering
- extractive metallurgy of gold
- finite elements
- geomechanics
- hydrology and water resources
- numerical methods in structural engineering
- transition metal metallurgy
- properties and processing of materials

Geology

- economic geology
- geoconservation assessment
- geomorphology and environmental management
- igneous petrology

Links with business and industry

A number of research activities are carried out in collaboration with business and industry in areas such as geology, home brewing, fine arts, market research, rural ageing, cardiac rehabilitation, disability support and stabilised mine fills.

For information about research areas not listed here, contact the relevant School or the Office of Research and Higher Degrees.

Course outlines

Courses offered from the Faculty for Regional Development are described under the following School headings:

- Arts and Education, including Institute for Education
- Health and Environment
- Business and Technology

Within the Schools, courses are listed alphabetically at each level.

Some descriptions make reference to regulations and assessment details that are specific to that course. These references are supplementary to those detailed in the student academic progress regulations and individual course regulations. Any questions concerning the interpretation of regulations by Schools should be referred to the relevant course administrator.

SCHOOL OF ARTS AND EDUCATION**GRADUATE CERTIFICATES****Graduate Certificate in Outdoor Education – BECEO**

See graduate diploma entry.

Graduate Certificate in Outdoor and Environmental Education (Subject to accreditation)

See graduate diploma entry.

Graduate Certificate in Rural and Regional Planning (BECRRP)

See graduate diploma entry.

GRADUATE AND POSTGRADUATE DIPLOMAS**Graduate Diploma in Arts (BEGA)**

The Graduate Diploma in Arts is intended principally for graduates who wish to extend their range of expertise by studying an undergraduate discipline or area of study not previously studied formally.

The program may be taken in any one of the disciplines or areas of study offered in the Bachelor of Arts.

Admission and duration

Applicants require a bachelor degree or equivalent. The program is the equivalent of one year of full-time study, but is normally taken over a period of two or three years of part-time study to allow for sequential development in the particular disciplines.

Course structure

The normal program entails successful completion of a major study (six semester subjects observing appropriate sequential prerequisites) of one of the Bachelor of Arts accredited majors.

Graduate diplomas are offered in the areas listed below. Other disciplines may be undertaken for this award with the permission of the course co-ordinator. For further details, refer to the relevant discipline and area studies in the Bachelor of Arts section of the *Undergraduate Course Handbook*.

This course has a total of 110 credit points.

Disciplines of study include:

- History and Development Studies
- Literature, Film and Art
- Philosophy and Religious Studies
- Social Research, Planning and Development
- Sociology, Politics and Culture.

Graduate Diploma in Outdoor Education (BEGOE)

This course is currently under review for 2004.

The Graduate Diploma in Outdoor Education is designed principally to provide a professional qualification for people who have a degree and outdoor experience and also wish to pursue a career in outdoor education.

Recognition

The course is approved by the Victorian Department of Education and Training as meeting the requirements of tagged outdoor education positions.

Admission requirements

Applicants should have:

- a three-year degree or diploma or equivalent studies
- the physical capacity to undertake strenuous activity in remote areas
- at least one of:

(a) outdoor living skills appropriate for lightweight camping in remote environments for several days duration

(b) personal outdoor pursuit skills at a self-sufficiency standard in at least one of bushwalking, cross-country skiing, rock-climbing or flat water canoeing

(c) some previous involvement as a leader or teacher in the field of outdoor education or outdoor recreation.

Under special circumstances, applicants not meeting these admission requirements could gain entry to the graduate certificate or diploma where evidence of equivalent academic ability and/or professional experience and/or outdoor competence is available.

Course structure

This is a full fee paying course equivalent to 120 credit points. Students can elect to graduate with a graduate certificate in this course after completing the required four subjects.

Core subjects

| Sem. | Subject title |
|------|----------------------|
| A | Outdoor Education 1A |
| A | Outdoor Education 1B |

| Subject code |
|--------------|
| OED400EA |
| OED400EB |

| | | |
|---|---------------------------------------|----------|
| A | Outdoor Education 2 Teaching | OED40TCH |
| A | Practicum Issues in Outdoor Education | OED40PI |

Electives – choose two from:

| | | |
|---|----------------------------------|----------|
| A | Outdoor Environments 1 | OED40E1 |
| A | Outdoor Environments 2 | OED40E2 |
| A | Readings in Outdoor Education | OED40RD |
| A | Research Methods Honours | OED40RM1 |
| 1 | Perspectives on Nature: GD | OED41PN |
| 2 | Education for Sustainability: GD | OED41ES |

Graduate Diploma in Outdoor and Environmental Education

Graduate Certificate in Outdoor and Environmental Education

The Graduate Diploma in Outdoor and Environmental Education provides a professional qualification for graduates in any discipline who have some prior outdoor experience. It is also structured to enable graduates in outdoor or environmental education to add depth and breadth to their disciplinary knowledge and skill. It offers an opportunity for those interested in developing skills and knowledge in the areas of outdoor and/or environmental education. It assists graduates to undertake assistant leadership roles in the outdoors or to further develop knowledge and skills in particular areas of interest.

Recognition

The Graduate Diploma has been submitted for approval by the Department of Education and Training as meeting the requirements of tagged outdoor education positions.

Admission requirements

Applicants should have:

- a three-year degree or diploma or equivalent studies
- the physical capacity to undertake strenuous activity in remote areas
- at least one of:
 - (a) lightweight remote camping and bushwalking skills
 - (b) environmental interpretation expertise
 - (c) self-sufficiency skills in canoeing (flat or moving water) OR rock climbing OR cross country ski touring
 - (d) leadership/teaching experience in the outdoors.

The course co-ordinator may waive some admission requirements in special circumstances.

Course structure

The graduate diploma and graduate certificate are full fee paying courses.

Graduate Diploma – 120 credit points.

Graduate Certificate – 60 credit points.

Students undertaking the graduate diploma complete *eight* subjects approved by the course co-ordinator. Students can elect to exit with a Graduate Certificate in Outdoor and Environmental Education after completing the required *four* subjects (two core + two as negotiated with the course co-ordinator).

Core subjects

Based on evidence of prior learning students may be exempt from some core subjects, with a corresponding increase in the number of required electives.

| Sem. | Subject title | Subject code |
|-------------|---|--------------|
| 1 | Outdoor Education Concepts | OED41CON |
| 1 | Outdoor Education Experience | OED41EXP |
| 1 | OENT3A: Education in the Outdoors | OED31EO |
| 1 | OENT2 Bush Environments | OED21BE |
| 2 | OENT2 River Environments | OED22RE |
| One of: | | |
| 2 | OED3B: Teaching and Program Development | OED32TPD |
| 2 | Education for Sustainability | OED42ES |
| And one of: | | |
| 1 | Australian Environments | BIO11AE |
| 2 | OENT Environments | OED12OE |

Elective Subjects

Students may choose subjects from the following groups (in consultation with the course co-ordinator).

Group A (recommended for those continuing to Masters level)

| | | |
|------|--|---------|
| 1or2 | Research Methods Honours | OED41RM |
| 1or2 | Readings in Outdoor Education and Nature Tourism | OED41RO |

Group B

Maximum of four subjects from those offered in years 2 or 3 in the BA (Outdoor Education) or the BA (Nature Tourism).

Group C.

Maximum of four subjects from years 2 or 3 in other related discipline areas.

Graduate Diploma in Rural and Regional Planning (BEGRRP)

Graduate Certificate in Rural and Regional Planning (BECRRP)

The Graduate Diploma in Rural and Regional Planning is designed specifically to provide education and training from sub-professional to post-professional level. It has a focus on the sustainable development of resources and the planning of rural areas, country towns and regional centres.

Planners in rural and regional communities are increasingly required to understand how communities function and operate. The course has an emphasis on the role of the planner in local government, operating in rural and regional communities in a setting of rapid economic and social change and an increasing focus on sustainable natural resource management.

The course is designed to provide a pathway for gaining appropriate education and training and qualifications particularly for:

- public and private sector employees working in planning offices who do not hold formal qualifications in planning
- public and private sector employees who hold qualifications in closely allied fields who seek to change their career paths or enhance their career paths.

Admission requirements

Applicants should have a first degree from a recognised tertiary institution. Applicants who do not possess a degree but who produce evidence of equivalent academic ability and/or appropriate professional experience may be admitted at the discretion of the course co-ordinator.

Course structure

This is a 120 credit point, full fee paying course offered in a flexible delivery mode. Learning utilises both external study and conventional class-based delivery in block mode with a series of three-day weekend lectures and workshops and full-day tutorials to assist students who are in full-time employment to undertake the course.

Students can elect to graduate with a graduate certificate in this course after completing the required four first-year subjects.

Students shall complete the following eight subjects normally over two years.

| Sem. | Subject title | Subject code |
|-------------|--|--------------|
| First year | | |
| 1 | Statutory Planning | PLA42SP |
| 1 | Negotiation, Mediation & Community Development | PLA42NMC |
| 2 | Local & Regional Economic Development | PLA42RED |
| 2 | Local Government Administration | PLA42LGA |
| Second year | | |
| 1 | Catchment Management | PLA42CM |
| 1 | Assessment of Environmental, Economic & Social Impacts | PLA42ESI |
| 2 | Heritage Planning | PLA42HP |
| 2 | Professional Practice | PLA42PP |

Not all these subjects will necessarily be available in any given year.

MASTERS DEGREES BY COURSEWORK

Master of Arts (Community Development) (RMACD)

The course is designed to produce skills and leadership capacities relevant to a range of middle and senior management positions in Government departments and agencies working with communities, especially those in rural areas, community development agencies, local governments, non-government organisations, and organisations who work with rural and regional development issues and communities both nationally and internationally.

The course will develop existing undergraduate capacities acquired in a range of disciplines and integrate a number of themes that build an overall philosophy. These themes include the understanding of society and development of value systems and ethics; the integration and inter-relationship of social, economic and environmental outcomes; the environment and principles of sustainable natural resource management; how the economy operates, particularly in rural and regional communities; how to work in, and for communities; public sector, business, and organisational management; the nature and particular characteristics of rural and regional areas and communities; strategic thinking, policy development and implementation, planning and leadership.

Admission requirements

An approved undergraduate degree or an approved postgraduate diploma (advanced standing may be provided for persons possessing an approved postgraduate diploma).

Course structure

The course consists of two years full-time study (12 x 20 credit point subjects, totalling 240 credit points) or equivalent part-time. Advanced standing equivalent to the first year of the program will be given to persons possessing the Graduate Diploma in Rural and Regional Planning or an approved qualification. The course is based on a masters by coursework and minor thesis encompassing the following subjects at postgraduate level.

Subjects may be selected from the following however all those listed may not be available every year and are subject to demand and resource availability.

| Sem. Subject title | Subject code |
|---|--------------|
| 1 Strategic Management | MGT41SM |
| 1or2 Assessment of Environmental, Economic & Social Impacts | PLA41/2ESI |
| 1or2 Catchment Management | PLA41/2CM |
| 1or2 Community Development Human Resource Management | PLA51/2CDH |
| 1or2 Community Development Minor Thesis | PLA51/2MTH |
| 1or2 Community Development Project | PLA51/2CDP |
| 1or2 Heritage Planning | PLA41/2HP |
| 1or2 Negotiation, Mediation & Community Development | PLA41/2NMC |
| 1or2 Regional & Community Planning | PLA51/2RCP |
| 1or2 Regional Community Development | PLA51/2RCD |
| 1or2 Regional Public Sector Management | PLA51/2RPM |
| 1or2 Rural & Regional Planning | PLA21/2RRP |
| 1or2 Statutory Planning | PLA41/2SP |
| 2 Local and Regional Economic Development | PLA42RED |
| 2 Local Government Administration | PLA42LGA |
| 2 Professional Development | PLA42PP |

All subjects are 20 credit points except Community Development Minor Thesis which is 40 credit points.

MASTERS DEGREES BY RESEARCH

Research masters programs are approved and administered by the Faculty Higher Degrees Committee and are available in the following research areas:

- American history
- Asian and Pacific studies
- Australian history
- British history
- ceramics
- citizenship education
- classical languages and literature

- cultural studies
- development studies
- ecotourism
- educational administration, constructivism and teacher charge
- environmental philosophy and education
- feminist theory and criticism
- film studies
- general drawing
- graphic design
- Greek philosophy
- heritage studies
- history
- Late Medieval and early modern European history
- literacy education
- literature
- mathematics education
- modern and postmodern literature
- multiculturalism
- multimedia
- nature tourism
- outdoor education
- painting
- pedagogy
- philosophy
- photography
- physical education
- policy and practices in rural education
- politics
- print making
- regional sociology
- regional studies (history)
- religious studies
- rural resource management
- sociology
- special education
- teaching English as a second language
- vocational education
- women's studies.

Admission requirements

Candidates must hold an honours degree in an appropriate discipline, or qualifications that are considered by the Higher Degrees Committee to provide equivalent preparation for postgraduate research.

Course structure

Each candidate enrolls in a program appropriate to the degree and course load.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by two or more examiners, of whom at least one is external. The thesis must demonstrate competence in conducting and reporting research work under supervision, and mastery of the chosen topic at a high level.

DOCTOR OF PHILOSOPHY

Suitable candidates may undertake doctoral programs subject to the availability of appropriate facilities and supervision in the chosen fields of study. All doctoral programs are approved and administered by the Higher Degrees Committee (Research). Enquiries should be directed to the School of Arts and Education.

Each candidate undertakes a supervised research program leading to the submission of a thesis for examination. The program may be undertaken on a full-time or part-time basis. Normally the minimum duration is three years full-time study or the equivalent part-time.

Admission requirements

Candidates who hold first-class or upper second-class honours degrees may be admitted directly to doctoral programs. Others will normally be required to enrol initially in a research masters program and, if

appropriate, transfer to doctoral candidature when they have demonstrated their capacity for independent research at a suitable level.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by at least three external examiners. The thesis must demonstrate that the candidate has mastery of the chosen field of study and a capacity to undertake independent research, and has made a significant contribution to knowledge.

INSTITUTE FOR EDUCATION

The Institute for Education offers both coursework and research programs. The wide range of coursework programs includes pre-service teacher training, postgraduate interdisciplinary studies and specialist graduate diplomas and masters degrees. The Institute provides the opportunity for research at both the masters and doctoral level. Students from other faculties of the University may apply to enrol in individual education subjects. Most programs are available at the Albury-Wodonga, Bendigo and Bundoora campuses and some are also offered at Shepparton and Mildura campuses. The Institute is recognised as being among the leading educators of teachers and other professionals in Australia. It is an active community of learners dedicated to teaching and to scholarship that encourages the development and application of knowledge and ideas through research, teaching and outreach activities.

The Institute for Education provides professional development activities and programs for teachers on a range of educational issues across all curriculum areas.

Subject descriptions

Please refer to the Subject Index at the back of the *Handbook* for the location of subject descriptions.

| Course | Alb/Wod (WO) | Bendigo (BE) | Bundoora (B) | Mildura (M) | Shepparton (S) |
|--|----------------|----------------|--------------|-------------|----------------|
| Bachelor of Education | | ✓ | | | |
| Graduate Certificate in Education (Professional Development) | ✓ | ✓ | ✓ | | |
| Graduate Certificate in Education in ALBE TESOL LOTE | | | ✓ ✓ ✓ | | |
| Graduate Certificate in Educational Administration | ✓ | | ✓ | | |
| Graduate Certificate in Higher Education | | ✓ | ✓ | | |
| Graduate Certificate in Industry Training and Education | ✓ | | ✓ | | |
| Graduate Diploma in Adult Literacy & Basic Education | ✓ ¹ | | ✓ | | |
| Graduate Diploma in Education: Primary Secondary P-12 | ✓ | ✓ | ✓ ✓ | | ✓ |
| Graduate Diploma in Educational Administration | ✓ | ✓ ¹ | ✓ | | |
| Graduate Diploma in Educational Studies | ✓ | ✓ ¹ | ✓ | | ✓ |
| Graduate Diploma in Industry Training and Education | ✓ | | ✓ | | |
| Graduate Diploma in LOTE Teaching | | | ✓ | | |
| Graduate Diploma in Special Education and Human Services | | ✓ | | | |
| Graduate Diploma in Student Welfare | ✓ | ✓ | ✓ | | |
| Graduate Diploma in Technology Education | ✓ | ✓ | ✓ | | |
| Graduate Diploma in TESOL | | ✓ | ✓ | | |
| Graduate Diploma in Vocational Education and Training | ✓ | ✓ | ✓ | ✓ | ✓ |
| Postgraduate Diploma in Science and Technology Education | | | ✓ | | |
| Master of Adult Education | ✓ | ✓ ¹ | ✓ | | |

| Course | Alb/Wod (WO) | Bendigo (BE) | Bundoora (B) | Mildura (M) | Shepparton (S) |
|--|--------------|----------------|--------------|-------------|----------------|
| Master of Applied Linguistics | | ✓ | ✓ | | |
| Master of Arts by coursework | ✓ | | ✓ | | |
| Master of Arts by Research | ✓ | | ✓ | | |
| Master of Education by coursework | ✓ | ✓ | ✓ | | |
| Master of Education by research | ✓ | ✓ | ✓ | | |
| Master of Educational Leadership & Management | ✓ | ✓ ¹ | ✓ | | |
| Master of Arts in Student Welfare and Guidance | | ✓ | ✓ | | |
| Master of Science and Technology Education | | | ✓ | | |
| Master of Special Education | | ✓ | | | |
| Master of Teaching | ✓ | ✓ | ✓ | | |
| Doctor of Education | ✓ | | ✓ | | |
| Doctor of Philosophy | ✓ | ✓ | ✓ | | |

Key: ¹not available 2004.

Special Requirements

The Victorian Department of Education and Training requires a satisfactory police check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Students upon first enrolling in this course will be required to complete a Victorian Police 'Consent to Check and Release' police record form, and pay the required fee. The criminal record check normally remains valid for the duration of the course.

Bachelor of Education – Bendigo (BEBED)

The Bachelor of Education enables three-year trained teachers to complete a fourth-year qualification.

For details, please refer to the entry for this course in the Institute for Education section of the *Undergraduate Handbook*.

Graduate Certificate in Education

The Graduate Certificate in Education is designed as a short professional development course. It consists of 60 credit points of study. Students successfully completing the graduate certificate may elect either to take out the certificate or to transfer to a graduate diploma course (an additional 60 credit points of study is required). Double credit is not permitted and, if a graduate certificate is formally taken out, the subjects comprising it may not subsequently be credited towards a graduate diploma. The Graduate Certificate in Education is currently offered in three streams: adult literacy and basic education (ALBE), LOTE teaching, and TESOL. Students may apply for advanced standing of up to 30 credit points for approved completed professional development modules. Classes are usually held between 5.00 pm and 8.00 pm. Some daytime and weekend classes and summer and winter vacation schools are available.

Admission requirements

Applicants should have a bachelor degree or equivalent in any discipline. Specific entry requirements apply for TESOL and LOTE teaching.

Adult Literacy and Basic Education stream – Bundoora (EDCAL)

This is a short training or retraining course for teaching adult literacy and basic education (ALBE) in a variety of contexts and educational settings. It comprises half of the Graduate Diploma in Adult Literacy and Basic Education, into which students may transfer their enrolment. Students may combine subject requirements for the ALBE stream with those for the TESOL stream and transfer their enrolment to qualify for the Graduate Diploma in ALBE or the Graduate Diploma in TESOL, subject to the approval of the ALBE and TESOL course convenors.

Course structure

This course has a total of 60 credit points.

Students select two of the following core subjects:

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 2 | Adult Education: theory, practice and change | EDU42AET |
| 2 | Developments in Literacy Education | EDU42DLE |
| | Learning and Professional Practice ¹ | EDU41LPP |
| | Learning, Reading and Writing ¹ | EDU41LRW |
| | Literacies, Cultures and Life-stories ¹ | EDU42LAC |

and one of:

| | | |
|---|---|----------|
| 1 | Communication and Culture | EDU41CC |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 1 | Managing Organisational Change | EDU41MOC |
| | Literacies and Globalisation ¹ | EDU42LAG |

or an alternative subject from the IFE listing as approved by the course co-ordinator.

Key: ¹ not available 2004.

Languages Other Than English (LOTE) teaching stream – Bundoora (EDCEL)

This stream enables qualified teachers to gain an additional qualification as teachers of languages other than English.

Admission requirements

Applicants should normally have a recognised teaching qualification of at least four years duration, with either three years of university study of the LOTE, graduating at advanced level, or native speaker background.

Course structure

This course has a total of 60 credit points.

| Sem. | Subject title | Subject code |
|------|----------------------------|--------------|
| 1or2 | Language Teaching Practice | EDU41LTP |
| A | LOTE Teaching Methodology | EDU40LTM |

Teaching English to Speakers of Other Languages (TESOL) stream – Bundoora (EDCET)

This stream enables qualified teachers to gain an additional qualification as teachers of English to speakers of other languages.

Admission requirements

Applicants will normally have a recognised teaching qualification of at least four years duration. Applicants with a degree who do not meet this requirement may make application for special entry based on appropriate work experience and/or a commitment to working in TESOL programs for which a general teaching qualification is not a requirement. In such cases, the course may provide a recognised TESOL qualification but will not qualify candidates to teach in government schools and some adult education programs in Australia.

Course structure

This course has a total of 60 credit points.

| Sem. | Subject title | Subject code |
|------|----------------------------|-----------------------|
| 1or2 | Language Teaching Practice | EDU41LTP/ EDU42LTP |
| 1 | Language Teaching 1 | EDU41LT1 |
| 1 | Language Teaching 2 | EDU42LT2 |

Graduate Certificate in Education (Professional Development) – Bundoora (EDCEPD), Bendigo (BECEPD), Albury-Wodonga (EDCEPDW)

The Graduate Certificate in Education (Professional Development) is designed for teachers and other professionals requiring a short professional development course in education. It provides a framework for teachers to achieve a certificate award for assessed modules undertaken in accordance with the guidelines established by the Victorian Professional Development Network in co-operation with the Department of Education and Training and organisations represented

on the Network. Modules may be taken in a variety of areas relating to teaching and learning or leadership and management. Within this context, teachers can develop their professional practice and gain experience in analysing and expanding the theoretical bases of professional actions, frameworks and decisions. Provision is made for approved 15-18 hour modules completed with assessment to be credited to the certificate as professional development subjects in pedagogy, curriculum, leadership or administration.

Course structure

This course has a total of 60 credit points. Subjects may be selected from those available in the Graduate Diploma in Educational Studies program or students may enrol in the following subjects and attend classes in the appropriate content areas.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| A | Professional Development (Administration) | EDU41PDA |
| A | Professional Development (Curriculum) | EDU41PDC |
| A | Professional Development (Leadership) | EDU41PDL |
| A | Professional Development (Pedagogy) | EDU41PDP |

Candidates may apply for credit for up to two assessed modules but must formally enrol with the University in a further two modules (subjects) to be awarded the graduate certificate. It is possible to apply for advanced standing up to masters level in other University awards.

Graduate Certificate in Educational Administration – Bundoora (EDCEA), Albury-Wodonga (EDGEAW)

This course is designed to provide training for people who wish to develop their skills as effective and reflective administrators and leaders. The focus of the course is on context-based leadership and provides students with the opportunity to explore theory and practice relevant to their particular contexts. Students may elect to transfer to the Graduate Diploma in Educational Administration which requires successful completion of a further 60 credit points.

Admission requirements

A bachelor degree or equivalent is required.

Course structure

This course has a total of 60 credit points.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 2 | Educational Administration 2: a critical approach | EDU42EA2 |

plus

a 20-credit point elective subject taken from the BEd, GradDip, MEd or MBA listings.

Graduate Certificate in Higher Education – Bundoora, Bendigo (EDCHE)

This course is designed to meet the needs of academic staff for advanced professional development and certification in teaching and learning in higher education. The course is convened jointly with the Academic Development Unit.

Admission requirements

A bachelor degree or equivalent is required.

Course structure

This course has a total of 60 credit points.

| Sem. | Subject title | Subject code |
|------|--|-----------------|
| 1 | Introduction to University Teaching & Learning | EDU41IUT |
| 1or2 | Research Practicum | EDU41RP/EDU42RP |

plus

a 20-credit point elective subject from the BEd, GradDip or Masters listing of Education subjects.

Graduate Certificate in Industry Training and Education – Bundoora (EDCITE), Albury-Wodonga (EDCITEW)

This course equips graduates to work as educators or trainers in business, government, industry, technical and further education

(TAFE), vocational education and training (VET), and the community. Students may elect to transfer to the Graduate Diploma in Industry Training and Education which requires completion of a further 60 credit points of study.

Admission requirements

A bachelor degree is required. Candidates with alternative TAFE qualifications and a trade background may apply for special entry to the course.

Course structure

This course has a total of 60 credit points.

| Sem. | Subject title | Subject code |
|----------------------------|--|--------------|
| 1 | Methods of Teaching (Adult Stream) | EDU41MTA |
| 2 | Curriculum Development and Design | EDU42CDD |
| plus one of the following: | | |
| 2 | Adult Education: theory, practice & change | EDU42AET |
| 2 | Leadership and Supervision Skills | EDU42LSS |

or

a 20-credit point elective subject taken from the BEd, GradDip, or MEd listing.

GRADUATE AND POSTGRADUATE DIPLOMAS

Graduate Diplomas in Areas of Specialisation

Specialist graduate diploma courses are offered in adult literacy and basic education, educational administration, education (Primary), education (Secondary), education (P-12), educational studies, industry training and education, LOTE teaching, special education and human services, student welfare, technology education, TESOL, and vocational education and training. Special conditions apply for entry to LOTE teaching and TESOL. With the exception of the Graduate Diploma in Technology Education (which consists of 240 credit points of study), each graduate diploma consists of 120 credit points of study taken over one year full-time or equivalent part-time. Successful completion of a graduate diploma qualifies for progression to Masters candidature.

Graduate Diploma in Adult Literacy and Basic Education – Bundoora (EDGAL)

This is an advanced professional qualification for teaching in the field of Adult Literacy and Basic Education (ALBE). Graduates are qualified for employment in the ALBE sector. Candidates who wish to specialise in ALBE may choose TESOL subjects as two of their electives.

Admission requirements

A bachelor degree or equivalent qualification is required.

Course structure

This course has a total of 120 credit points. Students take six 20-credit point subjects.

Students select two or three subjects from:

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 2 | Adult Education: theory, practice & change | EDU42AET |
| 2 | Developments in Literacy Education | EDU42DLE |
| | Literacies and Globalisation ¹ | EDU42LAG |
| | Learning, Reading and Writing ¹ | EDU41LRW |
| | Learning and Professional Practice ¹ | EDU41LPP |
| | Literacies, Cultures and Life-stories ¹ | EDU42LAC |

Other subjects may be selected from:

| | | |
|---|----------------------------------|----------|
| 1 | Communication and Culture | EDU41CC |
| | Managing Organisational Change | EDU41MOC |
| 2 | Education and Cultural Diversity | EDU42ECD |

or an alternative subject/s (which may include TESOL subjects) from the IFE listing with the approval of the course co-ordinator.

Key: ¹ not available in 2004.

Graduate Diploma in Education – Bundoora, Bendigo, Shepparton, Albury-Wodonga

The course offers a pre-service teacher education qualification for graduates which satisfies the prerequisites for employment as a teacher in state and independent schools. It is available in three streams: primary, secondary and Prep-12. Different programs are available on different campuses. The primary course contains an optional additional program in LOTE teaching.

The course normally requires one year of full-time study. A limited number of part-time places are available, permitting study over two years. Part-time enrolment involves attending the University at least two and a half days a week, to which teaching practice is additional. Evening programs are not available.

Before embarking on this course, candidates with qualifications that are not standard Victorian university degrees are strongly advised to check with the Victorian teacher accreditation authority through the Victorian Institute of Teaching or other employment authorities to ensure that they will be eligible for employment in the school sector. The student's first degree and subject combinations must be acceptable to the appropriate employer authorities.

Application procedures

Candidates for the course must apply through the Victorian Tertiary Admissions Centre (VTAC) by 30 September. Late applications (at an additional cost) close mid-November. Application forms are provided in the VTAC Guide (available from newsagents) or via the VTAC Infonet: www.vtac.edu.au.

An information meeting for prospective candidates is held in late August or early September each year. Details are widely advertised at the time.

English requirement

The University Test of English as a Second Language (UTESL). If you do not have a satisfactory result in any standard Year 12 English in Australia (including applicants with overseas qualifications), or if you have not received official exemption from the University Test of English as a Second Language from the institution of your first preference, you must enrol for this written test of reading, writing and listening skills. If you fail to sit the test, you will not be considered for selection. Tests are conducted by the Language Testing Research Centre at The University of Melbourne. Please refer to the *VTAC Guide 2004* for details.

POLICE RECORD CHECK

All students enrolling in the Graduate Diploma in Education will be required to complete a Victorian Police 'Consent To Check and Release Form'.

Secondary Program – Bundoora (EDGES), Bendigo (BEGES)

This course qualifies graduates to teach in post-primary schools and colleges, and adult (including TAFE) contexts in Australia. It is also excellent preparation for any career that requires well-developed communication and interpersonal skills.

Admission requirements

Applicants should have a bachelor degree or equivalent with sequences of studies in relevant subjects that satisfy the prerequisites specified for the particular teaching method. Normally this is at least a sub-major in each of two recognised teaching subjects. Competence in English as specified in the VTAC guide for local students and university admission requirements for international students.

Course structure

The course is normally undertaken by full-time study for one academic year or part-time over two or three years.

The course is planned around three major areas of study:

- approaches to teaching and learning
- methodology and curriculum
- practical teaching.

There are two 14-week semesters of University-based work, including nine weeks of school teaching and further supervised school experience.

Subject to approval this course will have a total of 120 credit points, comprising six 20 credit point subjects.

| Sem. | Subject title | Subject code |
|------|-------------------------------|--------------|
| 1 | Context of Learning | EDU41COL |
| 1 | Teaching Practice and Skills | EDU41TPS |
| 2 | Issues in Secondary Education | EDU42SEI |
| 2 | Teaching Practice and Models | EDU42TPM |

Plus two teaching method subjects from those listed below:

All students enrol in two teaching methods. Methods offered in any given year and on a particular campus will depend upon available staff and student numbers. Quotas may apply in some areas. Visual Art Method 1 and 2 offered on the Bendigo campus are normally taken as a pair to constitute a double method. VET Method and Technology Method are offered on both campuses and will be timetabled in block mode during weekends or holiday periods.

Methods available on the Bundoora Campus

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | VET Teaching Method | EDU41VM1 |
| 2 | Technology Teaching Method | EDU42MTT |
| A | Biology Teaching Method | EDU40BTM |
| A | Chemistry Teaching Method | EDU40CTM |
| A | English Teaching Method | EDU40ETM |
| A | ESL Teaching Method | EDU40TSL |
| A | Information Technology/Computing Teaching Method | EDU40ITM |
| A | LOTE Teaching Method | EDU40LM |
| A | Mathematics Teaching Method | EDU40MTM |
| A | Physics Teaching Method | EDU40PTM |
| A | Science Teaching Method | EDU40STM |
| A | SOSE Teaching Method | EDU40SEM |

Methods available on the Bendigo campus

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | VET Teaching Method | EDU41VM1 |
| 2 | Technology Method | EDU42MTT |
| A | Biology Teaching Method | EDU40BTM |
| A | Business Studies Teaching Method | EDU40BSM |
| A | Chemistry Teaching Method | EDU40CTM |
| A | English Teaching Method | EDU40ETM |
| A | Geography Method | EDU40GTM |
| A | History Method | EDU40HTM |
| A | LOTE Teaching Method* | EDU40LM |
| A | Mathematics Teaching Method | EDU40MTM |
| A | Outdoor Education Teaching Method | EDU40OEM |
| A | Physics Teaching Method | EDU40PTM |
| A | Psychology Teaching Method | EDU40PSM |
| A | Science Teaching Method | EDU40STM |
| A | Environmental Science Teaching Method | EDU40ESM |
| A | ESL Teaching Method | EDU40TSL |
| A | Health Education Teaching Method | EDU40HEM |
| A | Information Technology/Computing Teaching Method | EDU40ITM |
| A | Physical Education Method | EDU40PEM |
| A | Social Education Method | EDU40SEM |
| A | Visual Arts Method 1 | EDU40VA1 |
| A | Visual Arts Method 2 | EDU40VA2 |
| A | Environmental Science Teaching Method | EDU40ESM |
| A | Health Education Teaching Method | EDU40HEM |
| A | Physical Education Method | EDU40PEM |

Key: *LOTE Teaching Method includes vacation classes.

Additional methods such as health and environmental science may be offered in conjunction with other campuses or another institution.

Prep – Year 12 (P-12) Program – Albury-Wodonga (EDGEPPW)

The Graduate Diploma in Education (P-12) qualifies graduates to teach in primary or secondary schools in Australia and in many countries overseas. The program is designed around the general theme of understanding, explaining and improving the practice of teaching and learning.

Admission requirements

Any three-year bachelor degree (as for the primary stream) with major or sub-major sequences in subjects appropriate to two specialist teaching method areas is required. The degree must be acceptable to the appropriate qualifications board for employment as a teacher. Competence in English as specified in the VTAC guide for local

students and university admission requirements for international students.

Course structure

The course provides methods of study in each of the seven key learning areas (SOSE, English, health/PE, technology, arts, mathematics and science), as well as a VCE specialism in the two method areas defined by the major and sub-major studies in the first degree. It is also possible to undertake a specialisation in LOTE teaching. Students undertake 60 days of school experience including a 45-day practicum and a minimum 15 days of fieldwork. The school experience is completed in both primary and secondary schools. A pass in all components of all subjects is required for successful completion of the degree.

The course consists of 120 credit points and may be taken full-time over one year or part-time over two years. There are three core elements of the course.

| Sem. | Subject title | Subject code |
|------|----------------------------------|--------------|
| 1 | Teaching Practice 1 | EDU41TP1 |
| 2 | Teaching Practice 2 | EDU42TP2 |
| A | Methods of Teaching | EDU40MTP |
| A | Theory and Practice of Education | EDU40TPE |

Primary Program – Bundoora (EDGEPP), Shepparton (EDGEPP)

This course provides the teacher training component of the requirements for qualification as a teacher in Victoria and most other states, as well as many overseas countries. It covers the following method areas: English, mathematics, science, technology, studies of society and environment, visual and performing arts, health and physical education, and includes languages other than English teaching method for selected students with appropriate qualifications.

The primary program is designed around the general theme of understanding, explaining and improving the practice of teaching and learning. Theory arises out of, and is integrated with, practice wherever possible.

Part-time program

Limited part-time places are available. Part-time candidates attend a course of study and undertake practical teaching experience over two years. They are expected to attend classes and other formal activities for approximately three days a week during each semester in addition to practical teaching experience. First-year part-time students are required to complete the first three-week teaching round. Theory and Practice of Education (which is part of Issues in Education EDU40IIE) is a compulsory subject in the first year. Students are advised to take the mathematics or English method subject during the first year. Most activities are in normal working hours. Primary part-time students are members of the primary full-time course.

Admission requirements

A three-year bachelor degree, acceptable to the appropriate qualifications board, is the minimum prerequisite. Competence in English as specified in the VTAC guide for local students and university admission requirements for international students.

Course structure

This course has a total of 120 credit points.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Teaching Practice 1 | EDU41TP1 |
| 2 | Teaching Practice 2 | EDU42TP2 |
| A | Issues in Education | EDU40IEP |
| A | Primary English Method | EDU40PEN |
| A | Primary Health and PE Method | EDU40HPE |
| A | Primary Learning Technologies Method | EDU40PLT |
| A | Primary Maths Method | EDU40PMA |
| A | Primary Science Method | EDU40PSC |
| A | Primary SOSE Method | EDU40PSO |
| A | Primary Visual & Performing Arts Method | EDU40VPA |

Primary LOTE Method (EDU40PLO) is an optional additional method and can be taken by those with the appropriate undergraduate qualifications in the Language Other than English.

A pass in all components of all subjects is required for successful completion of the degree.

Graduate Diploma in Educational Administration – Bundoora (EDGEA), Bendigo (BEGEA¹), Albury-Wodonga (EDGDEAW)

Key: ¹not available in 2004.

This course is designed for people who wish to develop their skills as effective and reflective administrators. The focus of the course is on context-based leadership and management. Students are given the opportunity to explore theory and practice relevant to their particular contexts. Topics include consultative-participative leadership styles, communication, critical reflection, motivation, group relationships, decision-making, organisational culture, curriculum theory, design and development and approaches to teaching and learning.

Admission requirements

A bachelor degree or equivalent qualification with experience in education and/or administration is required.

Course structure

This course has a total of 120 credit points.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 2 | Educational Administration 2: a critical approach | EDU42EA2 |
| 2 | Leadership and Supervision Skills | EDU42LSS |

plus

elective subjects totalling 60 credit points taken from the GradDipEducStudies, MEd or MBA listing.

Graduate Diploma in Educational Studies – Bundoora (EDGEST), Bendigo (BEGEST¹), Shepparton (EDGESTP), Albury-Wodonga (EDGESTW)

Key: ¹Not available in 2004.

This course is designed to provide an opportunity for teachers and other professionals to further their professional development in general educational studies. It provides a fourth-year qualification for three-year trained primary teachers or a qualification in education for nurses or other professionals who wish to pursue studies in professional education related to their own environment. The course is a pathway to masters level study.

Admission requirements

A three-year bachelor degree or equivalent is required.

Course structure

The course has a total of 120 credit points. Subjects may be selected from the following.

| Bundoora Campus | | |
|-----------------|---|--------------|
| Sem. | Subject title | Subject code |
| S | Classroom Discipline | EDU43CSD |
| 1 | Approaches to Pastoral Care | EDU41APC |
| 1 | Communication and Culture | EDU41CC |
| 1 | Counselling Workshop | EDU41CWS |
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 1 | Enhancing Teaching and Learning with ICT and Multimedia | EDU41ITM |
| 1 | Introduction to Research Methodology | EDU41IRM |
| 1 | Learning Technologies in Education | EDU41LTE |
| 1 | Managing Organisational Change | EDU41MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1 | Reading Subject 1 | EDU41RS |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Research Practicum 1 | EDU41RP |
| 2 | Adult Education: Theory, Practice & Change | EDU42AET |
| 2 | Approaches to Humanistic Psychology | EDU42AHS |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Curriculum Development and Design | EDU41CDD |
| 2 | Developments in Literacy Education | EDU42DLE |
| 2 | Educational Administration 2: a critical approach | EDU42EA2 |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |

| | | |
|---|---|----------|
| 2 | Reading Subject 2 | EDU42RS |
| 2 | Research Practicum 2 | EDU42RP |
| 2 | Science Technology and Society in Education | EDU42STS |
| 2 | Using Multimedia for Learning | EDU42UML |
| A | Issues in Science Education | EDU40SE |
| A | Modes and Structures of Consciousness | EDU40MC1 |
| | Internet and Classroom Teaching ¹ | EDU41ICT |
| | Evaluation of Programs ¹ | EDU41EP |
| | Interpersonal Skills ¹ | EDU41IS |
| | Learning and Professional Practice ¹ | EDU41LPP |
| | Learning, Reading and Writing ¹ | EDU41LRW |
| | Person Centred Approach in Teaching, Counselling & Nursing ¹ | EDU41PCA |
| | Talking and Oral Communication ¹ | EDU41TOC |
| | Literacies and Globalisation ¹ | EDU42LAG |
| | Literacies, Cultures and Life-stories ¹ | EDU42LAC |

Bendigo Campus

| | | |
|---|------------------------------------|----------|
| 1 | Education Issues 1 | EDU51EI1 |
| 1 | Gifted Education | EDU41GE |
| 1 | Issues in Special Education | EDU41ISE |
| 1 | Perspectives in Education | EDU42PE |
| 1 | Project 1 | EDU51PJ1 |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Studies of Society and Environment | EDU41SE1 |
| 2 | Adventures in Education | EDU40AE |
| 2 | Education Issues 2 | EDU51EI2 |
| 2 | Health Education | EDU42HED |
| 2 | Positive Behaviour Plans | EDU41PBP |
| 2 | Project 2 | EDU51PJ2 |
| | Helping and Change ¹ | EDU41HC |

Key: ¹not available in 2004.

Graduate Diploma in Industry Training and Education – Bundoora (EDGITE), Albury-Wodonga (EDGITEW)

This course equips graduates to work as educators or trainers in business, government, industry, technical and further education (TAFE), vocational education and training (VET) and community education contexts. Graduates may be eligible to progress to higher degree candidature.

Admission requirements

A bachelor degree is required. Candidates with alternative TAFE qualifications and a trade background may apply for special entry to the course.

Course structure

This course has a total of 120 credit points.

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Methods of Teaching (Adult Stream) | EDU41MTA |
| 2 | Adult Education: theory, practice & change | EDU42AET |
| 2 | Curriculum Development and Design | EDU42CDD |

plus three electives totalling 60 credit points.

Electives

Three elective subjects in the student's area of interest may be chosen from the GradDip or MEd listing. The elective, Teaching Practice (VET) EDU41TPV or EDU42TPV should be taken by students wishing to do supervised teaching practice in the TAFE sector.

Graduate Diploma in LOTE Teaching – Bundoora (EDGLT)

This is an advanced professional qualification for teachers of languages other than English (LOTE). Graduates with appropriate initial teaching qualifications are qualified for employment in all LOTE teaching sectors. Students undertake a 22-day teaching practicum as part of the program.

Admission requirements

Applicants should normally have a recognised teaching qualification of at least four years duration with either three years of university study of the LOTE, graduating at advanced level, or native speaker background.

Course structure

This course has a total of 120 credit points.

| Sem. | Subject title | Subject code |
|----------------------------|--|--------------|
| Core subject | | |
| A | LOTE Teaching Methodology | EDU40LTM |
| 1or2 | Language Teaching Practice | EDU41LTP |
| 2 | Bilingualism and Education | EDU42BLE |
| | Language Curriculum, Materials Development & Assessment ¹ | EDU41LCD |
| Plus two of the following: | | |
| 1 | Communication and Culture | EDU41CC |
| 1 | Sociolinguistics in Language Teaching | EDU41SGT |
| 2 | Education and Cultural Diversity | EDU42ECD |
| | Second Language Acquisition ¹ | EDU41SLA |

or language upgrading studies in another Department or School or a subject from the Graduate Diploma, Master of Applied Linguistics or Master of Education listing.

Key: ¹not available in 2004.

Graduate Diploma in Special Education and Human Services – Bendigo (BEGSEHS)

The Graduate Diploma in Special Education and Human Services is a postgraduate qualification for professionals from a range of disciplines working with people with disabilities.

It is recognised by the Victorian Department of Education and Training and the Registered Schools' Board in Victoria as a fourth year of study for employment in government and non-government schools.

Admission requirements

The minimum admission requirement is a three-year qualification. Students who do not satisfy all the normal entry requirements may be considered for special entry. A limited number of places are available under this provision.

Course program

Most subjects will be offered during school vacations and at weekend schools. The course will therefore be accessible to students in full-time employment and those who do not live in Bendigo.

Course structure

The course consists of six equivalent semester subjects. Students may take the core subject – Issues in Special Education – plus five electives or the core subject plus Research in Integration plus three electives.

For students taking this course as a fourth year of their primary teaching qualification, the two practicum subjects must be completed for recognition by the Department of Education and Training. This course has a total of 120 credit points.

| Sem. | Subject title | Subject code |
|------|-----------------------------|--------------|
| 1 | Issues in Special Education | EDU41ISE |

Elective subjects

These subjects are offered subject to staff availability and student numbers.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1or2 | Integrated Practicum | EDU41IP |
| 1or2 | Research in Integration ² | EDU41RII |
| 1or2 | Self Initiated Project | EDU41SIP |
| 1or2 | Special Setting Practicum | EDU41SSP |
| 1 | 'At Risk' Students: critical considerations | EDU41ARS |
| 1 | Adapted Physical Education | EDU41APE |
| 1 | Communication and Technology | EDU41CAT |
| 1 | Education Research Methods 1 | EDU41RM1 |
| 1 | Gifted Education | EDU41GE |
| 1 | Working with Families | EDU41WWF |
| 2 | Positive Behaviour Plans | EDU42PBP |
| 2 | Vision: ability and disability | EDU42VAD |
| 2 | Promoting Excellence | EDU42PE |
| | Community Life ¹ | EDU42CL |
| | Helping and Change ¹ | EDU41HC |
| | Maths for Everyone ¹ | EDU40MFE |

Note: Students can elect to graduate with a graduate certificate by completing the core subject, Issues in Special Education, plus two additional subjects selected from the list above.

Key: ¹not available in 2004.

²equivalent to two elective subjects.

Graduate Diploma in Student Welfare – Bundoora (EDGSW), Bendigo (EDGSWBE), Albury-Wodonga (EDGSWW)

The course provides a professional qualification for student welfare co-ordinators or for teachers interested in developing a career path in student welfare or associated roles. The course aims to provide candidates with specific understandings and skills that will enhance their performance in pastoral care and student welfare.

Admission requirements

Normally applicants should have an approved teacher training qualification and a minimum of four years of teaching experience. Candidates with a Bachelor degree may apply and will be considered based on their background and experience.

Course structure

The course consists of six 20-credit point subjects or 120 credit points of study.

Bundoora Campus

Core subjects

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Counselling Workshop | EDU41CWS |
| 2 | Approaches to Pastoral Care | EDU42APC |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |

Elective subjects

| | | |
|---|--|----------|
| A | Classroom Discipline | EDU43CSD |
| S | Modes and Structures of Consciousness | EDU40MC1 |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | Approaches to Humanistic Psychology | EDU42AHS |
| | The Person-Centred Approach ¹ | EDU41PCA |
| | Interpersonal Skills ¹ | EDU41IS |

Bendigo Campus

Core subjects

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Teachers as Counsellors | EDU41TAC |
| 2 | Approaches to Pastoral Care | EDU42APC |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |

Elective subjects

| | | |
|---|---------------------------------|----------|
| 1 | Challenging Behaviour | EDU51CB |
| 1 | Positive Behaviour Plans | EDU41PBP |
| 1 | Working With Families | EDU41WWF |
| 2 | Consultation and Change | EDU52CAC |
| | Helping and Change ¹ | EDU41HC |

Key: ¹not available in 2004.

Notes: with the approval of the course co-ordinator, students may select an alternative elective from the BEd, Graduate Diploma or Masters subject listing or from other Faculty subject listings. Students should consult a course adviser at the campus of enrolment.

Graduate Diploma in Technology Education – Bundoora (EDGTE), Bendigo (BEGTE), Mildura (EDGTEM), Shepparton (EDGTEP), Albury-Wodonga (EDGTEW)

The course is a two-year full-time or equivalent program and is offered through a co-operative arrangement between TAFE institutions and La Trobe University. It is primarily designed to train teachers for secondary schools in the Technology Key Learning Area (KLA). For years 7 – 10, the KLA integrates information, materials and systems. At VCE level, the Technology curriculum becomes more specialised and includes: (i) Systems and Technology, (ii) Design and Technology, (iii) Food Technology and (iv) Information Technology. Graduates will teach in one or more of these areas and also in a VCE Vocational Education and Training subject area depending on their prior qualifications and industry experience.

Admission requirements

To be eligible for entry to the course, applicants must satisfy one or more of the following requirements:

1. Certificate of Proficiency of the Victorian Industrial Training Commission or equivalent, and substantial relevant work experience such that the period of apprenticeship and work experience totals not less than eight years.
2. A Certificate of Technology or other approved two-year full-time post-Year 11 TAFE certificate or equivalent, plus at least six years of relevant work experience.
3. Diploma or other approved two-year full-time post-Year 12 diploma, or equivalent, plus at least two years of relevant work experience.
4. Other such vocational qualifications and occupational experience as may be deemed by the University and the Department of Education and Training to be at least equivalent to one of the above.

Literacy assessment test

Candidates who have not completed Year 12 English or equivalent will be required to undertake an English Language Literacy Assessment Test. The test will be conducted at the relevant campus prior to the close of applications.

Police record check

All students enrolling in the Graduate Diploma in Education will be required to complete a Victorian Police 'Consent To Check and Release Form'.

Course structure

| Sem. | Subject title | Subject code |
|---------------|--|-----------------------|
| Year 1 | | |
| | La Trobe University subjects: | |
| 1 | Industrial Practicum A | EDU41IPA |
| 1 | Studies in Information Technology* | EDU41SIT |
| 1 | VET Teaching Method 1 | EDU41VM1 |
| 1or2 | Studies in Technology: materials and systems | EDU41TMS/ EDU42TMS |
| 2 | Curriculum Development and Design | EDU42CDD |
| | TAFE subjects: | |
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Safe Practices in the VET Classroom | EDU40SPC |
| A | Studies in Information Technology* | EDU40SIT |
| Year 2 | | |
| | La Trobe University subjects: | |
| 1orS | Issues in Education | EDU41IE/EDU43IE |
| 1 | Industrial Practicum B | EDU41IPB |
| 2 | Methods of Teaching (Technology Method) | EDU42MTT |
| 2 | Industrial Practicum C | EDU42IPC |
| 2 | Industrial Practicum D | EDU42IPD |

Key: *there is an option to take this subject at either TAFE or La Trobe University.
Note: if a subject is under-enrolled (fewer than 10), students may be required to attend University subjects at another campus.

Graduate Diploma in TESOL – Bundoora (EDGET), Bendigo (BEGET)

This is an advanced professional qualification in teaching English to speakers of other languages. It is suitable for teachers wishing to upgrade their qualifications and may be taken at two levels: an introductory level for those with little or no previous experience of TESOL, and a more advanced level for those with more than three years of practical TESOL experience. Graduates with appropriate pre-service teaching qualifications are qualified for employment in all TESOL sectors.

Admission requirements

Applicants will normally have a recognised teaching qualification of at least four years duration. Applicants with a degree who do not meet this requirement may make application for special entry based on appropriate work experience and/or a commitment to working in TESOL programs for which a general teaching qualification is not a requirement. In such cases, the course may provide a recognised TESOL qualification but will not qualify candidates to teach in government schools and some adult education programs in Australia.

Police record check

All students enrolling in the Graduate Diploma in Education will be required to complete a Victorian Police 'Consent To Check and Release Form'.

Course structure

The course includes a range of areas relating to TESOL including the nature and structure of written and spoken English, teaching methodology, issues in bilingualism, materials design and curriculum. For Australian residents, the course may include 22 days of practical teaching experience to meet the requirements of Australian professional guidelines.

This course has a total of 120 credit points, made up of six 20-credit point subjects. Students should seek advice and approval of their selection from the following subjects:

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Communication and Culture | EDU41CC |
| 1 | English Grammar for Teaching | EDU42EG |
| 1or2 | Language Teaching Practice | EDU41LTP |
| 1 | Language Teaching 1 | EDU41LT1 |
| 1 | Language Curriculum, Materials Development & Assessment1 | EDU41LCD |
| 1 | Second Language Acquisition1 | EDU41SLA |
| 1 | Sociolinguistics in Language Teaching | EDU41SGT |
| 2 | Analysing Spoken English for TESOL1 | EDU42ANT |
| 2 | Advanced Methodology in Language Teaching | EDU42ALT |
| 2 | Bilingualism and Language Education | EDU41BLE |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Language Teaching 2 | EDU42LT2 |

Key: 1 not available in 2004.

Students may take two adult literacy and basic education (ALBE) subjects with the approval of the ALBE and TESOL course convenors. Under certain circumstances and with the approval of the TESOL convenor, students may select subjects in multicultural education or cross-cultural communication or research methodology.

Graduate Diploma in Vocational Education and Training – Bundoora (EDGVET), Bendigo (BEGVET), Mildura (EDGVETM), Shepparton (EDGVETP), Albury-Wodonga (EDGVETW)

This course is offered jointly with approved institutes of TAFE. The course provides a teacher education credential designed for those who are currently involved with teaching in training environments such as industry or TAFE, or those who have an interest in this area.

Admission requirements

A bachelor degree, or a professional qualification which satisfies requirements for employment in the TAFE sector is required, that is, a minimum of Level 3 Certificate plus five years of industry experience.

Course structure

This course has a total of 120 credit points and consists of six subjects. The following subjects are taken at the University.

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Methods of Teaching (Adult Stream) | EDU41MTA |
| 2 | Curriculum Development and Design and one of: | EDU42CDD |
| 2 | Adult Education: theory, practice and change | EDU42AET |
| 2 | Leadership and Supervision Skills | EDU42LSS |

The following subjects are taken with an approved TAFE institute.

| Sem. | Subject title | Subject code |
|------|--|-----------------------|
| 1or2 | Teaching Practice (VET) | EDU41TPV/ EDU42TPV |
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Teaching and Learning in TAFE | EDU40TLT |

Postgraduate Diploma in Science and Technology Education – Bundoora (EDPSTE)

The course is designed to upgrade teacher qualifications in science and/or technology by integrating further discipline studies in science and technology with postgraduate education studies. The course caters for science teachers and teacher educators who wish to upgrade their existing science teaching skills. Participants will have the opportunity

to select science subjects appropriate to their existing fields of science and technology teaching or science and technology teacher education.

Admission requirements

Applicants should have a recognised teaching qualification and normally have successfully completed appropriate tertiary studies of at least a sub-major sequence in science, mathematics or technology. Candidates who have also successfully completed a specialist graduate diploma in an area related to science education may progress directly to the Master of Science and Technology Education.

Course structure

The course consists of 120 credit points of study and is Part 1 of a two-year masters program consisting of the Postgraduate Diploma in Science and Technology Education and the Master of Science and Technology Education. It can be taken over one year full-time or two-three years part-time. The postgraduate diploma contains a minimum of 45 credit points of education subjects and a minimum of 45 credit points of science subjects, with the remaining 30 credit points selected from either science or education. The science subjects should normally be at third or fourth year level.

| Sem. | Subject title | Subject code |
|------|--|--------------|
| A | Issues in Science Education Select one from | EDU40SE |
| 1 | Enhancing Teaching and Learning with ICT and Multimedia | EDU41ITM |
| 2 | Science, Technology and Society | EDU42STS |

Plus relevant science or technology degree subjects in accordance with the course requirements normally from Level 3 or 4 from the Faculty of Science, Technology and Engineering.

MASTERS DEGREES BY COURSEWORK

Please refer to the course availability table at the beginning of this section.

- Master of Adult Education
- Master of Applied Linguistics
- Master of Arts
- Master of Education
- Master of Educational Leadership and Management
- Master of Arts in Student Welfare and Guidance
- Master of Science and Technology Education
- Master of Special Education
- Master of Teaching

These programs are designed for graduates with a professional interest in education who wish to undertake research and to update and reflect on their knowledge of theory. The programs may be completed by coursework or research or a combination of both.

With the exception of the Master of Teaching, students may choose from four strands. Strands 1 and 2 are research degrees. Strands 3 and 4 are postgraduate coursework degrees.

Strand 1: major thesis only

Students complete a research thesis of 50,000-60,000 words over one to two years full-time or two to four years part-time. The thesis constitutes 100 per cent of the examination for the degree and is examined externally. Students studying by research may audit appropriate research methodology subjects or classes from the coursework program.

Strand 2: coursework and major thesis

The degree program consists of two coursework subjects and an externally examined thesis of 40,000 words. It may be taken over one to two years full-time or two to four years part-time. There is a 5,000-word internally assessed essay for each of the two coursework subjects. Students are expected to attain at least a B average in their coursework subjects before proceeding to the thesis.

Strand 3: coursework and minor thesis

For the one-year program, the course consists of 60 credit points of coursework and a minor thesis of 15,000-20,000 words. There is a 5,000-word internally assessed essay for each of the coursework subjects. Students are required to attain a B average in their coursework in order to proceed to the minor thesis; otherwise they

may complete the degree by the coursework only option. The minor thesis is examined externally. Students who achieve a B average in the first two subjects may apply to transfer their candidature to Strand 2.

Strand 4: coursework only

For the one-year program, the degree consists of coursework of 120 credit points. There is a 5,000-word internally assessed essay for each of the coursework subjects. Students who achieve a B average for the first two subjects may apply to transfer their candidature to Strand 2.

Master of Adult Education – Bundoora (EDMAEC), Bendigo (BEMAEC)', Albury-Wodonga (EDMAECW)

Key: ¹not available in 2004.

This course is designed to provide higher degree qualifications for those whose study, research and professional interests are in the education and training of adults. The course provides a career pathway for industry trainers, VET and TAFE teachers, adult literacy and language teachers, consultants and those working in health and human services industries. The course may be taken on a single campus or a combination of campuses.

Admission requirements

Candidates with a three-year bachelor degree or equivalent tertiary qualification are eligible for entry to a two-year (240 credit points) program, consisting of a Graduate Diploma in a related area and a Master of Adult Education. Applicants to the one-year (120 credit points) program should have either a four-year teaching qualification, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure

As for the Master of Education, candidates may study in one of the four strands. Strands 1 and 2 are research degrees. Strands 3 and 4 are coursework degrees. Please refer to the earlier description for details. Students should select at least two subjects from Group A and either undertake a minor thesis or select a further 60 credit points of study from Group B.

Bundoora Campus

| Sem. | Subject title | Subject code |
|----------------|---|--------------|
| Group A | | |
| 1 | Managing Organisational Change | EDU41MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1 | Learning, Reading and Writing ¹ | EDU41LRW |
| 2 | Adult Education: Theory, Practice and Change | EDU42AET |
| | Learning and Professional Practice ¹ | EDU41LPP |
| Group B | | |
| A | Modes and Structures of Consciousness 1 | EDU40MC1 |
| 1 | Communication and Culture | EDU41CC |
| 1 | The Person Centred Approach ¹ | EDU41PCA |
| 1 | Research Methods in Education | EDU51RME |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | Qualitative Research Methods in Education | EDU52QRM |
| | Using Multimedia for Learning | EDU42UML |

Bendigo Campus

| | | |
|----------------|--|----------|
| Group A | | |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 2 | Adult Education: Theory, Practice and Change | EDU42AET |
| Group B | | |
| 1 | Project 1 | EDU51PJ1 |
| 1 | Teachers' Lives | EDU51TLC |
| 1 | Education Issues 1 | EDU51EI1 |
| 1 | Research Methods in Education | EDU51RME |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Education Issues 2 | EDU52EI2 |
| 2 | Project 2 | EDU52PJ2 |

Key: ¹not available in 2004.

Master of Applied Linguistics – Bundoora (EDMAL), Bendigo (BEMAL)

This program leads students from an advanced professional qualification in the area of language and literacy to an increased focus on research across the range of concerns related to language in applied contexts. Graduates of the course will be equipped to take positions of responsibility in the planning, administration and delivery of language and literacy programs and will be qualified to undertake applied research relevant to their professional responsibilities and interests.

Admission requirements

Applicants should have a four-year degree in a related discipline or a bachelor degree plus an approved fourth year of study. Candidates with a bachelor degree may apply to enrol in a two-year program consisting of a graduate diploma course (one year full-time) and articulate to the Master of Applied Linguistics in the second year.

Course structure

Major sequences are available in TESOL (Teaching English to Speakers of Other Languages), LOTE (Languages Other Than English) teaching, intercultural education, and literacy education, according to the subjects selected. A minimum of 60 credit points in Part 2 of the program should be in the area selected for the major. The one-year program has a total of 120 credit points. Students choose six of the following 20-credit point subjects, or three subjects and a minor thesis.

Bundoora Campus

| Sem. Subject title | Subject code |
|---|-----------------|
| A Modes and Structures of Consciousness | EDU40MC1 |
| 1 Communication and Culture | EDU41CC |
| 1 English Grammar for Teaching | EDU42EG |
| 1 Research Methods in Education | EDU51RME |
| 1 Sociolinguistics and Language Teaching | EDU41SGT |
| 1or2 Minor Thesis | EDU51MT/EDU52MT |
| 2 Advanced Methodology in Language Teaching | EDU42ALT |
| 2 Bilingualism and Language Education | EDU41BLE |
| 2 Developments in Literacy Education | EDU42DLE |
| 2 Education and Cultural Diversity | EDU42ECD |
| 2 Qualitative Research Methods in Education | EDU52QRM |
| Analysing Spoken English for TESOL | EDU42ANT |
| Language, Curriculum, Materials Development & Assessment1 | EDU41LCD |
| Literacies and Globalisation1 | EDU42LAG |
| Literacies, Cultures and Life-stories1 | EDU42LAC |
| Quantitative Research Methods in Education1 | EDU51QNR |
| Second Language Acquisition1 | EDU41SLA |

Key: 'not available in 2004.

Bendigo Campus

| | |
|----------------------------------|-----------------------|
| 1 Language Ecology | ENG51LE |
| 1 Language in Use | EDU51LIU |
| 1 Research Methods in Education | EDU51RME |
| 1or2 Analysing English for TESOL | EDU51ATS/ EDU52ATS |
| 1or2 Independent Study Program | EDU41ISP/EDU42ISP |
| 1or2 Minor Thesis | EDU51MT/EDU52MT |
| 2 Discourse Analysis | EDU52DA |
| Language and Society1 | EDU52LAS |

Key: 'not available in 2004.

Master of Arts – Bundoora (EDMAC), Albury-Wodonga (EDMACW), Master of Education – Bundoora (EDMEC), Bendigo (BEMEDC), Albury-Wodonga (EDMECW)

The Master of Education program is designed for graduates with a background in teaching and/or educational administration, or for other graduates with a professional interest in education. The Master of Arts is for professionals who do not have a background in education but who wish to advance their professional standing through studies in an education-related area. The MED or MA may be completed by either coursework or research or a combination of both. Please refer to the details on Masters degree Strands 1 to 4 listed under the heading Masters Degrees.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program. Applicants to the one-year program (120 credit points) or to research candidature (Strands 1 and 2) should have a Bachelor of Education, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure

The two-part masters program by coursework represents the fourth and fifth years of tertiary study (240 credit points). Part 1 of the program will be satisfied by completion of a recognised fourth year of study such as a Bachelor of Education, graduate diploma, honours degree or equivalent. Candidates who enter Part 2 of the program are required to complete 120 credit points.

Bundoora and Albury-Wodonga campus subjects

There are no core subjects for students studying on the Bundoora and Albury-Wodonga campuses. Students may select from the following listing or from subjects in other Institute for Education specialist masters courses. Students who wish to undertake Strand 3 with a minor thesis would generally be expected to enrol in at least one research methodology subject. Not all subjects will be available on each campus.

| Sem. Subject title | Subject code |
|---|-----------------------|
| A Issues in Science Education | EDU40SE |
| A Modes and Structures of Consciousness | EDU40MC1 |
| S Classroom Discipline | EDU41CSD |
| 1 Approaches to Pastoral Care | EDU41APC |
| 1 Communication and Culture | EDU41CC |
| 1 Counselling Workshop | EDU41CWS |
| 1 Educational Administration 1: a critical approach | EDU41EA1 |
| 1 Enhancing Teaching and Learning with ICT and Multimedia | EDU41ITM |
| 1 Learning Technologies in Education | EDU41LTE |
| 1 Managing Organisational Change | EDU41MOC |
| 1 Methods of Teaching (Adult) | EDU41MTA |
| 1 Person Centred Approach in Teaching and Counselling1 | EDU41PCA |
| 1 Reading Subject 1 | EDU41RS |
| 1 Research Methods in Education | EDU51RME |
| 1 Research Practicum 1 | EDU41RP |
| 1 Researching Good Practice 1 | EDU51RG |
| 1or2 'At Risk' Students: critical considerations | EDU41ARS/ EDU42ARS |
| 1or2 Minor Thesis | EDU51MT/EDU52MT |
| 1or2 Pedagogical Principles and Practice | EDU51PP/EDU52PP |
| 2 Adult Education: theory, practice & change | EDU42AET |
| 2 Approaches to Humanistic Psychology | EDU42AHS |
| 2 Curriculum Design and Implementation | EDU52CDI |
| 2 Curriculum Development and Design | EDU42CDD |
| 2 Developments in Literacy Education | EDU42DLE |
| 2 Education and Cultural Diversity | EDU42ECD |
| 2 Educational Administration: a critical approach | EDU42EA2 |
| 2 Holistic Education | EDU42HE |
| 2 Leadership and Supervision Skills | EDU42LSS |
| 2 Qualitative Research Methods in Education | EDU52QRM |
| 2 Reading Subject 2 | EDU42RS |
| 2 Research Practicum 2 | EDU42RP2 |
| 2 Researching Good Practice 2 | EDU52RG |
| 2 Science, Technology and Society in Education | EDU42STS |
| 2 Using Multimedia for Learning | EDU42UML |
| Interpersonal Skills1 | EDU41IS |
| Internet and Classroom Teaching1 | EDU41ICT |
| Learning and Professional Practice1 | EDU41LPP |
| Learning, Reading and Writing1 | EDU41LRW |
| Literacies and Globalisation1 | EDU42LAG |
| Literacies, Cultures and Life-stories1 | EDU42LAC |
| Quantitative Research Methods in Education1 | EDU51QNR |
| Talking and Oral Communication1 | EDU41TOC |

Key: 'not available in 2004.

Bendigo campus subjects

Students selecting Strand 3 must also study Research Methods in Education as a prerequisite to the minor thesis. Students selecting Strand 2 will study Research Methods in Education. Students in Strand 3 or 4 will negotiate the remaining subjects along professional interest lines. Normally, subjects are offered on an irregular basis subject to student numbers.

Curriculum and educational studies subjects

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | 'At Risk' Students: critical considerations | EDU41ARS |
| 1 | Consultation and Change | EDU51CAC |
| 1 | Teachers' Lives | EDU51TLC |
| 1 | Challenging Behaviour | EDU51CB |
| 2 | Education and Values | EDU51EV |
| 2 | Gender and Education | EDU52GE |
| 2 | Understanding Pedagogy | EDU51UP |

Leadership/management in education subjects

| | | |
|---|--------------------------|----------|
| 1 | Planning for Change | EDU52PFC |
| 2 | Education and Leadership | EDU51EL |

Literacy and language education subjects

| | | |
|---|-------------------------|----------|
| 1 | Literacy and Language 1 | EDU51LL1 |
| 2 | Literacy and Language 2 | EDU50LL2 |

Professional issues subjects

| | | |
|---|---------------------------|----------|
| 1 | Education Issues 1 | EDU51EI1 |
| 1 | Project 1 | EDU51PJ1 |
| 1 | Perspectives in Education | EDU51PIE |
| 2 | Education Issues 2 | EDU51EI2 |
| 2 | Project 2 | EDU51PJ2 |

Research subjects

| | | |
|---|-------------------------------|----------|
| 1 | Research Methods in Education | EDU51RME |
| 1 | Minor Thesis | EDU51MT |
| 2 | Minor Thesis | EDU52MT |

Master of Educational Leadership and Management – Bundoora (EDMELC), Bendigo (BEMELMC¹), Albury-Wodonga (EDMELCW)

The course caters for people who are interested in pursuing a role in leadership, management and evaluation of educational institutions and systems including schools, universities, TAFE, health and nursing education, and other industries providing professional education. The course may be taken on a single campus or a combination of campuses. It is structured to ensure that key areas of educational leadership and management are addressed by all students and at the same time, provides substantial scope for elective subjects to meet individual needs. Elective subjects may be selected from the subject listing for the Graduate Diploma in Educational Studies, other approved graduate diploma or masters courses and also from the MBA listings of the Faculty of Law and Management, or the Master of Business listings of the School of Business and Technology in the Faculty for Regional Development.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program (240 credit points) consisting of the Graduate Diploma in Educational Administration or another approved graduate diploma course and the Master of Educational Leadership and Management. Applicants to the one-year program (120 credit points) should have a Bachelor of Education, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure

The course consists of 120 credit points. Candidates may study in one of the four strands described in the description of masters programs. Strands 1 and 2 are research degrees. Strands 3 and 4 are the coursework degrees. The subjects are as follows:

Bundoora Campus

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Educational Administration 1: a critical approach | EDU41EA1 |
| 1 | Educational Administration 2: a critical approach | EDU42EA2 |
| 2 | Leadership and Supervision Skills | EDU42LSS |

Electives may be selected from the Education subject listing, such as:

| | | |
|---|---|----------|
| 1 | Communication and Culture | EDU41CC |
| 1 | Counselling Skills | EDU41CWS |
| 1 | Managing Organisational Change | EDU41MOC |
| 1 | Research Methods in Education | EDU51RME |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 2 | Qualitative Research Methods in Education | EDU52QRM |

| | | |
|-----|---|----------------------------|
| 1&2 | Minor Thesis Evaluation of Programs ¹ | EDU51MT/EDU52MT EDU41EP |
|-----|---|----------------------------|

Electives may also be selected from the Business listing, such as:

| | | |
|---|--|----------|
| 1 | Management Accounting ² | ACC40MAC |
| 2 | Human Resource Management ² | MGT40HRM |

Key: ¹not available in 2004.

²refer to the School of Business (in the Faculty of Law and Management) section of the Handbook for subject descriptions.

Bendigo Campus

| Sem. | Subject title | Subject code |
|------|---------------------------|--------------|
| 1 | Education and Leadership | EDU51EL |
| 1 | Perspectives in Education | EDU40PIE |
| 1 | Planning for Change | EDU52PFC |

Electives may also be selected from the Management and Technology listing, such as:

| | | |
|---|--|----------|
| 1 | Managing Organisational Behaviour ² | MGT42MOB |
| 2 | Financial Management ² | COM52FM |

Key: ²refer to the School of Business and Technology (in the Faculty for Regional Development) section of the Handbook for subject descriptions.

Master of Arts in Student Welfare and Guidance – Bendigo (RMASWG), Bundoora (EDMASWG)

The course is for teachers or graduates with an interest in the area of student welfare or educational counselling and guidance. The program requires no previous counselling experience and is designed to provide additional skills and understandings to educators who take on a student-welfare oriented role in their school or institution.

Admission requirements

Applicants should normally have a recognised teaching qualification and three years of teaching experience. Applicants with equivalent tertiary qualifications and experience will also be considered.

Course structure

The course consists of 120 credit points. Candidates may study in one of the four strands described in the description of masters programs. Strands 1 and 2 are research degrees. Strands 3 and 4 are the coursework degrees. The subjects are as follows:

Bundoora Campus**Core subjects**

| Sem. | Subject title | Subject code |
|------|--|--------------|
| A | Modes and Structures of Consciousness | EDU40MC1 |
| S | Classroom Discipline | EDU43CSD |
| 1 | Communication and Culture | EDU41CC |
| 1 | Counselling Workshop | EDU41CWS |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Pedagogical Principles and Practice | EDU51PP |
| 1or2 | Minor Thesis | EDU51MT |
| 2 | Approaches to Pastoral Care | EDU42APC |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Holistic Education | EDU42HE |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 2 | Approaches to Humanistic Psychology | EDU42AHS |
| | Interpersonal Skills ¹ | EDU41IS |
| | Person-centred Approach to Teaching and Counselling ¹ | EDU41PCA |

Bendigo Campus

| | | |
|------|---|----------|
| 1 | Challenging Behaviour | EDU51CB |
| 1 | Positive Behaviour Plans | EDU41PBP |
| 1 | Working With Families | EDU41WWF |
| 1 | Research Methods in Education | EDU51RME |
| 1 | Teachers as Counsellors | EDU41TAC |
| 1or2 | Minor Thesis | EDU51MT |
| 2 | Approaches to Pastoral Care | EDU42APC |
| 2 | 'At Risk' Students: critical considerations | EDU42ARS |
| 2 | Consultation and Change | EDU52CAC |
| | Helping and Change ¹ | EDU41HC |

Key: ¹not available in 2004.

Notes: with the approval of the course co-ordinator, students may select an alternative elective from other Faculty Masters program subject listings. Students should consult a course adviser at the campus of enrolment.

Master of Science and Technology Education – Bundoora (EDMSTE)

The course is designed to upgrade teacher qualifications in science and/or technology by integrating advanced discipline studies in science and technology with postgraduate education studies. The course caters for science teachers and teacher educators who wish to upgrade their science teaching skills. Participants will have the opportunity to select science subjects appropriate to their existing fields of science and technology teaching or science and technology teacher education. In accordance with the structure of other masters degrees in the Institute for Education (refer Strand 3 and 4 MED), candidates may elect to undertake the degree by coursework or a combination of coursework and minor thesis.

Admission requirements

For Part 1, applicants should have a recognised teaching qualification and normally have successfully completed appropriate tertiary studies of at least a sub-major sequence in science, mathematics or technology. Candidates who have also successfully completed a specialist graduate diploma in an area related to science education may progress directly to Part 2 of the Master of Science and Technology Education program.

Course structure

The course is a 240 credit point Masters program consisting of the Postgraduate Diploma in Science and Technology Education [PGSTE] (Part 1) and the Master of Science and Technology Education [MSTE] (Part 2). It can be taken over two years full-time or three to four years part-time. The MSTE (Part 2) consists of 120 credit points of study with a minimum of 45 credit points of education subjects and 45 credit points of science subjects, with the remaining 30 credit points selected from either science or education. Normally, at least 30 credit points of the science subjects should be at fourth year level with the remainder at third year level. The science subjects are selected from those available in science and applied science degrees relevant to the teaching discipline of the individual student.

| Sem. | Subject title | Subject code |
|--|---|--------------|
| 1 | Research Methods in Education and either | EDU51RME |
| A | Innovations in Science Education ¹ | EDU51ISE |
| or | | |
| | two 15 credit point subjects, which have not previously been taken by the student in the postgraduate diploma course. | |
| or | | |
| 2 | Research Project | EDU52RP |
| As an alternative to the Education coursework subjects, students may undertake a Minor Thesis (60 credit points). Students selecting the minor thesis option must also audit the subject 'Research Methods in Education'. | | |
| Plus relevant science or technology degree subjects in accordance with the course requirements (refer to description under Course Structure) normally from Honours or Level 4 from the Faculty of Science, Technology and Engineering. | | |

Master of Special Education – Bendigo (BEMSE)

This course is a major initiative in promoting an inclusive concept of special education. The traditional area of the effective and equitable education of students with disabilities and impairments will still be addressed. There will also be opportunity to study other areas of current concern to school communities including: students-at-risk, specific literacy and numeracy difficulties, family and school relationship, gifted education, multicultural issues, change and intervention paradigms.

Admission requirements

Potential students will have completed a recognised fourth year of study in education, such as a four year Bachelor of Education, Graduate Diploma, Honours degree or equivalent, plus two years of relevant professional experience.

Course structure

The course comprises six units and has two pathways:

Pathway One

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Issues in Special Education plus five subjects from the elective list | EDU51ISE |

Pathway Two*

| | | |
|---|-----------------------------|----------|
| 1 | Issues in Special Education | EDU51ISE |
| 1 | Research Methods | EDU51RME |
| 1 | Minor Thesis 1 | EDU51MT |
| 2 | Minor Thesis 2 | EDU52MT |
| plus one subject from the elective list (excluding Project 1&2) | | |

Elective List

| | | |
|---|--|----------|
| 1 | At Risk Students | EDU51ARS |
| 1 | Challenging Behaviour | EDU51CB |
| 1 | Adapted Physical Education | EDU51APE |
| 1 | Literacy and Diversity | EDU51LAD |
| 1 | Communication and Technology | EDU51CAT |
| 1 | Research Methods | EDU51RME |
| 1 | Project 1 | EDU51PJ1 |
| 1 | Project 2 | EDU52PJ2 |
| 2 | Approaches to Pastoral Care | EDU52APC |
| 2 | Consultation and Change | EDU52CAC |
| 2 | Numeracy and Maths Education for Children and Adults | EDU52NME |

Key: * Minor Thesis 1 and 2 count as three units.

Master of Teaching – Bundoora (EDMTC), Bendigo (BEMTC), Albury-Wodonga (EDMTCW)

This course is designed to provide a professional qualification for teachers working in primary, secondary, and adult sectors including TAFE. It is a one-year program that can follow on directly from the Graduate Diploma in Education or equivalent, adding a further year to a first teaching qualification to meet a five-year requirement. It is focused around a research-based professional development program drawing on teachers' experiences in their own educational settings. The Professional Practicum component requires the equivalent of 60 days of practical teaching in an approved educational setting on assigned tasks to be negotiated between the institution and the University. This practicum may be carried out in the candidate's current employment situation. Upon submission of appropriate documentation, teachers with a minimum of five years of classroom experience will be granted an exemption from the Professional Practicum component (30 credit points) as recognition of prior learning.

Admission requirements

Applicants should have a four-year teaching qualification (Bachelor degree and Diploma of Education, pre-service BED or equivalent).

Course structure

| Sem. | Subject title | Subject code |
|------|--------------------------------------|--------------|
| A | Research Project – Field Study | EDU52RP |
| 1 | Pedagogical Principles and Practice | EDU51PP |
| 2 | Professional Practicum | EDU51PM |
| 2 | Curriculum Design and Implementation | EDU52CDI |

Plus a single-semester elective chosen from the graduate diploma or masters listing.

RESEARCH DEGREES AND DOCTORATES

Masters and doctoral research candidature is available in a wide range of areas concerned with education, health and human services. The distinction between the PhD, EdD and masters degree is based on both the scope of the program and the research effort required. Information about the areas of research in which supervision is currently available can be viewed at www.latrobe.edu.au/ife.

Research degrees at Masters level are offered in two strands:

Strand 1: thesis only

A research thesis of 50,000-60,000 words is written over one to two years full-time or two to four years part-time. The thesis constitutes 100 per cent of the examination for the degree and is examined externally. Students studying by research may audit appropriate research methodology subjects or classes from the coursework program.

Strand 2: coursework and major thesis

The degree program consists of two coursework subjects and an externally examined thesis of 40,000 words and may be taken over one to two years full-time or two to four years part-time. There is a 5,000-

word internally assessed essay for each of the two coursework subjects. Students are expected to attain at least a B average in their coursework subjects before proceeding to the thesis.

Doctor of Philosophy (EDPHD)

The Doctor of Philosophy (PhD) is intended for persons with strong theoretical and research interests whose primary commitment is to scholarship, research, teaching and professional training, usually in an academic setting. The PhD is undertaken by supervised research culminating in a thesis of approximately 80,000-100,000 words. Final assessment of the thesis is by three examiners including: one from Australia and one from outside Australia. The thesis must demonstrate that the candidate has mastery of the chosen field of study and a capacity to undertake independent research, and has made a significant contribution to knowledge.

Doctor of Education (EDED)

The Doctor of Education (EdD) is for persons who are primarily interested in advanced professional study involving the reflection on, development of, or evaluation of practice. The EdD is undertaken by two years of coursework followed by supervised research culminating in a thesis of approximately 50,000 words, which is assessed by external examiners. The coursework consists of two one-year subjects that enable advanced level study of professional issues, and each of these requires a 12,000-word essay. The thesis is often in an applied area and allows the researcher to make an intensive investigation in a professional field – usually a field in which they are personally engaged, and of which they have substantial experience.

Admission requirements

The usual minimum requirement for admission to candidature of PhD or EdD is the completion of a masters degree by research or, in some instances, a masters degree including a shorter minor thesis. Applicants with a high honours degree are eligible to apply. In addition, applicants must demonstrate by their academic achievements and references, their ability to undertake work at doctoral level. The period of candidature is three to four years full-time or four to eight years part-time.

Course structure

| | |
|--|----------|
| Innovation and Convention in Education | EDU60ICE |
| Research Approaches to Professional Issues | EDU60RAP |
| Thesis of 50,000 words | |

Enrolment

If a subject is under-enrolled (fewer than 10 students), it may be cancelled. Students may arrange to enrol in another class or apply to undertake a reading course or independent study with a supervisor.

Subject timetable

Subject timetables are available on the La Trobe University website. Vacation subjects for selected coursework programs are conducted in January, July and September. Some intensive mode subjects are also available during weekends. For further details on subject timetabling, please contact the administrative officer at each campus.

SCHOOL OF BUSINESS AND TECHNOLOGY

GRADUATE CERTIFICATES

Graduate Certificate in Computing (BECC)

The Graduate Certificate in Computing has been developed to satisfy the needs of those seeking introductory IT knowledge and skills to broaden qualifications gained in another tertiary discipline.

Admission requirements

Applicants must normally hold an undergraduate degree or equivalent. Candidates may apply for entry based upon considerable relevant work experience.

Course structure

The certificate is awarded upon completion of four subjects approved by the course co-ordinator of the Graduate Diploma in Computing.

320

Students normally enrol in the Graduate Diploma in Computing and may elect to graduate with the graduate certificate, or complete four additional subjects to complete the graduate diploma. Details of available subjects and their prerequisites are described under the Graduate Diploma in Computing.

Graduate Certificate in Management (BECM)

The Graduate Certificate in Management has been developed to satisfy the needs of people seeking an introductory set of management knowledge and skills to broaden qualifications normally gained in other tertiary disciplines. On completion of the course graduates will be able to display a range of competencies in some key, selected business-related discipline areas required for administrative or management positions in public or private organisations.

Admission requirements

Applicants must normally hold an undergraduate degree or equivalent with a minimum of two years work experience. Candidates may apply for entry based upon considerable relevant work experience.

Course structure

The certificate is awarded upon completion of four subjects.

| Sem. Subject title | Subject code |
|--|-----------------------|
| 1 Management Information Systems | INT41MIS |
| 1or2 Managing Organisational Behaviour | MGT41MOB/ MGT42MOB |
| 2 Financial Planning & Analysis | COM42FPA |
| 2 Managing Human Resources & IR | MGT42HRI |

Students who successfully complete the graduate certificate may take out the award or continue with the Graduate Diploma in Management.

GRADUATE AND POSTGRADUATE DIPLOMAS

Graduate Diploma in Advanced Computing (BEGAC)

This course extends students' knowledge and understanding of a broad range of contemporary computing fields and introduces students to the principles and practices of research, in preparation for postgraduate study or advanced professional employment. The course may be undertaken on a one-year full-time or equivalent part-time basis.

Admission requirements

Applicants must have completed a degree or graduate diploma that is acceptable as a first qualification in computing with a high standard of achievement, especially in the final year. Prospective students are interviewed by a course selection committee.

Course structure

The student may elect to do all coursework or to undertake a research project equivalent to 45 credit points. The student's proposed program is subject to approval by the course selection committee at initial interview.

This course has a total of 120 credit points. The options are listed below.

Option 1

Eight coursework subjects in computing, at least five of which are at postgraduate level.

Postgraduate Computing subjects

| Sem. Subject title | Subject code |
|---|--------------------|
| 1 Contemporary Topics in Software Development | INT41TSD |
| 1 Neural Networks | INT41NN |
| 1or2 Human Computer Interface | INT41HCI/INT42HCI |
| 1or2 Special Topics in IT | INT41STI/ INT42STI |
| 2 Foundations of Geographic Information Systems | INT42FOG |
| 2 IT Topics for Management | INT52ITM |

Selected subjects may be available from the Bundoora campus via videoconferencing.

Option 2

Seven coursework subjects in computing, at least four of which are at postgraduate level, plus the following subject.

| Sem. Subject title | Subject code |
|--------------------|--------------|
| 1 Research Methods | COM51REM |

Option 3

Four coursework subjects in computing, at least two of which are at postgraduate level, plus the following subjects.

| Sem. Subject title | Subject code |
|-----------------------|--------------|
| 1 Research Methods | COM51REM |
| A Postgraduate Thesis | INT40PGT |
| A Postgraduate Thesis | INT40PGT |
| A Postgraduate Thesis | INT40PGT |

Key: ¹ Students enrol in this subject as being worth 15, 30, 45 credit points in any one semester.

Not all postgraduate subjects are offered each year. Subjects offered depend on student numbers and on demand. Further information is available from the course co-ordinator.

Graduate Diploma in Computing (BEGC)

The Graduate Diploma in Computing is designed to provide a computing qualification for graduates from another discipline. It provides a sound basis for students wishing to apply computing knowledge to their first field of expertise or those intending to move into computing-based fields of employment.

Recognition

Providing that an appropriate combination of subjects is completed, a diplomate of the Graduate Diploma in Computing is recognised by the Australian Computer Society as a computer professional. Full society membership is available to diplomates, after a qualifying period, without the necessity to pass formal ACS entrance examinations.

Admission requirements

Undergraduate degree or equivalent from a recognised institution. Non-graduates with considerable computing experience may qualify following a successful interview.

Course structure

The course is one year full-time, or up to five years for a part-time student (normally being completed within three years). Students are required to complete eight 15-credit point semester subjects, consisting of five core subjects in software development and information systems. The additional three subjects are selected from a range of electives including hardware architecture, network architecture, graphics, systems software and a project (equivalent to two subjects). Not all elective subjects are offered each year. To gain recognition with the Australian Computer Society, the elective, Computer Networks must be included. This course has a total of 120 credit points. A limited number of HECS places are available in addition to places on a fee-paying basis.

Core subjects

| Sem. Subject title | Subject code |
|---|-----------------|
| 1 Information Systems | INT11IS |
| 1or2 Database | INT31DB |
| 2 Data Structures | INT22DS |
| 1or2 Information Systems Development | INT21ISD |
| 1or2 Programming Concepts | INT11PC |
| Principal electives offered every year: | |
| 1 Computer Networks | INT21CN |
| 1&2 Project (IT) | INT40PRO |
| Electives offered subject to demand: | |
| 1 Artificial Intelligence | INT31AI |
| 1 Business IT Applications | INT41BIA |
| 1 Computer Architecture | INT31CA1 |
| 1 Computer Technology | INT11CT |
| 1 Expert Systems | INT31ES |
| 1 Software Development Environments | INT31SDE |
| 1 Information Systems Methodology | INT31ISM |
| 1 Web Engineering | INT31WEN |
| 1or2 Web Development | INT11WD/INT12WD |
| 2 Encryption and Network Security | INT32ENS |
| 2 Web Services | INT32WS |
| 2 Graphics Programming | INT32GP |
| 2 Systems Software | INT32SS |

| | |
|----------------------------|----------|
| 2 Business Programming | INT32BP |
| 2 Discrete Mathematics | MAT12DIS |
| 2 Software Engineering | INT32SE |
| 2 Computer Architecture 2 | INT32CA2 |
| 2 Professional Environment | INT32PE |

With the course co-ordinator's approval, subjects of suitable level may be taken from the undergraduate computing program. All subjects must be approved by the course co-ordinator. Students can elect to graduate with a graduate certificate in this course after completing four subjects.

Students planning to continue to a Master of Business should consider Managing Organisational Behaviour and Financial Planning and Analysis as electives.

Subject availability

Not every elective is offered each year. Full-time students especially, will find that the choice of subjects may be limited. Part-time students may have to wait for a year in order to undertake a particular choice.

Regulations

Subjects may be taken in any order, subject to passing prerequisites or undertaking co-requisites.

A project, if undertaken, must be completed within two years.

Graduate Diploma in Management (BEGM)

The Graduate Diploma in Management provides both an introductory and extended set of management competencies and skills for those people seeking a thorough grounding in management development. Effective management development can only occur when it is work related, problem based, career oriented and self-directed. Teaching methods range from traditional lectures and discussion through to case studies, experiential exercises and guest speakers.

The graduate diploma is specifically designed for graduates from other disciplines and comprises the first two stages of the Master of Business programs.

Recognition

The course is an educational qualification for admission to professional membership of the Australian Institute of Management.

Admission requirements

Undergraduate degree or equivalent. Applicants who do not meet these admission requirements will be admitted only if they can demonstrate that they are holding senior management positions and can demonstrate a capacity to complete the course.

Course progression

On successful completion of the Graduate Diploma in Management, candidates are eligible for entry into the Master of Business degree.

Course structure

The course consists of eight subjects, four of which comprise the Graduate Certificate in Management, as outlined above. Students are required to undertake one core unit and select three units from the various electives shown.

| Sem. Subject title | Subject code |
|------------------------|--------------|
| 1 Strategic Management | MGT41SM |

Electives

Plus three of the following subjects:

| Sem. Subject title | Subject code |
|------------------------------------|-------------------|
| 1 Marketing Management | MKT41MM |
| 1or2 Economic Policy | ECO41EP/ECO42EP |
| 1 Organisation Theory and Analysis | MGT41OTA |
| 1or2 Law for Management | LST41LFM/LST42LFM |
| 1 Statistics for Management | STA41SFM |
| 2 Public Sector Management | MGT42PSM |
| 1 Advanced Project Management | MGT41APM |

At the discretion of the course co-ordinator, an elective from another graduate diploma course may also be taken.

MASTERS DEGREES BY COURSEWORK

Masters of Business

This new masters program has five specialised strands. These strands have been approved for students enrolling from July 2003. Students who enrolled prior to that date will be governed by the rules set out in the 2003 *University Handbook*. Students covered by those rules should seek advice from the course co-ordinator as to their eligibility for transfer to the new course. Transfer will not be automatic and there will be limited circumstances in which a transfer will be possible. Material relating to approved courses will be distributed directly to students.

This is an advanced academic program aimed at providing students with a comprehensive understanding of the contemporary concepts and theories relating to business management, international business, regional business development, e-commerce and business systems. The program is normally completed by full-time study over two years or the part-time equivalent.

Graduates will qualify in Business Management; International Business; E-Commerce; Regional Business Development; or (subject to accreditation) Business Systems.

Admission requirements

Applicants must have completed an undergraduate degree and normally have a minimum of two years work experience.

Overseas applicants will be required to provide evidence of competence in English language usage through (i) a score of not less than 6.5 on IELTS (International English Language Testing Service), or (ii) a score of not less than 575 on TOEFL (Test of English as a Foreign Language), or (iii) evidence of successful completion of tertiary studies conducted in English.

Applicants with an honours degree in business or a Graduate Diploma in Regional Planning, Management, E-Commerce, Computing or other business management field may receive credits for a maximum of six subjects in the masters program.

Course structure

A maximum period of three years for full-time students and five years for part-time students is allowed for completion of the course. The masters program has five specialised strands. Students are required to complete six core subjects and eight subjects from specialised strands. Most subjects are worth 15 credit points with the exception of the Masters Project which comprises 30 or 45 credit points.

This course has a total of 210 credit points and is based on coursework, or a combination of coursework and a major project.

Applicants for the Master of Business Systems who do not have the prerequisites for the core IT subjects must add two extra subjects, making the course a total of 240 credit points.

Compulsory subjects

| Sem. | Subject title | Subject code |
|------|-------------------------------------|--------------|
| 1 | Managing Organisational Behaviour | MGT42MOB |
| 1 | Strategic Management | MGT51SM |
| 1 | Economics for Management | ECO51EM |
| 1 | Financial Management and Accounting | MGT42FMA |
| 2 | Logistics and Operations Management | MGT52LOM |
| 2 | Marketing Management | MKT41MM |

Eight subjects are to be selected from a specialised area.

Master of Business Management – Bendigo (RMBMC), Albury-Wodonga (LMMBMW)

Course structure

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Leadership, Innovation and Change | MGT51LIC |
| 1 | Program Development and Evaluation | PHE51PDE |
| 1 | Management Information Systems | INT41MIS |
| 1 | Organisation Theory and Analysis | MGT41OTA |
| 1 | Electronic Marketing | MKT41EMW |
| 1 | Research Methods | COM51REM |
| 1 | Masters Project (30 CPs) | MGT51PRO |
| 1 | Management and Legal Implications of Electronic Commerce | BUS41MLD |

| | | |
|---|---|----------|
| 2 | Emerging Concepts in Management | MGT52ECM |
| 2 | Quantitative Topics for Management | STA52QTM |
| 2 | Public Sector Management | MGT52PSM |
| 2 | Managing Human Resources and Industrial Relations | MGT42HRI |
| 2 | Law for Management | LST42LFM |
| 2 | Masters Project (45 CPs) | MGT52PRB |
| 2 | Corporate Finance | COM52CF |

With the approval of the course co-ordinator, students will be able to choose at most two related postgraduate subjects from other streams or subjects offered elsewhere within the Faculty or University.

Master of Business Systems – Bendigo (Subject to accreditation)

Students should complete at least six Level 5 subjects, (3 from the compulsory subjects listed above, plus at least 3 others), plus eight subjects as follows, to qualify for the Masters degree.

IT Core: Compulsory IT subjects if not already studied

Students must substitute an elective for each of these core subjects they have passed in their undergraduate studies.

| Sem. | Subject title | Subject code |
|------|-------------------|------------------|
| 1or2 | IS Development | INT21ISD/INT22SD |
| 1or2 | Computer Networks | INT21CN/INT22CN |
| 1or2 | Web Development | INT21WD/INT22WD |
| 1or2 | Database | INT31DB/INT32DB |

Postgraduate subjects (at least three to be chosen)

| Sem. | Subject title | Subject code |
|------|--|-----------------------|
| 1or2 | Human-Computer Interface ⁽¹⁾ | INT51HCI/INT52HCI |
| 1or2 | Neural Networks ⁽¹⁾ | INT51NN/INT52NN |
| 1or2 | Contemporary Topics in Software Development ⁽¹⁾ | INT51TSD/INT52TSD |
| 1or2 | Special Topics in IT ⁽¹⁾ | INT51STI/INT52STI |
| 2 | Advanced Databases ⁽²⁾ | CSE42ADB |
| 1or2 | Research Methods | COM51REM/ COM52REM |
| 1 | Masters Project (30 CPs) | MGT51PRO |
| 2 | Masters Project (45 CPs) | MGT52PRB |

Non-IT

| Sem. | Subject title | Subject code |
|------|---|-----------------------|
| 1or2 | Leadership, Innovation and Change | BUS41MLD |
| | MGT51LIC/MGT52LIC | PHE51PDE/ PHE52PDE |
| 1 | Management and Legal Implications of E-Commerce | STA51QTM/ STA52QTM |
| 1or2 | Program Development & Evaluation | |
| 1or2 | Quantitative Topics for Management | |

The remainder of the eight subjects to be selected from the following list of electives:

| Sem. | Subject title | Subject code |
|------|-----------------------------------|-----------------------|
| 1 | Artificial Intelligence | INT31AI |
| 1or2 | Computer Architecture 1 | INT31CA1/ INT32CA1 |
| 1or2 | Data Communications | INT31DC/INT32DC |
| 1or2 | Data Structures | INT21DS/INT32DS |
| 2 | Discrete Mathematics | MAT12DIS |
| 1or2 | Encryption and Network Security | INT21ENS/ INT22ENS |
| 1 | Expert Systems | INT31ES |
| 1or2 | Internetworking | INT31INW/ INT32INW |
| 1 | IS Methodologies | INT31ISM |
| 1or2 | IS Practice | INT31ISP/INT32ISP |
| 1or2 | Multimedia 1 | VPA11MM1/ VPA12MM1 |
| 2 | Professional Environment | INT32PE |
| 1or2 | Software Development Environments | INT31SDE/INT32SDE |
| 2 | Software Engineering | INT32SE |
| 1or2 | System Software | INT31SS/INT32SS |
| 1or2 | Web Engineering | INT31WE/INT32WE |
| 1or2 | Web Services | INT31WS/INT32WS |

Online subjects**Sem. Subject title**

2 E-Commerce and Cyberspace Law
1or2 Electronic Commerce Project

1or2 Electronic Marketing
(course co-ordinators approval required)

1 Management and Legal Implications of Electronic Commerce

1or2 Multimedia and the Internet
(incompatible with Multimedia 1)

1or2 Principles of E-Commerce

Subject code

LAW22ECL
BUS33EPC/
BUS32EPC

MKT31ELM/
MKT32ELM

BUS41MLD

BUS31MMI/
BUS32MMI
BUS21PEC/
BUS22PEC

Key: ⁽¹⁾ subject to approval of year level change.

⁽²⁾ Faculty of Science & Engineering subject.

With the approval of the course co-ordinator, students will be able to choose at most two related postgraduate subjects from other streams or subjects offered elsewhere within the Faculty or University.

Master of Electronic Commerce – Albury-Wodonga (LMMECCW)

Course structure**Sem. Subject title**

1 Leadership, Innovation and Change
1 Program Development and Evaluation
1 Management Information Systems
1 Organisation Theory and Analysis
1 Electronic Marketing
1 Research Methods
1 Masters Project (30 CPs)
1 Information Technology and Business Information Processing
1 Principles of Electronic Commerce
1 Management and Legal Implications of Electronic Commerce
1 Fundamentals of Computing and Electronic Commerce
2 Systems Analysis and Design in the Business Environment
2 Multimedia and the Internet
2 Electronic Commerce Project
2 International Business Management
2 Masters Project (45 CPs)

Subject code

MGT51LIC
PHE51PDE
INT41MIS
MGT41OTA
MKT41EMW
COM51REM
MGT51PRO

BUS41ITP
BUS41PEW

BUS41MLD
BUS41FCE
BUS42SAD
BUS42MMW
ACC52EPD
MGT52IBM
MGT52PRB

With the approval of the course co-ordinator, students will be able to choose at most two related postgraduate subjects from other streams or subjects offered elsewhere within the Faculty or University.

Master of International Business – Bendigo (RMIBC)

Course structure**Sem. Subject title**

1 Advanced International Marketing
1 Fundamentals of Computing and Electronic Commerce
1 Leadership, Innovation and Change
1 Management Information Systems
1 Masters Project (30 CPs)
1 Program Development and Evaluation
1 Research Methods
1 Theory in Marketing
2 Corporate Finance
2 Environmental Economics and Policy
2 International Business Management
2 Law for Management
2 Masters Project (45 CPs)
2 Quantitative Topics for Management

Subject code

BUA41AMK
BUS41FCE
MGT51LIC
INT41MIS
MGT51PRO
PHE51PDE
COM51REM
MKT41TIM
COM52CF
ECO42EEP
MGT522BM
LST42LFM
MGT52PRB
STA52QTM

With the approval of the course co-ordinator, students will be able to choose at most two related postgraduate subjects from other streams or subjects offered elsewhere within the Faculty or University.

Master of Regional Business Development – Bendigo (RMRBDC)

Course Structure**Sem. Subject title**

1 Information Technology and Business Information Processing
1 Leadership, Innovation and Change
1 Management Information Systems
1 Masters Project (30 CPs)
1 Masters Project (45 CPs)
1 Organisation Theory and Analysis
1 Principles of Electronic Commerce
1 Program Development and Evaluation
1 Research Methods
2 Catchment Management
2 Community Development and Human Resource Management
2 Environmental Economics and Policy
2 Heritage Planning
2 Local Government Administration
2 Negotiation Mediation and Community Development
2 Regional Tourism Development
2 Rural Public Sector Management
2 Statutory Planning

Subject code

BUS41ITP
MGT51LIC
INT41MIS
MGT51PRO
MGT51PRB
MGT41OTA
BUS41PEW
PHE51PDE
COM51REM
PLA42CM

PLA52CDH
ECO42EEP
PLA42HP
PLA42LGA
PLA42NMC
THS42RTD
PLA52RPM
PLA42SP

Master of Regional Business Development students, in consultation with the course co-ordinator, can enrol in up to 60 credit points from subjects offered in related discipline elsewhere in the University.

Master of Computing (BEMCC)

Not available in 2004.

Further information is available from the School of Business and Technology.

MASTERS DEGREES BY RESEARCH

Research masters programs are approved and administered by the Faculty Higher Degrees Committee and are available in the following research areas:

Business

- accounting and finance: financial accounting, managerial accounting, management control systems, accounting education, administrative law
- history of economic thought
- international business links between Asia and Australia
- management: accounting and financial management, human resource management and industrial relations, strategic management, international management, health care management, best practice management cluster strategies
- marketing
- public policy

Engineering

- concrete structures
- environmental engineering
- extractive metallurgy of gold
- finite elements
- geomechanics
- hydrology and water resources
- numerical methods in structural engineering
- transition metal metallurgy
- properties and processing of materials

Geology

- geoconservation assessment
- geomorphology and environmental management

Information Technology

- applications of artificial intelligence techniques (such as artificial neural networks, genetic algorithms and fuzzy logic) to solving real world problems
- the incorporation of fuzzy concepts into the formal specification language Z

- gender issues in information technology
- research in computing where identifying and understanding peoples' perceptions are the foci of the research. Areas in which this type of research are appropriate include HCI; computer, IT and geo-spatial literacy; computing, IT and IS education; and social issues to do with computing and information.
- computer-mediated communication in a face-to-face environment

Mathematics

- approximation theory/numerical analysis
- combinatorics and graph theory
- foundations of geometry and space-time
- applied statistics
- spatial modeling analysis

Physics

- acoustics
- agricultural instrumentation
- materials characterisation using electronic microscopy techniques

Admission requirements

Candidates must hold a bachelor degree plus an approved postgraduate diploma or appropriate honours qualification.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by two or more examiners, of whom at least one is external. The thesis must demonstrate competence in conducting and reporting research work under supervision, and mastery of the chosen topic at a high level.

Doctor of Philosophy (BEPHDB)

Suitable candidates may undertake doctoral programs subject to the availability of appropriate facilities and supervision in the chosen fields of study. All doctoral programs are approved and administered by the Higher Degrees Committee (Research). Enquiries should be directed to the School of Business and Technology. Each candidate undertakes a supervised research program leading to the submission of a thesis for examination. The program may be undertaken on a full-time or part-time basis. Normally the duration is three years full-time study or the equivalent part-time.

Admission requirements

Candidates who hold first-class or upper second-class honours degrees may be admitted directly to doctoral programs. Others will normally be required to enrol initially in a research masters program and, if appropriate, transfer to doctoral candidature when they have demonstrated their capacity for independent research at a suitable level.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by three examiners including: one from Australia and one from outside Australia. The thesis must demonstrate that the candidate has mastery of the chosen field of study and a capacity to undertake independent research, and has made a significant contribution to knowledge.

Application and expression of interest forms are available by contacting the Research and Graduate Studies Office at the Bendigo campus ph: (03)5444 7983.

SCHOOL OF HEALTH AND ENVIRONMENT**GRADUATE CERTIFICATES****Graduate Certificate in Acute Care Nursing (RCACN)**

The course will provide students with the indepth knowledge and skills required to practice in contemporary acute care nursing practice. The course offers students a strong evidence base supported by appropriate clinical skill development along with the necessary life-long learning skills. The course consists of four specialty subjects. These specialty subjects enable the student to undertake focused and

advanced clinical studies in acute care nursing. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---|--------------------|
| 1 | Advanced Acute Care Nursing Practice | NSG41ACC |
| 1 | Advanced Nursing Therapies in Practice | NSG41ATH |
| 2 | Advanced Medical Nursing Practice | |
| OR | | |
| | Advanced Surgical Nursing Practice | NSG42AMC, NSG42ASN |
| 2 | Elective from approved list including NSG42ASN or NSG42AMC if not previously taken. | |

Note: students choose NSG42ASN or NSG42AMC and an elective. Both NSG42ASN and NSG42AMC can be taken. This choice allows practitioners to tailor the course to their area of practice. For example rural practitioners may only work in medical units and the emergency department, thus Advanced Surgical Care may not be relevant or achievable but Emergency Care would provide the advanced skills necessary for the practitioner's clinical setting.

Graduate Certificate in Breast Care Nursing (RGCBC)

The course will provide students with the indepth knowledge and skills required to practise in contemporary breast care clinical nursing practice. The course offers students a strong evidence based supported by appropriate clinical skill development along with the necessary life-long learning skills. The course consists of three specialty subjects, which enable students to undertake focused and advanced clinical studies in breast care nursing. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|--|--------------------|
| 1 | Breast Cancer Disease Entity in Nursing Practice | NSG41BCD |
| 1 | Management of Breast Cancer in Nursing Practice | NSG41MBC |
| 2 | Narratives of Chronic Illness in Nursing | |
| OR | | |
| | Breast Care New Horizons and Controversies in Nursing Practice | NSG42NCI, NSG42NHC |

Graduate Certificate in Cancer Nursing (RGCCN)

The course will provide students with the indepth knowledge and skills required to practise in contemporary cancer nursing practice. The course offers students a strong evidence base supported by appropriate clinical skill development along with the necessary life-long learning skills. The course consists of three specialty subjects, which enable students to undertake focused and advanced clinical studies in cancer nursing. Students will be expected to undertake supervised and assessed clinical practice and will be assessed in accordance with required competencies relevant to cancer nursing.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states).

Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Narratives of Chronic Illness in Nursing | NSG41NCI |
| 1 | Process and Technology in Cancer Nursing Practice | NSG41PTC |
| 2 | Maintaining Health in Cancer Nursing Practice | |
| OR | | |
| | Advanced Cancer Care in Nursing Practice | NSG42MCA |
| | | NSG42ADC |

Graduate Certificate in Clinical Nursing Education (RCCNE)

The course will provide students with the indepth knowledge and skills required to practice in contemporary nursing education. The course offers students a strong evidence base supported by appropriate professional skill development along with the necessary life-long learning skills. The course consists of three specialty subjects that enable students to undertake focused and advanced clinical education studies in nursing. Students will be expected to undertake supervisor and assessed clinical education practice. Students will be assessed in accordance with required competencies relevant to clinical nursing education. As is current practice, students will continue to be supported by clinical teaching associates selected by the relevant School in consultation with industry partners.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---------------------------------------|--------------|
| 1 | Clinical Education in Practice A | NSG41CED |
| 1 | Contemporary Nurse Education Theories | NSG41CNT |
| 2 | Clinical Education in Practice B | NSG42CEP |

Graduate Certificate in Critical Care Nursing (RCCRN)

The course will provide students with the indepth knowledge and skills required to practice in contemporary critical care nursing practice. The course offers students a strong evidence base supported by appropriate clinical skill development along with the necessary life-long learning skills. The course consists of four specialty subjects. These subjects enable the students to undertake focused and advanced clinical studies in critical care nursing. The course requires successful completion of 80 credit points of study. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Advanced Acute Care Nursing Practice | NSG41ACC |
| 1 | Advanced Clinical Care Nursing Practice | NSG41CRC |
| 2 | Advanced Complex Critical Care Nursing Practice | NSG42CCC |
| 2 | Speciality Issues in Critical Care Nursing | NSG42ICC |

Graduate Certificate in Emergency Nursing (RCEN)

The course will provide students with the indepth knowledge and skills required to practice in contemporary emergency nursing practice. The course offers students a strong evidence base supported by

appropriate clinical skill development along with the necessary life-long learning skills. The course consists of four specialty subjects. These subjects enable students to undertake focused and advanced clinical studies in emergency nursing. Students will be expected to undertake supervised and assessed clinical practice. Students will be expected to undertake supervised and assessed clinical practice. The course requires successful completion of 80 credit points of study.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Advanced Acute Care Nursing Practice | NSG41ACC |
| 1 | Advanced Emergency Nursing Practice | NSG41EMC |
| 2 | Advanced Complex Emergency Nursing Practice | NSG42CEM |
| 2 | Speciality Issues in Emergency Nursing | NSG42IEC |

Graduate Certificate in Mental Health Nursing (RCMHN)

The course will provide students with the indepth knowledge and skills required to practice in contemporary mental health nursing practice. The course offers students a strong evidence base supported by appropriate clinical skill development along with the necessary life-long learning skills. The course requires successful completion of 80 credit points of study. It aims to prepare students as beginning practitioners in mental health nursing and meet the requirements of the Nurses' Board of Victoria for endorsement as mental health nurses. The four clinical units within the course explicitly address these requirements as developed within national Mental Health Workforce Standards. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Health Promotion in Mental Nursing | NSG41OMH |
| 1 | Assessment in Mental Health Nursing Practice | NSG41AMH |
| 2 | Contemporary Issues in Mental Health Nursing | NSG42CIM |
| 2 | Interventions in Mental Health Nursing Practice | NSG42IMH |

Graduate Certificate in Palliative Care Nursing (RGCPN)

The course will provide students with the indepth knowledge and skills required to practise in contemporary palliative care nursing practice. The course offers students a strong evidence base supported by appropriate clinical skill development along with the necessary life long learning skills. The course consists of three specialty subjects that enable students to undertake focused and advanced clinical studies in palliative clinical practice. Students will be expected to undertake supervised, assessed clinical practice; they will be assessed in accordance with required competencies relevant to palliative care nursing.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|---|----------------------|
| 1 | Narratives of Chronic Illness in Nursing | NSG41NCI |
| 1 | Nursing and the Foundations of Palliative Care | NSG41FPC |
| 2 | Palliative Care Realities in Nursing Practice, OR Advanced Palliative Care or | NSG42PCR NSG42PAC |

Graduate Certificate in Perioperative Nursing (RCPOP)

The course will provide students with the indepth knowledge and skills required to practice in contemporary perioperative nursing practice. The course consists of four specialty subjects that enable students to undertake focused and advanced clinical studies in perioperative nursing. Students will be expected to undertake supervised and assessed clinical practice. The course consists of a prescribed sequence of four 20 credit point subjects, and requires successful completion of 80 credit points. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college, but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states). Normally a minimum of one year's recent clinical practice experience is required for admission.

Course structure

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Nursing Science: perioperative concepts and patient care | NSG41PCP |
| 1 | Perioperative Nursing Care of the Surgical Patient | NSG41PCS |
| 2 | Nursing Practice in Specialty Surgery | NSG42CSS |
| 2 | Perioperative Nursing Professional Issues | NSG42IPEP |

Graduate Certificate in Public and Community Health

See entry below for Graduate Diploma in Public and Community Health.

GRADUATE AND POSTGRADUATE DIPLOMAS**Graduate Diploma in Environmental Health (BEGEH)**

The Graduate Diploma in Environmental Health is designed to expand on the knowledge and skills required for practice in the area of Environmental Health. The course provides a blend of theory and practice relevant to different environmental health settings.

Admission requirements

Admission is normally restricted to people who have a relevant degree, or professional qualification and relevant experience. Special entry provisions may apply if students are able to demonstrate substantial relevant professional experience, and show evidence they have the academic ability to successfully complete the course.

Course structure

The course consists of eight 15 credit point subjects. It may be undertaken over one year full-time, or two years part-time. The course totals 120 credit points.

| Sem. | Subject title | Subject code |
|------|-----------------------------------|--------------|
| 1 | Environmental Health | HLT21EH |
| 1 | Environmental Health Management A | HLT31EHA |
| 1 | Public Health Principles | HLT31PHP |
| 1 | Water Science: essentials | BIO31WSE |
| 2 | Health Research | HLT41HR |
| 2 | Environmental Health Management B | HLT31EHA |
| OR | | LST22EL |
| 2 | Environmental Law | |

| | | |
|---|--------------------------|----------|
| 2 | Food Science: essentials | BIO22FSE |
| 2 | Human Ecology and Health | HLT12HEH |

Some subjects may be offered in intensive block mode.

Postgraduate Diploma in Midwifery Science (RPMS)

The course will provide students with the indepth knowledge and skills required to practise in contemporary clinical and professional midwifery practice. The course offers students a strong evidence base supported by appropriate professional or clinical skill development along with the necessary life-long learning skills. The course will integrate the research, ethical and reflective skills necessary to provide clinical and professional leadership and an informed position on midwifery. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college but applications will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states or countries). Normally a minimum of one year recent clinical practice is required for admission. Applicants with current midwifery endorsement will be eligible to apply for advanced standing. International students whose first language is not English will require a proficiency level of at least 6.5 on the English Language Testing system (IELTS) or 575 in the test of English as a Foreign Language (TOEFL).

Course structure

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Perspectives in Midwifery Practice | MID41PES |
| 1 | Normal Birth in Midwifery Practice | MID41NOB |
| 1 | Low Risk Mother and Baby in Midwifery Practice | MID41MOA |
| 2 | High Risk Mother and Baby in Midwifery Practice | MID42MOB |
| 2 | Challenges to Birth in Midwifery Practice | MID42CTB |
| 2 | Establishing Evidence for Nursing | NSG42CLE |

Postgraduate Diploma of Nursing Science

This course will replace existing postgraduate nursing diplomas with one course, which will attract students who desire a specialist qualification in nursing. The newly designed postgraduate diploma provides a flexible structure to maximise the advantages of partnerships with health agencies, in terms of specialist teaching input and clinical places.

The postgraduate diploma has been designed to articulate with other postgraduate offerings, provide an avenue for Honours graduates to rapidly gain further specialty qualifications and to allow for progression to higher degree study. Students will be expected to undertake supervised and assessed clinical practice.

Admission requirements

Applicants are normally required to hold a degree or diploma from a university or college but applicants will be considered from graduates of hospital-based programs. Applicants must hold current registration as a Division 1 Nurse (or equivalent). Normally a minimum of one year recent clinical practice experience is required for admission. Applicants to PGDNSc in Mental Health, with Mental Health endorsement will be eligible to apply for advanced standing. International students whose first language is not English will require a proficiency level of at least 6.5 on the English Language Testing system (IELTS) or 575 in the test of English as a Foreign Language (TOEFL).

Course structure

The course requires successful completion of 120 credit points of study in one year of full-time study (or part-time equivalent). The course consists of a prescribed sequence of six 20 credit point subjects. There are two core subjects common to most specialty stream and four specifically designed subjects to meet the educational and clinical needs of particular clinical specialties. The following streams will be offered:

Acute Care Stream (RPAC)

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Advanced Acute Care Nursing Practice | NSG41ACC |
| 1 | Advanced Nursing Therapies in Practice | NSG41ATH |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |
| 2 | Advanced Medical Nursing Practice | |
| OR | | |
| | Advanced Surgical Nursing Practice | NSG42AMC |
| | | NSG42ASC |
| 2 | Elective from approved list including NSG42ASC or NSG42AMC if not previously taken | |

Note: students choose NSG42ASC or NSG42AMC and an elective. They could take both of the aforementioned subjects. This choice allows practitioners to tailor the course to their area of practice. For example rural practitioners may only work in medical units and the emergency department, thus Advanced Surgical Care may not be relevant or achievable but Emergency Care would provide the advanced skills necessary for the practitioner's clinical setting.

Breast Care (RPBC)

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Breast Cancer Entity in Nursing Practice | NSG41BCD |
| 1 | Management of Breast Cancer in Nursing Practice | NSG41MBC |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Narratives of Chronic Illness in Nursing | NSG42NCI |
| 2 | Breast Care New Horizons and Controversies in Nursing Practice | NSG42NHC |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Cancer Care (RPCN)

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Narratives of Chronic Illness in Nursing | NSG41NCI |
| 1 | Process and Technology in Cancer Nursing | NSG41PTC |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Advanced Cancer Care in Nursing Practice | NSG42ADC |
| 2 | Maintaining Health in Cancer Care Nursing Practice | NSG42MCA |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Clinical Education (RPCE)

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Clinical Nursing in Education A | NSG41CED |
| 1 | Contemporary Nursing Education Theories | NSG41CNT |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Professional Nursing Education | NSG42PED |
| 2 | Clinical Nursing Education in Practice B | NSG42CEP |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Emergency Care Stream (RPEC)

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Advanced Acute Care Nursing Practice | NSG41ACC |
| 1 | Advanced Nursing Therapies in Practice | NSG41ATH |
| 1 | Advanced Emergency Nursing Practice | NSG41EMC |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Advanced Complex Emergency Nursing Practice | NSG42CEM |
| 2 | Specialty Issues in Emergency Nursing | NSG42IEC |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Critical Care Stream (RPCC)

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Advanced Acute Care Nursing Practice | NSG41ACC |
| 1 | Advanced Critical Care Nursing Practice | NSG41CRC |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Advanced Complex Critical Care Nursing Practice | NSG42CCC |
| 2 | Specialty Issues in Critical Care | NSG42ICC |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Mental Health Stream (RPMH)

| Sem. | Subject title | Subject code |
|------|------------------------------------|--------------|
| 1 | Health Promotion in Mental Nursing | NSG41OMH |

| | | |
|---|---|----------|
| 1 | Assessment in Mental Health Nursing Practice | NSG41AMH |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Contemporary Issues in Mental Health Nursing | NSG42CIM |
| 2 | Interventions in Mental Health Nursing Practice | NSG42IMH |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Students with 'Advanced Standing' will undertake the following subjects:

| Sem. | Subject title | Subject code |
|------|-------------------------------------|--------------|
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 1 | Mental Health Clinical Practicum A | NSG41MPA |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |
| 2 | Mental Health Clinical Practicum B | NSG42MPB |

Palliative Care (RPPAL)

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Narratives of Chronic Illness in Nursing | NSG41NCI |
| 1 | Nursing and the Foundations of Palliative Care | NSG41FPC |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Palliative Care Realities in Nursing Practice | NSG42PCR |
| 2 | Advanced Palliative Care | NSG42PAC |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Perioperative Care Stream (RPPC)

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Nursing Science: perioperative concepts and patient care | NSG41PCP |
| 1 | Nursing Science: perianaesthetic nursing care of the surgical patient | NSG41PCS |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Nursing Practice in Specialty Surgery | NSG42CSS |
| 2 | Perioperative Nursing Professional Issues | NSG42PEP |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Child, Family & Community Stream (RPCF)

| Sem. | Subject title | Subject code |
|------|---|--------------|
| 1 | Early Childhood Health: new directions in policy and practice | NSG41ECH |
| 1 | Maternal and Child Health: introduction to practice | NSG41ITP |
| 1 | Establishing Evidence for Nursing | NSG41CLE |
| 2 | Maternal and Child Health: issues in practice | NSG42MCH |
| 2 | Early Parenting: working with at-risk families | NSG42EPS |
| 2 | Advanced Nursing Practice in Action | NSG42ANU |

Graduate Diploma in Public and Community Health (BEGPCH)

The Graduate Diploma in Public and Community Health has been designed to expand on the knowledge and skills required for practice in the area of public and community health. Emphasis is placed upon the design, implementation and assessment of effective health promotion programs. The course provides a blend of theory and practice relevant to public and community health settings.

Admission requirements

Admission is normally restricted to people who have a relevant degree or professional qualification. Special entry provisions may apply if students are able to demonstrate evidence of substantial relevant professional experience, and show evidence that they have the academic ability and competence to complete the course successfully.

Course structure

The course is normally undertaken by part-time study over two years. Prospective students seeking full-time candidature should seek advice from the course co-ordinator. Successful completion requires students to complete eight subjects of study. Four subjects will normally be undertaken each year. Some subjects may be conducted in block mode. This course totals 120 credit points. Upon successful completion of four major subjects, students may elect to graduate with a graduate certificate.

Core subjects

| Sem. | Subject title | Subject code |
|------|--------------------------|--------------|
| 1 | Program Development 2 | HT41PD2 |
| 1 | Public Health Principles | HLT31PHP |

| | | |
|--|-------------------------|----------|
| 2 | Health Research | HLT42HR |
| 2 | Health Education | HLT41HED |
| Group 1 – students complete any two of the following subjects: | | |
| 1 | Environmental Health | HLT21EH |
| 1 | Social Issues in Health | HLT51SIH |
| 2 | Health Promotion | HLT32HP |
| 2 | Law and Health | HLT42LAH |
| 2 | Rural Health | HLT32RH |

| | | |
|--|---------------------------|----------|
| Group 2 – students complete any two of the following subjects: | | |
| 1 | Chemical Dependencies 1 | HLT41CD1 |
| 1 | Public Health Nutrition | HLT31PHN |
| 1or2 | Human Resource Management | HLT42HRM |
| 2 | Field Experience 2 | HLT32FE2 |
| 2 | Women and Health | HLT32WAH |

In addition, students may choose electives from other courses, subject to approval by the relevant course co-ordinator. Not all subjects are available each year.

Graduate Diploma in Social Work (SSGSWB)

This course is under review. For information about study in 2004, please contact the course co-ordinator on (03) 5444 7851.

Masters Degrees by Coursework

Master of Health Science (BEMHSC)

The Master of Health Science is designed to enable health professionals, or those in a profession with a health component, to pursue studies at postgraduate level. Its aims are to provide masters level research training to candidates from a range of discipline backgrounds. A key feature of this course is its flexible structure and its incorporation of multidisciplinary learning opportunities.

Admission requirements

Honours degree, graduate diploma in a relevant discipline, or an equivalent qualification and two years relevant professional experience

Duration

The course may be taken by full-time study over one year, or part-time study over two years.

Student contact

Contact time can vary between two hours per week and eight hours per week, depending on choice of subjects.

Course structure

This course totals 120 credit points. The degree may be taken with an option of a research project equivalent to 40 or 60 credit points. Students are advised to complete core coursework before undertaking the research component. Core subjects are offered in flexible delivery mode to assist students from distant locations.

Course structure for students undertaking the dissertation:

| Sem. | Subject title | Subject code |
|------|-----------------------|--------------|
| 1 | Health Issues | HLT51HI |
| 1 | Research Methods (HS) | HLT52RM |
| 1or2 | Dissertation (HS) | HLT50DIS |
| 1or2 | Elective | |

Course structure for students undertaking the research project:

| | | |
|------|------------------|----------|
| 1 | Health Issues | HLT51HI |
| 1 | Research Methods | HLT52RM |
| 1or2 | Elective | |
| 1or2 | Elective | |
| 1or2 | Research Project | HLT51RPH |

Electives

Depending on the choice of minor thesis or project, students will be required to undertake either one or two electives, which may be selected from the following list, or other appropriate subjects at masters level with the approval of the course co-ordinator:

| | | |
|------|-------------------------------------|----------|
| 1 | Human Resource Management | HLT42HRM |
| 1 | Quantitative Research | HLT52QNR |
| 1or2 | Advanced Readings in Health Science | HLT52ARH |

| | | |
|---|----------------------|----------|
| 2 | Rural Health | HLT32RH |
| 2 | Qualitative Research | HLT51QLR |
| 2 | Women's Health | NSG32WH |

Master of Nursing Science (RMNSC)

The Master of Nursing Science is a coursework degree with particular specialties. The course is designed to provide sound research training and to enable graduates to take a leadership role in planning, developing, implementing and evaluating health and nursing care services for clients and patients, families and communities. Upon successful completion of the course, graduates may be eligible for entry to doctoral candidature. The course will provide students with the indepth knowledge and skills required to practice at an advanced level in contemporary clinical and professional nursing specialties. The course offers students a strong evidence base supported by appropriate professional or clinical skill development along with the necessary life-long learning skills. The course provides students with three options: a minor thesis option, a clinical project option or a full coursework option.

Admission requirements

The admission requirements are either satisfactory completion of a Postgraduate Diploma of Nursing Science or a Postgraduate Diploma in Nursing Studies normally with an average grade of B or above; or a Bachelor of Nursing (Honours) or a Bachelor of Nursing Science (Honours) degree; normally with an average grade of B or above. International students whose first language is not English will require a proficiency level of at least 6.5 on the English Language Testing system (IELTS) or 575 in the test of English as a Foreign Language (TOEFL).

Course structure

The course requires successful completion of 120 credit points of study. The Master of Nursing Science provides students with three options in terms of structure, providing flexibility for students. Candidates may complete the Master of Nursing Science in one of three ways: minor thesis option; clinical project option; or coursework only option. The thesis is normally 15,000 words in length. The thesis consists of a nursing research project using an appropriate methodological approach and on a topic related to the research strengths of the School. The clinical project is normally 10,000 words in length. The clinical project consists of a practice-based project related to one of the research specialties in the School.

Minor Thesis Option

| Sem. | Subject title | Subject code |
|------|------------------------------------|--------------|
| A | Nursing Masters Thesis | NSG50MTH |
| 1 | Research Methods in Nursing | NSG51REM |
| 1 | Specialty Elective subject | |
| 2 | Constructions of Theory in Nursing | |
| OR | NSG51CMT | |
| 2 | Specialty Electives subject | |

Clinical Project Option

| Sem. | Subject title | Subject code |
|------|------------------------------------|--------------|
| A | Clinical Nursing Project | NSG50CNP |
| 1 | Evidence Based Nursing Practice | NSG52EBN |
| 1 | Constructions of Theory in Nursing | |
| OR | | |
| | Specialty Elective subject | NSG51CMT |
| 2 | Specialty Elective subject | |
| 2 | Specialty Elective subject | |

Coursework Option

| Sem. | Subject title | Subject code |
|------|------------------------------------|--------------|
| 1 | Evidence Based Nursing Practice | NSG51EBN |
| 1 | Constructions of Theory in Nursing | NSG51CMT |
| 1 | Elective from Specialty Electives | |
| 2 | Elective from Specialty Electives | |
| 2 | Elective from Specialty Electives | |
| 2 | Elective from Specialty Electives | |

Specialty Electives

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Complex Cancer Care | NSG52CCC |
| 1 | Constructions of Death and Dying | NSG51CDD |
| 1 | Constructing The Nurse as Educator | NSG51CNE |
| 1 | Family Nursing in Health & Illness | NSG51FHI |
| 2 | Contemporary Issues in Palliative Care | NSG52CIP |

- 2 Teaching the Art & Science of Nursing
2 The Cancer Journey

NSG52TAS
NSG52TCJ

Master of Child Family and Community Nursing Science (RMCFCN)

The course is designed to provide sound research training and to enable graduates to take a leadership role in planning, developing, implementing and evaluating health and nursing care services for clients and children, families and communities. Upon successful completion of the course, graduates may be eligible for entry to doctoral candidature. The course consists of a prescribed sequence of six subjects, two foundation subjects and four specialty subjects.

Admission requirements

The admission requirements are the satisfactory completion of a Postgraduate Diploma of Nursing Science or a Postgraduate Diploma in Nursing Studies, normally with an average grade of B or above. Applicants must hold current registration as a Division 1 Nurse (or equivalent in other states) and hold midwifery qualifications. Normally a minimum of one year recent clinical practice experience is required for admission. International students whose first language is not English will require a proficiency level of at least 6.5 on the English Language Testing system (IELT) or 575 in the test of English as a Foreign Language (TOEFL).

Course structure

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Evidence Based Nursing Practice | NSG51EBN |
| 1 | New Directions in Early Child Health Policy and Practice | NSG51ECH |
| 1 | Maternal and Child Health: introduction to practice | NSG51ITP |
| 2 | Constructions of Theory in Nursing | NSG52CMT |
| 2 | Early Parenting: working with at-risk families | NSG52EPS |
| 2 | Maternal and Child Health: issues in practice | NSG52MCH |

Master of Social Work in Human Service Management (SSMSWBE)

This course is under review. For information about the course structure for 2004, please contact the course co-ordinator on (03) 5444 7851.

Masters Degrees By Research

Research masters programs are approved and administered by the Faculty Higher Degrees Committee and are available in the following research areas:

- acute care nursing
- ageing
- care and caring
- clinical aspects of nursing practice
- complementary practices
- epidemiology
- field-based research in nursing and health sciences
- health policy
- health promotion
- mental health issues
- midwifery
- nurse education
- primary care
- public health
- rural health
- rural nursing
- social work
- women's health

Admission requirements

Candidates must hold an honours degree in an appropriate discipline, or qualifications that are considered by the Higher Degrees Committee to provide equivalent preparation for postgraduate research.

Course structure

Each candidate enrolls in a program appropriate to the degree and course load.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by two or more examiners, of whom at least one is external. The thesis must demonstrate competence in conducting and reporting research work under supervision, and mastery of the chosen topic at a high level.

Doctor of Philosophy

Suitable candidates may undertake doctoral programs subject to the availability of appropriate facilities and supervision in the chosen fields of study. All doctoral programs are approved and administered by the Higher Degrees Committee (Research). Enquiries should be directed to the School of Health and Human Sciences Postgraduate Co-ordinator.

Each candidate undertakes a supervised research program leading to the submission of a thesis for examination. The program may be undertaken on a full-time or part-time basis. Normally the minimum duration is three years of full-time study or the equivalent part-time.

Admission requirements

Candidates who hold first-class or upper second-class honours degrees may be admitted directly to doctoral programs. Others will normally be required to enrol initially in a research masters program and, if appropriate, transfer to doctoral candidature when they have demonstrated their capacity for independent research at a suitable level.

Assessment

Candidates' progress is reviewed annually. Final assessment of the thesis is by three examiners including: one from Australia and one from outside Australia. The thesis must demonstrate that the candidate has mastery of the chosen field of study and a capacity to undertake independent research, and has made a significant contribution to knowledge.

DEPARTMENT OF PSYCHOLOGY

Enquiries: School of Psychological Science, Bendigo Campus (03) 5444 7440

Graduate and Postgraduate Diplomas

Postgraduate Diploma in Applied Psychology (SPAPB)

This course provides an opportunity to acquire theoretical knowledge, practical and research skills relevant to applied areas of psychology. The program will offer education in the basic discipline of psychology at an advanced level.

Admission requirements

Applicants must have successfully completed a degree with excellent results, within the last 10 years, with an Australian Psychological Society accredited three-year sequence in psychology, or the first three years of an integrated accredited four-year program. There is no provision for students to enrol in external studies.

Course structure

The course is available on a full-time or part-time basis. The duration of the course is one year full-time or two years part-time. Coursework is offered by intensive delivery mode in three one-week teaching blocks alternating between Albury-Wodonga and Bendigo campuses.

| Sem. | Subject title | Subject code | CP |
|------|------------------------------|--------------|----|
| 1&2 | Applied Research | PSY40RDA | 15 |
| 1&2 | Applied Practical Skills | PSY40PAS | 20 |
| 1&2 | Theory in Applied Psychology | PSY40TAP | 20 |
| 1&2 | Independent Research project | PSY40THS | 65 |

Part-time students would enrol in PSY40PAS, PSY40TAP and PSY40RDA in year one, and PSY40THS in the year two.

Graduate Diploma in Psychology (BEGP)

The course is offered on a fee for course basis and fees are payable at the beginning of the semester for the subject that is to be studied in that semester.

The Graduate Diploma in Psychology provides an opportunity for graduates holding a bachelor-level degree in another discipline to undertake a sequence of six subjects over three years. This sequence is preparation for a fourth-year psychology program and subsequent studies in psychology.

The subjects that comprise the Graduate Diploma in Psychology at Bendigo campus are identical to the core psychology sequence taught in the Bachelor of Behavioural Science. Graduate Diploma in Psychology students will participate and be assessed in exactly the same way as the students enrolled in the Bachelor of Behavioural Science program. Places in the course are limited and applicants are required to meet the same entry standards as those applying for the Bachelor of Behavioural Science. Applicants should be aware that a B (Distinction) average across previous tertiary studies is normally required for an application to be competitive.

Admission requirements

Admission is by direct entry application for applicants holding a recognised bachelor level degree.

Course structure

Students complete the following six subjects over three years. Students cannot advance to the next year of the course before successfully completing the current year subjects. The course is offered on a part-time basis. No evening classes are available at this stage and the course is only offered in 'on-campus' study mode.

First year

| Sem. | Subject title | Subject code |
|------|----------------|--------------|
| 1 | Psychology 1A1 | PSY11BSA |
| 2 | Psychology 1B1 | PSY12BSB |

Second year

| | | |
|---|-----------------|----------|
| 1 | Psychology 2A 2 | PSY21BSA |
| 2 | Psychology 2B 2 | PSY22BSB |

Third year

| | | |
|---|-----------------|----------|
| 1 | Psychology 3A 3 | PSY31BSA |
| 2 | Psychology 3B 3 | PSY32BSB |

SUBJECT DESCRIPTIONS

1ST YEAR ADVANCED FRENCH FOR TEACHERS C (20 CPs Sem. I. BE.)

FRE41FTC *Mr Des Lowry*

Subject only available to teachers through DEET contracts.

The subject is designed to develop the basic social proficiency of the students. In speaking, students will learn to provide and elicit biographical information in some detail, express intentions and hopes, and comment on everyday items and events in the environment. Students will acquire the linguistic means to establish and maintain routine social relationships with accommodating native speakers. Students will be made aware of, and practise, the formal aspects of French needed to underpin communicative competence at this level. The language of instruction and classroom use will be taught.

Prerequisite: FRE42FTB (or VCE French).

Class requirements: five hours class contact per week.

Assessment: five progressive writing, oral and grammar exercises (8% each), one 15-minute oral examination (20%), one 2-hour written examination (40%).

Prescribed Reading:

Bougard, M. and Bourdais, D. *The French experience*. London: BBC Books, 1996.

1ST YEAR ADVANCED FRENCH FOR TEACHERS D (20 CPs Sem. II. BE.)

FRE42FTD *Mr Des Lowry*

Subject only available to teachers through DEET contracts.

This subject is designed to consolidate the social proficiency of the student beyond the basic level and to begin to develop basic vocational

proficiency. The student will acquire the skills to participate in informal face-to-face conversations with accommodating speakers and in simple phone conversations on familiar topics. The students will be able to get the gist of straightforward news items or human interest stories, particularly where supported by visual material. In writing, students will learn to write a procedural text and personal letters seeking and providing information.

Prerequisite: FRE41FTC.

Class requirements: five hours class contact per week.

Assessment: five progressive writing, oral and grammar exercises (8% each), one 15-minute oral exam (20%), one 2-hour written exam (40%).

Prescribed Reading:

Bougard, M. and Bourdais, D. *The French experience*. London, BBC Books, 1996.

2ND YEAR ADVANCED FRENCH FOR TEACHERS E (20 CPs Sem. I. BE.)

FRE41FTE *Mr Des Lowry*

Subject only available to teachers through DEET contracts.

This subject is designed to develop the listening, speaking skills of the student at the level of basic vocational proficiency through the study of a range of topics such as the French-speaking world, the environment and lifestyles. The student will be able to elaborate own opinions and attitudes and readily enter, participate in, and exit from conversations with native speakers in face-to-face situations. When reading, students will use a dictionary to extract detailed information from an extended text. In writing, students will be able to write an extended report on a familiar topic, and a persuasive text with a coherent argument and reasonable accuracy in terms of linguistic forms such as tense.

Prerequisite: FRE42FTD.

Class requirements: five hours class contact per week.

Assessment: five progressive writing, oral and grammar exercises (8% each), one 15-minute oral exam (20%), one 2-hour written exam (40%).

Prescribed Reading:

Garnier, M. and Picard, J. *The French experience 2*. London, BBC Books, 1996.

Recommended Reading:

De Saint-Exupery, A *Le Petit Prince* London, Heinemann, 1958.
Le Nouveau Boucherelle. Paris, Hatier, 1995.

2ND YEAR ADVANCED FRENCH FOR TEACHERS F (20 CPs Sem. II. BE.)

FRE42FTF *Mr Des Lowry*

Subject only available to teachers through DEET contracts.

This subject extends and consolidates the communicative competence of the student at the basic vocational level. The students' language repertoire is extended to allow alternative ways of expressing meaning. Students perform at a greater breadth and depth in a range of everyday situations, using the imperfect tense and reflexive verbs. In writing, for example, students will defend or evaluate a point of view relating to issues relating to modern French society such as 'Adult children living with their parents' or 'The changing nature of Sundays'.

Prerequisite: FRE41FTE.

Class requirements: five hours class contact per week.

Assessment: five progressive writing, oral and grammar exercises (8% each), one 15-minute oral exam (20%), one 2-hour written exam (40%).

Preliminary Reading:

Garnier, M. and Picard, J. *The French experience 2*. London, BBC Books, 1996.

ABORIGINAL STUDIES (20 CPs Sem. I. BE.) EDU41ABS *Mr Ray Nichol*

An introduction to Aboriginal and Torres Strait Islander societies prior to and since colonisation. Traditional socialisation and the relationship between education and authority. Indigenous education and contemporary Aboriginal societies. This subject is based on Teaching the Teachers: Indigenous Australian Studies, 1997, endorsed by the National Federation of Aboriginal Education Consultative Groups.

Class requirements: one 3-hour seminar per week.

Assessment: one 1,000-word minor assignment and 20-minute presentation (40%), one 3,000-word major assignment (60%).

Preliminary Reading:

Broome, R. *Aboriginal Australians*. Allen And Unwin, 1994.
 Craven, R. (ed.) *Teaching the teachers: indigenous Australian studies for primary pre-service education*. University of NSW, 1997.

ABORIGINAL STUDIES (20 CPs Sem. II. BE.) **EDU42ABS** Mr Ray Nichol
 See EDU41ABS for a full subject description.

ACTION RESEARCH (15 CPs Sem. I. BE.) **NSG41AR** Ms Fran Sheean
 May be offered in block mode.

The emphasis in this subject is on the exploration of the action research process, through self-reflective cyclic spirals of planning, acting, observing and reflecting. Strategies include journalising, participant observation and collaborative discussion.

Class requirements: 26 hours of lectures and 13 hours of tutorials in block mode.

Assessment: one 2,000-word discussion paper (30%), one 4,000-word report (70%).

Text will be advised upon subject commencement.

ADAPTED PHYSICAL EDUCATION (20 CPs Sem. I. BE.) **EDU41APE** Dr

Ashley Woodcock

Through lectures, practical sessions and field work, students become familiar with a wide range of disabilities, with the major objective being able to cater for interests, needs and abilities of those individuals when planning and implementing physical education programs in the regular school and physical recreation in community settings.

Class requirements: one 2-hour lecture and one 2-hour school-based program per week.

Assessment: one 2,000-word assignment (40%), one 3,000-word assignment based on field work (60%).

Prescribed Reading:

Downs, P. *Willing and able*. Canberra: Australian Sports Commission, 1995.

ADAPTED PHYSICAL EDUCATION (20 CPs Sem. I. BE.) **EDU51APE** Dr

Ashley Woodcock

See EDU41APE for full subject description.

ADULT EDUCATION: THEORY, PRACTICE AND CHANGE (20 CPs Sem. II. B., BE., S., WO.) **EDU42AET** B: Dr Audrey Grant, B: Ms Aileen Treloar-Coate, BE: Dr Jennifer Sheed

Current theories and practice in adult education are examined with a particular emphasis on change. Critical reflective practice is used as a tool for exploring classroom practice. The dialectic between structural/social and personal change is also considered. Aspects of change are explored in relation to transformation at the personal level as well as at the social and organisational levels. Topics include perspective transformation, adult education for human development, life transition, experiential learning and critical pedagogy.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5,000-word essay (100%).

Preliminary Reading:

Burns, R. *The adult learner at work*. Business and Professional Publishing Pty Ltd, Warriewood, NSW, 1995.

Prescribed Reading:

Foley, G. *Understanding adult education and training*. 2nd edn, Allen and Unwin, 2000.

Recommended Reading:

Brookfield, S. *Becoming a critically reflective teacher*. Jossey-Bass, San Francisco, 1995.

Willis, P. and Neville, B. *Qualitative research practice in adult education*. David Lovell Publishing, Ringwood, Victoria, 1996.

ADVANCED HEALTH ASSESSMENT (15 CPs Sem. I. BE.) **NSG40AHA** Mr Keith O'Brien

Not available in 2004.

ADVANCED METHODOLOGY IN LANGUAGE TEACHING (20 CPs Sem. I.

B., BE., V.) **EDU41ALT** B: Ms Lynda Yates, BE: Mr Desmond Lowry
 Major issues in and approaches to TESOL and LOTE teaching are examined for teachers specialising in either of these areas. Topics include the role of the teacher and learner; the aims, activities, techniques and methodologies used to teach language in different

classes; and the extent to which these approaches suit different contexts and purposes of language teaching. TESOL (both within and beyond Australia) and LOTE teaching to children, adolescents and adults are examined and related to each other according to the particular interests of students.

Class requirements: one 3-hour seminar/tutorial per week.

Assessment: two 750-word exercises (30%), one 2,000-word essay (40%), one 1,500-word curriculum paper (30%).

Recommended Reading:

Orr, P. *A course in language teaching: practice and theory*. Cambridge, 1996.

Curriculum and standards framework: ESL companion to the English CSF. Carlton: Victorian Board of Studies, 1996.

Harmer, J. *The practice of English language teaching*. 3rd edn, Longman, 2001.

ADVANCED METHODOLOGY IN LANGUAGE TEACHING (20 CPs Sem. II. B., BE., V.) **EDU42ALT** B: Mr Des Lowry, B: Ms Lynda Yates
 See EDU41ALT for full subject description.

ADVANCED NURSING THERAPIES (15 CPs Sem. I. BE.) **NSG41ANT** Mr Jim Kevin

This subject offers the opportunity for the student to choose modules from a predetermined list. The student is required to complete modules which amount to a total of 15 credit points in order to satisfy the requirements of the subject. The modules vary in content, but include acute care skills, triage, advanced cardiac life support, mental health issues and complementary therapies. This flexibility allows the student to build upon past learning and experience and avoids the risk of repetition.

Class requirements: flexible delivery mode consisting of 39 hours of lectures, tutorials and self-directed learning activities.

Assessment: Assessment varies with each module. Each module will have one assessment activity (100%). In modules with a skills assessment, demonstrated mastery at 85% or better of the skills concerned will be required. In modules requiring written work, the word limit will be 3,000 words.

Preliminary Reading:

Dunn, S. A. *Primary care consultant*. St Louis: Mosby, 1998.

Recommended Reading:

Lammon, C. B., Foote, A. W., Leli, P. G., Ingle, J. and Adams, M. H. *Clinical nursing skills*. Philadelphia: W. B. Saunders, 1995.

Humphreys, J. and Rolley, F. *Health & health care in rural Australia*. Armidale: University of New England, 1991.

Bushy, A. *Rural nursing*. Sage Publications, 1991.

ADVANCED PROJECT MANAGEMENT (15 CPs Sem. I. BE.) **MGT41APM** Dr Findlay Johnston

In this subject students will study advanced techniques used in the management of large and complex projects. On successful completion of the course, students will have developed a deep understanding of the challenges involved in the management of large multidisciplinary projects, especially those of a multinational nature. The course assumes that students have a basic knowledge of project management and wish to extend that knowledge. During this course of study extensive use will be made of Microsoft Project Software, particularly its advanced features.

Prerequisite: MGT30PM.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: two 1,000-word minor assignments (20% each), one 3,000-word major assignment (60%). Students must gain at least half marks in the major assignment (i.e. at least 30% in the final assessment) to pass the subject.

Prescribed Reading:

Anderson, E. S., Grude, K. V. and Huang, T. *Goal project management*. 2nd edn, Kogan Page Ltd, 1998.

Lewis, J. P. *Mastering project management: applying advanced concepts of system thinking, control and evaluation, resource allocation*. McGraw Hill, 1998.

ADVANCED PROJECT MANAGEMENT (15 CPs Sem. II. BE.) **MGT42APM** Dr Findlay Johnston

See MGT41APM for full subject description.

ADVANCED READINGS IN HEALTH SCIENCE (20 CPs Sem. II. BE.)**HLT52ARH** *Dr Erica James*

This subject involves an indepth examination of a health-related topic of the student's choice, under contract terms. Topics are negotiated with staff members in consultation with the course co-ordinator. As long as contract terms are met, students have the flexibility to complete the subject requirements around other commitments.

Class requirements: one 1-hour meeting with supervisor and two hours directed reading per week.

Assessment: one 6,000-word report (100%).

Text will be advised upon subject commencement.

ADVANCED SOCIAL WORK RESEARCH (30 CPs Sem. I. BE., M.) **SWP51AR***Ms Fiona Gardner*

Not available in 2004.

AGE RELATED CHANGE (15 CPs Sem. I and II. BE.) **BIO41ARC** *Dr Adrian**Verrinder*

This subject provides students with the opportunity to study the biological functions of the ageing person and to explore the methods used for such study. Emphasis is placed on the causal mechanisms of ageing and the biological consequences of colleyery, free radicals invasion, and mistakes made in older replicating cells.

Class requirements: 3-hours per week.

Assessment: one 2,000-word assignment (40%), one 20-minute tutorial presentation (10%), one 1-hour open-book examination (50%).

Text will be advised upon subject commencement.

AGEING AND SOCIETY (15 CPs Sem. II. BE.) **HLT42AS** *Ms Julie Ellis-**Scheer*

The emphasis on this subject is to identify, describe and explain ageing issues from sociological perspectives. Students are given the opportunity to expand their knowledge of health policy in the aged care field.

Class requirements: 3-hours per week.

Assessment: one 2,750-3,000-word assignment (60%), 20-minute tutorial presentation and paper (40%).

Text will be advised upon subject commencement.

AGEING IN THE COMMUNITY (15 CPs Sem. II. BE.) **HLT22AC** *Ms Julie**Ellis-Scheer*

Not available in 2004.

ANALYSING ENGLISH FOR TESOL (20 CPs Sem. I. BE.) **EDU41ATS** *Mr**Robin Hutchison*

This is a subject in linguistic description, as an essential basis of applied linguistics. It aims to equip students with the essential skills to explore aspects of language structures for themselves. By examining how various linguistic processes are realised in different ways in different languages, it introduces students to the enormous variety of possibilities in human language structures. It also considers the ways in which different languages treat some processes as central and some as peripheral. The analysis concentrates on two levels: morphology and sentence syntax, although reference is made to other linguistic levels.

Class requirements: one 3-hour seminar per week.

Assessment: one 2,600-word essay (50%), three 800-word homework exercises (50%).

Recommended Reading:

Fromkin, V. et al. *Introduction to language*. Harcourt Australia, 1999.
Crowley, T., et al. *The design of language* Longman, N.Z., 1995.

ANALYSING ENGLISH FOR TESOL (20 CPs Sem. II. BE.) **EDU42ATS** *Mr**Robin Hutchison*

See EDU41ATS for full subject description.

ANALYSING ENGLISH TESOL (20 CPs Sem. II. BE.) **EDU42AE** *Dr Mark**Garner*

This is a subject in linguistic description, as an essential basis of applied linguistics. It aims to equip students with the essential skills to explore aspects of language structures for themselves. By examining how various linguistic processes are realised in different ways in different languages, it introduces students to the enormous variety of possibilities in human language structures. It also considers the ways in which different languages treat some processes as central and some

as peripheral. The analysis concentrates on two levels: morphology and sentence syntax, although reference is made to other linguistic levels.

Class requirements: two 2-hour seminars per week.

Assessment: one 2,500-word essay (50%), three 800-word homework exercises (50%).

Recommended Reading:

Crowley, T., et al. *The design of language*. Longman, N.Z. 1995.

ANALYSING SPOKEN ENGLISH FOR TESOL (20 CPs Sem. II. B.) **EDU40ANT***Dr Lynda Yates*

Not available in 2004.

ANALYSING SPOKEN ENGLISH FOR TESOL (20 CPs Sem. I. V.) **EDU41ANT***Dr Lynda Yates*

Students are introduced to English phology and other aspects of spoken language in relation to practical language teaching and the analysis of areas of difficulty for learners. The subject covers the basics of phonic analysis and transcription, together with analysis of other aspects of the sound system of connected speech in English and of language use in spoken interaction. Students develop skills in analysing both target-like pronunciation and the difficulties experienced by learners of English. Practical approaches to teaching are examined.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5000-word assignment (100%).

Preliminary Reading:

Underhill, H. *Sound foundations*. Oxford: Heineman, 1994.

Recommended Reading:

Roach, P. *English phonetics and phonology*. Cambridge University Press, 1991.

Brown, G. *Listening to spoken English*. 2nd edn, Longman, 1990.

ANALYSING SPOKEN ENGLISH FOR TESOL (20 CPs Sem. II. B., V.)**EDU42ANT** *Dr Lynda Yates*

See EDU41ANT for full subject description.

APPROACHES TO PASTORAL CARE (20 CPs Sem. I. B., BE., WO.) **EDU41APC***B, WO: Dr Bernie Neville, BE: Dr Dixie Blanksby*

This subject deals with policies and programs for effective pastoral care in schools and other education institutions. The subject covers both systemic and personal issues in the provision of pastoral care to students. Topics include theories and models of pastoral care, student advocacy, teacher-student relationships and strategies for the implementation of pastoral care programs in education institutions.

Class requirements: block mode – six hours per day for six days.

Assessment: one 5000-word essay (100%).

Recommended Reading:

Geldard, P. *Basic personal counselling*. Pearson Education Australia, 2001.

Best, R. Lang, P., Lodge, C. and Watkins, C. *Pastoral care and personal social education*. Cassell, London, 1995.

Moore, T. *The education of the heart*. Hodder and Staughton, N.Y., 1996.

APPROACHES TO PASTORAL CARE (20 CPs Sem. II. B., BE., WO.)**EDU42APC** *B, WO: Associate Professor Bernie Neville, BE: Dr Dixie Blanksby*

See EDU41APC for full subject description.

ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS(15 CPs Sem. I. BE.) **PLA41ESI** *Mr Trevor Budge*

Modern planning legislation, including the Victorian Planning and Environment Act 1987, requires that the environmental, economic and social impacts of proposed development are considered in decision making processes, particularly for major developments. This subject does not aim to provide the knowledge and skills necessary to undertake such assessment. Rather, it is aimed at equipping students with knowledge and skills to enable them as practising planners to more adequately supervise the work of consultants and/or to critique studies undertaken by other agencies and/or consultants.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic

communication with the lecturer and other students; 50% consists of a three-day intensive workshop.

Assessment: one 2000-word assignment (40%), one 3000-word assignment (60%).

Prescribed Reading:

Thomas, I. *Environmental impact assessment in Australia: theory and practice*. Federation Press, Sydney, 1996.

Smith, L. G. *Impact assessment and sustainable resource management*. John Wiley, N.Y./Longman, Burnt Mill, 1993.

ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS

(15 CPs Sem. II. BE.) **PLA42AI** Mr Trevor Budge

See PLA41ESI for full subject description.

AT RISK STUDENTS: CRITICAL CONSIDERATIONS (20 CPs Sem. I. B., BE.)

EDU41ARS B: Ms Patricia McCann, BE: Dr Dixie Blanksby

In this subject students will address issues concerning divisions in contemporary school populations, the issues of school inequity, successful and at risk students. The role of schooling, work and student destination will be discussed, along with the development of youth cultures. The places of gender, ethnicity, drugs, and male positioning will be part of this analysis. Helping students to solve personal and social problems is part of examining the relationship between student, school and work futures. Present programs, pastoral care, student welfare and discipline programs will be critically analysed.

Quota: 25. Enrolment monitoring. Multiple classes can be arranged if required.

Class requirements: five 7-hour weekend workshops.

Assessment: one 5,000 word essay (100%).

Prescribed Reading:

Elliott, J. (1998) *The curriculum experiment: meeting the challenge of social change*. Open University Press, Buckingham, 1998.

Pearl, A., and Knight, T. *The democratic classroom: theory to inform practice*. Hampton Press, New Jersey, 1999.

Power, S. *The pastoral and the academic: conflict and contradiction in the curriculum*. Cassell, London, 1996.

AT RISK STUDENTS: CRITICAL CONSIDERATIONS (20 CPs Sem. II. B., BE.)

EDU42ARS B: Ms Patricia McCann, BE: Dr Dixie Blanksby

See EDU41ARS for full subject description.

BILINGUALISM AND LANGUAGE EDUCATION (20 CPs Sem. I. B., BE., V.)

EDU41BLE B: Dr Lloyd Holliday, Dr Howard Nicholas, BE: Dr

Michele de Courcy

This subject is offered at fifth-year level also.

The cognitive, cultural, psycholinguistic and social issues involved in bilingualism are reviewed. Particular attention is given to models of developing bilingualism within mainstream educational contexts for language minority and majority students. Methodologies and curriculum employed specifically in bilingual immersion programs are discussed. The teaching contexts of both local and overseas students, including languages other than English and teaching English as a second and foreign language, are addressed.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5,000-word essay (100%). Fifth year students will be expected to use a wider source of references and produce work at a higher analytical level.

Prescribed Reading:

Baker, C. *Foundations of bilingual education and bilingualism*. 3rd edn, Clevedon, UK: Multilingual Matters, 2001.

Recommended Reading:

Truckenbrodt, A. and de Courcy, M. *Implementing a bilingual program* Melbourne: AISV, 2002.

de Courcy, M. *Learner's experiences of immersion education: case studies of French and Chinese*. UK: Multilingual Matters, 2002.

Li Wei (ed). *The bilingualism reader*. London: Routledge, 2000.

BILINGUALISM AND LANGUAGE EDUCATION (20 CPs Sem. II. B., BE., V.)

EDU42BLE B: Dr Lloyd Holliday, Dr Howard Nicholas, BE: Dr

Michele de Courcy

This subject is offered at fifth-year level also.

See EDU41BLE for full subject description.

BILINGUALISM AND LANGUAGE EDUCATION (20 CPs Sem. I. B., BE., V.)

EDU51BLE B: Dr Lloyd Holliday, Dr Howard Nicholas, BE: Dr

Michele de Courcy

See EDU41BLE for full subject description.

BILINGUALISM AND LANGUAGE EDUCATION (20 CPs Sem. II. B., BE., V.)

EDU52BLE B: Dr Lloyd Holliday, Dr Howard Nicholas, BE: Dr

Michele de Courcy

See EDU41BLE for full subject description.

BIOLOGICAL TREATMENT SYSTEMS (12 CPs Sem. I. BE.) **BIO40BTS** Dr

Robert Seviour

Not available in 2004.

BIOLOGY TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40BTM**

B: Dr Wan Ng, BE: Mr Peter Cox

This subject prepares students for teaching general science and senior biology. Topics covered include introduction to junior science curriculum materials, learning theories and science teaching, constructivism and other strategies. Primary-secondary transition regarding science concepts and skills, lesson planning, writing teaching units including science related safety and legal responsibilities, computer assisted learning, CD-ROMs, organisation of the laboratory, demonstrations and audio-visual aids in science teaching and gender issues are also examined. The aims and objectives of senior high school biology, national and state policy documents and teaching guides pertaining to teaching biology is examined.

Prerequisite: sub-major study in biology in an approved degree.

Class requirements: one 2-hour workshop per week.

Assessment: four 1,250-word assignments (25% each). In order to pass this subject students must attend 80% of the workshops.

Prescribed Reading:

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1994.

BIOREMEDIATION (12 CPs Sem. II. BE.) **BIO40BRM** Dr Robert Seviour

Not available in 2004.

BUSINESS IT APPLICATIONS (15 CPs Sem. I. BE.) **INT41BIA** Mr Brian

Retallick

This subject focuses on microcomputers and their use in a business setting. Content is divided into three areas, hardware, software, and management. Hardware topics include the CPU, input and output, secondary storage, communications. Software topics include word processing, spreadsheets, databases, development of WWW pages for business. Management topics include issues in planning, implementing and controlling small business computer systems.

Co-requisite: INT10IS. **Class requirements:** one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 3-hour examination (60%), two 1,000-word assignments (40%). To pass this subject, students must achieve at least 40% on the examination and an overall mark of at least 50%.

BUSINESS PROGRAMMING (15 CPs Sem. II. BE.) **INT32BP** Dr Chris Cope

The emphasis in this subject is on the understanding and programming in COBOL of typical business information system algorithms, in particular the maintenance of and reporting from sequential, index-sequential and direct access files. Includes interactive and batch processing, data validation, sorting, arrays and control-break reports.

Prerequisite: INT10IS, INT20ISD.

Class requirements: two 1-hour lectures and two 1-hour tutorials per week.

Assessment: one 2.5-hour examination (50%), two 1,000-word assignments (50%).

BUSINESS STUDIES TEACHING METHOD (20 CPs Sem. All year. BE.)

EDU40BSM Ms Lyn Taylor

The subject prepares students for teaching economy and society strand of SOSE and VCE Business Studies. Topics covered include an introduction to the GSF document and in particular the concepts and skills covered in the Economy and Society strand, associated learning theories and SOSE teaching, planning resources and assessment. Students will also study the range of VCE Business Studies subjects, units of study, work requirements and their design,

planning units of work, and lessons, teaching strategies, specialised resources, audio-visual resources, applications of learning technologies, general assessment and common assessment tasks.

Prerequisite: an approved undergraduate Business degree.

Class requirements: one 2-hour lecture/tutorial per week.

Assessment: four 1,500-word assignments (100%)

Text will be advised upon subject commencement.

CATCHMENT MANAGEMENT (15 CPs Sem. I. BE.) **PLA41CM** *Mr Trevor Budge*

The central concern of this subject is natural resource management and landuse management within the framework of catchment management theory and practice. Using case studies and field work undertaken via intensive workshops it aims to develop knowledge and skills in the management of landuse and development so that: areas suitable for accommodating development are identified and inappropriate development is prevented; salinity is reduced; sustainable landuse is encouraged; pest plants and animals are controlled; and drainage and stormwater run-off are controlled.

Class requirements:

50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic communication with the lecturer and other students, 50% consists of a three-day intensive workshop.

Assessment: one 1,750-word essay (40%), one 2,750-word essay (60%).

Prescribed Reading:

Moss, B. *Ecology of fresh waters: man and medium, past to future*. 3rd edn, Blackwell, Oxford, 1998.

Brizga, J. and Findlayson, B. (eds) *River management: the Australian experience*. John Wiley & Sons, N.Y., 1999.

CATCHMENT MANAGEMENT (15 CPs Sem. II. BE.) **PLA42CM** *Mr Trevor Budge*

See PLA41CM for full subject description.

CHEMICAL DEPENDENCIES (15 CPs Sem. I. BE.) **HLT41CD** *Dr Pamela Snow*

The aim of this subject is to develop a broad understanding of: (a) the mechanisms through which the different drugs of dependence exert their effects; (b) the principles of harm minimisation; and (c) the social, economic, cultural, political, psychological and educational influences on drug-taking behaviours and harm minimisation practices. There will be a focus on current drug issues.

Class requirements: one 1-hour lecture and one 2-hour interactive tutorial per week.

Assessment: one 1,000-word assignment (30%), one 20-minute tutorial presentation (35%), one 2,000-word essay (35%).

Recommended Reading:

Australian Bureau of Criminal Intelligence. *Australian Illicit Drug Report 1989-99*. Commonwealth of Australia.

Hamilton, M., Kellehear, A. and Rumbold, G. *Drug use in Australia. A harm minimisation approach*. Melbourne: Oxford University Press, 1998.

CHEMISTRY TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40CTM** *B: Dr Wan Ng, BE: Mr Peter Cox*

This subject prepares students for teaching general science and senior chemistry. Topics include introduction to junior science curriculum materials, learning theories and science teaching constructivism and other strategies. Primary-secondary transition with respect to science concepts and skills, writing and using objectives, identifying objectives in published materials, assessment methods for different teaching strategies (check lists, laboratory work, skills and attitudes), lesson planning and writing teaching units and safety and legal responsibility in science teaching. Gender issues in science teaching, national and state policies, computer assisted learning, objectives and outline of senior high school chemistry, laboratory techniques and organisation and some teaching aids for chemistry are also covered. The subject also includes assessment practices, testing and diagnostic aids and the use of technology and computers in chemistry.

Prerequisite: sub-major study in chemistry in an approved degree.

Class requirements: one 2-hour workshop per week.

Assessment: four 1,250-word assignments (25% each). In order to pass this subject students must attend 80% of the workshops.

Prescribed Reading:

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1994.

CLINICAL APPROACHES TO MATHEMATICS ASSESSMENT (20 CPs Sem. II. WO.) **EDU40CAW** *Ms Cath Pearn*
Not available in 2004.

COMMUNICATION AND TECHNOLOGY (20 CPs Sem. II. BE.) **EDU42CAT**

Dr Dixie Blanksby

A review of current theories of language development and the acquisition of speech. The aetiology and manifestations of language delays and disabilities will be considered. Augmentative and alternative forms of communication will be explored with an emphasis on technological aids to communication.

Class requirements: Six 6-hour vacation and weekend classes.

Assessment: one 5,500-word assignment (100%).

Prescribed Reading:

Specified journal articles. University Book Shop.

Recommended Reading:

Downing, J. E. *Including students with severe and multiple disabilities in typical classrooms: practical strategies for teachers*. P. H. Brookes Publishers, Baltimore, 1996.

Butterfield, N., Arthur, M. and Sigafos, J. *Partners in everyday communicative exchanges: a guide to promoting interaction involving intellectual disability*. MacLennan & Petty, Sydney, 1995.

Danon-Boileau, L. *The silent child: exploring the world of children who do not speak*. Oxford University Press, 2001.

COMMUNITY DEVELOPMENT HUMAN RESOURCE MANAGEMENT (20 CPs Sem. I. BE.) **PLA51CDH** *Dr Michael Faulkner*

Students are provided with an indepth understanding of the theory and practice of human resource management and its practical application to operating with local organisations in rural and regional communities. The organisation and effective implementation of the management of personnel processes (including recruitment, selection, orientation, performance evaluation, counselling, health safety and welfare) and industrial relations are examined. Students analyse a range of case studies and are provided with ways of developing various problem-solving techniques to respond to complex situations and interactions encountered when operating with different levels of public and private sector organisations.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 4,000-word essay (70%), one 1,500-word essay (30%).

Recommended Reading:

Stone, R. *Human resource management*. Wiley & Sons, Australia, 2002.

Goleman, D. *Working with emotional intelligence*. Bloomsbury, UK, 1999.

COMMUNITY DEVELOPMENT HUMAN RESOURCE MANAGEMENT (20 CPs Sem. II. BE.) **PLA52CDH** *Dr Michael Faulkner*
See PLA51CDH for full subject description.

COMMUNITY DEVELOPMENT PROJECT (20 CPs Sem. I. BE.) **PLA51CDP** *Dr Yola Collins*

Students are required to develop and undertake a project based on the theoretical understanding of community development processes. Students are required to undertake an analysis of a community and to apply and synthesise an important course-related issue in community planning and development. The emphasis will be on developing and undertaking an extensive practical research project related to the major themes of the subject. Students will be required to undertake detailed investigations relevant to issues found in rural and regional communities and to identify a current practical problem impinging upon a local community.

Class requirements: one individual weekly meeting with a supervisor.

Assessment: one 1 4,500-word project report (75%), one 1,000-word oral and written presentation (25%)

Recommended Reading:

IFE, J. W. *Community development: creating community alternatives – vision, analysis and practice*. Melbourne: Longman Australia, 1995.
 Kenny, S. *Developing communities for the future: communities development in Australia*. 2nd edn, South Melbourne: Nelson, 1999.

COMMUNITY DEVELOPMENT PROJECT (20 CPs Sem. II. BE.) **PLA52CDP**

Dr Yola Collins

See PLA51CDP for full subject description.

COMMUNITY LIFE (20 CPs Sem. II. BE.) **EDU42CL** *Dr Michael Faulkner*

This subject considers the societal, community and individual implications of special needs program provision in the transition years from schooling to adult life, for young people with additional needs. Students will be required to identify an area of special interest (such as transition programs, supported employment programs for people with disabilities, community support for early school leavers, drug and alcohol abuse intervention programs, programs for long term unemployed young people and programs for youth in corrections systems) within which they can develop and investigate a project. The sharing of project findings is an essential component in extending knowledge of existing community programs for people with special needs and the philosophies and strategies forming part of such programs.

Prerequisite: generally EDU40ISE.

Class requirements: equivalent to four hours per week, and involves full day classes during weekends and school vacations.

Assessment: one 1,500-word major essay (50%), two 1,500-word assignments (50%).

Text will be advised upon subject commencement.

COMPROMISED CHILDBEARING (15 CPs Sem. II. BE.) **NSG42CC** *Ms*

Jennifer Cameron

This subject explores factors that potentially compromise fertility, the successful outcome of pregnancy, childbirth, and infant health. These are discussed within the themes of environmental, genetic, maternal, paternal, and foetal factors that may interfere with normal pregnancy, natural childbirth, and family adaptation to the newborn family member.

Prerequisite: NSG40MW1 and NSG40MW2.

Class requirements: block mode comprising 26 hours of lectures and 13 hours of tutorials.

Assessment: one 3,000-word essay (50%), one 2-hour examination (50%).

COMPUTER ARCHITECTURE 1 (15 CPs Sem. I. BE.) **INT31CA1** *Mr Phil*

Rice

This subject examines computer organisation as a layered system, basic architecture and organisation, review of digital logic (Boolean logic, Karnaugh maps, etc.), implementation of combinational logic, registers, multiplexers, etc. It also examines standard components, architecture of micro-coded central processors micro-programming, and examples of micro-coded processors. Other components include microprocessors, assembly language programming, addressing, instruction set encoding, stacks, subroutines, development tools, programming techniques, modularity, re-entrancy, debugging techniques, programming I/O devices, polling, interrupt handling, DMA, interfacing to high level languages and device drivers.

Prerequisite: MAT10DIS, INT10PC.

Class requirements: two hours of lectures and two hours of practical classes per week.

Assessment: one 3-hour examination (60%), one 800-word assignment (20%), two 400-word assignments (10% each).

Prescribed Reading:

Tanenbaum, A. S. *Structured computer organisation*. 4th edn, Prentice Hall, 1999.

COMPUTER ARCHITECTURE 1 (15 CPs Sem. II. BE.) **INT32CA1** *Mr Phil*

Rice

See INT31CA1 for full subject description.

COMPUTER ARCHITECTURE 2 (15 CPs Sem. II. BE.) **INT32CA2** *Mr Phil*

Rice

Students learn how to evaluate several commercial CPU designs, a number of hardware organisations commonly used in the quest for

ever increasing processor power, and several obscure (i.e. non-business computing) hardware organisations. A component on instruction set architectures covers instruction set design, how it relates to the registers and memory, what is 'good' about an architecture, the Intel 80X86 family, the Motorola 680X0 family, and reduced instruction set computers (RISC) and the argument about instruction set complexity. A component on hardware organisation examines main memory (banking, interleaving), cache memory (how and why it works, update policy, mapping, etc.), virtual memory (memory management hardware, paging and segmentation). Other components include special purpose architectures and benchmarking.

Prerequisite: INT30CA1.

Class requirements: two hours of lectures and two hours of practical classes per week.

Assessment: one 3-hour examination (60%), two 800-word assignments (20% each).

COMPUTER TECHNOLOGY (15 CPs Sem. I. BE., N.) **INT11CT** *Mr Mal*

Sutherland

This subject introduces students to the architecture and hardware of current personal computer systems and provides a general description of the technologies incorporated in them.

Class requirements: two 1-hour lectures and two 1-hour tutorials per week.

Assessment: one 2-hour examination (50%), two 1,000-word assignments (50%).

CONSULTATION AND CHANGE (20 CPs Sem. I. BE.) **EDU51CAC** *Dr*

Michael Faulkner

This subject includes an analysis of consultancy within contemporary schooling and human service systems. The program places specific emphasis on forms of consultancy oriented to the improvement of curriculum or services provision for people with additional needs. The skills of effective consultancy form part of the study program and are inclusive of consultancy contexts at both the macro and micro levels. The dialectical relationship between consultation processes and change processes is also explored.

Prerequisite: EDU40BPB or EDU50HC or equivalent.

Class requirements: two 1-hour lectures and one 2-hour seminar per week.

Assessment: one 6,000-word assignment (100%).

Text will be advised upon subject commencement.

CONTEMPORARY ISSUES IN MATHEMATICS ASSESSMENT (20 CPs Sem. II. B.) **EDGD1050** *Professor Gilah Leder*

Not available in 2004.

CONTEMPORARY COMPLEX CARE (30 CPs Sem. All year. BE.) **NSG40CCC**

Mr Leigh Kinsman

May be offered in block mode.

This subject provides the opportunity for appropriately certificated and experienced clinicians to explore issues relevant to complex nursing practice. Issues considered include the major social, political, economic, ethical and legal factors that affect resources and the provision of a safe environment for high-quality care. Emphasis is given to allocation of resources, continuity of care, gender and technology, ethical dilemmas, critical stress debriefing and counselling skills.

Class requirements: 78 hours per semester.

Assessment: one 45-minute seminar (30%), one 6,000-word essay (70%).

Text will be advised upon subject commencement.

CONTEMPORARY TOPICS IN SOFTWARE DEVELOPMENT (15 CPs Sem. I. BE.) **INT41TSD** *Mr Tim Whitfort*

In this subject students explore one or more of the recently prominent software development environment, concepts and practices. These develop at a rapid rate. In recent years topics such as distributed and network-based software development, World Wide Web programming, Java, visual programming and client-server computing have come to prominence. Students will develop an appropriate concept base and skills in the covered topic(s).

Prerequisite: approval of the School's Honours Degrees or Higher Degrees committee.

Class requirements: lectures, tutorials, seminars and projects equivalent to three hours contact per week.

Assessment: one 2.5-hour examination (60%) will vary for the different subject options, two 1,000-word assignments (20% each).

CONTEXT OF LEARNING (20 CPs Sem. I. B., BE.) **EDU41COL B:** Dr Bernie Neville, BE: Dr Tony Potts

In this subject students will engage with issues regarding the contexts in which learning occurs, with specific reference to concepts drawn from the history of education, educational philosophy, sociology and comparative education. Critical issues concerning education and learning will be explored and discussed. Issues addressed include gender, ethnicity, rurality and socio-economic status, family, technology and social change. The social, political and economic contexts of education will be critically examined.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 5,000-word written assessment (100%). Assessment may consist of a single 5,000-word submission or be divided into smaller submissions or exam. Students will be advised of specific assessment requirements in the first session.

Prescribed Reading:

Allen, J. *Sociology of education*. Social Science Press, 2001.

Recommended Reading:

Holsey, A. *Education, culture, society*. Oxford University Press: ABS Australian Social Trends, 1999.

CORPORATE FINANCE (15 CPs Sem. I. BE.) **COM51CF** Dr Prem Yapa
Not available in 2004.

CORPORATE FINANCE (15 CPs Sem. II. BE.) **COM52CF** Dr Prem Yapa
Not available in 2004.

COUNSELLING SKILLS (15 CPs Sem. I. BE.) **HLT31CS** Ms Margaret Grigg
Subject to sufficient enrolments. May be offered in block mode.

This subject offers a basic framework within which counselling skills may be developed. By virtue of the nature of the skills, approximately half of the subject will consist of experiential learning exercises. It is anticipated that this subject will be personally challenging. Students will be asked to look at themselves, their values and attitudes and to reflect on their present therapeutic communication skills. Peer appraisal and feedback will facilitate skills improvement.

Class requirements: three hours per week.

Assessment: one skills based practical assessment (equivalent to 1,500 words) (40%), one 2,500-word assignment (60%). Hurdle requirement: 80% attendance and participation in lectures and tutorials is required to pass the subject

Prescribed Reading:

Egan, G. *The skilled helper*. 5th edn, Brooks/Cole, 1986.

COUNSELLING SKILLS (15 CPs Sem. II. BE.) **HLT32CS** Ms Margaret Grigg
See HLT31CS for full subject description.

COUNSELLING WORKSHOP (20 CPs Sem. II. WO.) **EDU42CSW** Dr Lorraine Ling

The aim of this subject is to enable teachers, nurses, youth workers, guidance officers and other professionals to develop a range of skills that will enable them to take on a counselling role within their profession. The theoretical framework for this subject will be drawn from humanistic-existential psychology, particularly the person-centred approach. While attention will be given to training in core counselling skills, the major focus of the workshops will be on the development of an effective approach to counselling through reflection on students' own practice in formal or informal counselling interactions.

Class requirements: one 3-hour workshop/tutorial per week or equivalent intensive program.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

McLeod, J. *An introduction to counselling*. Sage, 1998.

Egan, G. *The skilled helper*. Brooks/Cole, 1986.

CREATIVE WRITING FOR PERSONAL DEVELOPMENT (20 CPs Sem. I. WO.) **EDU40CWW** Dr Molly Travers
Not available in 2004.

CREATIVE WRITING FOR PERSONAL DEVELOPMENT (20 CPs Sem. I. B., WO.) **EDU41CW** Dr Molly Travers
Not available in 2004.

CREATIVE WRITING FOR PERSONAL DEVELOPMENT (20 CPs Sem. Summer. B., WO.) **EDU43CW** Dr Molly Travers

Beginning with autobiographical writing, students explore the creative process in writing and the value of creative writing for all writers, but particularly themselves. Emphasis is on collaborative writing and audience response. Students read published writing and the writing of their fellow students to explore the craft of writing and the perceived risks involved in presenting one's creative efforts to others. Group members are expected to provide supportive criticism of the writing of others. In this subject students will cover the development of the student's own writing skills, and the sensitivity needed to teach writing to groups of children, adolescents or adults are addressed.

Class requirements: Six 6-hour day-time workshops scheduled at weekends or during vacation periods plus additional directed study.

Assessment: one 5,000-word folio of creative writing (100%). Masters students must submit an additional 1,000-word literature review.

Recommended Reading:

Moorhouse, F. *Dark palace*. Random House, NSW, 2000.

Miller, A. *Journey to the stone country*. Allen & Unwin, NSW, 2002.

Ker Conway, J. *When memory speaks: exploring the art of autobiography*. Vintage Books, NY, 1999.

Disher, G. *Writing fiction*. Allen & Unwin, NSW, 2001.

CRITICAL CARE NURSING 1 (15 CPs Sem. I. BE.) **NSG41CN1** Mr Leigh Kinsman

May be offered in block mode.

This subject explores the assessment, implementation and evaluation of therapeutic nursing and medical interventions for patients with specific, complex healthcare needs in the critical care environment within a holistic, team decision-making framework. Emphasis is given to the care of patients with cardiac and respiratory conditions who require haemodynamic assessment and monitoring.

Class requirements: 39 hours per semester.

Assessment: one 2,500 word case study (50%), one 2-hour examination (50%).

Prescribed Reading:

Thelan, L. A., Davie, J. K., Urden, L. D. and Lough, M. E. *Critical care nursing: diagnosis and management*. 3rd edn, St Louis: Mosby, 1998.

CRITICAL CARE NURSING 2 (15 CPs Sem. II. BE.) **NSG42CN2** Mr Leigh Kinsman

This subject explores the assessment, implementation and evaluation of therapeutic nursing and medical interventions for patients with specific, complex healthcare needs in the critical care environment within a holistic, team decision-making framework. Emphasis is given to the care of patients with neurological, endocrine, renal and integumentary conditions.

Prerequisite: NSG40CN1.

Class requirements: 39 hours per semester. Offered in block mode.

Assessment: one 1,500-word essay (30%), one 3-hour examination (70%).

Prescribed Reading:

Oh, T. E. *Intensive care manual* Butterworth-Heinemann, Oxford, 1997.

CURRICULUM CHANGE (20 CPs Sem. I. BE.) **EDU51CC** Ms Jennifer Sheed
The subject will focus attention on current understandings of the social realities of school communities and recent trends in curriculum change at federal, state and local levels.

Class requirements: three hours per week.

Assessment: one 6,000-word project (100%).

Text will be advised upon subject commencement.

CURRICULUM DESIGN AND IMPLEMENTATION (20 CPs Sem. II. B., BE.) **EDU42CDI** B: Dr Keith Simkin, BE: Dr Phillip Payne

In this subject students are introduced to some contemporary approaches to curriculum theory, design and development in a variety of educational contexts. Class members are encouraged to develop their own general theory of education and apply it to curriculum

development in their own teaching situation. Some contexts and issues discussed include: what knowledge is most worthwhile in the modern world and whether it can be encapsulated in curricula; global and local demands on the knowledge, skills, values and beliefs in curricula in different types of educational contexts; balancing the conflicting needs of individuals, groups, society and the environment; constructing and sequencing curriculum components and resource materials to suit different kinds of learners; evaluating curriculum, learners and teachers.

Class requirements: one 3-hour lecture or seminar per week.

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Chesterman, J., and Galligan, B. *Citizens without rights: aborigines and Australian citizenship*. Cambridge University Press, 1997.

Ball, S. J. *Performativities and fabrication in the education economy: toward the performative society?* AARE Annual Conference, Melbourne, November 1999.

Beck, U. *Risk society: towards a new modernity*. Sage Publications, London, 1992.

Pearl, A. and Knight, T. *The democratic classroom: theory to inform practice*. Hampton Press, N. J., 1999.

CURRICULUM DESIGN AND IMPLEMENTATION (20 CPs Sem. II. B., BE.)

EDU52CDI B: Dr Keith Simkin, BE: Dr Phillip Payne

See EDU51CDI for full subject description.

Assessment: one 6,000-word essay (100%). A high level of analytical and theoretical depth is required.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. I. B., BE., M., S., WO.) **EDU41CDD** B, M: Dr Damon Cartledge, BE: Mr Les Lyons, S: Mr Kim Keamy

In this subject, students gain knowledge of contemporary national and international approaches to general curriculum theory and policy developments related to the changing roles for youth. Students will explore instructional design and curriculum development models. Emphasis is placed on the impact of the current era of change on school life and in particular on VET in VCE and in VCAL programs as well as aspects of curriculum development for discrete VET and Adult education programs. Curriculum issues that directly align with the stages of development for years 7-10 (CSFII) are explored in depth, as are stage related issues in the senior years of schooling. Critical components of literacy development are also explored in the vocational and schools contexts. Ideas such as competencies, generic skills, training packages, Industry Training Advisory Boards, are discussed and applied, leading to development of professional literacy in curriculum design.

Class requirements: five 7-hour workshop/lecture sessions on weekends.

Assessment: one 5,000-word assignment (100%).

Prescribed Reading:

National Staff Development Committee for VET *Action learning in Vocational Education and Training: a guide to action learning*. NSDC, Melbourne, 1995.

Print, M. *Curriculum development and design*. 2nd edn, Allen & Unwin, Sydney, 1993.

Lovat, T. J. and Smith, D. L. *Curriculum: action on reflection revisited*. 3rd edn, Social Science Press, Wentworth Falls, 1995.

Robinson, C. and Thomson, P. (eds) *Readings in Vocational Education and Training research*. NCVER, Adelaide, 1998.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. II. B., BE., S.)

EDU42CDD B: Dr Damon Cartledge, Dr Keith Simkin, BE: Mr Les Lyons, S: Mr Kim Keamy

See EDU41CDD for a full subject description.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. I. B., BE., M., S., WO.) **EDU51CDD** B, WO: Dr Lorraine Ling, B: Dr Keith Simkin, BE:

Mr Les Lyons, S: Mr Kim Keamy

See EDU41CDD for full subject description.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

CURRICULUM DEVELOPMENT AND DESIGN (20 CPs Sem. II. B., BE., M., S., WO.) **EDU52CDD** B, WO: Dr Lorraine Ling, B: Dr Keith Simkin, BE:

Mr Les Lyons, S: Mr Kim Keamy

See EDU51CDD for a full subject description.

DATABASE (15 CPs Sem. I. BE., N.) **INT31DB** Mr Brian Retallick

This subject examines: database fundamentals; the relational model; logical database design (entity-relationship and normalisation); physical database design; database processing and SQL; database administration including DBA, integrity and security; transaction management including concurrency and backup/recovery; other database models including information retrieval, distributed database, object-oriented database, temporal databases, spatial databases, data warehouses and web databases.

Prerequisite: INT10PC, INT10ITF.

Class requirements: two one-hour lectures and two 1-hour tutorials per week.

Assessment: one 3-hour examination (60%), two 1,000-word equivalent assignments (20% each).

DATABASE (15 CPs Sem. II. BE., M., OSITE.) **INIT32DB** Mr Brian Retallick
See INT31DB for full subject description.

DEVELOPMENTS IN LITERACY EDUCATION (20 CPs Sem. I. S., WO.)

EDU41DLE Dr Audrey Grant

This subject is intended for primary and post-primary teachers, and adult literacy practitioners. The Curriculum Standards Framework and the Certificates of General Education for Adults are both heirs to the philosophies and pedagogies that came before. They also exist in an ever changing climate of accountability and expected outcomes. This subject traces some of the relevant philosophical positions in: education, language acquisition and usage, learning theories, social theory, and the nature of knowledge and its impact on appropriate research methodology. An understanding of the various forces makes it possible for teachers to respond to new initiatives from a position of knowledge that gives power. Students are encouraged to discuss their own work situations within the framework of this subject.

Class requirements: one 3-hour seminar per week or equivalent intensive five day program.

Assessment: one 5,000-word essay (100%).

Preliminary Reading:

Mace, J. *Talking about literacy*. Routledge, 1992.

Prescribed Reading:

Education Department of Western Australia. *First steps*. Rigby Heinemann, 1997.

Education Victoria. *Switched on assessment*. CD Rom, 1999.

Education Victoria. *Switched on curriculum*. 2, CD Rom, 1999.

Freire, P. *The politics of education*. Macmillan, 1985.

Bradshaw, D. *Transforming lives, transforming communities*. 2nd edn, ACFE, 1999.

Draper, J. A. and Taylor, M. (eds) *Voices from the field*. Culture and Concepts, 1992.

DEVELOPMENTS IN LITERACY EDUCATION (20 CPs Sem. II. B., WO.)

EDU42DLE Dr Audrey Grant

See EDU41DLE for full subject description.

DEVELOPMENTS IN LITERACY EDUCATION (20 CPs Sem. I. S., WO.)

EDU51DLE Dr Audrey Grant

See EDU41DLE for full subject description.

Assessment: one 6,000-word essay (100%). A high level of analytical and theoretical depth is required.

DEVELOPMENTS IN LITERACY EDUCATION (20 CPs Sem. II. S., WO.)

EDU52DLE Dr Audrey Grant

See EDU51DLE for full subject description.

DISCOURSE ANALYSIS (20 CPs Sem. I. BE.) **ENG41DA** Dr Mark Garner

In this subject students are introduced to the analysis of language above the level of the sentence. Various alternative approaches to the study of spoken discourse are examined from a theoretical point of view and applied to the analysis of recorded data. Particular emphasis is placed on the role of spoken interaction in the construction of a social reality, how this is achieved through the linguistic resources of English. Comparisons are also drawn with conversational practices in other languages. The later part of the subject considers the implications of these understandings for linguistic analysis and for language teaching and other applications.

Class requirements: five 6-hour workshops.

Assessment: one 4,000-word assignment including recording and transcription of data (75%), five short analytical exercises (25%).

Prescribed Reading:

Brown, G., and Yule, D. A. *Discourse analysis*. Cambridge University Press, 1993.

Tsui, A. *English conversation* Cambridge University Press, 1994.

Paltridge, B. *Making sense of discourse analysis. Book 3*. Antipodean Educational Enterprises (AEE), Qld, Australia, 2000.

DISCOURSE ANALYSIS (20 CPs Sem. II. BE.) **ENG52DA** Dr Mark Garner
See ENG41DA for full subject description.

DISCRETE MATHEMATICS (15 CPs Sem. II. BE.) **MAT12DIS** Dr Simon Smith

Students survey the mathematical structures which occur throughout computing-related disciplines and which are needed to fully appreciate the processes involved in modern information technology. Topics studied include the basic structures of algorithms, the representation and manipulation of numbers in different bases and propositional logic and its relation to digital circuits via Boolean algebra. More advanced algorithmic and programming structures such as recursion are also considered.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 3-hour examination (60%), two (DURATION?) tests (20% each).

Prescribed Reading:

Grossman, P. *Discrete mathematics for computing*. Macmillan, Melbourne, 1995.

DISSERTATION HS (60 CPs Sem. All year. BE.) **HLT50DIS** Dr Erica James

Health Science topics for investigation will be agreed between the student and course co-ordinator. An appropriate research project is developed and carried out by the student under academic supervision.

Prerequisite: successful completion of research methods subjects at masters degree level.

Class requirements: Regular, fortnightly, individual supervision.

Assessment: one 15,000-20,000-word dissertation (100%).

Text will be advised upon subject commencement.

DISSERTATION NU (60 CPs Sem. All year. BE.) **NSG50DIS** Mr Keith

O'Brien

This subject is dissertation equivalent to three coursework subjects equalling 60 credit points.

Nursing topics for investigation will be agreed between the candidate and course co-ordinator. Research will be undertaken under academic supervision.

Prerequisite: successful completion of a research methods subject.

Class requirements: individual supervision.

Assessment: one 18,000-25,000-word dissertation (100%).

Text will be advised upon subject commencement.

ECONOMIC POLICY (15 CPs Sem. I. BE.) **ECO41EP** Dr Andrzej Solecki

This subject aims to develop an understanding of economic policy at government, economy and firm level. Topics studied include economic relationships, fiscal policy, monetary policy, wages policy, trade policy and industrial policy.

Prerequisite: entry to Graduate Diploma in Management.

Class requirements: three hours per week.

Assessment: progressive assessment (100%).

Prescribed Reading:

Melotte and Moore *Economics*. Prentice Hall, 1995.

ECONOMIC POLICY (15 CPs Sem. II. BE.) **ECO42EP** Dr Andrzej Solecki

See ECO41EP for full subject description.

ECONOMICS FOR MANAGEMENT (15 CPs Sem. I. BE.) **ECO51EM** Mr

David Reimers

Students will focus on the economics of management decision-making. A cost/benefit approach will be applied to issues of resource-deployment in a cross-section of organisational frameworks, ranging from private sector business, public enterprises and government departments. Students will be encouraged to apply the analytical

methods of economics to a variety of real world resource use problems, ranging from pricing for private and public sector utilities, the input mix, the nature of hierarchical behaviour, input/output analysis, management strategies under competitive and imperfectly competitive environments including elementary games theory and aspects of financial management.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 2,500-word assignment (50%), one 4,500-word group report (three students per group) (40%), contribution to group discussion in workshops (week1-13) (10%).

Prescribed Reading:

Frank, R. H. *Microeconomics and behaviour*. 5th edn, McGraw Hill Irwin, New York, 2003.

ECONOMICS FOR MANAGEMENT (15 CPs Sem. II. BE.) **ECO52EM** Mr

David Reimers

See ECO51EM for full subject description.

EDUCATION AND CULTURAL DIVERSITY (20 CPs Sem. II. B.) **EDU40ECD**

Dr Keith Simkin

Not available in 2004.

EDUCATION AND CULTURAL DIVERSITY (20 CPs Sem. II. B.) **EDU42ECD**

Dr Keith Simkin

Students in this subject look at strategies for the education of people from diverse backgrounds – reflecting ethnicity, language, culture, gender or other sources of diversity – to achieve the various goals of multicultural education. The subject is designed for teachers, trainers, counsellors, managers, parents and professionals in any areas involving education and diversity. Topics discussed in the course include: models, issues and options in education for cultural diversity in Australia and other countries; strategies to reduce the impacts of prejudice and discrimination; programs for social cohesion, cultural identity, social justice and economic productivity within an inclusive framework; teaching, management and leadership strategies for multicultural education.

Class requirements: one 3-hour lecture per week or equivalent five day intensive program.

Assessment: one 4000-word essay (80%), one 20-minute class presentation (20%).

Recommended Reading:

Victoria, Department of Education, Employment and Training, *Guidelines for managing cultural and linguistic diversity in schools*. Melbourne, DEET, 2001.

Council of Education Systems Chief Executive Officers, *Racism. No way!* Canberra, COESCEO, 2001.

Coelho, E. *Teaching and learning in multicultural schools*, Clevedon, Multilingual Matters, 1998.

EDUCATION AND CULTURAL DIVERSITY (20 CPs Sem. II. B.) **EDU52ECD**

Dr Keith Simkin

See EDU42 ECD for full subject description.

Assessment: one 5,000-word essay (80%), one 20 minute class presentation (20%).

EDUCATION AND LEADERSHIP (20 CPs Sem. I. BE.) **EDU51EL** Dr Barry

Brockley

Not available in 2004.

EDUCATION BUSINESS LINKS 2 (20 CPs Sem. I. BE., M.) **EDU41BL2** Ms

Jennifer Sheed

This subject is designed to help teachers and the schools they work in raise the quality of their links with business through curriculum development. The subject focuses on four main elements of school business links: curriculum enrichment for students, professional development of teachers, institutional development, and mutual benefits from collaboration between schools, business and the wider community.

Prerequisite: Bachelor of Teaching.

Class requirements: summer school and weekends equivalent to four hours per week.

Assessment: one 1,000-word theoretical essay (30%), one 3,000-word curriculum development project (70%).

Text will be advised upon subject commencement.

EDUCATION BUSINESS LINKS 2 (20 CPs Sem. II. BE.) **EDU42BL2** Ms

Jennifer Sheed

See EDU41BL2 for full subject description.

EDUCATION FOR SUSTAINABILITY: GD (20 CPs Sem. II. BE.) **OED42ES** Ms

Almut Beringer

Not available in 2004.

EDUCATION ISSUES 1 (20 CPs Sem. I. BE.) **EDU51EI1** Dr Phillip Payne

Necessary conceptual and research information about practical professional problems and issues in educational policy, curriculum and pedagogy will be critically analysed with the intention that such problems/issues can be better understood and resolved.

Class requirements: three hours per week.

Assessment: one 750-1,000-word proposal (15%), one 1,500-2,000-word annotated bibliography (25%), one 3,000-word critical review of literature (60%).

Text will be advised upon subject commencement.

EDUCATION ISSUES 2 (20 CPs Sem. I. BE.) **EDU51EI2** Dr Phillip Payne

See EDU51EI1 for full subject description.

EDUCATION ISSUES 2 (20 CPs Sem. II. BE.) **EDU52EI2** Dr Phillip Payne

See EDU51EI1 for full subject description.

EDUCATION RESEARCH METHODS 1 (20 CPs Sem. I. BE.) **EDU41RM1** Dr

Phillip Payne

This subject is offered as a training program in basic research skills. It introduces students to empirical research methods in both the quantitative and qualitative domains, and knowledge and skills in the collection of numeric and textual data, the generation of these data, and their analysis and interpretation.

Prerequisite: Bachelor of Teaching (Primary).

Class requirements: four hours per week.

Assessment: one 3,000-word review of literature assignment (60%), one 2,000-word methodology assignment (40%).

Prescribed Reading:

Kumar, R. *Research methodology*. Longman, 1991.

EDUCATIONAL ADMINISTRATION 1: A CRITICAL APPROACH (20 CPs Sem. I. B.) **EDU41EA1** Dr Lorraine Ling

Students are introduced to contemporary theories of educational administration and use these in approaches to solving practical problems. Special attention is directed to consultative and participative leadership styles, communication, motivation and job satisfaction, group relationships, decision-making, organisational culture, and school community relations.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Hoy, W. and Miskel, C. *Educational administration, theory, research and practice*. 3rd edn, 1982.

Duignan, P. A. and MacPherson, R. J. S. *Educational leadership*. Falmer Press, 1992.

Owens, R. G. *Organizational behaviour in education*. 3rd edn, Prentice Hall, 1987.

Westoby, A. *Structure and power in educational organisations*. Milton Keynes: Open University Press, 1988.

Walker, W. G. *Theory and practice of educational administration*. University of Queensland Press, 1970.

EDUCATIONAL ADMINISTRATION 2: A CRITICAL APPROACH (20 CPs Sem. II. B.) **EDU42EA2** Dr Lorraine Ling

This is a continuation of the first semester subject Introduction to Administration in Public Institutions 1. Students study in more depth the theories and concepts addressed during the first semester.

Prerequisite: EDU40IA1.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 5000-word essay (100%).

Prescribed Reading:

Hoy, W. and Miskel, C. *Educational administration, theory, research and practice*. 3rd edn, 1982.

Duignan, P.A. and MacPherson, R. J. S. *Educational leadership*. Falmer Press, 1992.

Owens, R. G. *Organizational behaviour in education*. 3rd edn, Prentice Hall, 1987.

Westoby, A. *Structure and power in educational organisations*. Milton Keynes: Open University Press, 1988.

Walker, W. G. *Theory and practice of educational administration*. University of Queensland Press, 1970.

EDUCATIONAL ISSUES 1 (20 CPs Sem. II. BE.) **EDU52EI1** Dr Phillip Payne

Necessary conceptual and research information about practical professional problems and issues in educational policy, curriculum and pedagogy will be critically analysed with the intention that such problems/issues can be better understood and resolved.

Class requirements: four 3-hour lectures plus individual meetings each fortnight.

Assessment: one 750-word proposal (15%), one 2,500-word annotated bibliography (25%), one 3,000-word critical review of literature (60%).

Text will be advised upon subject commencement.

EDUCATIONAL PRIORITIES FOR GIFTED STUDENTS (20 CPs Sem. All year. B.) **EDGD004** Professor Gilah Leder

Not available in 2004.

EDUCATION, IDENTITIES & INEQUALITIES (20 CPs Sem. I. B.) **EDGD327**

Dr Lyn Yates

Not available in 2004.

EFL TEACHING METHOD (20 CPs Sem. All year. B.) **EDU40TFL** Mr Alan

Williams

In EFL method, the principles that inform the teaching of English to speakers of other languages in post-primary and adult teaching contexts are introduced. Students examine the principles and resources used in ESL and EFL teaching. They develop skills in planning, implementing and evaluating lessons and explore issues related to program organisation. Other areas of study include: TESOL program organisation, curriculum frameworks, approaches to assessment in TESOL and the place of TESOL in the curriculum. Students are provided with experience in: lesson planning, understanding learners' second language development and in the design, development and utilisation of materials.

Prerequisite: sub-major in linguistics or a language other than English.

Recommended Prior Studies: students who do not have the prerequisite are required to undertake a professional development activity in language awareness.

Incompatible subject: EDU42LT2/EDU40TSL

Class requirements: one 2-hour lecture and one 2-hour seminar per week.

Assessment: one 2,500-word case study of an EFL learner (50%), one set of teaching materials (approximately 2,500 words) for a group of ESL students (50%).

Prescribed Reading:

Leech, G. *An A-Z of English grammar and usage*. Edward Arnold, 1989.

Kenworthy, J. *Language in action*. Longman, 1991.

Swan, M. *Learner English*. CUP, 1988.

McKay, P. and Scarino, A. *The ESL framework of stages*. Curriculum Corporation, Melbourne, 1992.

Harmer, J. *The practice of English teaching*. 3rd edn, Longman, 2001.

EMERGENCY NURSING (15 CPs Sem. I. BE.) **NSG41EN** Mr Keith O'Brien

May be offered in block mode.

This subject explores the emergency management of patients with complex healthcare needs. Emphasis is given to the assessment, implementation and evaluation of therapeutic interventions for patients in the emergency care environment. Concepts explored include the care of patients with fractures, the investigation and care of the unconscious patient, respiratory, cardiac and obstetric emergencies, and continuity of care.

Class requirements: 26 hours of lectures and 13 hours of tutorials in block mode.

Assessment: one 2,500 word essay (40%), one 2-hour examination (60%).

Prescribed Reading:

Budussi-Sheehy, S. *Emergency nursing: principles and practice*. 3rd edn, St Louis: Mosby, 1992.

EMERGENCY NURSING (15 CPs Sem. II. BE.) **NSG42EN** Mr Keith O'Brien
See NSG41EN for full subject description.

EMERGING CONCEPTS IN MANAGEMENT (15 CPs Sem. II. BE.)

MGT52ECM Dr John Pacher

Topics covered in this subject include innovation and entrepreneurship, team building, TQM, career planning and development, corporate leadership, organisations and management.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: two 1,500-word assignments (60%), one 500-word presentation (20%), case studies (500 words) (20%).

EMOTION AND ADJUSTMENT (15 CPs Sem. II. BE.) **HLT40EA** Mr Tim Godber

Not available in 2004.

ENGLISH AS A SECOND LANGUAGE B (20 CPs Sem. II. B., BE., V.)

EDU41ESL B: Ms Julianne East, Ms Jennie Lynch, BE: Ms Gaelene Rowe

Students should be from a language background other than English, with a minimum English language entry requirement of the University.

The use of English language as a tool of global interaction is the focus of this interdisciplinary, elective subject. In order to develop a high level of English language competence, students analyse the concepts, structures and patterns of selected international texts. Through interaction comparing varying international contexts, students also generate valuable insight into global culture relevant to their academic disciplines and professions.

Class requirements: two 1.5-hour seminars.

Assessment: one 3,000-word essay (50%), one 3,000-word journal (20%), two 1-hour class tests (30%).

Prescribed Reading:

Lynch, J. and Russell, B. *ESL-2 book of readings*. Language Centre, La Trobe University.

ENGLISH AS A SECOND LANGUAGE B (20 CPs Sem. I. B., BE., V.)

EDU42ESL B: Ms Julianne East, Ms Jennie Lynch, BE: Mr Des Lowry
See EDU41ESL for full subject description.

ENGLISH GRAMMAR FOR TEACHING (20 CPs Sem. I. B., V.) **EDU41EG** Dr Lloyd Holliday

Students are provided with an overview of English grammar. Particular emphasis is given to problem areas for ESL students. Some findings in the research literature about the learning of specific features of English grammar are reviewed and the application of these findings to teaching methodology and materials design is discussed.

Class requirements: 30 hours of lectures, and an optional online seminar via the internet one evening a week.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Subject book of readings.

ENGLISH TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40ETM**

B: Dr Molly Travers, BE: Dr Vaughan Prain

This subject offers students an opportunity to specialise in the teaching of English through a study of current theory and practice. General areas considered include language studies, curriculum development and classroom practice.

Prerequisite: an approved degree with a sub-major in English language or literature.

Class requirements: one 2-hour seminar per week.

Assessment: one 1,000-word essay (20%), two 2,000-word assignments (35% each), seminar participation (10%).

Prescribed Reading:

A book of readings. La Trobe University, Bookshop.

ENHANCING TEACHING AND LEARNING WITH ICT AND MULTIMEDIA

(15 CPs Sem. I. B.) **EDU41ITM** Dr Howard Nicholas

Learning, teaching and training in schools, TAFE, universities and the

work place are becoming more and more reliant on information and communication technologies. The question 'How can information and communication technologies make learning more effective?' is fundamental to this subject. Traditional methods of learning will be compared to methods that make use of information and communication technologies. Examples from mathematics, science and language will be presented to illustrate current educational applications of information and communication technologies, multimedia, and online learning. Participants will be encouraged to select and investigate an appropriate area and level (for example upper primary SOSE, pre-service nurse education, or ESL in the secondary school) for the purposes of assessment.

Class requirements: one 3-hour workshop per week.

Assessment: one 4,500-word assignment (100%). Masters students should write an extended piece of academic prose that includes a theoretical basis. Other students have the option of synthesising published material on a negotiated topic.

Recommended Reading:

Goodwyn, A. (ed.) *English in the digital age: information and communications technology (ICT) and the teaching of English*, London: Cassell, 2000.

Learning to change: ICT in schools. Paris: OECD, 2001.

Leask, M. and Pachler, N. *Learning to teach using ICT in the secondary school*. New York: Routledge, 2000.

ENVIROMENTAL SCIENCE TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40ESM** Mr Peter Cox

In this subject students will be prepared to teach general science and senior environmental science. Topics covered include introduction to junior science curriculum materials, learning theories and science teaching, constructivism and other strategies. Primary-secondary transition regarding science concepts and skills, lesson planning, writing teaching units including science related safety and legal responsibilities, information and communication technologies in science teaching, organisation of the laboratory, demonstrations and audio-visual aids in science teaching and gender issues are also examined. The aims and objectives of senior high school environmental science, national and state policy documents, study designs and assessment guides pertaining to teaching environmental science are examined.

Class requirements: one 2-hour workshop per week for 20 weeks.

Assessment: four 1,250-word assignments (25% each). In order to pass this subject students must attend 80% of the workshops.

Prescribed Reading:

VCAA. *Environmental science study design*. Education Department, Victoria, 2002.

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1995.

Recommended Reading:

Ebenezer, J. and Haggerty, S. *Becoming a secondary school science teacher*. Pearson, NY, 1999.

ESL TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40TSL** B: Mr

Alan Williams, BE: Dr Michele de Courcy

ESL method introduces the principles that inform the teaching of English to speakers of other languages in post-primary and adult teaching contexts. Students examine the principles and resources used in ESL and EFL teaching. They develop skills in planning, implementing and evaluating lessons and explore issues related to program organisation. Other areas of study include: TESOL program organisation, curriculum frameworks, approaches to assessment in TESOL and the place of TESOL in the curriculum. Students are provided with experience in: lesson planning, understanding learners' second language development and in the design and development of materials. Connections are made between this subject and teaching practice experiences.

Prerequisite: sub-major in linguistics or a language other than English.

Co-requisite: students who do not have the prerequisite are required to undertake a professional development activity in language awareness.

Incompatible subject: EDU42LT2.

Class requirements: one 2-hour lecture and one 2-hour seminar per week.

Assessment: one 2000-word case study of an ESL learner (40%), one set of teaching materials (approximately 2,000 words) for a group of

ESL students (40%), one 1,000-word reflective journal of teaching practice experience (20%).

Prescribed Reading:

Leech, G. *An A-Z of English grammar and usage*. Edward Arnold, 1989.

Kenworthy, J. *Language in action*. Longman, 1991.

Swan, M. *Learner English*. CUP, 1988.

Board of Studies. *The ESL companion to the English CSFII*. Board of Studies, 2000.

McKay, P. and Scarino, A. *The ESL framework of stages*. Curriculum Corporation, Melbourne, 1992.

Harmer, J. *The practice of English language teaching*. 3rd edn, Longman, 2001.

EUTROPHICATION (5 CPs Sem. II. BE.) **BIO40EUT** Dr Robert Seviour
Not available in 2004.

EXCURSION (EB) (12 CPs Sem. II. BE.) **BIO40EXC** Dr Robert Seviour
Not available in 2004.

FILAMENTOUS BACTERIA (12 CPs Sem. I. BE.) **BIO40FB** Dr Robert Seviour
Not available in 2004.

FINANCIAL PLANNING AND ANALYSIS (15 CPs Sem. I. SI.) **COM41FPA** Dr Genevieve Thomson

In this subject students gain an understanding of the concepts and terminology relating to financial management. Topics include interpretation and analysis of financial statements, forecasting and budgeting, control of financial systems, working capital management, dividend policy, financial decision-making and investment strategy, and financial and investment markets.

Incompatible subject: ACC10ADB.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: two 30-minute tests (24%), one 90-minute examination (36%), one 2,000-word assignment (40%).

Preliminary Reading:

Jopling, R., Lucas, P. and Norton, G. *Accounting for business: a non-accountants guide*. Sydney: McGraw Hill, 1998.

Prescribed Reading:

Wilson, C. and Keers, B. *Financial management, principles and applications*. 3rd edn, Prentice Hall, 1998.

FINANCIAL PLANNING AND ANALYSIS (15 CPs Sem. II. BE., SI.) **COM42FPA** Dr Genevieve Thomson
See COM41FPA for full subject description.

GENDER AND EDUCATION (20 CPs Sem. II. BE.) **EDU52GE** Ms Cathleen Farrelly

This subject develops an understanding of constructions of femininity and masculinity, feminist critiques of the education system by looking at historical, cultural and contemporary issues that have excluded and restricted women from participating in education and current legislation and strategies aimed at addressing the interests of girls/women and boys/men in the educational system.

Prerequisite: EDU50PIE.

Class requirements: one 1-hour lecture and one 2-hour tutorial per week.

Assessment: two 3,000-word essays (100%).

Text will be advised upon subject commencement.

GEOGRAPHY METHOD (20 CPs Sem. All year. BE.) **EDU40GTM** Ms Lyn Taylor

This subject focuses on the teaching of geography and geography content in years 7 to 12 programs in Studies of Society and Environment Studies. Major sections are the nature of geography as a discipline with special attention to recent debates within the discipline, curriculum development of geography programs in Victorian secondary education and an evaluation of materials and techniques used in secondary geography programs.

Prerequisite: an approved degree with a sub-major in geography.

Class requirements: two hours per week.

Assessment: one 1,500-word resource folder (20%), one 2,500-word

unit of work (50%), one 1,000-word seminar presentation (20%), participation (10%).

Prescribed Reading:

Board of Studies. *Studies of society and environment*. Curriculum and Standards Framework, Melbourne, 1995.

GEROPSYCHIATRIC NURSING (15 CPs Sem. I. BE.) **NSG41GPN** Ms Sue McConnachie

A 52-hour practicum is associated with the whole subject and achievement of a satisfactory level of clinical performance is a hurdle requirement. The student will be expected to be working in an aged care facility while undertaking the subject.

This subject gives students the opportunity to develop skills in the assessment and care of aged people with a mental health problem. They will examine the development of the mental health system, explore the ethical and legal aspects of geropsychiatric nursing, develop assessment skills and explore the management skills essential to holistic care of an older person with a mental health disorder. They will learn to critically review the role of the nurse in examining approaches to practice; and explore interventions in meeting the mental health challenges for the older individual and their family.

Class requirements: flexible delivery mode consisting of 39 hours of lectures, tutorials and self-directed learning activities.

Assessment: two minor assessments (20% each) two 1,000-word assignments (30% each).

Prescribed Reading:

Hogstel, M. O. *Geropsychiatric nursing*. 2nd edn, St Louis: Mosby, 1995.

GIFTED EDUCATION (20 CPs Sem. I. BE.) **EDU41GE** Dr Michael Faulkner

This subject provides an introduction to the rapidly changing field of gifted education. The key foci are characteristics of gifted and talented children, models of giftedness, myths about giftedness, issues in the identification of gifted and talented children, and social attitudes towards giftedness. The unit includes child development and early identification, aspects of temperament and learning style development, theories of intelligence, creativity, under-achievement and difficult behaviour, labelling, arguments for and against, and techniques for the identification of gifted children.

Class requirements: three full day teaching programs (lectures, seminars, and workshops) and six evening 2-hour lectures/tutorials.

Assessment: one 1,750 word assignment and 20-minute class presentation (50%), one 3,000-word case study (50%).

Text will be advised upon subject commencement.

GRAPHICS PROGRAMMING (15 CPs Sem. II. BE.) **INT32GP** Ms Fran Soddell

This subject introduces the principles of modern computer graphics programming. To help students understand the concepts behind computer graphics programming, they are given experience in using a modern API to develop 2D and 3D graphics applications. By taking a programming approach, students are encouraged to apply their new understanding.

Prerequisite: INT10PC and permission of the course co-ordinator.

Class requirements: two 1-hour lectures and two 1-hour tutorials per week.

Assessment: one 2-hour examination (50%), one 600-word minor programming assignment (15%), one 1,400-word major programming assignment (35%).

HEALTH ECONOMICS (15 CPs Sem. II. BE.) **HLT42HEC** Dr Pamela Snow

The subject provides students with an understanding of important economic perspectives and issues relevant to the health services. Content includes an overview of Australia's health expenditure, resource allocation, funding and health insurance, arrangement of health care planning and budgeting.

Class requirements: three hours per week, consisting of lectures, seminars and tutorials.

Assessment: one 1,500-2,000 word assignment and one 15-minute class presentation (50%), one 2-hour examination (50%).

Recommended Reading:

Mooney, G. *Economics, medicine and health care*. New York: Harvester Wheatsheaf, 1992.

HEALTH EDUCATION (15 CPs Sem. I. BE.) **HLT41HED** Ms Lyn Talbot

In this subject students are introduced to foundation education theories. Health education models are compared and contrasted with education theories and health education is critiqued. Other topics include the learning domains, educator qualities and group teaching-learning processes. Students analyse the characteristics of teaching and learning opportunities and develop skills suitable for a range of health education settings.

Class requirements: one 1-hour lecture and one 2-hour tutorial/practical session per week.

Assessment: one 1,200-word critical analysis report (35%), one 2,700-word Health Education package presentation (65%).

Recommended Reading:

Lorig, K. *Patient education: a practical approach* 2nd edn, Sage Publications, 1996

Kiger, A. *Teaching for Health (2nd ed)* 2nd edn, Churchill Livingstone, 1995.

HEALTH EDUCATION (15 CPs Sem. II. BE.) **HLT42HED** Ms Lyn Talbot

See HLT41HED for full subject description.

HEALTH EDUCATION TEACHING METHOD (20 CPs Sem. All year. B., BE.)**EDU40HEM B:** Dr Lorraine Ling, BE: Ms Cathleen Farrelly

In this subject students will study the place of health (and human development at the senior level) in the secondary school curriculum; approaches to the teaching and learning of health; curriculum design and development including assessment strategies; current texts and resources used in schools. Students will be required to implement and critically evaluate the teaching of health education lessons whilst they are on teaching practicum.

Class requirements: one 2-hour workshop for 20 weeks.

Assessment: one 2,000-word literature review (30%), one 500-word evaluation and presentation of teaching resource, (10%), one 1,000-word implementation and evaluation of health lessons (20%), one 2,500-curriculum project (40%).

Recommended Reading:

Book of readings. University Printery.

HEALTH FINANCE (15 CPs Sem. I. BE.) **HLT41HF** Ms Lyn Talbot

Not available in 2004.

HEALTH ISSUES (20 CPs Sem. I. BE.) **HLT51HI** Ms Lyn Talbot

Students are provided with the opportunity to investigate issues pertinent to the contemporary health system and the development of critical analysis of the health system. Subject material is presented in three modules of study: contemporary federal and state health policy and its ramifications for health service delivery, resource allocation and issues of justice, equity and access, and the effect of health system change on key health service providers and interest groups. Seminars will be presented by staff and appropriate external practitioners to provide substantial opportunities for academic debate.

Class requirements: six 7-hour days, of lectures/seminars, usually offered in block mode during the mid-semester break.

Assessment: one 30-minute seminar presentation (20%), two 2,000-word essays (80%).

Text will be advised upon subject commencement.

HEALTH ISSUES (20 CPs Sem. II. BE.) **HLT52HI** Ms Lyn Talbot

See HLT51HI for full subject description.

HEALTH MANAGEMENT B (20 CPs Sem. I. BE.) **HLT51HMB** Ms Fiona

Gardner

This subject investigates the managerial implications of changes in the health systems and human service. It provides health and human service professionals with knowledge and skills in relation to human resource management and the legal aspects of working in human service and health organisations.

Prerequisite: HLT40MAH.

Class requirements: three hours per week.

Assessment: one 1,500-word assignment (40%), one 2,500-word assignment (60%).

Text will be advised upon subject commencement.

HEALTH RESEARCH (15 CPs Sem. II. BE.) **HLT42HR** Dr Erica James

May be offered in block mode.

This subject provides an overview of research process. Introductory lectures deal with basic research terminology with a focus on evidenced-based practice, development and use of clinical practice guidelines and sources of information. The remainder of the subject engages students in consideration of qualitative and quantitative methods, data collection, analysis, and critical appraisal of existing research.

Class requirements: five full days of combined lectures and interactive tutorials in block mode.

Assessment: one 500-word research evidence (20%), one 1,500-word appraisal task (30%), one 2,500-word research report (50%).

Recommended Reading:

Dawes, M. et al. *Evidence-based practice. A primer for health care professionals.* Edinburgh: Churchill Livingstone, 1999.

HEALTH SYSTEMS 3 (15 CPs Sem. I. BE.) **HLT41HS3** Ms Helen Keleher

Not available in 2004.

HEALTH SYSTEMS POLICY (15 CPs Sem. II. BE.) **HLT22HSP** Dr Pam Snow

This subject examines the political institutions which impact on the delivery of health care, as well as the political and economic perspective's relevant to health issues. The theory and practice of health care policy are explored, including social economic and political influences on health policy development and the relationship between health policy and health status of the population. Also of relevance is the interrelationship between health care providers and customers. Students will develop the skills necessary to critically evaluate the impact of health policy.

Class requirements: one two hours of lectures and one 1-hour of tutorial per week.

Assessment: one 1,500-2,000-word presentation/report (50%); one 1,500-word take-home examination (50%).

Prescribed Reading:

Palfrey, C. *Key concepts in health care policy and planning.* London: Macmillan, 2000.

Recommended Reading:

Palmer, G., and Short, S. 'Health care and public policy' in Gardner, H. (ed.) *Health policy in Australia.* Melbourne: Oxford University Press, 1979.

Hogwood, B., and Gunn, L. *Policy analysis for the real world.* Oxford University Press, 1984.

Public Health Association of Australia, Policy Statements, 1999.

HEALTH SYSTEMS POLICY (15 CPs Sem. I. BE.) **HLT41HSP** Dr Pamela

Snow

Not available in 2004.

HERITAGE PLANNING (15 CPs Sem. I. BE.) **PLA41HP** Mr Trevor Budge

Not available in 2004.

HERITAGE PLANNING (15 CPs Sem. II. BE.) **PLA42HP** Mr Trevor Budge

This subject covers (i) theory and practice of the assessment of cultural heritage significance; and (ii) protection and conservation of places of cultural heritage significance. Using case studies and fieldwork, it develops skills in the assessment of heritage significance, in the supervision of heritage studies and in the formulation and implementation of local policies, guidelines and planning controls for places of cultural heritage significance. Topics include: sources and methodologies for researching significance; criteria used for assessing significance; preparing listing proposals for buildings, structures and precincts; and preparation and administration of appropriate local policies and overlay controls in planning schemes.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic communication with the lecturer and other students, 50% consists of a three-day intensive workshop.

Assessment: one 2,000-word assignment (40%), one 3,000-word assignment (60%).

Prescribed Reading:

Aplin, G. *Heritage, identification, conservation & management.* OUP, Melbourne, 2002.

Pearson, M. and Sullivan, S. *Looking after heritage places.* MUP, Melbourne, 1995.

HERITAGE STUDIES (20 CPs Sem. II. BE.) HIS42HS Dr Yola Collins

Students are taught to develop skills in the evaluation and identification of heritage places and environments, assess and document sites for conservation and gain a basic understanding of Victorian and (some) international heritage legislation. These theoretical and practical skills are then used to address issues concerning the North Central Victorian region.

Class requirements: one 1-hour lecture and one 2-hour seminar per week (includes some excursions).

Assessment: one 2,500-word essay (60%), one 3-hour exam (40%).

Prescribed Reading:

Aplin, G. *Heritage, identification, conservation & management*. OUP, Melbourne, 2002.

Pearson, M. and Sullivan, S. *Looking after heritage places*. MUP, 1995.

HERITAGE STUDIES GD (20 CPs Sem. II. BE.) HIS42HS Dr Yola Collins

Students are taught to develop skills in the evaluation and identification of heritage places and environments, assess and document sites for conservation and gain a basic understanding of Victorian and (some) international heritage legislation. These theoretical and practical skills are then used to address issues concerning the North Central Victorian region.

Class requirements: one 1-hr lecture and one 2-hr seminar per week (includes some excursions).

Assessment: one 3,000-word essay (60%), one 2-hour examination (40%)

Preliminary Reading:

Davison, G. and McConville, C. (eds) *A heritage handbook*. Allen & Unwin, 1991.

Prescribed Reading:

Pearson, M. and Sullivan, S. *Looking after heritage places*. MUP, 1995.

HISTORY METHOD (20 CPs Sem. All year. BE.) EDU40HTM Mr John Higgs

The subject aims to introduce students to the issues associated with the development and implementation of curriculum in history. Topics covered in this subject include innovations in history curriculum design, aims and objectives in teaching history, and relationships with other social science disciplines. Students will be expected to undertake units of work in the teaching of history while involved in school experience.

Prerequisite: an approved degree with a sub-major in History.

Class requirements: one 2-hour lecture/tutorial per week.

Assessment: one 2,000-word resource folder (20%), class participation (10%), one 2,500-word unit of work (30%), one 1,500-word seminar paper and presentation (40%).

Preliminary Reading:

Board of Studies. *History VCE study design*. Directorate of School Education, 1999.

Board of Studies. *Studies of society and environment, curriculum and standards framework*. Directorate of School Education, 2000.

Prescribed Reading:

Mackinoly, S. *Past continuous* Sydney: HTAA, 1993.

HUMAN RESOURCE MANAGEMENT (15 CPs Sem. II. BE.) HLT42HRM Ms

Pauline Stanton

This subject aims to examine the organisation and effective implementation of various personnel processes (including recruitment, selection, orientation, performance evaluation, counselling, health safety and welfare), and the process of industrial relations.

Class requirements: three hours per week.

Assessment: one 1,500-word assignment (40%), one 2,000-word assignment (60%).

Text will be advised upon subject commencement.

INDEPENDENT STUDY PROGRAM (20 CPs Sem. I. BE., M.) EDU41ISP BE:

Mr Ray Nichol, M: Ms Debbie Neal

In an area of theoretical and/or professional interest not covered in other subject offerings, students will negotiate with a supervisor the specific problem to be investigated, the means through which the problem can be resolved independently, and the manner in which the findings are presented for assessment.

Class requirements: equivalent of one hour per week supervisory conference, plus independent study.

Assessment: one 5,000-word research assignment (100%).

INDEPENDENT STUDY PROGRAM (20 CPs Sem. II. BE., M.) EDU42ISP BE:

Mr Ray Nichol, M: Ms Debbie Neal

See EDU41ISP for full subject description.

INDUSTRIAL PRACTICUM 4 (INFORMATION TECHNOLOGY) (20 CPs Sem.

All year. BE.) EDU40P4B Dr Jennifer Sheed

Candidates must have completed IT Studies 1 and IT Studies 2 and IT Methodology (or equivalent subjects) before undertaking the industrial practicum 4 in information technology.

The industrial practicum 4 consists of 22 days of supervised teaching in Information Technology and is undertaken in a junior secondary school setting or a senior school setting depending on the level of the candidates undergraduate qualifications in IT. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40T1B, EDU40T2B, ED012 or equivalent subjects.

Co-requisite: ED012 or equivalent.

Assessment: satisfactory supervisor's report (50%), one 3,000-word reflective journal (50%).

Recommended Reading:

Forsyth, I., Joliffe, A. and Stevens, D. *The complete guide to teaching a course*. 2nd edn, Kogan Page, London, 1999.

INDUSTRIAL PRACTICUM 4 (INFORMATION TECHNOLOGY) (20 CPs Sem.

All year. WO.) EDU40P4W Mr Kim Keamy

See EDUC40P4B for full subject description.

Prerequisite: EDU40T1W, EDU40T2W, WED022 or equivalent subjects.

Co-requisite: WED011 or equivalent.

INDUSTRIAL PRACTICUM A (20 CPs Sem. I. B., BE., S., WO.) EDU41IPA B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed VET Method subject EDU40VM1 prior to undertaking the industrial practicum.

The industrial practicum A is the first of 4 practicum placements and consists of 20 days of supervised teaching undertaken in the school or TAFE context in which the student currently works. Over the total period for the four industrial practica of 82 days, a minimum of 60 days should be undertaken in a secondary school setting. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40VM1.

Co-requisite: ED011.

Incompatible subject: NONE

Class requirements: As per subject description.

Assessment: Satisfactory supervisor report (50%), A 2,500 word reflective journal (50%)

Recommended Reading:

Cole, P. and Chan, L. *Teaching Principles and Practices, 2nd Edition* Prentice Hall, New York, 1994.

Blunden, R. (ed) *Teaching and Learning in Vocational Education and Training* Social Science Press, Australia, 1997.

INDUSTRIAL PRACTICUM A (20 CPs Sem. II. B., BE., S., WO.) EDU42IPA B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

Candidates must have completed VET Method subject EDU40VM1 prior to undertaking the industrial practicum.

The industrial practicum A is the first of four practicum placements and consists of 20 days of supervised teaching undertaken in the school or TAFE context in which the student currently works. Over the total period for the four industrial practica of 82 days, a minimum of 60 days should be undertaken in a secondary school setting. Supervision will be undertaken in the school by the Head of Department or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the practicum.

Prerequisite: EDU40VM1.

Co-requisite: ED011.

Assessment: Satisfactory supervisor report (50%), one 2,500-word reflective journal (50%).

Recommended Reading:

Cole, P. and Chan, L. *Teaching principles and practices*. 2nd edn, Prentice Hall, New York, 1994.

Blunden, R. (ed.) *Teaching and learning in vocational education and training*. Social Science Press, Australia, 1997.

INDUSTRIAL PRACTICUM B (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPB** B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU42IPB for full subject description.

Prerequisite: EDU40VM1 or EDU40VMW or EDU40VMB.

Recommended Reading:

Weil, M., Calhoun, E. and Joyce, B. R. *Models of teaching*. 6th edn, Allyn and Bacon, 1999.

Robinson, C. and Thornton, P. (eds) *Readings in Australian Vocational Education and Training* NCVER, Adelaide, 1998.

INDUSTRIAL PRACTICUM B (20 CPs Sem. II. B., BE., S., WO.) **EDU42IPB** B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU41IPB for full subject description.

INDUSTRIAL PRACTICUM C (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPC** B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU42IPA for full subject description.

Recommended Reading:

MacGraw, J. and Peoples, M. *Mirror, mirror on the wall: voices of VET teachers and trainers*. ANTA, Brisbane, 1996.

INDUSTRIAL PRACTICUM C (20 CPs Sem. II. B., BE., S., WO.) **EDU42IPC** B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU41IPC for full subject description.

INDUSTRIAL PRACTICUM D (20 CPs Sem. I. B., BE., S., WO.) **EDU41IPD** B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU42IPA for full subject description.

Prerequisite: EDU40MTS, EDU40MOT.

Recommended Reading:

Forsyth, I., Jolliffe, A. and Stevens, D. *The complete guide to teaching a course*. 2nd edn, Kogan Page, London, 1999.

INDUSTRIAL PRACTICUM D (20 CPs Sem. II. B., BE., S., WO.) **EDU42IPD** B:

Dr Lorraine Ling, BE: Mr Les Lyons, WO: Mr Kim Keamy

See EDU41IPD for full subject description.

INFECTION AND IMMUNITY (15 CPs Sem. II. BE.) **BIO22IAI** *Dr Michelle*

Gibson

May be delivered in block mode.

This subject introduces students to the relationships between microorganisms and humans. Topics include infection prevention and control in hospitals and the community, public health issues, microorganisms as commensals, opportunistic pathogens and pathogens on the human host, the biological and immunological consequences of societal organisation, stress, low immunisation rates, antibiotic resistance, marginalised communities and malnutrition. A range of common pathogens are selected to illustrate the principles of disease transmission, nosocomial infections, specimen handling and collection and epidemiology.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2-hour examination (60%), one 1,750-word essay (40%).

Text will be advised upon subject commencement.

INFORMATION SYSTEMS PRACTICE (15 CPs Sem. I. N., OSITE.) **INT31ISP**

Ms Pat Horan

The aim of this subject is to enable students to develop a mature understanding of information systems concepts, practices and current issues in academic and professional contexts. Topics covered will be drawn from systems evaluation and failure; systems testing, implementation and maintenance, including test design, user training

and documentation; overview of methodologies such as the object oriented paradigm; managing user involvement in system development, installation and maintenance; control, security and backup of physical facilities, hardware, software and data; systems acquisition including tendering; large systems; social, legal and ethical responsibilities of computer professionals; current professional and academic systems issues.

Prerequisite: INT20ISD.

Class requirements: four hours per week.

Assessment: one 3-hour open book examination (45%), one 6,000-word group assignment (55%). The assignment component includes a group assignment and optional essay. Students must obtain at least 45% on the examination component of assessment.

INFORMATION SYSTEMS PRACTICE (15 CPs Sem. II. BE.) **INT32ISP** *Ms Pat*

Horan

See INT31ISP for full subject details.

INFORMATION TECHNOLOGY TEACHING METHOD (20 CPs Sem. All year.

B., BE.) **EDU40ITM** B: *Dr Tony Jones, BE: Mr Les Lyons*

The IT method is designed to prepare teachers of computer related subjects to operate throughout all levels of post-primary schools.

Using the VCE Information Technology field of study as a basis, computing content and practices will be examined at all levels from year 7 to year 12. Students will be encouraged to develop a sound working knowledge of computing topics set out in the Curriculum and Standards Frameworks II document for SOSE, Technology Studies, English language and Mathematics guides and the VCE IT field of study. They will learn to develop units of work in all areas of study, prepare lesson plans, appropriately employ resource materials, select and apply suitable teaching strategies, translate work requirements into practical tasks for students, and implement assessment related to work requirements of the VCE. Issues relating to professional bodies and associations concerned with the application of technology in business and education will also be explored.

Prerequisite: a major study in information technology or a related area.

Class requirements: one 2-hour lecture/workshop per week.

Assessment: one 1500-word equivalent presentation of a book review (30%), one 3000-word assignment (60%), one 500-word equivalent lesson plan on the topic of social issues (10%).

Prescribed Reading:

Technology, curriculum and standards framework II Board of Studies, 2000.

VCE study design: systems and technology, Board of Studies, 1999.

INNOVATION AND CONVENTION IN EDUCATION (60 CPs Sem. All year.

B., CH., V.) **EDU60ICE** *Dr Ramon Lewis*

In the first year of the program, students study in an area closely related to the content of their thesis. Under the guidance of the course co-ordinator, or their thesis supervisor, students audit a year-long subject or two related semester-length subjects from the masters coursework program. As the purpose of this subject is to provide a field for rigorous reflection on innovation and convention in education, students must lead at least one discussion and present seminar papers during the year. Substantial reading and analysis is required. The final written assessment comprises a single 12,000-word essay examined by the lecturer and a person nominated by the course co-ordinator.

Class requirements: one three-hour seminar per week.

Assessment: one 12,000-word essay (100%), one 3,000-5,000-word class presentation (0%).

Text will be advised upon subject commencement.

INTEGRATED PRACTICUM (20 CPs Sem. I. BE.) **EDU41IP** *Dr Dixie*

Blanksby

Practical application of skills developed in the Graduate Diploma in Special Education and Human Services. This component enables students to apply knowledge and skills gained throughout the course.

Prerequisite: generally EDU40ISE.

Class requirements: 90 hours in practicum setting.

Assessment: one 4,000-word written practicum report (80%) lesson plans and evaluation; reflective journal, supervisor's report (20%)

Text will be advised upon subject commencement.

INTEGRATED PRACTICUM (20 CPs Sem. II. BE.) EDU42IP *Dr Dixie**Blanksby*

See EDU41IP for full subject description.

INTERACTIVE TECHNOLOGIES (20 CPs Sem. I. BE.) EDU41IT *Mr Les**Lyons*

Students examine a range of issues central to the selection and use of learning technologies in educational settings and participate in workshop activities to enhance both knowledge of and skills for using the technologies. The program includes learning theories, research findings, commercial products, educational applications, teacher-developed software, student activities, teacher roles, organisation, the internet, desktop publishing, presentation software, communications technologies, assessment and evaluation.

Class requirements: four hours per week.

Assessment: one 2,000-word equivalent interactive project and presentation (40%), three 1,000-word equivalent minor development projects (60%).

*Text will be advised upon subject commencement.***INTERACTIVE TECHNOLOGIES (20 CPs Sem. II. BE.) EDU42IT** *Mr Les**Lyons*

See EDU41IT for full subject description.

INTERNATIONAL BUSINESS MANAGEMENT (15 CPs Sem. I. BE.)**MGT41IBM** *Dr Quamrul Alam**This subject is offered at fifth-year level also.*

This subject reviews international business in an historical context including an outline of various theoretical perspectives used to explain its development. Political, economic and cultural differences that affect the management of business enterprises are investigated. Management processes, strategies, functions and activities as they relate to the conduct of international businesses are addressed and comparisons are made with the domestic situation so that students can better understand and appreciate the impact of these factors on opportunities available to modern-day businesses.

Class requirements: one 3-hour lecture (evening session) per week.

Assessment: case studies (1,000 words and 15-minute class presentation) (30%), one 3,000-word syndicate paper (3-4 persons per group) (30%), one 2,000-word assignment (40%).

Prescribed Reading:

Mahoney, D., Trigg, M., Griffin, R., and Pustay, M. *International business: a managerial perspective*. Longman, 2001.

INTERNATIONAL BUSINESS MANAGEMENT (15 CPs Sem. II. BE.)**MGT42IBM** *Dr Quamrul Alam**This subject is offered at fifth-year level also.*

See MGT41IBM for full subject description.

INTERNATIONAL BUSINESS MANAGEMENT (15 CPs Sem. I. BE.)**MGT51IBM** *Dr Quamrul Alam*

See MGT41IBM for full subject description.

INTERNATIONAL BUSINESS MANAGEMENT (15 CPs Sem. II. BE.)**MGT52IBM** *Dr Quamrul Alam*

See MGT41IBM for full subject description.

INTERNATIONAL BUSINESS POLICY (15 CPs Sem. I. BE.) MGT41IBP *Dr**John Pacher**Not available in 2004.***INTERNATIONAL BUSINESS POLICY (15 CPs Sem. II. BE.) MGT42IBP** *Dr**John Pacher*

This subject provides students with a framework for international business and for the role of the manager in an international setting. It covers the nature of international business; the international business environment (cultural, economic, legal and political); forms of international business involvement; global business policies and strategies; policy and strategy implementation – organisation and control, functional management and operations; and ethics in international business operations.

Prerequisite: entry to the Bachelor of Business (Honours) in Accounting.

Class requirements: one 3-hour seminar per week.

Assessment: cumulative assessment (100%). Students will be assessed on class participation and presentation, case studies and project.

INTERNET AND CLASSROOM TEACHING (20 CPs Sem. I. B.) EDU41ICT *Dr**Lloyd Holliday, Dr Tony Jones*

Students learn how to use software tools for handling resources on the internet and how the various resources can be used to design a variety of successful learning experiences for students at primary, secondary or tertiary level. Issues include correspondence by email, audiovisual conferencing, data collection from the internet, virtual reality field trips and laboratory experiences on the World Wide Web, joint publication of student work on the internet, and delivery of course materials for distance teaching. A particular focus is the integration of electronic communication into co-operative learning environments.

Class requirements: 30 hours of seminars and lectures.*Assessment:* one 5,000 word essay (100%).**Prescribed Reading:**

A reading list will be available online, and the URL will be provided on enrolment.

INTRODUCTION TO AUSTRALIA'S VET SYSTEM (20 CPs Sem. All year. B.,**BE., M., S., WO.) EDU40IVS B:** *Dr Lorraine Ling, S: Mr Kim Keamy*

This subject focuses on the key features of the Australian Vocational Education and Training System as they influence and shape the work of teachers, trainers and learners. These features include the development of the industry-driven VET system currently in place, the development of training packages and industry-endorsed competencies and the primacy of workplace competence. Attention is paid to the variety of settings in which VET occurs, with particular consideration of the workplace delivery and assessment of education and training. The content of the subject will include the competencies required by the Australian National Training Authority to qualify individuals to undertake workplace assessment, namely: Plan Assessment BSZ401A, Conduct Assessment BSZ402A and Review Assessment BSZ403A.

Prerequisite: eligibility for entry to the Graduate Diploma in Vocational Education and Training or the Graduate Diploma in Technology Education.

Class requirements: 32.5 hours of workshops and tutorials.

Assessment: one 4,500-word assignment including a research study (100%).

Prescribed Reading:

Assuring quality and choice in national training: Australia's national training framework. ANTA, Melbourne, 1997

Harris, R., Guthrie, H., Hobart, B. and Lundberg, D. *Competency based education and training*. MacMillan Education, Melbourne, 1995.

Gillis, S., Griffin, P., Trembath, R. and Ling, P. *The examination of the theoretical underpinning of assessment*. The Centre for Vocational Assessment Research, Melbourne, 1997.

Recommended Reading:

Hagar, P., Athanasou, J. and Gonzi, A. *Assessment: technical manual*. Department of Employment, Education and Training, AGPS: Canberra, 1994.

INTRODUCTION TO MICROBES (5 CPs Sem. I. BE.) BIO40ITM *Dr Robert**Seviour**Not available in 2004.***INTRODUCTION TO TEACHING (15 CPs Sem. I. BE.) EDU11TCH** *Dr**Jennifer O'Shannessy*

This subject assists students to develop of a wide range of teaching and instructional strategies. The basic elements of classroom management and learning strategies are considered. Students are introduced to instructional media and the use of learning technologies.

Class requirements: two 1-hour lectures, a one 1-hour tutorial and a 1-hour workshop, per week.

Assessment: tutorial presentation & participation (20%), one 1,500-word Educational Technology workshop activities folio (25%), one 1.5-hour examination (25%), one 2,000-word journal and summary essay (30%).

Prescribed Reading:

Cole, P. and Chan, L. K. S. *Teaching principles and practice*. Prentice Hall, Sydney, 1996.

INTRODUCTION TO TEACHING (15 CPs Sem. II. BE., M.) **EDU12TCH** Dr

Jennifer O'Shannessy

See EDU11TCH for full subject description.

INTRODUCTORY FRENCH FOR TEACHERS A (20 CPs Sem. I. BE.) **FRE41FTA**

Mr Des Lowry

Subject only available to teachers through DEET contracts.

This subject forms an introduction to French for Teachers. The students will learn to communicate, both orally and in writing, predictable personal information using models provided by the text and the teacher in a range of everyday contexts associated with the theme *La Vie Quotidienne* (daily life). Some use of the language is creative but most is formulaic. Students will develop understandings and skills in the formal systems of French, especially pronunciation skills. The concept of gender and number agreement is introduced and practised within the phrases and sentences encountered in the learning environment.

Class requirements: one 3-hour lectures, one 1-hour tutorial, one 1-hour self access CD Rom per week.

Assessment: five progressive writing, oral and grammar exercises (8% each), one 15-minute oral examination (20%), one 2-hour written examination (40%).

Prescribed Reading:

Garnier, M. and Picard, A. J. *The French experience I* London, BBC Books, 1996.

INTRODUCTORY FRENCH FOR TEACHERS B (20 CPs Sem. II. BE.)**FRE42FTB** Mr Des Lowry

Subject only available to teachers through DEET contracts

This subject forms part 2 of Introductory French for Teachers. Through the study of a range of topics on the theme *La Vie Quotidienne* (daily life), this subject develops the students' transactional proficiency in listening, speaking, reading and writing. Students will also acquire the grammatical competence (such as that related to verb conjugations) underpinning communicative competence at this proficiency level. Productive language will mainly be in the present tense. The students will use audio, cd-rom and print material in the prescribed text to access the topic content.

Prerequisite: FRE41FTA.

Class requirements: five hours class contact per week.

Assessment: five progressive writing, oral and grammar exercises (8% each), one 15-minute oral examination (20%), one 2-hour written examination (40%).

Prescribed Reading:

Garnier, M. and Picard, A., J. *The French experience I* London, BBC Books, 1996.

ISSUES FOR NURSES AS PRACTITIONERS (15 CPs Sem. I and II. BE.)**NSG40INP** Mr Keith O'Brien

Not available in 2004.

ISSUES IN EDUCATION (15 CPs Sem. I. BE.) **EDU31IIE** Ms Debra Edwards

Not available in 2004.

ISSUES IN EDUCATION (15 CPs Sem. II. BE.) **EDU32IIE** Ms Debra

Edwards

This subject deals with the social foundations of education. Issues include integration/inclusiveness, multicultural education, current curriculum issues and educational technology.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2,000-word assignment (40%), one 1-hour examination (30%), four 250-word tutorial tasks (30%).

Recommended Reading:

Ashman, A. and Elkins, J. *Educating students with diverse abilities*. Pearson: Australia, 2002.

ISSUES IN EDUCATION (20 CPs Sem. Summer. B., BE., WO.) **EDU43IIE** B:

Dr Ramon Lewis, B: Dr Lorraine Ling, BE: Dr Jennifer Sheed

In this subject students will cover: classroom management and development of school discipline policy; psychology (especially adolescent developmental stages), sociology and philosophy of education; curriculum issues and concepts; catering for individual differences; current issues in education; the policy making process in

education; gender issues; multicultural issues; language and literacy; models of teaching and learning; relationships between teachers, parents and pupils. The practicum is supported by the Issues in Education studies.

Class requirements: Six 6-hour weekend and vacation seminars.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Apple, M. *Cultural politics and education*. Open University Press, Buckingham, 1996.

Marginson, S. *Education and public policy in Australia*. Cambridge University Press, Melbourne, 1993.

Holly, M. L. *Keeping a professional journal*. 2nd edn, Deakin University, 1997.

ISSUES IN EDUCATION (PRIMARY) (25 CPs Sem. All year. B., S.) **EDU40IEP**

Dr Eva Burman

In this subject students will study theory with practice which includes: observing in the classroom, lesson planning, classroom management (including discipline, questioning, grouping), teacher expectations and their effects, verbal and non-verbal communication, evaluation, reporting, measurement in the classroom, models of teaching, models and theories of child development, curriculum planning and school organisation (including the relationship between schools and the community), teacher support services, teachers and legal liability, the teacher as decision maker, alternatives to 'traditional' teaching, basic teaching skills, classroom administration, parent involvement and study of curriculum documents. Philosophy, sociology and psychology of education are explored in this subject. As part of this subject, students spend 15 days of fieldwork in a school or school student educational environment.

Class requirements: two 1-hour lectures and one 2-hour workshop/seminar per week.

Assessment: one 4,500-word philosophy essay (60%), one 1,000-word class presentation (15%), one 2,000-word portfolio (25%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

Recommended Reading:

Apple, M. *Cultural politics and education*. Open University Press, Buckingham, 1996.

Lewis, R. *Discipline dilemma*. 2nd edn, ACER, 1997.

Marginson, S. *Education and public policy in Australia*. Cambridge University Press, Melbourne, 1993.

Holly, M. L. *Keeping a professional journal*. 2nd edn, Melbourne: Longman Cheshire, 1991.

Burman, E., Cooper, M., Ling, L. and Stephenson, J. (eds) *Values in education*. Routledge, London and New York, 1998.

ISSUES IN SCIENCE EDUCATION (30 CPs Sem. All year. B., V.) **EDU40SE** Dr

Wan Ng

Students will study a range of current issues in contemporary physics, geology, chemistry and biology education selected from a wide range of topics appropriate for different levels of teaching. Implications of recent research in science education to teaching and learning will be explored. Recent research includes contemporary approaches to teaching and learning, inclusive science education such as gender education, special needs and indigenous science; science education in the context of History and Philosophy of Science and its impact on society; and, the relationships between science, technology and society and the relevant curriculum implications. Participants will examine the role of the teacher in different learning environments, traditional views, teacher as mediator and facilitator of student construction of knowledge; influence of beliefs of teachers about teaching and learning and epistemological perspectives as references guiding their classroom behaviours.

Class requirements: two hours per week all year or equivalent.

Assessment: one 4,000 word essay (50%), one 2500-word literature review (35%), one 20-minute paper presentation (15%).

Recommended Reading:

De Boer, G. E. *A history of ideas in science education: implications for practice*. New York: Teachers' College Press, 1991.

Millar, R., Leach, J., and Osbourne, J. *Improving science education: the contribution of research*. Buckingham, UK: Open University Press, 2000.

Hodson, D. *Teaching and learning science*. Buckingham, UK: Open University Press, 2000.

Williams, J., and Williams, A. *Technology education for teachers*. Melbourne, MacMillan, 1996.

ISSUES IN SECONDARY EDUCATION (20 CPs Sem. II. B., BE.) **EDU42SEI** B:

Dr Bernie Neville, BE: Dr Michael Faulkner

Students will critically examine current issues about access and equity in schooling around the themes of policies, innovations, initiatives, programs and curriculum as they influence specific groups and individuals. Assessment and evaluation are considered in terms of rationale, processes, and equity issue impact upon students, teachers, and other stakeholders. Teachers' roles as change agents are examined within Australia's human rights and multicultural heritage so as to encourage reflective forms of teacher practices in the promotion, understanding and acceptance of different cultural frames of reference and diverse abilities. Finally, the changing nature of teachers' work is examined in relation to educational decision making at different levels within education systems and society.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 5,000-word written assessment (100%). Assessment may consist of a single 5,000-word submission or be divided into smaller submissions or exam. Students will be advised of specific assessment requirements in the first session.

Recommended Reading:

Ashman, A. and Elkins, J. (eds) *Educating children with diverse abilities*. Prentice Hall, NSW, 2002.

ISSUES IN SPECIAL EDUCATION (20 CPs Sem. II. BE.) **EDU42ISE** Dr Dixie

Blanksby

Not available in 2004.

IT TOPICS FOR MANAGEMENT (15 CPs Sem. II. BE.) **INT52ITM** Ms

Jennifer Goddard

Offered subject to sufficient enrolments.

This subject covers trends and issues in computer hardware, software and data communications, trends and issues in information system development (planning, design, construction and maintenance, acquiring IT, information engineering, end-user computing, out sourcing), IT as a resource (data management, computer security and disaster planning), IT as a corporate advantage (electronic commerce, trans-national issues), managing IT within the organisation (office automation, the proliferation of IT, de-skilling, multiskilling and training, health, safety and job design considerations), the internet as a management tool.

Class requirements: one three-hour session per week incorporating lectures and seminars.

Assessment: class participation (10%), one 500-word reflective diary (10%), two 1,500-word essays and presentations (50%), two 500-word assignments (30%).

LANGUAGE AND SOCIETY (20 CPs Sem. II. BE.) **EDU52LAS** Dr Mark

Garner

This subject focuses on language in social contexts. It explores the relationship between language variation and social phenomena, in areas such as how language is used to express social identity; how different language varieties are valued in different cultural contexts; how and why communication works or fails across cultures; and the relationship between national and ethnic languages in multilingual communities.

Class requirements: two 2-hour seminars per week.

Assessment: one 1,500-word assignment (25%), one 4,000-word assignment (75%).

Recommended Reading:

Downes, W. *Language and society*. Cambridge University Press, 1996.

LANGUAGE CURRICULUM, MATERIALS DEVELOPMENT AND

ASSESSMENT (20 CPs Sem. II. V.) **EDU42LCD** Mr Alan Williams

Not available in 2004.

LANGUAGE ECOLOGY (20 CPs Sem. I. BE.) **ENG41LE** Dr Mark Garner

The ecological approach to the study of language sees a language in constant interaction with its speech community. A language can be fully described only in the context of that community and its culture,

history, and physical environment. This subject introduces students to a theoretical framework within which information and insights from a variety of relevant disciplines can be integrated and synthesised into an ecological description of a specific language. Examples and case studies are drawn from a number of minority languages and their speech communities, both indigenous and immigrant, in Australia and elsewhere.

Class requirements: five 6-hour workshops.

Assessment: one 3,000-word essay (60%), one 1,000-word exercise (20%), one 20-minute class presentation (20%).

LANGUAGE IN USE (20 CPs Sem. I. BE.) **EDU51LIU** Dr Mark Garner

Students are introduced to theories that have been developed to explain language in use in face-to-face interaction. These theories include speech act theory, conversational analysis, ethnography of speaking, pragmatics, social variation, and discourse analysis. The subject is suitable for health care professionals, language teachers and researchers interested in service encounters, workplace communication, cross-cultural communication in second language languages, and sociolinguistics.

Class requirements: two 2-hour seminars per week.

Assessment: one 5,000-word essay (100%).

Text will be advised upon subject commencement.

LANGUAGE TEACHING 1 (20 CPs Sem. I. B.) **EDU41LTI** Mr Alan

Williams, Ms Lynda Yates

Classes by special arrangement.

Inexperienced teachers of English as a second or foreign language are introduced to the basic structure and usage of English. The subject covers aspects of English phonology, syntax, discourse and other aspects of language in use as they relate to the teaching of English.

Class requirements: twelve 3-hour lectures.

Assessment: two 2,500-word assignments (100%).

Prescribed Reading:

Leech, G. *An A-Z of English grammar and usage*. Edward Arnold, 1989.

Mortimer, C. *Elements of pronunciation*. Cambridge University Press, 1989.

Tinkel, A. J. *Exploration in language*. Cambridge University Press, 1988.

Ur, P. *Grammar practice activities: a practical guide for teachers*. Cambridge University Press, 1989.

Garner, M. *Grammar wars and all*. River Seine Press, 1989.

Kenworthy, J. *Language in action: an introduction to modern linguistics*. Longman, 1991.

LANGUAGE TEACHING 2 (20 CPs Sem. II. B.) **EDU42LT2** Mr Alan

Williams

Students are introduced to the principles that inform the teaching of English to speakers of other languages in primary, post-primary and adult teaching contexts. They examine the principles and resources used in second, foreign and minority language teaching, and develop skills in planning, implementing and evaluating lessons. They also explore issues related to program design, including needs analysis, frameworks for the development of curriculum, assessment frameworks and procedures, and approaches to syllabus design.

Prerequisite: Language Teaching 1.

Class requirements: one 3-hour lecture per week.

Assessment: one 4500-word essay (100%).

Prescribed Reading:

ESL essentials. Directorate of School of Education, Victoria, 1992.

Bell, J. *Teaching multilevel classes in ESL*. Dominie, 1991.

Mackay, P. and Scarino, A. *The ESL framework of stages*. Curriculum Corporation, 1991.

Harmer, J. *The practice of English language teaching*. 2nd edn, Longman, 1991.

LAW AND HEALTH (15 CPs Sem. II. BE.) **HLT42LAH** Dr Erica James, Mr

Barry Phillips

This subject introduces students to a variety of legal topics that are relevant to management and delivery of services within the health area. They include the concept of negligence, contract law, contracts of employment, the law relating to consent, consumer protection, equal opportunity, occupational health and safety, intellectual property and

confidential information, alternative dispute resolution and the Victorian coronial system.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 4,500 word assignment (100%).

Text will be advised upon subject commencement.

LAW FOR MANAGEMENT (15 CPs Sem. II. BE.) **LST42LFM** *Mr Barry Phillips*

This subject provides an analysis of some aspects of businesses through the topics of statute law, the negligent manager, trade practices, consumer law, criminal law, administrative law, common law, the decline of the private contract, lifting the corporate veil, and the law of work.

Class requirements: one 3-hour seminar per week.

Assessment: one 4,500-word assignment (100%).

Text will be advised upon subject commencement.

LEADERSHIP AND SUPERVISION SKILLS (20 CPs Sem. I. WO.) **EDU41LSS**

Dr Lorraine Ling, Mr Kim Keamy

This subject is suitable for professionals who undertake supervision as part of their role, such as nurses, health system professionals, educators and administrators. Students consider aspects of practicum supervision in a range of educational and vocational settings; supervisor-supervisee relationships; communication skills; information collection and dissemination; growth and development of a professional; models of teaching and learning; and interpersonal relationships. Students are encouraged to develop skills of critical reflection, self and peer evaluation and effective observation. Current research in the area of supervision is considered.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word essay (100%).

Recommended Reading:

Pasak, E. *Approaches to clinical supervision: alternatives for improving instruction*. 2nd edn, Norwood, MA: Christopher-Gordon Publishers, 2000.

Sinclair, A. *Doing leadership differently: gender, power and sexuality in a changing business culture*. Melbourne University Press, 1998.

Boud, D. and Walker, D. *Experience and learning: reflection at work*. Deakin University, 1991.

Holly, M. L. *Keeping a professional journal*. 2nd edn, Deakin University, 1997.

Hunter, J., Luker, J. and Johnson, C. *Supervision: the Australian context*. McGraw-Hill, Sydney, 1991.

LEADERSHIP AND SUPERVISION SKILLS (20 CPs Sem. II. B.) **EDU42LSS**

Mrs Eva Burman, Dr Lorraine Ling

See EDU 41LSS for full subject description.

LEADERSHIP, INNOVATION AND CHANGE (15 CPs Sem. I. BE.) **MGT51LIC**

Mr Max Mollard

The impact that leaders can have on innovation and change is addressed, as is the process of leadership, which is examined with a focus that extends beyond people management to embrace the influences on innovative thinking and technology as well as changes to strategy, structure and processes. Important issues integral to the leadership process itself to be addressed include transformational leadership and current exemplary leadership practices. Issues relating to innovation include knowledge management, cost reduction, restructuring and the learning organisation. Finally the nexus between leadership and change will be explored. Key issues include change models, managing resistance and forming strategic alliances. Students will be able to appreciate the connections between these topics.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,500-word assignment (50%), one 2,250-word group report (3 students per group) (20%), one 10-minute presentation (5%) plus written submission (750 words for each student) (15%), contribution to group discussion in workshops (weeks 1-13) (10%).

Prescribed Reading:

Harvard business review on change. Harvard Business School Press, 1998.

Harvard business review on leadership. Harvard Business School Press, 1998.

LEADERSHIP, INNOVATION AND CHANGE (15 CPs Sem. II. BE.) **MGT52LIC**

Mr Max Mollard

See MGT51LIC for full subject description.

LEARNING & PROFESSIONAL PRACTICE (20 CPs Sem. II. B.) **EDU42LPP**

Dr Audrey Grant

Not available in 2004.

LEARNING AND PROFESSIONAL PRACTICE (20 CPs Sem. I. B.) **EDU40LPP**

Dr Audrey Grant

Not available in 2004.

LEARNING, READING AND WRITING (20 CPs Sem. II. B.) **EDU40LRW** *Dr*

Audrey Grant

Not available in 2004.

LEARNING, READING, & WRITING (20 CPs Sem. I. B.) **EDU41LRW** *Dr*

Audrey Grant

The focus of this subject is on what we need to know about reading, writing and their interconnections, to enable good educational practice and inquiry in current teaching and learning situations and contexts. Topics include historical, current and critical perspectives on reading and writing processes; competence and what counts as successful reading and writing in our society; classroom practices and strategies for student support; ways of working with literature, questioning texts and reading positions; developing writers; writing for different purposes; composition, transcription, editing and 'successful writing'; descriptive assessment of progress; and teachers and students as co-investigators and collaborators in documenting and developing progress in reading and writing. Recent research on reading, writing and identity, and literacy as critical social practice will be considered. *Class requirements:* one 3-hour lecture/seminar per week or equivalent intensive program.

Assessment: one 5,000-word assignment (100%).

Preliminary Reading:

Meek, M. *On being literate*. Bodley Head, Random House, 1991.

Heath, S. B. *Ways with words*. Cambridge University Press, 1983.

Recommended Reading:

Lo Bianco, J. and Freebody, P. *Australian literacies: informing national policy on literacy education*. Language Australia, 1997.

Taylor, D. *From the child's point of view*. Heinemann, 1993.

Barton, D. and Hamilton, M. *Local literacies*. Rutledge, 1998.

Barton, D., Hamilton, M. and Ivanic, R. *Situated literacies: reading and writing in context*. Routledge, 2000.

Taylor, D., Coughlin, D. and Marasco, J. (eds) *Teaching and advocacy*. Stenhouse, 1997.

Anstee, M. and Bull, G. *The literacy labyrinth*. Prentice Hall, 1996.

Knobel, M. and Lankshear, C. *Ways of knowing: researching literacy*. PETA, 1999.

Ivanic, R. *Writing and identity*. John Benjamins, 1997.

LEARNING, READING, & WRITING (20 CPs Sem. II. B.) **EDU42LRW** *Dr*

Audrey Grant

See EDU41LRW for full subject description.

LEARNING TECHNOLOGIES FOR P-10 MATHS (20 CPs Sem. Summer. B.)

EDU40MLT *Dr Tony Jones*

Not available in 2004.

LEARNING TECHNOLOGIES FOR P-10 MATHS (20 CPs Sem. Summer. WO.)

EDU43MLT *Dr Tony Jones*

Participants are provided with opportunities for practical, hands-on experience with selected pieces of educational computer software. Having examined a range of applications, participants will develop a variety of curriculum support materials suitable for use in school mathematics classrooms. Mathematical content will be related to the Mathematics C&SFII P-10 document. The majority of seminars and workshops focus on applications of spreadsheets and microworlds in mathematics education.

Class requirements: 30 hours of lectures/seminars.

Assessment: one 1,500-word personal mathematics investigation (30%), one 3,500-word curriculum materials project (70%).

Prescribed Reading:

C&SF II Mathematics DEET, Melbourne, 2000.

Papert, S. *Mindstorms: children, computers and powerful ideas*. Harvester Press, 1980.

LEARNING TECHNOLOGIES IN EDUCATION (20 CPs Sem. I. B.) EDU40LTE

Dr Tony Jones

Not available in 2004.

LEARNING TECHNOLOGIES IN EDUCATION (20 CPs Sem. I. B.) EDU41LTE

Dr Tony Jones

In this subject, the emphasis is on investigating questions such as: 'What is information?', 'Who uses or generates information?' and 'Where does information exist?'. These are considered from both a general and an educational perspective. Hands-on use of applications including word processors, databases and spreadsheets is an integral part of the subject. For teachers there are explicit links between the content of this subject and the Information strand of the Technology C&SF II document.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 4,500-word essay or curriculum materials (100%).

Prescribed Reading:

Tyner, K. R. *Literacy in a digital world: teaching and language in the age of information*. Erlbawn, 1998.

Papert, S. *The children's machine: rethinking school in the age of the computer*. New York: Basic Books, 1993.

Bigum, C. and Green, B. (eds) *Understanding the new information technologies in education: a resource for teachers*. Deakin University Press, 1992.

Recommended Reading:

Barclay, D. A. (ed.) *Teaching electronic information literature: a how to do it manual*. Neal-Schuman, 1995.

LEARNING TECHNOLOGIES IN EDUCATION (20 CPs Sem. II. WO.)

EDU42LTE *Dr Tony Jones*

See EDU41LTE for full subject description.

LIFE IN SCHOOL (20 CPs Sem. I. BE.) EDU41LIS *Dr Tony Potts*

Not available in 2004.

LITERACIES AND GLOBALISATION (20 CPs Sem. II. B.) EDU40LAG *Dr*

Audrey Grant

Not available in 2004.

LITERACIES, LIFESTORIES, CULTURES (20 CPs Sem. II. B.) EDU42LAC *Dr*

Audrey Grant

Diverse literacies in different cultural contexts and domains (family, school, workplace, community and everyday life) are studied in depth. Recent research studies and ethnographics of literacy learners and groups are critically reviewed with particular attention to the methodologies used, and the implications for further research, cross-cultural approaches and professional development. Other topics include documentation and assessment of complexity of student learning; contested conceptualisations of reading and writing; social constructions of literacy, competency, identity and personhood; principles and practices in intergenerational family literacy provision; and the role of the literacy in workplace reform and productivity.

Class requirements: one 3-hour lecture/workshop per week or equivalent intensive program.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Gee, J. P., Hull, G. and Lankshear, C. *The new work order: behind the language of the new capitalism*. Allen & Unwin, 1996.

LITERACY AND LANGUAGE (20 CPs Sem. All year. BE.) EDU50LL2 *Dr*

Michele deCourcy

Examination and evaluation of current ways in which literacy and language learning have been conceptualised as fields of study. Students will critically review relevant literature in the area in the light of their own professional practice. The above process will promote the theoretical framework for students to devise, implement and evaluate a minor research project in literacy and language learning.

Class requirements: three hours per week.

Assessment: one 3,000-word literature review (50%), one 3,000-word essay based on research project (50%).

Text will be advised upon subject commencement.

LITERACY AND LANGUAGE 1 (20 CPs Sem. I. BE.) EDU51LL1 *Associate*

Professor Vaughan Prain

See EDU50LL2 for full subject description.

LITERACY EDUCATION C1 (20 CPs Sem. I. BE.) EDU41LE1 *Dr Michele de*

Courcy

This subject develops a framework for describing what is currently known about second language acquisition and second language learners. Close attention is given to the findings of research and the significance of these findings for modern second language theory and practice. The subject is designed as an advance study for teachers of literacy English as a second Language or LOTE.

Prerequisite: study of literacy, ESL or LOTE.

Class requirements: three hours per week.

Assessment: one 1,000-1,500 word review (25%), one 15-minute class presentation (25%), one 3,500-word major research paper (50%).

Prescribed Reading:

(for BEd students) Lightbrown, P. and Spada, N.

How languages are learned. Oxford University Press, 1995.

LOCAL GOVERNMENT ADMINISTRATION (15 CPs Sem. II. BE.) PLA42LGA

Dr Quamrul Alam

This subject examines the major changes faced by local government in an environment of technological change, roles and responsibilities in respect to federal and state governments, administrative restructures, globalisation and international competitiveness. These changes are considered in the context of competing theories of public administration and the changing role of local government bodies, including the adoption of private sector management principles. The subject aims to provide an understanding of how different types of local government structures are evolving and the relationship between strategic, tactical and operational functions within local government administration.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic communication with the lecturer and other students; 50% consists of a three-day intensive workshop.

Assessment: two 1,500-word assignments (50%), one 2-hour examination (50%).

Prescribed Reading:

Dollery, B. and Marshall, N. (eds) *Australian local government: reform and renewal*. Macmillan Education, 1997.

Kelly, A. *Local government*. Franklin Watts, Lane Cove, NSW, 1999.

LOGISTICS AND OPERATIONS MANAGEMENT (15 CPs Sem. I. BE.)

MGT51LOM *Dr Findlay Johnston*

Students will explore the techniques and processes that are involved in locating and managing the supply of raw materials or information and that smooth control of these materials or services from source to customer. This involves the international sourcing of the supplies, the coordination of these through the manufacturing or value adding processes and the final efficient delivery of the final service or product to the customer. Concepts such as Just-In-Time purchasing, Material Requirement Planning, KANBAN and TQM will all be introduced to support the concept of integrated logistics. An important aspect will be transportation management and inventory management and the tools of scheduling including appropriate software will be introduced.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 1,500-word essay (40%), one 3-hour examination (60%).

Prescribed Reading:

Bloomsberg, D. J., LeMay, S. and Hannah, J. B. *Logistics*. Prentice-Hall, New Jersey, 2002.

LOGISTICS AND OPERATIONS MANAGEMENT (15 CPs Sem. II. BE.)

MGT52LOM *Dr Findlay Johnston*

See MGT51LOM for full subject description.

LOTE PRACTICUM (20 CPs Sem. I. BE.) EDU41LP *Mr Des Lowry*

This subject comprises supervised teaching practice in a primary or secondary school, depending on candidate's academic background and, in the case of teachers retraining in LOTE, experience.

Prerequisite: two years post-VCE LOTE and EDU40LM (can be done concurrently).

Class requirements: one 22-day practicum.

Assessment: supervisor assessment and written reports (100%).

Text will be advised upon subject commencement.

LOTE PRACTICUM (15 CPs Sem. II. BE.) EDU42LP *Mr Des Lowry*

This subject comprises 22 days supervised teaching practice in a primary or secondary school. Students will prepare and teach lessons that reflect the strategies and techniques learned in LOTE Teaching Methodology and incorporating school and system requirements. They will maintain a folder of lesson plans together with observations on classroom practice.

Prerequisite: three years post-VCE LOTE or equivalent and EDU41LTM (can be done concurrently).

Class requirements: 22 days of supervised teaching practice and observation in a primary or secondary school.

Assessment: practicum supervisor reports (60%), one 2,000-word folio of plans and observation notes (40%).

Text will be advised upon subject commencement.

LOTE TEACHING METHOD (20 CPs Sem. All year. B., BE.) EDU40LM *B: Dr*

Howard Nicholas, BE: Mr Des Lowry

Topics covered in this subject include second language acquisition theories and principles, the nature and extent of cultural aspects of language learning, Language Other Than English (LOTE) policies and programs (federal and state), LOTE curriculum design (planning, implementation and evaluation), pedagogical and assessment strategies, promotion of LOTE in the community, resources, a comparison of first and second language acquisition.

Prerequisite: students must have an approved undergraduate languages major. Indonesian 3A and 3B can be taken concurrently.

Class requirements: 60 hours taught in block mode.

Assessment: one 1,000-word (minimum) reflective journal (20%), one 1,500-word curriculum unit (30%), one 20-minute class presentation (20%), one 1,500-word essay (30%).

Prescribed Reading:

A book of readings La Trobe University, Bookshop.

LOTE TEACHING METHOD (20 CPs Sem. I. BE.) EDU41LM *Mr Des Lowry*

Topics covered in this subject include second language acquisition theories and principles, the nature and extent of cultural aspects of language learning, LOTE policies and programs (federal and state), LOTE curriculum design (planning, implementation and evaluation), pedagogical and assessment strategies, promotion of LOTE in the community, resources, a comparison of first and second language acquisition.

Prerequisite: students must have an approved undergraduate languages major. Indonesian 3A and 3B can be taken concurrently.

Class requirements: 60 hours taught in block mode.

Assessment: one 1,500-word curriculum unit (30%), one 1,000-word reflective journal (20%), one 1,500-word essay (30%), one 20-minute class presentation (20%).

Text will be advised upon subject commencement.

LOTE TEACHING METHODOLOGY (40 CPs Sem. All year. B.) EDU40LTM *Dr*

Howard Nicholas

This subject examines theories and practices in LOTE teaching advocated in the Australian context, and develops approaches to LOTE teaching suitable for both primary and postprimary schools. It examines the principles of communicative approaches designed to develop various levels of language proficiency. It considers all four Macro skills, and pays particular attention to the integration of language teaching with the teaching of other content. Transition from primary to postprimary schooling and from compulsory to post-compulsory schooling is considered in light of the implications for a coherent Prep-to-12 approach to LOTE teaching. Various approaches to assessment are examined in order to develop means of integrating language teaching with language assessment and reporting. Opportunities are provided for language-specific work to be undertaken in the development of activities for diverse aspects of language teaching.

Prerequisite: satisfactory completion of third-year tertiary studies in the language/s; or native speaker fluency.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 2,500-word reflective journal (10%), weekly written tasks based on readings (total 4,000 words) (40%), one 4,500-word unit of work (50%).

Prescribed Reading:

Curriculum frameworks II. DEET, Melbourne, 2000.

MANAGEMENT AND HEALTH (15 CPs Sem. I. BE.) HLT41MAH *Dr Erica*

James

This subject provides a blend of theory and practical skills and techniques for everyday administrators. The content includes the managerial role, managing individual differences and instruction, leadership and team-building, effective communication and decision-making, and managing conflict and change.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week. May be offered in block mode i.e. 6 full study days, offered across the semester.

Assessment: one 1,500-word assignment (60%), one 1,500-word case study and workshop (20%), one 20-minute group presentation (20%).

MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. I. BE.) INT41MIS

Ms Lorraine Staehr

Students are introduced to information systems – what they are, how they affect the organisation and its employees, and how they can make businesses more competitive and efficient. Some topics covered include the technical basis of the organisation's information technology (IT) infrastructure, the electronic business uses of the internet, enterprise resource planning systems (ERP) and related technology for creating extended enterprises that electronically link the organisation to suppliers and other industry partners.

Class requirements: two 1-hour lecture and one 1-hour tutorial per week.

Assessment: one 3-hour examination (65%), one programming assignment equivalent to 500 words (15%), one programming assignment equivalent to 1,000 words (20%).

Prescribed Reading:

O'Brien, J. *Management information systems*. 5th edn, McGraw-Hill, 2002.

MANAGING HUMAN RESOURCES AND INDUSTRIAL RELATIONS (15 CPs

Sem. II. BE.) MGT42HRI *Mr John Griffiths*

This subject assumes a close interrelationship between human resource management and industrial relations theory and practice. Selected topics in HRM, such as staffing appraisal and training, are examined within the context of Australian industrial relations institutions, practices and issues.

Class requirements: one 3-hour night class comprising lectures, case studies, class discussions and group work.

Assessment: one 1,000-word case study (25%), one 1,500-word critical commentary (35%), one 2,000-word written assignment (40%).

Preliminary Reading:

Stone, R. *Human resource management*. 3rd edn, Brisbane: Wiley, 1998.

Alexander, R. and Lewer, J. *Understanding Australian industrial relations*. 5th edn, Sydney: Harcourt Brace, 1998.

Prescribed Reading:

Gardner, M and Palmer, G. *Employment relations: industrial relations and human resource management in Australia*. 2nd edn, Melbourne: Macmillan, 1997.

MANAGING ORGANISATIONAL BEHAVIOUR (15 CPs Sem. I. BE.)

MGT41MOB *Dr John Pacher*

Topics covered include organisation behaviour and the environment, managing individuals and motivation, work groups and teams, power and politics, leadership, communication, managing conflict and change, decision-making, and career management.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,500 word assignment (40%), one 40-minute group presentation (30%) case studies, experiential exercises (equivalent to 1,000 words) (30%).

Prescribed Reading:

Robbins, S., Waters-Marsh, T., Caccopo, R. and Millet, B.
Organisational behaviour. Prentice Hall, 1995.

MANAGING ORGANISATIONAL BEHAVIOUR (15 CPs Sem. II. BE.)

MGT42MOB Dr John Pacher

Not available in 2004.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. I. B.) **EDU41MOC**

Dr Audrey Grant, Dr Bernie Neville

Not available in 2004.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. II. WO.)

EDU42MOC Dr Audrey Grant, Dr Bernie Neville, Dr Molly Travers

Three perspectives on dealing with change from the point of view of management and workers are developed, based on negotiation processes, worker literacy, group dynamics and communication theory. The common focus is on how people are affected by organisational and workplace reform and how they might be enabled to deal with such changes. Recent case studies of workers whose institutions are changing are considered, together with practical strategies for the development of negotiation, literacy and oral skills.

Class requirements: one 3-hour lecture per week or equivalent intensive program of lectures/tutorials.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Cairnes, M. *Approaching the corporate heart*. Simon and Schuster, 1998.

Benjamin, J. and McKerrow, R. E. *Business and professional communication*. Harper Collins, 1994.

Hull, G. (ed.) *Changing work, changing workers: critical perspectives on language, literacy and skills*. Albany: Suny Press, 1997.

Theobald, R. *Reworking success: new communities at the third millennium*. New Society, 1997.

Tannen, D. *Talking from 9-5: what gets done at work?* Virago, 1994.

Travers, M. *Talking with confidence*. Cambridge University Press, 1995.

Gee, J. P., Hull, G. and Lankshear, C. *The new work order: behind the language of the new capitalism*. Allen and Unwin, 1996.

Gowen, S. G. *The politics of workplace literacy*. Teachers College Press, 1990.

Saul, R. R. *The unconscious civilisation*. Penguin, 1996.

O'Connor, P. (ed.) *Thinking work*. ALBSAC, 1994.

Bradshaw, D. *Transforming lives transforming communities*. 2nd edn, ACFE, 1999.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. I. B.) **EDU51MOC**

Dr Audrey Grant, Dr Bernie Neville

See EDU 42MOC for full subject description.

Class requirements: six 6-hour intensive workshop sessions.

Assessment: one 6,000-word assignment (100%). A high level of analytical and theoretical depth is required.

MANAGING ORGANISATIONAL CHANGE (20 CPs Sem. II. B.) **EDU52MOC**

Dr Audrey Grant, Dr Bernie Neville

See EDU51MOC for full subject description.

MARKETING MANAGEMENT (15 CPs Sem. I. BE.) **MKT41MM** Dr John

Pacher

This subject is designed to enable students to gain a better understanding of the multifaceted nature of contemporary business marketing. Content includes the nature and importance of marketing, the systems approach to marketing, marketing research, focusing on the target market, consumer behaviour, planning the marketing mix (product, price, distribution and promotion), and marketing in special fields.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,500-word assignment (40%), one 40-minute group presentation (30%) case studies, experiential exercises (equivalent to 1,000 words) (30%).

Text will be advised upon subject commencement.

MATERIALS DEVELOPMENT AND ASSESSMENT (20 CPs Sem. I and II. B., V.)

EDU41LCD Mr Alan Williams

Key issues in the development of materials and curriculum for

language teaching are explored and related to assessment and reporting of learner language development. Students are introduced to basic principles and trends in materials and syllabus design from both a practical and a theoretical perspective. The relationship of materials and syllabus to wider issues of the nature of language, the nature of language learning and curriculum are explored and considered in the context of assessment goals and procedures. Some experience of language teaching would be preferable.

Class requirements:

one 3-hour lecture/seminar per week.

Assessment: class tasks (10%), one 4,500-word assignment (90%).

Recommended Reading:

Holliday, A. *Appropriate methodology and social context*. Cambridge University Press, 1994.

Lo Bianco, J. and Freebody, P. *Australian literacies*. Language Australia, 1997.

Genesee, F. and Upshur, J. *Classroom based evaluation in second language education*. Cambridge University Press, 1996.

Bachman, L. *Fundamental considerations in language testing*. Oxford University Press, 1990.

Tomlinson, B. (ed.) *Materials design in language teaching*. Cambridge University Press, 1997.

Nunan, D. *The learner centred curriculum*. Cambridge University Press, 1988.

MATHEMATICS EDUCATION C1 (20 CPs Sem. I. BE.) **EDU41ME1** Dr Alan

Dudley

This subject is also available as a Bachelor of Education subject.

Topics covered include language, reading and attitudinal problems, assessment and diagnosis of mathematical learning, and methods of assisting mathematical learning through games and materials.

Prerequisite: Bachelor of Teaching.

Class requirements: summer school.

Assessment: two 1,500-word assignments (30% each), one 2,000-word assignment (40%).

Text will be advised upon subject commencement.

MATHEMATICS EDUCATION C1 (20 CPs Sem. II. BE.) **EDU42ME1** Dr Alan

Dudley

This subject is also available as a Bachelor of Education subject.

See EDU41ME1 for full subject description.

MATHEMATICS TEACHING METHOD (20 CPs Sem. All year. B., BE.)

EDU40MTM B: Dr Tony Jones, BE: Dr Steve Tobias

This subject caters for the needs of continuing students and practising teachers. Contemporary issues relating to the CSF II (Curriculum Standards Framework), community attitudes towards and beliefs about mathematics, observing, recording and reporting children's learning in mathematics, reviewing and improving current practices in teaching mathematics are addressed. The main focus of the subject centres on teaching and learning approaches in mathematics and how these approaches influence our understanding of children's learning.

Prerequisite: a minimum of two years post-secondary study in Mathematics.

Class requirements: one 2-hour seminar per week for 20 weeks.

Assessment: twelve-250 word (or equivalent) curriculum assessment tasks (50%), one 2,500-word (or equivalent) semester long curriculum project (50%).

Prescribed Reading:

A book of readings. La Trobe University Bookshop.

METHODS OF TEACHING (ADULT) (20 CPs Sem. I. B., BE., S., WO.)

EDU41MTA B: Dr Keith Simkin, BE: Dr Lorraine Ling, WO: Mr Kim

Keamy

Students develop teaching methods appropriate to the context of industrial and practical experience. They are assisted to acquire the methods of teaching needed for effective transmission of appropriate knowledge, skills and attitudes in a range of practical contexts. They are coached and given feedback on their own teaching.

Class requirements: seven 6-hour workshops.

Assessment: one 3,000 word essay (60%), one 2,000-word action research plan (40%).

Prescribed Reading:

Burns, R. *The adult learner at work: a comprehensive guide to the context, psychology and methods of learning for the workplace.* Business and Professional Publishing, Sydney, 1995.

Foley, G. (ed.) *Understanding adult education and training.* 2nd edn, Allen and Unwin, Sydney, 2000.

Recommended Reading:

MacGraw, J. and Peoples, M. *Mirror, mirror on the wall: voices of VET teachers and trainers.* ANTA, Brisbane, 1996.

Tennant, M. *Psychology & Adult Learning.* 2nd edn, Routledge, London, 1997.

Robinson, C. and Thomson, P. (eds) *Readings in Australian Vocational Education and Training.* NCVER, Adelaide, 1998.

METHODS OF TEACHING (ADULT) (20 CPs Sem. II. WO.) EDU42MTA

Dr Keith Simkin, Dr Lorraine Ling, Mr Kim Keamy

See EDU 41MTA for full subject description.

METHODS OF TEACHING SECONDARY AND TECHNOLOGY (20 CPs Sem. I. B., BE., WO.) EDU41MTT

Dr Lorraine Ling

Students attend tutorials or workshops in which they learn the specific skills involved in teaching their selected subjects. Each student must choose two teaching methods for which they have an appropriate undergraduate preparation. Methods usually offered are English, environmental studies, information technology, LOTE, literacy, mathematics, Science, SOSE, TESL, technology and VET. Students who undertake the course with a view to teaching adults attend the same lectures and tutorials as those doing secondary teaching. Part of the teaching practice can be arranged in adult contexts.

Class requirements: seven 6-hours days during the semester.

Assessment: two 2500-word assignments (100%).

Prescribed Reading:

VCE systems and technology and materials and technology study design guides. Board of Studies, DEET, Melbourne, 2000

C&SF II DEET, Melbourne, 2000.

METHODS OF TEACHING SECONDARY AND TECHNOLOGY (20 CPs Sem. II. B., BE., WO.) EDU42MTT

Dr Lorraine Ling

See EDU41MTT for full subject description.

MICROBIAL BIOLOGY OF TREATMENT SYSTEMS (7.0 CPs Sem. II. BE.)

BIO40MTS *Dr Robert Seviour*

Not available in 2004.

MIDWIFERY RESEARCH PROJECT (15 CPs Sem. I and II. BE.) NSG40MRP

Ms Fran Sheean

Not available in 2004.

MINOR THESIS (60 CPs Sem. I. B., BE., V., WO.) EDU51MTH

B: Dr Ramon Lewis, BE: Dr Phillip Payne, WO: Dr Lorraine Ling

This subject is available only to students undertaking a Masters by coursework with thesis.

Candidates conduct a research program and write a thesis of 15,000 to 20,000 words that investigates a specific problem or area. The thesis should demonstrate the student's ability to conduct a systematic research project that shows an awareness of a limited body of literature and control of an appropriate research methodology. It should reveal a critical approach to the relevant field and the methodology used. A minor thesis may be conceptual, empirical or exploratory in its approach. The content and methodology of the thesis must be negotiated with and approved by a supervisor. Candidates should begin the process of finding a supervisor in the semester before their minor thesis enrolment commences. Guidelines can be obtained from the Higher Degrees (Research) Administrator in the Institute for Education. Candidates are not normally permitted to enrol in more than 60 credit points of minor thesis work during candidature.

Class requirements: Candidates should attend regular supervision sessions by arrangement with the supervisor.

Assessment: one 15,000-20,000-word thesis (100%).

Text will be advised upon subject commencement.

MINOR THESIS (60 CPs Sem. II. B., BE., WO.) EDU52MTH

B: Dr Ramon Lewis, BE: Dr Phillip Payne, WO: Dr Lorraine Ling

See EDU51MTH for full subject description.

MODES AND STRUCTURES OF CONSCIOUSNESS 2 (20 CPs Sem. II. B.)

EDU42MC2 *Associate Professor Bernie Neville*

This subject is an extension of the content described in EDU40MC1, though the former is not a compulsory prerequisite.

Class requirements: one 3-hour lecture/tutorial per week.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Neville, B. *Educating psyche: emotion, imagination and the unconscious in learning.* Collins/Dove, 1989.

MONITORING & PROCESS CONTROL (12 CPs Sem. II. BE.) BIO40MPC

Dr Robert Seviour

Not available in 2004.

MSW THESIS – B (30 CPs Sem. I. BE.) SWP51THB

Ms Fiona Gardner

The minor thesis requires the completion of a project on an approved topic under the supervision of an appointed supervisor. Each thesis should be approximately 15,000 words in length and is normally undertaken over a period of 12 months full-time equivalent.

Candidates are required to demonstrate the ability to conduct a research program and a command of the knowledge and skills pertinent to the area of investigation and, where appropriate, to demonstrate a critical appreciation and understanding of the relationship of their own work to that of others.

Assessment: one 15,000-word thesis (100%).

Text will be advised upon subject commencement.

NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT (15 CPs Sem. I. BE.) PLA41NMC

Dr Michael Faulkner

This subject aims to (i) develop skills in, and a critical understanding of, the practical aspects of dispute resolution via negotiation, mediation and conciliation; and (ii) provide insights and skills in fostering community participation processes as a means of enhancing community development. Approximately half the subject is devoted to negotiation, mediation and dispute resolution of conflicts that arise in relation to development proposals. The issues that emerge from examining disputes and concerns that arise from development proposals are examined in order to provide a more advanced understanding of techniques for managing community conflicts and for fostering public participation in decision-making.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic communication with the lecturer and other students; 50% consists of a three-day intensive workshop.

Assessment: two 1,500-word assignments (50%), one 2-hour examination (50%).

Prescribed Reading:

Kenny, S. *Developing communities for the future: community development in Australia.* Nelson Australia, Melbourne, 1994.

Cornelius, H. and Faure, S. *Everyone can win: how to resolve conflict.* Simon & Schuster (Aust.), 1991.

Wolsenholme, R. *Understanding small rural communities and the consultation process.* Rural Development Centre, UNE, Armidale 1995.

NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT (15 CPs Sem. II. BE.) PLA42NMC

Dr Michael Faulkner

See PLA41NMC for full subject description.

NEURAL NETWORKS (15 CPs Sem. I. BE.) INT41NN

Mr John McCullagh

This subject covers the fundamentals of artificial neural networks. Perceptions. Back propagation. Kohonen networks. Counter propagation. Hopfield networks. Boltzmann machines. Hybrid systems. Building neural networks: tips and techniques. Current developments in neural networks. Applications.

Prerequisite: approval of the School's Honours or Higher Degrees committee.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2.5-hour examination (60%), two 1,000-word assignments (each 20%).

Text will be advised upon subject commencement.

NEURAL NETWORKS (15 CPs Sem. II. BE.) **INT42NN** Mr John McCullagh
Not available in 2004.

NEUROSCIENCE NURSING (15 CPs Sem. II. BE.) **NSG22NSN** Mr Jim Kevin
May be delivered block mode.

This subject aims to provide students with the opportunity to develop the knowledge and skills necessary to care effectively and efficiently for people experiencing neurological disorders. It focuses particularly on the nursing management of people with both acute and chronic conditions related to disturbances in neurological function.

Class requirements: 17 hours of lectures, 20 hours of tutorial and two hours of practical in block mode.

Assessment: one 4,000-word case study (100%).

Text will be advised upon subject commencement.

NUMERACY AND MATHEMATICS EDUCATION FOR CHILDREN AND ADULTS (20 CPs Sem. I. B., BE.) **EDU41NME** B: Dr Tony Jones, BE:

Professor Peter Sullivan

In this subject the focus is on mathematics taught at all levels from prep to VCE. Operational definitions for numeracy and mathematics are established and then investigated in relation to classroom practice. Emphasis is given to an examination of current practice in mathematics intervention courses for primary and secondary schools, and adult numeracy courses. Particular attention is paid to research into how mathematics is learned, by both children and adults, and the problem associated with learning and understanding mathematics.

Class requirements: three 1-hour lectures per week.

Assessment: one 5,500-word essay (100%).

Prescribed Reading:

Mulligan, J. and Mitchelmore, M. (eds) *Children's number learning: a research monograph of MERGA/AAMT* Adelaide: Australian Association of Mathematics Teachers, 1996, pp. 125-143.

McIntosh, A., Reys, B., Reys, R., Bana, J. and Farrell, B. *Number sense in school mathematics: student performance in four countries.* Perth: MASTEC, Edith Cowan University, 1997.

Mansfield, H. M., Pateman, N. A. and Bednarz, N. (eds) *Young children and mathematics: classroom contexts and curriculum.* Adelaide: Australian Association of Mathematics Teachers, 1996.

NUMERACY AND MATHEMATICS EDUCATION FOR CHILDREN AND ADULTS (20 CPs Sem. II. B., BE.) **EDU42NME** B: Dr Tony Jones, BE:

Professor Peter Sullivan

See EDU41NME for full subject description.

NURSING ISSUES (20 CPs Sem. I. BE.) **NSG51NI** Mr Keith O'Brien

May be offered in block mode.

Students will study in a multidisciplinary class to explore changing health policy and community needs in contemporary society. The specific content of this subject will change periodically to ensure it reflects issues that confront health professionals.

Class requirements: 26 hours of lectures and 13 hours of tutorials in block mode.

Assessment: one 1,500-2,000-word assignment including class presentation (30%), one 3,500-4,000-word essay (70%).

Text will be advised upon subject commencement.

NURSING KNOWLEDGE (15 CPs Sem. I. BE.) **NSG41NK** Mr Keith O'Brien
May be offered in block mode.

This subject aims to develop the skills necessary for reflective practice, and a commitment to that practice. Issues explored include debates surrounding the development of nursing knowledge, and the importance of caring to the development of nursing and as a basis for nursing practice. Emphasis is placed on the development of a personal conceptualisation of nursing practice, and the articulation of a personal theory of professional nursing.

Class requirements: 26 hours of lectures and 13 hours of tutorials which may be delivered in block mode.

Assessment: one 1,500-word assignment (30%), one 3,000-word project (70%).

Text will be advised upon subject commencement.

NURSING KNOWLEDGE (15 CPs Sem. II. BE.) **NSG42NK** Mr Keith O'Brien
May be offered in block mode.

See NSG41NK for full subject description.

NURSING PRACTICE IN THE COMMUNITY (15 CPs Sem. I and II. BE.)

NSG40NPC Mr Keith O'Brien

Not available in 2004.

ORGANISATION THEORY AND ANALYSIS (15 CPs Sem. I. BE., HK., SL.)

MG41OTA Dr Quamrul Alam

The aim of this subject is to provide students with an understanding and explanation of the theory and practice involved in designing an organisation to fulfil its goals and maximise its effectiveness. Students examine how the organisational context and process have been influenced by factors such as strategies for organisational excellence, re-engineering, global teams, the transnational model of organisation, leadership for change, balance of empowerment and control, the strategy-structure-technology link, and organisational transformation. The main objective is to provide a balance of theory, research and practice.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,500-word assignment (40%), one 1,000-word case analysis (30%), one 40-minute presentation (30%).

ORGANISATION THEORY AND ANALYSIS (15 CPs Sem. II. HK., SL.)

MG42OTA Dr Quamrul Alam

See MGT41OTA for full subject description.

ORGANISATION THEORY AND ANALYSIS (15 CPs Sem. Summer. HK., SL.)

MG43OTA Dr Quamrul Alam

Not available in 2004.

ORGANISATIONAL CHANGE AND DEVELOPMENT (15 CPs Sem. I. BE.)

MG51OCD Mr Max Mollard

Topics covered in this subject include the history of managing organisational change and development, forces for change in organisations, managing planned change, organisation change models, the role of the change agent, resistance to change, organisation development invention, diagnosis and needs analysis, co-opting stakeholders, organisational development techniques, ethical considerations, and case studies.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1-hour group presentation (10%), one 2,500-word assignment (60%), six case study applications (approx 250 words each) (30%).

Prescribed Reading:

Harvey, D. and Brown, D. *An experiential approach to organisational development.* 5th edn, Prentice Hall, 1996.

OUTDOOR EDUCATION 2 TEACHING (20 CPs Sem. All year. BE.)

OED40TCH Ms Alison Lugg

Not available in 2004.

OUTDOOR EDUCATION A (20 CPs Sem. All year. BE.) **OED40OEA** Ms

Alison Lugg

Topics covered in this subject include self-evaluation and critical judgement, differing conceptions of outdoor education, the processes of learning in outdoor education, what can be learned in the bush? Types of knowledge (technical, practical, critical), values and ethics, environmental perspectives (ways of knowing the outdoors), outdoor recreation, aesthetics, kinaesthetic and other cultural views, environmental science and ecology as a way of knowing the outdoors, leadership issues and paradigms, what is outdoor competence?

Class requirements: two 6-hour seminars in the week prior to commencement of semester 1 plus 54 hours (equivalent to 2-3 hours per week) of lectures and/or tutorials spread over 26 weeks according to schedules of practical work in all subjects.

Assessment:

one 1,250-word essay (25%), one 2,000-word essay (30%), one 1,250-word leadership evaluation (25%), one 1,000-word trip leadership plan (20%).

Prescribed Reading:

Martin, P. 'Critical outdoor education and nature as friend' in Miles, J.C. and Priest, S. (eds) *Adventure education.* Dubuque, Iowa, Adventure Publishing, 1999.

Lugg, A. 'Directions in outdoor education curriculum' in *Australian*

journal of outdoor education. V4, no. 1, pp 25-32, 1999.

Nicol, R. and Higgins, P. *Perspectives on the philosophy and practice of outdoor education in Scotland, outdoor recreation*. Practice and Ideology from an International Comparative Perspective, 1998.

OUTDOOR EDUCATION B (20 CPs Sem. All year. BE.) **OED400EB** *Ms*

Alison Lugg

This subject provides a review and development of skills and knowledge in navigation, bushcraft, bushwalking, rock climbing, canoeing and cross-country ski touring. Students are involved in observations, reflection and recording of outdoor learning.

Prerequisite: OED400EA.

Class requirements: 14 days of practical field trips, plus 10 hours of tutorials or equivalent online learning for part-time students. Tutorials are scheduled prior to field trips.

Assessment: Preparation for and participation on trips; onsite observation and/or testing of practical skills (50%), one 1,500-word log report (30%), one 1,000-word self appraisal (20%). Students must pass all three components to receive a pass assessment.

Prescribed Reading:

Hartley, P. 'Minimum impact and outdoor education: are we as green as we think?' in *The outdoor educator*. December, 1993, pp 14-19.
Wattchow, B. 'River.I Follow River, Journeys' in *Newsjournal of the Victorian Outdoor Education Association*. v3, no.2, 1998, pp 20-24.
Gardner, P. D. in Scougall B. (ed.) *Victorian alpine region, in a cultural heritage of the Australian Alps*. Canberra, Australian Alps Liaison Committee, 1992, pp 89-99.

OUTDOOR EDUCATION CONCEPTS (15 CPs Sem. I. BE.) **OED410EC** *Ms*

Alison Lugg

In this subject, students will gain an overview of outdoor education theory and practice (predominantly in Australia). Students will be introduced to a range of philosophies and objectives, notions of competence, processes of learning, values and ethics, and contemporary issues in outdoor education. It introduces socially critical environmental perspectives that underpin teaching and learning in the department and incorporates a practical component that explores these perspectives in the outdoor context. The subject is assessed via assignments related to the theory and the practical experience.

Co-requisite: OED410EX.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week plus one 4-day field trip.

Assessment: one 2,500-word essay (50%), one 1,500-word essay (35%), one 15-minute seminar presentation (15%)

Prescribed Reading:

Book of readings Media Services, La Trobe University, Bendigo.

Recommended Reading:

Wurdinger, S. *Philosophical issues in adventure education*. 3rd edn, Dubuque, Iowa: Kendall/Hunt, 1997.
Barnes, P. *Values And outdoor learning*. Cumbria, UK: Association For Outdoor Learning, 2000.

OUTDOOR EDUCATION EXPERIENCE (15 CPs Sem. I. BE.) **OED410EX** *Mr*

Peter Dingle

In this subject students will be provided with a review and development of outdoor education skills and knowledge. It involves participation in 10 days of outdoor education field trips which may include activities such as bushwalking and navigation, lightweight camping, rockclimbing, paddling and environmental interpretation. It addresses safe practice for personal involvement and for working with groups in the outdoors. Students are assessed via participation in field trips and written assignments involving reflection on and planning for outdoor education experiences.

Co-requisite: OED410EC.

Class requirements: 10 days practical field trips plus ten 1-hour tutorials.

Assessment: one 2,000-word assignment (50%), one 2,000-word risk management assignment (50%). Hurdle requirement: satisfactory participation in field trips.

Prescribed Reading:

Bushwalking and ski touring leadership. Carlton, Bushwalking And Mountain Training Advisory Board, 2000.

Recommended Reading:

Haddock, C. *Managing risks in outdoor activities*. Wellington, NZ:

New Zealand Mountain Safety Council, 1993.

Tempest, G. and Hampton, M. *Rockclimbing: getting started*. Melbourne: Penfolk, 1996.

OUTDOOR EDUCATION TEACHING METHOD (20 CPs Sem. All year. BE.)

EDU400EM *Ms Lyn Taylor*

In this subject students will be introduced to procedures and practices specific to the teaching of outdoor education in post-primary schools. Students will examine appropriate curriculum standards frameworks for 7-10 and 11-12 year levels; the organisation and planning of trips and outdoor activities, associated resources and safety procedures.

Class requirements: two hours per week for 20 weeks.

Assessment: one 1,000-word lesson plan and evaluation of peer teaching (20%), one 1,000-word resource assignment (20%), one 1,000-word (or equivalent) teaching practices journal (10%), one 3,000-word (or equivalent) curriculum development – VCE unit (50%).

Preliminary Reading:

Readings packet. Prescribed Reading:

Curriculum and Standards Framework II Board of Studies, 2000.
VCE Outdoor Education Resource Booklet Board of Studies, 2000.

OUTDOOR ENVIRONMENTS A (20 CPs Sem. All year. BE.) **OED40E1** *Ms*

Alison Lugg

Not available in 2004.

OUTDOOR ENVIRONMENTS B (20 CPs Sem. All year. BE.) **OED40E2** *Ms*

Alison Lugg

Not available in 2004.

PEDAGOGICAL PRINCIPLES & PRACTICE (20 CPs Sem. II. BE.) **EDU51PP**

Mrs Eva Burman, Dr Ramon Lewis, Dr Lorraine Ling, Dr Phillip Payne

In addition to dealing with educational issues that emerge as central in the current era, students in this subject will begin by studying aims of education and schooling. They will then consider the range of pedagogical styles available to pursue such aims. The issues of constructivism, metacognition, multiple intelligences, emotional intelligence and moral intelligence will be addressed to emphasise the difficulties associated with the evaluation of teaching. Qualitative and quantitative approaches for teacher appraisal will be compared and contrasted and the issue of whether a teacher acts as labour, professional or artist will be discussed. Finally, the impact on self-managing schools of a competitive market will be examined.

Class requirements: one 3-hour seminar per week.

Assessment: one 5000-word essay (100%).

Recommended Reading:

McInerney, D. and McInerney, V. *Educational psychology: constructing learning*. 2nd edn, Prentice Hall, Australia, 1998.
Goleman, D. *Emotional intelligence*. Bloomsbury, London, 1994.
Good, L. G. and Brophy, J. E. *Looking in classrooms*. 6th edn, Harper Collins, NY, 1994.
Gardner, H. *Multiple intelligences: the theory in practice*. Basic Books, New York, 1993.
Cole, P.C. and Chan K. S. *Teaching principles and practice*. 2nd edn, Prentice Hall, Sydney, 1994.
Lewis, R. *The discipline dilemma*. 2nd edn, The Australian Council for Educational Research, Melbourne, 1997.
Coles, R. *The moral intelligence of children*. Bloomsbury, London, 1997.

PEDAGOGICAL PRINCIPLES AND PRACTICE (20 CPs Sem. I. WO.)

EDU52PP *Mrs Eva Burman, Dr Ramon Lewis, Dr Lorraine Ling, Dr Phillip Payne*

See EDU51PP for full subject description.

PERIANAESTHESIA: HIGH ACUITY CARE (15 CPs Sem. I. BE., OSITE.)

NSG41PHA *Ms Helen Aikman*

This subject will build on the knowledge and skills already gained and enable nurses to provide the complex perianaesthetic care required by high acuity patients and meet the additional perianaesthetic care responsibilities in day surgery.

Class requirements: a total of 39 hours over the semester negotiated with individual supervisors.

Assessment: one 2,500-word case study (50%), one 2-hour examination (50%).

Prescribed Reading:

Morgan, G. E. and Mikhail, M. S. *Clinical anaesthesiology*. 2nd edn, Appleton and Lange, 1996.

PERIOPERATIVE NURSING 1 (15 CPs Sem. I. BE.) **NSG41PN1** Mr Jim

Kevin

Not available in 2004.

PERIOPERATIVE NURSING 2 (15 CPs Sem. II. BE.) **NSG42PN2** Mr Jim

Kevin

Not available in 2004.

PERIOPERATIVE NURSING 3 (15 CPs Sem. II. BE.) **NSG42PN3** Mr Jim

Kevin

Not available in 2004.

PERIOPERATIVE NURSING 4: PROFESSIONAL ISSUES (15 CPs Sem. I. BE.)

NSG41PN4 Ms Helen Aikman

Students are encouraged to examine the role of the perioperative nurse in the professional context and to reflect critically on the patient's physiological, psychological, and sociological needs in terms of the disease process and surgical intervention. Students examine the point at which their personal values are transgressed, thereby enabling them to participate in a systematic exploration of the relationships between law, ethics, culture and perioperative nursing. Students are expected to explore procedure and patient-specific goals in addition to generic goals in terms of patient outcomes. A 20-day clinical practicum is associated with this subject.

Class requirements: flexible delivery mode consisting of 39 hours of lectures, tutorials and self-directed learning activities.

Assessment: one 3,000-word assignment (100%). Hurdle requirement: clinical practicum.

Recommended Reading:

Swansburg, R. C. *Nursing staff development: a component of human resource development*. Jones and Bartlett, 1995.

White and Bednar *Organisational behaviour: understanding and managing people at work*. 2nd edn, Allyn and Bacon, 1991.

PERIOPERATIVE NURSING 4: PROFESSIONAL ISSUES (15 CPs Sem. II. BE.)

NSG42PN4 Ms Helen Aikman

See NSG41PN4 for full subject description.

PERSPECTIVES IN EDUCATION (20 CPs Sem. I. BE.) **EDU51PIE** Dr Phillip

Payne

In this subject students engage in analysis of a range of curriculum and policy texts chosen to exemplify particular constructs of education, including economic rationalism, conservatism, neo-Marxism, critical theory, feminism, liberalism, postmodernism, existentialism and pragmatism.

Class requirements: one 3-hour lecture per week.

Assessment: one 4,000-word essay (70%), one 2,000-word essay (30%).

Prescribed Reading:

Crittenden, B. *Thinking about education: essays for discussion in teacher education*. Longman, 1996.

PERSPECTIVES ON NATURE: GD (20 CPs Sem. I. BE.) **OED41PN** Dr Almut

Beringer

Not available in 2004.

PHARMACOLOGY FOR NURSES (15 CPs Sem. I and II. BE.) **NSG40PFN** Mr

Keith O'Brien

Not available in 2004.

PHYSICAL EDUCATION TEACHING METHOD (20 CPs Sem. All year. BE.)

EDU40PEM Dr Ashley Woodcock

This subject is designed to provide a theoretical basis and skill foundation in teaching physical education in a school setting. Primary emphasis will be placed on qualities of an effective physical education teacher and effective physical education teaching practices. The subject will provide the student with the opportunity to apply a range of knowledge and skills to the development and evaluation of a 7-10 physical education curriculum. The curriculum will be linked to the

concepts, framework and learning outcomes contained in the Health and Physical Education Key Learning Area of the Curriculum and Standards Framework II. This subject will prepare beginner teachers to teach post-compulsory physical education. It aims to introduce students to the structure and content of senior secondary physical education study design, and provide the student with the knowledge and skills to plan, teach, assess and resource physical education.

Class requirements: one 2-hour lecture per week for 20 weeks.

Assessment: one 1,500-word curriculum project (25%), one 1,500-word senior secondary program design (25%), one 1,000-word paper and one 10-minute oral presentation (30%), four 250-word abstracts (20%).

Prescribed Reading:

Tinning, R. MacDonald, D. Wright, J. and Hickey, C. *Becoming a physical education teacher – contemporary and enduring issues*. Prentice Hall, 2001.

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

VCE physical education resource booklet. Board of Studies, Carlton, Victoria, 2000.

PHYSICS TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40PTM** B:

Dr Wan Ng, BE: Mr Peter Cox

This subject aims to prepare students for the teaching of general science and senior physics. Topics discussed include an introduction to junior science curriculum materials, learning theories and science teaching, primary-secondary transition, writing and using objectives, identifying objectives in published materials, assessment methods for different teaching strategies, lesson planning, and writing teaching units, safety and legal responsibility in science teaching, the aims and objectives of senior high school physics, consideration of year 11 and 12 units, assessment practices, discussion of options, projects, use of audiovisual aids, computers and technology in physics, laboratory organisation.

Prerequisite: sub-major study in physics in an approved degree.

Class requirements: one 2-hour workshop per week.

Assessment: four 1,250-word assignments (100%). Hurdle requirement: 80% attendance in workshops.

Prescribed Reading:

Dawson, C. *Science teaching in the secondary schools*. Longman, Melbourne, 1994.

PLANNING FOR CHANGE (20 CPs Sem. II. BE.) **EDU52PFC** Dr Barry

Brockley

Not available in 2004.

POSITIVE BEHAVIOUR PLANS (20 CPs Sem. I. BE.) **EDU41PBP** Dr Dixie

Blanksby

This subject provides an analysis of forms of challenging behaviours that occur in school and other settings, and offers frameworks for understanding their aetiology. An examination of the philosophical and ethical issues underpinning program design and behaviour change management is included. The subject assists students to develop the skills necessary to generate positive and effective programs to meet the contextual and personal demands associated with challenging behaviours in a range of settings. The design, implementation and evaluation of a behavioural program constitutes a central component of this subject.

Class requirements: four full-day lectures and workshops.

Assessment: one 4,500-word assignment(s) (90%), one 10-minute class presentation (10%).

Text will be advised upon subject commencement.

POSITIVE BEHAVIOUR PLANS (20 CPs Sem. II. BE.) **EDU42PBP** Dr Dixie

Blanksby

See EDU41PBP for full subject description.

POSTGRADUATE THESIS (45 CPs Sem. All year. BE.) **INT40PGT** Ms Jennifer

Goddard

This subject is offered at fifth-year level also.

Students enrol in this subject as being worth 15, 30 or 45 CPs in any one semester. Progression to the next semester depends on an accurate and satisfactory progress report being filed by the student and supervisor, and accepted by the CEM.

A list of prospective topics is available from the Department of Information Technology. The student conducts a critical review of the literature relevant to the area of study, refines the topic to a specific proposal, conducts the proposed investigation, and analyses outcomes. The student presents a seminar on the topic, attends related seminars and writes up the research as a thesis for examination.

Prerequisite: approval of the School's Honours Committee.

Co-requisite: COM51REM.

Incompatible subject: INT40ITT.

Class requirements: weekly interview with the supervisor, and attendance at research seminars as required.

Assessment: one 10,000-15,000-word thesis (90%), seminar presentation (10%). In order to pass this subject, students must present assessment on their research thesis topic and must attend at least 80% of research seminars.

Prescribed Reading:

Evans, D. *How to write a better thesis or report*. Melbourne University Press, 1995.

POSTGRADUATE THESIS (45 CPs Sem. All year. BE.) **INT50PGT** *Ms Jennifer Goddard*

See INT40PGT for full subject description.

PRACTICUM ISSUES IN OUTDOOR EDUCATION (20 CPs Sem. All year. BE.)

OED40PI *Ms Alison Lugg*

Not available in 2004.

PRIMARY ENGLISH METHOD (15 CPs Sem. All year and Summer. B., S.)

EDU40PEN *Dr Lorraine Ling*

In the subject students will address the major issues involved in the teaching of English at the primary level. Particular attention is given to the development of reading, writing and oral communication skills. Preparation for teaching the broad range of students found in schools is supported by consideration of: the social context of language, mixed ability teaching, learning styles, learning difficulties, students from language backgrounds other than English. Preparation for school level professional discussion is supported by consideration of: genre and process approaches to language learning, literacy and parent education, policy and course development and integrated learning programs.

Class requirements: one 1-hour lecture and one 3-hour seminar/workshop per week.

Assessment: one 3,000-word picture story book (70%), one 1,500-word unit of work (30%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY LEARNING TECHNOLOGIES METHOD (5 CPs Sem. All year. B., S.)

EDU40PLT *Dr Tony Jones*

In this subject students will study a variety of aspects of learning technologies from all Key Learning Areas as well as the Technology Key Learning Area. The two foci of this subject are personal development in using technology, and an integrated approach to the effective application of learning technologies within the primary classroom. Students will become familiar with current applications of technology in primary schools, participate in structured experiences designed to further their confidence and competence in using technology, and investigate a variety of resources and materials appropriate for integrating learning technologies into the primary curriculum.

Class requirements: one 1-hour lecture and one 1-hour practical workshop per week.

Assessment: one 3000-word portfolio of tasks (100%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY LOTE TEACHING METHODOLOGY (5 CPs Sem. All year. B.)

EDU40PLO *Dr Howard Nicholas*

In this subject students will study a general introduction to the methodology and issues associated with the teaching of Languages Other Than English (LOTE) in the Primary School. Students consider the following issues: the content to be taught via LOTE; the place of a

LOTE program in the total school curriculum; appropriate outcomes for LOTE teaching and learning; the role of English within a LOTE program; the role of the community in a LOTE program; the features of effective teacher talk; availability of materials and resources for LOTE teaching; how to develop an appropriate curriculum for a LOTE program.

Class requirements:

one 2-hour seminar/workshop per week.

Assessment: one 1,000-word unit of work (40%), one 1,000-word teaching practice portfolio with lesson plans (40%), one 500-word resources file (20%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY MATHEMATICS METHOD (15 CPs Sem. All year. B., S.)

EDU40PMA *Dr Tony Jones*

Students will explore current approaches and strategies for the teaching of mathematics, investigate resources and materials for the teaching of mathematics and participate in structured experiences designed to expand their personal understanding and confidence in mathematics. Students will explore ways of interpreting and communicating quantitative and logical ideas accurately. The role of mathematics in society will also be discussed together with the dynamic role of mathematics in social and technological change.

Class requirements: one 1-hour lecture and one 3-hour seminar/workshop per week.

Assessment: 10 mathematical problem-solving activities (50%), one 2,500-word essay (50%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRIMARY SCIENCE METHOD (5 CPs Sem. All year. B., S.) **EDU40PSC**

Dr Wan Ng

Students are introduced to a consideration of the aims of science teaching in the primary school and some strategies and activities suitable to develop critical and analytical skills within the learners. Through Science, we aim to empower children for a mature role in a continually changing society. Empowerment comes from being able to make informed judgements. Judgements are often based on examining and assessing the evidence about issues in society involving scientific questions and technological artefacts. Students will focus on the development of techniques designed to encourage children to increase their knowledge and understanding of scientific explanations for natural phenomena.

Class requirements: one 1-hour lecture per week and one 1-hour workshop/practical session per week.

Assessment: one presentation task of a 500-word lesson plan (20%), one 2,000-word unit of work (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

Recommended Reading:

Fleer, M. and Hardy, T. *Science for children: developing a personal approach to teaching*. Prentice Hall, Malaysia, 2001.

Skamp, K. (ed.) *Teaching primary science constructively*. Harcourt Brace, Sydney, 1998.

Cross, R., *Teaching primary science: empowering children for their world*. Longman Press, 1996.

PRIMARY STUDIES OF SOCIETY AND ENVIRONMENT METHOD (5 CPs

Sem. All year. B., S.) **EDU40PSO** *Dr Keith Simkin*

This is a curriculum area within the primary school where the values and attitudes dimension of the curriculum is especially emphasised. Students will discuss and explore a variety of approaches to the development, clarification and refinement of social skills and values geared towards learners at the primary school level.

Class requirements: one 2-hour seminar/workshop per week.

Assessment: development of 500-word equivalent series of lesson plans (20%), one 2,000-word project relating to environmental issues (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

Recommended Reading:

Gilbert, R. *Studying society and environment: a guide for teachers.* 2nd edn, Social Science Press, N.S.W., 2001.

Marsh, C. *Teaching studies of society and environment.* 3rd edn, Pearson Education, Australia, 2001.

PRIMARY VISUAL AND PERFORMING ARTS METHOD (5 CPs Sem. All year. B., S.) **EDU40VPA** Dr Bernie Neville

In this subject students will cover the curriculum areas of the Arts and includes visual arts, music, dance and drama. Students engage in a variety of practical experiences and specific methodologies reflecting learning theories in these areas.

Class requirements: one 2-hour workshop per week.

Assessment: one 500-word evaluation of a lesson (20%), one 2,000-word theoretical essay (80%).

Prescribed Reading:

Curriculum and standards framework II. Board of Studies, Carlton, Victoria, 2000.

PRINCIPLES OF MICROBIAL ECOLOGY (5 CPs Sem. I. BE.) **BIO40PME** Dr Robert Seviour

Not available in 2004.

PRINCIPLES MICROBIAL GENETICS (2 CPs Sem. I. BE.) **BIO40PMG** Dr

Robert Seviour

Not available in 2004.

PROCESS MODELLING (15 CPs Sem. All year. BE.) **BIO40PM** Dr Robert Seviour

Not available in 2004.

PROFESSIONAL DEVELOPMENT (ADMINISTRATION) (15 CPs Sem. I. B., BE., WO.) **EDU41PDA** Dr Lorraine Ling

Not available in 2004.

PROFESSIONAL DEVELOPMENT (CURRICULUM) (15 CPs Sem. I. B., BE., WO.) **EDU41PDC** Dr Lorraine Ling

Not available in 2004.

PROFESSIONAL DEVELOPMENT (CURRICULUM) (15 CPs Sem. II. B., BE., WO.) **EDU42PDC** Dr Lorraine Ling

Recent professional trends and issues in a selected aspect of curriculum are examined. Curriculum, the unique characteristic of education, can best be characterised as the conceptual framing of educational aims from which pedagogical objectives are planned and enacted. Participants critically engage their skills and understandings in relation to their own professional development, and curriculum development and implementation strategies.

Class requirements: 15-18 hours of instruction in individual formats.

Assessment: one 3,500-word assignment (80%), class tasks (20%).

Text will be advised upon subject commencement.

PROFESSIONAL DEVELOPMENT (CURRICULUM) (15 CPs Sem. Summer. B., BE., WO.) **EDU43PDC** Dr Lorraine Ling

See EDU42PDC for full subject description.

PROFESSIONAL DEVELOPMENT (LEADERSHIP) (15 CPs Sem. I. B., BE., WO.) **EDU41PDL** Dr Lorraine Ling

Not available in 2004.

PROFESSIONAL DEVELOPMENT (LEADERSHIP) (15 CPs Sem. II. B., BE., WO.) **EDU42PDL** Dr Lorraine Ling

Recent professional trends and issues in a selected aspect of educational leadership are examined. Leadership identifies the qualitative dimension of the skills of interaction, communication, problem solving, decision making and human relationships required in effective and democratic organisations such as schools. Participants develop skills and understandings essential to effective educational leadership, and critically engage these skills and understandings in relation to their own professional development and leadership strategies.

Class requirements: 15-18 hours of instruction in individual formats.

Assessment: one 3,500-word assignment (80%) and class tasks (20%).

Text will be advised upon subject commencement.

PROFESSIONAL DEVELOPMENT (LEADERSHIP) (15 CPs Sem. Summer. B., BE., WO.) **EDU43PDL** Dr Lorraine Ling

See EDU42PDL for full subject description.

PROFESSIONAL DEVELOPMENT (PEDAGOGY) (15 CPs Sem. I. B., BE., WO.) **EDU41PDP** Dr Lorraine Ling

Not available in 2004.

PROFESSIONAL DEVELOPMENT (PEDAGOGY) (15 CPs Sem. II. B., BE., WO.) **EDU42PDP** Dr Lorraine Ling

Recent professional trends and issues in an aspect of pedagogical skill are examined. Pedagogy, the art and craft of teaching, is qualified further as entailing a distinctive transaction between teacher and student that culminates in enhanced learning. Participants develop skills and understandings essential to effective pedagogical practices, and critically engage these skills and understandings in relation to their own professional development and pedagogical strategies.

Class requirements: 15-18 hours of instruction in individual formats.

Assessment: one 3,500-word assignment (80%) and class tasks (20%).

Text will be advised upon subject commencement.

PROFESSIONAL DEVELOPMENT (PEDAGOGY) (15 CPs Sem. Summer. B., BE., WO.) **EDU43PDP** Dr Lorraine Ling

See EDU42PDP for full subject description.

PROFESSIONAL PRACTICE (15 CPs Sem. II. BE.) **PLA42PP** Mr Trevor Budge

The subject critiques notions of 'profession' and 'professionalism' and examines the extent to which planning may be called a profession. It critically examines the application of ideas such as equity, fairness and rights to planning practice and the assumptions underlying the rationales used by 'professional planners'. As part of these explorations client and professional relationships are examined, as are the design and management of briefs, contract administration, and the supervision and management of consultants and contractors.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic communication with the lecturer and other students; 50% consists of a three-day intensive workshop.

Assessment: one 2,000 word assignment (40%), one 3,000 word assignment (60%).

Prescribed Reading:

Hendler, S. (ed.) *Planning ethics: a reader in planning theory, practice and education.* Centre for Urban Policy Research, New Brunswick, N.J. 1995.

PROFESSIONAL PRACTICUM (30 CPs Sem. I. B., BE., WO.) **EDU51PM** B: Dr Tony Knight, BE: Dr Phillip Payne, WO: Dr Lorraine Ling

Note: teachers with five years of full-time professional teaching practice may apply for credit for this subject.

Students are placed in a school or other educational institution for the equivalent of one school term. Since participants in the Master of Teaching course are already qualified teachers, they can be expected to assume full responsibility for the classes they teach or programs they supervise. Students will negotiate a research project within the context of the school. This will constitute one term of research study. Research tasks are also to be negotiated with university staff.

Class requirements: placement in a school or educational institution for the equivalent of one school term.

Assessment: one 6,500-word reflective journal (100%).

Recommended Reading:

Slee, R. *Changing theories and practices of discipline.* London: The Falmer Press, 1995.

Ball, S. J. *Education reform: a critical and post-structural approach.* Buckingham: Open University Press, 1994.

Crump, S. *School-centred leadership.* Sydney: Thomas Nelson, 1993.

Pearl, A. and Knight, T. *The democratic classroom: theory to inform practice.* N. J.: Hampton Press, 1999.

PROFESSIONAL PRACTICUM (30 CPs Sem. II. B., BE., WO.) **EDU52PM** *B:*

Dr Tony Knight, BE: Dr Phillip Payne, WO: Dr Lorraine Ling
See EDU51PM for full subject description.

PROGRAM DEVELOPMENT 2 (15 CPs Sem. I. BE.) **HLT41PD2** *Ms Lyn Talbot*

This subject addresses program issues of definition, design and evaluation in the context of the current health-care system. Content includes basic elements of health programs, needs assessment, program development, implementation and evaluation, finance and budgeting, and monitoring and evaluation.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,000-word needs assessment and literature review (35%), one poster presentation and 3,000-3,500 folio of program (65%).

Prescribed Reading:

Hawe, P., Degeling, D. and Hall, J. *Evaluating health promotion: a health worker's guide*. Sydney: MacLennan and Petty, 1994.

PROJECT (30 CPs Sem. All year. BE.) **INT40PRO** *Mrs Jennifer Goddard*

Students select any topic in their interest area and submit a proposal to the course co-ordinator for approval. The project must serve to illustrate the student's mastery of techniques covered in coursework and must be of sufficient complexity to warrant the application of these techniques. Students submit two typewritten copies of a 30-40 page report. Diagrams, charts, logic, file layouts, program listings, manuals, etc. are to be presented as appendices.

Prerequisite: INT10PC, INT40IS1 and any two other subjects.

Class requirements: may be completed externally, with minimum contact once per month. Equivalent to two subjects. Must be completed within two years of commencement.

Assessment: one 4,500-word project submission (100%).

Text will be advised upon subject commencement.

PROJECT (40 CPs Sem. All year. BE.) **HLT50PJ** *Ms Lyn Talbot*

Topics for investigation will be agreed between the candidate and course co-ordinator, and will be undertaken under academic supervision.

Prerequisite: successful completion of a research methods subject.

Class requirements: regular meetings with allocated supervisor(s).

Assessment: dissertation of 12,000-15,000 words equivalent to two coursework subjects (40 credit points) (100%).

Text will be advised upon subject commencement.

PROJECT 1 (EDU) (20 CPs Sem. I. BE.) **EDU51PJ1** *Dr Phillip Payne*

In this subject, students identify and examine one aspect of professional practice, analyse it in relation to selected theory and research findings, and then develop an appropriate praxis.

Class requirements: four 3-hour lectures plus individual meetings each fortnight.

Assessment: one 1,500-word problem proposal (20%), one 4,500-word reflective evaluation (80%).

Text will be advised upon subject commencement.

PROJECT 1 (EDU) (20 CPs Sem. II. BE.) **EDU52PJ1** *Dr Phillip Payne*
See EDU51PJ1 for full subject description.**PROJECT 2 (EDU)** (20 CPs Sem. I. BE.) **EDU51PJ2** *Dr Phillip Payne*
See EDU51PJ1 for full subject description.**PROJECT 2 (EDU)** (20 CPs Sem. II. BE.) **EDU52PJ2** *Dr Phillip Payne*
See EDU51PJ1 for full subject description.**PROMOTING EXCELLENCE** (20 CPs Sem. II. BE.) **EDU42PE** *Dr Dixie Blanksby*

This subject investigates and evaluates models of provision for gifted students at system, school and class levels. These will include the differentiated curriculum, the compacted curriculum, acceleration, mentoring, flexible vertical timetabling, and enrichment programs.

Prerequisite: EDU40GE.

Class requirements: six full-day lectures and workshops during weekends or school vacations.

Assessment: one 5,000-word curriculum program (100%).

Text will be advised upon subject commencement.

PROMOTING HEALTHY AGEING (15 CPs Sem. II. BE.) **HLT42PHA** *Ms Julie Ellis-Scheer*

This subject focuses on health and old people, the meaning of health and illness, and methods of health promotion for older people.

Class requirements: three hours per week.

Assessment: one 3,000-word assignments (60%), one 20-minute seminar presentation (40%).

Text will be advised upon subject commencement.

PSYCHIATRIC ISSUES (15 CPs Sem. I. BE.) **NSG41PI** *Mr Neil Croll*

Offered in flexible delivery mode only.

Social, cultural, political, professional and economic considerations are studied in an attempt to identify the philosophical orientations of those determining contemporary agendas. The major themes throughout the subject are client advocacy, health policy development and the implications for service delivery, professional orientations of psychiatric nurses, and the identification of emerging populations requiring specific psychiatric nursing interventions. Other issues explored include the development models of service delivery, their implications for present and future psychiatric nursing practice, and consumer issues.

Class requirements: 39 hours per semester.

Assessment: one 1,500-word assignment (30%), one 3,000-word assignment (70%).

Text will be advised upon subject commencement.

PSYCHIATRIC PROJECT (15 CPs Sem. II. BE.) **NSG42PP** *Ms Margaret Grigg*

In this subject the clinical experience focuses on care of individuals with a psychiatric illness in both rehabilitation and community settings.

Prerequisite: NSG40IM and NSG40PI.

Class requirements: individual supervision.

Assessment: clinical competence (100%) assessed using competencies developed for psychiatric nursing practice.

Text will be advised upon subject commencement.

PSYCHOLOGY 1A (15 CPs Sem. I. BE.) **PSY11BSA** *Dr Robert Jamieson*

Only available to Bachelor of Behavioural Science students at the Bendigo campus.

In this subject and its companion, PSY12BSB, students are introduced to the scientific study of psychology. The aims of this subject are to introduce the bodies of knowledge of four core areas in psychology. These are measurement (the historical and statistical foundations of contemporary practice in the measurement of psychological phenomena), lifespan development (change and stability in human functioning from conception to death), human variability (individual differences in personality, motivation and abilities), and social psychology (the impact of the social world on human thinking, feeling and behaving). A further four areas will be presented in the companion unit, Psychology 1B. The areas of history and philosophy of psychology and research methods in psychology are also introduced.

Class requirements: four 1-hour lectures and one 2-hour practical per week.

Assessment: one 2-hour examination (50%), one 1,000-word essay (20%), three 400-word practical reports (20%), practical work book (10%).

Prescribed Reading:

Tilley, A. *An introduction to research methodology and report writing in psychology*. Brisbane: Pineapple Press, 1999.

Stanovich, K. *How to think straight about psychology*. 5th edn, NY: Longman, 2000.

Myers, D. *Psychology*, 6th edn, NY: Worth, 2001.

Coakes, S. J., and Steed, L. G. *SPSS analysis without anguish: Version 10 for windows*. Brisbane: Jacarandah Wiley Ltd, 2001.

PSYCHOLOGY 1B (15 CPs Sem. II. BE.) **PSY12BSB** *Dr Graeme Galloway*

Only available to Bachelor of Behavioural Science students on the Bendigo campus.

Following on from the four areas studied in Psychology 1A, this subject examines a further four core areas of psychology. These are mental health (and models of treatment), health psychology (and its historical, philosophical and epidemiological foundations), cognitive science (investigating mental processes) and neuroscience

(investigating the links between brain function and behaviour). The areas of history and philosophy of psychology and research methods in psychology are also treated in greater depth, following the introduction of these themes in Psychology 1A.

Prerequisite: PSY11BSA.

Class requirements: four 1-hour lectures and one 2-hour practical per week.

Assessment: one 2-hour examination (50%), one 1,000-word essay (20%), two 400-word practical reports (20%), practical work book (10%).

Prescribed Reading:

Tilley, A. *An introduction to research methodology and report writing in psychology*. Brisbane: Pineapple Press, 1999.

Stanovich, K. *How to think straight about psychology*. 5th edn, NY: Longman, 2000.

Myers, D. *Psychology*. 6th edn, NY: Worth, 2001.

Coakes, S. J. and Steed, L. G. *SPSS analysis without anguish: Version 10 for windows*. Brisbane: Jacaranda Wiley Ltd, 2001.

PSYCHOLOGY 2A (20 CPs Sem. I. BE.) **PSY21BSA** Dr Sue Jeavons

Only available to Bachelor of Behavioural Science students at the Bendigo campus.

This subject builds on the themes begun in first year. In the Lifespan Psychology theme, students will examine development from prenatal stage to middle childhood. In the Human Variability theme, the scientific foundations of personality research, problems of measurement, the genetic basis of personality, the development of personality and motivation will be examined. The Social Psychology theme covers social knowledge and social affect, mood and social behaviour, persuasion and social influence, prejudice and intergroup behaviour. The Measurement theme introduces students to basic procedures in the construction and evaluation of scales and tests and explores controversial issues associated with ability testing. There is also a statistics component.

Prerequisite: PSY12BSB.

Class requirements: two 2-hour lectures (theory), one 1-hour lecture (statistics) and one 2-hour practical per week.

Assessment: one 2-hour examination (40%), three 1,200-word practical reports (60%).

Prescribed Reading:

Seifert, K. L., Hoffnung, J. R. and Hoffnung, M. *Lifespan development*. 2nd edn, Boston: Houghton Mifflin Company, 2000.

Derlega, V. J., Winstead, B. A. and Jones, W. H. *Personality: contemporary theory and research*. 2nd edn, Chicago: Nelson Hall, 1999.

Anastasi, A. and Urbina, S. *Psychological testing*. 7th edn, NJ: Prentice Hall, 1997.

Vaughan, G. M. and Hogg, M. A. *Social psychology*. 3rd edn, NSW, Australia: Prentice Hall, 2002.

PSYCHOLOGY 2B (20 CPs Sem. II. BE.) **PSY22BSB** Dr Sue Jeavons

Only available to Bachelor of Behavioural Science students at the Bendigo campus.

This subject continues to build on the themes begun in first year. The Health Psychology theme covers the theoretical understanding of models of health behaviour, behaviour change and health promotion. In the Cognitive Science theme, students will examine theoretical and empirical issues concerning human cognition, including the topics of perception, attention, and memory. The Models of Mental Health theme develops a knowledge base of psychological disorders and theoretical explanations for their aetiology. In the Brain and Behaviour theme, students will study the relationship between human cognition and brain function; that is, how the nervous system operates to process sensory information, to control motor output and to integrate more abstract processes such as memory and emotion into input/output networks. The statistics lecture series is continued in this unit.

Prerequisite: PSY21BSA.

Class requirements: two 2-hour lectures (theory), one 1-hour lecture (statistics) and one 2-hour practical per week.

Assessment: one 2-hour examination (40%), two 1,500-word practical reports (50%), one poster presentation (10%)

Prescribed Reading:

Barlow, D. H. and Durand, V. M. *Abnormal psychology: an integrative approach*. 3rd edn – Media edn, Pacific Grove, CA: Brooks/Cole, 2002.

Ashcraft, M. *Cognition*. 3rd edn, Upper Saddle River, NJ: Prentice Hall, 2002.

Allen, F. *Health psychology: theory and practice*. St Leonards: Allen & Unwin Pty Ltd, 1998.

PSYCHOLOGY 3A (45 CPs Sem. I. BE.) **PSY31BSA** Ms Sandra Tunley

Only available to Bachelor of Behavioural Science students at the Bendigo campus.

This subject comprises a more detailed coverage of second year focusing on human variability (trait-based theories; psychodynamic, humanistic, and social learning theories; physiologically-based typologies and individual differences); social psychology (the individual in a social world; self-concept, self-perception); lifespan (social and cognitive development across the lifespan); models of mental health (biological and psychological aspects and treatment of mental disorders). Ethics and professional issues focus on ethical decision-making in psychological practice. The subject also provides an account of the debate on the nature of science, and is addressed by focusing on the underlying assumptions, the methodologies employed and problems raised by the subject matter of psychology. Psychological research will be undertaken as a group project.

Prerequisite: PSY22BSB.

Class requirements: five 1-hour lectures, one 6-hour practical and one 1-hour tutorial per week.

Assessment: two 2-hour final examinations (40%), one 2,000-word research proposal (20%), group presentation of research project proposal (20 minutes per student) (5%), Group HREC submission (5%), one 30-minute history and philosophy class test (10%), one 2,500-word reflective journal (20%).

Prescribed Reading:

Barlow, D. H. and Durand, V. M. *Abnormal psychology: An integrative approach*. 3rd edn – Media edn, Pacific Grove, CA: Brooks/Cole, 2002.

Allen, F. *Health psychology: theory practice*. St Leonards: Allen & Unwin Pty Ltd, 1998.

Derlega, V. J., Winstead, B. A. and Jones, W. H. *Personality: contemporary theory and research*. 2nd edn, Chicago: Nelson Hall, 1999.

Chalmers, A. F. *What is this thing called science?* 3rd edn, Brisbane: UQ Press, 1999.

PSYCHOLOGY 3B (45 CPs Sem. II. BE.) **PSY32BSB** Ms Sandra Tunley

Only available to Bachelor of Behavioural Science students at the Bendigo campus.

Themes studied include psychobiology and neuroscience (biological aspects of mental disorders, psychological influences on the immune system), cognitive science (in particular recent empirical and theoretical studies of memory and perception), and health psychology (psychological perspectives on a number of lifestyle issues such as coronary vascular disease, cancer, smoking behaviour, diet and exercise). History and philosophy will continue from PSY31BSA coverage. The group project will continue as a year long project started in PSY31BSA. Students will be required to present their results as a poster and as a report.

Prerequisite: PSY31BSA.

Class requirements: five 1-hour lectures, one 6-hour practical and one 1-hour tutorial per week.

Assessment: two 2-hour final examinations (40%), one 2,500-word project report (20%), one 2,500-word essay (20%), one 30-minute research project poster presentation (10%), one 1-hour class test (10%).

Prescribed Reading:

Allen, F. *Health psychology: theory practice*. St Leonards: Allen & Unwin Pty Ltd, 1998.

Ashcraft, M. *Human memory and cognition*. 2nd edn, NY: Harper Collins, 1994.

Seifert, K. L. *Lifespan development*. NY: Houghton Mifflin Company, 1997.

PSYCHOLOGY TEACHING METHOD (20 CPs Sem. All year. BE.) **EDU40PSM**

Ms Lyn Taylor

This subject prepares students for teaching senior psychology. Topics covered include student backgrounds and needs, learning theories and the teaching of psychology, VCE psychology study design work requirements and their design the Common Assessment Tasks,

planning units of work and lessons, teaching strategies, teaching resources, specialised teaching materials, audiovisual resources, learning technologies in the curriculum, general assessment and ethical issues.

Prerequisite: sub-major in psychology in an approved degree.

Class requirements: two hours per week.

Assessment: four 1,500-word assignments (100%).

Text will be advised upon subject commencement.

PUBLIC HEALTH PRINCIPLES (15 CPs Sem. I. BE.) **HLT31PHP** Ms Lyn

Talbot, Ms Glenda Verrinder

This subject introduces students to the principles of public health and primary health care in their political and economic context. It also examines the strategies used in public health, in the context of public health planning frameworks.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2,500-word assignment (60%), one 2-hour sighted examination (40%).

Prescribed Reading:

Ife, J. *Community development: creating community alternatives – vision analysis and practice*. Melbourne: Addison Wesley Longman, 1997.

Wass, A. *Promoting Health: A primary health care approach*. 2nd edn, Sydney: Harcourt Brace and Co., 1994.

PUBLIC SECTOR MANAGEMENT (15 CPs Sem. II. BE.) **MGT42PSM** Dr

Quamrul Alam

This subject is offered at fifth-year level also.

The subject provides an understanding of the theories and practice of new public management and the changing role of government. It provides an indication of how the Australian public sector model is evolving; develops an understanding of the new management role and policy making practices within the public sector, highlights the new role and function of government; examines what is involved in public sector reform and assesses the emerging trends and analyses the changing responsibilities of managers in the public sector organisations.

Class requirements: one 3-hour lecture per week.

Assessment: case studies/class presentation equivalent to 1,000 words (30%), one 4,000-word group report (40%), one 1,500-word assignment (30%).

Prescribed Reading:

O'Faircheallaigh, C., Wanan, J. and Weller, P. *Public sector management in Australia*. Macmillan, 1998.

PUBLIC SECTOR MANAGEMENT (15 CPs Sem. II. BE.) **MGT52PSM** Dr

Quamrul Alam

See MGT42PSM for full subject description.

PUBLIC SECTOR MANAGEMENT IN RURAL & REGIONAL

COMMUNITIES (20 CPs Sem. I. BE.) **PLA51RPM** Dr Quamrul Alam

In this subject students develop an understanding of the theories and practice of public sector management. They explore the changing role of government, the relationship between the public sector and central government and the role of the public sector in rural and regional communities. They will examine the operation of public sector models, their evolution and capacity to function effectively. The theory and practice of the role of the manager in operating in complex environments and the skills and capacity needed to prepare and implement policy within the public sector is addressed. The range of public sector reforms that have been undertaken, the theoretical basis for those reforms and their effectiveness in practice is examined. The subject concludes by assessing the emerging trends and analyses the changing responsibilities of managers in the public sector in rural and regional areas.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 3,500-word assignment (50%), one 500-word case study presentation (15%), one 1,500-word assignment (35%).

Prescribed Reading:

O'Faircheallaigh, C., Wanan, J. and Weller, P. *Public sector management in Australia*. Macmillan, 1998.

PUBLIC SECTOR MANAGEMENT IN RURAL & REGIONAL

COMMUNITIES (20 CPs Sem. II. BE.) **PLA52RPM** Dr Quamrul Alam

See PLA51RPM for full subject description.

QUALITATIVE RESEARCH (20 CPs Sem. I. BE.) **HLT51QLR** Ms Sandra

Kippen

This subject is divided into two main components, theory and research skills. Throughout the semester, students explore a variety of qualitative research methodologies such as grounded theory, ethnography, action research, unobtrusive observation, case study, phenomenology and archival methods. In addition, students engage in a number of practical activities aimed at increasing their skills in literature critique, data collection and analysis, and report writing.

Prerequisite: appropriate studies in research methodologies.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week OR offered in block mode over five full weekdays during the semester.

Assessment: one 2,000-word assignment (40%), one 4,000-word project (60%).

Text will be advised upon subject commencement.

QUALITATIVE RESEARCH (20 CPs Sem. II. BE.) **HLT52QLR** Ms Sandra

Kippen

See HLT51QLR for full subject description.

QUALITATIVE RESEARCH METHODS IN EDUCATION (20 CPs Sem. I. B., V.,

WO.) EDU51QRM B: Dr Lorraine Ling, BE: Dr Phillip Payne, V: Dr

Howard Nicholas

Students are introduced to the principles and practice of qualitative methods in educational research. The subject is intended to prepare students to read qualitative studies in the area of education critically, and to conduct their own qualitative research projects. These aims are addressed by considering theoretical writing on methodology and by reviewing key approaches to and examples of qualitative research. Topics and stages discussed include: identifying research purposes (purposive sampling, data gathering and case study methods); interviewing (open structured, ethnographic and focus group interviews); and approaches to field work (participant observation, journaling and ethnography).

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Bogdan, R. and Biklen, S. K. *Qualitative research for education: an introduction to theory and methods*. Allyn and Bacon, 1992.

Willis, P. and Neville, B. (eds) *Qualitative research practice in adult education*. David Lovell, 1996.

Lather, P. *Within/against: feminist research in education*. Deakin University Press, 1991.

QUANTITATIVE RESEARCH METHODS IN EDUCATION (20 CPs Sem. I. B.,

BE., V.) EDU51QNR B: Dr Ramon Lewis, BE: Dr Phillip Payne

Students learn how to frame and focus an educational research question in a study involving quantitative research techniques. Studies involving survey questionnaires, assessment testing and the quantitative analysis of elicited data are covered. The main aim of this subject is to prepare students to read quantitative studies in the area of education critically, and to conduct their own quantitative research projects. Issues in the design of quantitative studies, choosing appropriate analytic techniques and interpreting and evaluating the results obtained are dealt with. Students are introduced to the Statistical Package for the Social Sciences (SPSS) and gain the ability to interpret the meaning of statistics.

Class requirements: one 3-hour lecture per week.

Assessment: one 5,000-word assignment (100%).

Recommended Reading:

Hopkins, K. D., Glass, G. V. and Hopkins, B. R. *Basic statistics for the behavioural sciences*. 3rd edn, N. J.: Prentice Hall, 1996.

Schofield, P. *Quantifying language: a researcher's and teacher's guide to gathering language data and reducing it to figures*. Multilingual Matters, 1994.

Best, J. W. and Kahn J. V. *Research in education*. 8th edn, Massachusetts: Allyn and Bacon, 1998.

Wiersma, W. *Research methods in education: an introduction*. 7th edn, Massachusetts: Allyn and Bacon, 2000.

QUANTITATIVE RESEARCH METHODS IN EDUCATION (20 CPs Sem. II. B., BE., V.) **EDU52QNR** B: Dr Ramon Lewis, BE: Dr Phillip Payne
See EDU51QNR for full subject description.

QUANTITATIVE TOPICS IN MANAGEMENT (15 CPs Sem. I. BE.) **STA51QTM**

Dr Robert Champion

This subject is only offered with the approval of the Head of Division of Mathematics.

In this subject students undertake an indepth study of a topic that has substantial quantitative content, and which can be applied to solving problems in management.

Prerequisite: STA20STM or STA40SFM and permission of the Head of Mathematics.

Class requirements: three hours of lectures per week.

Assessment: Either two calculation-based assignments equivalent to 2,000 words each (50% each), or two calculation-based assignments equivalent to 1,500 words each (40% each) and one 20-minute presentation (20%).

Text will be advised upon subject commencement.

QUANTITATIVE TOPICS IN MANAGEMENT (15 CPs Sem. II. BE.)

STA52QTM Dr Robert Champion

See STA51QTM for full subject description.

READING SUBJECT 1 (20 CPs Sem. I. B., WO.) **EDU41RS** Dr Lorraine Ling

In exceptional circumstances, individual reading subjects may be arranged in a student's area of interest. At BEd or GradDip level, a maximum of two such subjects may be credited towards the degree. At Masters level, a maximum of one subject may be credited towards the degree. A reading subject should normally be taken with a member of staff who has already taught the student concerned. A reading course is to be seen as a piece of library research. As attendance/discussion requirements are lighter than for an on-campus subject, the amount of reading is expected to exceed by far that required for a face-to-face student. Students proposing to enrol in a reading subject should discuss this matter first with the proposed supervisor, who must countersign the enrolment form before enrolment will be accepted.

Class requirements: consultation with the supervisor at least four times during the semester.

Assessment: one 5000-word essay (100%).

Text will be advised upon subject commencement.

READING SUBJECT 1 (20 CPs Sem. II. B., WO.) **EDU42RS** Dr Lorraine Ling
See EDU41RS for full subject description.

READINGS IN HEALTH ISSUES (15 CPs Sem. I. BE.) **HLT41RHI** Dr Erica James

This unit is designed to allow the student the freedom to choose and investigate an area of public health interest. It is envisaged this investigation would examine the selected topic from both a theoretical and applied perspective. The chosen area or topic for investigation will not have been previously presented by the student for assessment.

Class requirements: one 3-hour interactive tutorial per week.

Assessment: one 15-20-minute seminar presentation and 1,000-word written presentation (40%), one 3,000-word major assignment (60%).

READINGS IN HEALTH ISSUES (15 CPs Sem. II. BE.) **HLT42RHI** Dr Erica James

See HLT41RHI for full subject description.

READINGS IN OUTDOOR EDUCATION (20 CPs Sem. All year. BE.)

OED40RD Dr Mary-Faeth Chenery

This subject is individually negotiated according to student learning objectives and experience. Students undertake projects and study in specific aspects of outdoor education or nature tourism.

Prerequisite: OED40OEA, OED40OEB, OED40TCH (can be done concurrently) and suitability as determined by the student advisory processes.

Class requirements: one hour per fortnight supervisory conference plus independent study.

Assessment: one 5,000-word (or equivalent) major project (100%).

Text will be advised upon subject commencement.

READINGS IN OUTDOOR EDUCATION (15 CPs Sem. I. BE.) **OED41RD** Ms

Alison Lugg

In this subject students will individually negotiate topics according to their learning objectives and experience. Students undertake projects and study in specific aspects of outdoor education or nature tourism.

Class requirements: One hour per fortnight supervisory conference plus independent study.

Assessment: one 4,500-word assignment (100%).

Preliminary Reading:

Individually negotiated according to research topics.

REGIONAL & COMMUNITY PLANNING (20 CPs Sem. I. BE.) **PLA51RCP** Mr

Trevor Budge

In this subject students will examine the theory, concepts and practice of rural, regional and community planning. The changing settlement structure and demographic characteristics of rural and regional Australia will be examined. A review of the historical development of regional studies and planning will provide a context for current policies and practices. The statutory and institutional planning hierarchy including the roles and responsibilities of agencies at local, state and federal government will be analysed as a basis for understanding their strategies, policies and programs in respect to rural and regional planning and development. This subject will enable students to acquire an understanding of the preparation, implementation and evaluation of rural and regional planning techniques and practices.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 3,000-word project report (60%), two 1,000-word practical exercises (40%).

Recommended Reading:

Lockie, S. and Bourke, L. (eds) *Reality bites: the social & environmental transformation of rural Australia*. Pluto Press, 2001.

Yencken, D. and Wilkinson, D. *Resetting the compass: Australia's journey towards sustainability*. CSIRO, 2000.

Rogers, M. F. and Collins, Y. M. J. *The future of Australia's country towns*. CSRC, La Trobe University, Bendigo, 2001.

REGIONAL & COMMUNITY PLANNING (20 CPs Sem. II. BE.) **PLA52RCP**

Mr Trevor Budge

See PLA51RCP for full subject description.

REGIONAL APPROACHES TO HISTORY (20 CPs Sem. II. BE.) **HIS42RAH** Dr

Yola Collins

Not available in 2004.

REGIONAL COMMUNITY DEVELOPMENT (20 CPs Sem. I. BE.) **PLA51RCD**

Dr Yola Collins

In this subject students will develop an indepth appreciation and understanding of community development issues, strategies and programs. Students are required to attain a theoretical and practical understanding and appreciation of community structures and the perspectives of relevant stakeholders. Theory and practice of dealing with diversity in communities, residents and stakeholders in rural and regional settings will be addressed. The skills and literature associated with community vision setting; identification and pursuit of community goals, the preparation of comprehensive strategies for multi-level interventions and detailed action plans are explored and developed. Students are provided with a detailed assessment of the skills required to work with government agencies, non-government organisations, local and regional bodies and with volunteers and non-paid participants and the requirements to undertake an evaluative program.

Class requirements: one 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: one 3,000-word essay (50%), one 1,500-word essay (25%), one 30-minute oral seminar presentation (25%).

Recommended Reading:

Ife, J. W. *Community development: community-based alternatives in an age of globalisation*. 2nd edn, Pearson Education, Frenches Forest, N.S.W., 2002.

Barnett, J. (ed.) *Planning for a new century: the regional agenda*. Washington D.C.: Island Press, 2001.

Rogers, M. and Collins, Y. (eds) *The future of Australia's country towns*. Bendigo, Vic: La Trobe University, Bendigo, CSRC, 2001.

REGIONAL COMMUNITY DEVELOPMENT (20 CPs Sem. II. BE.) **PLA52RCD**

Mr Trevor Budge, Dr Yola Collins

See PLA51RCD for full subject description.

REGIONAL ECONOMIC DEVELOP (15 CPs Sem. II. BE.) **PLA42RED** *Mr Ian Pinge*

The subject examines the processes of local and regional economic development and the interface between such development and long term physical and social sustainability of local regions. It provides practical methods for: establishing and analysing the key components, characteristics and trends of local and regional economies; identifying opportunities for local and regional development; establishing processes for public sector agencies in fostering local and regional development; identifying the constraints on sustainability of the environment and communities; and developing tools to identify the necessary trade-offs and compromises between local and regional development and sustainability.

Prerequisite: ECO11MIC or subject co-ordinator's approval.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Postgraduate students may elect the following alternative mode of delivery: 50% of the delivery consisting of six modules of learning materials (paper or electronic), each taking three hours of student time to complete, and supplemented by electronic communication with the lecturer and other students; 50% consisting of a three-day intensive workshop.

Assessment: one 3000-word assignment (50%), one 2-hour examination (50%).

Prescribed Reading:

Pinge, I. *Bringing it all together: regional economic modelling as a tool for empowerment and economic development*. First National Conference on the Future of Australia's Country Towns, Bendigo, 2000.

Dore, J. and Woodhill, J. *Sustainable regional development: final report*. Greening Australia & Dept of Transport & Regional Services, Canberra, 1999.

REHABILITATION (15 CPs Sem. II. BE.) **NSG42REH** *Mr Andrew Crowther*

Offered in flexible delivery mode only.

The major theme throughout the subject is psychiatric nursing and holistic assessment in order to plan and provide individualised care by the interdisciplinary team. Emphasis is given to models of care relevant to the rehabilitative process, activities of daily living, and recreation and socialisation issues. Other issues explored include continuity of care, referral mechanisms, identification of vulnerable groups, and pharmacological interventions.

Prerequisite: NSG40IM.

Class requirements: 39 hours per semester.

Assessment: one 2,000-word assignment (40%), one 2,500 word assignment (60%).

Text will be advised upon subject commencement.

RESEARCH APPROACHES TO PROFESSIONAL ISSUES (60 CPs Sem. All year. B., CH., V.) **EDU60RAP** *Dr Ramon Lewis*

EdD students are exposed to a range of methodological approaches that may be useful for their thesis. These include experimental, quasi-experimental and correlational designs as well as qualitative approaches such as historical, naturalistic, ethnographic and case study methods. Action research and other approaches to blending qualitative and quantitative methods are also examined. In the second semester, students concentrate on the process of thesis proposal writing, data gathering, understanding the limitations of their design, the assumptions behind their proposal, and the extent to which they wittingly and unwittingly may influence the data.

Class requirements: one three-hour seminar per week.

Assessment: one 12,000-word research proposal (100%). Students are required to make at least one class presentation equivalent to 3,000-5,000 words.

Text will be advised upon subject commencement.

RESEARCH IN INTEGRATION (40 CPs Sem. I. BE.) **EDU41RII** *Dr Dixie Blanksby*

This subject provides an introduction to research methodology, literature review and involves the completion of a research project.

Prerequisite: four Graduate Diploma in Special Education and Human Services subjects with at least a B average.

Class requirements: one 2-hour meeting with supervisor per fortnight or equivalent.

Assessment: one 10,000-word research report (100%).

Text will be advised upon subject commencement.

RESEARCH IN INTEGRATION (40 CPs Sem. II. BE.) **EDU42RII** *Dr Dixie Blanksby*

See EDU41RII for full subject description.

RESEARCH METHODS (15 CPs Sem. I. BE.) **COM51REM** *Dr John Pacher*

Topics covered in this subject include introduction to research, planning research projects, examining the literature, statistical data and analysis and presentation of research findings.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,000-word literature review (30%), one 500-word group review of report (20%), one 3,000-word research proposal and presentation (50%).

RESEARCH METHODS (20 CPs Sem. I. BE.) **HLT51RM** *Dr Erica James*

This subject reviews the fundamentals of research methodology and terminology. It introduces the fundamentals of problem formulation, design, sampling, data collection and analysis for both qualitative and quantitative research projects. Students participate in activities to enhance skills in literature retrieval and critique, preparation of a literature review and preparation of a comprehensive research proposal. Here is a focus on multidisciplinary research.

Class requirements: Lectures and interactive tutorials offered over six full weekdays during February.

Assessment: one 500-word annotated bibliography (20%), one 1,500 word indepth critical appraisal assignment (20%), one 4,000-word comprehensive research proposal (60%).

Text will be advised upon subject commencement.

RESEARCH METHODS (20 CPs Sem. II. BE.) **HLT52RM** *Dr Erica James*

See HLT51RM for full subject description.

RESEARCH METHODS 2 (20 CPs Sem. All year. BE.) **OED40RM2** *Dr Mary-Faeth Chenery*

Not available in 2004.

RESEARCH METHODS IN EDUCATION (20 CPs Sem. I. B., BE., WO.)

EDU51RME *B: Dr Howard Nicholas, BE: Dr Phillip Payne, WO: Mr Kim Keamy*

In this subject, purposes and methods of educational research and methodological problems associated with rival approaches will be considered. The selection and definition of a research problem, conducting literature reviews and writing of a research proposal will be addressed. Principles and practices of empirical research, experimental, quasi-experimental and ex post facto research, coding, analysis of numeric data and statistical procedures will also be examined. Ethical development of research and compliance with ethics committee approval will be addressed. Case study designs, techniques associated with ethnographic research, coding, analysis and interpretation of textual data will be an integral part of this subject.

Class requirements: one 3-hour lecture per week.

Assessment: one 3,000-word draft literature review and 500 word summary statement of study purpose and statement of problem (60%), one 2,000-word summary statement of proposed research design (40%).

Prescribed Reading:

Kumar, R. *Research methodology: a step by step guide for beginners*. Melbourne: Longman, 1996.

Mertens, D. M. *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage, 1998.

Wiersma, W. *Research methods in education. An introduction*. Boston: Allyn and Bacon, 2000.

RESEARCH METHODS IN OUTDOOR EDUCATION (15 CPs Sem. I. BE.)**OED41RMO** Dr Peter Martin

In this subject students are provided with an introduction to research in education largely from a qualitative perspective. The skills of question formulation, literature analysis, research design, research methods, sampling, data collection, data analysis, and research report writing are taught. Students develop a research proposal and implement a pilot study.

Prerequisite: as approved by the course co-ordinator.

Class requirements: lectures, interviews and independent study equivalent to 30 hours contact.

Assessment: one 4,500-word assignment (100%).

Recommended Reading:

Henderson, K. *Dimensions of choice: a qualitative approach to recreation, parks and leisure research*. State College PA: Venture Publishing, 1991.

Erlandson, D., Harris, E., Skipper, B. and Allen, S. *Doing naturalistic inquiry: a guide to methods*. Newbury Park: Sage Publications, 1993.

RESEARCH METHODS OUTDOOR EDUCATION HONOURS (20 CPs Sem.**All year. BE.) OED40RM1** Mr Andrew Brookes

This subject provides an introduction to research in education largely from a qualitative perspective. The skills of question formulation, literature analysis, research design, research methods, sampling, data collection, data analysis, and research report writing are taught. Students develop a research proposal and implement a pilot study.

Prerequisite: suitability as determined by the student advisory processes.

Class requirements: lectures, interviews and independent study equivalent to 60 hours contact.

Assessment: negotiated 5,000-6,000-word assignment, project & report (100%).

Text will be advised upon subject commencement.

RESEARCH PRACTICUM 2 (20 CPs Sem. II. B., WO.) EDU42RP Dr Lorraine

Ling

Individual research practica of 20 credit points may be arranged. They should normally be taken with a member of staff who has already taught the student concerned, but this requirement may be waived at the discretion of the Chair of the Teaching Programs Committee. A maximum of 40 credit points may be credited towards the degree.

With the consent and guidance of their supervisor, students design and carry out a research project in their area of interest, demonstrating skills in the selection of subjects, the analysis and interpretation of data and the application and significance of this study to the chosen field. They should show a grounded awareness of the limitations of their study. A research practicum is to be seen as a piece of practical work. Students proposing to enrol in a research practicum should discuss this first with the proposed supervisor, who must countersign the enrolment form before enrolment will be accepted.

Class requirements: consultation with the supervisor at least four times during the semester for each practicum.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Strauss, A. and Corbin, J. *Basics of qualitative research*. Sage, 1990.
Egan, G. *Change agent skills in helping and human services settings*. Brooks/Cole, 1985.

Borg, W. and Gal, M. *Educational research: an introduction*. Longman, 1989.

Denzin, N. K. and Lincoln, Y. S. (eds) *Handbook on qualitative research*. Sage, 1994.

Reason, P. and Rowan, J. *Human inquiry: a source book of new paradigm research*. Wiley, 1981.

Lincoln, Y. and Guba, E. *Naturalistic inquiry*. Sage, 1985.

Lather, P. *Within/against: feminist research in education*. Deakin University, 1991.

RESEARCH PROJECT (EB) (24 CPs Sem. II. BE.) BIO40RP Dr Robert

Seviour

Not available in 2004.

RESEARCH PROJECT – FIELD STUDY (30 CPs Sem. II. B., BE., WO.) EDU52RP

B: Dr Tony Knight, BE: Dr Phillip Payne, WO: Dr Lorraine Ling

With the assistance of their university supervisors, students select an

appropriate research theme and write a 10,000-12,000-word research project essay on that theme. After initial discussion with University staff, they conduct a literature search on the chosen topic, design a study, and then refine their design to match the questions they are asking. They collect data appropriate to the project, and interpret and report their findings. A contribution to existing school or classroom practice is desired.

Prerequisite: satisfactory performance in EDU51PM or EDU52PM.

Class requirements: attendance at four research seminars during the semester plus additional supervision sessions.

Assessment: one 7,500-word research project (100%). Hurdle requirement: one 1,500-word research proposal.

Prescribed Reading:

Cochran-Smith, M. and Lytle, S. *Inside/outside: teacher research and knowledge*. NY: Teachers College Press, 1993.

Kemmis, S. and McTaggart, R. *The action-research planner*. Deakin University Press, 1998.

RESEARCH PROJECT HS (40 CPs Sem. I. BE.) HLT51RPH Dr Erica James

Research Project is an option in the Master of Health Science by course work program for students who wish to complete 75% of the course by coursework. Topics for investigation are agreed between the candidate and course co-ordinator, and are undertaken under academic supervision. The research project is completed to dissertation standard and may be examined externally.

Prerequisite: successful completion of a research methods subject.

Class requirements: individual supervision.

Assessment: one 12,000-15,000-word dissertation (100%).

Text will be advised upon subject commencement.

RESEARCH PROJECT HS (40 CPs Sem. II. BE.) HLT52RPH Dr Erica James

See HLT51RPH for full subject description.

RESEARCH PROJECT PH (15 CPs Sem. I. BE.) HLT31RPP Ms Sandra

Kippen

This subject examines environmental health issues in conjunction with issues of land management and water quality in a variety of environments. Students will be expected to identify a health issue and to research it in an environmental context. The background theory is provided through lectures and practical classes and the major focus of the course is on field studies.

Class requirements: equivalent to six hours per week in form of lectures, practical and compulsory fieldwork.

Assessment: practical and field performance including submitted reports, poster and class presentations (70%), one 2-hour examination (30%).

Text will be advised upon subject commencement.

RESEARCH PROJECT PH (15 CPs Sem. II. BE.) HLT32RPP Ms Sandra

Kippen

See HLT31RPP for full subject description.

RESEARCH SKILLS (15 CPs Sem. II. B., BE., DE., JA., OL., WO.) NSG42RSK B:

Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Eileen Clark

Students are given an overview of the major inquiry methodologies in preparation for an examination of approaches to nursing research. They learn how to apply explicit, systematic methods to handle qualitative and quantitative data for testing ideas, drawing conclusions and communicating results in clinical and social science research.

Class requirements: 15 hours of lectures, 12 hours of tutorials and 12 hours of self-directed learning. (At the Albury-Wodonga campus four 3-hour seminars spread at intervals across the semester. 27 hours of directed learning supported by a study guide).

Assessment: one 2,000-word group proposal/study plan for a quantitative research question (50%), one group qualitative research portfolio involving 10-minute interview, analysis of responses etc. (50%).

Recommended Reading:

Polit, D. F. and Hungler, B. P. *Nursing research principles and methods*. 6th edn, J. B. Lippincott, 1999.

RESEARCHING GOOD PRACTICE 1 (30 CPs Sem. I. B., WO.) EDU51RG B:

Dr Ramon Lewis, WO: Dr Lorraine Ling

This subject is designed to assist students undertaking research into

professional practice in their field. Students attend all classes of two Masters subjects in an area in which they intend to write their research essays. The theory underpinning the student's research study is generated by the Masters subjects that they audit. Under supervision from the lecturer in each subject, they develop a research question and select from a number of research models. For empirical projects, students select research participants and work with them towards answering the research question. They write up their project, draw conclusions, make recommendations, and indicate their awareness of the limitations of their conclusions and method. For non-empirical projects involving analysis of literature, their research essay should demonstrate an ability to ask an appropriate research question, critically review opinion on the question, and come to suitable conclusions.

Class requirements: one 3-hour lecture per week.

Assessment: one 7,000-7,500-word essay (100%).

Recommended Reading:

Egan, G. *Change agent skills in helping and human services settings*. Brooks/Cole, 1985.

Borg, W. and Gal, M. *Educational research: an introduction*.

Longman, 1989.

Denzin, N. K. and Lincoln, Y. S. (eds) *Handbook on qualitative research*. Sage, 1994.

Egan, G. and Cowan, M. *People in systems*. Brooks/Cole, 1985.

RESEARCHING GOOD PRACTICE 1 (30 CPs Sem. II. B., WO.) **EDU52RG B:**

Dr Ramon Lewis, WO: Dr Lorraine Ling

See EDU51RG for full subject description.

RURAL HEALTH (20 CPs Sem. II. OL.) **HLT52RUH Ms Glenda Verrinder**

This subject covers three modules of study: health status, health policy and health service provision in the context of public health. The first module examines the evidence that the health status of rural and remote Australians is different to that of their metropolitan counterparts, taking a population-based approach. The second module examines Commonwealth and state rural health policy frameworks and interest groups in the policy process. The third module builds on issues arising from health status and policy frameworks to explore their relationship to the provision of health services and the issues of best practice service provision for rural and remote Australians.

Class requirements: offered fully online via WebCT or offered online via WebCT supported by one face-to-face tutorial per fortnight.

Assessment: participation in online activities (10%), one 3,000-3,500-word essay (50%), one 2-hour examination (40%).

SAFE PRACTICES IN THE VET CLASSROOM (20 CPs Sem. All year. B., BE., M., S., WO.) **EDU40SPC B:**

Dr Damon Cartledge, BE: Mr Les Lyons,

WO: Mr Kim Keamy

This is a TAFE subject available only to students enrolled in the GradDip Technology Education

In this subject, teachers working within the VET and materials/technology curriculum are provided with appropriate skills to deal with a range of occupational health and safety issues in the VET classroom. Participants will learn to identify hazards, assess health and safety risks and implement appropriate strategies and processes to deal with safety management in the classroom. Areas of study will include accredited OH&S modules such as: Occupational Health and Safety Fundamentals, Hazardous Substances, Occupational Hygiene 1, Occupational Health and Safety Law, Workplace Health – Human Body, Resolution of Occupational Health and Safety Issues, Engineering Controls, Fire Safety, and Risk Management.

Prerequisite: acceptance into the GradDip Technology Education.

Class requirements: attendance at a minimum of 30 hours of lectures/workshops.

Assessment: a minimum of nine 500-word assignments or competency tasks or equivalent (100%).

Prescribed Reading:

Getting started with workplace health and safety: introduction to workplace health and safety policies. Victorian WorkCover Authority, 1997.

Guide to the occupational health and safety act 1985. 7th edn, Victorian WorkCover Authority, 1997.

SafetyMap – the facts. Victorian WorkCover Authority, 1997.

Recommended Reading:

Industrial equipment requiring certificates of competency to use or operate. Victorian WorkCover Authority, 1997.

SCIENCE TEACHING METHOD (20 CPs Sem. All year. B., BE.) **EDU40STM B:**

Dr Wan Ng, BE: Mr Peter Cox

This subject considers areas that are directly applicable to teaching science in years 7 to 10, including philosophy and strategies of Victorian science curriculum and standards framework, introduction to junior science curriculum materials, learning theories and science teaching, constructivism and other strategies, primary-secondary transition, writing and using objectives, and learning outcomes, assessment methods for different teaching strategies, lesson planning, and writing teaching units, safety and legal responsibility, organisation of the laboratory, demonstrations and audio-visual aids, simulation games and role-playing, excursions (value and organisation), planning a science program, resources, materials and institutions such as zoos, museums and industries, computers and science teaching, CD-ROMs. *Prerequisite:* sub-major study in general science or a specific science discipline, or one part of any two science subjects from which a sub-major may be developed, in an approved degree.

Class requirements: one 2-hour workshop per week.

Assessment: one 1,000-word reflective journal (20%), one 2,000-word literature review (40%), one 2,000-word Curriculum Standards Framework II unit (40%). In order to pass this subject, students must attend 80% of the workshops.

Prescribed Reading:

Dawson, C. *Science teaching methods in the secondary schools*.

Longman, Melbourne, 1994

SCIENCE, TECHNOLOGY AND SOCIETY IN EDUCATION (15 CPs Sem. II. B., BE., V.) **EDU42STS B:**

Dr Wan Ng, BE: Dr Barry Brockley

We live in a society greatly influenced by science and technology. Hence, exploring how science and technology affect and shape society through education is important for our understanding of a range of public issues concerned with the environment, education, medicine, commerce and security. In this subject students will examine the historical emergence of science and technology as subjects in educational institutions in Australia and other parts of the world and their integration into their respective societies. Issues arising out of these different kinds of integration and the implications in terms of school education will be investigated. Examples used to illustrate the relationships between education, science, technology and society will include the evolution of the semiconductor technology, the internet, biotechnology, nanotechnology and laser and space technologies.

Class requirements: one 3-hour lecture per week.

Assessment: one 3000-word essay (75%), one 1000-word paper (25%).

Recommended Reading:

Ebenezer, J. V. and Haggerty, S. M. *Becoming a secondary school science teacher*. Upper Saddle River, N.J.: Merrill, 1999.

Yager, R. E. (ed.) *Science/technology/society as reform in science education*. Albany: State University of New York Press, 1996.

Williams, J., and Williams, A. *Technology education for teachers*. MacMillan, Melbourne, 1996.

SECOND LANGUAGE ACQUISITION (20 CPs Sem. I. B., CH., V.) **EDU41SLA**

Dr Lloyd Holliday

Students examine competing models and explanations of second language acquisition. The development of a variety of languages other than English are considered. By comparing findings from studies of various languages, differing explanations for the underlying system and features of English inter-language development are evaluated. Differing explanations of variation between child and adult second language acquisition are considered, and a model is developed to accommodate data from both child and adult second language acquisition. The relevance of research findings for assessing and teaching second languages are considered. A principled basis for the consideration of classroom-based interlanguage development is proposed.

Class requirements: one 3-hour lecture per week or equivalent intensive program.

Assessment: one 5000-word essay (100%).

Preliminary Reading:

Lightbown, P. and Spada, N. *How languages are learned*. 2nd edn, Oxford University Press, 1999.

SECOND LANGUAGE ACQUISITION (20 CPs Sem. II. B., CH., V.) **EDU42SLA***Dr Lloyd Holliday*

This subject is offered at fifth-year level also. See EDU41SLA for full subject description.

SECOND LANGUAGE ACQUISITION (20 CPs Sem. II. B., CH., V.) **EDU52SLA***Dr Lloyd Holliday*

See EDU42SLA for full subject description.

SELF INITIATED PROJECT (20 CPs Sem. I. BE.) **EDU41SIP** *Dr Dixie**Blanksby*

This project enables students to research an area of interest in special education through a literature review or a small research project and compiling a report comprising a literature review and discussion of findings. A contract is entered into with the supervising lecturer.

Prerequisite: four graduate diploma subjects with at least a B average.

Class requirements: one supervision session per fortnight.

Assessment: one 5,000-word research report (100%).

Prescribed Reading:

Book of readings. University Book Shop.

SELF INITIATED PROJECT (20 CPs Sem. II. BE.) **EDU42SIP** *Dr Dixie**Blanksby*

See EDU41SIP for full subject description.

SOCIAL EDUCATION METHOD (20 CPs Sem. All year. B., BE.) **EDU40SEM B:***Dr Keith Simkin, BE: Mr John Higgs*

In this subject, students explore and develop contemporary Studies of Society and Environment practices, ideas and approaches. Appropriate content, teaching strategies and evaluation techniques are investigated. Topics for study include curriculum and standards framework, Studies of Society and Environment, profiles and the VCE.

Prerequisite: an approved degree with an approved sub-major study.

Class requirements: two hours per week.

Assessment: one 1,800-word seminar paper and 10-minute presentation (30%), one 1,200-word resource file (20%), one 1,800-word unit of work (30%), class participation (20%)

Preliminary Reading:

Studies of society and environment. Curriculum and Standards Framework, Board of Studies, Directorate of School Education, 1995.

Prescribed Reading:

Gilbert, R. (ed.) *Studying society and environment. A handbook for teachers.* Macmillan, 1996.

SOCIAL ISSUES IN HEALTH (15 CPs Sem. II. BE.) **HLT41SIH** *Ms Sandra**Kippen*

Students are introduced to the concepts, processes and practices which underpin social and community health orientations towards healthcare provision. The first part of the subject presents alternative health models for critical evaluation. The major part of the subject examines various social issues relevant to community health practice. These include differences in the health experiences of different groups in Australian society and issues in healthcare delivery.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1,500-word assignment (40%), one 3,000-word assignment (60%).

Text will be advised upon subject commencement.

SOCIAL WELFARE MANAGEMENT 1 (30 CPs Sem. I. BE.) **SWP51WM1** *Ms**Fiona Gardner*

Not available in 2004.

SOCIAL WELFARE MANAGEMENT 2 (30 CPs Sem. II. BE.) **SWP52WM2** *Ms**Fiona Gardner*

Not available in 2004.

SOCIOLINGUISTICS IN LANGUAGE TEACHING (20 CPs Sem. I. B., BE., V.)**EDU41SGT** *B: Dr Lynda Yates, BE: Mr Brendan Marshall*

In this subject students will explore some of the ways in which language is actually used in context in different cultures. The emphasis is on understanding and describing how people actually make use of the language and how this impacts on communication and

miscommunication, particularly between native speakers and learners of a language. Some of the theoretical and practical issues in the investigation of authentic language use will be tackled and the practical implications for teachers, language curriculum developers and others involved in interactions with people from other cultures will be explored.

Class requirements: one 3-hour seminar per week.

Assessment: two 2,500-word assignments (100%).

Prescribed Reading:

Wolfson, N. and Judd, E. (eds) *Sociolinguistics and language acquisition.* Newbury Hours, 1983.

Recommended Reading:

McKay, S. L. and Hornberger, N. H. (eds) *Sociolinguistics and language teaching.* Cambridge University Press, 1996.

SOCIOLINGUISTICS IN LANGUAGE TEACHING (20 CPs Sem. I. B., BE., V.)**EDU51SGT** *B: Dr Lynda Yates, BE: Mr Brendan Marshall*

See EDU41SGT for full subject description.

Assessment: one 6,000-word assignment (100%).

SPECIAL SETTING PRACTICUM (20 CPs Sem. I. BE.) **EDU41SSP** *Dr Dixie**Blanksby*

The practical application of skills developed by the course is a key component of the Graduate Diploma of Special Education (Integration). This component enables the student to apply knowledge and skills gained throughout the course.

Prerequisite: generally core subjects should precede electives and practicums.

Class requirements: 90 hours in practicum setting.

Assessment: one 4,000-word practicum written report (80%) lesson plans and evaluation; reflective journal, supervisor's report (20%).

Text will be advised upon subject commencement.

SPECIAL SETTING PRACTICUM (20 CPs Sem. II. BE.) **EDU42SSP** *Dr Dixie**Blanksby*

See EDU41SSP for full subject description.

SPECIAL TOPICS IN IT (15 CPs Sem. I. BE.) **INT41STI** *Ms Jennifer**Goddard*

This subject is a program of independent study and discussion on a topic chosen by the student and approved by School's Honours or Higher Degrees Committee.

Prerequisite: approval of the School's Honours or Higher Degrees committees.

Class requirements: as required.

Assessment: one 2,000-word assignment (45%), one 2,500-word assignment (55%). Students enrolled at fifth year level must prove depth and academic vigour in their work.

SPECIAL TOPICS IN IT (15 CPs Sem. II. BE.) **INT42STI** *Ms Jennifer**Goddard*

See INT41STI for full subject description.

SPORTS MEDICINE (20 CPs Sem. I. BE.) **EDU41SM** *Dr Ashley Woodcock*

Students are introduced to the concepts of sports medicine, including prevention, diagnosis, and nature of common sports injuries.

Immediate and rehabilitative treatment methods are examined and students learn how to develop safe and effective physical training programs. Students also complete the theoretical and practical components of a level 2 first aid course.

Prerequisite: EDU11IA, EDU12IA.

Class requirements: ten 6-hour days completed through school vacations and weekends comprising lectures and workshops.

Assessment: participation (10%), one 2,500-word assignment (40%), one 2-hour examination (50%).

Text will be advised upon subject commencement.

SPORTS MEDICINE (20 CPs Sem. II. BE.) **EDU42SM** *Dr Ashley Woodcock*

See EDU41SM for full subject description.

STATISTICS FOR MANAGEMENT (15 CPs Sem. I. BE.) **STA41SFM** *Dr**Christopher Lenard, Ms Lex Milne*

Not available in 2004.

STATISTICS FOR MANAGEMENT (15 CPs Sem. II. BE.) **STA42SFM** Dr

Christopher Lenard, Ms Lex Milne

Not available in 2004.

STATUTORY PLANNING (15 CPs Sem. I. BE.) **PLA41SP** Mr Trevor Budge

The subject examines the statutory bases of planning land use and development control, in particular relevant Acts and related legislation. Topics covered include: planning as a process and the limitations of land use and development controls; the principles of judicial review of administrative action; scheme amendment; permit applications and applications for review; enforcement; and compensation for land acquisition and the impact of planning decisions. The subject is focussed on the formulation and implementation of planning policies and development controls on land.

Class requirements:

50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours for seven weeks of student time to complete, and supplemented by electronic communication with the lecturer and other students; 50% consists of a three-day intensive workshop.

Assessment: two 1,500 word assignments (25% each), one 2-hour examination (50%).

Prescribed Reading:

Eccles, D. and Bryant, T. *Statutory planning in Victoria*. 2nd edition, Federation Press, Sydney, 1999.

STATUTORY PLANNING (15 CPs Sem. II. BE.) **PLA42SP** Mr Trevor Budge

See PLA41SP for full subject description.

STRATEGIC MANAGEMENT (15 CPs Sem. I. BE.) **MGT41SM** Dr Quamrul

Alam

This subject is offered at fifth-year level also.

This subject is designed to develop each participant's capability to critically examine strategic management concepts and issues and to develop strategic plans for companies in the light of modern business theory and practice. This requires the identification of different components of strategic management and the understanding of paradigm shifts that have taken place in recent decades. The study begins with the emergence of strategic management from the systems and long-range planning approaches and broadens into an inquiry into the major concepts, practices and critical analyses affecting the area.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 30-minute syndicate discussion and group presentation (30%), one 1,000-word individual case study and article review (20%), case study, class exercises and workshops (500 words) (10%), one 2,000-word assignment (40%).

Prescribed Reading:

Hanson et al. *Strategic management and global competitiveness*. Nelson, 2002.

STRATEGIC MANAGEMENT (15 CPs Sem. I. BE.) **MGT51SM** Dr Quamrul

Alam

See MGT41SM for full subject description.

STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS (20 CPs Sem. I. B.,BE., WO.) **EDU41TMS** B: Dr Tony Jones, BE: Mr Les Lyons, WO: Mr

Kim Keamy

In the context of meeting the needs of individuals and society this subject extends students' experiences and knowledge with both materials and systems. The subject will prepare participants to teach in (i) the Materials and Systems strands of CSFII Technology; and (ii) the Materials and Technology and the Systems and Technology VCE study designs. The aim of the subject is to formalise links between prior knowledge and knowledge and experience required for the school curriculum. Depending on prior knowledge and experience, participants might focus on materials as building blocks of technology; become familiar with related, less common, new, and modified materials; develop knowledge about the design, operation and construction of technological systems; or gain an understanding of interactions between society, the natural world and technological systems.

Class requirements: 40 hours of lectures/workshops.

Assessment: total of 4,500 words of assignments and competency tasks (100%).

Prescribed Reading:

Lastrina, C. and Plumb, G. *Materials 2 (ABC006)* Resource Design and Development Unit, RMIT, Open Training Services, 1998.

Recommended Reading:

Bulkeley, B. *Basic building and construction skills*. 2nd edn, Longman, 2000.

NMIT and ANTA, *Furniture studies FM914* ACTRAC Products Ltd, Melbourne, 1997.

Module NF15 Material science, NSW module resource manual for the national metal and engineering courses NSW TAFE, 1995.

STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS (20 CPs Sem. II. B.)**EDU42TMS** Dr Tony Jones

See EDU41TMS for full subject description.

STUDIES OF SOCIETY & ENVIRONMENT B1 (20 CPs Sem. I. BE.)**EDU41SE1** Mr Ray Nichol

Indigenous education and pedagogy. Students gain knowledge of Aboriginal societies, traditional and contemporary, as a basis for assessing and developing courses in indigenous studies. These studies of aboriginal life and culture include activities that develop substantive skill in Studies of Society and Environment. This subject is based on 'Teaching the Teachers: Indigenous Australian Studies (1997)', endorsed by the National Federation of Aboriginal Education Consultative Groups.

Prerequisite: Bachelor of Teaching (Primary) or another approved university degree.

Class requirements: three hours per week.

Assessment: one 1,000-word minor assignment (20%), one 4,000-word major assignment (year 4 level) or one 5,000-word major assignment at year 5 level (80%).

Preliminary Reading:

Broome, R. *Aboriginal Australians* Allen & Unwin, 1994.

Craven, R. (ed.) *Teaching the teachers: indigenous Australian studies for primary pre-service education*. UNSW, 1996.

SYSTEMS SOFTWARE (15 CPs Sem. I. Sl.) **INT31SS** Ms Pat Horan

Topics covered in this subject include operating system internals (concurrent processing, memory management, I/O handling and file systems) and compilers (languages and grammars, regular expressions and finite state, automata, lexical analysis, parsers, code optimisation, linking and loading).

Prerequisite: INT20DS (co-requisite for Graduate Diploma in Computing).

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: two 1,000-word (equivalent) programming assignments (20% each), one 2.5-hour examination (60%).

SYSTEMS SOFTWARE (15 CPs Sem. I and II. BE., Sl.) **INT32SS** Ms Pat

Horan

See INT31SS for full subject description.

TALKING AND ORAL COMMUNICATION (20 CPs Sem. I. B., WO.)**EDU41TOC** Dr Molly Travers

Not available in 2004.

TASK FORCE (20 CPs Sem. I. B.) **EDU41TF** Dr Lorraine Ling

Special entry conditions apply.

Task forces are special-purpose projects usually conducted by groups of students with a shared interest. They can consist of action research projects, reflective seminars or investigations located in a common educational setting. Their precise content is negotiated between the students and the University staff member. The major prerequisites are that a group of people with a shared interest can be identified and that their area of interest is not reflected directly within other subjects currently offered by the School.

Class requirements: one 6,000-word individual project undertaken with supervision.

Text will be advised upon subject commencement.

TASK FORCE (20 CPs Sem. II. B.) **EDU42TF** Dr Lorraine Ling

See EDU41TF for full subject description.

TEACHERS LIVES (20 CPs Sem. I. BE.) **EDU51TLC** *Mr Tony Potts*

In this subject students examine recent literature on teachers' work. The work of important theorists in the area, such as Woods, Hargreaves, Harris, Huberman, Connell and Pollard, is also studied.
Prerequisite: EDU50PIE.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 6,000-word research assignment (100%).

Text will be advised upon subject commencement.

TEACHING PRACTICE (VET) (20 CPs Sem. II. B., M., S., WO.) **EDU42TPV** *B:*

Dr Lorraine Ling, WO: Mr Kim Keamy

The VET Teaching Practice comprises a total of 60 hours or corresponding days of supervised teaching undertaken either in the school or TAFE context in which the student currently works or an arranged setting. Supervision will be undertaken by the Head of Department in the School or Institution, or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the teaching practice period.

Class requirements: 60 days of supervised teaching or equivalent days.

Assessment: one 1,500-word reflective journal (20%), satisfactory supervisor's report (80%).

Recommended Reading:

Brady, L. *Models and methods of teaching*. Prentice Hall, Sydney, 1985.

Cole, P. and Chan, L. *Teaching principles and practice*. Prentice Hall, New York, 1994.

TEACHING PRACTICE 1 (20 CPs Sem. I. B., S., WO.) **EDU41TP1** *B:* *Dr*

Molly Travers, WO: Ms Christine Bottrell

Students must obtain a police clearance record before embarking on teaching practice. This subject represents 50% of the total supervised school experience requirement for the Graduate Diploma in Education. Students spend a minimum of 30 days in schools or other teaching locations, where they undertake class teaching and other associated teaching duties under the supervision of a qualified teacher.

Class requirements: 22.5 days of supervised teaching practice in schools per semester. There is a total of 45 days of supervised teaching practice taken over the duration of the DipEd course.

Assessment: satisfactory report for each teaching round from supervising teacher and University lecturer (100%).

Text will be advised upon subject commencement.

TEACHING PRACTICE 2 (20 CPs Sem. II. B., S., WO.) **EDU42TP2** *B:* *Dr*

Ramon Lewis, B: Dr Molly Travers, WO: Ms Christine Bottrell

EDU40TP1 is a hurdle requirement for this subject.

See EDU41TP1 for full subject description.

Class requirements: 22.5 days of supervised teaching practice following 22.5 days in semester 1.

Assessment: satisfactory report from supervising teacher and University lecturer (100%).

Text will be advised upon subject commencement.

TEACHING PRACTICE AND MODELS (20 CPs Sem. II. B., BE.) **EDU42TPM**

B: Dr Bernie Neville, BE: Dr Phillip Payne

In this subject students undertake a further period of practical teaching in schools or other educational institutions and engage in more advanced self evaluation, skill development, reflection and informal and formal discussion of models of teaching and teaching practice issues. Students will be supervised by both school-based personnel and University staff and written evaluation reports will be required. Students will be expected to produce lesson plans that demonstrate an ability to clearly articulate aims, objectives, outcomes, procedural steps and evaluation procedures. Lesson plans and other written work will be part of the assessment for this subject as will participation in post-teaching round group debriefing tutorials.

Class requirements: 100 hours practicum placement, plus up to four hours per week of related lecture/workshop and tutorial activities.

Assessment: evaluation of teaching practice (80%), evaluation of participation and involvement in pre-practicum tutorial activities (20%).

Prescribed Reading:

McInerney, D. and McInerney, V. *Educational psychology: constructing learning*. Sydney: Prentice-Hall, 2002.

TEACHING PRACTICE AND SKILLS (20 CPs Sem. I. B., BE.) **EDU41TPS** *B:*

Dr Bernie Neville, BE: Mr Wilf Savage

In this subject, students will undertake a period of practical teaching in schools or other educational institutions. They will engage in self evaluation, reflection, formal and informal discussion and consultation regarding teaching practice and associated skills. Students will be supervised by both school-based personnel and University staff and written reports will be required. Students will be expected to produce lesson plans which reflect an ability to articulate clear aims, objectives, procedural steps, outcomes and evaluation procedures. Lesson plans and other written work and documentation will contribute to the assessment for this subject as will participation in group briefing and debriefing tutorials.

Class requirements: 100 hours of practicum placement, plus up to four hours per week of related lecture/workshop and tutorial activities.

Assessment: evaluation of teaching practice (80%), evaluation of participation and involvement in pre-practicum tutorial activities (20%).

Prescribed Reading:

Sotto, E. *When teaching becomes learning: a theory and practice of teaching*. London: Cassell, 1994.

Recommended Reading:

Marsh, C. *Handbook for beginning teachers*. Melbourne: Longman, 2001.

Cole, P. and Chan, L. *Teaching principles and practice*. 2nd edn, Sydney: Prentice Hall, 1994.

Banner, J. and Cannon, H. C. *The elements of teaching*. Yale U.P., 1997.

Rogers, W. *The language of discipline: a practical approach to effective classroom management*. 2nd edn, Plymouth: Northcote House, 1997.

TESOL SECONDARY (20 CPs Sem. II. BE.) **EDU42TS** *Dr Michele deCourcy*

This subject is designed to provide future teachers with theoretical and practical insights into the problems that many non-English speaking background students experience in functioning cognitively in secondary schools when the language of instruction is not their mother-tongue. An overview of the linguistic diversity in multicultural Australia. Language acquisition and language learning – similarities and differences. Language teaching – some theories and methods used in the past. Developing communicative competence in the classroom – some useful models. The problem of promoting cognitive development in the content subjects.

Class requirements: two 1-hour lectures and two 1-hour tutorials per week.

Assessment: one 1,500-word theoretical essay (35%), one 2,500 word-case study (45%), one 20-minute presentation (20%).

Text will be advised upon subject commencement.

THE CONTEXT OF LEARNING (15 CPs Sem. I. BE.) **EDU31COL** *Dr Tony*

Potts

Not available in 2004.

THE CONTEXT OF LEARNING (15 CPs Sem. II. BE.) **EDU32COL** *Dr Tony*

Potts

This is a subject using insights from history, philosophy, sociology and comparative education to examine critical issues of concern for education. Issues addressed include rurality, social class, multiculturalism, family, gender, work, technology and the future.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 1,800 word essay (40%), one 2-hour examination (60%).

Text will be advised upon subject commencement.

THE EXPERIENCE OF AGEING (15 CPs Sem. I. BE.) **HLT41TEA** *Ms Julie*

Ellis-Scheer

Not available in 2004.

THEORIES OF LEARNING (15 CPs Sem. I. BE., M.) **EDU11TOL** *BE: Ms*

Debra Edwards, BE: Mr Wilf Savage

Not available in 2004.

THEORIES OF LEARNING (15 CPs Sem. II. BE., M.) **EDU12TOL** *BE: Ms**Deborah Edwards, BE: Mr Wilf Savage*

This subject examines how human beings learn, and therefore what teachers must do in order that learning can be maximised. A historical overview of learning theories examines the work of behaviourists and early cognitive psychologists, and considers their relevance to contemporary practice. Coverage of recent developments in cognitive learning theory focuses on the information processing model. The concept of metacognition is examined in detail and provides an opportunity for students to take stock of their own learning styles and strategies. Theories of motivation are discussed, and due consideration is given to the impact of computer-based technology on learning in schools.

Class requirements: four hours per week.

Assessment: four 5-minute oral presentations (25%), one 1,200-word essay (25%), one 1-hour examination (25%), one 500-word production task (10%), classroom resource task (15%).

Preliminary Reading:

Hergenhahn, B. R. and Olson, M. H. *An introduction to theories of learning*. 5th edn, Upper Saddle River: Prentice Hall, D.A., 1997.

Woolfolk, A. E. *Educational psychology* 7th edn, Boston: Allyn & Bacon, 1998.

Borich, G. and Tombari, M. *Educational psychology for tomorrow's teachers*. New York: Longman, 1997.

Chance, P. *Learning and behaviour*. 3rd edn, Pacific Grove: Brooks/Cole, 1994.

Hill, W. F. *Learning: a survey of psychological interpretations*. 7th edn. New York: Longmans, 1997.

Prescribed Reading:

Mc Inerney, D. M. and McInerney, V. *Educational psychology*. 2nd edn, Sydney: Prentice Hall, 1998.

THERAPEUTIC PROCESSES (15 CPs Sem. I. BE.) **NSG41THP** *Mr Andrew**Crowther*

Offered in flexible learning mode only.

The major theme throughout the subject is working with the individual as an adjunct to the nurse's therapeutic use of self. Issues to be explored include models of therapeutic interaction, models of therapy, the nature and practice of specific interventions, and counselling techniques.

Prerequisite: NSG40IM.

Class requirements: 39 hours per semester.

Assessment: one 1,500-word assignment (30%), one 3,000-word assignment (70%).

Text will be advised upon subject commencement.

THERAPEUTIC PROCESSES (15 CPs Sem. II. BE.) **NSG42THP** *Mr Andrew**Crowther*

See NSG41THP for full subject description.

THESIS A MSW (30 CPs Sem. II. BE.) **SWP52THA** *Ms Fiona Gardner*

Not available in 2004.

TOURISM AND HERITAGE MANAGEMENT (GD) (20 CPs Sem. I. BE.)**HIS41THG** *Dr Yola Collins*

Tourism is now a global phenomenon and largely feeds off heritage – from monuments and treasures to indigenous cultures, ideas and images. This subject begins by examining theories and conceptual approaches to tourism and heritage management in international and domestic contexts. An examination of strategies in which heritage sites can be protected from, but still enjoyed by, large numbers of tourists is followed by practical exercises designed to develop an awareness of issues in heritage management.

Class requirements:

one 3-hour seminar per week.

Assessment: one 2,000-word assignment (40%), one 3,000-word practical exercise (60%).

Prescribed Reading:

Aplin, G. *Heritage identification, conservation and management*. South Melbourne: Oxford University Press, 2002.

Hall, M. C. and McArthur, S. (eds) *Heritage management in Australia and N.Z.: the human dimension*. Melbourne: OUP, 1996.

Pearson, M. and Sullivan, S. *Looking after heritage places*. Melbourne: MUP, 1995.

USING MULTIMEDIA FOR LEARNING (20 CPs Sem. I. B., S.) **EDU41UML***Dr Howard Nicholas*

Students focus on educational applications of information processing and communications software. Participants are expected to use email and a WWW browser to explore some aspects of computer-mediated communication. Applications of hypertext programs, including the production of WWW pages, constitutes the major areas of study.

Class requirements: one 3-hour lecture/workshop per week.

Assessment: one 5,000-word essay (100%).

Prescribed Reading:

Journal of research on computing for education. International Society for Technology in Education, Eugene.

Learning and leading with technology. International Society for Technology in Education, Eugene.

USING MULTIMEDIA FOR LEARNING (20 CPs Sem. II. B., S.) **EDU42UML***Dr Howard Nicholas*

See EDU41UML for full subject description.

VET TEACHING METHOD 1 (20 CPs Sem. I. B., BE., WO.) **EDU41VM1** *B: Dr**Keith Simkin, BE: Mr Les Lyons, WO: Mr Kim Keamy*

In this subject, students will explore relationships between competency-based education, vocational training, VET in schools programs, and teaching to achieve stated outcomes. They will develop skills to enable them to make informed decisions about teaching and learning strategies and individual differences between learners will be addressed. Students will plan and implement appropriate strategies to cater for these differences. Practical and theoretical links between VET in schools curriculum and the individual trade knowledge, experience and skills of the students will be explored.

Class requirements: one 3-hour seminar/workshop per week or equivalent intensive delivery during weekend periods.

Assessment: one 2,000-word assignment (45%), one 2,500-word assignment on teaching observations (55%).

Preliminary Reading:

Blunden, R. (ed.) *Teaching and learning in Vocational Education and Training*. Social Science Press, Australia, 1997.

Recommended Reading:

Joyce, B., Calhoun, E. and Hopkins, D. *Models of learning: tools for teaching*. Open University Press, Buckingham, England, 1997.

VET TEACHING METHOD 2 (20 CPs Sem. II. B., BE., WO.) **EDU42VM2** *B:**Dr Keith Simkin, BE: Mr Les Lyons, WO: Mr Kim Keamy*

See EDU41VM1 for full subject description.

VICTORIA IN THE 19TH CENTURY (20 CPs Sem. I. BE.) **HIS41VIC** *Dr**Charles Fahey*

Not available in 2004.

VICTORIA IN THE 19TH CENTURY (20 CPs Sem. II. BE.) **HIS42VIC** *Dr**Charles Fahey*

This subject involves a study of various themes of historical change in 19th century provincial Victoria, with central northern Victoria as a case study. The subject examines pre-European settlement, the impact of Europeans on Koori society, pastoral Victoria, the impact of alluvial and company gold mining, the nature of mature goldfields society, and the transformation of rural society.

Class requirements: one 2-hour seminar and one individual meeting per week.

Assessment: one 4,500-word research paper (70%), one 1,500-word seminar paper (30%).

Text will be advised upon subject commencement.

VISION: ABILITY AND DISABILITY (20 CPs Sem. I. BE.) **EDU41VAD** *Dr**Dixie Blanksby*

Not available in 2004.

VISION: ABILITY AND DISABILITY (20 CPs Sem. II. BE.) **EDU42VAD** *Dr**Dixie Blanksby*

Not available in 2004.

VISUAL ARTS METHOD 1 (20 CPs Sem. All year. BE.) **EDU40VA1** *Dr Penny**Collet*

Visual Arts Method 1 is designed for potential post-primary teachers, and provides involvement with content and media relevant to school circumstances. Students examine and practice art criticism methods used to evaluate visual images, gain experience in curriculum planning and organisation of art activities appropriate for adolescents, and develop knowledge relevant to Australian cultural heritage in the visual arts.

Prerequisite: an approved diploma of art or a recognised degree with a major study in Fine Art.

Class requirements: one 2-hour lecture/tutorial per week.

Assessment: one gallery presentation (25%), curriculum design project (25%), folio (25%), one 1,500-word essay (25%).

Text will be advised upon subject commencement.

VISUAL ARTS METHOD 2 (20 CPs Sem. All year. BE.) **EDU40VA2** *Dr Penny**Collet*

This subject builds directly on Visual Arts Method 1. It aims to develop specific knowledge related to contemporary curriculum directions in the arts with a focus on a range of visual art media including painting, print-making, drawing, ceramics, photography, graphic communication, sculpture, textiles, multimedia and computer-generated techniques.

Prerequisite: an approved diploma of art or a recognised degree with a major study in Fine Art.

Class requirements: one 2-hour lecture/tutorial per week.

Assessment: one gallery presentation (25%), one curriculum design project (25%), one folio (25%), one 1,500-word essay (25%)

Text will be advised upon subject commencement.

WORKING WITH FAMILIES (20 CPs Sem. I. BE.) **EDU41WWF** *Dr Michael**Faulkner*

Not available in 2004.

WORKING WITH FAMILIES (20 CPs Sem. II. BE.) **EDU42WWF** *Dr Michael**Faulkner*

Not available in 2004.

ALBURY-WODONGA CAMPUS

Introduction to the campus

Location: University Drive (off Moorefield Park Drive) Wodonga

Tel: (02) 6058 3700

Web: <http://www.latrobe.edu.au/aw>

Email: study@aw.latrobe.edu.au

Courses available

All academic units at the Albury-Wodonga campus are members of the University's Faculties and further details on the courses offered can be found in the Faculty entries elsewhere in this Handbook.

Uniforms

Nursing students are required to purchase uniforms to wear while attending hospitals and other health agencies. Details of requirements are given to students at the start of the course. Hospitality Management students are required to purchase a chef's uniform to wear during 'in kitchen' classes and a La Trobe uniform for classes held in the restaurant and whenever students are representing the University at functions.

Access by public transport

A bus service operates from the Wodonga town centre to the Albury-Wodonga campus and vice versa, with regular connections to the Albury Town Services. Further information is available from Mylon Motorways on (02) 6056 3100. Three train and coach services per weekday, to and from Melbourne, are operated by V/Line.

Academic Skills Unit

The Unit assists students with academic concerns such as essay writing, effective reading, examination preparation, note taking and time management on an individual or group basis. Support is provided to students from non-English speaking backgrounds. During second semester of each year, the Unit runs a University Bridging Program for mature-age students who are intending to commence a university course in the following year. Places in this program are available for Aboriginal and Torres Strait Islander students. Other short-term preparatory programs are conducted from time to time. Enquiries tel: (02) 6058 3772.

Accommodation

On campus: There are eleven units (65 places) available for use by students. Applications must be submitted by 9 January 2004. Residences have single, fully furnished rooms, shared lounge, and self-catered, fully equipped, kitchen facilities. Rent in 2003 was \$90 per week with a deposit of \$175. Support services are available from the Unit Representative, Accommodation Officer, Counsellor or on-site Property Supervisor. For an application form, tel: (02) 6055 6389 or www.latrobe.edu.au/aw

Off campus: La Trobe University shares an off-campus accommodation register with Wodonga Institute of TAFE, Charles Sturt University and Albury TAFE. Students wishing to secure a rented room or board and lodging arrangement within the Albury-Wodonga area can apply through the Accommodation Officer or to: Tertiary Students Accommodation Register, PO Box 789, Albury NSW 2640, tel: (02) 6041 8942 or see the website: www.latrobe.edu.au/OTD/aw/support.html

Computing facilities

The campus computer laboratories are well equipped with modern facilities and are refurbished every three years. Both black and white and full-colour laser printing are available and all students are provided with email and internet access for study-related purposes. The laboratories are open for extended hours during the teaching semester and for office hours during the breaks. One laboratory is always reserved for student occasional use.

Kids on Campus

Kids on Campus offers students, staff and the community access to quality childcare through a 60-place facility providing part-time, full-time and pre-school sessions for children aged between six weeks and six years. The Centre is open 8.00 am to 6.00 pm, Monday to Friday and operates on a fee-for-service basis. For further information, tel: (02) 6055 6653.

Careers Service

The Service provides programs and personal assistance for students and is aimed at developing the skills to make a successful transition to work or further study. Programs include a career and course information library, career counselling, professional resume production, interview and job-seeking skills workshops and careers forums. For an appointment, tel: (02) 6055 6683.

Chaplaincy

An ecumenical Christian chaplain is available to students and staff, with referrals to clergy of other faiths available; tel: (02) 6058 3700.

Counselling Service

Confidential, free personal and educational counselling is available to all students and staff regarding any issues which arise and present difficulties during a course of study. Issues which may arise include: adjustment to living away from home, personal and relationship problems, health issues, study motivation and financial stress; tel: (02) 6055 6631 for appointment.

Disability Liaison Officer

The DLO assists students who may suffer an impediment to study by virtue of a disability. Any student may enquire as to the availability of assistance for permanent or temporary disabilities; tel: (02) 6055 6662.

Equal Opportunity

The Equity Officer assists students with any issues associated with equity, access and social justice; tel: (02) 6055 6631.

Aboriginal Liaison Officer

The Aboriginal Liaison Officer offers support and guidance to students who are indigenous Australians and Torres Strait Islanders; tel: (02) 60583753.

Library

The David Mann Library is an exciting new purpose-designed building opened in July 2002. It supports subjects taught by both La Trobe University and Wodonga Institute of TAFE. Students have access to a wide range of electronic, print and audiovisual resources and may request books, videos and journal articles held at other campus libraries. In addition, the Library catalogue and many databases and electronic journals are available to La Trobe University students through their home computers.

The Library staff offer information skills training sessions which enable students to use all sources of information effectively. They also assist individuals in person in the Library, by phone, via email and through the web page.

Student Association

Each student automatically becomes a member of the Student Association, if desired. The Association organises social and sporting activities and student support services. The Student Association has its own building adjacent to the campus at Parkers Road; tel: 02 60 556641.

Student Welfare Service

The Service aims to assist students to maintain a healthy and productive lifestyle. Assistance includes information on Austudy and Social Security, student loans, off-campus accommodation, health promotion and referrals to appropriate welfare agencies; tel: (02) 6055 6389.

University Bookshop

The Bookshop has a large range of texts, stationery, academic, resource and general books. Computer software is also available, some of which can be purchased at academic prices; tel: 02 6058 3899.

Programs of study at Albury-Wodonga

The programs offered at the campus are controlled by the Faculties of the University and are delivered, in most instances, by staff located at the campus. In some cases visiting staff from other campuses deliver lectures, tutorials and other programs for students. In the following sections the programs offered at the campus are listed under the relevant Faculties and Schools. The names of contact people at the campus are provided for those seeking information about particular courses.

Subject descriptions

Subject descriptions for courses in the Faculty of Health Sciences can be found in this Albury-Wodonga section. Subject descriptions for other courses can be located as follows: for School of Educational Studies, see the Faculty of Humanities and Social Sciences chapter; for Law and Management courses see the Faculty entry of the Undergraduate Handbook; for Humanities and Social Sciences courses see the Faculty entry of the Undergraduate Handbook. The exact location of any subject description can be found by referring to the Subject Index at the back of the Handbooks.

Programs of the Faculty of Health Sciences

The Faculty offers programs through the School of Nursing and the School of Social Work and Social Policy Albury-Wodonga. The Schools are located at Parkers Road and further general information on these courses may be obtained from the Faculty Office (tel: 02 6058 3730).

Students should ensure they are aware of the physical components and location requirements of the course. If you have a disability, medical condition or any concerns that may affect your potential participation, please contact the relevant School to discuss any possible course modifications.

All courses are offered subject to sufficient enrolments.

School of Nursing & Midwifery – Albury-Wodonga

Postgraduate Diploma of Nursing Science, Albury-Wodonga – HPNSW

Enquiries: (02) 6058 3710

The Postgraduate Diploma of Nursing Science will provide students with the in-depth knowledge and skills required to practise in contemporary clinical and professional nursing specialties. The course offers students a strong evidence base supported by appropriate professional or clinical skill development along with the necessary lifelong learning skills. The course will integrate the research, ethical and reflective skills necessary to provide clinical and professional leadership and an informed position on health care issues.

The Postgraduate Diploma of Nursing Science is structured around foundation subjects and specialty subjects. The foundation subjects provide a basis for research and critical inquiry in nursing whilst the specialty subjects enable the students to undertake focused and advanced clinical or professional studies in a particular area. In some clinical streams students will be expected to undertake supervised and assessed clinical practice. Where appropriate, students will be assessed in accordance with specific accreditation or required competencies relevant to their specialty.

The objectives of this course are to:

- provide opportunities for students to advance their awareness and knowledge of contemporary approaches to clinical practice in particular specialty
- foster the development of specialist nurses as primary practitioners within a framework of partnership with clients in the contexts of family, community and environment
- foster intellectual development, critical thinking and continuing personal development
- cultivate a commitment to evidence based practice
- prepare practitioners to make ethical and culturally sensitive practice decisions that ensure quality outcomes
- develop accountable, reflective specialist nurses committed to responding to societal needs by participating in social change, health promotion and disease prevention.

In order to meet students' needs, the School of Nursing & Midwifery at the Albury-Wodonga campus will endeavour to offer a flexible mode of delivery.

Students who complete the diploma with an average grade of B or above are eligible to apply for entry to the Master of Nursing Science.

Admission requirements

The courses are open to applicants who are eligible for registration as Division 1 nurses with the Nurses' Board of Victoria or equivalent in other states, and have at least one year of post-registration nursing experience. The courses are designed for nurses who hold a degree or diploma from a university or college but applications are also accepted from graduates of hospital-based programs. These latter applicants are strongly recommended to undertake two preparation subjects in the year prior to enrolment: Approaches to Learning in Nursing, and Research Preparation for Advanced Nursing Practice. These subjects are available by distance education from the School's Continuing and Distance Education Unit, tel: (03) 9479 5951.

Majors

The following majors are offered within the Postgraduate Diploma in Nursing Science (offered subject to sufficient student enrolments):

- Acute Care
- Community Practice
- Critical Care
- Mental Health

Advanced standing

Nurses who have completed a post-basic, specialty education course in a formally recognised hospital-based program and who otherwise meet the entry requirements, may seek advanced standing in the diploma course, exempting them from up to 50 per cent of the workload.

Course structure

The postgraduate diploma course is offered on a two-year, part-time basis only and requires the successful completion of 120 credit points of study. The course consists of a prescribed sequence of six 20-credit point subjects. There are two common core subjects and four specifically designed subjects to meet the educational and clinical needs of particular clinical specialties. The graduate certificates are offered on a one-year, part-time basis and require the successful completion of subjects marked with an asterisk (*). Courses offered in 2004 will include:

Graduate Certificate in Acute Care Nursing – HCACN

Postgraduate Diploma of Nursing Science in Acute Care – HPAC

| Sem. | Subject code | Subject title | CP |
|------|--------------|--|----|
| 1 | NSG41ACC | Advanced Acute Care Nursing Practice * | 20 |
| 1 | NSG41ATH | Advanced Therapies in Nursing Practice * | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |
| 2 | NSG42AMC | Advanced Medical Nursing Practice * | 20 |
| or | | | |
| 2 | NSG42ASN | Advanced Surgical Nursing Practice * | 20 |
| 2 | | Elective from approved list * | 20 |

The Graduate Certificate in Acute Care Nursing comprises the study of four 20-credit point subjects, which are chosen from those marked with an asterisk (*).

Graduate Certificate in Community Nursing – HCCONW

Postgraduate Diploma of Nursing Science in Community Practice – HPCPW

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41ACP | Analysing Community Nursing Practice * | 20 |
| 1 | NSG41PPH | Promoting Positive Health Outcomes in Nursing Practice* | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42PCC | Nursing Practice in Community Contexts * (or NSG42ANC) | 20 |
| 2 | NSG42ANC | Acute Nursing in the Community * | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

The Graduate Certificate in Community Nursing comprises the study of three 20-credit point subjects, which are chosen from those marked with an asterisk (*).

Graduate Certificate in Critical Care Nursing – HCCCN

Postgraduate Diploma of Nursing Science in Critical Care – HSPCRCW

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41ACC | Advanced Acute Care Nursing Practice * | 20 |
| 1 | NSG41CRC | Advanced Critical Care Nursing Practice * | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CCC | Advanced Complex Critical Care Nursing Practice * | 20 |
| 2 | NSG42ICC | Speciality Issues in Critical Care Nursing * | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

The Graduate Certificate in Critical Care Nursing comprises the study of four 20-credit point subjects, which are chosen from those marked with an asterisk (*).

Graduate Certificate in Mental Health Nursing – HCMHN

Postgraduate Diploma of Nursing Science in Mental Health – HPMH

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG41OMH | Health Promotion in Mental Health Nursing * | 20 |
| 1 | NSG41AMH | Assessment in Mental Health Nursing Practice * | 20 |
| 1 | NSG41CLE | Establishing Evidence for Nursing | 20 |
| 2 | NSG42CIM | Contemporary Issues in Mental Health Nursing * | 20 |
| 2 | NSG42IMH | Interventions in Mental Health Nursing Practice * | 20 |
| 2 | NSG42ANU | Advanced Nursing Practice in Action | 20 |

The Graduate Certificate in Mental Health Nursing comprises the study of four 20-credit point subjects, which are chosen from those marked with an asterisk (*).

School of Social Work and Social Policy (Albury-Wodonga)

Postgraduate Diploma in Health Research Methodology – Albury-Wodonga – HSPHRMW

Enquiries: (02) 6058 3802

This course has been designed to replace masters preliminary programs. It aims to provide the necessary preparation for higher degree studies for those candidates without substantial previous research experience and to offer studies which are designed to suit the student's background and proposed field of research. The course provides students with a recognised qualification upon satisfactory completion.

Students who complete this course should be able to demonstrate the acquisition of research skills and advanced discipline-specific knowledge. It is expected that diplomates will usually proceed to enrol in a higher degree by research, provided minimum average grade requirements are met. However, this qualification will assist candidates with professional advancement and progression to postgraduate coursework studies after full or partial completion of the program.

Admission requirements

A relevant degree is normally required for entry. In certain circumstances, consideration will be given to clinical or academic experience relevant to the intended field of study and whether the applicant has demonstrated the potential to undertake research. In these cases, consideration will be given to professional references, the applicant's clinical and/or academic experience, publications and/or presentations, and the applicant's entire academic record.

Course structure

Candidates enrol in one School and choose subjects in consultation with that School. The course comprises 120 credit points, including at least 15 credit points of research methods subjects, at least 15 credit points of discipline-specific subjects and a research project of at least 10,000 words.

Candidates with appropriate backgrounds may apply for credit for all or part of the research methods and discipline-specific subject requirements.

Subjects can be selected from the range of fourth-year subjects within the Faculty. One subject can be a literature review or reading subject related to the proposed research topic.

Part A: Discipline-specific subjects available on the Albury-Wodonga campus

Students undertake at least one discipline-specific subject with an assessment requirement equivalent to approximately 5,000 words in total. The following subjects are examples of suitable subjects offered in the Faculty. Approval may be given for students to select suitable subjects from other Faculties. All subjects are worth 15 credit points.

| Sem. | Subject title | Subject code |
|------|--|--------------|
| 1 | Human Resource Management in Health Services | PHE41HRM |
| 1 | Introduction to Health Promotion | PHE41IHP |
| 1 | Health Services and Policy Making | PHE41HSP |
| 1 | Health Promotion Field Practice | PHE41HFP |
| 1 | Organisational Development for Health | PHE41ODH |
| 1 | Public Health Promotion | PHE41PHP |
| 2 | Rural Suicide ¹ | SWP42RSU |
| 2 | Health Service Resource Management | PHE42HSR |
| 1 | Rural Health | SWP42RUH |

Key: ¹ Not available in 2004

Part B: Research methods subjects

Students undertake at least one research methods subject with an assessment requirement equivalent to approximately 5,000 words in total. These subjects will be selected from postgraduate research methods subjects offered in the Faculty.

| | | |
|---|--|----------|
| 1 | Research Skills | NSG41RSK |
| 1 | Advanced Social Work Research ¹ | SWP51ASR |
| 2 | Research Methods | NSG42RME |

Key: ¹ 30-credit point subject

Part C: Research project

Students undertake a research project of at least 10,000 words.

| | | |
|---|---------------------|----------|
| A | Thesis ² | PHE40THE |
|---|---------------------|----------|

Key: ² 75-credit point subject

Graduate Certificate in Rural Health – Albury-Wodonga – HSCRHW

Postgraduate Diploma in Rural Health – Albury-Wodonga – HSPRHW

Enquiries: (02) 6058 3802

These courses aim to meet the needs of allied health professionals and human service providers and managers working in a geographically and professionally isolated environment.

The program assists service providers and managers in these areas through developing knowledge and skills in a range of specific rural health issues. It also provides opportunities for professional development in a range of skills required for work in a rural context, including resource management, clinical supervision, health promotion and education, practice with older people, and illness surrounding rural suicide.

Admission requirements

Applicants must have at least one year's work experience and hold a degree or diploma in a relevant discipline from a college or university.

Course structure

The graduate certificate is offered on a part-time basis over one year. The postgraduate diploma is offered on a part-time basis over two years. Students in both courses must complete the core unit. Students in the graduate certificate must complete three electives; students in the postgraduate diploma must complete seven electives.

Core subject**Sem. Subject title**

2 Rural Health

Subject code

SWP42RUH

Electives*Offered subject to minimum enrolments*

| | | |
|-----|---|----------|
| 1 | Social Welfare Management A ^{1,2} | SWP51SWM |
| 1 | Research Skills | NSG41RSK |
| 1 | Human Resource Management in Health Services | WPH41HRM |
| 1 | Introduction to Health Promotion | PHE41IHP |
| 1 | Health Services and Policy Making | PHE41HSP |
| 1 | Health Promotion Field Practice | PHE41HFP |
| 1 | Organisational Development for Health | PHE41ODH |
| 1 | Public Health Promotion | PHE41PHP |
| 1 | Information and Financial Management ¹ | SWP51IFM |
| 1/2 | Foundation Studies in Gerontology ¹ | WPH41FSG |
| 2 | Social Welfare Management B ^{1,2} | SWP52SWM |
| 2 | Rural Suicide ² | SWP42RSU |
| 2 | Small Business Management for Health Professionals ¹ | SWP42SBM |
| 2 | Health Service Resource Management | WPH42HSR |

Key: ¹ 30-credit point subject² Not available in 2004

MASTERS DEGREES BY COURSEWORK

Master of Nursing Science – Albury-Wodonga – HMNSCW

Enquiries

On-campus courses: (02) 60583710

Distance education (print): (03) 9479 5951

Distance education (online): <http://www.latrobeonline.com>

The Master of Nursing Science is a coursework degree with particular specialties undertaken on a one-year, full-time basis or two-year, part-time equivalent. The course is designed to provide sound research training and to enable graduates to take a leadership role in planning, developing, implementing and evaluating health and nursing care services for clients and patients, families and communities. Upon successful completion of the course, graduates may be eligible for entry to doctoral candidature. The course will provide students with the in-depth knowledge and skills required to practise in contemporary clinical and professional nursing specialties. The course offers students a strong evidence base supported by appropriate professional or clinical skill development along with the necessary lifelong learning skills. The course will integrate the research, ethical and reflective skills necessary to provide clinical and professional leadership and an informed position on health care issues.

The objectives of the course are to:

- provide opportunities for students to advance their awareness and knowledge of contemporary approaches to nursing scholarship and clinical practice in particular specialty
- foster the development of leadership in nurses as primary practitioner
- foster intellectual development, critical thinking and continuing clinical and personal development
- cultivate a commitment to evidence based practice
- develop accountable, reflective nurses committed to responding to societal needs by participating in social change, health promotion and disease prevention.

In order to meet students' needs, the School of Nursing & Midwifery at the Albury-Wodonga campus will endeavour to offer a flexible mode of delivery.

Admission requirements

The admission requirements are either the satisfactory completion of a Postgraduate Diploma of Nursing Science or a Postgraduate Diploma in Nursing Studies normally with an average grade of B or above; or a Bachelor of Nursing (Honours) or Bachelor of Nursing Science (Honours) normally with an average grade of B or above. International students whose first language is not English will require a proficiency level of at least 6.5 on the English Language Testing System (IELTS) or 575 in the test of English as a Foreign Language (TOEFL).

Course structure

The Master of Nursing Science requires successful completion of 120 credit points of study. The Master of Nursing Science provides students with three course structure options, providing flexibility for students. All students are required to complete one foundation subject and a prescribed number of speciality subjects, plus a clinical project or thesis. The foundation subject provides a basis for research and critical inquiry in nursing whilst the specialty subjects enable the students to undertake focused and advanced clinical or professional studies in a particular area. In some clinical streams students will be expected to undertake supervised and assessed critical practice. Where appropriate, students will be assessed in accordance with specific accreditation or required competencies relevant to their specialty.

The following streams will be offered in the Master of Nursing Science:

- Cancer Care
- Child, Family and Community
- Clinical Education
- Community Practice
- Palliative Care

Candidates may complete the Master of Nursing Science in one of three ways:

- Minor Thesis option
- Clinical Project option
- Coursework Only option

Minor Thesis option

The thesis is normally 15,000 words. The thesis consists of a nursing research project using an appropriate methodological approach. Participation in the masters candidates' seminars is expected while candidates are working on their thesis. The seminars are designed to be a support for candidates and are a forum to assist in research conceptualisation and critique. Students must present their own work at one seminar.

Clinical Project option

The clinical project is normally 10,000 words. The clinical project consists of a practice-based project using appropriate methodological approach. The clinical project option aims to provide students with the opportunity to implement a project of clinical relevance while at the same time advancing their level of nursing scholarship. Participation in the masters candidates' seminars is expected while candidates are working on their clinical project. The seminars are designed to be a support for candidates and are a forum to assist in research conceptualisation and critique. Students must present their own work at one seminar.

Minor Thesis option

| Sem. Subject code | Subject title | CP |
|----------------------------|---|----|
| A NSG50MTH | Nursing Masters Thesis | 60 |
| 1or2 NSG51REM/ NSG52REM | Research Methods in Nursing | 20 |
| 1 | Specialty Elective | 20 |
| 2 NSG52CMT | Constructions of Theory in Nursing or Specialty Elective | 20 |

Clinical Project option

| Sem. Subject code | Subject title | CP |
|----------------------------|---|----|
| A NSG50CNP | Nursing Science: Masters Clinical Project | 40 |
| 1 NSG51EBN | Evidence Based Nursing Practice | 20 |
| 1or2 NSG51CMT/ NSG52CMT | Constructions of Theory in Nursing | 20 |
| or | | |
| | Speciality Elective | 20 |
| 2 | Speciality Elective | 20 |
| 2 | Speciality Elective | 20 |

Full Coursework option*(Offered subject to sufficient student enrolments)*

| Sem. Subject code | Subject title | CP |
|----------------------------|---------------------------------------|----|
| 1 NSG51EBN | Evidence Based Nursing Practice | 20 |
| 1or2 NSG51CMT/ NSG52CMT | Constructions of Theory in Nursing | 20 |
| 1 | Elective from Specialty Elective List | 20 |
| 2 | Elective from Specialty Elective List | 20 |
| 2 | Elective from Specialty Elective List | 20 |
| 2 | Elective from Specialty Elective List | 20 |

Electives may be selected from other disciplines in consultation with the Course Co-ordinator.

Specialty Electives list

(Offered subject to sufficient student enrolments)

| Sem. | Subject code | Subject title | CP |
|------|--------------|---|----|
| 1 | NSG51CCC | Complex Cancer Care | 20 |
| 1 | NSG51CDD | Constructions of Death and Dying | 20 |
| 1 | NSG51CNE | Constructing The Nurse as Educator | 20 |
| 1 | NSG51CCN | Complex Community Nursing | 20 |
| 2 | NSG52CIP | Contemporary Issues in Palliative Care | 20 |
| 2 | NSG52TAS | Teaching the Art and Science of Nursing | 20 |
| 1 | NSG51FHI | Family Nursing in Health and Illness | 20 |
| 2 | NSG52TCJ | The Cancer Journey | 20 |
| 2 | NSG52CCI | Community Care Interfaces | 20 |

Master of Social Work – Albury-Wodonga – SSMSWCW

Co-ordinator: Dr Guinever Threlkeld

Enquiries: Albury-Wodonga (02) 6058 3802

The Master of Social Work is designed to allow social work graduates or those with an established employment record in the human services field to upgrade their professional skills in specialised areas of practice. In the present context of social work practice where many practitioners are required to be both advanced practitioners and managers, this course allows students the opportunity to choose subjects from across the three streams of the degree or to specialise in one stream. The course is offered in three modes of study to allow students maximum flexibility and choice of research and/or coursework.

Admission requirements

| Mode | Standard admission requirements |
|------|---|
| 1. | A bachelor degree of honours standing or if not, demonstration of honours equivalence in terms of possession of skills, experience, research and/or publications |
| 2. | Normally requires that the applicant has qualified at a high standard (with an average grade of B level – 70% or above) in a Bachelor of Social Work degree, involving four years study |
| 3. | As for mode 2 |

Applicants should have completed research methods and/or a research project as part of that degree. Applicants without a formal social work degree but with relevant experience may be considered for admission to the human service management and international social work streams.

Course structure

Students have three options that are summarised in the table below. The choices are a straight research degree, a straight coursework degree or a mixture of both.

The coursework alone requires the completion of four subjects (each worth 30 credit points) to the value of 120 credit points.

Semester

Subject code

Offered subject to minimum enrolments

| | | |
|---|---|----------|
| 1 | Information and Financial Management 1 ¹ | SWP51IFM |
| 1 | Social Welfare Management A | SWP51SWM |
| 1 | Advanced Social Work Research 1 | SWP51ASR |
| 2 | Social Welfare Management B | SWP52SWM |

Key: ¹ Available to Albury-Wodonga and Bendigo students in 2004.

The coursework/minor thesis mode consists of a compulsory subject (Advanced Social Work Research) and two other subjects. Students must undertake subjects to the value of 90 credit points, plus the minor thesis worth 30 credit points.

The structure of each mode is shown in the table below.

| Mode | Thesis length (words) | Coursework (CPs) | Thesis % | Total credit points |
|------|-----------------------|------------------|----------|---------------------|
| 1 | 50,000 | 0 | 100% | 120 |
| 2 | 15,000 | 90 | 25% | 120 |
| 3 | N/A | 120 | 0% | 120 |

Students must complete 120 credit points of new work to satisfy course requirements. Credit will not normally be given for previous studies.

MASTERS DEGREES BY RESEARCH

Master of Applied Science – Albury-Wodonga

Offered by Schools and Centres of the Faculty, prospective students should contact the relevant School within the Faculty of Health Sciences for further information.

The Master of Applied Science is a research degree that may be completed by thesis only. The period for completion is a minimum of one year full-time or the equivalent part-time and a maximum of three years full-time or four years part-time. A thesis should not normally exceed 50,000 words in length.

The thesis submitted for a masters degree by research should show that the candidate has mastered the skills of research appropriate to the field of study. The collection and critical evaluation of existing knowledge and techniques, their application (under supervision) to a specific program of research, and ultimately their inclusion in a well written and presented thesis are important features of a masters degree. Reviewing the literature, solving problems, applying techniques, designing experiments and statistical evaluation are skills relevant to a masters degree.

The normal requirements for admission to candidature are: the applicant should have an honours degree, or a pass degree and a postgraduate diploma (completed with at least a B average), or have completed the masters preliminary studies at this University, or the equivalent.

Areas in which research may be undertaken are listed under the School or Centre entry earlier in this Handbook.

Master of Nursing – Albury-Wodonga

Enquiries: (02) 60583710

This course may be completed in one to three years of full-time study or up to five years of part-time study. Appropriately qualified candidates undertake a research program in the discipline of nursing and, through the submission of a thesis, demonstrate their command of knowledge pertinent to the area of investigation and a critical appreciation and understanding of the relationship of their own work to that of others.

Admission requirements

Applicants must be eligible for registration as a Division 1 nurse with the Nurses' Board of Victoria, normally hold a bachelor degree with honours or equivalent, and demonstrate possession of skills, experience, research or publications which are considered by the University to constitute an acceptable basis for admission. Prospective students should contact the School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Master of Social Work – Bundoora, Albury-Wodonga, Bendigo

Enquiries: (03) 9479 1750

For details of this degree, refer to mode 1 of the Master of Social Work entry in the 'Masters degrees by coursework' section. Prospective students should contact the School to discuss possible candidature prior to applying. Applications are made through the University's Research and Graduate Studies Office.

Doctor of Philosophy – Albury-Wodonga

Offered by Schools and Centres of the Faculty, prospective students should contact the relevant School within the Faculty of Health Sciences for further information.

The degree of Doctor of Philosophy is the principal research training degree in the University. It requires not less than two and a half years and not more than five years of full-time research within the University under the guidance of a supervisor. It is also possible to be admitted as a part-time candidate. A PhD thesis shall not exceed 100,000 words. The candidate should demonstrate a capacity for independent research and an ability to make a substantial and original contribution to learning.

The normal requirement for admission as a candidate is at least an upper second-class honours degree or a masters degree. Either degree course must have included a substantial research dissertation as part of the requirements of the course.

SUBJECT DESCRIPTIONS – HEALTH SCIENCES AT ALBURY-WODONGA CAMPUS

The subjects described below are presented in alphabetical order of their subject codes. The exact location of any subject description can be found by referring to the Index at the back of this Handbook.

NSG41ACC ADVANCED ACUTE CARE NURSING PRACTICE (20 CPs Sem. I. BE., DE., OSITE., WO.) *BE: Mr Keith O'Brien, OSITE: Mrs Geraldine Lee, WO: Ms Janet Berry*

For full subject description please refer to NSG41ACC in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41ACP ANALYSING COMMUNITY NURSING PRACTICE (20 CPs Sem. I. B., DE., OSITE., WO.) *B: Ms Robin Ray, WO: Ms Marcia Armstrong*
For full subject description please refer to NSG41ACP in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41AMH ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE (20 CPs Sem. I. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Co-ordinator to be advised*

For full subject description please refer to NSG41AMH in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41ANU ADVANCED NURSING PRACTICE IN ACTION (20 CPs Sem. I. B., BE., DE., JA., OL., WO.) *B: Professor Alan Pearson, WO: Ms Lyn Lang, BE: Co-ordinator to be advised*

For full subject description please refer to NSG41ANU in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41CIM CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING (20 CPs Sem. I. BE., DE., WO.) *B: Ms Sue McConnachie, WO: Ms Lynn Lang*
For full subject description please refer to NSG41CIM in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41CLE ESTABLISHING EVIDENCE FOR NURSING (20 CPs Sem. I. B., BE., DE., HK., OSITE., SI., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*

For full subject description please refer to NSG41CLE in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41COC ADVANCED COMPLEX CRITICAL CARE ISSUES (20 CPs Sem. I. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

For full subject description please refer to NSG41COC in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41CRC ADVANCED CRITICAL CARE NURSING PRACTICE (20 CPs Sem. I. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*
Not available in 2004.

NSG41OMH HEALTH PROMOTION IN MENTAL HEALTH NURSING (20 CPs Sem. I. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Lynn Lang*
For full subject description please refer to NSG41OMH in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41PPH PROMOTING POSITIVE HEALTH OUTCOMES IN COMMUNITY NURSING (20 CPs Sem. I. B., DE., OSITE., WO.) *B: Ms Robin Ray, WO: Ms Lyn Lang*

For full subject description please refer to NSG41PPH in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41RME RESEARCH METHODS (15 CPs Sem. I. B., BE., WO.) *Ms Eileen Clark*

For full subject description please refer to NSG41RME in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG41RSK RESEARCH SKILLS (15 CPs Sem. I. B., BE., DE., JA., WO.) *B: Dr Ken Sellick, WO: Ms Eileen Clark*

For full subject description please refer to NSG41RSK in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42AMC ADVANCED MEDICAL NURSING PRACTICE (20 CPs Sem. II. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

For full subject description please refer to NSG42AMC in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42AMH ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE (20 CPs Sem. II. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: to be advised*
See NSG41AMH.

NSG42ANC ACUTE NURSING IN THE COMMUNITY (20 CPs Sem. II. B., DE., OSITE., WO.) *B: Ms Robin Ray, WO: Ms Lyn Lang*
For full subject description please refer to NSG42ANC in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42ANU ADVANCED NURSING PRACTICE IN ACTION (20 CPs Sem. II. B., BE., DE., JA., OL., OSITE., WO.) *B: Professor Alan Pearson, WO: Ms Lynn Lang, BE: Co-ordinator to be advised*
See NSG41ANU.

NSG42ASN ADVANCED SURGICAL NURSING PRACTICE (20 CPs Sem. II. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*

For full subject description please refer to NSG42ASN in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42ATH ADVANCED NURSING THERAPIES PRACTICE (20 CPs Sem. II. BE., DE., WO.) *BE: Mr Keith O'Brien, WO: Ms Jan Berry*
For full subject description please refer to NSG42ATH in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42CED CLINICAL NURSING EDUCATION A (20 CPs Sem. II. B., BE., DE., WO.) *B: Ms Helen Forbes, BE: Mr Les Fitzgerald, WO: Ms Lyn Lang*
Not available in 2004.

NSG42CIM CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING (20 CPs Sem. II. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Lynn Lang*
See NSG41CIM.

NSG42CLE ESTABLISHING EVIDENCE FOR NURSING (20 CPs Sem. II. B., BE., DE., HK., OSITE., SI., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*
For full subject description please refer to NSG42CLE in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42COC ADVANCED COMPLEX CRITICAL CARE NURSING PRACTICE (20 CPs Sem. II. B., BE., DE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*
See NSG41COC.

NSG42ICC SPEC ISSUES CRITICAL CARE (20 CPs Sem. II. B., BE., DE., OSITE., WO.) *B: Dr Ken Sellick, BE: Mr Keith O'Brien, WO: Ms Janet Berry*
For full subject description please refer to NSG42ICC in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42IMH INTERVENTIONS IN MENTAL HEALTH NURSING PRACTICE

(20 CPs Sem. II. BE., DE., WO.) *BE: Ms Sue McConnachie, WO: Ms Lynn Lang*
For full subject description please refer to NSG42IMH in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42PCC NURSING PRACTICE IN COMMUNITY CONTEXTS

(20 CPs Sem. II. B., BE., DE., OSITE., WO.) *B, BE: Ms Robin Ray, WO: Ms Marcia Armstrong*

For full subject description please refer to NSG41PCC in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG42RME RESEARCH METHODS

(15 CPs Sem. II. B., WO.) *B: Dr Beverley Wood, WO: Ms Eileen Clark*
See NSG41RME.

NSG50CNP CLINICAL NURSING PROJECT

(40 CPs Sem. All year. B., BE., DE., JA., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*

For full subject description please refer to NSG50CNP in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG50MTH NURSING MASTERS THESIS

(60 CPs Sem. All year. B., BE., DE., JA., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*

For full subject description please refer to NSG50MTH in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG51CMT CONSTRUCTIONS OF THEORY IN NURSING

(20 CPs Sem. I. B., BE., DE., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*

For full subject description please refer to NSG51CMT in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG51EBN EVIDENCE-BASED NURSING PRACTICE

(20 CPs Sem. I. B., BE., DE., JA., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*

For full subject description please refer to NSG51EBN in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG51REM RESEARCH METHODS IN NURSING

(20 CPs Sem. I. B., BE., DE., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*

For full subject description please refer to NSG51REM in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG51RMB RESEARCH METHODS B

(20 CPs Sem. I. B., DE., JA., WO.) *Dr Ken Sellick*

For full subject description please refer to NSG51RMB in the Faculty of Health Sciences (Bundoora) section of this Handbook.

NSG52CMT CONSTRUCT THEORY NURSING

(20 CPs Sem. II. BE., DE., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*
See NSG51CMT.

NSG52EBN EVIDENCE-BASED NURSING PRACTICE

(20 CPs Sem. II. B., BE., DE., JA., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Co-ordinator to be advised*
See NSG51EBN.

NSG52REM RESEARCH METHODS IN NURSING

(20 CPs Sem. II. B., BE., DE., WO.) *B: Professor Alan Pearson, BE: Professor Ruth Endacott, WO: Ms Eileen Clark*
See NSG51REM.

NSG52RMB RESEARCH METHODS B

(20 CPs Sem. II. B., DE., JA., WO.) *Dr Ken Sellick*
See NSG51RMB.

PHE40THE THESIS

(75 CPs Sem. All year. B., WO.) *B: Dr Colette Browning, B: Mr Steve Polgar, WO: Dr Guin Threlkeld*

For full subject description please refer to PHE40THE in the Faculty of Health Sciences (Bundoora) section of this Handbook.

SWP42RSU RURAL SUICIDE

(15 CPs Sem. II. WO.) *Co-ordinator to be advised.*

Not available in 2004.

SWP42RUH RURAL HEALTH

(15 CPs Sem. II. WO.) *Dr Guinever Threlkeld*
Despite popular images of rural life as wholesome and healthy, rural and remote area dwellers face significant health problems that are sometimes markedly different from those of urban people. In particular, health risks, access to health services and attraction and retention of professional staff are of great importance outside the major Australian cities. The subject aims to equip students to evaluate rural and remote health needs and service design issues, examine the policy frameworks and groups active in rural health, and develop practical strategies for addressing the problems identified.

Class requirements: 39 hours.

Assessment: one 20-minute class presentation (20%), one 3,000-word essay (80%).

SWP42SBM SMALL BUSINESS MANAGEMENT FOR HEALTH

PROFESSIONALS (15 CPs Sem. II. WO.) *Ms Dianne McGrath*

Offer is subject to sufficient enrolment. In this subject students are provided entry level skills in small business management for the health professional. The areas covered include marketing; starting your own business; business planning; financial management; legal issues, record keeping and taxation; and customer service. The subject is assessed through practical exercises leading to the completion of a business plan, and throughout the subject case study material will be drawn from the area of professional practice to illustrate small business management principles.

Class requirements: equivalent to 39 hours of lectures.

Assessment: one 3,000-word assignment (80%), one 20-minute class presentation (20%).

SWP51ASR ADVANCED SOCIAL WORK RESEARCH

(30 CPs Sem. I. WO.) *Dr Guinever Threlkeld*

Students prepare to develop and undertake a research study that will constitute the minor thesis for the Master of Social Work degree. This subject provides an overview of social work research planning and implementation and examines particular research methods. It introduces students to qualitative and quantitative analysis, including computer applications. The assessment for the subject requires the preparation and presentation of a research proposal for a possible thesis topic.

Incompatible subject: SWP51ASR.

Class requirements: one 3-hour lecture/seminar per week.

Assessment: research proposal equivalent to 5,000 words (75%), one class presentation equivalent to 2,500 words (25%).

SWP51IFM INFORMATION & FINANCIAL MANAGEMENT

(30 CPs Sem. I. WO.) *Dr Guinever Threlkeld*

Offer is subject to sufficient enrolment. Students are introduced to basic management of information and financial principles, concepts and techniques within a human services management context. The subject provides tools of analysis and techniques for introductory financial and management accounting within human services. It also introduces students to issues in the application of information technology in human service organisations.

Incompatible subject: SWP52IFM.

Class requirements: one 3-hour lecture/seminar per week and three hours of independent computer work.

Assessment: one web page design for a human service agency equivalent to 3,750 words (50%), one 3,750-word essay (50%).

SWP51SWM SOCIAL WELFARE MANAGEMENT A

(30 CPs Sem. I. B., BE., WO.) *B: Ms Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever Threlkeld*

Not offered at Albury-Wodonga in 2004.

SWP51THS SOCIAL WORK THESIS

(30 CPs Sem. I. B., BE., WO.) *B: Ms Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever Threlkeld*

For full subject description please refer to SWP51THS in the Faculty of Health Sciences (Bundoora) section of this Handbook.

SWP52SWM SOCIAL WELFARE MANAGEMENT B (30 CPs Sem. II. B., BE., WO.) *B: Ms Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever Threlkeld*
Not offered at Albury-Wodonga in 2004.

SWP52THS SOCIAL WORK THESIS (30 CPs Sem. II. B., BE., WO.) *B: Ms Margarita Frederico, BE: Dr Jennifer Lehmann, WO: Dr Guinever Threlkeld*
 For full subject description please refer to SWP52THS in the Faculty of Health Sciences (Bundoora) section of this Handbook.

Programs of the Faculty of Humanities and Social Sciences

Albury-Wodonga Campus

Graduate Diploma in Humanities and Social Sciences – HUGHW

This course is intended for graduates who wish to extend their expertise in a particular area or discipline in which they have already completed some formal study. It is also available to graduates wishing to pursue a sequence of studies in a new area or discipline which may be of professional interest or use to them.

The course may be taken in any one of the disciplines or areas of study offered through Humanities and Social Sciences. These may include: art history, English, history, philosophy, politics, sociology, and theatre and drama. Details of these subjects can be found in the Undergraduate Handbook and at the La Trobe website: <http://www.latrobe.edu.au> under Undergraduate Handbook.

In special cases, application may be made for permission to include one or more subjects taken outside the discipline or area of study, provided that the 120 credit points constitute a sequence of related subjects.

Admission requirements

Applicants must have qualified for either a bachelor degree of at least three years' full-time duration (or equivalent), or a diploma from a tertiary institution requiring at least three years of full-time study (or equivalent). Applicants with a diploma require the approval of the Head of Humanities and Social Sciences.

Application forms are available from the administrative office and applications close in late November; late applications are considered subject to the availability of places.

Course structure

The course consists of undergraduate subjects to the value of at least 120 credit points. At least 40 credit points must be at third-year level and no more than 30 credit points may be at first-year level. Credit towards the graduate diploma is not normally granted for subjects completed as part of another course.

Duration

The course may normally be completed over two to three years of part-time study but may be completed in one year full-time provided prerequisite requirements for second and third-year subjects have been satisfied.

Masters degrees and Doctor of Philosophy

Masters degrees by coursework or research and the Doctor of Philosophy may be undertaken at Albury-Wodonga.

School of Educational Studies

Enquiries: (02) 60583865
 Email: s.ross@latrobe.edu.au
 Web: <http://www.latrobe.edu.au/ife/>

The School of Educational Studies focuses on graduate education and is dedicated to teaching and to scholarship that encourages the

development and application of knowledge and ideas through research, teaching and outreach activities. Members of staff are key participants in a wide variety of professional associations and educational advisory committees. The School offers a wide range of pre-service and in-service programs at the Bundoora, Albury-Wodonga, Shepparton and Mildura campuses, designed for graduates with a professional interest in education, who wish to undertake research and to update and reflect on their knowledge of theory. The School is active in projects as diverse as the Adult Migrant English Program Research Centre, the Advocacy Project for students at risk, and the Sun and Science Project. The School also offers off-shore programs in Vietnam and China.

Principal areas of specialisation

Principal areas of specialisation are: Pre-service Teacher Education, Adult Education, Applied Linguistics (including TESOL and LOTE Teaching), Cross-Cultural Communication, Multicultural Education, Counselling, Student Welfare and Guidance, Curriculum and Policy, Educational Administration and Leadership, Information and Communication Technology, Multimedia Education, Language and Literacy, Science and Mathematics Education, Technology Education, Industry Training and Vocational Education and Training.

The following programs are offered at the Albury-Wodonga campus:

Research programs

Doctor of Philosophy
 Doctor of Education
 Master of Adult Education
 Master of Arts
 Master of Education

Coursework programs

Masters programs
 Master of Adult Education
 Master of Arts (Education)
 Master of Education
 Master of Educational Leadership and Management
 Master of Teaching

Pre-service Teacher Education

Graduate Diploma in Education (P-12)
 Graduate Certificates and Graduate Diplomas
 Graduate Certificate in Education (Professional Development)
 Graduate Diploma in Educational Studies
 Graduate Certificate in Educational Administration
 Graduate Diploma in Educational Administration
 Graduate Certificate in Industry Training and Education
 Graduate Diploma in Industry Training and Education
 Graduate Diploma in Student Welfare
 Graduate Diploma in Technology Education
 Graduate Diploma in Vocational Education and Training

Subject descriptions

Subject descriptions for School of Educational Studies subjects are located within the Faculty of Humanities and Social Sciences subjects section of this Handbook. Subjects are in alphabetical order by subject name. Please refer to that section or to the Subject Index at the back of the Handbook.

Enrolment

If a subject is under-enrolled (fewer than 10 students), it may be cancelled. Students may arrange to enrol in another class or apply to undertake a reading course or independent study with a supervisor.

Withdrawal from intensive mode subjects

In order to avoid HECS liability or tuition fees, students intending to withdraw from an intensive mode subject must do so before the commencement date of the subject.

Subject timetable

Subject timetables are available on the La Trobe website or from the School of Educational Studies office at Albury-Wodonga campus. Subjects at Albury-Wodonga campus are generally conducted in intensive mode (9.00 am – 4.00 pm) during weekends, or in blocks during school holidays. For further details on subject timetabling, contact the Programs Co-ordinator on (02) 6058 3865.

RESEARCH DEGREES AND DOCTORATES

Masters and doctoral research candidature is available in a wide range of areas concerned with education, health and human services. The distinction between the PhD, EdD and masters degree is based on both the scope of the program and the research effort required. Information about the areas of research in which supervision is currently available can be viewed at www.latrobe.edu.au/ife/

Doctor of Philosophy – EDPHD

The Doctor of Philosophy (PhD) is intended for persons with strong theoretical and research interests whose primary commitment is to scholarship, research, teaching and professional training, usually in an academic setting. The PhD is undertaken by supervised research culminating in a thesis of approximately 80,000-100,000 words. It is assessed by external examiners and is required to make an original contribution to knowledge.

Doctor of Education – EDED

The Doctor of Education (EdD) is for persons who are primarily interested in advanced professional study involving the reflection on, development of, or evaluation of practice. The EdD is undertaken by two years of coursework followed by supervised research culminating in a thesis of approximately 50,000 words, which is assessed by external examiners. The coursework consists of two one-year subjects that enable advanced level study of professional issues, and each of these requires a 12,000-word essay and two 30-minute presentations. The thesis is often in an applied area and allows the researcher to make an intensive investigation in a professional field – usually a field in which they are personally engaged, and of which they have substantial experience.

Duration

The period of candidature is three to four years full-time or four to eight years part-time.

Admission requirements

The usual minimum requirement for admission to candidature of PhD or EdD is the completion of a masters degree by research or, in some instances, a masters degree including a shorter minor thesis. Applicants with a high honours degree are eligible to apply. In addition, applicants must demonstrate by their academic achievements and references, their ability to undertake work at doctoral level.

Course structure (EdD)

Innovation and Convention in Education
Research Approaches to Professional Issues
Thesis of 50,000 words

EDU60ICE
EDU60RAP

Research Masters

Research degrees at Masters level are offered in two strands:

Strand 1: thesis only

A research thesis of 50,000-60,000 words is written over one to two years full-time or two to four years part-time. The thesis constitutes 100 per cent of the examination for the degree and is examined externally. Students studying by research may audit appropriate research methodology subjects or classes from the coursework program.

Strand 2: coursework and major thesis

The degree program consists of two coursework subjects and an externally examined thesis of 40,000 words and may be taken over one to two years full-time or two to four years part-time. There is a 10,000 – 12,000-word internally assessed essay for the two linked coursework subjects. Students are expected to attain at least a B average in their coursework subjects before proceeding to the thesis.

Coursework Masters

Coursework degrees at Masters level are offered in strands 3 and 4:

Strand 3: coursework and minor thesis

For the one-year program, the course consists of 60 credit points of coursework and a minor thesis of 15,000-20,000 words. There is a

6,000-word internally assessed essay for each of the coursework subjects. Students are required to attain a B average in their coursework in order to proceed to the minor thesis; otherwise they may complete the degree by the coursework only option. The minor thesis is examined externally. Students who achieve a B average in the first two subjects may apply to transfer their candidature to Strand 2.

Strand 4: coursework only

For the one-year program, the degree consists of coursework of 120 credit points. There is a 6,000-word internally assessed essay for each of the coursework subjects. Students who achieve a B average for the first two subjects may apply to transfer their candidature to Strand 2.

Note: Candidates undertaking studies in Strands 2 – 4 are required to enrol in a least one research methodology subject.

Master of Adult Education – EDMAECW

Strands 3 and 4 are fee-paying courses and do not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide higher degree qualifications for those whose study, research and professional interests are in the education and training of adults. The course provides a career pathway for industry trainers, VET and TAFE teachers, adult literacy and language teachers, consultants and those working in health and human services industries. The course may be taken on a single campus or a combination of campuses.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree or equivalent tertiary qualification are eligible for entry to a two-year (240 credit points) program, consisting of a graduate diploma in a related area and a Master of Adult Education. Applicants to the one-year (120 credit points) program should have either a four-year teaching qualification, an honours degree, or a relevant graduate diploma from a recognised university or institution.

Course structure

The course is available in Masters strands 1 – 4. Please refer to the earlier description for details. Students should select at least 2 subjects from Group A, and either undertake a minor thesis or select a further 60 credit points of study from Group B.

Semester

Group A

| | |
|--|-------------------|
| 1or2 Adult Education: theory, practice & change ¹ | EDU41AET/EDU42AET |
| 2 Curriculum Development and Design | EDU42CDD |
| 2 Interpersonal Skills | EDU42IS |
| 1 Leadership and Supervision Skills | EDU41LSS |
| 1or2 Managing Organisational Change ¹ | EDU41MOC/EDU42MOC |
| 1 Methods of Teaching (Adult) | EDU41MTA |
| 1or2 Using Multimedia for Learning ¹ | EDU41UML/EDU42UML |

Group B

| | |
|--|-------------------|
| 2 Education and Cultural Diversity | EDU42ECD |
| 1/2 Minor Thesis | EDU51MT/EDU52MT |
| 1or2 Modes and Structures of Consciousness ¹ | EDU41MC1/EDU42MC1 |
| 1or2 Person Centred Approach in Teaching, Counselling & Nursing ¹ | EDU41PCA/EDU42PCA |
| 2 Qualitative Research Methods in Education | EDU52QRM |
| 1 Research Methods in Education | EDU51RME |
| 1/2 Researching Good Practice | EDU51RG/EDU52RG |

Key: ¹ Not available in 2004

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Master of Arts – EDMACW

Master of Education – EDMECW

Strands 3 and 4 are fee-paying courses and do not attract a HECS liability. Details of fees are provided with the application kit.

The Master of Education program is designed for graduates with a background in teaching and/or educational administration, or for other graduates with a professional interest in education. The Master of Arts is for professionals who do not have a background in education but who wish to advance their professional standing through studies in an education-related area.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program. Applicants to the one-year program (120 credit points) or to research candidature (Strands 1 and 2) should have a Bachelor of Education, an honours degree, or a specialised graduate diploma from a recognised university or institution.

Course structure

The courses are available in Masters strands 1 – 4. Please refer to the earlier description for details. Candidates who enter the final year of the masters program are required to complete 120 credit points of study.

Albury-Wodonga campus subjects

There are no core subjects for students studying on the Albury-Wodonga campus. Students may select from the following listing or from subjects in other School of Educational Studies specialist masters courses. Students who wish to undertake Strand 3 with a minor thesis would generally be expected to enrol in at least one research methodology subject.

| Semester | | Subject code |
|----------|---|--------------------|
| 1/2 | Adult Education: theory, practice & change ¹ | EDU41AET/EDU422AET |
| 1/2 | Approaches to Humanistic Psychology ¹ | EDU41AHS/EDU42AHS |
| 1/2 | Approaches to Pastoral Care ¹ | EDU41APC/EDU42APC |
| S | 'At Risk' Students: critical considerations | EDU43ARS |
| 2 | Classroom Discipline and student responsibility | EDU42CSD |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 1/2 | Counselling Workshop ¹ | EDU41CWS/EDU42CWS |
| 1/2 | Creative Writing for Personal Development ¹ | EDU41CW/EDU42CW |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Curriculum Development and Design | EDU42CDD |
| 1 | Developments in Literacy Education ¹ | EDU41DLE |
| 1 | Educational Administration: a critical approach ¹ | EDU41EA1 |
| 1 | Educational Administration: a critical approach ¹ | EDU42EA2 |
| 2 | Holistic Education | EDU42HE |
| 2 | Interpersonal Skills | EDU42IS |
| 1 | Leadership and Supervision Skills | EDU41LSS |
| S | Learning Technologies for P-10 Maths ¹ | EDU43MLT |
| 1 | Learning Technologies in Education ¹ | EDU41LTE |
| 1/2 | Managing Organisational Change ¹ | EDU41MOC/EDU42MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1/2 | Minor Thesis | EDU51MT/EDU52MT |
| All year | Modes and Structures of Consciousness ¹ | EDU40MC1 |
| 2 | Pedagogical Principles and Practice | EDU52PP |
| 1 | Person Centred Approach in Teaching, Counselling & Nursing ¹ | EDU41PCA |
| 2 | Qualitative Research Methods in Education | EDU52QRM |
| 1/2 | Reading Subject | EDU41RS/EDU42RS |
| 1 | Research Methods in Education | EDU51RME |
| 1/2 | Research Practicum | EDU41RP/EDU42RP |
| 1/2 | Researching Good Practice | EDU51RG/EDU52RG |
| 1/2 | Talking and Oral Communication ¹ | EDU41TOC/EDU42TOC |
| 1/2 | Using Multimedia for Learning ¹ | EDU41UML/EDU42UML |

Key: ¹ Not available in 2004.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the *Handbook*.

Master of Educational Leadership and Management – EDMELCW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course caters for people who are interested in pursuing a role in leadership, management and evaluation of educational institutions and systems including schools, universities, TAFE, health and nursing education, and other industries providing professional education.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Candidates with a three-year bachelor degree are eligible for entry to a two-year program (240 credit points) consisting of the Graduate Diploma in Educational Administration or another approved graduate diploma course and the Master of Educational Leadership and Management. Applicants to the one-year program (120 credit points) should have a Bachelor of Education, an honours degree, or a relevant graduate diploma from a recognised university or institution.

Course structure

The course is available in Masters strands 3 and 4. Please refer to the earlier description for details. The final year of the Masters program consists of 120 credit points of study. It is structured to ensure that key areas of educational leadership and management are addressed by all students and at the same time, provides substantial scope for elective subjects to meet individual needs.

Core

| | | |
|---|--|----------|
| 1 | Educational Administration 1: A Critical Approach ¹ | EDU41EA1 |
| 2 | Educational Administration 2: A Critical Approach ¹ | EDU42EA2 |
| 1 | Leadership and Supervision Skills | EDU41LSS |

¹ Not available in 2004.

Elective subjects may be selected from the subject listing for the Graduate Diploma in Educational Studies, other approved graduate diploma or masters courses and also from the MBA listings of the Faculty of Law and Management.

Master of Teaching – EDMTCW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide a professional qualification for teachers working in primary, secondary, and adult sectors including TAFE. It is a one-year program that can follow on directly from the Graduate Diploma in Education or equivalent, adding a further year to a first teaching qualification to meet a five-year requirement. It is focused around a research-based professional development program drawing on teachers' experiences in their own educational settings. The Professional Practicum component requires the equivalent of 60 days of practical teaching in an approved educational setting on assigned tasks to be negotiated between the institution and the University. This practicum may be carried out in the candidate's current employment situation. Upon submission of appropriate documentation, teachers with a minimum of five years of classroom experience will be granted an exemption from the Professional Practicum component (30 credit points) as recognition of prior learning.

Admission requirements

Applicants should have a four-year teaching qualification (Bachelor degree and Diploma of Education, pre-service BED or equivalent).

Duration

One year full-time or 2-3 years part-time.

Course structure

The course consists of 120 credit points of study.

| Semester | | Subject code |
|----------|--------------------------------------|-----------------|
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Pedagogical Principles and Practice | EDU52PP |
| 1/2 | Professional Practicum | EDU51PM/EDU52PM |
| A | Research Project – Field Study | EDU50RP |

Plus a single-semester elective chosen from the Education graduate diploma or masters listing.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

PRE-SERVICE TEACHER EDUCATION COURSES

Graduate Diploma in Education (P-12) – EDGEPW

The course offers a pre-service teacher education qualification for graduates, which satisfies the prerequisites for employment as a teacher in state and independent schools. It is available at Albury-Wodonga in the Prep-Year 12 stream.

The Graduate Diploma in Education (P-12) qualifies graduates to teach in both primary and secondary schools in Victoria, and is recognised throughout Australia and in many countries overseas. The program is designed around the general theme of understanding, explaining and improving the practice of teaching and learning. The course normally requires one year of full-time study, with attendance Monday-Friday 9.00 am – 4.00 pm. A limited number of part-time places are available, permitting study over two years. Part-time enrolment involves attending the University at least two and a half days a week, to which teaching practice is additional.

Admission requirements

Any three-year bachelor degree, with major or sub-major sequences in subjects appropriate to two specialist teaching method areas, is required. Before embarking on this course, candidates with qualifications that are not standard Victorian university degrees are strongly advised to check with the Victorian teacher accreditation authority through the Victorian Institute of Teaching or other employment authorities to ensure that they will be eligible for employment in the school sector. The student's first degree and subject combinations must be acceptable to the appropriate employer authorities.

Application procedures

Candidates for the course must apply through the Victorian Tertiary Admissions Centre (VTAC) by 30 September. Late applications (at an additional cost) close mid-November, and very late applications close mid-December. Application forms are provided in the VTAC Guide (available from newsagents) or via the VTAC Infonet: www.vtac.edu.au. The course code is 93311.

An information meeting for prospective candidates is held in late August or early September each year. Details are widely advertised at the time.

English requirement

University Test of English as a Second Language (UTESL)

If you do not have a satisfactory result in any standard Year 12 English in Australia (including applicants with overseas qualifications), or if you have not received official exemption from the University Test of English as a Second Language from the institution of your first preference, you must enrol for this written test of reading, writing and listening skills. If you fail to sit the test, you will not be considered for selection. Tests are conducted by the Language Testing Research Centre at the University of Melbourne. Please refer to the VTAC Guide 2004 for details.

Police record check

All students enrolling in the Graduate Diploma in Education will be required to complete a Victorian Police 'Consent to Check and Release Form'.

Course structure

The course provides methods of study in each of the seven key learning areas (SOSE, English, Health/PE, Technology, Arts, Mathematics and Science), as well as a VCE specialism in the two method areas defined by the major and sub-major studies in the first degree. It is also possible to undertake a specialisation in LOTE teaching. Students undertake a 45-day practicum and a minimum 15 days of fieldwork which is completed through both primary and

secondary school experience. The course consists of 120 credit points and may be taken full-time over one year or part-time over two years. There are three core elements of the course.

Semester

- | | |
|---|-----------------------------|
| 1 | Teaching Practice 1 |
| 2 | Teaching Practice 2 |
| A | Methods of Teaching |
| 1 | Issues in Education 1 (TPE) |
| 2 | Issues in Education 2 (TPE) |

Subject code

- | |
|----------|
| EDU41TP1 |
| EDU42TP2 |
| EDU40MTP |
| EDU41IE |
| EDU42IE |

A pass in all components of all subjects is required for successful completion of the degree.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

GRADUATE CERTIFICATES AND GRADUATE DIPLOMAS

Graduate Certificate in Education (Professional Development) – EDCEPDW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The Graduate Certificate in Education (Professional Development) is designed for teachers and other professionals requiring a short professional development course in education. It provides an opportunity for study in the discipline of education and a pathway to other postgraduate study.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent).

Course structure

The course consists of 60 credit points of study and is normally undertaken by enrolment in three 20-credit point subjects or a combination of 15 and 20 credit point subjects. With the approval of the course adviser, candidates may select subjects in their area of interest from the Educational Studies listing of fourth and fifth year subjects. (Refer to subject listing under Graduate Diploma of Education Studies). Candidates may apply for credit for up to one-third of the course for equivalent external study or approved teacher professional development that has been undertaken with assessment.

Graduate Diploma in Educational Studies – EDGESTW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide an opportunity for teachers and other professionals to further their professional development in general educational studies. It provides a fourth-year qualification for three-year trained primary teachers or a qualification in education for nurses or other professionals who wish to pursue studies in professional education related to their own environment. The course is a pathway to masters level study.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A three-year bachelor degree or equivalent is required.

Course structure

The course has a total of 120 credit points. Students may select from the following subjects at the Albury-Wodonga campus.

Subjects**Semester**

| | | |
|----------|---|-------------------|
| S | 'At Risk' Students: critical considerations ¹ | EDU43ARS |
| 1/2 | Adult Education: theory, practice & change ¹ | EDU41AET/EDU42AET |
| 1/2 | Approaches to Humanistic Psychology ¹ | EDU41AHS/EDU42AHS |
| 1/2 | Approaches to Pastoral Care ¹ | EDU41APC/EDU42APC |
| 2 | Classroom Discipline & Student Responsibility | EDU42CSD |
| 1/2 | Counselling Workshop ¹ | EDU41CWS/EDU42CWS |
| 1/2 | Creative Writing for Personal Development ¹ | EDU41CW/EDU42CW |
| 2 | Curriculum Design and Implementation | EDU52CDI |
| 2 | Curriculum Development and Design | EDU42CDD |
| 1 | Developments in Literacy Education ¹ | EDU41DLE |
| 2 | Education and Cultural Diversity | EDU42ECD |
| 1 | Educational Administration: a critical approach ¹ | EDU41EA1 |
| 2 | Educational Administration: a critical approach ¹ | EDU42EA2 |
| 2 | Holistic Education | EDU42HE |
| 2 | Interpersonal Skills | EDU42IS |
| 1 | Leadership and Supervision Skills | EDU41LSS |
| S | Learning Technologies for P-10 Maths ¹ | EDU43MLT |
| 1 | Learning Technologies in Education ¹ | EDU41LTE |
| 1/2 | Managing Organisational Change ¹ | EDU41MOC/EDU42MOC |
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| All year | Modes and Structures of Consciousness ¹ | EDU40MC1 |
| 2 | Pedagogical Principles and Practice | EDU52PP |
| 1 | Person Centred Approach in Teaching, Counselling & Nursing ¹ | EDU41PCA |
| 2 | Qualitative Research Methods in Education | EDU52QRM |
| 1/2 | Reading Subject | EDU41RS/EDU42RS |
| 1 | Research Methods in Education | EDU51RME |
| 1/2 | Research Practicum | EDU41RP/EDU42RP |
| 1/2 | Talking and Oral Communication ¹ | EDU41TOC/EDU42TOC |
| 1/2 | Using Multimedia for Learning ¹ | EDU41UML/EDU42UML |

Key: ¹Not available in 2004.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Graduate Certificate in Educational Administration¹ - EDGEAW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide training for people who wish to develop their skills as effective and reflective administrators and leaders. The focus of the course is on context-based leadership and provides students with the opportunity to explore theory and practice relevant to their particular contexts. Students may elect to transfer to the Graduate Diploma in Educational Administration which requires successful completion of a further 60 credit points.

Duration

The course may be taken part-time over 1-2 years.

Admission requirements

A bachelor degree or equivalent is required.

Course structure

This course has a total of 60 credit points.

| Semester | Subject code |
|----------|--|
| 1 | Educational Administration 1: a critical approach ¹ |
| 2 | Educational Administration 2: a critical approach ¹ |

plus

a 20-credit point elective subject taken from the Education GradDip or MEd listing.

Key: ¹Not available in 2004.

Graduate Diploma in Educational Administration - EDGDEAW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed for people who wish to develop their skills as effective and reflective administrators. The focus of the course is on context-based leadership and management. Students are given the

opportunity to explore theory and practice relevant to their particular contexts. Topics include consultative-participative leadership styles, communication, critical reflection, motivation, group relationships, decision making, organisational culture, curriculum theory, design and development and approaches to teaching and learning.

Duration

The course may be taken one year full-time or 1-3 years part-time.

Admission requirements

A bachelor degree or equivalent qualification with experience in education and/or administration is required.

Course structure

This course has a total of 120 credit points.

| Semester | Subject code |
|----------|--|
| 1 | Educational Administration 1: a critical approach ¹ |
| 2 | Educational Administration 2: a critical approach ¹ |
| 1 | Leadership and Supervision Skills |

plus

Elective subjects totalling 60 credit points taken from the Education GradDip/MEd listing or from the MBA subjects in the Faculty of Law and Management.

Key: ¹Not available in 2004.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Graduate Certificate in Industry Training and Education - EDCITEW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course equips graduates to work as educators or trainers in business, government, industry, technical and further education (TAFE), vocational education and training (VET), and the community. Students may elect to transfer to the Graduate Diploma in Industry Training and Education which requires completion of a further 60 credit points of study.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

A bachelor degree is required. Candidates with alternative TAFE qualifications and a trade background may apply for special entry to the course.

Course structure

This course has a total of 60 credit points.

| Semester | Subject code |
|----------|------------------------------------|
| 1 | Methods of Teaching (Adult Stream) |
| 2 | Curriculum Development and Design |

plus one of the following:

| | | |
|----------|---|-----------------|
| All year | Adult Education: theory, practice & change ¹ | EDU40AET |
| 2 | Interpersonal Skills | EDU42IS |
| 1 | Leadership & Supervision Skills | EDU41LSS |
| 1/2 | Research Practicum | EDU41RP/EDU42RP |

A 20-credit point elective subject taken from the Education GradDip or MEd listing.

Key: ¹Not available in 2004.

Graduate Diploma in Industry Training and Education - EDGITEW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This is a more advanced qualification than the graduate certificate and is suitable for those wishing to work as professional educators in the adult sector. Graduates may be eligible to progress to higher degree candidature.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A bachelor degree is required. Candidates with alternative TAFE qualifications and a trade background may apply for special entry to the course.

Course structure

This course has a total of 120 credit points.

| Semester | Subject code |
|---|-------------------|
| 1 Methods of Teaching (Adult Stream) | EDU41MTA |
| 1/2 Adult Education: theory, practice & change ¹ | EDU41AET/EDU42AET |
| 2 Curriculum Development and Design | EDU42CDD |
| plus three electives totalling 60 credit points. | |
| Key: ¹ Not available in 2004. | |

Electives

Three elective subjects in the student's area of interest may be chosen from the Education GradDip or MEd listing. The elective, Teaching Practice (VET) EDU41TPV or EDU42TPV should be taken by students wishing to do supervised teaching practice in the TAFE sector.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Graduate Diploma in Student Welfare – EDGSWW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course provides a professional qualification for student welfare co-ordinators or for teachers interested in developing a career path in student welfare or associated roles. The course aims to provide candidates with specific understandings and skills that will enhance their performance in pastoral care and student welfare.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

Normally applicants should have an approved teacher training qualification and a minimum of three years of teaching experience. Candidates with a bachelor degree may apply and will be considered based on their background and experience.

Course structure

The course consists of 120 credit points of study. Subjects are selected from the following:

| Semester | Subject code |
|---|-------------------|
| Core subjects | |
| 2 Interpersonal Skills | EDU42IS |
| or | |
| S 'At Risk' Students: Critical Considerations | EDU43ARS |
| Elective subjects | |
| 1/2 Approaches to Humanistic Psychology ¹ | EDU41AHS/EDU42AHS |
| 1/2 Approaches to Pastoral Care ¹ | EDU41APC/EDU42APC |
| 2 Classroom Discipline & Student Responsibility | EDU42CSD |
| 1/2 Counselling Workshop ¹ | EDU41CWS/EDU42CWS |
| 2 Education & Cultural Diversity | EDU42ECD |
| 2 Holistic Education | EDU42HE |
| 1 Leadership and Supervision Skills | EDU41LSS |
| All year Modes and Structures of Consciousness ¹ | EDU40MC1 |
| 1 Person Centred Approach in Teaching, Counselling & Nursing ¹ | EDU41PCA |

Key: ¹ Not available in 2004.

Note: With the approval of the course co-ordinator, students may select an elective from the Education Graduate Diploma or Masters subject listing or from other Faculty subject listings.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Graduate Diploma in Technology

Education – EDGTEW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

The course is offered through a co-operative arrangement between TAFE institutions and La Trobe University. It is primarily designed to train teachers for secondary schools in the Technology Key Learning Area (KLA). For years 7 – 10, the KLA integrates information, materials and systems. At VCE level, the Technology curriculum becomes more specialised and includes: (i) Systems and Technology, (ii) Design and Technology, (iii) Food Technology and (iv) Information Technology. Graduates will teach in one or more of these areas and also in a VCE Vocational Education and Training subject area depending on their prior qualifications and industry experience.

Duration

Two years full-time or 3-4 years part-time.

Admission requirements

To be eligible for entry to the course, applicants must satisfy one or more of the following requirements:

1. Certificate of Proficiency of the Victorian Industrial Training Commission or equivalent, and substantial relevant work experience such that the period of apprenticeship and work experience totals not less than eight years.
2. A Certificate of Technology or other approved two-year, full-time, post-Year 11 TAFE certificate or equivalent, plus at least six years of relevant work experience.
3. Diploma or other approved two-year, full-time, post-Year 12 diploma, or equivalent, plus at least two years of relevant work experience.
4. Other such vocational qualifications and occupational experience as may be deemed by the University and the Department of Education and Training to be at least equivalent to one of the above.

Literacy assessment test

Candidates who have not completed Year 12 English or equivalent will be required to undertake an English Language Literacy Assessment Test. The test will be conducted at the relevant campus prior to the close of applications.

Police record check

All students enrolling in the Graduate Diploma in Technology Education will be required to complete a Victorian Police 'Consent to Check and Release Form'.

Course structure

The course consists of 240 credit points of study.

Year 1

| | | |
|-------------------------------|--|-------------------|
| La Trobe University subjects: | | |
| 1 | Studies in Information Technology * | EDU41SIT |
| 1 | VET Teaching Method 1 | EDU41VM1 |
| 1or2 | Studies in Technology: Materials and Systems | EDU41TMS/EDU42TMS |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Industrial Practicum A | EDU42IPA |

Year 2

| | | |
|-------------------------------|---|----------|
| La Trobe University subjects: | | |
| S | Issues in Education | EDU43IIE |
| 1 | Industrial Practicum B | EDU41IPB |
| 1 | Methods of Teaching (Technology Method) | EDU41MTT |
| 2 | Industrial Practicum C | EDU42IPC |
| 2 | Industrial Practicum D | EDU42IPD |
| TAFE subjects: | | |

Yr 1or2

| | | |
|---|--|----------|
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Safe Practices in the VET Classroom | EDU40SPC |
| A | Studies in Information Technology * | EDU40SIT |

Key: * there is an option to take this subject at either TAFE or La Trobe University.

Please note – some University subjects may need to be undertaken at Bundoora campus (in intensive mode) if the subject is under-enrolled at Albury-Wodonga campus.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Graduate Diploma in Vocational Education and Training – EDGVETW

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is offered jointly with approved institutes of TAFE. The course provides a professional teacher education credential designed for those who are currently involved with teaching or training in environments such as industry or TAFE, or those who have an interest in this area.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A bachelor degree, or a professional qualification which satisfies requirements for employment in the TAFE sector is required; that is, a minimum of Level 3 Certificate plus five years of industry experience.

Course structure

This course has a total of 120 credit points and consists of six subjects. The following subjects are taken at the University.

| Semester | | Subject code |
|------------|--|-------------------|
| 1 | Methods of Teaching (Adult stream) | EDU41MTA |
| 2 | Curriculum Development and Design | EDU42CDD |
| and one of | | |
| 1 | Leadership and Supervision Skills | EDU41LSS |
| 1/2 | Using Multimedia for Learning 1 | EDU41UML/EDU42UML |
| 2 | Interpersonal Skills | EDU42IS |
| | Adult Education: Theory, Practice and Change 1 | EDU40AET |

Key: ¹ Not available in 2004.

The following subjects are taken with an approved TAFE institute.

| | | |
|-----|--|-------------------|
| 1/2 | Teaching Practice (VET) | EDU41TPV/EDU42TPV |
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Teaching and Learning in TAFE | EDU40TLT |

Subject descriptions

The subjects listed above are presented in alphabetical order within year level at the end of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Programs of the Faculty of Law and Management

School of Business

Graduate Certificate in Management – SSCM

This is a fee-paying course. The cost of each subject studied in 2003 was \$900.

This course provides a sound background for further management training. While intended primarily for graduates, it is also a suitable entry point for practising managers who are not graduates. Persons completing the graduate certificate may move on to a Graduate Diploma in Management.

It will equip students with the main skills and knowledge required for administrative or management positions in any branch of public or private enterprise. In the case of non-graduate entrants, it will facilitate career advancement by providing an opportunity to enter a program that could culminate in a masters degree.

The course can be completed in one year of part-time study. It is not envisaged that the course will be offered full-time in the first instance.

Admission requirements

Applicants must normally hold an undergraduate degree qualification but admission may be granted to candidates deemed to be suitably qualified by work experience.

Applicants must apply directly to the Albury-Wodonga campus. For further information, contact the Faculty Academic Services Officer tel: (02) 6058 3850, email: business@aw.latrobe.edu.au

Course structure

The course consists of four subjects:

| | |
|--|----------|
| Managing Organisation Behaviour | MGT41OBM |
| Information Technology and Business Information Processing | BUS41ITP |
| Financial and Management Accounting | ACC42FMA |
| Marketing Management | MKT52MKM |

Graduate Diploma in Management – LMGMW

This is a fee-paying course. The cost of each subject studied in 2002 was \$900.

The School has designed the course to fit comfortably within an articulated three-tier model – Graduate Certificate, Graduate Diploma, Master of Business (Management).

The Graduate Diploma in Management focuses on providing a broad-based education in management training. The diploma aims to extend and deepen the knowledge of practising managers and undergraduates from other disciplines moving into a management role. Persons who have completed the Graduate Certificate in Management may articulate to the Graduate Diploma in Management.

It will equip participants with the main skills and knowledge required for administrative or management positions in any branch of public or private enterprise. The course can be completed in two years of part-time study. It is not envisaged that the course will be offered full-time in the immediate future.

Admission requirements

A recognised undergraduate degree or equivalent is required. Applicants must apply directly to the Albury-Wodonga campus. For further information, contact the Faculty Academic Officer, tel: (02) 6058 3850, email: business@aw.latrobe.edu.au

Course structure

The course consists of eight subjects, four of which make up the Graduate Certificate in Management, as outlined above. The remaining four subjects are as follows:

| | |
|--|----------|
| Management and Legal Implications of Electronic Commerce | BUS41MLD |
| and | |
| Organisational Theory and Analysis | MGT52OTA |
| and | |
| Economic Policy | ECO41ECP |
| and | |
| Managing Human Resources and Industrial Relations | MGT42HIR |
| or | |
| Electronic Marketing ¹ | MKT31ELM |

Key: ¹ Alternative to Marketing Management

Graduate Diploma in Electronic Commerce – LMGECW

This is a fee-paying course. The cost of each subject studied in 2003 was \$900.

The aim of the Graduate Diploma in Electronic Commerce is to provide participants with the knowledge and skills relevant to emerging electronic technologies.

The course emphasises the implementation of electronic commerce projects and brings a management perspective to technically demanding tasks within the business environment.

The course focuses on providing management training to practising and intending managers in the application of electronic technologies. It is designed primarily for graduates of another discipline seeking to develop a specialisation in the management and implementation of electronic commerce within organisations. The course is particularly suitable for practising managers with a limited background in this field.

In keeping with the theme of the course, subjects are designed for electronic delivery, thereby facilitating flexible learning. Each subject comprises a series of multimedia 'lectures' available to the student in either CD or online format. These 'lectures' are supported by a

combination of print resources, online tutorials, video-conferencing and email access to teaching staff. A residential component is also included in some subjects. The residential component will be conducted at one of the campuses of La Trobe University or at central venues by negotiation.

Admission requirements

Candidates should hold a recognised undergraduate degree or equivalent. Applicants must apply directly to the Albury-Wodonga campus. For further information, contact the Faculty Academic Officer, tel: (02) 6058 3850, email: business@aw.latrobe.edu.au

Course structure

The course consists of eight subjects including the opportunity to develop a project relevant to the applicant's current employment.

| | |
|--|----------|
| Electronic Commerce Project | BUS32EPC |
| Electronic Marketing | MKT31ELM |
| Financial and Management Accounting | ACC42FMA |
| or | |
| Fundamentals of Computing and Electronic Commerce | BUS41FCE |
| Information Technology and Business Information Processing | BUS41ITP |
| Management and Legal Implications of Electronic Commerce | BUS41MLD |
| Multimedia and the Internet | BUS32MMI |
| Principles of Electronic Commerce | BUS21PEC |
| Systems Analysis & Design in the Business Environment | BUS42SAD |

Master of Business (Management) – LMMBMCW

In a rapidly changing and competitive environment individuals and business organisations are recognising the need for qualifications that provide sound management practice.

The Master of Business (Management) is designed to add value to a graduate's original studies by developing knowledge and skills in recognised core management areas. Completion of the masters will enable graduates from non-management disciplines to facilitate career development and advancement.

The structure of the course permits multiple entry points from the Graduate Certificate in Management offered from the Albury-Wodonga campus.

Participants will study a range of required business and management subjects concluding in the final tier with a research methodology and dissertation. The dissertation will build upon the management areas addressed in the program and allow an opportunity for applied research.

Most subjects are offered in mixed modes, including weekly sessions and weekend block mode, with some subjects available via the world wide web.

Admission requirements

Applicants must have completed an undergraduate degree, desirably have two years work experience, and be proficient in the English language, possessing strong verbal and written communication skills. Applicants who have completed a Graduate Diploma in Management elsewhere may receive full credit and gain direct entry into the masters program.

Students who have completed three complementary subjects, or their equivalent, prior to entering the masters program will be granted advanced standing of two subjects, so will be required to complete six subjects for their degree. Students who have completed two complementary subjects, or their equivalent, will be given advanced standing of one subject in this program. They will be required to complete the missing complementary subject and six others (seven subjects for their degree). All other students will be required to complete eight subjects, including any of the complementary ones not already completed.

Graduates with either the Bachelor of Business (Honours) or the Graduate Diploma in Management from La Trobe University will normally have completed the equivalent of all three complementary subjects, as well as the compulsory subject, Managing Human Resources and Industrial Relations. They will be required to complete six subjects.

Applicants must apply directly to the Albury-Wodonga campus. For further information, contact the Faculty Academic Services Officer, tel: (02) 6058 3850, email: business@aw.latrobe.edu.au

Course structure

| | |
|--|----------|
| Financial and Management Accounting | ACC42FMA |
| Information Technology & Business Information Processing | BUS41ITP |
| Managing Human Resources and Industrial Relations | MGT42HIR |
| Managing Organisation Behaviour | MGT41OBM |
| Organisational Theory and Analysis | MGT52OTA |
| Economic Policy | ECO41ECP |

Choice of:

| | |
|--|----------|
| Business Policy | MGT41BPP |
| or | |
| Management and Legal Implications of Electronic Commerce | BUS41MLD |
| and | |
| Marketing Management | MKT52MKM |
| or | |
| Electronic Marketing | MKT31ELM |
| Masters Project (equivalent to 2 or 3 subjects) | MGT51PRO |
| Research Methods | COM52REM |
| Principles of Electronic Commerce | BUS21PEC |

One or two electives (depending on value of project)

Electives may be taken from the Electronic Commerce stream offered from the Albury-Wodonga School of Business.

School of Tourism and Hospitality

Enquiries: (02) 60583850

The School offers higher degree programs by research, and graduate diploma and postgraduate diploma coursework programs in tourism and hospitality management. Details are available from the School. Research opportunities are available for study towards the following degrees:

- Doctor of Philosophy
- Graduate Diploma in Hospitality Management
- Graduate Diploma in Tourism
- Master of Arts (by Research)

The postgraduate and research programs focus on industry and community needs, and the School is proud of its close association with local government and small business.

Students are provided with a range of skills giving them both strong practical skills and theoretical knowledge covering all aspects of the tourism and hospitality industries and related businesses. Admission to research programs depends on the availability of a supervisor who is expert in the candidate's chosen area. These areas are quite extensive and potential candidates should contact the School office or consult the School homepage at www.latrobe.edu.au/tourism/aw/ for a list of research interests of staff.

Before enrolling or re-enrolling, students should consult any supplementary information issued by the School.

Doctor of Philosophy

The Faculty offers research opportunities for study towards the Doctor of Philosophy. For a course description, see Doctor of Philosophy in the 'Faculty of Law and Management' chapter of this Handbook.

Graduate Diploma in Hospitality Management – LMGHMW

This course is available on a full or part-time basis at the Albury-Wodonga campus only.

The program is designed for graduates from other disciplines who are seeking the opportunity to specialise in the field of hospitality management. It provides students with a rigorous education in the essential understanding of, and techniques of, hotel management. It comprises a selection of eight subjects from the undergraduate degree program. The subject selection is designed to enhance the original training of the graduate and is focussed on key professional needs in the hospitality industry.

Admission requirements

Admission to the course requires a degree and two years relevant work experience, or equivalent.

Course structure

The diploma program is designed around a common core of seven subjects, plus one elective. No credit will be given for previous

studies, although students who have already completed core units (or similar) will undertake substitute subjects. All subjects are valued at 15 credit points.

| Subject | Subject code |
|---|--------------|
| Banquet and Convention Catering Management | THS22BCB |
| Human Resource Management | MGT21HRM |
| Tourism and Hospitality Marketing | THS21THM |
| Hospitality Facilities Development and Management 3 | THS32FDM |
| Hotel Operations Management 3 | THS31HOM |
| One elective <i>plus</i> | |
| Food Services Management | THS21FSM |
| <i>or</i> | |
| Accommodation Management | THS23ACM |
| <i>and</i> | |
| Entrepreneurship | MGT32ENC |
| <i>or</i> | |
| Marketing Research | MKT32MRE |

Note: The structure of the subjects offered for the graduate diploma provides for any prerequisite needs from first semester to second semester. There is no assumed prior knowledge requirement at the commencement of the program. Subject descriptions are available in the undergraduate section of the handbook.

Graduate Diploma in Tourism – LMGW

The School of Tourism and Hospitality offers a Graduate Diploma in Tourism for students who hold a degree in any discipline other than tourism and who are seeking to gain some specialised understanding of the industry. This course is available on a full or part-time basis and can be taken at either the Bundoora or Albury-Wodonga campuses.

Admission requirements

A degree from a recognised university is required.

Course structure

The Graduate Diploma in Tourism is offered as a program of eight subjects (120 credit points). All subjects are worth 15 credit points.

| Subject | Subject code |
|--|--------------|
| Tourism and Hospitality Marketing | THS21THM |
| Introductory Microeconomics | ECO11IMI |
| Principles of Tourism | THS21PTB |
| Special Events, Conferences and Meetings | THS22SEC |
| Tourism and Hospitality Promotions | THS22TPB |
| Entrepreneurship (with Tourism Project) | MGT32ENC |
| Global Environment of Tourism | THS21GET |
| Human Resource Management | MGT22HRM |

Programs of the Faculty of Science, Technology and Engineering

Department of Environmental Management and Ecology

Head of Department: Dr Phil Suter
Location: Albury-Wodonga campus
Email: deme.aw@latrobe.edu.au
Web: <http://www.latrobe.edu.au/deme/aw>

The department offers honours and postgraduate diploma studies at the fourth-year level and research masters and doctoral degrees for suitably qualified candidates.

Research leading to Master of Science and Doctor of Philosophy may be carried out under the supervision of staff in the department. Prospective candidates should consult with the Head of Department or with potential supervisors. Research is currently in progress in the fields of aquatic ecology/biology (fish, invertebrates, algae, food web dynamics, lakes, rivers, billabongs), treatment and management of wastes (urban, rural, industrial and agricultural wastes), population/conservation genetics (natural populations of flora and fauna), population ecology of terrestrial fauna – especially insects and

birds, and ecomorphology of Australian vertebrates. The department is a member of the Co-operative Research Centre for Freshwater Ecology.

Research leading to a Master of Science or Doctor of Philosophy may be undertaken in the following areas:

Dr Roger Croome: phytoplankton taxonomy and ecology; water quality of lakes and rivers; lake and river management.

Dr Susan Lawler: evolution and ecology of Australian freshwater crayfish; conservation genetics of fauna and flora; impact of introduced species on native ecosystems.

Dr Catherine Meathrel: population ecology of terrestrial fauna, including insects and all vertebrate classes, especially birds; restoration of native flora; feral pest control (cats, foxes, rabbits); seabird physiology, including shearwaters, albatrosses and penguins; endangered species recovery programs.

Dr Phillip Suter: taxonomy and ecology of mayflies; aquatic invertebrate taxonomy and ecology; ecology of temporary aquatic habitats; wetland ecology; wetlands for water treatment; life history and development of aquatic insects; aquatic invertebrate communities of large lowland rivers.

Dr Dennis Black: terrestrial invertebrate ecology; arthropod evolution and systematics, especially Diplopoda (millipedes); lizard brain morphology, ecology and behaviour.

Dr Peter Pridmore: ecomorphology of Australian vertebrates (fishes, reptiles and mammals); determining the manner in which the anatomy and behavioural capabilities of species constrain their use of microhabitats.

Postgraduate Diploma in Environmental Management and Ecology – STPEME

Co-ordinator: Dr Peter Pridmore

This course is available to students who have completed a relevant bachelor degree but who do not qualify for admission to Environmental Management and Ecology Honours (WEM40HON). See WEM40HON for full details.

Graduate Diploma in Environmental Management – BSGEMW

Co-ordinator: Dr Roger Croome

This course offers specialisations in waste management and catchment management, and is designed for people already employed locally in areas involving the need to make decisions on environmentally sensitive issues and to justify these decisions to employers and to the local community. It aims to produce graduates who can not only make sound management decisions which, at the same time, have beneficial consequences for the environment and for the quality of life in the region, but who can also explain and justify those decisions within their local community.

Students take subjects designed to improve their knowledge of the ecology of the local area and to introduce them to the problems of environmental management, including the human, economic and legal aspects. All students undertake a project chosen in consultation with the staff running the course and, if appropriate, their employer. Optional studies are available to enable each student to tailor the course to his or her particular interests or perceived needs.

The course is designed to be completed in two years of part-time study.

Admission requirements

To satisfy the general entrance requirements, students must hold a degree, diploma or approved equivalent qualification that involved at least a sequential three-year study, or satisfy such requirements for special admission as may be determined from time to time, for example, a demonstrated history of employment at an appropriate level and in a relevant area.

Course structure

The course consists of a total of 120 credit points comprising: seven compulsory subjects, including Project A and Project B; and one elective subject. All subjects are worth 15 credit points.

Core subjects**Semester**

| | | |
|---|----------|--|
| 1 | WEM41PB | Project B |
| 1 | WEM41WM | Waste Management ¹ |
| 1 | WEM41ECB | The Australian Environment – Ecology and Conservation B ¹ |
| 2 | WEM42CM | Catchment Management |
| 2 | WEM42ECA | The Australian Environment – Ecology and Conservation A |
| 2 | WEM42ELH | The Australian Environment – Legal and Human Aspects ¹ |
| 2 | WEM42PA | Project A ¹ |

Elective subjects

| | | |
|---|----------|--|
| 1 | WEM41ACM | Advanced Catchment Management ¹ |
| 1 | WEM41AWM | Advanced Waste Management ¹ |

Key: ¹ Not available in 2004

For the project, students are required to undertake a piece of work that has direct application to their employment or to a perceived community need, and to develop their ability to apply specialist skills from traditional disciplines to the solution of environmental problems. Formal class time comprises one evening class of three hours per week. Additional attendance at weekend excursions, background reading and completion of assignments will require approximately eight additional hours per subject per week. Students will be provided with information on reading lists and the pattern of assessment at the first lecture.

SUBJECT DESCRIPTIONS**WEM41ACM ADVANCED CATCHMENT MANAGEMENT** (15 CPs Sem. I. WO.)

Dr Roger Croome

Not available in 2004.

WEM41AWM ADVANCED WASTE MANAGEMENT (15 CPs Sem. I. WO.)

Dr Roger Croome

Not available in 2004.

WEM41ECB THE AUSTRALIAN ENVIRONMENT – ECOLOGY AND CONSERVATION B (15 CPs Sem. I. WO.)

Dr Roger Croome

Not available in 2004.

WEM41PB PROJECT B (15 CPs Sem. I. WO.)

Dr Roger Croome

Students are required to undertake a research work that has direct application to their employment or to perceived community need, and to develop their ability to apply their skills to the solution of environmental problems. This is carried out over two semesters in the second year of the course (WEM41PB and WEM42PA).

Assessment: the project is assessed from the 12,000 to 15,000-word report presented on completion (100%).

WEM41WM WASTE MANAGEMENT (15 CPs Sem. I. WO.)

Dr Roger Croome

This subject provides students with the opportunity to identify the factors that contribute to the production and accumulation of waste, understand different waste characteristics and apply the basic principles of integrated waste management. Topics include characteristics of domestic, agricultural and industrial wastes, solid waste management, and regional waste characteristics. Sanitary landfill (site selection, operation, process and guidelines), concepts of biochemical oxygen demand, biokinetics and stream processes associated with river disposal, sewage treatment processes, nutrient removal practices, appropriate treatment techniques for country areas, beef feedlot waste management, liquid and solid industrial waste treatment and disposal, stormwater quality management, and cleaner production are also examined.

Assessment: three assignments (90%) and participation in discussions (10%).

WEM42CM CATCHMENT MANAGEMENT (15 CPs Sem. II. WO.)

Dr Roger Croome

This unit provides students with the opportunity to analyse the different components of catchments that are likely to affect catchment hydrology and water quality. Topics include introduction to Murray-Darling Basin, history and principles of catchment management, catchment management in the Ovens Valley, land use and water

quality, impact of development on the River Murray, introduction to GIS, and soil conservation.

Class requirements: one 90-minute lecture per week (evening). In addition there are three field visits on Saturdays.

Assessment: three assignments (90%) and participation in discussions (10%).

WEM42ECA THE AUSTRALIAN ENVIRONMENT – ECOLOGY AND CONSERVATION A (15 CPs Sem. II. WO.)

Dr Roger Croome

Students have the opportunity to gain an overview of the Australian biophysical environment delivered over two semesters. Topics include global and Australian biophysical environment, ecological principles and ecosystem theory, salinity, Victorian Flora and Fauna Guarantee Act, billabongs, soils, eutrophication, forest ecology and management, taxonomy/blue-green algae, introduction to economics, environmental management within the mining, quarrying and dairy industries, and case studies on lake pollution.

Class requirements: one 90-minute evening lecture per week. In addition there is a student seminar and laboratory/field class.

Assessment: six assignments (70%), seminar presentation (20%) and participation in discussions (10%).

WEM42ELH THE AUSTRALIAN ENVIRONMENT – LEGAL AND HUMAN ASPECTS (15 CPs Sem. II. WO.)

Dr Roger Croome

Not available in 2004.

WEM42PA PROJECT A (15 CPs Sem. II. WO.)

Dr Roger Croome

Not available in 2004.

School of Psychological Science**Graduate Diploma in Psychology – STGPW**

This course provides the opportunity for graduates in other disciplines to undertake the three-year sequence of Psychology, PSY11PYA/12PYB, STA12PSY, PSY21PYA/22PYB, PSY30PY. Graduate diploma students will participate and be assessed in exactly the same way as students enrolled in the Bachelor of Behavioural Science (BBS) program. Subject details are listed below.

Due to the limited number of places available and the large number of applications, a B average (Distinction) across previous tertiary studies is expected. Applicants who have a recently completed first-year, APS-accredited, undergraduate psychology subject from their previous degree may be given approval to enter at second-year level if their first-year subject is deemed to be equivalent to PSY11PYA and PSY12PYB. Similarly, students with a two-year sequence of approved psychology subjects may be able to study PSY30PY.

As it is not possible to proceed to later years in psychology before having completed the earlier years, the course will require three years of part-time study: six hours a week for PSY11PYA and PSY12PYB, five hours a week for STA12PSY, eight hours a week for PSY21PYA and PSY22PYB, 12 hours a week for PSY30PY and either three hours a week for PSY30TOP, or eight hours a week for PSY30APP. No evening classes are available.

Course structure**First year**

| Sem. | Subject title | Subject code | CP |
|------|---------------------------|--------------|----|
| 1 | Psychology A | PSY11PYA | 15 |
| 2 | Psychology B | PSY12PYB | 15 |
| 2 | Statistics for Psychology | STA12PSY | 15 |

Second year

| Sem. | Subject title | Subject code | CP |
|------|---------------|--------------|----|
| 1 | Psychology A | PSY21PYA | 20 |
| 2 | Psychology B | PSY22PYB | 20 |

Third year

| Sem. | Subject title | Subject code | CP |
|------|---------------|--------------|----|
| 1&2 | Psychology | PSY30PY | 60 |

To meet accreditation requirements, those candidates who intend to proceed to professional postgraduate courses in psychology, or to apply for membership of the Australian Psychological Society must also complete a minimum of at least 20 credit points at second-year or

third-year level from the list of subjects below (full details of each subject are available in the Undergraduate Handbook). Students would normally enrol in this subject during the second or third year of the diploma.

| Sem. | Subject title | Subject code | CP |
|------|----------------------|--------------|----|
| 1&2 | Topics in Psychology | PSY30TOP | 20 |
| 1&2 | Applied Psychology | PSY30APP | 60 |

Postgraduate Diploma in Applied Psychology – SPAPW

Co-ordinator: Dr Darryl Maybery

Enquiries: School of Psychological Science, Albury-Wodonga Campus, (03) 6058 3895

This course provides an opportunity to acquire theoretical knowledge, practical and research skills relevant to applied areas of psychology. The program will offer education in the basic discipline of psychology at an advanced level.

Admission requirements

Applicants must have successfully completed a degree with excellent results, within the last 10 years, with an Australian Psychological Society accredited three-year sequence in psychology, or the first three years of an integrated accredited four-year program.

Course structure

The course is available on a full-time or part-time basis. The duration of the course is one year full-time or two years part-time. Coursework is offered by intensive delivery mode in three one-week teaching blocks alternating between Albury-Wodonga and Bendigo campuses.

The course structure is given below:

| Sem. | Subject title | Subject code | CP |
|------|------------------------------|--------------|----|
| 1&2 | Applied Research | PSY40RDA | 15 |
| 1&2 | Applied Practical Skills | PSY40PAS | 20 |
| 1&2 | Theory in Applied Psychology | PSY40TAP | 20 |
| 1&2 | Independent Research Project | PSY40THS | 65 |

Part-time students would enrol in PSY40PAS, PSY40TAP and PSY40RDA in year one, and PSY40THS in year two.

Subject offerings may change according to available staffing resources and as a result of the ongoing process of evaluation and updating of content. Additional information on subjects is available from the subject listings in the Undergraduate Handbook or from the School's course handbooks.

BEECHWORTH CAMPUS

Introduction to the campus

The campus is located at Albert Street, Beechworth, Victoria 3747.

Enquiries

Administration: tel: (03) 5720 8000, fax: (03) 5720 8001

Convention Centre: tel: (03) 5720 8020, fax: (03) 5720 8022

Email: cicc@latrobe.edu.au

Web: <http://www.latrobeatbeechworth.com.au>

In December 1996 La Trobe University purchased the former Mayday Hills hospital in the historic town of Beechworth, North East Victoria, with a view to creating a unique campus of the University. The campus comprises over 100 hectares and, with its heritage gardens and many classified buildings dating back to the 1860s, offers a special educational environment.

The primary focus of the campus is as a professional and personal development centre facilitating conferences and conventions, post-initial education and short course programs, and residential retreats and activities. *La Trobe at Beechworth* is now the largest professional development and conference centre in regional Victoria.

Accommodation on campus is refurbished to standards in line with the hotel and hospitality industry to cater not only for incoming delegates, but also to offer hands-on experience to students enrolled in Tourism and Hospitality programs.

The International Hotel School located in the centre of the campus, incorporates all the features of a quality hotel property including a large conference centre, bar, bistro and fine dining room, pool, business centre and quality accommodation. The fully operational hotel provides real-life experiences for students studying hotel operations, accommodation management and a range of associated subjects, while assisting practical skills development in food and beverage studies. The Hotel School offerings are integrated into the international exchange and partnership programs that La Trobe University has with universities in Asia, America and Europe.

In alliance with the Beechworth Arts Council, the University has established an Arts Precinct on campus utilising the workshop and exhibition space in and around the historic Bijou Theatre. The Arts Precinct features exhibitions, workshops, artists in residence and festival activities.

Beechworth Child Care Centre, Beechworth Kindergarten and Beechworth Montessori Kindergarten are also conveniently located on campus.

Details of all campus activities can be obtained from the Conference Manager.

MILDURA CAMPUS

Introduction

The Mildura campus is located at Benetook Avenue, three kilometres from the city centre and is serviced by public transport.

Course enquiries:
Tel: (03) 5022 3757

Student services

Student services include counselling, disability support, a Koori support unit, accommodation services, careers counselling, financial aid advice, study skills support and community health services.

Campus facilities

A new \$4.5m campus facility was completed in October 2003. This facility includes a 150-seat lecture theatre (with videoconferencing), tutorial/seminar rooms, computer resource laboratory, administration and lecturer offices. The facility will also house the Murray Darling Freshwater Research Centre, Lower Basin Laboratory.

Other facilities include extensive grounds, auditorium, laboratories, library, videoconferencing, onsite residential accommodation, bookshop, food outlets, childcare and free car parking.

Facilities for fine art include extensive painting, print making, sculpture, drawing and photographic/multimedia studios associated with darkrooms for black and white and colour production. There is access to studios during weekday evenings, at weekends and during semester breaks. A networked Apple computer system, scanners, laser printers and digital video editing suite are utilised in the Visual Arts courses.

The Gambetta Library provides access to educational resources, photocopiers, and computers for word processing or Internet searching. Students are able to use the core information materials available for all subjects taught at Mildura, and they have access to the resources of the major campus libraries of Bundoora, Bendigo and Albury-Wodonga through inter-campus loans. Journal articles and conference papers not available locally or online will be photocopied and delivered to the campus free of charge.

Electronic databases and some online lectures can be accessed both from home and through designated on-campus computers.

Research and library skills support, for individuals or class groups, is available throughout the year.

School of Education

The School of Education offers a wide range of programs including pre-service teacher training, postgraduate interdisciplinary studies and specialist graduate diplomas and masters degrees. The School also provides the opportunity for research at both the masters and doctoral level. Students from other Faculties of the University may apply to enrol in individual education subjects. Most programs are available at the Albury-Wodonga, Bendigo and Bundoora campuses and some are also offered at Shepparton and Mildura campuses. The School is recognised as being among the leading educators of teachers and other professionals in Australia. It is an active community of learners dedicated to teaching and to scholarship that encourages the development and application of knowledge and ideas through research, teaching and outreach activities.

The Institute for Education on all campuses provides professional development activities and programs for teachers on a range of educational issues across all curriculum areas.

Riverlink Postgraduate Research Network

The Riverlink Postgraduate Research Network (PRN) is a joint initiative between the Riverlink horticultural science network (CSIRO Plant Industry Merbein, Department of Primary Industry [Research and Development], NSW Agriculture Dareton & PIRSA/SARDI Loxton Agricultural Centre) and La Trobe University. The PRN aims to increase study and work opportunities for postgraduate students in the Sunraysia-Riverland region, strengthening regional research capabilities.

Completing higher degree studies through the Riverlink PRN will provide students with the opportunity to work closely with regional horticultural industries and develop a network within the horticultural research field. Riverlink is a respected and innovative network of horticultural R&D centres with over 200 staff working in a variety of areas. It has excellent equipment and support services. Many young scientists work within the Riverlink network and the centres have a friendly supportive atmosphere. Riverlink staff work on a wide variety of projects addressing issues in horticulture, the environment, engineering, extension, quality assurance, biodiversity, pests and diseases, irrigation and salinity, gene technology, plant propagation and information technology.

For further information go to www.latrobe.edu.au/mildura.

Programs available at the Mildura Campus

Graduate Diploma in Technology Education (WO, BE, B, M, S) – BEGTE

The course is a two-year, full-time or equivalent program and is offered through a co-operative arrangement between TAFE institutions and La Trobe University. It is designed for instructors working within the Vocational Education and Training component in secondary schools or for people with a trade background and industry experience wishing to teach in secondary schools. Upon completion of the course, students will be qualified as teachers in VET Method and Technology Key Learning Areas in secondary schools.

Admission requirements

To be eligible for entry to the course, applicants must satisfy one or more of the following requirements:

1. Certificate of Proficiency of the Victorian Industrial Training Commission, or equivalent, and substantial relevant work experience such that the period of apprenticeship and work experience totals not less than eight years.
2. A Certificate of Technology or other approved two-year, full-time, post-Year 11 TAFE certificate or equivalent, plus at least six years of relevant work experience.
3. Diploma or other approved two-year, full-time, post-Year 12 certificate, plus at least two years of relevant work experience.
4. Other such vocational qualifications and occupational experience as may be deemed by the University and the Department of Education and Training to be at least equivalent to one of the above.

Course structure

Year 1

La Trobe University subjects

| | |
|------------------------|----------|
| Issues in Education | EDU41IIE |
| VET Teaching Method 1 | EDU41VM1 |
| Industrial Practicum A | EDU41IPA |
| Industrial Practicum B | EDU42IPB |

TAFE subjects

| | |
|--|----------|
| Introduction to Australia's VET System | EDU40IVS |
| Studies in Information Technology | EDU40SIT |

Year 2

La Trobe University subjects

| | |
|--|----------|
| Curriculum Development and Design | EDU42CDD |
| Methods of Teaching (Technology Method) | EDU41MT1 |
| Studies in Technology: Materials and Systems | EDU41TMS |
| Industrial Practicum C | EDU42IPC |
| Industrial Practicum D | EDU42IPD |

TAFE subject

| | |
|-------------------------------------|----------|
| Safe Practices in the VET Classroom | EDU40SPC |
|-------------------------------------|----------|

Graduate Diploma in Vocational Education and Training (WO, B, M, S) – EDGVETM

This course is offered jointly with approved institutes of TAFE. The course provides teaching credentials for people with a trade background who have an interest in teaching in settings such as industry, technical or adult and community education.

Admission requirements

A bachelor degree or recognised professional or trade qualification which satisfies requirements for employment in the TAFE sector; that is, a minimum of Level 3 Certificate plus five years of industry experience.

Course structure (B, WO, S, M)

This course has a total of 120 credit points and consists of six subjects. The following subjects are taken at the University.

| Semester | | Subject code |
|----------|--|--------------|
| 1 | Methods of Teaching (Adult stream) | EDU41MTA |
| 2 | Adult Education: Theory, Practice & Change | EDU42AET |
| 2 | Curriculum Development and Design | EDU42CDD |
| 2 | Leadership and Supervisor Skills | EDU42LSS |

The following subjects are taken with an approved TAFE institute.

| Semester | | Subject code |
|----------|--|--------------|
| 1 | Introduction to Australia's VET System | EDU40IVS |
| 2 | Teaching and Learning in TAFE | EDU40TLT |
| 2 | Teaching Practice (VET) | EDU41TPV |

Enrolment

Please note that if a subject is under-enrolled (fewer than 10 students), it may be cancelled. Students may arrange to enrol in another class or undertake to do the subject on another campus.

Withdrawal from intensive mode subjects

In order to avoid HECS liability or tuition fees, students intending to withdraw from an intensive mode subject must do so before the commencement date of the subject.

Subject timetable

Subject timetables will be available from the Mildura Campus Office. Students will receive written confirmation of subject timetables from the School of Education administrative staff.

Subject descriptions

Subject descriptions for all School of Education subjects are located within the 'Faculty for Regional Development' section of this Handbook. Subjects are in alphabetical order by subject name. Please refer to that section or to the Subject Index at the back of this Handbook.

Graduate Certificate in Management – BEGM

In 2004 the Mildura campus, in conjunction with the Bendigo campus, will be offering subjects in the Graduate Certificate in Management leading to a Graduate Diploma in Management and Master of Business.

Depending on students numbers, the subjects will be offered at Mildura in weekend or block modes.

The Graduate Certificate in Management has been developed to satisfy the needs of people seeking an introductory set of management knowledge and skills to broaden qualifications normally gained in other tertiary disciplines. On completion of the course, graduates will be able to display a range of competencies in some key, selected business-related discipline areas required for administrative or management positions in public or private organisations.

Admission requirements

Applicants must normally hold an undergraduate degree or equivalent with a minimum of two years work experience. Candidates may apply for entry based upon considerable relevant work experience. See course co-ordinator for further details.

Course structure

The certificate is awarded upon completion of four subjects:

| | |
|----------|-----------------------------------|
| MGT42MOB | Managing Organisational Behaviour |
| COM41FPA | Financial Planning and Analysis |
| INT41MIS | Management Information Systems |
| MGT42HRI | Managing Human Resources and IR |

Students who successfully complete the Graduate Certificate may graduate or move into the Graduate Diploma in Management then to the Master of Business.

MT BULLER CAMPUS

Introduction

The campus is located at New Summit Road, Mt Buller, Victoria, 3723.

General enquiries: (03) 5733 7000

Course enquiries: (03) 9479 3770

Email: mtbuller@latrobe.edu.au

Web: www.latrobe.edu.au/mtbuller

Currently the Mt Buller campus offers undergraduate programs through La Trobe University and VET programs through the La Trobe Institute of Vocational Education and Training, a private VET provider wholly owned by La Trobe University.

The campus is residential, with its semesters designed to take advantage of the ski season, thereby providing students with the opportunity to study, work, and live in a tourism/hospitality setting and integrate all aspects of their chosen vocation.

The campus is the centre of community life and provides facilities for public use, which enhance the alpine experience for resort visitors. The auditorium is the local picture theatre, meeting hall and conference facility.

During winter the international standard gymnasium is used by national ski teams and the public alike, while the sports stadium, with its climbing walls, tennis courts, basketball courts and curling, provides diversity of activity for both students and the public. Mt Buller is a unique campus, in a unique setting.

Library services

A librarian is available to support the University community on campus with access to La Trobe University Library services, finding information, using the databases and developing information and research skills.

The Library has a variety of printed and electronic educational resources, including books, journals, databases and multimedia materials. With access to online library catalogues of other campuses and universities, it is the gateway to the resources available through the La Trobe University Library system.

SHEPPARTON CAMPUS

Introduction

The campus is co-located with the Goulburn Ovens Institute of TAFE on Fryers Street, Shepparton. Shepparton is serviced by rail and coach services from Melbourne.

Course enquiries: 1st Floor, McLean Building
Tel: (03) 5833 2517 or Freecall 1800 065 721

Course information

Academic units at the Shepparton campus are part of the University's Faculties; further details of the courses offered can be found in the Faculty entries elsewhere in this Handbook.

Student services

Enquiries: (03) 5833 2589

Assistance is available in areas such as research and study skills, counselling, careers advice, financial aid and accommodation. Study skills workshops, a key part of support services at the campus, are conducted at the commencement of the academic year and thereafter according to demand. Assistance with reader education and information retrieval skills is provided by the library. A list of real estate agents and hostel type accommodation is available on the website or from the administration office. Support for students of Aboriginal and Torres Strait Islander background is provided through the Aboriginal Tutorial Assistance Scheme and Aboriginal Liaison Officer.

Campus facilities

The campus is equipped with a modern computer laboratory with a range of software including office applications and statistical software, access to electronic mail and the internet. The library houses a variety of printed and electronic educational resources, including books, journals, databases and multimedia materials. With access to online library catalogues of other campuses and universities, it is the gateway to the resources available through the La Trobe University Library. Students are offered training sessions to develop their skills in finding information. A bookshop is located next to the library. Metered parking is available in the immediate vicinity of the campus and unrestricted free parking two blocks away. Local public transport is also available.

Students' Association

An active students' association organises a range of social, recreational and educational activities throughout the year.

Programs of the Faculty of Law and Management

School of Business

Enquiries: (03) 5833 2517

Graduate Diploma in Accounting – LMGAP

This graduate diploma has been accredited as a conversion course by both CPA Australia and the Institute of Chartered Accountants in Australia (ICAA). This enables graduates who did not take an accounting major as part of their undergraduate degree to become professional accountants. It also allows students who have overseas qualifications in accounting to qualify for membership with the two Australian professional accounting bodies.

Admission requirements

An Australian degree or approved equivalent in any discipline is required.

Course structure

To fulfil the requirements of the Graduate Diploma in Accounting, students must satisfactorily complete a minimum of eight subjects (each worth 15 credit points). No more than two first-year subjects can be included, while a minimum of three third-year subjects must be chosen from those offered by the School of Business.

Professional accreditation

For professional accreditation with CPA Australia and the Institute of Chartered Accountants in Australia (ICAA), candidates are required to satisfactorily complete 15 designated subjects (listed below). However, depending on a student's academic background, some exemptions/advanced standing may be granted.

Students who have been granted more than seven subjects advanced standing should note that a minimum of eight subjects is required to qualify for the Graduate Diploma in Accounting. In addition, electives must be taken at second or third-year levels. To fulfill the requirements of the Graduate Diploma in Accounting, students must satisfactorily complete a minimum of eight subjects. No more than two first-year subjects can be included, while a minimum of three third-year subjects must be chosen from those offered by the School of Business. For complete subject descriptions, refer to the Undergraduate Handbook.

Year 1

| Sem. | | Subject code |
|------|-------------------------------------|--------------|
| 1 | Accounting for Management Decisions | ACC11AMD |
| 1 | Introductory Microeconomics | ECO11MI |
| 1 | Management Information Systems 1 | BUS11MIS |
| 2 | Law of Commercial Contract | LST12LCC |
| 2 | Business and Economic Statistics | ECO12BES |
| 2 | Financial Accounting 1 | ACC12FNA |
| 2 | Introductory Macroeconomics | ECO12IMA |
| 2 | Law of Business Association | LST12LBA |

Year 2

| Sem. | | Subject code |
|------|-------------------------|-----------------|
| 1 | Auditing | ACC31AUD |
| 1 | Financial Accounting 2 | ACC21FNA |
| 1 | Management Accounting A | ACC21MAA |
| 1 | Taxation | ACC31TAX |
| 2 | Finance | FIN22FIN |
| 2 | Financial Accounting 3 | ACC32FNA |
| 2 | Management Accounting B | ACC22MAB |

Graduate Diploma in Business Studies – LMGBSS

This program is designed to enable graduates to extend their studies into areas of interest that were not included in their primary degree. Students gain specialist knowledge in their chosen discipline by studying core human resource management, management or marketing subjects, and elective subjects allow them to investigate related areas of interest.

Admission requirements

A bachelor degree in any discipline is required.

Course structure

The course comprises eight subjects (120 credit points), including at least four subjects at third-year level. The program may be undertaken on either a one-year full-time or two-year part-time basis.

Human Resource Management

| Sem. | | Subject code |
|------|---|--------------|
| 1 | Human Resource Development | MGT21HRD |
| 1 | Human Resource Management | MGT21HRM |
| 2 | Organisational Behaviour | MGT22OBE |
| 2 | International Human Resource Management | MGT32IHR |
| 2 | Organisational Change and Development | MGT32OCD |
| 2 | Human Resource Information Systems | MGT32HRI |

Plus any three subjects from:

| | | |
|---|--|-------------|
| 1 | Strategic Management | MGT31SMG ** |
| 1 | Industrial Relations | ECO31IRE |
| 2 | Employment and Labour Relations Law | LAW22ELR ** |
| 2 | Interpersonal Skills and Conflict Management | MGT22ISC |

Management

| | | |
|---|---------------------------------------|-------------|
| 1 | International Management | MGT31IMG ** |
| 1 | Strategic Management | MGT31SMG ** |
| 2 | Organisational Behaviour | MGT22OBE |
| 2 | Business Ethics | MGT22BET ** |
| 2 | Organisational Structure and Design | MGT32OSD ** |
| 2 | Organisational Change and Development | MGT32OCD |

Plus any two subjects from:

| | | |
|---|-----------------------------------|----------|
| 1 | Business Communications | MGT21BCO |
| 1 | Human Resource Management | MGT21HRM |
| 2 | Marketing Principles and Practice | MKT22MPP |

Marketing

| | | |
|---|-----------------------------------|----------|
| 1 | Marketing Communications | MKT31MCO |
| 1 | Consumer Behaviour | MKT21CBE |
| 2 | Strategic Marketing | MKT32SMK |
| 2 | Services Marketing | MKT22SMA |
| 2 | Marketing Principles and Practice | MKT22MPP |
| 2 | Marketing Research | MKT32MRE |

Plus any two subjects from:

| | | |
|---|---------------------------|------------|
| 1 | Human Resource Management | MGT21HRM |
| 1 | International Marketing | MKT31IMK |
| 1 | Electronic Marketing | MKT31ELM * |
| 2 | Organisational Behaviour | MGT22OBE |
| 2 | Marketing Law | LST22MAL** |

* Offered online from the Albury-Wodonga campus

** Not offered in Shepparton in 2004

Note: The School of Business conducts a Summer School at Bundoora each year over the January/February period where additional subjects may be available. Please contact the School for further details.

Programs of the School of Educational Studies

The School of Educational Studies focuses on graduate education and is dedicated to teaching and to scholarship that encourages the development and application of knowledge and ideas through research, teaching and outreach activities. Members of staff are key participants in a wide variety of professional associations and educational advisory committees. The School offers a wide range of pre-service and in-service programs at the Bundoora, Albury-Wodonga, Shepparton and Mildura campuses, designed for graduates with a professional interest in education, who wish to undertake research and to update and reflect on their knowledge of theory. The School is active in projects as diverse as the Adult Migrant English Program Research Centre, the Advocacy Project for students at risk, and the Sun and Science Project. The School also offers off-shore programs in Vietnam and China.

Subject descriptions

The subject descriptions are presented in alphabetical order within year level in the Education section of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Courses available at Shepparton

Graduate Certificate in Education (Professional Development)

Graduate Diploma in Education (Primary)

Graduate Diploma in Educational Studies

Graduate Diploma in Vocational Education and Training

Graduate Certificate in Education (Professional Development) – EDCEPD

This is a fee-paying course and does not attract a HECS liability.

Details of fees are provided with the application kit.

The Graduate Certificate in Education (Professional Development) is designed for teachers and other professionals requiring a short professional development course in education. It provides an opportunity for study in the discipline of education and a pathway to other postgraduate study.

Duration

One semester full-time or one year to 18 months part-time.

Admission requirements

Applicants must have qualified for either a bachelor degree or a diploma from a tertiary institution of at least three years full-time duration (or an equivalent).

Course structure

The course consists of 60 credit points of study and is normally undertaken by enrolment in three 20-credit point subjects or a combination of 15- and 20-credit point subjects. With the approval of the course adviser, candidates may select subjects in their area of interest from the Education listing of fourth and fifth-year subjects. (Refer to the subject listing under Graduate Diploma of Education

Studies.) Candidates may apply for credit for up to one-third of the course for equivalent external study or approved teacher professional development that has been undertaken with assessment.

Graduate Diploma in Education (Primary) – EDGEPP

This course provides the teacher training component of the requirements for qualification as a teacher in Victoria and most other states, as well as many overseas countries. It covers the following method areas: English, mathematics, science, technology, studies of society and environment, visual and performing arts, health and physical education, and includes languages other than English teaching method for selected students with appropriate qualifications. The course includes 60 days of supervised school experience.

Duration

The course is normally undertaken by full-time study for one academic year or part-time over two years.

Part-time program

Limited part-time places are available. Part-time candidates attend a course of study and undertake practical teaching experience over two years. They are expected to attend classes and other formal activities for approximately three days a week during each semester in addition to practical teaching experience. The subject Issues in Education is compulsory in the first year of a part-time enrolment. Students are also advised to take either mathematics or English method subject during the first year. Most activities are in normal working hours.

Admission requirements

A three-year bachelor degree, acceptable to the appropriate qualifications board, is the minimum prerequisite; competence in English as specified in the VTAC Guide for local students and university admission requirements for international students.

Before embarking on this course, candidates with qualifications that are not standard Victorian university degrees are strongly advised to check with the Victorian teacher accreditation authority through the Victorian Institute of Teaching or other employment authorities to ensure that they will be eligible for employment in the school sector. The student's first degree and subject combinations must be acceptable to the appropriate employer authorities.

Application procedures

Candidates for the course must apply through the Victorian Tertiary Admissions Centre (VTAC) by 30 September. Late applications (at an additional cost) close mid-November. Application forms are provided in the VTAC Guide (available from newsagents) or via the VTAC Infonet: www.vtac.edu.au.

An information meeting for prospective candidates is held in late August or early September each year. Details are widely advertised at the time.

English requirement

University Test of English as a Second Language (UTESL)

If you do not have a satisfactory result in any standard Year 12 English in Australia (including applicants with overseas qualifications), or if you have not received official exemption from the University Test of English as a Second Language from the institution of your first preference, you must enrol for this written test of reading, writing and listening skills. If you fail to sit the test, you will not be considered for selection. Tests are conducted by the Language Testing Research Centre at the University of Melbourne. Please refer to the VTAC Guide 2004 for details.

Police record check

All students enrolling in the Graduate Diploma in Education will be required to complete a Victorian Police 'Consent to Check and Release Form'.

Course structure

This course has a total of 120 credit points. EDU40PLO (LOTE method) (5 credit points) is an optional additional method and can be taken by those with the appropriate undergraduate qualifications in the Language Other than English (LOTE).

A pass in all components of all subjects is required for successful completion of the degree.

Core subjects

| Sem. | | Subject code |
|------|---|--------------|
| 1 | Teaching Practice 1 | EDU41TP1 |
| 2 | Teaching Practice 2 | EDU42TP2 |
| A | Issues in Education | EDU40IEP |
| A | Primary English Method | EDU40PEN |
| A | Primary Health and PE Method | EDU40HPE |
| A | Primary Learning Technologies Method | EDU40PLT |
| A | Primary Maths Method | EDU40PMA |
| A | Primary Science Method | EDU40PSC |
| A | Primary SOSE Method | EDU40PSO |
| A | Primary Visual & Performing Arts Method | EDU40VPA |

Graduate Diploma in Educational Studies – EDGESTP

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is designed to provide an opportunity for teachers and other professionals to further their professional development in general educational studies. It provides a fourth-year qualification for three-year trained primary teachers or a qualification in education for nurses or other professionals who wish to pursue studies in professional education related to their own environment. The course is a pathway to masters level study.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A three-year bachelor degree or equivalent is required.

Course structure

The course has a total of 120 credit points. Subject availability at the Shepparton campus is limited. However, students may also select subjects at either the Albury-Wodonga or Bundoora campuses, many of which are delivered intensively.

Subjects

The following subjects will be available at the Shepparton Campus.

| Sem. | | Subject code |
|------|-----------------------------------|--------------|
| 1 | Methods of Teaching (Adult) | EDU41MTA |
| 1 | Reading Subject | EDU41RS1 |
| 2 | Research Practicum | EDU42RP |
| 2 | Curriculum Development and Design | EDU42CDD |

Students should refer to the School of Educational Studies entry in the Faculty of Humanities and Social Sciences section for availability of subjects on other campuses. Several subjects on other campuses are available in block mode during summer and semester vacations and during weekend periods.

Subject descriptions

The subjects listed above are presented in alphabetical order within year level in the Education section of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

Graduate Diploma in Vocational Education and Training – EDGVETP

This is a fee-paying course and does not attract a HECS liability. Details of fees are provided with the application kit.

This course is offered jointly with the Goulburn Ovens Institute of TAFE. The course provides a teacher education credential designed for those who are currently involved with teaching in training environments such as industry or TAFE, or those who have an interest in this area.

Duration

One year full-time or 2-3 years part-time.

Admission requirements

A bachelor degree, or a professional qualification which satisfies requirements for employment in the TAFE sector is required; that is, a minimum of Level 3 Certificate plus five years of industry experience.

Course structure

This course has a total of 120 credit points and consists of six subjects.

The following subjects are taken at the University. Not all subjects are available at Shepparton campus in a single academic year.

| Sem. | | Subject code |
|------|---|--------------|
| 1 | Methods of Teaching (Adult stream) | EDU41MTA |
| 2 | Curriculum Development and Design and one of: | EDU42CDD |
| 2 | Adult Education: Theory, Practice and Change | EDU42AET |
| 2 | Leadership and Supervision Skills | EDU42LSS |
| 3 | Using Multimedia for Learning | EDU43UML |

The following subjects are taken with an approved TAFE institute.

| | | |
|---|--|----------|
| 1 | Teaching Practice (VET) | EDU41TPV |
| A | Introduction to Australia's VET System | EDU40IVS |
| A | Teaching and Learning in TAFE | EDU40TLT |

Subject descriptions

The subjects listed above are presented in alphabetical order within year level in the Education section of the Humanities and Social Sciences chapter. For specific location, consult the Index at the back of the Handbook.

INDEX BY SUBJECT NAME

| | | | | | |
|--|----------|-----|--|----------|-----|
| 1ST YEAR ADVANCED FRENCH FOR TEACHERS C | FRE41FTC | 330 | ADVANCED MANAGEMENT FINANCE | BUA51AMF | 230 |
| 1ST YEAR ADVANCED FRENCH FOR TEACHERS D | FRE42FTD | 330 | ADVANCED MANAGEMENT FINANCE | BUA52AMF | 233 |
| 2ND YEAR ADVANCED FRENCH FOR TEACHERS E | FRE41FTE | 330 | ADVANCED MANAGEMENT INFORMATION SYSTEMS | BUA51AMI | 230 |
| 2ND YEAR ADVANCED FRENCH FOR TEACHERS F | FRE42FTF | 330 | ADVANCED MANAGEMENT INFORMATION SYSTEMS | BUA52AMI | 233 |
| ABORIGINAL AUSTRALIA | ANT22ABA | 177 | ADVANCED MANAGEMENT INFORMATION SYSTEMS | CSE42AMI | 274 |
| ABORIGINAL AUSTRALIA | ANT32ABA | 177 | ADVANCED MEDIA PRODUCTION – RADIO | MST32MPR | 217 |
| ABORIGINAL STUDIES | EDU41ABS | 330 | ADVANCED MEDIA PRODUCTION – TELEVISION | MST32MPT | 217 |
| ABORIGINAL STUDIES | EDU42ABS | 331 | ADVANCED MEDICAL NURSING PRACTICE | NSG41AMC | 111 |
| ACCOUNTING THESIS | ACC41PGC | 237 | ADVANCED MEDICAL NURSING PRACTICE | NSG42AMC | 120 |
| ACHIEVING COMPETENCE IN COMMUNITY PRACTICE | NSG41CCP | 112 | ADVANCED MEDICAL NURSING PRACTICE | NSG42AMC | 376 |
| ACHIEVING COMPETENCE IN COMMUNITY PRACTICE | NSG42CCP | 121 | ADVANCED METHODOLOGY IN LANGUAGE TEACHING | EDU41ALT | 331 |
| ACTION LEARNING IN HEALTH SERVICE MANAGEMENT | PHE50ALM | 151 | ADVANCED METHODOLOGY IN LANGUAGE TEACHING | EDU42ALT | 331 |
| ACTION RESEARCH | NSG41AR | 331 | ADVANCED METHODOLOGY IN LANGUAGE TEACHING | EDU42ALT | 190 |
| ACUTE CARE IN SPINAL NURSING | NSG41ACS | 110 | ADVANCED MIDWIFERY STUDIES | MID51AMD | 109 |
| ACUTE NURSING IN THE COMMUNITY | NSG41ANC | 111 | ADVANCED MIDWIFERY STUDIES | MID52AMD | 110 |
| ACUTE NURSING IN THE COMMUNITY | NSG42ANC | 121 | ADVANCED NURSING PRACTICE IN ACTION | NSG42ANA | 120 |
| ACUTE NURSING IN THE COMMUNITY | NSG42ANC | 376 | ADVANCED NURSING PRACTICE IN ACTION | NSG42ANU | 121 |
| ADAPTED PHYSICAL EDUCATION | EDU41APE | 331 | ADVANCED NURSING PRACTICE IN ACTION | NSG52ANU | 129 |
| ADAPTED PHYSICAL EDUCATION | EDU51APE | 331 | ADVANCED NURSING PRACTICE IN ACTION | NSG41ANU | 111 |
| ADULT EDUCATION: THEORY, PRACTICE AND CHANGE | EDU42AET | 331 | ADVANCED NURSING PRACTICE IN ACTION | NSG41ANU | 376 |
| ADULT EDUCATION: THEORY, PRACTICE AND CHANGE | EDU42AET | 190 | ADVANCED NURSING PRACTICE IN ACTION | NSG42ANU | 376 |
| ADULT NEUROGENIC DYSPHAGIA | HCS41AND | 103 | ADVANCED NURSING THERAPIES | NSG41ANT | 331 |
| ADV MANAGERIAL ECONOMICS | ECO41AME | 237 | ADVANCED NURSING THERAPIES PRACTICE | NSG42ATH | 121 |
| ADVANCED ACUTE CARE NURSING PRACTICE | NSG41ACC | 110 | ADVANCED NURSING THERAPIES PRACTICE | NSG42ATH | 376 |
| ADVANCED ACUTE CARE NURSING PRACTICE | NSG41ACC | 376 | ADVANCED OCCUPATIONAL HEALTH | OCT51OHA | 134 |
| ADVANCED AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT | BUA51AHR | 229 | ADVANCED PALLIATIVE CARE NURSING PRACTICE | NSG41PAC | 118 |
| ADVANCED AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT | BUA52AHR | 233 | ADVANCED PRACTICE OF MUSCULOSKELETAL PHYSIOTHERAPY | PTY50APM | 158 |
| ADVANCED AND INTERNATIONAL MARKETING | BUA51AMK | 230 | ADVANCED PRACTICE OF SPORTS PHYSIOTHERAPY | PTY50APS | 158 |
| ADVANCED AND INTERNATIONAL MARKETING | BUA52AMK | 233 | ADVANCED PROF PRACTICE: INTEGRATED PRACTICE (RESEARCH) | OCT52APR | 135 |
| ADVANCED ASSESSMENT PROCESSES IN COUNSELLING | PHE51AAP | 151 | ADVANCED PROFESSIONAL AND ETHICAL CONSIDERATIONS | | |
| ADVANCED CANCER CARE NURSING PRACTICE | NSG41ADC | 110 | IN COUNSELL | PHE52APE | 152 |
| ADVANCED CANCER IN NURSING PRACTICE | NSG42ADC | 120 | ADVANCED PROFESSIONAL PRACTICE | HCS52APP | 106 |
| ADVANCED CARDIAC NURSING PRACTICE | NSG41NCC | 117 | ADVANCED PROFESSIONAL PRACTICE | HCS53APP | 107 |
| ADVANCED CARDIAC NURSING PRACTICE | NSG42NCC | 124 | ADVANCED PROFESSIONAL PRACTICE: INTEGRATED PRACTICE | OCT52APP | 135 |
| ADVANCED CATCHMENT MANAGEMENT | WEM41ACM | 387 | ADVANCED PROGRAMMING PROJECT | CSE42PRO | 276 |
| ADVANCED CHILD AND ADOLESCENT ASSESSMENT AND TREATMENT | PSY62ACA | 295 | ADVANCED PROJECT MANAGEMENT | MGT41APM | 331 |
| ADVANCED CLINICAL REASONING AND DECISION MAKING | OCT52CRD | 135 | ADVANCED PROJECT MANAGEMENT | MGT42APM | 331 |
| ADVANCED CLINICAL REASONING AND DECISION MAKING | OCT62CRD | 137 | ADVANCED READINGS IN HEALTH SCIENCE | HLT52ARH | 332 |
| ADVANCED COMMUNICATION IN HOME BASED CARE | NSG41HCO | 116 | ADVANCED READINGS IN PHYSIOTHERAPY A | PTY51RPA | 160 |
| ADVANCED COMMUNICATION IN HOME BASED CARE | NSG42HCO | 123 | ADVANCED READINGS IN PHYSIOTHERAPY B | PTY51RPB | 160 |
| ADVANCED COMPLEX CARDIAC NURSING | NSG41CAC | 112 | ADVANCED RESEARCH AND EPIDEMIOLOGY | OCT51OHB | 134 |
| ADVANCED COMPLEX CARDIAC NURSING | NSG42CAC | 121 | ADVANCED RESEARCH DESIGN IN PHYSIOTHERAPY | PTY52ARD | 160 |
| ADVANCED COMPLEX CRITICAL CARE ISSUES | NSG41COC | 114 | ADVANCED RESEARCH PROJECT IN PHYSIOTHERAPY | PTY50ARP | 158 |
| ADVANCED COMPLEX CRITICAL CARE ISSUES | NSG41COC | 376 | ADVANCED RESEARCH SKILLS | PHE51ARS | 151 |
| ADVANCED COMPLEX CRITICAL CARE NURSING PRACTICE | NSG42COC | 122 | ADVANCED SIGN LANGUAGE STUDIES | HCS40ADV | 102 |
| ADVANCED COMPLEX CRITICAL CARE NURSING PRACTICE | NSG42COC | 376 | ADVANCED SIGNAL PROCESSING | ELE41ASP | 277 |
| ADVANCED COMPLEX EMERGENCY NURSING PRACTICE | NSG41CEM | 113 | ADVANCED SKILLS | LAW41ADS | 242 |
| ADVANCED COMPLEX EMERGENCY NURSING PRACTICE | NSG42CEM | 121 | ADVANCED SKILLS IN ASSESSMENT AND TREATMENT OF MAJOR DISORDERS | PSY61AAT | 291 |
| ADVANCED COMPLEX INTENSIVE CARE NURSING PRACTICE | NSG41CIC | 113 | ADVANCED SOCIAL WORK FOR DEVELOPING COUNTRIES | SWP51ASD | 161 |
| ADVANCED COMPLEX INTENSIVE CARE NURSING PRACTICE | NSG42CIC | 122 | ADVANCED SOCIAL WORK RESEARCH | SWP51AR | 332 |
| ADVANCED COUNSELLING THEORY AND PRACTICE | PHE51CTP | 152 | ADVANCED SOCIAL WORK RESEARCH | SWP51ASR | 161 |
| ADVANCED CRITICAL CARE NURSING PRACTICE | NSG41CRC | 114 | ADVANCED SOCIAL WORK RESEARCH | SWP52ASR | 162 |
| ADVANCED CRITICAL CARE NURSING PRACTICE | NSG41CRC | 376 | ADVANCED SOCIAL WORK RESEARCH | SWP51ASR | 377 |
| ADVANCED DATABASES | CSE42ADB | 274 | ADVANCED SOCIAL WORK THEORY AND PRACTICE A | SWP51ATA | 161 |
| ADVANCED DYSPHAGIA | HCS42ADY | 104 | ADVANCED SOCIAL WORK THEORY AND PRACTICE B | SWP52ATB | 162 |
| ADVANCED EMERGENCY CARE NURSING PRACTICE | NSG41EMC | 115 | ADVANCED SOFTWARE ENGINEERING PROJECT | CSE40PRJ | 271 |
| ADVANCED ERGONOMICS SEMINARS | HBS50AES | 102 | ADVANCED STRATEGIC MANAGEMENT | MGT42ASM | 239 |
| ADVANCED FAMILY MEDIATION | LAW41AFM | 243 | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY A | SCI41ASA | 297 |
| ADVANCED FAMILY THERAPY THEORY NARRATIVE | FTH40FTN | 99 | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY B | SCI41ASB | 297 |
| ADVANCED FAMILY THERAPY THEORY SYSTEMIC | FTH40FTS | 99 | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY C | SCI41ASC | 297 |
| ADVANCED GAMES PROGRAMMING TECHNOLOGY | CSE42GTE | 276 | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY D | SCI42ASD | 297 |
| ADVANCED GRAPHICS | CSE41AGR | 271 | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY E | SCI42ASE | 297 |
| ADVANCED GROUPWORK | OCT51AGW | 133 | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY F | SCI42ASF | 297 |
| ADVANCED HEALTH ASSESSMENT | NSG40AHA | 331 | ADVANCED STUDIES IN TELECOMMUNICATION B | ELE52ASB | 281 |
| ADVANCED HEALTH ASSESSMENT | NSG51HAL | 128 | ADVANCED STUDIES IN TELECOMMUNICATIONS A | ELE51ASA | 278 |
| ADVANCED HEALTH ASSESSMENT | NSG52HAL | 130 | ADVANCED STUDIES IN TELECOMMUNICATIONS A | ELE52ASA | 281 |
| ADVANCED INSTRUMENTATION ELECTRONICS | ELE41AAE | 277 | ADVANCED STUDIES IN TELECOMMUNICATIONS B | ELE51ASB | 278 |
| ADVANCED INTENSIVE CARE NURSING PRACTICE | NSG41INC | 116 | ADVANCED SURGICAL NURSING PRACTICE | NSG41ASN | 112 |
| ADVANCED ISSUES IN CLINICAL NEUROPSYCHOLOGY | PSY61AIN | 291 | ADVANCED SURGICAL NURSING PRACTICE | NSG42ASN | 121 |
| ADVANCED ISSUES IN HEALTH PSYCHOLOGY | PSY61AHP | 291 | ADVANCED SURGICAL NURSING PRACTICE | NSG42ASN | 376 |
| ADVANCED JOURNALISM AND DESIGN | MST31AJD | 216 | ADVANCED TAXATION | ACC41ATA | 236 |
| | | | ADVANCED TAXATION | ACC42ATA | 237 |
| | | | ADVANCED TOPICS IN COMPUTER SCIENCE 1 | CSE41AT1 | 271 |
| | | | ADVANCED TOPICS IN COMPUTER SCIENCE 1 | CSE42AT1 | 274 |
| | | | ADVANCED TOPICS IN COMPUTER SCIENCE 2 | CSE41AT2 | 271 |
| | | | ADVANCED TOPICS IN COMPUTER SCIENCE 3 | CSE42AT3 | 274 |
| | | | ADVANCED TOPICS IN COMPUTER SCIENCE 4 | CSE42AT4 | 274 |

INDEX BY SUBJECT NAME

| | | | | | |
|---|----------|-----|---|----------|-----|
| ADVANCED TOPICS IN INFORMATION SYSTEMS 6 | CSE41AT6 | 271 | ASSESSMENT PROCESSES IN COUNSELLING | PHE41APC | 141 |
| ADVANCED TOPICS IN INFORMATION SYSTEMS 7 | CSE41AT7 | 271 | ASSESSMENT PROCESSES IN COUNSELLING | PHE42APC | 146 |
| ADVANCED TOPICS IN INFORMATION SYSTEMS 8 | CSE42AT8 | 274 | AT RISK STUDENTS: CRITICAL CONSIDERATIONS | EDU41ARS | 333 |
| ADVANCED TOPICS IN INFORMATION SYSTEMS 9 | CSE42AT9 | 274 | AT RISK STUDENTS: CRITICAL CONSIDERATIONS | EDU42ARS | 333 |
| ADVANCED TOPICS IN TELECOMMUNICATIONS A | ELE51TTA | 281 | AT RISK STUDENTS: CRITICAL CONSIDERATIONS | EDU42ARS | 190 |
| ADVANCED TOPICS IN TELECOMMUNICATIONS A | ELE52TTA | 282 | ATOMIC PHYSICS | PHY41ATM | 283 |
| ADVANCED TOPICS IN TELECOMMUNICATIONS B | ELE51TTB | 281 | ATOMIC PHYSICS | PHY42ATM | 285 |
| ADVANCED TOPICS IN TELECOMMUNICATIONS B | ELE52TTB | 282 | AUDIENCES AND COMMUNICATION | MST12AAC | 214 |
| ADVANCED WASTE MANAGEMENT | WEM41AWM | 387 | AUDIENCES AND THE MEDIA | MST42AAM | 218 |
| AFRICA IN THE MODERN WORLD | HIS22AFM | 178 | AUDIENCES AND THE MEDIA | MST52AAM | 218 |
| AFRICA IN THE MODERN WORLD | HIS32AFM | 179 | AUST INTERNATIONAL HEALTH RELATIONS | PHE42AHR | 146 |
| AGE RELATED CHANGE | BIO41ARC | 332 | AUSTRALIA AND BEYOND: INTRODUCTION TO SOCIOLOGY | SOC12AAB | 179 |
| AGEING AND SOCIETY | HLT42AS | 332 | AUSTRALIA, ASIA AND THE WORLD | POL31AAW | 222 |
| AGEING IN THE COMMUNITY | HLT22AC | 332 | AUSTRALIA, ASIA AND THE WORLD | POL21AAW | 219 |
| ALGORITHMS & DATA STRUCTURES | CSE41FAS | 272 | AUSTRALIAN ABORIGINAL HISTORY | HIS32AAH | 179 |
| ALGORITHMS & DATA STRUCTURES | CSE42FAS | 275 | AUSTRALIAN ABORIGINAL HISTORY | HIS22AAH | 178 |
| AMERICA SINCE 1945: POP ART, POLITICS AND POPULAR CULTURE | HIS31AWA | 173 | AUSTRALIAN ARCHAEOLOGY | ARC41AUS | 168 |
| AMERICA'S WAR IN VIETNAM: CULTURE AND POLITICS | HIS31AWV | 173 | AUSTRALIAN ARCHAEOLOGY | ARC51AUS | 170 |
| ANALYSING COMMUNITY NURSING PRACTICE | NSG41ACP | 110 | AUSTRALIAN IMAGE AND IDENTITY: LANDSCAPE AND CULTURE | ARH32AII | 172 |
| ANALYSING COMMUNITY NURSING PRACTICE | NSG42ACP | 120 | AUSTRALIAN SIGN LANGUAGE AND THE DEAF COMMUNITY | HCS40INT | 103 |
| ANALYSING COMMUNITY NURSING PRACTICE | NSG41ACP | 376 | BASIC CONCEPTS IN FORENSIC BIOLOGY | FSC42FSA | 282 |
| ANALYSING ENGLISH FOR TESOL | EDU41ATS | 332 | BASIC CONCEPTS IN FORENSIC CHEMISTRY & IDENTIFICATION | FSC41FSB | 282 |
| ANALYSING ENGLISH FOR TESOL | EDU42ATS | 332 | SCIENCES | | |
| ANALYSING ENGLISH TESOL | EDU42AE | 332 | BEHAVIOURAL & COGNITIVE-BEHAVIOURAL THEORY | | |
| ANALYSING LOTE LEARNER LANGUAGE (AUSLAN) | HCS42ALL | 104 | ASSESSMENT AND PRACTICE | PSY51CBT | 286 |
| ANALYSING SPOKEN ENGLISH FOR TESOL | EDU40ANT | 332 | BI-LINGUAL EDUC-LITERACY & NUMERACY DEVELOPMENT | | |
| ANALYSING SPOKEN ENGLISH FOR TESOL | EDU41ANT | 332 | FOR DEAF/HEARING IMPAIRED STUDENTS | HCS41LND | 104 |
| ANALYSING SPOKEN ENGLISH FOR TESOL | EDU42ANT | 332 | BI-LINGUAL EDUC-LITERACY & NUMERACY DEVELOPMENT | | |
| ANALYSING SPOKEN ENGLISH FOR TESOL | EDU40ANT | 190 | FOR DEAF/HEARING IMPAIRED STUDENTS | HCS42LND | 105 |
| ANALYSIS OF ARCHAEOLOGICAL MATERIALS | ARC41AAA | 168 | BI-LINGUAL/BI-CULTURAL TEACHING FOR DEAF & HEARING | | |
| ANALYSIS OF CATEGORICAL DATA | STA41ACD | 298 | STUDENTS | HCS41DHI | 103 |
| ANALYSIS OF MEDICAL DATA | STA41AMD | 298 | BI-LINGUAL/BI-CULTURAL TEACHING FOR DEAF & HEARING | | |
| ANCIENT ASIAN CIVILISATIONS | ARC42AAC | 169 | STUDENTS | HCS42DHI | 104 |
| ANCIENT ASIAN CIVILISATIONS | ARC52AAC | 170 | BILINGUALISM AND LANGUAGE EDUCATION | EDU41BLE | 333 |
| ANTENNAS AND PROPAGATION | ELE42ANT | 278 | BILINGUALISM AND LANGUAGE EDUCATION | EDU42BLE | 333 |
| ANTERIOR SEGMENT | ORT12ANT | 137 | BILINGUALISM AND LANGUAGE EDUCATION | EDU42BLE | 190 |
| APPLICATION PROTOCOLS | CSE42APP | 274 | BILINGUALISM AND LANGUAGE EDUCATION | EDU51BLE | 333 |
| APPLICATIONS SPECIFIC DIAGNOSES | FTH42ASD | 100 | BILINGUALISM AND LANGUAGE EDUCATION | EDU52BLE | 333 |
| APPLIED BUSINESS ECONOMICS | BUA52ABE | 232 | BILINGUALISM AND LANGUAGE EDUCATION | EDU52BLE | 191 |
| APPLIED ERGONOMICS TECHNIQUES | HBS50AET | 102 | BINOCULAR VISION | ORT21BIN | 138 |
| APPLIED PSYCHOLOGY IN HEALTH SETTINGS | PSY52HHS | 290 | BIOINFORMATICS AND GENOMICS | BTB50BIG | 270 |
| APPROACHES TO HUMANISTIC PSYCHOLOGY | EDU41AHS | 190 | BIOLOGICAL TREATMENT SYSTEMS | BIO40BTS | 333 |
| APPROACHES TO PASTORAL CARE | EDU41APC | 332 | BIOLOGY TEACHING METHOD | EDU40BTM | 333 |
| APPROACHES TO PASTORAL CARE | EDU41APC | 190 | BIOLOGY TEACHING METHOD | EDU40BTM | 191 |
| APPROACHES TO PASTORAL CARE | EDU42APC | 332 | BIOREMEDIATION | BIO40BRM | 333 |
| ARBITRATION – THEORY AND PRACTICE | LAW41ATP | 243 | BREAKDOWN IN COMMUNICATION PROCESSES | HCS52BCP | 107 |
| ARCHAEOLOGICAL HERITAGE MANAGEMENT | ARC51AHM | 169 | BREAST CANCER DISEASE ENTITY IN NURSING PRACTICE | NSG41BCD | 112 |
| ARCHAEOLOGICAL HERITAGE MANAGEMENT | ARC41AHM | 168 | BREAST CANCER DISEASE ENTITY IN NURSING PRACTICE | NSG42BCD | 121 |
| ARCHAEOLOGY OF MESOAMERICA | ARC52AMA | 170 | BREAST CARE NEW HORIZONS & CONTROVERSIES IN NURSING | | |
| ARCHAEOLOGY OF MESOAMERICA | ARC42AMA | 169 | PRACTICE | NSG41NHC | 117 |
| ARCHAEOLOGY OF THE EASTERN MEDITERRANEAN | ARC42AEM | 169 | BREAST CARE NEW HORIZONS & CONTROVERSIES IN NURSING | | |
| ARCHAEOLOGY OF THE EASTERN MEDITERRANEAN | ARC52AEM | 170 | PRACTICE | NSG42NHC | 125 |
| ARCHAEOLOGY OF THE RECENT PAST | ARC41REC | 169 | BROADBAND DIGITAL COMMUNICATIONS | ELE51BDC | 278 |
| ARCHAEOLOGY OF THE RECENT PAST | ARC51REC | 170 | BROADBAND DIGITAL COMMUNICATIONS | ELE52BDC | 281 |
| ART & ARCHITECTURE IN THE ROMAN EMPIRE | ARH31ARE | 171 | BROADCAST & ELECTRONIC JOURNALISM | MST31BEJ | 216 |
| ART THERAPY CASE MANAGEMENT | PHE52CMS | 153 | BUSINESS ANALYSIS AND MODELLING | BUA51BAM | 230 |
| ART THERAPY CLINICAL PLACEMENT A | PHE42ACA | 146 | BUSINESS ANALYSIS AND MODELLING | BUA52BAM | 233 |
| ART THERAPY CLINICAL PLACEMENT B | PHE51ACB | 151 | BUSINESS COMMUNICATIONS | BUA51BCO | 230 |
| ART THERAPY CLINICAL PLACEMENT C | PHE52ACC | 152 | BUSINESS COMMUNICATIONS | BUA52BCO | 233 |
| ART THERAPY COUNSELLING SKILLS A | PHE41ASA | 141 | BUSINESS HONOURS THESIS OPTION C | BUS41HTC | 237 |
| ART THERAPY RESEARCH: THESIS | PHE52ART | 152 | BUSINESS HONOURS THESIS OPTION C | BUS42HTC | 237 |
| ART THERAPY SKILLS B | PHE42ASB | 146 | BUSINESS IMPROVEMENT METHODOLOGY | BUA51BIM | 230 |
| ART THERAPY WITH ADULTS: CULTURALLY DIVERSE PERSPECTIVES | PHE42ATA | 146 | BUSINESS IMPROVEMENT METHODOLOGY | BUA52BIM | 233 |
| ARTIFICIAL INTELLIGENCE | CSE41FAI | 272 | BUSINESS IT APPLICATIONS | INT41BIA | 333 |
| ARTIFICIAL INTELLIGENCE | CSE42FAI | 275 | BUSINESS PROGRAMMING | INT32BP | 333 |
| ASSESSMENT IN ART THERAPY | PHE41AAT | 141 | BUSINESS STUDIES TEACHING | METHOD | 333 |
| ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | NSG41AMH | 111 | CAPABILITY MATURITY MODEL & SOFTWARE ENGINEERING | | |
| ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | NSG42AMH | 120 | PROCESS | CSE41CMM | 272 |
| ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | NSG41AMH | 376 | CAPABILITY MATURITY MODEL & SOFTWARE ENGINEERING | | |
| ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | NSG42AMH | 376 | PROCESS | CSE42CMM | 274 |
| ASSESSMENT IN REHABILITATION NURSING PRACTICE | NSG41AIR | 110 | CARE RECOVERY AND BEYOND | NSG41CRB | 114 |
| ASSESSMENT IN REHABILITATION NURSING PRACTICE | NSG42AIR | 120 | CARE RECOVERY AND BEYOND | NSG42CRB | 122 |
| ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS | PLA41ESI | 332 | CASE MANAGEMENT – REHABILITATION | ORT41REH | 139 |
| ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS | | | CASE MANAGEMENT – STRABISMUS | ORT41STR | 139 |
| ASSESSMENT OF NEONATES IN NURSING PRACTICE | PLA42AI | 333 | CATCHMENT MANAGEMENT | PLA41CM | 334 |
| ASSESSMENT OF NEONATES IN NURSING PRACTICE | NSG41AON | 111 | CATCHMENT MANAGEMENT | PLA42CM | 334 |
| ASSESSMENT OF NEONATES IN NURSING PRACTICE | NSG42AON | 121 | CATCHMENT MANAGEMENT | WEM42CM | 387 |
| | | | CHALLENGES TO BIRTH IN MIDWIFERY PRACTICE | MID41CTB | 108 |

| | | | | | |
|--|----------|-----|--|----------|-----|
| CHALLENGES TO BIRTH IN MIDWIFERY PRACTICE | MID42CTB | 108 | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH C | PSY51NRC | 289 |
| CHANGE AND CONFLICT | POL32SEA | 222 | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH C | PSY52NRC | 291 |
| CHANGE AND CONFLICT | POL22SEA | 221 | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH D | PSY51NRD | 289 |
| CHEMICAL DEPENDENCIES | HLT41CD | 334 | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH D | PSY52NRD | 291 |
| CHEMISTRY TEACHING METHOD | EDU40CTM | 334 | CLINICAL NEUROPSYCHOLOGY PRACTICUM A | PSY51NPA | 288 |
| CHEMISTRY TEACHING METHOD | EDU40CTM | 191 | CLINICAL NEUROPSYCHOLOGY PRACTICUM A | PSY52NPA | 291 |
| CHILD AND ADOLESCENT DISORDERS AND LEARNING | | | CLINICAL NEUROPSYCHOLOGY PRACTICUM B | PSY51NPB | 289 |
| DISABILITIES: ASSESSMENT AND TREATMENT | PSY52CAD | 290 | CLINICAL NEUROPSYCHOLOGY PRACTICUM B | PSY52NPB | 291 |
| CHILDBIRTH AND WELLBEING | MID51CBW | 109 | CLINICAL NEUROPSYCHOLOGY PRACTICUM C | PSY51NPC | 289 |
| CHILDBIRTH AND WELLBEING | MID52CBW | 110 | CLINICAL NEUROPSYCHOLOGY PRACTICUM C | PSY52NPC | 291 |
| CINEMA AND CULTURAL DIFFERENCE | CST41CCD | 207 | CLINICAL NEUROPSYCHOLOGY PRACTICUM D | PSY51NPD | 289 |
| CINEMA AND CULTURAL DIFFERENCE | CST51CCD | 214 | CLINICAL NEUROPSYCHOLOGY PRACTICUM D | PSY52NPD | 291 |
| CINEMA AND CULTURAL DIFFERENCE | CST51CCD | 175 | CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL | | |
| CINEMA AND CULTURAL DIFFERENCE | CST41CCD | 213 | ISSUES & NEUROLOGY A | PSY51NCA | 288 |
| CINEMA AND CULTURAL DIFFERENCE | CST41CCD | 175 | CLINICAL NSG EDUCATION A | NSG42CED | 121 |
| CINEMA AND CULTURAL DIFFERENCE | CST51CCD | 207 | CLINICAL NURSING EDUCATION A | NSG41CED | 112 |
| CLASSROOM DISCIPLINE AND STUDENT RESPONSIBILITY | EDU43CSD | 191 | CLINICAL NURSING EDUCATION A | NSG42CED | 376 |
| CLINICAL APPROACHES TO MATHEMATICS ASSESSMENT | EDU40CAW | 334 | CLINICAL NURSING EDUCATION B | NSG41CEP | 113 |
| CLINICAL ASSESSMENT AND TREATMENT LITERATURE | PSY51CTL | 287 | CLINICAL NURSING EDUCATION B | NSG42CEP | 121 |
| CLINICAL ASSESSMENT AND TREATMENT OF MAJOR DISORDERS | PSY51CAT | 286 | CLINICAL NURSING PROJECT | NSG50CNP | 126 |
| CLINICAL CHILD, ADOLESCENT & FAMILY PSYCHOLOGY | | | CLINICAL NURSING PROJECT | NSG50CNP | 377 |
| INTERNSHIP B | PSY62FIB | 297 | CLINICAL NURSING SCIENCE: ADVANCED PALLIATIVE CARE | NSG42PAC | 125 |
| CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY | | | CLINICAL PLACEMENT | OCT41CPE | 131 |
| DOCTORAL RESEARCH D | PSY61FDD | 294 | CLINICAL PLACEMENT | OCT42CPE | 132 |
| CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY | | | CLINICAL PLACEMENT | OCT51CPE | 133 |
| DOCTORAL RESEARCH D | PSY62FDD | 296 | CLINICAL PLACEMENT | OCT52CPE | 135 |
| CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY | | | CLINICAL PRACTICE A IN ORTHOPTIC STUDIES | ORT41CPA | 139 |
| DOCTORAL RESEARCH E | PSY62FDE | 296 | CLINICAL PRACTICE B IN ORTHOPTIC STUDIES | ORT42CPB | 139 |
| CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY | | | CLINICAL PSYCHOLOGY CASE ANALYSIS B | PSY51CCB | 286 |
| DOCTORAL RESEARCH F | PSY62FDF | 296 | CLINICAL PSYCHOLOGY CASE ANALYSIS C | PSY51CCC | 286 |
| CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY | | | CLINICAL PSYCHOLOGY CASE ANALYSIS D | PSY52CCD | 290 |
| INTERNSHIP A | PSY61FIA | 294 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH A | PSY61CDA | 291 |
| CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY | | | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH A | PSY62CDA | 295 |
| DOCTORAL RESEARCH E | PSY61FDE | 294 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH B | PSY61CDB | 291 |
| CLINICAL EVALUATION A | FTH61CEA | 102 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH B | PSY62CDB | 295 |
| CLINICAL EVALUATION A | FTH62CEB | 102 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH C | PSY61CDC | 291 |
| CLINICAL EVALUATION A | HCS61CEA | 108 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH C | PSY62CDC | 295 |
| CLINICAL EVALUATION A | NSG61CEA | 131 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH D | PSY61CDD | 291 |
| CLINICAL EVALUATION A | NSG62CEB | 131 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH D | PSY62CDD | 295 |
| CLINICAL EVALUATION A | OCT61CEA | 137 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH E | PSY61CDE | 291 |
| CLINICAL EVALUATION A | OCT62CEB | 137 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH E | PSY62CDE | 295 |
| CLINICAL EVALUATION A | ORT61CEA | 140 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH F | PSY61CDF | 292 |
| CLINICAL EVALUATION A | POR61CEA | 155 | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH F | PSY62CDF | 295 |
| CLINICAL EVALUATION A | PTY61CEA | 160 | CLINICAL PSYCHOLOGY INTERNSHIP A | PSY61CIA | 292 |
| CLINICAL EVALUATION A | PTY62CEB | 161 | CLINICAL PSYCHOLOGY INTERNSHIP A | PSY62CIA | 295 |
| CLINICAL EVALUATION A | SWP61CEA | 162 | CLINICAL PSYCHOLOGY INTERNSHIP B | PSY62CIB | 295 |
| CLINICAL EVALUATION B | HCS62CEB | 108 | CLINICAL PSYCHOLOGY MASTERS RESEARCH A | PSY51CRA | 287 |
| CLINICAL EVALUATION B | ORT62CEB | 140 | CLINICAL PSYCHOLOGY MASTERS RESEARCH A | PSY52CRA | 290 |
| CLINICAL EVALUATION B | PHE62CEB | 154 | CLINICAL PSYCHOLOGY MASTERS RESEARCH B | PSY51CRB | 287 |
| CLINICAL EVALUATION B | POR62CEB | 155 | CLINICAL PSYCHOLOGY MASTERS RESEARCH B | PSY52CRB | 290 |
| CLINICAL EVALUATION B | SWP62CEB | 163 | CLINICAL PSYCHOLOGY MASTERS RESEARCH C | PSY51CRC | 287 |
| CLINICAL NEURO CASE ANALYSIS, PROFESS ISSUES & | | | CLINICAL PSYCHOLOGY MASTERS RESEARCH C | PSY52CRC | 290 |
| NEUROLOGY D | PSY51NCD | 288 | CLINICAL PSYCHOLOGY MASTERS RESEARCH D | PSY51CRD | 287 |
| CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL | | | CLINICAL PSYCHOLOGY MASTERS RESEARCH D | PSY52CRD | 290 |
| ISSUES & NEUROLOGY B | PSY52NCB | 290 | CLINICAL PSYCHOLOGY PRACTICUM A | PSY51CPA | 286 |
| CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL | | | CLINICAL PSYCHOLOGY PRACTICUM A | PSY52CPA | 290 |
| ISSUES & NEUROLOGY C | PSY51NCC | 288 | CLINICAL PSYCHOLOGY PRACTICUM B | PSY51CPB | 286 |
| CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL | | | CLINICAL PSYCHOLOGY PRACTICUM B | PSY52CPB | 290 |
| ISSUES & NEUROLOGY D | PSY52NCD | 291 | CLINICAL PSYCHOLOGY PRACTICUM C | PSY51CPC | 287 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH A | PSY61NDA | 294 | CLINICAL PSYCHOLOGY PRACTICUM C | PSY52CPC | 290 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH A | PSY62NDA | 297 | CLINICAL PSYCHOLOGY PRACTICUM E | PSY51CPE | 287 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH B | PSY61NDB | 294 | CLINICAL PSYCHOLOGY PRACTICUM E | PSY52CPE | 290 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH B | PSY62NDB | 297 | CLINICAL REASONING AND MANUAL PHYSIOTHERAPY | PTY50CRM | 159 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH C | PSY61NDC | 294 | CLINICAL RESEARCH GUIDELINE IN SPEECH PATHOLOGY | HCS50RCG | 105 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH C | PSY62NDC | 297 | CLINICAL SPECIALITY IN OCCUPATIONAL THERAPY | OCT51CSO | 133 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH D | PSY61NDD | 294 | CLINICAL SPECIALITY IN OCCUPATIONAL THERAPY | OCT52CSO | 135 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH D | PSY62NDD | 297 | COMMERCE HONOURS THESIS OPTION B | ACC41HTB | 236 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH E | PSY61NDE | 294 | COMMERCE HONOURS THESIS OPTION B | ACC42HTB | 237 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH E | PSY62NDE | 297 | COMMERCE HONOURS THESIS OPTION C | ACC41HTC | 236 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH F | PSY61NDF | 295 | COMMERCE HONOURS THESIS OPTION C | ACC42HTC | 237 |
| CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH F | PSY62NDF | 297 | COMMUNICATION AND TECHNOLOGY | EDU42CAT | 334 |
| CLINICAL NEUROPSYCHOLOGY INTERNSHIP A | PSY61NIA | 295 | COMMUNICATION SYSTEMS | ELE41FCO | 277 |
| CLINICAL NEUROPSYCHOLOGY INTERNSHIP B | PSY61NIB | 295 | COMMUNITY DEVELOPMENT HUMAN RESOURCE MANAGEMENT | PLA51CDH | 334 |
| CLINICAL NEUROPSYCHOLOGY INTERNSHIP B | PSY62NIB | 297 | COMMUNITY DEVELOPMENT HUMAN RESOURCE MANAGEMENT | PLA52CDH | 334 |
| CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH A | PSY51NRA | 289 | COMMUNITY DEVELOPMENT PROJECT | PLA51CDP | 334 |
| CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH A | PSY52NRA | 291 | COMMUNITY DEVELOPMENT PROJECT | PLA52CDP | 335 |
| CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH B | PSY51NRB | 289 | COMMUNITY HEALTH RESEARCH PROJECT | PHE42CHP | 146 |
| CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH B | PSY52NRB | 291 | COMMUNITY LIFE | EDU42CL | 335 |

INDEX BY SUBJECT NAME

| | | | | | |
|---|----------|-----|--|----------|-----|
| COMMUNITY-BASED CARE | PHE52CBC | 153 | COUNSELLING SKILLS | HLT31CS | 336 |
| COMPARATIVE AND HISTORICAL STUDY OF HEALTH SYSTEMS | PHE41CHS | 141 | COUNSELLING SKILLS | HLT32CS | 336 |
| COMPARATIVE AND HISTORICAL STUDY OF HEALTH SYSTEMS | PHE42CHS | 146 | COUNSELLING SKILLS AND PROFESSIONAL ISSUES | PSY51CPI | 287 |
| COMPARATIVE HEALTH SERVICES MANAGEMENT | PHE52CHM | 153 | COUNSELLING SKILLS: THEORY AND PRACTICE | PHE40CTP | 140 |
| COMPARATIVE SOCIAL MOVEMENTS | SOC22CSM | 180 | COUNSELLING WORKSHOP | EDU42CSW | 336 |
| COMPARATIVE SOCIAL MOVEMENTS | SOC32CSM | 180 | COUNSELLING WORKSHOP | EDU41CWS | 191 |
| COMPILER CONSTRUCTION | CSE41CMP | 272 | COUPLE AND FAMILY ASSESSMENT AND THERAPY | PSY51CFT | 286 |
| COMPLEX CANCER CARE | NSG51CCC | 127 | COUPLES THERAPY | FTH50SCP | 102 |
| COMPLEX CANCER CARE | NSG52CCC | 129 | CREATING NON-FICTION | HUS31CNF | 223 |
| COMPLEX COMMUNITY NURSING | NSG51CCN | 127 | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | EDU40CWW | 336 |
| COMPLEX COMMUNITY NURSING | NSG52CCN | 129 | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | EDU41CW | 336 |
| COMPLEX NEONATAL PHYSIOLOGICAL PROBLEMS IN NURSING PRACTICE | NSG41PPN | 119 | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | EDU41CW | 191 |
| COMPLEX NEONATAL PHYSIOLOGICAL PROBLEMS IN NURSING PRACTICE | NSG42PPN | 125 | CREATIVE WRITING FOR PERSONAL DEVELOPMENT (| EDU43CW | 336 |
| COMPLEX THERAPIES IN HOME | NSG41HBC | 115 | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | EDU43CW | 191 |
| COMPLEX THERAPIES IN THE HOME | NSG42HBC | 123 | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | POL22CSA | 220 |
| COMPROMISED CHILDBEARING | NSG42CC | 335 | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | POL22CSA | 179 |
| COMPUTER ARCHITECTURE 1 | INT31CA1 | 335 | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | POL32CSA | 222 |
| COMPUTER ARCHITECTURE 1 | INT32CA1 | 335 | CRITICAL CARE NURSING 1 | POL32CSA | 179 |
| COMPUTER ARCHITECTURE 2 | INT32CA2 | 335 | CRITICAL CARE NURSING 2 | NSG41CN1 | 336 |
| COMPUTER ASSISTED JOURNALISM | MST31CAJ | 216 | CULTURALLY DIVERSE PERSPECT | NSG42CN2 | 336 |
| COMPUTER ASSISTED JOURNALISM | MST21CAJ | 215 | CULTURE AND GLOBALISATION: INTRODUCTION TO | PHE51GDC | 152 |
| COMPUTER BASED SOFTWARE ENGINEERING | CSE41CSE | 272 | ANTHROPOLOGY | ANT11CAG | 176 |
| COMPUTER BASED SOFTWARE ENGINEERING | CSE42CSE | 274 | CURRENT ISSUES IN COMMUNICATION POLICY | MST42CIC | 218 |
| COMPUTER TECHNOLOGY | INT11CT | 335 | CURRENT ISSUES IN COMMUNICATION POLICY | MST52CIC | 218 |
| COMPUTERISED NURSING INFORMATION SYSTEMS | NSG41CIS | 113 | CURRICULUM CHANGE | EDU51CC | 336 |
| COMPUTERISED NURSING INFORMATION SYSTEMS | NSG42CIS | 122 | CURRICULUM DESIGN AND IMPLEMENTATION | EDU42CDI | 336 |
| COMPUTING FOR STATISTICAL INFERENCE | STA41CTI | 298 | CURRICULUM DESIGN AND IMPLEMENTATION | EDU52CDI | 337 |
| CONCEPTUAL FOUNDATION OF REHABILITATION NURSING PRACTICE | NSG41CFR | 113 | CURRICULUM DESIGN AND IMPLEMENTATION | EDU42CDI | 191 |
| CONCEPTUAL FOUNDATION OF REHABILITATION NURSING PRACTICE | NSG42CFR | 121 | CURRICULUM DESIGN AND IMPLEMENTATION | EDU52CDI | 192 |
| CONCEPTUAL FOUNDATIONS FOR CARE CO-ORDINATION | NSG41CFC | 113 | CURRICULUM DEVELOPMENT AND DESIGN | EDU41CDD | 337 |
| CONCOMITANT STRABISMUS | ORT22CON | 138 | CURRICULUM DEVELOPMENT AND DESIGN | EDU42CDD | 337 |
| CONFLICT RESOLUTION RESEARCH PROJECT | LST51CRP | 244 | CURRICULUM DEVELOPMENT AND DESIGN | EDU42CDD | 192 |
| CONFLICT RESOLUTION RESEARCH PROJECT | LST52CRP | 245 | CURRICULUM DEVELOPMENT AND DESIGN | EDU51CDD | 337 |
| CONFLICT RESOLUTION WORK PLACEMENT | LST51CRW | 244 | CURRICULUM DEVELOPMENT AND DESIGN | EDU51CDD | 192 |
| CONFLICT RESOLUTION WORK PLACEMENT | LST52CRW | 245 | CURRICULUM DEVELOPMENT AND DESIGN | EDU52CDD | 337 |
| CONFLICT RESOLUTION WORK PLACEMENT | LST53CRW | 245 | CURRICULUM DEVELOPMENT AND DESIGN | EDU52CDD | 192 |
| CONQUEST OF THE AMERICAS: AZTECS, INCAS, MAYANS, SPANIARDS | HIS11CAM | 177 | CURRICULUM DEVELOPMENT AND DESIGN | EDU41CDD | 192 |
| CONSTRUCT THEORY NURSING | NSG52CMT | 130 | CURRICULUM DEVELOPMENT AND DESIGN | CSE41FNT | 273 |
| CONSTRUCT THEORY NURSING | NSG52CMT | 377 | CURRICULUM DEVELOPMENT AND DESIGN | CSE42DMI | 275 |
| CONSTRUCTING COMMUNICATION | MST11CCO | 214 | CURRICULUM DEVELOPMENT AND DESIGN | INIT32DB | 337 |
| CONSTRUCTING THE NURSE AS EDUCATOR | NSG51CNE | 127 | CURRICULUM DEVELOPMENT AND DESIGN | INT31DB | 337 |
| CONSTRUCTING THE NURSE AS EDUCATOR | NSG52CNE | 130 | CURRICULUM DEVELOPMENT AND DESIGN | CSE42FDP | 275 |
| CONSTRUCTIONS OF THEORY IN NURSING | NSG51CMT | 127 | CURRICULUM DEVELOPMENT AND DESIGN | CSE41FDB | 272 |
| CONSTRUCTIONS OF THEORY IN NURSING | NSG51CMT | 377 | CURRICULUM DEVELOPMENT AND DESIGN | HCS41DSA | 103 |
| CONSTRUCTS OF DEATH DYING | NSG51CDD | 127 | CURRICULUM DEVELOPMENT AND DESIGN | HCS42DSB | 104 |
| CONSTRUCTS OF DEATH DYING | NSG52CDD | 129 | CURRICULUM DEVELOPMENT AND DESIGN | CSE41DSS | 272 |
| CONSULTATION AND CHANGE | EDU51CAC | 335 | CURRICULUM DEVELOPMENT AND DESIGN | CSE42DSS | 275 |
| CONTEMPORARY COMPLEX CARE | NSG40CCC | 335 | DATA COMMUNICATIONS AND NETWORKS | POL22DDA | 220 |
| CONTEMPORARY ISSUES IN MANAGEMENT | MGT41CIM | 239 | DATA MINING | POL32DDA | 222 |
| CONTEMPORARY ISSUES IN MATHEMATICS ASSESSMENT | EDGD1050 | 335 | DATABASE | ARH32DFA | 172 |
| CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | NSG41CIM | 113 | DATABASE | SOC31DIP | 180 |
| CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | NSG42CIM | 122 | DATABASE PROGRAMMING | ANT21DGC | 176 |
| CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | NSG41CIM | 376 | DATABASE SYSTEMS | ANT31DGC | 177 |
| CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | NSG42CIM | 376 | DEAF STUDIES A | PSY51PNP | 289 |
| CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | NSG51CIP | 127 | DEAF STUDIES B | EDU42DLE | 337 |
| CONTEMPORARY ISSUES IN PALLIATIVE CARE | NSG52CIP | 129 | DECISION SUPPORT SYSTEMS | EDU51DLE | 337 |
| CONTEMPORARY ISSUES IN TOURISM AND HOSPITALITY | THS41CIS | 246 | DECISION SUPPORT SYSTEMS | EDU52DLE | 337 |
| CONTEMPORARY NURSING EDUCATION THEORIES | NSG41CNT | 113 | DEMOCRATISATION, DEVELOPMENT AND CIVIL SOCIETY IN ASIA | EDU42DLE | 192 |
| CONTEMPORARY THEORETICAL DEBATES IN PUBLIC HEALTH | PHE62CTD | 154 | DEMOCRATISATION, DEVELOPMENT AND CIVIL SOCIETY IN ASIA | ELE51DSO | 278 |
| CONTEMPORARY TOPICS IN SOFTWARE DEVELOPMENT | INT41TSD | 335 | DESIGNER FASHION: HAUTE COUTURE FROM WORTH TO | ELE52DSO | 281 |
| CONTEXT AND CO-MORBIDITY IN CLINICAL PRACTICE | PSY51CCP | 286 | CALVIN KLEIN | ECO41DRE | 237 |
| CONTEXT OF LEARNING | EDU41COL | 336 | DEVELOPMENT IN PRACTICE | ECO42DRE | 238 |
| CONTEXT OF LEARNING | EDU41COL | 191 | DEVELOPMENT, GLOBALISATION AND CULTURE | CSE41DIR | 272 |
| CONTEXTS OF ADVANCED SOCIAL WORK PRACTICE | SWP52CAS | 162 | DEVELOPMENT, GLOBALISATION AND CULTURE | CSE42DIR | 275 |
| CORE DYSPHAGIA | HCS41CDY | 103 | DEVELOPMENTAL NEUROPSYCHOLOGY | ENG41DA | 337 |
| CORPORATE FINANCE | COM51CF | 336 | DEVELOPMENTS IN LITERACY EDUCATION | ENG52DA | 338 |
| CORPORATE FINANCE | COM52CF | 336 | DEVELOPMENTS IN LITERACY EDUCATION | MAT12DIS | 338 |
| CORPORATE STRATEGY | BUA51CST | 231 | DEVELOPMENTS IN LITERACY EDUCATION | MAT11DM | 283 |
| CORPORATE STRATEGY | BUA52CST | 233 | DEVELOPMENTS IN LITERACY EDUCATION | MAT12DM | 283 |
| COUNSELLING FIELDWORK | PHE40CFW | 140 | DEVELOPMENTS IN LITERACY EDUCATION | LST51DRE | 245 |
| COUNSELLING PSYCHOLOGY INTERNSHIP A | PSY51CIA | 156 | DEVELOPMENTS IN LITERACY EDUCATION | LST52DRE | 245 |
| COUNSELLING PSYCHOLOGY INTERNSHIP B | PSY52CIB | 157 | DIGITAL SYSTEM DESIGN | HLT50DIS | 338 |
| COUNSELLING PSYCHOLOGY INTERNSHIP C | PSY51CIC | 156 | DIGITAL SYSTEM DESIGN | NSG50DIS | 338 |
| COUNSELLING PSYCHOLOGY INTERNSHIP D | PSY52CID | 157 | DIRECTED READINGS | CSE41DIS | 272 |
| | | | DIRECTED READINGS | CSE42DIS | 275 |
| | | | DIRECTED STUDY | PSY61DCB | 292 |
| | | | DIRECTED STUDY | PSY62DCB | 295 |
| | | | DISCOURSE ANALYSIS | | |
| | | | DISCOURSE ANALYSIS | | |
| | | | DISCRETE MATHEMATICS | | |
| | | | DISCRETE MATHEMATICS | | |
| | | | DISCRETE MATHEMATICS | | |
| | | | DISPUTE RESOLUTION | | |
| | | | DISPUTE RESOLUTION | | |
| | | | DISSERTATION HS | | |
| | | | DISSERTATION NU | | |
| | | | DISTRIBUTED COMPUTING | | |
| | | | DISTRIBUTED COMPUTING | | |
| | | | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES A | | |
| | | | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES B | | |

| | | | | | |
|---|-----------|-----|---|----------|-----|
| DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES C | PSY61DCC | 292 | EFL TEACHING METHOD | EDU40TFL | 339 |
| DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES D | PSY62DCD | 295 | ELECTRODYNAMICS | PHY41ELD | 283 |
| DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES E | PSY61DCE | 292 | ELECTRODYNAMICS | PHY42ELD | 285 |
| DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES A | PSY61DHA | 292 | ELECTRONIC DESIGN AUTOMATION | ELE42FED | 278 |
| DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES B | PSY62DHB | 295 | ELECTRONIC ENGINEERING DESIGN | ELE51EDE | 279 |
| DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES C | PSY61DHC | 292 | ELECTRONIC ENGINEERING DESIGN | ELE52EDE | 281 |
| DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES D | PSY62DHD | 296 | ELECTRONIC ENGINEERING MAJOR PROJECT A | ELE51MPA | 279 |
| DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES E | PSY61DHE | 292 | ELECTRONIC ENGINEERING MAJOR PROJECT A | ELE52MPA | 281 |
| DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES A | PSY61DNA | 292 | ELECTRONIC ENGINEERING MAJOR PROJECT B | ELE51MPB | 280 |
| DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES B | PSY62DNB | 296 | ELECTRONIC ENGINEERING MAJOR PROJECT B | ELE52MPB | 281 |
| DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES C | PSY61DNC | 293 | ELECTRONIC ENGINEERING PROJECT A | ELE51ERA | 279 |
| DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES D | PSY62DND | 296 | ELECTRONIC ENGINEERING PROJECT A | ELE52ERA | 281 |
| DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES E | PSY61DNE | 293 | ELECTRONIC ENGINEERING PROJECT B | ELE51ERB | 279 |
| DOCTORAL PRACTICUM A | PSY61DPA | 293 | ELECTRONIC ENGINEERING PROJECT B | ELE52ERB | 281 |
| DOCTORAL PRACTICUM A | PSY62DPA | 296 | ELECTRONIC MARKETING | MKT31ELM | 240 |
| DOCTORAL PRACTICUM B | PSY61DPB | 293 | EMERGENCY NURSING | NSG41EN | 339 |
| DOCTORAL PRACTICUM B | PSY62DPB | 296 | EMERGENCY NURSING | NSG42EN | 340 |
| DOCTORAL PRACTICUM C | PSY61DPC | 293 | EMERGING CONCEPTS IN MANAGEMENT | MG52ECM | 340 |
| DOCTORAL PRACTICUM C | PSY62DPC | 296 | EMERGING TOPICS IN IC DESIGN | ELE51ETD | 279 |
| DOCTORAL PRACTICUM D | PSY61DPD | 293 | EMERGING TOPICS IN IC DESIGN | ELE52ETD | 281 |
| DOCTORAL PRACTICUM D | PSY62DPD | 296 | EMOTION AND ADJUSTMENT | HLT40EA | 340 |
| DOCTORAL PRACTICUM E | PSY61DPE | 293 | EMPLOYMENT AND DISABILITY | PHE43EMD | 150 |
| DOCTORAL PRACTICUM E | PSY62DPE | 296 | ENABLING CHANGE IN HUMAN OCCUPATION: ADULT | OCT51ECB | 134 |
| DOCTORAL THESIS A | PSY61DTA | 293 | ENABLING CHANGE IN HUMAN OCCUPATION: CHILD AND | | |
| DOCTORAL THESIS A | PSY62DTA | 296 | ADOLESCENT | OCT51ECC | 134 |
| DOCTORAL THESIS B | PSY61DTB | 293 | ENABLING CHANGE IN HUMAN OCCUPATION: OLDER ADULT | OCT52ECA | 135 |
| DOCTORAL THESIS B | PSY62DTB | 296 | ENGLISH AS A FOREIGN LANGUAGE TEACHING METHOD | EDU40TFL | 193 |
| DOCTORAL THESIS C | PSY61DTC | 293 | ENGLISH AS A SECOND LANGUAGE B | EDU41ESL | 340 |
| DOCTORAL THESIS C | PSY62DTC | 296 | ENGLISH AS A SECOND LANGUAGE B | EDU42ESL | 340 |
| DOCTORAL THESIS D | PSY61DTD | 293 | ENGLISH GRAMMAR FOR TEACHING | EDU41EG | 340 |
| DOCTORAL THESIS D | PSY62DTD | 296 | ENGLISH GRAMMAR FOR TEACHING | EDU42EG | 193 |
| DOCTORAL THESIS E | PSY61DTE | 294 | ENGLISH TEACHING METHOD | EDU40ETM | 340 |
| DOCTORAL THESIS E | PSY62DTE | 296 | ENGLISH TEACHING METHOD | EDU40ETM | 193 |
| DOCTORAL THESIS F | PSY61DTF | 294 | ENHANCING TEACHING AND LEARNING WITH ICT AND | | |
| DOCTORAL THESIS F | PSY62DTF | 296 | MULTIMEDIA | EDU41ITM | 340 |
| DOCTORAL THESIS G | PSY61DTG | 294 | ENHANCING TEACHING AND LEARNING WITH ICT AND | | |
| DOCTORAL THESIS G | PSY62DTG | 296 | MULTIMEDIA | EDU41ITM | 193 |
| EAR, NOSE AND THROAT DYSPHAGIA | HCS41ENT | 104 | ENTREPRENEURIAL BUSINESS PLAN | BUA52EBP | 233 |
| EARLY CHILDHOOD HEALTH: NEW DIRECTIONS IN POLICY | | | ENTREPRENEURIAL BUSINESS PLANNING | BUA51EBP | 231 |
| AND PRACTICE | NSG41ECH | 114 | ENVIRONMENTAL SCIENCE TEACHING METHOD | EDU40ESM | 340 |
| EARLY CHILDHOOD HEALTH: NEW DIRECTIONS IN POLICY | | | ENVIRONMENTAL DISPUTE RESOLUTION | LAW41EDR | 243 |
| AND PRACTICE | NSG42ECH | 122 | ENVIRONMENTAL ECONOMICS AND POLICY | ECO42EEP | 238 |
| EARLY PARENTING: WORKING WITH AT-RISK FAMILIES | NSG41EPS | 115 | ENVIRONMENTAL INFLUENCES ON HEALTH | PHE42ENV | 146 |
| E-COMMERCE – FUNDAMENTALS AND APPLICATIONS | CSE42ECS | 275 | EPIDEMIOLOGY AND DEMOGRAPHY | PHE40EPI | 140 |
| E-COMMERCE FUNDAMENTALS AND APPLICATIONS | CSE41ECS | 272 | ERGONOMICS IN OCCUPATIONAL HEALTH AND SAFETY | OCT41OHB | 131 |
| ECONOMETRIC METHODS | ECO41EME | 237 | ESL TEACHING METHOD | EDU40TSL | 340 |
| ECONOMIC POLICY | ECO41EP | 338 | ESL TEACHING METHOD | EDU40TSL | 193 |
| ECONOMIC POLICY | ECO42EP | 338 | ESTABLISHING EVIDENCE FOR NURSING | NSG41CLE | 113 |
| ECONOMICS FOR MANAGEMENT | ECO51EM | 338 | ESTABLISHING EVIDENCE FOR NURSING | NSG42CLE | 122 |
| ECONOMICS FOR MANAGEMENT | ECO52EM | 338 | ESTABLISHING EVIDENCE FOR NURSING | NSG41CLE | 376 |
| ECONOMICS HONOURS THESIS OPTION B | ECO41HTB | 237 | ESTABLISHING EVIDENCE FOR NURSING | NSG42CLE | 376 |
| ECONOMICS HONOURS THESIS OPTION B | ECO42HTB | 238 | ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES | SOC31EAI | 222 |
| ECONOMY, ENVIRONMENT AND HUMAN RIGHTS: WORLD IN | | | ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES | SOC21EAI | 222 |
| TRANSITION | POL11EEH | 179 | EUROPEAN TRAVEL AND ART | ARH32ETA | 172 |
| ECOPSYCHOLOGY & INDIGENEITY | ENG52EPI | 206 | EUTROPHICATION | BIO40EUT | 341 |
| EDU41DLE, DEVELOPMENTS IN LITERACY | EDUCATION | 337 | EVIDENCE BASED HEALTH PROMOTION | PHE41HPR | 143 |
| EDUCATION AND CULTURAL DIVERSITY | EDU40ECD | 192 | EVIDENCE BASED MIDWIFERY PRACTICE | MID51EBN | 109 |
| EDUCATION AND CULTURAL DIVERSITY | EDU40ECD | 338 | EVIDENCE BASED MIDWIFERY PRACTICE | MID52EBN | 110 |
| EDUCATION AND CULTURAL DIVERSITY | EDU42ECD | 338 | EVIDENCE-BASED NURSING PRACTICE | NSG51EBN | 128 |
| EDUCATION AND CULTURAL DIVERSITY | EDU42ECD | 192 | EVIDENCE-BASED NURSING PRACTICE | NSG52EBN | 130 |
| EDUCATION AND CULTURAL DIVERSITY | EDU52ECD | 338 | EVIDENCE-BASED NURSING PRACTICE | NSG51EBN | 377 |
| EDUCATION AND CULTURAL DIVERSITY | EDU52ECD | 192 | EVIDENCE-BASED NURSING PRACTICE | NSG52EBN | 377 |
| EDUCATION AND LEADERSHIP | EDU51EL | 338 | EVOLUTION OF MANAGEMENT THEORY | BUA51EMT | 231 |
| EDUCATION BUSINESS LINKS 2 | EDU41BL2 | 338 | EVOLUTION OF MANAGEMENT THEORY | BUA52EMT | 233 |
| EDUCATION BUSINESS LINKS 2 | EDU42BL2 | 339 | EXCURSION (EB) | BIO40EXC | 341 |
| EDUCATION FOR SUSTAINABILITY: GD | OED42ES | 339 | EXPERT SYSTEMS | CSE42FXP | 276 |
| EDUCATION ISSUES 1 | EDU51EI1 | 339 | EXPERTS AND THE LEGAL SYSTEM FOR FORENSIC SCIENCE | FSC41EXL | 282 |
| EDUCATION ISSUES 2 | EDU51EI2 | 339 | FAMILY LAW MEDIATION PLACEMENT | LST40FMP | 244 |
| EDUCATION ISSUES 2 | EDU52EI2 | 339 | FAMILY LAW MEDIATION PLACEMENT | LST51FMP | 245 |
| EDUCATION RESEARCH METHODS 1 | EDU41RM1 | 339 | FAMILY LAW MEDIATION PLACEMENT | LST52FMP | 245 |
| EDUCATION, IDENTITIES & INEQUALITIES | EDGD327 | 339 | FAMILY MEDIATION SEMINAR | LST52FMS | 245 |
| EDUCATION, IDENTITIES & INEQUALITIES | EDGD327 | 193 | FAMILY THERAPY MINOR THESIS | FTH50MTH | 101 |
| EDUCATIONAL ADMINISTRATION 1: A CRITICAL APPROACH | EDU41EA1 | 339 | FAMILY THERAPY PROFESSIONAL DOCTORATE THESIS | FTH60THF | 102 |
| EDUCATIONAL ADMINISTRATION 1: A CRITICAL APPROACH | EDU41EA1 | 193 | FAMILY THERAPY PROFESSIONAL DOCTORATE THESIS | FTH60THF | 102 |
| EDUCATIONAL ADMINISTRATION 2: A CRITICAL APPROACH | EDU42EA2 | 339 | FAMILY THERAPY THEORIES | FTH40FTT | 99 |
| EDUCATIONAL ADMINISTRATION 2: A CRITICAL APPROACH | EDU42EA2 | 193 | FAMILY WORK SKILLS | FTH40FSD | 99 |
| EDUCATIONAL ISSUES 1 | EDU52EI1 | 339 | FASHION, ART AND IDENTITY | ARH31FAI | 171 |
| EDUCATIONAL PRIORITIES FOR GIFTED STUDENTS | EDGD004 | 339 | FEMINISM AND THE CRITIQUE OF KNOWLEDGE | GSD51FCR | 208 |
| EDUCATIONAL PRIORITIES FOR GIFTED STUDENTS | EDGD004 | 193 | FIELD WORK PRACTICUM A | HCS51FWA | 106 |

INDEX BY SUBJECT NAME

| | | | | | |
|--|----------|-----|---|----------|-----|
| FIELD WORK PRACTICUM B | HCS52FWB | 107 | HEALTH DEVELOPMENT THROUGH GROUPS | PHE42PHD | 149 |
| FILAMENTOUS BACTERIA | BIO40FB | 341 | HEALTH ECONOMICS | HLT42HEC | 341 |
| FILM AND INTERPRETATION | CST52FAI | 176 | HEALTH ECONOMICS AND EVALUATION | PHE42HEV | 147 |
| FILM AND INTERPRETATION | CST42FAI | 214 | HEALTH ECONOMICS AND FINANCE | PHE42HEF | 147 |
| FILM AND INTERPRETATION | CST42FAI | 175 | HEALTH EDUCATION | HLT41HED | 342 |
| FILM AND INTERPRETATION | CST52FAI | 214 | HEALTH EDUCATION | HLT42HED | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST42FAT | 175 | HEALTH EDUCATION TEACHING METHOD | EDU40HEM | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST42FAT | 214 | HEALTH FINANCE | HLT41HF | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST42FAT | 214 | HEALTH INFORMATION SYSTEMS | PHE41HIS | 142 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH ISSUES | HLT51HI | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH ISSUES | HLT52HI | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT A | PHE41HMA | 142 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT A | PHE42HMA | 147 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT A | PHE43HMA | 150 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT B | HLT51HMB | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT B | PHE41HMB | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT B | PHE42HMB | 147 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT B | PHE43HMB | 150 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT C | PHE41HMC | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT C | PHE42HMC | 147 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT C | PHE43HMC | 150 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT D | PHE41HMD | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT D | PHE42HMD | 147 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH MANAGEMENT D | PHE43HMD | 150 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PATTERNS AND TRENDS IN AUSTRALIA | PHE41HPT | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH POLICY ANALYSIS | PHE42HPA | 148 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH POLICY ISSUES | PHE41HPI | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH POLICY ISSUES | PHE42HPI | 148 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION FIELD PRACTICE | PHE41HFP | 142 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION FIELD PRACTICE | PHE42HFP | 147 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION IN MENTAL HEALTH NURSING | NSG41OMH | 118 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION IN MENTAL HEALTH NURSING | NSG41OMH | 376 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION PRACTICE | PHE50HPP | 151 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION PROJECT | PHE41HPP | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PROMOTION PROJECT | PHE42HPP | 148 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY CASE ANALYSIS A | PSY51HCA | 287 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY CASE ANALYSIS B | PSY52HCB | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH A | PSY61HDA | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH A | PSY62HDA | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH B | PSY61HDB | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH B | PSY62HDB | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH C | PSY61HDC | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH C | PSY62HDC | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH D | PSY61HDD | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH D | PSY62HDD | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH E | PSY61HDE | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH E | PSY62HDE | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH F | PSY61HDF | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY DOCTORAL RESEARCH F | PSY62HDF | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY ELECTIVE | PSY51HEA | 287 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY ELECTIVE | PSY52HEA | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY INTERNSHIP A | PSY61HIA | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY INTERNSHIP A | PSY62HIA | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY INTERNSHIP B | PSY61HIB | 294 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY INTERNSHIP B | PSY62HIB | 297 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH A | PSY51HRA | 288 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH A | PSY52HRA | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH B | PSY51HRB | 288 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH B | PSY52HRB | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH C | PSY51HRC | 288 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH C | PSY52HRC | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH D | PSY51HRD | 288 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY MASTERS RESEARCH D | PSY52HRD | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY PRACTICUM A | PSY51HPA | 287 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY PRACTICUM A | PSY52HPA | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY PRACTICUM B | PSY51HPB | 288 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY PRACTICUM B | PSY52HPB | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY PRACTICUM C | PSY51HPC | 288 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH PSYCHOLOGY PRACTICUM C | PSY52HPC | 290 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH RESEARCH | HLT42HR | 342 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH RESEARCH A | PHE61HRA | 154 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH RESEARCH B | PHE62HRB | 155 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH RESEARCH C | PHE62HRC | 155 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH SERVICE LAW AND ETHICS | PHE42LAE | 148 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH SERVICE RESOURCE MANAGEMENT | PHE41HSR | 143 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH SERVICE RESOURCE MANAGEMENT | PHE42HSR | 148 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH SERVICES AND POLICY MAKING | PHE43HSP | 151 |
| FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | CST52FAT | 214 | HEALTH SYSTEMS 3 | HLT41HS3 | 342 |

| | | | | | |
|--|----------|-----|--|----------|-----|
| HEALTH SYSTEMS POLICY | HLT22HSP | 342 | INTEGRATION: DEVELOP, DEFINE ETHICAL COMPETENT PRACTICE | FTH42INT | 100 |
| HEALTH SYSTEMS POLICY | HLT41HSP | 342 | INTELLIGENT SYSTEMS ENGINEERING | CSE41FIS | 272 |
| HERITAGE PLANNING | PLA41HP | 342 | INTELLIGENT SYSTEMS ENGINEERING | CSE42FIS | 275 |
| HERITAGE PLANNING | PLA42HP | 342 | INTERACTIVE TECHNOLOGIES | EDU41IT | 345 |
| HERITAGE STUDIES | HIS42HS | 343 | INTERACTIVE TECHNOLOGIES | EDU42IT | 345 |
| HERITAGE STUDIES GD | HIS42HS | 343 | INTERCULTURAL COMMUNICATION AND EDUCATION | EDU41CC | 195 |
| HIGH ACUITY ANAESTHETIC NURSING CARE | NSG41CSP | 114 | INTERCULTURAL COMMUNICATION AND EDUCATION | EDU42CC | 195 |
| HIGH ACUITY ANAESTHETIC NURSING CARE | NSG42CSP | 122 | INTERMEDIATE OBJECT ORIENTED PROGRAMMING USING JAVA | CSE11IJA | 271 |
| HIGH ACUITY POSTANAESTHESIA CARE | NSG41HAP | 115 | INTERMEDIATE OBJECT ORIENTED PROGRAMMING USING JAVA | CSE12IJA | 271 |
| HIGH ACUITY POSTANAESTHESIA CARE | NSG42HAP | 123 | INTERNATIONAL BUSINESS ENVIRONMENT | BUA41IBE | 229 |
| HIGH RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | MID41MOB | 108 | INTERNATIONAL BUSINESS ENVIRONMENT | BUA42IBE | 229 |
| HIGH RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | MID42MOB | 109 | INTERNATIONAL BUSINESS MANAGEMENT | MGT41IBM | 345 |
| HISTORY AND PHILOSOPHY OF NURSING B | NSG51HPB | 128 | INTERNATIONAL BUSINESS MANAGEMENT | MGT42IBM | 345 |
| HISTORY AND PHILOSOPHY OF NURSING B | NSG52HPB | 130 | INTERNATIONAL BUSINESS MANAGEMENT | MGT51IBM | 345 |
| HISTORY METHOD | EDU40HTM | 343 | INTERNATIONAL BUSINESS MANAGEMENT | MGT52IBM | 345 |
| HISTORY OF ECONOMIC THEORY | ECO42HET | 238 | INTERNATIONAL BUSINESS POLICY | MGT41IBP | 345 |
| HOLISTIC EDUCATION | EDU42HE | 194 | INTERNATIONAL BUSINESS POLICY | MGT42IBP | 345 |
| HOME AND COMMUNITY CARE | NSG41HCC | 116 | INTERNATIONAL EMPLOYMENT RELATIONS | BUA51IER | 231 |
| HOME AND COMMUNITY CARE | NSG42HCC | 123 | INTERNATIONAL EMPLOYMENT RELATIONS | BUA52IER | 233 |
| HONOURS VITICULTURAL SCIENCE | AGR40VTH | 269 | INTERNATIONAL FINANCE | BUA51IFI | 231 |
| HUMAN COMMUNICATION SCIENCES PROFESSIONAL DOCTORATE THESIS | HCS60THF | 107 | INTERNATIONAL FINANCE | BUA52IFI | 233 |
| HUMAN COMMUNICATION SCIENCES PROFESSIONAL DOCTORATE THESIS | HCS60THP | 108 | INTERNATIONAL FINANCIAL MANAGEMENT | FIN42IFM | 239 |
| HUMAN COMMUNICATION SCIENCES RESEARCH: LITERATURE EVALUATION | HCS50RLE | 105 | INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION | POL31ILO | 222 |
| HUMAN COMMUNICATION SCIENCES RESEARCH: PROJECT | HCS50RPR | 106 | INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION | POL21ILO | 220 |
| HUMAN RESOURCE MANAGEMENT | HLT42HRM | 343 | INTERNATIONAL MONETARY ECONOMICS | ECO41IME | 237 |
| HUMAN RESOURCE MANAGEMENT | BUA41HRM | 229 | INTERNATIONAL RELATIONS OF THE BALKANS | POL22IBK | 220 |
| HUMAN RESOURCE MANAGEMENT | BUA42HRM | 229 | INTERNATIONAL RELATIONS OF THE BALKANS | POL32IBK | 222 |
| HUMAN RESOURCE MANAGEMENT IN HEALTH SERVICES | PHE41HRM | 143 | INTERNATIONAL RELATIONS OF THE MIDDLE EAST | POL32IME | 222 |
| HUMAN RESOURCE MANAGEMENT IN HEALTH SERVICES | PHE42HRM | 148 | INTERNATIONAL RELATIONS OF THE MIDDLE EAST | POL22IME | 221 |
| HUMAN SERVICE MANAGEMENT IN DEVELOPING COUNTRIES | SWP52HSM | 162 | INTERNATIONAL RELATIONS: THE COLD WAR AND THE GREAT POWERS | POL22INR | 221 |
| IDENTIFICATION SCIENCES & PHYSICAL EVIDENCE FOR FORENSIC SCIENCE | FSC41ID | 282 | INTERNATIONAL TRADE | ECO42ITR | 238 |
| IMAGE PROCESSING AND CODING | ELE42IPC | 278 | INTERNET AND CLASSROOM TEACHING | EDU41ICT | 345 |
| IN HEALTH AND ILLNESS | NSG51FHI | 128 | INTERNET AND CLASSROOM TEACHING | EDU41ICT | 195 |
| IN HEALTH AND ILLNESS | NSG52FHI | 130 | INTERNET COMPUTING CLIENT SIDE | CSE41FIC | 272 |
| INCOMITANT STRABISMUS | ORT31INC | 138 | INTERNET COMPUTING: CLIENT SIDE | CSE42FIC | 275 |
| INDEPENDENT STUDY PROGRAM | EDU41ISP | 343 | INTERNET COMPUTING: SERVER-SIDE | CSE42FCS | 275 |
| INDEPENDENT STUDY PROGRAM | EDU42ISP | 343 | INTERVENTIONS IN MENTAL HEALTH NURSING PRACTICE | NSG42IMH | 124 |
| INDEPENDENT STUDY UNIT | NSG50ISU | 127 | INTERVENTIONS IN MENTAL HEALTH NURSING PRACTICE | NSG42IMH | 377 |
| INDEPENDENT STUDY UNIT | NSG52ISU | 130 | INTRO TO VIDEO PRACTICE | CST42VID | 214 |
| INDIVIDUAL COUNSELLING A | PSY51ICA | 156 | INTRO TO VIDEO PRACTICE | CST42VID | 175 |
| INDIVIDUAL COUNSELLING B | PSY52ICB | 157 | INTRODUCTION TO AMERICAN POLITICS | POL21IAP | 220 |
| INDUSTRIAL PRACTICUM 4 | EDU40P4B | 343 | INTRODUCTION TO AMERICAN POLITICS | POL31IAP | 222 |
| INDUSTRIAL PRACTICUM 4 (INFORMATION TECHNOLOGY) | EDU40P4W | 343 | INTRODUCTION TO ART THERAPY RESEARCH | PHE51ATR | 151 |
| INDUSTRIAL PRACTICUM A | EDU41IPA | 194 | INTRODUCTION TO ASIA: CHINA AND INDIA | AST12ICI | 177 |
| INDUSTRIAL PRACTICUM A | EDU41IPA | 343 | INTRODUCTION TO ASIA: JAPAN AND INDONESIA | AST11IJI | 177 |
| INDUSTRIAL PRACTICUM A | EDU42IPA | 194 | INTRODUCTION TO AUSTRALIA'S VET SYSTEM | EDU40IVS | 345 |
| INDUSTRIAL PRACTICUM A | EDU42IPA | 343 | INTRODUCTION TO AUSTRALIA'S VET SYSTEM | EDU40IVS | 195 |
| INDUSTRIAL PRACTICUM B | EDU41IPB | 194 | INTRODUCTION TO BIOTECHNOLOGY | BTB52IBB | 270 |
| INDUSTRIAL PRACTICUM B | EDU41IPB | 344 | INTRODUCTION TO CREATIVE ARTS THERAPIES PSYCHODRAMA | PHE51IPD | 152 |
| INDUSTRIAL PRACTICUM B | EDU42IPB | 344 | INTRODUCTION TO ETHNOGRAPHIC RESEARCH | ANT21MQA | 176 |
| INDUSTRIAL PRACTICUM B | EDU42IPB | 194 | INTRODUCTION TO ETHNOGRAPHIC RESEARCH | ANT31MQA | 177 |
| INDUSTRIAL PRACTICUM C | EDU41IPC | 344 | INTRODUCTION TO FAMILY SENSITIVE PRACTICE | FTH40IFT | 99 |
| INDUSTRIAL PRACTICUM C | EDU42IPC | 344 | INTRODUCTION TO HEALTH PROMOTION | PHE41IHP | 143 |
| INDUSTRIAL PRACTICUM C | EDU41IPC | 194 | INTRODUCTION TO HEALTH PROMOTION | PHE42IHP | 148 |
| INDUSTRIAL PRACTICUM C | EDU42IPC | 194 | INTRODUCTION TO LEGAL METHODS AND SKILLS | LST53ILM | 245 |
| INDUSTRIAL PRACTICUM C | EDU41IPC | 344 | INTRODUCTION TO MICROBES | BIO40ITM | 345 |
| INDUSTRIAL PRACTICUM C | EDU42IPC | 194 | INTRODUCTION TO OBJECT ORIENTED PROGRAMMING | | |
| INDUSTRIAL PRACTICUM D | EDU41IPD | 344 | USING JAVA | CSE11OJA | 271 |
| INDUSTRIAL PRACTICUM D | EDU42IPD | 344 | INTRODUCTION TO OBJECT ORIENTED PROGRAMMING | | |
| INDUSTRIAL PRACTICUM D | EDU41IPD | 194 | USING JAVA | CSE12OJA | 271 |
| INDUSTRIAL PRACTICUM D | EDU42IPD | 194 | INTRODUCTION TO PRACTICE | NSG41ITP | 116 |
| INFECTION AND IMMUNITY | BIO22IAI | 344 | INTRODUCTION TO PRIMARY HEALTH CARE | PHE41IPH | 144 |
| INFORMATION & FINANCIAL MANAGEMENT | SWP51IFM | 161 | INTRODUCTION TO REHABILITATION AND CASE MANAGEMENT | PHE41IRC | 144 |
| INFORMATION & FINANCIAL MANAGEMENT | SWP51IFM | 377 | INTRODUCTION TO TEACHING | EDU11TCH | 345 |
| INFORMATION AND FINANCIAL MANAGEMENT | SWP52IFM | 162 | INTRODUCTION TO TEACHING | EDU12TCH | 346 |
| INFORMATION SYSTEMS PRACTICE | INT31ISP | 344 | INTRODUCTION TO UNIVERSITY TEACHING AND LEARNING | EDU41IUT | 195 |
| INFORMATION SYSTEMS PRACTICE | INT32ISP | 344 | INTRODUCTORY FRENCH FOR TEACHERS A | FRE41FTA | 346 |
| INFORMATION TECHNOLOGY RESEARCH METHODS | CSE42RES | 276 | INTRODUCTORY FRENCH FOR TEACHERS B | FRE42FTB | 346 |
| INFORMATION TECHNOLOGY TEACHING METHOD | EDU40ITM | 344 | INTRODUCTORY STATISTICS | PHE40IST | 140 |
| INFORMATION TECHNOLOGY TEACHING METHOD | EDU40ITM | 194 | IONOSPHERIC PHYSICS | PHY41INP | 284 |
| INNOVATION AND CONVENTION IN EDUCATION | EDU60ICE | 344 | IONOSPHERIC PHYSICS | PHY42INP | 285 |
| INNOVATION AND CONVENTION IN EDUCATION | EDU60ICE | 195 | ISSUES AND METHODS | CST41IAM | 213 |
| INSTITUTIONS AND INSTRUMENTS | LAW51ILL | 244 | ISSUES AND METHODS | CST41IAM | 175 |
| INTEGRATED PRACTICUM | EDU41IP | 344 | ISSUES AND METHODS | CST51IAM | 214 |
| INTEGRATED PRACTICUM | EDU42IP | 345 | ISSUES AND METHODS | CST51IAM | 175 |
| INTEGRATION STUDIES | HCS52IST | 107 | ISSUES FOR NURSES AS PRACTITIONERS | NSG40INP | 346 |
| | | | ISSUES FOR NURSES AS PRACTITIONERS | NSG42INP | 124 |

INDEX BY SUBJECT NAME

| | | | | | |
|---|----------|-----|---|----------|-----|
| ISSUES IN CONFLICT RESOLUTION PRACTICE AND THEORY | LAW41ICR | 243 | LOGISTICS AND OPERATIONS MANAGEMENT | MGT51LOM | 349 |
| ISSUES IN CONTEMPORARY ARCHAEOLOGY | ARC41ICA | 168 | LOGISTICS AND OPERATIONS MANAGEMENT | MGT52LOM | 349 |
| ISSUES IN CONTEMPORARY ARCHAEOLOGY | ARC51ICA | 170 | LOTE PRACTICUM | EDU41LP | 349 |
| ISSUES IN DEAF STUDIES | HCS51IDS | 106 | LOTE PRACTICUM | EDU42LP | 350 |
| ISSUES IN EDUCATION | EDU31IIE | 346 | LOTE TEACHING METHOD | EDU40LM | 350 |
| ISSUES IN EDUCATION | EDU32IIE | 346 | LOTE TEACHING METHOD | EDU41LM | 350 |
| ISSUES IN EDUCATION | EDU40IEP | 346 | LOTE TEACHING METHOD | EDU40LM | 197 |
| ISSUES IN EDUCATION | EDU43IIE | 346 | LOTE TEACHING METHODOLOGY | EDU40LTM | 350 |
| ISSUES IN EDUCATION | EDU43IIE | 195 | LOTE TEACHING METHODOLOGY | EDU40LTM | 197 |
| ISSUES IN EDUCATION (PRIMARY) | EDU40IEP | 195 | LOW RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | MID41MOA | 108 |
| ISSUES IN FINANCIAL REPORTING | ACC41IFR | 236 | LOW RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | MID42MOA | 109 |
| ISSUES IN GERONTOLOGY | PHE41IIG | 143 | MACROECONOMICS | ECO41MAE | 237 |
| ISSUES IN INTERPRETING | HCS40IIE | 103 | MAGNETOSPHERIC AND SPACE PLASMA PHYSICS | PHY41MSP | 284 |
| ISSUES IN INTERPRETING | HCS50IIE | 105 | MAGNETOSPHERIC AND SPACE PLASMA PHYSICS | PHY42MSP | 285 |
| ISSUES IN SCIENCE EDUCATION | EDU40SE | 346 | MAINTAINING HEALTH IN CANCER CARE NURSING PRACTICE | NSG41MCA | 117 |
| ISSUES IN SCIENCE EDUCATION | EDU40SE | 196 | MAINTAINING HEALTH IN CANCER CARE NURSING PRACTICE | NSG42MCA | 124 |
| ISSUES IN SECONDARY EDUCATION | EDU42SEI | 347 | MAKING THE NEWS | MST11MTN | 214 |
| ISSUES IN SECONDARY EDUCATION | EDU42SEI | 196 | MANAGEMENT AND HEALTH | HLT41MAH | 350 |
| ISSUES IN SPECIAL EDUCATION | EDU42ISE | 347 | MANAGEMENT FINANCE | BUA51MFN | 232 |
| ISSUES IN STRATEGIC MANAGEMENT | BUA41ISM | 229 | MANAGEMENT FINANCE 5 | BUA52MFN | 233 |
| ISSUES IN STRATEGIC MANAGEMENT | BUA42ISM | 229 | MANAGEMENT INFORMATION SYSTEMS | INT41MIS | 350 |
| IT TOPICS FOR MANAGEMENT | INT52ITM | 347 | MANAGEMENT INFORMATION SYSTEMS | CSE41FMI | 272 |
| ITALIAN ART GIOTTO TO MICHAELANGELO | ARH31OMO | 172 | MANAGEMENT INFORMATION SYSTEMS | CSE42FMI | 276 |
| JOURNALISM PRODUCTION WORKSHOP | MST22JPW | 216 | MANAGEMENT INFORMATION SYSTEMS 5 | BUA51MIS | 232 |
| JOURNALISM PRODUCTION WORKSHOP | MST32JPW | 217 | MANAGEMENT INFORMATION SYSTEMS 5 | BUA52MIS | 233 |
| JUNG & SYMBOLIC PROCESS | ENG51JSP | 205 | MANAGEMENT OF ACUTE SPINAL CORD INJURIES | NSG41ASC | 112 |
| LABOUR ECONOMICS | ECO41LEC | 237 | MANAGEMENT OF BREAST CANCER IN NURSING PRACTICE | NSG41MBC | 117 |
| LANGUAGE AND CULTURAL STUDIES A | HCS41LCA | 104 | MANAGEMENT OF BREAST CANCER IN NURSING PRACTICE | NSG42MBC | 124 |
| LANGUAGE AND CULTURAL STUDIES B | HCS42LCB | 105 | MANAGEMENT OF BURNS AND TISSUE RECONSTRUCTION | NSG41BUR | 112 |
| LANGUAGE AND SOCIETY | EDU52LAS | 347 | MANAGEMENT OF HEALTH ORGANISATIONS | PHE61MHO | 154 |
| LANGUAGE CURRICULUM, MATERIALS DEVELOPMENT AND ASSESSMENT | EDU42LCD | 347 | MANAGEMENT OF SKIN BREAKING LESIONS | NSG42LES | 124 |
| LANGUAGE ECOLOGY | ENG41LE | 347 | MANAGEMENT OF SKIN ULCERATIONS | NSG42ULC | 126 |
| LANGUAGE IN USE | EDU51LIU | 347 | MANAGEMENT OF TRAUMATIC WOUNDS | NSG41TRA | 120 |
| LANGUAGE TEACHING 1 | EDU41LT1 | 347 | MANAGERS AND ETHICS | BUA51MAE | 232 |
| LANGUAGE TEACHING 1 | EDU41LT1 | 196 | MANAGERS AND ETHICS | BUA52MAE | 233 |
| LANGUAGE TEACHING 2 | EDU42LT2 | 347 | MANAGING HUMAN RESOURCES AND INDUSTRIAL RELATIONS | MGT42HRI | 350 |
| LANGUAGE TEACHING 2 | EDU42LT2 | 196 | MANAGING ORGANISATIONAL BEHAVIOUR | MGT41MOB | 350 |
| LANGUAGE TEACHING PRACTICE | EDU41LTP | 196 | MANAGING ORGANISATIONAL BEHAVIOUR | MGT42MOB | 351 |
| LANGUAGE TEACHING PRACTICE | EDU42LTP | 197 | MANAGING ORGANISATIONAL CHANGE | EDU41MOC | 351 |
| LANS AND WANS | CSE42FLN | 275 | MANAGING ORGANISATIONAL CHANGE | EDU41MOC | 198 |
| LAW AND HEALTH | HLT42LAH | 347 | MANAGING ORGANISATIONAL CHANGE | EDU42MOC | 351 |
| LAW FOR MANAGEMENT | LST42LFM | 348 | MANAGING ORGANISATIONAL CHANGE | EDU51MOC | 351 |
| LEADERSHIP AND SUPERVISION SKILLS | EDU41LSS | 348 | MANAGING ORGANISATIONAL CHANGE | EDU51MOC | 198 |
| LEADERSHIP AND SUPERVISION SKILLS | EDU42LSS | 348 | MANAGING ORGANISATIONAL CHANGE | EDU52MOC | 351 |
| LEADERSHIP AND SUPERVISION SKILLS | EDU42LSS | 197 | MANAGING ORGANISATIONAL CHANGE | EDU52MOC | 198 |
| LEADERSHIP IN ORGANISATIONS | MGT41LED | 239 | MANAGEMENT ACCOUNTING | ACC41MAC | 236 |
| LEADERSHIP, INNOVATION AND CHANGE | MGT51LIC | 348 | MARKETING | BUA41MKG | 229 |
| LEADERSHIP, INNOVATION AND CHANGE | MGT52LIC | 348 | MARKETING | BUA42MKG | 229 |
| LEARNING & PROFESSIONAL PRACTICE | EDU42LPP | 197 | MARKETING MANAGEMENT | MKT41MM | 351 |
| LEARNING & PROFESSIONAL PRACTICE | EDU42LPP | 348 | MASTER DESIGN PROJECT C | ELE51MPC | 280 |
| LEARNING AND PROFESSIONAL PRACTICE | EDU40LPP | 348 | MASTER DESIGN PROJECT C | ELE52MPC | 281 |
| LEARNING AND PROFESSIONAL PRACTICE | EDU40LPP | 197 | MATERIALS DEVELOPMENT AND ASSESSMENT | EDU41LCD | 351 |
| LEARNING TECHNOLOGIES FOR P-10 MATHS | EDU40MLT | 348 | MATERNAL AND CHILD HEALTH: INTRODUCTION TO PRACTICE | NSG51ITP | 129 |
| LEARNING TECHNOLOGIES FOR P-10 MATHS | EDU43MLT | 348 | MATERNAL AND CHILD HEALTH: INTRODUCTION TO PRACTICE | NSG52ITP | 130 |
| LEARNING TECHNOLOGIES FOR P-10 MATHS | EDU40MLT | 197 | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | NSG42IIP | 124 |
| LEARNING TECHNOLOGIES IN EDUCATION | EDU40LTE | 349 | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | NSG51IIP | 129 |
| LEARNING TECHNOLOGIES IN EDUCATION | EDU40LTE | 197 | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | NSG52IIP | 130 |
| LEARNING TECHNOLOGIES IN EDUCATION | EDU41LTE | 349 | MATHEMATICAL SOFTWARE | CSE42MTH | 276 |
| LEARNING TECHNOLOGIES IN EDUCATION | EDU42LTE | 349 | MATHEMATICS EDUCATION C1 | EDU41ME1 | 351 |
| LEARNING TECHNOLOGIES IN EDUCATION | EDU41LTE | 197 | MATHEMATICS EDUCATION C1 | EDU42ME1 | 351 |
| LEARNING, READING AND WRITING | EDU40LRW | 348 | MATHEMATICS TEACHING METHOD | EDU40MTM | 351 |
| LEARNING, READING AND WRITING | EDU40LRW | 197 | MATHEMATICS TEACHING METHOD | EDU40MTM | 198 |
| LEARNING, READING, & WRITING | EDU41LRW | 348 | MBA RESEARCH PROJECT (1) | BUA51RP1 | 233 |
| LEARNING, READING, & WRITING | EDU42LRW | 348 | MBA RESEARCH PROJECT (1) | BUA52RP1 | 233 |
| LEARNING, READING, & WRITING | EDU42LRW | 197 | MBA RESEARCH PROJECT (2) | BUA51RP2 | 233 |
| LEARNING, READING, & WRITING | EDU41LRW | 197 | MBA RESEARCH PROJECT (2) | BUA52RP2 | 233 |
| LIFE IN SCHOOL | EDU41LIS | 349 | MBA RESEARCH PROJECT (3) | BUA50RP3 | 233 |
| LITERACIES AND GLOBALISATION | EDU40LAG | 349 | MBA RESEARCH PROJECT (4) | BUA50RP4 | 233 |
| LITERACIES AND GLOBALISATION | EDU40LAG | 197 | MEANING OF COLOUR IN MODERN ART | ARH31MCM | 171 |
| LITERACIES, LIFESTORIES, CULTURES | EDU42LAC | 349 | MEDIA INDUSTRIES | MST31MIN | 216 |
| LITERACIES, LIFESTORIES, CULTURES | EDU42LAC | 197 | MEDIA ON THE MEDIA | MST42MOM | 218 |
| LITERACY AND LANGUAGE | EDU50LL2 | 349 | MEDIA ON THE MEDIA | MST52MOM | 218 |
| LITERACY AND LANGUAGE 1 | EDU51LL1 | 349 | MEDIA PROJECT DEVELOPMENT | MST32MPD | 217 |
| LITERACY EDUCATION C1 | EDU41LE1 | 349 | MEDIA RESEARCH ISSUES | MST41MRI | 217 |
| LITERATURE EVALUATION | HCS40LEV | 103 | MEDIA RESEARCH ISSUES | MST51MRI | 218 |
| LITERATURE REVIEW | HBS41LIT | 102 | MEDIATING & NEGOTIATING FAMILY CONFLICT | LAW41MFC | 243 |
| LITERATURE SEARCH EVALUATION | PTY50LSE | 159 | MEDIATING & NEGOTIATING FAMILY CONFLICT | LST41MFC | 244 |
| LOCAL GOVERNMENT ADMINISTRATION | PLA42LGA | 349 | MEDIATING FAMILY CONFLICT | PSY51MFC | 156 |
| | | | MEDIATING FAMILY CONFLICT | PSY52MFC | 157 |

| | | | | | |
|---|----------|-----|--|----------|-----|
| MEDIATION | LAW41MED | 243 | NEW DIRECTIONS IN EARLY CHILD HEALTH – POLICY | | |
| MEDIATION | LAW42MED | 244 | AND PRACTICE | NSG51ECH | 128 |
| MEDIEVAL EUROPE C.600-C.1200 | ARH31MEU | 171 | NINETEENTH CENTURY GREEK LITERATURE | GST51NGL | 208 |
| MEDITERRANEAN ARCHAEOLOGY | ARC32MED | 171 | NORMAL BIRTH IN MIDWIFERY PRACTICE | MID41NOB | 108 |
| METHODS FOR THE SCIENTIST PRACTITIONER | PSY52MSP | 290 | NORMAL BIRTH IN MIDWIFERY PRACTICE | MID42NOB | 109 |
| METHODS OF TEACHING (ADULT) | EDU41MTA | 351 | NORMAL COMMUNICATION PROCESSES | HCS51NCP | 106 |
| METHODS OF TEACHING (ADULT) | EDU42MTA | 352 | NUMERACY AND MATHEMATICS EDUCATION FOR CHILDREN | | |
| METHODS OF TEACHING (ADULT) | EDU41MTA | 198 | AND ADULTS | EDU41NME | 353 |
| METHODS OF TEACHING SECONDARY AND TECHNOLOGY | EDU41MTT | 352 | NUMERACY AND MATHEMATICS EDUCATION FOR CHILDREN | | |
| METHODS OF TEACHING SECONDARY AND TECHNOLOGY | EDU42MTT | 352 | AND ADULTS | EDU42NME | 353 |
| METHODS OF TEACHING SECONDARY AND TECHNOLOGY | EDU41MTT | 198 | NURSING AND THE FOUNDATIONS OF PALLIATIVE CARE | NSG41FPC | 115 |
| METHODS OF TEACHING SECONDARY AND TECHNOLOGY | EDU42MTT | 198 | NURSING AND THE FOUNDATIONS OF PALLIATIVE CARE | NSG42FPC | 123 |
| MICROBIAL BIOLOGY OF TREATMENT SYSTEMS | BIO40MTS | 352 | NURSING ASSESSMENT AND CARE FOR OLDER PEOPLE | NSG41AOP | 111 |
| MICROECONOMICS | ECO41MIE | 238 | NURSING CARE OF NEONATE & FAMILY WITH SPECIAL NEEDS | NSG41CSN | 114 |
| MICROELECTRONIC MAJOR PROJECT | ELE51MAP | 279 | NURSING CARE OF NEONATE & FAMILY WITH SPECIAL NEEDS | NSG42CSN | 122 |
| MICROELECTRONIC MAJOR PROJECT | ELE52MAP | 281 | NURSING FUTURES A | NSG61NFA | 131 |
| MICROELECTRONIC MINOR PROJECT | ELE51MIP | 279 | NURSING FUTURES B | NSG62NFB | 131 |
| MICROELECTRONIC MINOR PROJECT | ELE52MIP | 281 | NURSING ISSUES | NSG51NI | 353 |
| MIDWIFERY MASTERS THESIS | MID50MTH | 109 | NURSING ISSUES AND INNOVATIONS IN CARE OF OLDER PEOPLE | NSG41COP | 114 |
| MIDWIFERY RESEARCH PROJECT | NSG40MRP | 352 | NURSING ISSUES AND INNOVATIONS IN CARE OF OLDER PEOPLE | NSG42COP | 122 |
| MIDWIFERY THESIS | MID50THE | 109 | NURSING KNOWLEDGE | NSG41NK | 353 |
| MINOR THESIS | EDU51MTH | 352 | NURSING KNOWLEDGE | NSG42NK | 353 |
| MINOR THESIS | EDU52MT | 199 | NURSING MANAGEMENT: THEORY AND PRACTICE | NSG42MTP | 124 |
| MINOR THESIS | EDU52MTH | 352 | NURSING MASTERS THESIS | NSG50MTH | 127 |
| MINOR THESIS | OCT50OHD | 133 | NURSING MASTERS THESIS | NSG50MTH | 377 |
| MINOR THESIS | PHE51THA | 152 | NURSING PRACTICE | NSG51CCI | 127 |
| MINOR THESIS | PHE51THC | 152 | NURSING PRACTICE | NSG52CCI | 129 |
| MINOR THESIS | PHE52THB | 153 | NURSING PRACTICE IN COMMUNITY CONTEXTS | NSG41PCC | 118 |
| MINOR THESIS | PHE52THD | 153 | NURSING PRACTICE IN COMMUNITY CONTEXTS | NSG42PCC | 125 |
| MINOR THESIS | EDU51MT | 198 | NURSING PRACTICE IN COMMUNITY CONTEXTS | NSG42PCC | 377 |
| MINOR THESIS | EDU51MTH | 199 | NURSING PRACTICE IN SPECIALTY SURGERY | NSG41CSS | 114 |
| MINOR THESIS | EDU52MTH | 199 | NURSING PRACTICE IN SPECIALTY SURGERY | NSG42CSS | 122 |
| MINOR THESIS | LAW41MIT | 244 | NURSING PRACTICE IN THE COMMUNITY | NSG40NPC | 353 |
| MINOR THESIS | LAW42MIT | 244 | NURSING PROFESSIONAL DOCTORATE THESIS | NSG60THF | 131 |
| MINOR THESIS A | HCS51MTA | 106 | NURSING PROFESSIONAL DOCTORATE THESIS | NSG60THP | 131 |
| MINOR THESIS B | HCS52MTB | 107 | NURSING SCIENCE: PERIANAESTHETIC CARE OF THE | | |
| MINOR THESIS IN ERGONOMICS | HBS50MIT | 102 | SURGICAL PATIENT | NSG41PCS | 119 |
| MODES AND STRUCTURES OF CONSCIOUSNESS | EDU40MC1 | 199 | NURSING SCIENCE: PERIOPERATIVE CONCEPTS AND | | |
| MODES AND STRUCTURES OF CONSCIOUSNESS 2 | EDU42MC2 | 352 | PATIENT CARE | NSG41PCP | 118 |
| MONETARY ECONOMICS | ECO42MNE | 238 | OBJECT-ORIENTED DATA ENGINEERING | CSE42FOD | 276 |
| MONEY AND BANKING | BUA51MAB | 231 | OCCUPATIONAL ADAPTATION | OCT51OAD | 134 |
| MONEY AND BANKING | BUA52MAB | 233 | OCCUPATIONAL ADAPTATION | OCT61OAD | 137 |
| MONITORING & PROCESS CONTROL | BIO40MPC | 352 | OCCUPATIONAL HEALTH AND SAFETY PRINCIPLES AND | | |
| MSW THESIS – B | SWP51THB | 352 | LEGISLATION | OCT41OHA | 131 |
| MULTIMEDIA COMMUNICATIONS | ELE51MMC | 279 | OCCUPATIONAL HEALTH AND SAFETY PROGRAM MANAGEMENT | OCT42OHD | 133 |
| MULTIMEDIA COMMUNICATIONS | ELE52MMC | 281 | OCCUPATIONAL HEALTH RESEARCH PROJECT | OCT42OHG | 133 |
| MULTIMEDIA SYSTEMS | CSE41FMS | 272 | OCCUPATIONAL PERFORMANCE COMPONENTS/CAPACITIES | OCT52OPC | 135 |
| MULTIMEDIA SYSTEMS | CSE42FMS | 276 | OCCUPATIONAL THERAPY A: FOUNDATIONS FOR PRACTICE | OCT51FOT | 134 |
| MULTI-PROCESSOR SYSTEMS | CSE41MPS | 273 | OCCUPATIONAL THERAPY B: HUMANS AS OCCUPATIONAL BEINGS | OCT51HOB | 134 |
| MULTIPROFESSIONAL CARE OF OLDER PEOPLE | OCT42MPC | 132 | OCCUPATIONAL THERAPY PROFESSIONAL DOCTORATE THESIS | OCT60THF | 136 |
| MYTH AND IMAGE IN ANCIENT GREECE | ARH31MIM | 172 | OCCUPATIONAL THERAPY PROFESSIONAL DOCTORATE THESIS | OCT60THP | 137 |
| NARRATIVE ANALYSIS A | ENG31NAA | 223 | OCCUPATIONAL THERAPY: THEORY, PROCESS AND PRACTICE A | OCT51OTA | 134 |
| NARRATIVES OF CHRONIC ILLNESS IN NURSING | NSG41NCI | 117 | OENOLOGY – WINE SCIENCE & ANALYSIS | AGR42OEN | 270 |
| NARRATIVES OF CHRONIC ILLNESS IN NURSING | NSG42NCI | 124 | OPTICAL FIBRE COMMUNICATION SYSTEMS | ELE41OFC | 277 |
| NATIONS AND STATES | POL32NAS | 222 | OPTICAL NETWORKS | ELE51OPN | 280 |
| NATIONS AND STATES | POL22NAS | 221 | OPTICS AND VISION | ORT11OPV | 137 |
| NEGOTIATION | LAW41NEG | 244 | ORGANISATION DEVELOPMENT FOR HEALTH | PHE41ODH | 144 |
| NEGOTIATION AND MEDIATION | LST52NAM | 245 | ORGANISATION DEVELOPMENT FOR HEALTH | PHE42ODH | 148 |
| NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT | PLA41NMC | 352 | ORGANISATION DYNAMICS | MGT41ODY | 239 |
| NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT | PLA42NMC | 352 | ORGANISATION THEORY AND ANALYSIS | MGT41OTA | 353 |
| NEONATAL INTENSIVE CARE NURSING | NSG41NIC | 118 | ORGANISATION THEORY AND ANALYSIS | MGT42OTA | 353 |
| NEONATAL INTENSIVE CARE NURSING PRACTICE | NSG42NIC | 125 | ORGANISATION THEORY AND ANALYSIS | MGT43OTA | 353 |
| NETWORK DESIGN AND NETWORK MANAGEMENT | CSE41NMN | 273 | ORGANISATIONAL BEHAVIOUR | BUA41OB | 229 |
| NETWORKS AND SYSTEMS SECURITY | CSE42FNS | 276 | ORGANISATIONAL CHANGE AND DEVELOPMENT | MGT51OCD | 353 |
| NEURAL NETWORKS | INT41NN | 352 | ORGANISATIONAL CHANGE IN HEALTH SETTINGS | PHE62OCH | 155 |
| NEURAL NETWORKS | INT42NN | 353 | ORIENTATION AND MOBILITY METHODS A | PHE31MMA | 140 |
| NEURAL NETWORKS | CSE41NN | 273 | ORIENTATION AND MOBILITY METHODS B | PHE32MMB | 140 |
| NEUROANATOMY | PSY51NEU | 288 | ORIGINS OF POSTMODERNISM | ARH31OPM | 172 |
| NEUROLOGICAL DISORDERS | NSG41NED | 117 | ORTHOPTICS PROFESSIONAL DOCTORATE THESIS | ORT60THF | 139 |
| NEUROLOGICAL DISORDERS | NSG42NED | 124 | ORTHOPTICS PROFESSIONAL DOCTORATE THESIS | ORT60THP | 139 |
| NEUROLOGICAL REHABILITATION: THEORIES TO PRACTICE | OCT53NRE | 136 | OUTDOOR EDUCATION 2 TEACHING | OED40TCH | 353 |
| NEURO-OPHTHALMIC DISORDERS A | ORT22NEU | 138 | OUTDOOR EDUCATION A | OED40OEA | 353 |
| NEURO-OPHTHALMIC DISORDERS B | ORT31NEU | 139 | OUTDOOR EDUCATION B | OED40OEB | 354 |
| NEUROPSYCHIATRY | PSY51NPS | 289 | OUTDOOR EDUCATION CONCEPTS | OED41OEC | 354 |
| NEUROPSYCHOLOGICAL MODELS, SYNDROMES | | | OUTDOOR EDUCATION EXPERIENCE | OED41OEX | 354 |
| AND ASSESSMENT | PSY51NMS | 288 | OUTDOOR EDUCATION TEACHING METHOD | EDU40OEM | 354 |
| NEUROPSYCHOLOGICAL RECOVERY, REHABILITATION | | | OUTDOOR ENVIRONMENTS A | OED40E1 | 354 |
| AND MANAGEMENT | PSY51NRR | 289 | OUTDOOR ENVIRONMENTS B | OED40E2 | 354 |
| NEUROSCIENCE NURSING | NSG22NSN | 353 | PAEDIATRIC DYSPHAGIA | HCS42PDY | 105 |

INDEX BY SUBJECT NAME

| | | | | | |
|--|----------|-----|--|----------|-----|
| PAEDIATRICS IN OCC THER | OCT63PAE | 137 | PRACTICE ISSUES IN CARE COORDINATION | NSG42PIC | 125 |
| PAEDIATRICS IN OCCUPATIONAL THERAPY | OCT53PAE | 136 | PRACTICUM ISSUES IN OUTDOOR EDUCATION | OED40PI | 356 |
| PALLIATIVE CARE REALITIES IN NURSING PRACTICE | NSG41PCR | 118 | PREHISTORIC ARCHAEOLOGY OF AFRICA | ARC42PAA | 169 |
| PALLIATIVE CARE REALITIES IN NURSING PRACTICE | NSG42PCR | 125 | PRESS AND SOCIETY | MST31PAS | 217 |
| PARTICIPATORY HEALTH CARE FOR OLDER PEOPLE | NSG41PAH | 118 | PRESS AND SOCIETY | MST21PAS | 215 |
| PEACE AND CHANGE | POL22PAC | 221 | PRIMARY ENGLISH METHOD | EDU40PEN | 356 |
| PEACE AND CHANGE | POL32PAC | 222 | PRIMARY ENGLISH METHOD | EDU40PEN | 199 |
| PEASANTS AND POLITICS IN LATIN AMERICA | HIS31PPL | 179 | PRIMARY HEALTH AND PHYSICAL EDUCATION METHOD | EDU40HPE | 199 |
| PEASANTS AND POLITICS IN LATIN AMERICA | HIS21PPL | 178 | PRIMARY LEARNING TECHNOLOGIES METHOD | EDU40PLT | 199 |
| PEDAGOGICAL PRINCIPLES & PRACTICE | EDU51PP | 354 | PRIMARY LEARNING TECHNOLOGIES METHOD | EDU40PLT | 356 |
| PEDAGOGICAL PRINCIPLES AND PRACTICE | EDU51PP | 199 | PRIMARY LOTE TEACHING METHODOLOGY | EDU40PLO | 200 |
| PEDAGOGICAL PRINCIPLES AND PRACTICE | EDU52PP | 354 | PRIMARY LOTE TEACHING METHODOLOGY | EDU40PLO | 356 |
| PERCEPTION IN ORIENTATION AND MOBILITY | PHE31POM | 140 | PRIMARY MATHEMATICS METHOD | EDU40PMA | 200 |
| PERFORMANCE ANALYSIS OF COMPUTER SYSTEMS | CSE41PCS | 273 | PRIMARY MATHEMATICS METHOD | EDU40PMA | 356 |
| PERIANAESTHESIA: HIGH ACUITY CARE | NSG41PHA | 354 | PRIMARY SCIENCE METHOD | EDU40PSC | 356 |
| PERIOPERATIVE NURSING 1 | NSG41PN1 | 355 | PRIMARY SCIENCE METHOD | EDU40PSC | 200 |
| PERIOPERATIVE NURSING 2 | NSG42PN2 | 355 | PRIMARY STUDIES OF SOCIETY AND ENVIRONMENT METHOD | EDU40PSO | 356 |
| PERIOPERATIVE NURSING 3 | NSG42PN3 | 355 | PRIMARY STUDIES OF SOCIETY AND ENVIRONMENT METHOD | EDU40PSO | 200 |
| PERIOPERATIVE NURSING 4: PROFESSIONAL ISSUES | NSG41PN4 | 355 | PRIMARY VISUAL AND PERFORMING ARTS METHOD | EDU40VPA | 357 |
| PERIOPERATIVE NURSING 4: PROFESSIONAL ISSUES | NSG42PN4 | 355 | PRIMARY VISUAL AND PERFORMING ARTS METHOD | EDU40VPA | 200 |
| PERIOPERATIVE NURSING PROFESSIONAL ISSUES | NSG41PEP | 119 | PRINCIPLES AND PRACTICE OF PUBLIC HEALTH | PHE41PPP | 144 |
| PERIOPERATIVE NURSING PROFESSIONAL ISSUES | NSG42PEP | 125 | PRINCIPLES MICROBIAL GENETICS | BIO40PMG | 357 |
| PERSONAL MOBILE COMMUNICATIONS | ELE51PMC | 280 | PRINCIPLES OF BIOTECHNOLOGY | BTB50PBT | 270 |
| PERSONAL MOBILE COMMUNICATIONS | ELE52PMC | 281 | PRINCIPLES OF BIOTECHNOLOGY | BTB50THS | 270 |
| PERSPECTIVES IN EDUCATION | EDU51PIE | 355 | PRINCIPLES OF FORENSIC SCIENCE | FSC41PRN | 282 |
| PERSPECTIVES IN MIDWIFERY PRACTICE | MID41PES | 108 | PRINCIPLES OF MICROBIAL ECOLOGY | BIO40PME | 357 |
| PERSPECTIVES IN MIDWIFERY PRACTICE | MID42PES | 109 | PROCESS & TECHNOLOGY IN CANCER | NSG41PTC | 119 |
| PERSPECTIVES ON NATURE: GD | OED41PN | 355 | PROCESS & TECHNOLOGY IN CANCER | NSG42PTC | 125 |
| PERSPECTIVES ON SIGN LANGUAGE TEACHING | HCS41PSL | 104 | PROCESS EXPERIENTIAL PSYCHOTHERAPY | PSY51EXP | 156 |
| PERSPECTIVES ON SIGN LANGUAGE TEACHING | HCS42PSL | 105 | PROCESS MODELLING | BIO40PM | 357 |
| PERSUASION AND PUBLIC SPEECH | DRA31PPS | 223 | PROFESSIONAL AND ETHICAL CONSIDERATIONS IN COUNSELLING | PHE42PEC | 149 |
| PHARMACOLOGY FOR NURSES | NSG40PFN | 355 | PROFESSIONAL DEVELOPMENT (ADMINISTRATION) | EDU41PDA | 357 |
| PHOTOGRAPHY TO POST-PHOTOGRAPHY | ARH32PPP | 173 | PROFESSIONAL DEVELOPMENT (ADMINISTRATION) | EDU41PDA | 200 |
| PHYSICAL EDUCATION TEACHING METHOD | EDU40PEM | 355 | PROFESSIONAL DEVELOPMENT (CURRICULUM) | EDU41PDC | 357 |
| PHYSICS TEACHING METHOD | EDU40PTM | 355 | PROFESSIONAL DEVELOPMENT (CURRICULUM) | EDU42PDC | 357 |
| PHYSICS TEACHING METHOD | EDU40PTM | 199 | PROFESSIONAL DEVELOPMENT (CURRICULUM) | EDU43PDC | 357 |
| PHYSIOLOGY FOR SPORTS & MUSCULOSKELETAL | | | PROFESSIONAL DEVELOPMENT (CURRICULUM) | EDU43PDC | 200 |
| PHYSIOTHERAPISTS | PTY50PSM | 159 | PROFESSIONAL DEVELOPMENT (CURRICULUM) | EDU41PDC | 200 |
| PHYSIOTHERAPY PROFESSIONAL DOCTORATE THESIS | PTY60THF | 160 | PROFESSIONAL DEVELOPMENT (CURRICULUM) | EDU42PDC | 200 |
| PHYSIOTHERAPY PROFESSIONAL DOCTORATE THESIS | PTY60THP | 160 | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | EDU41PDL | 357 |
| PHYSIOTHERAPY RESEARCH PROJECT | PTY40RPP | 158 | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | EDU41PDL | 200 |
| PLANNING FOR CHANGE | EDU52PFC | 355 | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | EDU42PDL | 357 |
| PLASMA PHYSICS | PHY41PLA | 284 | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | EDU43PDL | 357 |
| PLASMA PHYSICS | PHY42PLA | 285 | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | EDU42PDL | 201 |
| POETRY OF THE TWENTIETH CENTURY | ENG52PTC | 206 | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | EDU43PDL | 201 |
| POLICIES FOR HEALTH GAIN | PHE52PHG | 153 | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | EDU41PDP | 357 |
| POLICY, PLANNING AND ADMINISTRATION IN AGED CARE | PHE42PPA | 149 | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | EDU42PDP | 357 |
| POLITICS AND MEDIA | POL21PAM | 220 | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | EDU43PDP | 357 |
| POLITICS AND MEDIA | POL31PAM | 222 | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | EDU41PDP | 201 |
| POLITICS AND THE ECONOMY | POL31PAE | 179 | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | EDU42PDP | 201 |
| POLITICS AND THE ECONOMY | POL21PAE | 179 | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | EDU43PDP | 201 |
| POSITIVE BEHAVIOUR PLANS | EDU41PBP | 355 | PROFESSIONAL DEVELOPMENT IN MUSCULOSKELETAL | | |
| POSITIVE BEHAVIOUR PLANS | EDU42PBP | 355 | PHYSIOTHERAPY | PTY50PDM | 159 |
| POSTGRADUATE DIPLOMA BIOCHEMISTRY | BCH40PGD | 270 | PROFESSIONAL DEVELOPMENT IN SPORTS PHYSIOTHERAPY | PTY50PDS | 159 |
| POSTGRADUATE DIPLOMA BOTANY | BOT40PGD | 270 | PROFESSIONAL NURSING EDUCATION | NSG41PED | 119 |
| POSTGRADUATE DIPLOMA CHEMISTRY | CHE40PGD | 271 | PROFESSIONAL NURSING EDUCATION | NSG42PED | 125 |
| POSTGRADUATE DIPLOMA EARTH SCIENCES | GEO40PGD | 283 | PROFESSIONAL NURSING EDUCATION | NSG51PED | 129 |
| POSTGRADUATE DIPLOMA GENETICS | GEN40PGD | 283 | PROFESSIONAL NURSING EDUCATION | NSG52PED | 130 |
| POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS OPTION B | ACC41PGB | 236 | PROFESSIONAL PRACTICE | HCS53PPR | 107 |
| POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS OPTION B | ACC42PGB | 237 | PROFESSIONAL PRACTICE | PLA42PP | 357 |
| POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS OPTION C | ACC42PGC | 237 | PROFESSIONAL PRACTICE A | OCT52PPA | 136 |
| POSTGRADUATE DIPLOMA IN AGRICULTURAL SCIENCE | AGR40PGD | 269 | PROFESSIONAL PRACTICE AND SKILLS OF ORIENTATION | | |
| POSTGRADUATE DIPLOMA IN ECONOMICS THESIS OPTION B | ECO41PGB | 238 | AND MOBILITY A. | PHE31PPA | 140 |
| POSTGRADUATE DIPLOMA IN ECONOMICS THESIS OPTION B | ECO42PGB | 238 | PROFESSIONAL PRACTICE AND SKILLS OF ORIENTATION | | |
| POSTGRADUATE DIPLOMA IN ENVIRONMENTAL STRESS | BIO40PES | 270 | AND MOBILITY B. | PHE32PPB | 140 |
| POSTGRADUATE DIPLOMA IN PSYCHOLOGY | PSY40PGD | 285 | PROFESSIONAL PRACTICE B | OCT51PPB | 134 |
| POSTGRADUATE DIPLOMA MATHEMATICS | MAT40PD | 283 | PROFESSIONAL PRACTICE C | OCT52PPC | 136 |
| POSTGRADUATE DIPLOMA MICROBIOLOGY | MIC40PGD | 283 | PROFESSIONAL PRACTICE IN ART THERAPY | PHE51PPA | 152 |
| POSTGRADUATE DIPLOMA PHYSICS | PHY40PGD | 283 | PROFESSIONAL PRACTICE IN THE WORKPLACE | OCT41OHE | 132 |
| POSTGRADUATE DIPLOMA STATISTICS | STA40PGD | 297 | PROFESSIONAL PRACTICUM | EDU51PM | 357 |
| POSTGRADUATE DIPLOMA ZOOLOGY | ZOO40PGD | 298 | PROFESSIONAL PRACTICUM | EDU52PM | 358 |
| POSTGRADUATE RESEARCH DESIGN IN OCCUPATIONAL THERAPY | OCT52PRD | 136 | PROFESSIONAL PRACTICUM | EDU52PM | 201 |
| POSTGRADUATE THESIS | INT40PGT | 355 | PROFESSIONAL PRACTICUM | NSG61PNP | 131 |
| POSTGRADUATE THESIS | INT50PGT | 356 | PROFESSIONAL PRACTICUM | NSG62PNP | 131 |
| PRACTICAL APPLIED SKILLS IN PSYCHOLOGY | PSY40PAS | 285 | PROFESSIONAL PRACTICUM | EDU51PM | 201 |
| PRACTICAL ARCHAEOLOGY | ARC51PRA | 170 | PROGRAM DEVELOPMENT 2 | HLT41PD2 | 358 |
| PRACTICAL ARCHAEOLOGY | ARC41PRA | 169 | PROGRAM DEVELOPMENT AND EVALUATION | PHE41PDE | 144 |
| PRACTICAL EXPERIENCE IN LOTE TEACHING (AUSLAN) | HCS42PEL | 105 | | | |

| | | | | | |
|---|----------|-----|--|----------|-----|
| PROGRAM DEVELOPMENT AND EVALUATION | PHE42PDE | 148 | QUANTITATIVE TOPICS IN MANAGEMENT | STA51QTM | 361 |
| PROJECT | HLT50PJ | 358 | QUANTITATIVE TOPICS IN MANAGEMENT | STA52QTM | 361 |
| PROJECT | INT40PRO | 358 | RADIO/SOUND PRODUCTION | MST31RSP | 217 |
| PROJECT 1 (EDU) | EDU51PJ1 | 358 | RADIO/SOUND PRODUCTION | MST21RSP | 215 |
| PROJECT 1 (EDU) | EDU52PJ1 | 358 | READING BLACK AUSTRALIAN WRITING | ENG52RBA | 207 |
| PROJECT 2 (EDU) | EDU51PJ2 | 358 | READING BLACK AUSTRALIAN WRITING | ENG52RBA | 206 |
| PROJECT 2 (EDU) | EDU52PJ2 | 358 | READING COURSE A | ARH31RCA | 172 |
| PROJECT A | WEM42PA | 387 | READING COURSE A | CST41RCA | 213 |
| PROJECT AND MOOT COURT FOR FORENSIC SCIENCE | FSC42MOO | 282 | READING COURSE A | HCS51RCA | 106 |
| PROJECT B | WEM41PB | 387 | READING COURSE A | MST41RCA | 217 |
| PROMOTING CONTINENCE | NSG41PRC | 119 | READING COURSE A | ARC41RCA | 169 |
| PROMOTING CONTINENCE | NSG42PRC | 125 | READING COURSE A | ARC51RCA | 170 |
| PROMOTING EXCELLENCE | EDU42PE | 358 | READING COURSE A | CST41RCA | 175 |
| PROMOTING HEALTHY AGEING | HLT42PHA | 358 | READING COURSE A | CST51RCA | 214 |
| PROMOTING POSITIVE HEALTH OUTCOMES IN | | | READING COURSE A | CST51RCA | 176 |
| COMMUNITY NURSING | NSG41PPH | 119 | READING COURSE A | GST51RCA | 209 |
| PROMOTING POSITIVE HEALTH OUTCOMES IN | | | READING COURSE A | MST51RCA | 218 |
| COMMUNITY NURSING | NSG42PPH | 125 | READING COURSE B | HCS52RCB | 107 |
| PROMOTING POSITIVE HEALTH OUTCOMES IN | | | READING COURSE B | MST52RCB | 218 |
| COMMUNITY NURSING | NSG41PPH | 376 | READING COURSE B | ARC42RCB | 170 |
| PROSTHETICS & ORTHOTICS PROFESSIONAL DOCTORATE THESIS | POR60THF | 155 | READING COURSE B | ARC52RCB | 170 |
| PROSTHETICS & ORTHOTICS PROFESSIONAL DOCTORATE THESIS | POR60THP | 155 | READING COURSE B | ARH32RCB | 173 |
| PROTECTIVE STRUCTURES AND CLEAR MEDIA | ORT11OAP | 137 | READING COURSE B | CST42RCB | 214 |
| PROTOCOL AND NETWORK ENGINEERING | CSE41PNE | 274 | READING COURSE B | CST42RCB | 175 |
| PROTOCOL AND NETWORK ENGINEERING | CSE42PNE | 276 | READING COURSE B | CST52RCB | 214 |
| PROTOCOLS, PERFORMANCE AND ROUTING | CSE41FPP | 273 | READING COURSE B | CST52RCB | 176 |
| PSYCHIATRIC ISSUES | NSG41PI | 358 | READING COURSE B | GST52RCB | 209 |
| PSYCHIATRIC PROJECT | NSG42PP | 358 | READING COURSE B | MST42RCB | 218 |
| PSYCHIATRIC REHABILITATION | PSY61PRH | 295 | READING COURSE C | HCS51RCC | 106 |
| PSYCHOLOGICAL ASSESSMENT | PSY51PAS | 289 | READING COURSE D | HCS52RCD | 107 |
| PSYCHOLOGICAL ASSESSMENT A | PSY52PSA | 157 | READING SUBJECT 1 | EDU41RS | 361 |
| PSYCHOLOGICAL ASSESSMENT B | PSY51PSB | 156 | READING SUBJECT 1 | EDU41RS | 201 |
| PSYCHOLOGICAL ASSESSMENT B | PSY52PSB | 157 | READING SUBJECT 1 | EDU42RS | 361 |
| PSYCHOLOGICAL FACTORS IN PATHOPHYSIOLOGY | PSY51HPP | 288 | READING SUBJECT 2 | EDU42RS | 201 |
| PSYCHOLOGICAL PRACTICE IN COMMUNITY AND | | | READINGS IN HEALTH ISSUES | HLT41RHI | 361 |
| ORGANISATIONAL SETTINGS | PSY51HCO | 287 | READINGS IN HEALTH ISSUES | HLT42RHI | 361 |
| PSYCHOLOGY 1A | PSY11BSA | 358 | READINGS IN HEALTH POLICY A | PHE61PRA | 154 |
| PSYCHOLOGY 1B | PSY12BSB | 358 | READINGS IN HEALTH POLICY A | PHE62PRA | 155 |
| PSYCHOLOGY 2A | PSY21BSA | 359 | READINGS IN HEALTH POLICY A | PHE63PRA | 155 |
| PSYCHOLOGY 2B | PSY22BSB | 359 | READINGS IN HEALTH POLICY B | PHE61PRB | 154 |
| PSYCHOLOGY 3A | PSY31BSA | 359 | READINGS IN HEALTH POLICY B | PHE62PRB | 155 |
| PSYCHOLOGY 3B | PSY32BSB | 359 | READINGS IN HEALTH POLICY B | PHE63PRB | 155 |
| PSYCHOLOGY TEACHING METHOD | EDU40PSM | 359 | READINGS IN HUMAN COMMUNICATION DISORDERS | HCS40RCD | 103 |
| PSYCHOPATHOLOGY | PSY52PAD | 291 | READINGS IN MUSCULOSKELETAL AND SPORTS PHYSIOTHERAPY | PTY50RMS | 160 |
| PSYCHO-SOCIAL ASPECTS OF REHABILITATION | PHE42PAR | 148 | READINGS IN MUSCULOSKELETAL PHYSIOTHERAPY | PTY50RMP | 159 |
| PUBLIC HEALTH CLINICAL EVALUATION A | PHE61CEA | 154 | READINGS IN OCCUPATIONAL HEALTH | OCT52OHC | 135 |
| PUBLIC HEALTH LAW | PHE42PHL | 149 | READINGS IN OCCUPATIONAL THERAPY | OCT51ROT | 135 |
| PUBLIC HEALTH POLICY | PHE41POL | 144 | READINGS IN OCCUPATIONAL THERAPY | OCT52ROT | 136 |
| PUBLIC HEALTH PRACTICE | PHE50PHP | 151 | READINGS IN ORTHOPTICS | ORT42RIO | 139 |
| PUBLIC HEALTH PRACTICE A | PHE61PHA | 154 | READINGS IN OUTDOOR EDUCATION | OED40RD | 361 |
| PUBLIC HEALTH PRACTICE B | PHE62PHB | 155 | READINGS IN OUTDOOR EDUCATION | OED41RD | 361 |
| PUBLIC HEALTH PRINCIPLES | HLT31PHP | 360 | READINGS IN PHYSIOTHERAPY A | PTY41RPA | 158 |
| PUBLIC HEALTH PROFESSIONAL DOCTORATE THESIS | PHE60THF | 153 | READINGS IN PHYSIOTHERAPY B | PTY41RPB | 158 |
| PUBLIC HEALTH PROFESSIONAL DOCTORATE THESIS | PHE60THP | 154 | READINGS IN TOURISM AND HOSPITALITY | THS41RTH | 246 |
| PUBLIC HEALTH PROMOTION | PHE41PHP | 144 | REAL-TIME AND FAULT-TOLERANT SYSTEMS | CSE41RFS | 274 |
| PUBLIC HEALTH PROMOTION | PHE42PHP | 149 | RECENT DEVELOPMENTS IN FAMILY THERAPY A | FTH50RDA | 101 |
| PUBLIC POLICY | ECO42PPO | 238 | REFRACTION | ORT12REF | 137 |
| PUBLIC SECTOR MANAGEMENT | MGT42PSM | 360 | REGIONAL & COMMUNITY PLANNING | PLA51RCP | 361 |
| PUBLIC SECTOR MANAGEMENT | MGT52PSM | 360 | REGIONAL & COMMUNITY PLANNING | PLA52RCP | 361 |
| PUBLIC SECTOR MANAGEMENT IN RURAL & REGIONAL | | | REGIONAL APPROACHES TO HISTORY | HIS42RAH | 361 |
| COMMUNITIES | PLA51RPM | 360 | REGIONAL COMMUNITY DEVELOPMENT | PLA51RCD | 361 |
| PUBLIC SECTOR MANAGEMENT IN RURAL & REGIONAL | | | REGIONAL COMMUNITY DEVELOPMENT | PLA52RCD | 362 |
| COMMUNITIES | PLA52RPM | 360 | REGIONAL ECONOMIC DEVELOP | PLA42RED | 362 |
| PUBLISHING AND EDITIN | MST31PAE | 223 | REGIONAL TOURISM DEVELOPMENT | THS41RTD | 246 |
| QUALITATIVE METHODS IN HEALTH RESEARCH | PHE52QMH | 153 | REGRESSION ANALYSIS | STA41RA | 298 |
| QUALITATIVE RESEARCH | HLT51QLR | 360 | REHABILITATION | NSG42REH | 362 |
| QUALITATIVE RESEARCH | HLT52QLR | 360 | REHABILITATION COUNSELLING | PHE42RCO | 149 |
| QUALITATIVE RESEARCH METHODS | FTH50QRM | 101 | REHABILITATION COUNSELLING | PHE42REC | 150 |
| QUALITATIVE RESEARCH METHODS IN EDUCATION | EDU51QRM | 360 | REHABILITATION COUNSELLING PRACTICUM | PHE41RCP | 145 |
| QUALITATIVE RESEARCH METHODS IN EDUCATION | EDU52QRM | 201 | REHABILITATION COUNSELLING PRACTICUM | PHE42RCP | 149 |
| QUALITY MANAGEMENT IN FORENSIC SCIENCE | FSC42QM | 283 | REHABILITATION PRACTICE PLACEMENT | PHE50RPP | 151 |
| QUALITY MANAGEMENT IN HEALTH CARE | PHE41QMM | 144 | REHABILITATION RESEARCH DESIGN | PHE41RRD | 145 |
| QUALITY MANAGEMENT IN HEALTH CARE | PHE42QMM | 149 | RELATIONSHIP MARKETING | MKT41REM | 240 |
| QUALITY REVIEW OF HEALTH AND COMMUNITY | | | REMUNERATION AND PERFORMANCE MANAGEMENT | MGT41RPM | 239 |
| SUPPORT SERVICES | PHE41QRH | 145 | RESEARCH APPROACHES TO PROFESSIONAL ISSUES | EDU60RAP | 362 |
| QUANTITATIVE RESEARCH METHODS IN EDUCATION | EDU51QNR | 360 | RESEARCH APPROACHES TO PROFESSIONAL ISSUES | EDU60RAP | 201 |
| QUANTITATIVE RESEARCH METHODS IN EDUCATION | EDU52QNR | 361 | RESEARCH BASED APPROACHES TO COUNSELLING PRACTICE | PHE52RBA | 153 |
| QUANTITATIVE RESEARCH METHODS IN HEALTH | PHE52QRM | 153 | RESEARCH DESIGN IN APPLIED RESEARCH | PSY40RDA | 285 |

INDEX BY SUBJECT NAME

| | | | | | |
|--|----------|-----|--|-----------|-----|
| RESEARCH DESIGN IN MUSCULOSKELETAL PHYSIOTHERAPY | PTY52RDM | 160 | RURAL HEALTH | HLT52RUH | 364 |
| RESEARCH DESIGN IN QUALITATIVE SOCIAL INQUIRY | PHE42RDQ | 149 | RURAL HEALTH | SWP41RUH | 161 |
| RESEARCH IN DEVELOPMENT | SOC32RID | 180 | RURAL HEALTH | SWP42RUH | 377 |
| RESEARCH IN INTEGRATION | EDU41RII | 362 | RURAL SUICIDE | SWP42RSU | 161 |
| RESEARCH IN INTEGRATION | EDU42RII | 362 | RURAL SUICIDE | SWP42RSU | 377 |
| RESEARCH METHODOLOGY | EDU41IRM | 201 | SAFE PRACTICES IN THE VET CLASSROOM | EDU40SPC | 364 |
| RESEARCH METHODOLOGY | MGT41RMA | 239 | SAFE PRACTICES IN THE VET CLASSROOM | EDU40SPC | 202 |
| RESEARCH METHODS | COM51REM | 362 | SCIENCE TEACHING METHOD | EDU40STM | 364 |
| RESEARCH METHODS | HLT51RM | 362 | SCIENCE TEACHING METHOD | EDU40STM | 203 |
| RESEARCH METHODS | HLT52RM | 362 | SCIENCE, TECHNOLOGY AND SOCIETY IN EDUCATION | EDU41STS | 182 |
| RESEARCH METHODS | NSG41RME | 120 | SCIENCE, TECHNOLOGY AND SOCIETY IN EDUCATION | EDU42STS | 364 |
| RESEARCH METHODS | NSG42RME | 125 | SCREENING AND MONITORING IN OCCUPATIONAL | | |
| RESEARCH METHODS | NSG41RME | 376 | HEALTH AND SAFETY | OCT42OHC | 132 |
| RESEARCH METHODS | NSG42RME | 377 | SECOND LANGUAGE ACQUISITION | EDU41SLA | 364 |
| RESEARCH METHODS 2 | OED40RM2 | 362 | SECOND LANGUAGE ACQUISITION | EDU42SLA | 365 |
| RESEARCH METHODS B | NSG51RMB | 129 | SECOND LANGUAGE ACQUISITION | EDU52SLA | 365 |
| RESEARCH METHODS B | NSG52RMB | 130 | SECURE COMMUNICATIONS | ELE51SEC | 280 |
| RESEARCH METHODS B | NSG51RMB | 377 | SECURITY POLICY IN A BORDERLESS WORLD | POL51SPW | 210 |
| RESEARCH METHODS B | NSG52RMB | 377 | SELF INITIATED PROJECT | EDU41SIP | 365 |
| RESEARCH METHODS IN EDUCATION | EDU51RME | 362 | SELF INITIATED PROJECT | EDU42SIP | 365 |
| RESEARCH METHODS IN EDUCATION | EDU51RME | 201 | SEMICONDUCTOR DEVICE PHYSICS | ELE52SDP | 281 |
| RESEARCH METHODS IN HEALTH 4 | PHE41RMH | 145 | SEMICONDUCTORS | PHY41SMC | 284 |
| RESEARCH METHODS IN HEALTH 4 | PHE42RMH | 150 | SEMICONDUCTORS | PHY42SMC | 285 |
| RESEARCH METHODS IN NURSING | NSG51REM | 129 | SEMINAR IN CONFLICT RESOLUTION | LST52SCR | 245 |
| RESEARCH METHODS IN NURSING | NSG52REM | 130 | SENSORY SYSTEMS IN ORIENTATION AND MOBILITY | ORT22SSM | 138 |
| RESEARCH METHODS IN NURSING | NSG51REM | 377 | SERVICE CO-ORDINATION AND CASE MANAGEMENT | PHE41SCC | 145 |
| RESEARCH METHODS IN NURSING | NSG52REM | 377 | SERVICE CO-ORDINATION AND CASE MANAGEMENT | PHE42SCC | 150 |
| RESEARCH METHODS IN OUTDOOR EDUCATION | OED41RMO | 363 | SERVICE DELIVERY SYSTEMS: DISABILITY AND CHRONIC ILLNESS | PHE41SDS | 145 |
| RESEARCH METHODS IN TOURISM AND HOSPITALITY | THS40RME | 246 | SERVICE DELIVERY SYSTEMS: DISABILITY AND CHRONIC ILLNESS | PHE42SDS | 150 |
| RESEARCH METHODS OUTDOOR EDUCATION HONOURS | OED40RM1 | 363 | SERVICES MARKETING AND MANAGEMENT | BUA51SMA | 232 |
| RESEARCH PRACTICUM 1 | EDU41RP | 202 | SERVICES MARKETING AND MANAGEMENT | BUA52SMA | 233 |
| RESEARCH PRACTICUM 2 | EDU42RP | 363 | SHAKESPEARE IN LOVE | ENG52SIL | 206 |
| RESEARCH PRACTICUM 2 | EDU42RP | 202 | SIGN LANGUAGE EDUCATION AND THE NATURE OF LANGUAGE | HCS41SLE | 104 |
| RESEARCH PROJECT | HBS40RES | 102 | SINGLE CAMERA VIDEO | MST21SCV | 215 |
| RESEARCH PROJECT – FIELD STUDY | EDU52RP | 363 | SINGLE CAMERA VIDEO | MST31SCV | 217 |
| RESEARCH PROJECT – FIELD STUDY | EDU52RP | 202 | SINGLE FILM RESEARCH | CST41SFR | 214 |
| RESEARCH PROJECT – FIELD STUDY | EDU51RP | 202 | SINGLE FILM RESEARCH | CST41SFR | 175 |
| RESEARCH PROJECT (EB) | BIO40RP | 363 | SINGLE FILM RESEARCH | CST51SFR | 214 |
| RESEARCH PROJECT HS | HLT51RPH | 363 | SINGLE FILM RESEARCH | CST51SFR | 176 |
| RESEARCH PROJECT HS | HLT52RPH | 363 | SMALL BUSINESS MANAGEMENT FOR HEALTH PROFESSIONALS | SWP42SBM | 161 |
| RESEARCH PROJECT IN APPLIED PSYCHOLOGY | PSY40THS | 286 | SMALL BUSINESS MANAGEMENT FOR HEALTH PROFESSIONALS | SWP42SBM | 377 |
| RESEARCH PROJECT MODE A | OCT50RPA | 133 | SMASHING IMAGES IN SIXTEENTH-CENTURY EUROPE | HIS32SMI | 173 |
| RESEARCH PROJECT MODE B | OCT50RPB | 133 | SOCIAL AND ENVIRONMENTAL MARKETING | MKT41SEM | 240 |
| RESEARCH PROJECT MODE C | OCT50RPC | 133 | SOCIAL DEVELOPMENT A | SWP51SDE | 161 |
| RESEARCH PROJECT PH | HLT31RPP | 363 | SOCIAL DEVELOPMENT B | SWP52SDE | 162 |
| RESEARCH PROJECT PH | HLT32RPP | 363 | SOCIAL EDUCATION METHOD | EDU40SEM | 365 |
| RESEARCH SEMINAR A | PSY51RSA | 156 | SOCIAL EDUCATION METHOD | EDU40SEM_ | 203 |
| RESEARCH SEMINAR AND MINOR THESIS | PHE51MTA | 152 | SOCIAL ISSUES IN HEALTH | HLT41SIH | 365 |
| RESEARCH SEMINAR AND MINOR THESIS | PHE52MTB | 153 | SOCIAL POLICY FOR DEVELOPING COUNTRIES | SWP52SPD | 162 |
| RESEARCH SEMINAR B | PSY52RSB | 157 | SOCIAL SERVICE DELIVERY IN DEVELOPING COUNTRIES | SWP51SSD | 161 |
| RESEARCH SEMINAR C AND MINOR THESIS | PSY50RSC | 156 | SOCIAL WELFARE MANAGEMENT 1 | SWP51WM1 | 365 |
| RESEARCH SKILLS | NSG41RSK | 120 | SOCIAL WELFARE MANAGEMENT 2 | SWP52WM2 | 365 |
| RESEARCH SKILLS | NSG42RSK | 363 | SOCIAL WELFARE MANAGEMENT A | SWP51SWM | 161 |
| RESEARCH SKILLS | NSG43RSK | 126 | SOCIAL WELFARE MANAGEMENT A | SWP51SWM | 377 |
| RESEARCH SKILLS | NSG41RSK | 376 | SOCIAL WELFARE MANAGEMENT B | SWP52SWM | 162 |
| RESEARCH STUDY | PHE42RSR | 150 | SOCIAL WELFARE MANAGEMENT B | SWP52SWM | 378 |
| RESEARCH THESIS | HCS40RTH | 103 | SOCIAL WORK PROFESSIONAL DOCTORATE THESIS | SWP60THF | 162 |
| RESEARCH THESIS/PROJECT | ORT40RTP | 139 | SOCIAL WORK PROFESSIONAL DOCTORATE THESIS | SWP60THP | 162 |
| RESEARCHING GOOD PRACTICE 1 | EDU51RG | 363 | SOCIAL WORK THESIS | SWP51THS | 161 |
| RESEARCHING GOOD PRACTICE 1 | EDU51RG | 202 | SOCIAL WORK THESIS | SWP52THS | 162 |
| RESEARCHING GOOD PRACTICE 1 | EDU52RG | 364 | SOCIAL WORK THESIS | SWP51THS | 377 |
| RESEARCHING GOOD PRACTICE 2 | EDU52RG | 202 | SOCIAL WORK THESIS | SWP52THS | 378 |
| RESEARCHING GOOD PRACTICE A | HCS51RPA | 106 | SOCIETY AND STATE IN JAPAN AND CHINA | AST22EAS | 219 |
| RESEARCHING GOOD PRACTICE B | HCS52RPB | 107 | SOCIETY AND STATE IN JAPAN AND CHINA | AST22EAS | 177 |
| RESEARCHING MEDIA AUDIENCES | MST22RMA | 216 | SOCIETY AND STATE IN JAPAN AND CHINA | AST32EAS | 219 |
| RESEARCHING MEDIA AUDIENCES | MST32RMA | 217 | SOCIETY AND STATE IN JAPAN AND CHINA | AST32EAS | 177 |
| RESEARCHING NATURAL LANGUAGES | HCS42RNL | 105 | SOCIOLINGUISTICS IN LANGUAGE TEACHING | EDU41SGT | 365 |
| RESEARCHING NATURAL LANGUAGES | HCS52RNL | 107 | SOCIOLINGUISTICS IN LANGUAGE TEACHING | EDU41SGT | 203 |
| RESEARCHING NATURAL LANGUAGES | HCS52RNL | 107 | SOCIOLINGUISTICS IN LANGUAGE TEACHING | EDU51SGT | 365 |
| RESEARCHING THE MEDIA | MST31RTM | 217 | SOCIOLINGUISTICS IN LANGUAGE TEACHING | EDU51SGT | 203 |
| RESEARCHING THE MEDIA | MST21RTM | 215 | SOCIOLINGUISTICS OF NON-LITERATE LANGUAGES | HCS41SLL | 104 |
| RETINA | ORT12RET | 137 | SOCIOLINGUISTICS OF NON-LITERATE LANGUAGES | HCS51SLL | 106 |
| RETINAL DISORDERS | ORT21RET | 138 | SOCIOLOGICAL FOUNDATIONS OF PUBLIC HEALTH | PHE42SFP | 150 |
| RISK MANAGEMENT | BUA51RMA | 232 | SOFTWARE MEASUREMENT METRICS | CSE41FSM | 273 |
| RISK MANAGEMENT | BUA52RMA | 233 | SOFTWARE ARCHITECTURE | CSE41SAR | 274 |
| ROMAN ART AND ARCHITECTURE | ARH32RAA | 173 | SOFTWARE ENGINEERING PROJECT MANAGEMENT | | |
| RUBENS AND REMBRANDT: 17TH CENTURY FLEMISH | | | AND ESTIMATION | CSE41SPM | 274 |
| AND DUTCH ART | ARH32RAR | 173 | SOFTWARE QUALITY AND RELIABILITY | CSE42SQR | 276 |

| | | | | | |
|--|----------|-----|--|----------|-----|
| SOFTWARE TESTING RELIABILITY AND QUALITY | CSE42FST | 276 | TELECOMMUNICATIONS DESIGN | ELE51TDE | 280 |
| SOFTWARE TOOLS AND CASE | CSE41STC | 274 | TELECOMMUNICATIONS DESIGN | ELE52TDE | 282 |
| SOFTWARE TOOLS AND CASE | CSE42STC | 276 | TELECOMMUNICATIONS MAJOR PROJECT A | ELE51TPA | 280 |
| SOLID STATE PHYSICS | PHY41SSP | 284 | TELECOMMUNICATIONS MAJOR PROJECT A | ELE52TPA | 282 |
| SOLID STATE PHYSICS | PHY42SSP | 285 | TELECOMMUNICATIONS MAJOR PROJECT B | ELE51TPB | 280 |
| SOUTH AFRICAN HISTORY | HIS21SAH | 178 | TELECOMMUNICATIONS MAJOR PROJECT B | ELE52TPB | 282 |
| SOUTH AFRICAN HISTORY | HIS31SAH | 179 | TELECOMMUNICATIONS PROJECT B | ELE51TRB | 281 |
| SPEC ISSUES CRITICAL CARE | NSG42ICC | 123 | TELECOMMUNICATIONS PROJECT B | ELE52TRB | 282 |
| SPEC ISSUES CRITICAL CARE | NSG42ICC | 376 | TELECOMMUNICATIONS SYSTEMS ENGINEERING | ELE51TSE | 281 |
| SPECIAL SETTING PRACTICUM | EDU41SSP | 365 | TELECOMMUNICATIONS SYSTEMS ENGINEERING | ELE52TSE | 282 |
| SPECIAL SETTING PRACTICUM | EDU42SSP | 365 | TESOL SECONDARY | EDU42TS | 367 |
| SPECIAL TOPICS IN IT | INT41STI | 365 | TESTING AND DIAGNOSIS OF DIGITAL SYSTEMS | CSE42TDD | 276 |
| SPECIAL TOPICS IN IT | INT42STI | 365 | THE AT-RISK BABY | MID42ARB | 108 |
| SPECIALIST CLINIC PRACTICE | ORT40SCP | 139 | THE AUSTRALIAN ENVIRONMENT – ECOLOGY AND CONSERVATION A | WEM42ECA | 387 |
| SPECIALTY ISSUES CRITICAL CARE | NSG41ICC | 116 | THE AUSTRALIAN ENVIRONMENT – ECOLOGY AND CONSERVATION B | WEM41ECB | 387 |
| SPECIALTY ISSUES IN CARDIAC NURSING | NSG41SIC | 120 | THE AUSTRALIAN ENVIRONMENT – LEGAL AND HUMAN ASPECTS | WEM42ELH | 387 |
| SPECIALTY ISSUES IN CARDIAC NURSING | NSG42SIC | 125 | THE AUSTRALIAN HEALTH CARE SYSTEM | PHE41AHS | 141 |
| SPECIALTY ISSUES IN EMERGENCY NURSING | NSG41IEC | 116 | THE BODY AS PERFORMANCE | DRA52BAP | 207 |
| SPECIALTY ISSUES IN EMERGENCY NURSING | NSG42IEC | 123 | THE CANCER JOURNEY | NSG51TCJ | 129 |
| SPECIALTY ISSUES INTENSIVE CARE NURSING | NSG41SII | 120 | THE CANCER JOURNEY | NSG52TCJ | 130 |
| SPECIALTY ISSUES INTENSIVE CARE NURSING | NSG42SII | 126 | THE CONTEXT OF LEARNING | EDU31COL | 367 |
| SPINAL CORD INJURY REHABILITATION | NSG42SCR | 125 | THE CONTEXT OF LEARNING | EDU32COL | 367 |
| SPINAL NURSING REHABILITATIVE CARE | NSG42SNC | 126 | THE EXPERIENCE OF AGEING | HLT41TEA | 367 |
| SPIRITUAL PALLIATIVE CARE | PHE42SPC | 150 | THE POLITICS OF ECONOMIC REGIONS | POL32PER | 222 |
| SPORTS MEDICINE | EDU41SM | 365 | THE POLITICS OF ECONOMIC REGIONS | POL22PER | 221 |
| SPORTS MEDICINE | EDU42SM | 365 | THE WORLD SINCE 1945 | HIS31WOR | 179 |
| STATE, ECONOMY AND SECURITY | POL51CJI | 210 | THE WORLD SINCE 1945 | HIS21WOR | 178 |
| STATES, NATIONS AND SECURITY: WORLD IN TRANSITION | POL12SNS | 179 | THEORETICAL MODELS OF SYSTEMIC CONSULTATION AND TRAINING | FTH42TCT | 101 |
| STATISTICS FOR MANAGEMENT | STA41SFM | 365 | THEORETICAL MODELS OF SYSTEMIC SUPERVISION | FTH41TSS | 100 |
| STATISTICS FOR MANAGEMENT | STA42SFM | 366 | THEORIES OF LEARNING | EDU11TOL | 367 |
| STATUTORY PLANNING | PLA41SP | 366 | THEORIES OF LEARNING | EDU12TOL | 368 |
| STATUTORY PLANNING | PLA42SP | 366 | THEORIES OF TEACHING AND LEARNING IN NURSING | NSG42TTL | 126 |
| STRATEGIC MANAGEMENT | MGT41SM | 366 | THEORIES OF TEACHING AND LEARNING IN NURSING | NSG43TTL | 126 |
| STRATEGIC MANAGEMENT | MGT51SM | 366 | THEORIES OF WORLD POLITICS | POL22TWP | 221 |
| STRATEGIC MANAGEMENT OF INTELLECTUAL PROPERTY | BUA51SMP | 232 | THEORIES OF WORLD POLITICS | POL32TWP | 222 |
| STRATEGIC MANAGEMENT OF INTELLECTUAL PROPERTY | BUA52SMP | 233 | THEORY AND PRACTICE IN HEALTH POLICY | PHE61TPP | 154 |
| STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | EDU41TMS | 366 | THEORY IN APPLIED PSYCHOLOGY | PSY40TAP | 285 |
| STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | EDU41TMS | 203 | THEORY IN MARKETING | MKT41TIM | 240 |
| STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | EDU42TMS | 366 | THEORY OF ORIENTATION AND MOBILITY (A) | PHE31TMA | 140 |
| STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | EDU42TMS | 203 | THEORY OF ORIENTATION AND MOBILITY B | PHE32TMB | 140 |
| STUDIES OF SOCIETY & ENVIRONMENT B1 | EDU41SE1 | 366 | THERAPEUTIC INTERVENTION AND MANAGEMENT | HCS50TIM | 106 |
| SUPERVISED CLINICAL PRACTICE | FTH40SCA | 99 | THERAPEUTIC PROCESSES | NSG41THP | 368 |
| SUPERVISED CLINICAL PRACTICE NARRATIVE | FTH40SCN | 99 | THERAPEUTIC PROCESSES | NSG42THP | 368 |
| SUPERVISED CLINICAL PRACTICE SYSTEMIC | FTH40SCS | 100 | THESIS | PHE40THE | 140 |
| SUPERVISION IN FAMILY THERAPY | FTH50SCF | 101 | THESIS | CSE40THE | 271 |
| SUPPORT AND MOVEMENT | NSG41SMO | 120 | THESIS | CSE51THA | 277 |
| SURFACE PHYSICS AND ANALYSIS | PHY41SPA | 284 | THESIS | CSE51THB | 277 |
| SURFACE PHYSICS AND ANALYSIS | PHY42SPA | 285 | THESIS | CSE52THA | 277 |
| SYSTEM DESCRIPTION TECHNIQUES | CSE41FSD | 273 | THESIS | CSE52THB | 277 |
| SYSTEMATIC REVIEW AND EVALUATION OF PHYSIOTHERAPY RESEARCH | PTY61RPR | 161 | THESIS | PHE40THE | 377 |
| SYSTEMIC APPROACHES – POSTMODERN FAMILY FORMATION | FTH50SAB | 101 | THESIS A | PHY51MPA | 285 |
| SYSTEMIC APPROACHES – WORKING WITH TRAUMA & SEXUAL ABUSE | FTH50SAA | 101 | THESIS A | PHY52MPA | 285 |
| SYSTEMIC CONSULTATION AND TRAINING PRACTICE | FTH42CTP | 100 | THESIS A MSW | SWP52THA | 368 |
| SYSTEMIC SUPERVISION PRACTICE | FTH41SSP | 100 | THESIS B | PHY51MPB | 285 |
| SYSTEMS SOFTWARE | INT31SS | 366 | THESIS B | PHY52MPB | 285 |
| SYSTEMS SOFTWARE | INT32SS | 366 | THESIS C | PHY51MPC | 285 |
| TALKING AND ORAL COMMUNICATION | EDU41TOC | 366 | THESIS C | PHY52MPC | 285 |
| TASK FORCE | EDU41TF | 366 | THESIS D | PHY51MPD | 285 |
| TASK FORCE | EDU41TF | 203 | THESIS D | PHY52MPD | 285 |
| TASK FORCE | EDU42TF | 366 | TOURISM AND HERITAGE MANAGEMENT (GD) | HIS41THG | 368 |
| TASK FORCE | EDU42TF | 203 | TOURISM AND HOSPITALITY THESIS | THS40THT | 246 |
| TEACHERS LIVES | EDU51TLC | 367 | TREATMENT AND DIAGNOSIS | NSG41TDO | 120 |
| TEACHING AND LEARNING IN TAFE | EDU40TLT | 203 | TRENDS & ISSUES OF GENDER, ETHNICITY & HEALTH | PHE42GEH | 147 |
| TEACHING PRACTICE (VET) | EDU42TPV | 367 | UNDERSTANDING ARCHAEOLOGICAL RESEARCH | ARC52UAR | 170 |
| TEACHING PRACTICE (VET) | EDU42TPV | 204 | UNDERSTANDING ARCHAEOLOGICAL RESEARCH | ARC42UAR | 170 |
| TEACHING PRACTICE 1 | EDU41TP1 | 367 | UPPER ATMOSPHERE PHYSICS | PHY41UAP | 284 |
| TEACHING PRACTICE 2 | EDU42TP2 | 367 | UPPER ATMOSPHERE PHYSICS | PHY42UAP | 285 |
| TEACHING PRACTICE AND MODELS | EDU42TPM | 367 | USING MULTIMEDIA FOR LEARNING | EDU41UML | 368 |
| TEACHING PRACTICE AND MODELS | EDU42TPM | 204 | USING MULTIMEDIA FOR LEARNING | EDU42UML | 368 |
| TEACHING PRACTICE AND SKILLS | EDU41TPS | 367 | USING MULTIMEDIA FOR LEARNING | EDU43UML | 204 |
| TEACHING PRACTICE AND SKILLS | EDU41TPS | 204 | USING MULTIMEDIA FOR LEARNING | EDU42UML | 204 |
| TEACHING THE ART & SCIENCE OF NURSING | NSG51TAS | 129 | VET TEACHING METHOD 1 | EDU41VM1 | 368 |
| TEACHING THE ART & SCIENCE OF NURSING | NSG52TAS | 130 | VET TEACHING METHOD 1 | EDU41VM1 | 204 |
| TELECOMMUNICATIONS PROJECT A | ELE51TRA | 280 | VET TEACHING METHOD 2 | EDU42VM2 | 368 |
| TELECOMMUNICATIONS PROJECT A | ELE52TRA | 282 | VET TEACHING METHOD 2 | EDU42VM2 | 204 |
| TELECOMMUNICATION CIRCUITS AND SYSTEMS | ELE41FTE | 277 | | | |

INDEX BY SUBJECT NAME

| | | |
|--|----------|-----|
| VICTORIA IN THE 19TH CENTURY | HIS41VIC | 368 |
| VICTORIA IN THE 19TH CENTURY | HIS42VIC | 368 |
| VICTORIAN FICTION: INSIDE AND OUTSIDE | ENG51VFI | 205 |
| VISION: ABILITY AND DISABILITY | EDU41VAD | 368 |
| VISION: ABILITY AND DISABILITY | EDU42VAD | 368 |
| VISUAL ARTS METHOD 1 | EDU40VA1 | 369 |
| VISUAL ARTS METHOD 2 | EDU40VA2 | 369 |
| VISUAL GRAPHICS PROGRAMMING | CSE41FGR | 272 |
| VOCATIONAL REHABILITATION | PHE41VOR | 146 |
| WASTE MANAGEMENT | WEM41WM | 387 |
| WINE APPRECIATION PROJECT | AGR40WAP | 269 |
| WINE INDUSTRY PLACEMENT/OENOLOGY PROJECT | AGR40WIP | 269 |
| WINE PRODUCTION TECHNOLOGY | AGR41WPT | 270 |
| WINEMAKING ISSUES AND MARKETING | AGR41WMM | 269 |
| WIRELESS NETWORKING | CSE41WIR | 274 |
| WOMEN IN MEDIA | MST41WIM | 217 |
| WOMEN IN MEDIA | MST51WIM | 218 |
| WOMEN IN MEDIA | MST51WIM | 208 |
| WOMEN IN MEDIA | MST41WIM | 208 |
| WOMEN'S WRITING AND FEMINIST LITERARY CRITICISM | ENG52WWR | 208 |
| WOMEN'S WRITING AND FEMINIST LITERARY CRITICISM | ENG52WWR | 206 |
| WORKING WITH AT-RISK FAMILIES | NSG42EPS | 122 |
| WORKING WITH AT-RISK FAMILIES | NSG51EPS | 128 |
| WORKING WITH AT-RISK FAMILIES | NSG52EPS | 130 |
| WORKING WITH FAMILIES | EDU41WWF | 369 |
| WORKING WITH FAMILIES | EDU42WWF | 369 |
| WORLD OF THE PHARAOHS: THE ARCHAEOLOGY OF ANCIENT EGYPT | ARC32EGY | 171 |
| WRITING AND EDITING FOR MULTIMEDIA | MST32WEM | 224 |
| WRITING FICTION | ENG31WRF | 223 |
| WRITING FICTION | ENG51WRF | 206 |
| WRITING FOR RADIO | MST22WFR | 216 |
| WRITING FOR RADIO | MST32WFR | 224 |
| WRITING FOR RADIO | MST32WFR | 217 |
| WRITING FOR THE MEDIA | MST12WFM | 215 |
| WRITING FOR VIDEO NON-FICTION | MST32WV | 217 |
| WRITING FOR VIDEO NON-FICTION | MST22WV | 216 |
| WRITING POETRY | ENG32WRP | 223 |
| WRITING PSYCHOSIS | ENG52WPS | 206 |
| WRITING THE EXPERIENCE OF THE BODY | ENG51WEB | 207 |
| WRITING THE EXPERIENCE OF THE BODY | ENG51WEB | 205 |
| WRITING YOUR OWN LIFE | ENG11WYL | 223 |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|--|-----|----------|--|-----|
| ACC41ATA | ADVANCED TAXATION | | AST22EAS | SOCIETY AND STATE IN JAPAN AND CHINA | 177 |
| ACC41HTB | COMMERCE HONOURS THESIS OPTION B | | AST32EAS | SOCIETY AND STATE IN JAPAN AND CHINA | 219 |
| ACC41HTC | COMMERCE HONOURS THESIS OPTION C | | AST32EAS | SOCIETY AND STATE IN JAPAN AND CHINA | 177 |
| ACC41IFR | ISSUES IN FINANCIAL REPORTING | | BCH40PGD | POSTGRADUATE DIPLOMA BIOCHEMISTRY | 270 |
| ACC41MAC | MANAGEMENT ACCOUNTING | | BIO22IAI | INFECTION AND IMMUNITY | 344 |
| ACC41PGB | POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS OPTION B | 236 | BIO40BRM | BIOREMEDIATION | 333 |
| ACC41PGC | ACCOUNTING THESIS | 236 | BIO40BTS | BIOLOGICAL TREATMENT SYSTEMS | 333 |
| ACC42ATA | ADVANCED TAXATION | 236 | BIO40EUT | EUTROPHICATION | 341 |
| ACC42HTB | COMMERCE HONOURS THESIS OPTION B | 236 | BIO40EXC | EXCURSION (EB) | 341 |
| ACC42HTC | COMMERCE HONOURS THESIS OPTION C | 236 | BIO40FB | FILAMENTOUS BACTERIA | 341 |
| ACC42PGC | POSTGRADUATE DIPLOMA IN ACCOUNTING THESIS OPTION C | 237 | BIO40ITM | INTRODUCTION TO MICROBES | 345 |
| AGR40PGD | POSTGRADUATE DIPLOMA IN AGRICULTURAL SCIENCE | 237 | BIO40MPC | MONITORING & PROCESS CONTROL | 352 |
| AGR40VTH | HONOURS VITICULTURAL SCIENCE | 237 | BIO40MTS | MICROBIAL BIOLOGY OF TREATMENT SYSTEMS | 352 |
| AGR40WAP | WINE APPRECIATION PROJECT | 237 | BIO40PES | POSTGRADUATE DIPLOMA IN ENVIRONMENTAL STRESS | 270 |
| AGR40WIP | WINE INDUSTRY PLACEMENT/OENOLOGY PROJECT | 237 | BIO40PM | PROCESS MODELLING | 357 |
| AGR41WMM | WINEMAKING ISSUES AND MARKETING | 237 | BIO40PME | PRINCIPLES OF MICROBIAL ECOLOGY | 357 |
| AGR41WPT | WINE PRODUCTION TECHNOLOGY | 269 | BIO40PMG | PRINCIPLES MICROBIAL GENETICS | 357 |
| AGR42OEN | OENOLOGY – WINE SCIENCE & ANALYSIS | 269 | BIO40RP | RESEARCH PROJECT (EB) | 363 |
| ANT11CAG | CULTURE AND GLOBALISATION: INTRODUCTION TO ANTHROPOLOGY | 269 | BIO41ARC | AGE RELATED CHANGE | 332 |
| ANT21DGC | DEVELOPMENT, GLOBALISATION AND CULTURE | 269 | BOT40PGD | POSTGRADUATE DIPLOMA BOTANY | 270 |
| ANT21MQA | INTRODUCTION TO ETHNOGRAPHIC RESEARCH | 269 | BTB50BIG | BIOINFORMATICS AND GENOMICS | 270 |
| ANT22ABA | ABORIGINAL AUSTRALIA | 270 | BTB50PBT | PRINCIPLES OF BIOTECHNOLOGY | 270 |
| ANT31DGC | DEVELOPMENT, GLOBALISATION AND CULTURE | 270 | BTB50THS | PRINCIPLES OF BIOTECHNOLOGY | 270 |
| ANT31MQA | INTRODUCTION TO ETHNOGRAPHIC RESEARCH | 176 | BTB52IBB | INTRODUCTION TO BIOTECHNOLOGY | 270 |
| ANT32ABA | ABORIGINAL AUSTRALIA | 176 | BUA41FMA | FINANCIAL & MANAGEMENT ACCOUNTING | 229 |
| ARC32EGY | WORLD OF THE PHARAOHS: THE ARCHAEOLOGY OF ANCIENT EGYPT | 176 | BUA41HRM | HUMAN RESOURCE MANAGEMENT | 229 |
| ARC32MED | MEDITERRANEAN ARCHAEOLOGY | 177 | BUA41IBE | INTERNATIONAL BUSINESS ENVIRONMENT | 229 |
| ARC41AAA | ANALYSIS OF ARCHAEOLOGICAL MATERIALS | 177 | BUA41ISM | ISSUES IN STRATEGIC MANAGEMENT | 229 |
| ARC41AHM | ARCHAEOLOGICAL HERITAGE MANAGEMENT | 177 | BUA41MKG | MARKETING | 229 |
| ARC41AUS | AUSTRALIAN ARCHAEOLOGY | 177 | BUA41OB | ORGANISATIONAL BEHAVIOUR | 229 |
| ARC41ICA | ISSUES IN CONTEMPORARY ARCHAEOLOGY | 177 | BUA42FMA | FINANCIAL & MANAGEMENT ACCOUNTING | 229 |
| ARC41PRA | PRACTICAL ARCHAEOLOGY | 171 | BUA42HRM | HUMAN RESOURCE MANAGEMENT | 229 |
| ARC41RCA | READING COURSE A | 171 | BUA42IBE | INTERNATIONAL BUSINESS ENVIRONMENT | 229 |
| ARC41REC | ARCHAEOLOGY OF THE RECENT PAST | 171 | BUA42ISM | ISSUES IN STRATEGIC MANAGEMENT | 229 |
| ARC42AAC | ANCIENT ASIAN CIVILISATIONS | 168 | BUA42MKG | MARKETING | 229 |
| ARC42AEM | ARCHAEOLOGY OF THE EASTERN MEDITERRANEAN | 168 | BUA50RP3 | MBA RESEARCH PROJECT (3) | 233 |
| ARC42AMA | ARCHAEOLOGY OF MESOAMERICA | 168 | BUA50RP4 | MBA RESEARCH PROJECT (4) | 233 |
| ARC42PAA | PREHISTORIC ARCHAEOLOGY OF AFRICA | 168 | BUA51AHR | ADVANCED AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT | 229 |
| ARC42RCB | READING COURSE B | 169 | BUA51AMF | ADVANCED MANAGEMENT FINANCE | 230 |
| ARC42UAR | UNDERSTANDING ARCHAEOLOGICAL RESEARCH | 169 | BUA51AMI | ADVANCED MANAGEMENT INFORMATION SYSTEMS | 230 |
| ARC51AHM | ARCHAEOLOGICAL HERITAGE MANAGEMENT | 169 | BUA51AMK | ADVANCED AND INTERNATIONAL MARKETING | 230 |
| ARC51AUS | AUSTRALIAN ARCHAEOLOGY | 169 | BUA51BAM | BUSINESS ANALYSIS AND MODELLING | 230 |
| ARC51ICA | ISSUES IN CONTEMPORARY ARCHAEOLOGY | 169 | BUA51BCO | BUSINESS COMMUNICATIONS | 230 |
| ARC51PRA | PRACTICAL ARCHAEOLOGY | 169 | BUA51BIM | BUSINESS IMPROVEMENT METHODOLOGY | 230 |
| ARC51RCA | READING COURSE A | 170 | BUA51CST | CORPORATE STRATEGY | 231 |
| ARC51REC | ARCHAEOLOGY OF THE RECENT PAST | 170 | BUA51EBP | ENTREPRENEURIAL BUSINESS PLANNING | 231 |
| ARC52AAC | ANCIENT ASIAN CIVILISATIONS | 169 | BUA51EMT | EVOLUTION OF MANAGEMENT THEORY | 231 |
| ARC52AEM | ARCHAEOLOGY OF THE EASTERN MEDITERRANEAN | 170 | BUA51FTS | FUNDING TECHNOLOGY START-UPS | 231 |
| ARC52AMA | ARCHAEOLOGY OF MESOAMERICA | 170 | BUA51IER | INTERNATIONAL EMPLOYMENT RELATIONS | 231 |
| ARC52RCB | READING COURSE B | 170 | BUA51IFI | INTERNATIONAL FINANCE | 231 |
| ARC52UAR | UNDERSTANDING ARCHAEOLOGICAL RESEARCH | 170 | BUA51MAB | MONEY AND BANKING | 231 |
| ARH31ARE | ART & ARCHITECTURE IN THE ROMAN EMPIRE | 170 | BUA51MAE | MANAGERS AND ETHICS | 232 |
| ARH31FAI | FASHION, ART AND IDENTITY | 170 | BUA51MFN | MANAGEMENT FINANCE | 232 |
| ARH31GAA | GREEK ARCHAEOLOGY AND ART | 170 | BUA51MIS | MANAGEMENT INFORMATION SYSTEMS 5 | 232 |
| ARH31MCM | MEANING OF COLOUR IN MODERN ART | 170 | BUA51RMA | RISK MANAGEMENT | 232 |
| ARH31MEU | MEDIEVAL EUROPE C.600-C.1200 | 170 | BUA51RP1 | MBA RESEARCH PROJECT (1) | 233 |
| ARH31MIM | MYTH AND IMAGE IN ANCIENT GREECE | 170 | BUA51RP2 | MBA RESEARCH PROJECT (2) | 233 |
| ARH31OMO | ITALIAN ART GIOTTO TO MICHAELANGELO | 171 | BUA51SMA | SERVICES MARKETING AND MANAGEMENT | 232 |
| ARH31OPM | ORIGINS OF POSTMODERNISM | 171 | BUA51SMP | STRATEGIC MANAGEMENT OF INTELLECTUAL PROPERTY | 232 |
| ARH31RCA | READING COURSE A | 171 | BUA52ABE | APPLIED BUSINESS ECONOMICS | 232 |
| ARH32AII | AUSTRALIAN IMAGE AND IDENTITY: LANDSCAPE AND CULTURE | 171 | BUA52AHR | ADVANCED AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT | 233 |
| ARH32DFA | DESIGNER FASHION: HAUTE COUTURE FROM WORTH TO CALVIN KLEIN | 172 | BUA52AMF | ADVANCED MANAGEMENT FINANCE | 233 |
| ARH32ETA | EUROPEAN TRAVEL AND ART | 172 | BUA52AMI | ADVANCED MANAGEMENT INFORMATION SYSTEMS | 233 |
| ARH32PPP | PHOTOGRAPHY TO POST-PHOTOGRAPHY | 172 | BUA52AMK | ADVANCED AND INTERNATIONAL MARKETING | 233 |
| ARH32RAA | ROMAN ART AND ARCHITECTURE | 172 | BUA52BAM | BUSINESS ANALYSIS AND MODELLING | 233 |
| ARH32RAR | RUBENS AND REMBRANDT: 17TH CENTURY FLEMISH AND DUTCH ART | 172 | BUA52BCO | BUSINESS COMMUNICATIONS | 233 |
| ARH32RCB | READING COURSE B | 172 | BUA52BIM | BUSINESS IMPROVEMENT METHODOLOGY | 233 |
| AST11UI | INTRODUCTION TO ASIA: JAPAN AND INDONESIA | 172 | BUA52CST | CORPORATE STRATEGY | 233 |
| AST12ICI | INTRODUCTION TO ASIA: CHINA AND INDIA | 172 | BUA52EBP | ENTREPRENEURIAL BUSINESS PLAN | 233 |
| AST22EAS | SOCIETY AND STATE IN JAPAN AND CHINA | 173 | BUA52EMT | EVOLUTION OF MANAGEMENT THEORY | 233 |
| | | 173 | BUA52FTS | FUNDING TECHNOLOGY START-UPS | 233 |
| | | 173 | BUA52IER | INTERNATIONAL EMPLOYMENT RELATIONS | 233 |
| | | 173 | BUA52IFI | INTERNATIONAL FINANCE | 233 |
| | | 173 | BUA52MAB | MONEY AND BANKING | 233 |
| | | 177 | BUA52MAE | MANAGERS AND ETHICS | 233 |
| | | 177 | BUA52MFN | MANAGEMENT FINANCE 5 | 233 |
| | | 219 | BUA52MIS | MANAGEMENT INFORMATION SYSTEMS 5 | 233 |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|--|-----|----------|--|-----|
| BUA52RMA | RISK MANAGEMENT | 233 | CSE42FMI | MANAGEMENT INFORMATION SYSTEMS | 276 |
| BUA52RP1 | MBA RESEARCH PROJECT (1) | 233 | CSE42FMS | MULTIMEDIA SYSTEMS | 276 |
| BUA52RP2 | MBA RESEARCH PROJECT (2) | 233 | CSE42FNS | NETWORKS AND SYSTEMS SECURITY | 276 |
| BUA52SMA | SERVICES MARKETING AND MANAGEMENT | 233 | CSE42FOD | OBJECT-ORIENTED DATA ENGINEERING | 276 |
| BUA52SMP | STRATEGIC MANAGEMENT OF INTELLECTUAL PROPERTY | 233 | CSE42FST | SOFTWARE TESTING RELIABILITY AND QUALITY | 276 |
| BUS41HTC | BUSINESS HONOURS THESIS OPTION C | 237 | CSE42FXP | EXPERT SYSTEMS | 276 |
| BUS42HTC | BUSINESS HONOURS THESIS OPTION C | 237 | CSE42GTE | ADVANCED GAMES PROGRAMMING TECHNOLOGY | 276 |
| CHE40PGD | POSTGRADUATE DIPLOMA CHEMISTRY | 271 | CSE42MTH | MATHEMATICAL SOFTWARE | 276 |
| COM41FPA | FINANCIAL PLANNING AND ANALYSIS | 341 | CSE42PNE | PROTOCOL AND NETWORK ENGINEERING | 276 |
| COM42FPA | FINANCIAL PLANNING AND ANALYSIS | 341 | CSE42PRO | ADVANCED PROGRAMMING PROJECT | 276 |
| COM51CF | CORPORATE FINANCE | 336 | CSE42RES | INFORMATION TECHNOLOGY RESEARCH METHODS | 276 |
| COM51REM | RESEARCH METHODS | 362 | CSE42SQR | SOFTWARE QUALITY AND RELIABILITY | 276 |
| COM52CF | CORPORATE FINANCE | 336 | CSE42STC | SOFTWARE TOOLS AND CASE | 276 |
| CSE11IJA | INTERMEDIATE OBJECT ORIENTED PROGRAMMING USING JAVA | 271 | CSE42TDD | TESTING AND DIAGNOSIS OF DIGITAL SYSTEMS | 276 |
| CSE11OJA | INTRODUCTION TO OBJECT ORIENTED PROGRAMMING USING JAVA | 271 | CSE51THA | THESIS | 277 |
| CSE12IJA | INTERMEDIATE OBJECT ORIENTED PROGRAMMING USING JAVA | 271 | CSE51THB | THESIS | 277 |
| CSE12OJA | INTRODUCTION TO OBJECT ORIENTED PROGRAMMING USING JAVA | 271 | CSE52THA | THESIS | 277 |
| CSE40PRJ | ADVANCED SOFTWARE ENGINEERING PROJECT | 271 | CSE52THB | THESIS | 277 |
| CSE40THE | THESIS | 271 | CST32FCR | FILM CRITICISM | 223 |
| CSE41AGR | ADVANCED GRAPHICS | 271 | CST41CCD | CINEMA AND CULTURAL DIFFERENCE | 213 |
| CSE41AT1 | ADVANCED TOPICS IN COMPUTER SCIENCE 1 | 271 | CST41CCD | CINEMA AND CULTURAL DIFFERENCE | 207 |
| CSE41AT2 | ADVANCED TOPICS IN COMPUTER SCIENCE 2 | 271 | CST41CCD | CINEMA AND CULTURAL DIFFERENCE | 175 |
| CSE41AT6 | ADVANCED TOPICS IN INFORMATION SYSTEMS 6 | 271 | CST41IAM | ISSUES AND METHODS | 213 |
| CSE41AT7 | ADVANCED TOPICS IN INFORMATION SYSTEMS 7 | 271 | CST41IAM | ISSUES AND METHODS | 175 |
| CSE41CMM | CAPABILITY MATURITY MODEL & SOFTWARE ENGINEERING PROCESS | 272 | CST41RCA | READING COURSE A | 213 |
| CSE41CMP | COMPILER CONSTRUCTION | 272 | CST41RCA | READING COURSE A | 175 |
| CSE41CSE | COMPUTER BASED SOFTWARE ENGINEERING | 272 | CST41SFR | SINGLE FILM RESEARCH | 214 |
| CSE41DIR | DIRECTED STUDY | 272 | CST41SFR | SINGLE FILM RESEARCH | 175 |
| CSE41DIS | DISTRIBUTED COMPUTING | 272 | CST42FAI | FILM AND INTERPRETATION | 214 |
| CSE41DSS | DECISION SUPPORT SYSTEMS | 272 | CST42FAI | FILM AND INTERPRETATION | 175 |
| CSE41ECS | E-COMMERCE FUNDAMENTALS AND APPLICATIONS | 272 | CST42FAT | FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | 214 |
| CSE41FAI | ARTIFICIAL INTELLIGENCE | 272 | CST42FAT | FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | 175 |
| CSE41FAS | ALGORITHMS & DATA STRUCTURES | 272 | CST42RCB | READING COURSE B | 214 |
| CSE41FDB | DATABASE SYSTEMS | 272 | CST42RCB | READING COURSE B | 175 |
| CSE41FGR | VISUAL GRAPHICS PROGRAMMING | 272 | CST42VID | INTRO TO VIDEO PRACTICE | 214 |
| CSE41FIC | INTERNET COMPUTING CLIENT SIDE | 272 | CST42VID | INTRO TO VIDEO PRACTICE | 175 |
| CSE41FIS | INTELLIGENT SYSTEMS ENGINEERING | 272 | CST51CCD | CINEMA AND CULTURAL DIFFERENCE | 214 |
| CSE41FMI | MANAGEMENT INFORMATION SYSTEMS | 272 | CST51CCD | CINEMA AND CULTURAL DIFFERENCE | 207 |
| CSE41FMS | MULTIMEDIA SYSTEMS | 272 | CST51CCD | CINEMA AND CULTURAL DIFFERENCE | 175 |
| CSE41FNT | DATA COMMUNICATIONS AND NETWORKS | 273 | CST51IAM | ISSUES AND METHODS | 214 |
| CSE41FPP | PROTOCOLS, PERFORMANCE AND ROUTING | 273 | CST51IAM | ISSUES AND METHODS | 175 |
| CSE41FSD | SYSTEM DESCRIPTION TECHNIQUES | 273 | CST51RCA | READING COURSE A | 214 |
| CSE41FSM | SOFTW MEASUREMNT METRICS | 273 | CST51RCA | READING COURSE A | 176 |
| CSE41MPS | MULTI-PROCESSOR SYSTEMS | 273 | CST51SFR | SINGLE FILM RESEARCH | 214 |
| CSE41NMN | NETWORK DESIGN AND NETWORK MANAGEMENT | 273 | CST51SFR | SINGLE FILM RESEARCH | 176 |
| CSE41NN | NEURAL NETWORKS | 273 | CST52FAI | FILM AND INTERPRETATION | 214 |
| CSE41PCS | PERFORMANCE ANALYSIS OF COMPUTER SYSTEMS | 273 | CST52FAI | FILM AND INTERPRETATION | 176 |
| CSE41PNE | PROTOCOL AND NETWORK ENGINEERING | 274 | CST52FAT | FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | 214 |
| CSE41RFS | REAL-TIME AND FAULT-TOLERANT SYSTEMS | 274 | CST52FAT | FILM AS TEXT: A FORMAL ANALYSIS OF CINEMATIC MODES AND STYLE | 176 |
| CSE41SAR | SOFTWARE ARCHITECTURE | 274 | CST52RCB | READING COURSE B | 214 |
| CSE41SPM | SOFTWARE ENGINEERING PROJECT MANAGEMENT AND ESTIMATION | 274 | CST52RCB | READING COURSE B | 176 |
| CSE41STC | SOFTWARE TOOLS AND CASE | 274 | DRA31PPS | PERSUASION AND PUBLIC SPEECH | 223 |
| CSE41WIR | WIRELESS NETWORKING | 274 | DRA52BAP | THE BODY AS PERFORMANCE | 207 |
| CSE42ADB | ADVANCED DATABASES | 274 | ECO41AME | ADV MANAGERIAL ECONOMICS | 237 |
| CSE42AMI | ADVANCED MANAGEMENT INFORMATION SYSTEMS | 274 | ECO41DRE | DIRECTED READINGS | 237 |
| CSE42APP | APPLICATION PROTOCOLS | 274 | ECO41EME | ECONOMETRIC METHODS | 237 |
| CSE42AT1 | ADVANCED TOPICS IN COMPUTER SCIENCE 1 | 274 | ECO41EP | ECONOMIC POLICY | 338 |
| CSE42AT3 | ADVANCED TOPICS IN COMPUTER SCIENCE 3 | 274 | ECO41HTB | ECONOMICS HONOURS THESIS OPTION B | 237 |
| CSE42AT4 | ADVANCED TOPICS IN COMPUTER SCIENCE 4 | 274 | ECO41IME | INTERNATIONAL MONETARY ECONOMICS | 237 |
| CSE42AT8 | ADVANCED TOPICS IN INFORMATION SYSTEMS 8 | 274 | ECO41LEC | LABOUR ECONOMICS | 237 |
| CSE42AT9 | ADVANCED TOPICS IN INFORMATION SYSTEMS 9 | 274 | ECO41MAE | MACROECONOMICS | 237 |
| CSE42CMM | CAPABILITY MATURITY MODEL & SOFTWARE ENGINEERING PROCESS | 274 | ECO41MIE | MICROECONOMICS | 238 |
| CSE42CSE | COMPUTER BASED SOFTWARE ENGINEERING | 274 | ECO41PGB | POSTGRADUATE DIPLOMA IN ECONOMICS THESIS OPTION B | 238 |
| CSE42DIR | DIRECTED STUDY | 275 | ECO42DRE | DIRECTED READINGS | 238 |
| CSE42DIS | DISTRIBUTED COMPUTING | 275 | ECO42EEP | ENVIRONMENTAL ECONOMICS AND POLICY | 238 |
| CSE42DMI | DATA MINING | 275 | ECO42EP | ECONOMIC POLICY | 338 |
| CSE42DSS | DECISION SUPPORT SYSTEMS | 275 | ECO42FEC | FINANCIAL ECONOMETRICS | 238 |
| CSE42ECS | E-COMMERCE – FUNDAMENTALS AND APPLICATIONS | 275 | ECO42HET | HISTORY OF ECONOMIC THEORY | 238 |
| CSE42FAI | ARTIFICIAL INTELLIGENCE | 275 | ECO42HTB | ECONOMICS HONOURS THESIS OPTION B | 238 |
| CSE42FAS | ALGORITHMS & DATA STRUCTURES | 275 | ECO42ITR | INTERNATIONAL TRADE | 238 |
| CSE42FCS | INTERNET COMPUTING: SERVER-SIDE | 275 | ECO42MNE | MONETARY ECONOMICS | 238 |
| CSE42FDP | DATABASE PROGRAMMING | 275 | ECO42PGB | POSTGRADUATE DIPLOMA IN ECONOMICS THESIS OPTION B | 238 |
| CSE42FGA | GAMES TECHNOLOGY PROGRAMMING | 275 | ECO42PPO | PUBLIC POLICY | 238 |
| CSE42FIC | INTERNET COMPUTING: CLIENT SIDE | 275 | ECO51EM | ECONOMICS FOR MANAGEMENT | 338 |
| CSE42FIS | INTELLIGENT SYSTEMS ENGINEERING | 275 | ECO52EM | ECONOMICS FOR MANAGEMENT | 338 |
| CSE42FLN | LANs AND WANs | 275 | | | |

| | | | | | |
|----------|---|-----|----------|--|-----|
| EDGD004 | EDUCATIONAL PRIORITIES FOR GIFTED STUDENTS | 339 | EDU40STM | SCIENCE TEACHING METHOD | 364 |
| EDGD004 | EDUCATIONAL PRIORITIES FOR GIFTED STUDENTS | 193 | EDU40STM | SCIENCE TEACHING METHOD | 203 |
| EDGD1050 | CONTEMPORARY ISSUES IN MATHEMATICS ASSESSMENT | 335 | EDU40TFL | EFL TEACHING METHOD | 339 |
| EDGD327 | EDUCATION, IDENTITIES & INEQUALITIES | 339 | EDU40TFL | ENGLISH AS A FOREIGN LANGUAGE TEACHING METHOD | 193 |
| EDGD327 | EDUCATION, IDENTITIES & INEQUALITIES | 193 | EDU40TLT | TEACHING AND LEARNING IN TAFE | 203 |
| EDU11TCH | INTRODUCTION TO TEACHING | 345 | EDU40TSL | ESL TEACHING METHOD | 340 |
| EDU11TOL | THEORIES OF LEARNING | 367 | EDU40TSL | ESL TEACHING METHOD | 193 |
| EDU12TCH | INTRODUCTION TO TEACHING | 346 | EDU40VA1 | VISUAL ARTS METHOD 1 | 369 |
| EDU12TOL | THEORIES OF LEARNING | 368 | EDU40VA2 | VISUAL ARTS METHOD 2 | 369 |
| EDU31COL | THE CONTEXT OF LEARNING | 367 | EDU40VPA | PRIMARY VISUAL AND PERFORMING ARTS METHOD | 200 |
| EDU31IE | ISSUES IN EDUCATION | 346 | EDU40VPA | PRIMARY VISUAL AND PERFORMING ARTS METHOD | 357 |
| EDU32COL | THE CONTEXT OF LEARNING | 367 | EDU41ABS | ABORIGINAL STUDIES | 330 |
| EDU32IE | ISSUES IN EDUCATION | 346 | EDU41AHS | APPROACHES TO HUMANISTIC PSYCHOLOGY | 190 |
| EDU40ANT | ANALYSING SPOKEN ENGLISH FOR TESOL | 332 | EDU41ALT | ADVANCED METHODOLOGY IN LANGUAGE TEACHING | 331 |
| EDU40ANT | ANALYSING SPOKEN ENGLISH FOR TESOL | 190 | EDU41ANT | ANALYSING SPOKEN ENGLISH FOR TESOL | 332 |
| EDU40BTM | BIOLOGY TEACHING METHOD | 333 | EDU41APC | APPROACHES TO PASTORAL CARE | 332 |
| EDU40BTM | BIOLOGY TEACHING METHOD | 191 | EDU41APC | APPROACHES TO PASTORAL CARE | 190 |
| EDU40CAW | CLINICAL APPROACHES TO MATHEMATICS ASSESSMENT | 334 | EDU41APE | ADAPTED PHYSICAL EDUCATION | 331 |
| EDU40CTM | CHEMISTRY TEACHING METHOD | 334 | EDU41ARS | AT RISK STUDENTS: CRITICAL CONSIDERATIONS | 333 |
| EDU40CTM | CHEMISTRY TEACHING METHOD | 191 | EDU41ATS | ANALYSING ENGLISH FOR TESOL | 332 |
| EDU40CWW | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | 336 | EDU41BL2 | EDUCATION BUSINESS LINKS 2 | 338 |
| EDU40ECD | EDUCATION AND CULTURAL DIVERSITY | 192 | EDU41BLE | BILINGUALISM AND LANGUAGE EDUCATION | 333 |
| EDU40ECD | EDUCATION AND CULTURAL DIVERSITY | 338 | EDU41CC | INTERCULTURAL COMMUNICATION AND EDUCATION | 195 |
| EDU40ESM | ENVIRONMENTAL SCIENCE TEACHING METHOD | 340 | EDU41CDD | CURRICULUM DEVELOPMENT AND DESIGN | 337 |
| EDU40ETM | ENGLISH TEACHING METHOD | 340 | EDU41CDD | CURRICULUM DEVELOPMENT AND DESIGN | 192 |
| EDU40ETM | ENGLISH TEACHING METHOD | 193 | EDU41COL | CONTEXT OF LEARNING | 336 |
| EDU40GTM | GEOGRAPHY METHOD | 341 | EDU41COL | CONTEXT OF LEARNING | 191 |
| EDU40HEM | HEALTH EDUCATION TEACHING METHOD | 342 | EDU41CW | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | 336 |
| EDU40HPE | PRIMARY HEALTH AND PHYSICAL EDUCATION METHOD | 199 | EDU41CW | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | 191 |
| EDU40HTM | HISTORY METHOD | 343 | EDU41CWS | COUNSELLING WORKSHOP | 191 |
| EDU40IEP | ISSUES IN EDUCATION | 346 | EDU41EA1 | EDUCATIONAL ADMINISTRATION 1: A CRITICAL APPROACH | 339 |
| EDU40IEP | ISSUES IN EDUCATION (PRIMARY) | 195 | EDU41EA1 | EDUCATIONAL ADMINISTRATION 1: A CRITICAL APPROACH | 193 |
| EDU40ITM | INFORMATION TECHNOLOGY TEACHING METHOD | 344 | EDU41EG | ENGLISH GRAMMAR FOR TEACHING | 340 |
| EDU40ITM | INFORMATION TECHNOLOGY TEACHING METHOD | 194 | EDU41ESL | ENGLISH AS A SECOND LANGUAGE B | 340 |
| EDU40IVS | INTRODUCTION TO AUSTRALIA'S VET SYSTEM | 345 | EDU41GE | GIFTED EDUCATION | 341 |
| EDU40IVS | INTRODUCTION TO AUSTRALIA'S VET SYSTEM | 195 | EDU41ICT | INTERNET AND CLASSROOM TEACHING | 345 |
| EDU40LAG | LITERACIES AND GLOBALISATION | 349 | EDU41ICT | INTERNET AND CLASSROOM TEACHING | 195 |
| EDU40LAG | LITERACIES AND GLOBALISATION | 197 | EDU41IP | INTEGRATED PRACTICUM | 344 |
| EDU40LM | LOTE TEACHING METHOD | 350 | EDU41IPA | INDUSTRIAL PRACTICUM A | 194 |
| EDU40LM | LOTE TEACHING METHOD | 197 | EDU41IPA | INDUSTRIAL PRACTICUM A | 343 |
| EDU40LPP | LEARNING AND PROFESSIONAL PRACTICE | 348 | EDU41IPB | INDUSTRIAL PRACTICUM B | 194 |
| EDU40LPP | LEARNING AND PROFESSIONAL PRACTICE | 197 | EDU41IPB | INDUSTRIAL PRACTICUM B | 344 |
| EDU40LRW | LEARNING, READING AND WRITING | 348 | EDU41IPC | INDUSTRIAL PRACTICUM C | 194 |
| EDU40LRW | LEARNING, READING AND WRITING | 197 | EDU41IPC | INDUSTRIAL PRACTICUM C | 344 |
| EDU40LTE | LEARNING TECHNOLOGIES IN EDUCATION | 349 | EDU41IPD | INDUSTRIAL PRACTICUM D | 194 |
| EDU40LTE | LEARNING TECHNOLOGIES IN EDUCATION | 197 | EDU41IPD | INDUSTRIAL PRACTICUM D | 344 |
| EDU40LTM | LOTE TEACHING METHODOLOGY | 350 | EDU41IRM | RESEARCH METHODOLOGY | 201 |
| EDU40LTM | LOTE TEACHING METHODOLOGY | 197 | EDU41ISP | INDEPENDENT STUDY PROGRAM | 343 |
| EDU40MC1 | MODES AND STRUCTURES OF CONSCIOUSNESS | 199 | EDU41IT | INTERACTIVE TECHNOLOGIES | 345 |
| EDU40MLT | LEARNING TECHNOLOGIES FOR P-10 MATHS | 348 | EDU41ITM | ENHANCING TEACHING AND LEARNING WITH ICT AND MULTIMEDIA | 340 |
| EDU40MLT | LEARNING TECHNOLOGIES FOR P-10 MATHS | 197 | EDU41ITM | ENHANCING TEACHING AND LEARNING WITH ICT AND MULTIMEDIA | 193 |
| EDU40MTM | MATHEMATICS TEACHING METHOD | 351 | EDU41IUT | INTRODUCTION TO UNIVERSITY TEACHING AND LEARNING | 195 |
| EDU40MTM | MATHEMATICS TEACHING METHOD | 198 | EDU41LCD | MATERIALS DEVELOPMENT AND ASSESSMENT | 351 |
| EDU40OEM | OUTDOOR EDUCATION TEACHING METHOD | 354 | EDU41LE1 | LITERACY EDUCATION C1 | 349 |
| EDU40P4B | INDUSTRIAL PRACTICUM 4 | 343 | EDU41LIS | LIFE IN SCHOOL | 349 |
| EDU40P4W | INDUSTRIAL PRACTICUM 4 (INFORMATION TECHNOLOGY) | 343 | EDU41LM | LOTE TEACHING METHOD | 350 |
| EDU40PEM | PHYSICAL EDUCATION TEACHING METHOD | 355 | EDU41LP | LOTE PRACTICUM | 349 |
| EDU40PEN | PRIMARY ENGLISH METHOD | 199 | EDU41LRW | LEARNING, READING, & WRITING | 348 |
| EDU40PEN | PRIMARY ENGLISH METHOD | 356 | EDU41LRW | LEARNING, READING, & WRITING | 197 |
| EDU40PLO | PRIMARY LOTE TEACHING METHODOLOGY | 200 | EDU41LSS | LEADERSHIP AND SUPERVISION SKILLS | 348 |
| EDU40PLO | PRIMARY LOTE TEACHING METHODOLOGY | 356 | EDU41LT1 | LANGUAGE TEACHING 1 | 347 |
| EDU40PLT | PRIMARY LEARNING TECHNOLOGIES METHOD | 199 | EDU41LT1 | LANGUAGE TEACHING 1 | 196 |
| EDU40PLT | PRIMARY LEARNING TECHNOLOGIES METHOD | 356 | EDU41LTE | LEARNING TECHNOLOGIES IN EDUCATION | 349 |
| EDU40PMA | PRIMARY MATHEMATICS METHOD | 200 | EDU41LTE | LEARNING TECHNOLOGIES IN EDUCATION | 197 |
| EDU40PMA | PRIMARY MATHEMATICS METHOD | 356 | EDU41LTP | LANGUAGE TEACHING PRACTICE | 196 |
| EDU40PSC | PRIMARY SCIENCE METHOD | 200 | EDU41ME1 | MATHEMATICS EDUCATION C1 | 351 |
| EDU40PSC | PRIMARY SCIENCE METHOD | 356 | EDU41MOC | MANAGING ORGANISATIONAL CHANGE | 351 |
| EDU40PSM | PSYCHOLOGY TEACHING METHOD | 359 | EDU41MOC | MANAGING ORGANISATIONAL CHANGE | 198 |
| EDU40PSO | PRIMARY STUDIES OF SOCIETY AND ENVIRONMENT METHOD | 200 | EDU41MTA | METHODS OF TEACHING (ADULT) | 351 |
| EDU40PSO | PRIMARY STUDIES OF SOCIETY AND ENVIRONMENT METHOD | 356 | EDU41MTA | METHODS OF TEACHING (ADULT) | 198 |
| EDU40PTM | PHYSICS TEACHING METHOD | 355 | EDU41MTT | METHODS OF TEACHING SECONDARY AND TECHNOLOGY | 352 |
| EDU40PTM | PHYSICS TEACHING METHOD | 199 | EDU41MTT | METHODS OF TEACHING SECONDARY AND TECHNOLOGY | 198 |
| EDU40SE | ISSUES IN SCIENCE EDUCATION | 346 | EDU41NME | NUMERACY AND MATHEMATICS EDUCATION FOR CHILDREN AND ADULTS | 353 |
| EDU40SE | ISSUES IN SCIENCE EDUCATION | 196 | EDU41PBP | POSITIVE BEHAVIOUR PLANS | 355 |
| EDU40SEM | SOCIAL EDUCATION METHOD | 365 | EDU41PDA | PROFESSIONAL DEVELOPMENT (ADMINISTRATION) | 357 |
| EDU40SEM | SOCIAL EDUCATION METHOD | 203 | EDU41PDA | PROFESSIONAL DEVELOPMENT (ADMINISTRATION) | 200 |
| EDU40SPC | SAFE PRACTICES IN THE VET CLASSROOM | 364 | EDU41PDC | PROFESSIONAL DEVELOPMENT (CURRICULUM) | 357 |
| EDU40SPC | SAFE PRACTICES IN THE VET CLASSROOM | 202 | | | |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|---|-----|----------|---|-----|
| EDU41PDC | PROFESSIONAL DEVELOPMENT (CURRICULUM) | 200 | EDU42LP | LOTE PRACTICUM | 350 |
| EDU41PDL | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | 357 | EDU42LPP | LEARNING & PROFESSIONAL PRACTICE | 348 |
| EDU41PDL | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | 200 | EDU42LPP | LEARNING & PROFESSIONAL PRACTICE | 197 |
| EDU41PDP | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | 357 | EDU42LRW | LEARNING, READING, & WRITING | 348 |
| EDU41PDP | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | 201 | EDU42LRW | LEARNING, READING, & WRITING | 197 |
| EDU41RII | RESEARCH IN INTEGRATION | 362 | EDU42LSS | LEADERSHIP AND SUPERVISION SKILLS | 348 |
| EDU41RM1 | EDUCATION RESEARCH METHODS 1 | 339 | EDU42LSS | LEADERSHIP AND SUPERVISION SKILLS | 197 |
| EDU41RP | RESEARCH PRACTICUM 1 | 202 | EDU42LT2 | LANGUAGE TEACHING 2 | 347 |
| EDU41RS | READING SUBJECT 1 | 361 | EDU42LT2 | LANGUAGE TEACHING 2 | 196 |
| EDU41RS | READING SUBJECT 1 | 201 | EDU42LTE | LEARNING TECHNOLOGIES IN EDUCATION | 349 |
| EDU41SE1 | STUDIES OF SOCIETY & ENVIRONMENT B1 | 366 | EDU42LTP | LANGUAGE TEACHING PRACTICE | 197 |
| EDU41SGT | SOCIOLINGUISTICS IN LANGUAGE TEACHING | 365 | EDU42MC2 | MODES AND STRUCTURES OF CONSCIOUSNESS 2 | 352 |
| EDU41SGT | SOCIOLINGUISTICS IN LANGUAGE TEACHING | 203 | EDU42ME1 | MATHEMATICS EDUCATION C1 | 351 |
| EDU41SIP | SELF INITIATED PROJECT | 365 | EDU42MOC | MANAGING ORGANISATIONAL CHANGE | 351 |
| EDU41SLA | SECOND LANGUAGE ACQUISITION | 364 | EDU42MTA | METHODS OF TEACHING (ADULT) | 352 |
| EDU41SM | SPORTS MEDICINE | 365 | EDU42MTT | METHODS OF TEACHING SECONDARY AND TECHNOLOGY | 352 |
| EDU41SSP | SPECIAL SETTING PRACTICUM | 365 | EDU42MTT | METHODS OF TEACHING SECONDARY AND TECHNOLOGY | 198 |
| EDU41STS | SCIENCE, TECHNOLOGY AND SOCIETY IN EDUCATION | 182 | EDU42NME | NUMERACY AND MATHEMATICS EDUCATION FOR | |
| EDU41TF | TASK FORCE | 366 | | CHILDREN AND ADULTS | 353 |
| EDU41TF | TASK FORCE | 203 | EDU42PBP | POSITIVE BEHAVIOUR PLANS | 355 |
| EDU41TMS | STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | 366 | EDU42PDC | PROFESSIONAL DEVELOPMENT (CURRICULUM) | 357 |
| EDU41TMS | STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | 203 | EDU42PDC | PROFESSIONAL DEVELOPMENT (CURRICULUM) | 200 |
| EDU41TOC | TALKING AND ORAL COMMUNICATION | 366 | EDU42PDL | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | 357 |
| EDU41TP1 | TEACHING PRACTICE 1 | 367 | EDU42PDL | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | 201 |
| EDU41TPS | TEACHING PRACTICE AND SKILLS | 367 | EDU42PDP | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | 357 |
| EDU41TPS | TEACHING PRACTICE AND SKILLS | 204 | EDU42PDP | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | 201 |
| EDU41UML | USING MULTIMEDIA FOR LEARNING | 368 | EDU42PE | PROMOTING EXCELLENCE | 358 |
| EDU41VAD | VISION: ABILITY AND DISABILITY | 368 | EDU42RII | RESEARCH IN INTEGRATION | 362 |
| EDU41VM1 | VET TEACHING METHOD 1 | 368 | EDU42RP | RESEARCH PRACTICUM 2 | 363 |
| EDU41VM1 | VET TEACHING METHOD 1 | 204 | EDU42RP | RESEARCH PRACTICUM 2 | 202 |
| EDU41WWF | WORKING WITH FAMILIES | 369 | EDU42RS | READING SUBJECT 1 | 361 |
| EDU42ABS | ABORIGINAL STUDIES | 331 | EDU42RS | READING SUBJECT 2 | 201 |
| EDU42AE | ANALYSING ENGLISH TESOL | 332 | EDU42SEI | ISSUES IN SECONDARY EDUCATION | 347 |
| EDU42AET | ADULT EDUCATION: THEORY, PRACTICE AND CHANGE | 331 | EDU42SEI | ISSUES IN SECONDARY EDUCATION | 196 |
| EDU42AET | ADULT EDUCATION: THEORY, PRACTICE AND CHANGE | 190 | EDU42SIP | SELF INITIATED PROJECT | 365 |
| EDU42ALT | ADVANCED METHODOLOGY IN LANGUAGE TEACHING | 331 | EDU42SLA | SECOND LANGUAGE ACQUISITION | 365 |
| EDU42ALT | ADVANCED METHODOLOGY IN LANGUAGE TEACHING | 190 | EDU42SM | SPORTS MEDICINE | 365 |
| EDU42ANT | ANALYSING SPOKEN ENGLISH FOR TESOL | 332 | EDU42SSP | SPECIAL SETTING PRACTICUM | 365 |
| EDU42APC | APPROACHES TO PASTORAL CARE | 332 | EDU42STS | SCIENCE, TECHNOLOGY AND SOCIETY IN EDUCATION | 364 |
| EDU42ARS | AT RISK STUDENTS: CRITICAL CONSIDERATIONS | 333 | EDU42TF | TASK FORCE | 366 |
| EDU42ARS | AT RISK STUDENTS: CRITICAL CONSIDERATIONS | 190 | EDU42TF | TASK FORCE | 203 |
| EDU42ATS | ANALYSING ENGLISH FOR TESOL | 332 | EDU42TMS | STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | 366 |
| EDU42BL2 | EDUCATION BUSINESS LINKS 2 | 339 | EDU42TMS | STUDIES IN TECHNOLOGY: MATERIALS AND SYSTEMS | 203 |
| EDU42BLE | BILINGUALISM AND LANGUAGE EDUCATION | 333 | EDU42TP2 | TEACHING PRACTICE 2 | 367 |
| EDU42BLE | BILINGUALISM AND LANGUAGE EDUCATION | 190 | EDU42TPM | TEACHING PRACTICE AND MODELS | 367 |
| EDU42CAT | COMMUNICATION AND TECHNOLOGY | 334 | EDU42TPM | TEACHING PRACTICE AND MODELS | 204 |
| EDU42CC | INTERCULTURAL COMMUNICATION AND EDUCATION | 195 | EDU42TPV | TEACHING PRACTICE (VET) | 367 |
| EDU42CDD | CURRICULUM DEVELOPMENT AND DESIGN | 337 | EDU42TPV | TEACHING PRACTICE (VET) | 204 |
| EDU42CDD | CURRICULUM DEVELOPMENT AND DESIGN | 192 | EDU42TS | TESOL SECONDARY | 367 |
| EDU42CDI | CURRICULUM DESIGN AND IMPLEMENTATION | 336 | EDU42UML | USING MULTIMEDIA FOR LEARNING | 368 |
| EDU42CDI | CURRICULUM DESIGN AND IMPLEMENTATION | 191 | EDU42UML | USING MULTIMEDIA FOR LEARNING | 204 |
| EDU42CL | COMMUNITY LIFE | 335 | EDU42VAD | VISION: ABILITY AND DISABILITY | 368 |
| EDU42CSW | COUNSELLING WORKSHOP | 336 | EDU42VM2 | VET TEACHING METHOD 2 | 368 |
| EDU42DLE | DEVELOPMENTS IN LITERACY EDUCATION | 337 | EDU42VM2 | VET TEACHING METHOD 2 | 204 |
| EDU42DLE | DEVELOPMENTS IN LITERACY EDUCATION | 192 | EDU42WWF | WORKING WITH FAMILIES | 369 |
| EDU42EA2 | EDUCATIONAL ADMINISTRATION 2: A CRITICAL APPROACH | 339 | EDU43CSD | CLASSROOM DISCIPLINE AND STUDENT RESPONSIBILITY | 191 |
| EDU42EA2 | EDUCATIONAL ADMINISTRATION 2: A CRITICAL APPROACH | 193 | EDU43CW | CREATIVE WRITING FOR PERSONAL DEVELOPMENT | 336 |
| EDU42ECD | EDUCATION AND CULTURAL DIVERSITY | 338 | EDU43CW | CREATIVE WRITING FOR PERSONAL DEVELOPMENT (| 191 |
| EDU42ECD | EDUCATION AND CULTURAL DIVERSITY | 192 | EDU43IIE | ISSUES IN EDUCATION | 346 |
| EDU42EG | ENGLISH GRAMMAR FOR TEACHING | 193 | EDU43IIE | ISSUES IN EDUCATION | 195 |
| EDU42ESL | ENGLISH AS A SECOND LANGUAGE B | 340 | EDU43MLT | LEARNING TECHNOLOGIES FOR P-10 MATHS | 348 |
| EDU42HE | HOLISTIC EDUCATION | 194 | EDU43PDC | PROFESSIONAL DEVELOPMENT (CURRICULUM) | 357 |
| EDU42IP | INTEGRATED PRACTICUM | 345 | EDU43PDC | PROFESSIONAL DEVELOPMENT (CURRICULUM) | 200 |
| EDU42IPA | INDUSTRIAL PRACTICUM A | 194 | EDU43PDL | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | 357 |
| EDU42IPA | INDUSTRIAL PRACTICUM A | 343 | EDU43PDL | PROFESSIONAL DEVELOPMENT (LEADERSHIP) | 201 |
| EDU42IPB | INDUSTRIAL PRACTICUM B | 194 | EDU43PDP | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | 357 |
| EDU42IPB | INDUSTRIAL PRACTICUM B | 344 | EDU43PDP | PROFESSIONAL DEVELOPMENT (PEDAGOGY) | 201 |
| EDU42IPC | INDUSTRIAL PRACTICUM C | 194 | EDU43UML | USING MULTIMEDIA FOR LEARNING | 204 |
| EDU42IPC | INDUSTRIAL PRACTICUM C | 344 | EDU50LL2 | LITERACY AND LANGUAGE | 349 |
| EDU42IPD | INDUSTRIAL PRACTICUM D | 194 | EDU51APE | ADAPTED PHYSICAL EDUCATION | 331 |
| EDU42IPD | INDUSTRIAL PRACTICUM D | 344 | EDU51BLE | BILINGUALISM AND LANGUAGE EDUCATION | 333 |
| EDU42ISE | ISSUES IN SPECIAL EDUCATION | 347 | EDU51CAC | CONSULTATION AND CHANGE | 335 |
| EDU42ISP | INDEPENDENT STUDY PROGRAM | 343 | EDU51CC | CURRICULUM CHANGE | 336 |
| EDU42IT | INTERACTIVE TECHNOLOGIES | 345 | EDU51CDD | CURRICULUM DEVELOPMENT AND DESIGN | 337 |
| EDU42LAC | LITERACIES, LIFESTORIES, CULTURES | 349 | EDU51CDD | CURRICULUM DEVELOPMENT AND DESIGN | 192 |
| EDU42LAC | LITERACIES, LIFESTORIES, CULTURES | 197 | EDU51DLE | DEVELOPMENTS IN LITERACY EDUCATION | 337 |
| EDU42LCD | LANGUAGE CURRICULUM, MATERIALS DEVELOPMENT AND ASSESSMENT | 347 | EDU51E1 | EDUCATION ISSUES 1 | 339 |
| | | | EDU51E2 | EDUCATION ISSUES 2 | 339 |

| | | | | | |
|----------|--|-----|----------|--|-----|
| EDU51EL | EDUCATION AND LEADERSHIP | 338 | ELE51MIP | MICROELECTRONIC MINOR PROJECT | 279 |
| EDU51LIU | LANGUAGE IN USE | 347 | ELE51MMC | MULTIMEDIA COMMUNICATIONS | 279 |
| EDU51LL1 | LITERACY AND LANGUAGE 1 | 349 | ELE51MPA | ELECTRONIC ENGINEERING MAJOR PROJECT A | 279 |
| EDU51MOC | MANAGING ORGANISATIONAL CHANGE | 351 | ELE51MPB | ELECTRONIC ENGINEERING MAJOR PROJECT B | 280 |
| EDU51MOC | MANAGING ORGANISATIONAL CHANGE | 198 | ELE51MPC | MASTER DESIGN PROJECT C | 280 |
| EDU51MT | MINOR THESIS | 198 | ELE51OPN | OPTICAL NETWORKS | 280 |
| EDU51MTH | MINOR THESIS | 352 | ELE51PMC | PERSONAL MOBILE COMMUNICATIONS | 280 |
| EDU51MTH | MINOR THESIS | 199 | ELE51SEC | SECURE COMMUNICATIONS | 280 |
| EDU51PIE | PERSPECTIVES IN EDUCATION | 355 | ELE51TDE | TELECOMMUNICATIONS DESIGN | 280 |
| EDU51PJ1 | PROJECT 1 (EDU) | 358 | ELE51TPA | TELECOMMUNICATIONS MAJOR PROJECT A | 280 |
| EDU51PJ2 | PROJECT 2 (EDU) | 358 | ELE51TPB | TELECOMMUNICATIONS MAJOR PROJECT B | 280 |
| EDU51PM | PROFESSIONAL PRACTICUM | 357 | ELE51TRA | TELCOMMUNICATIONS PROJECT A | 280 |
| EDU51PM | PROFESSIONAL PRACTICUM | 201 | ELE51TRB | TELECOMMUNICATIONS PROJECT B | 281 |
| EDU51PP | PEDAGOGICAL PRINCIPLES & PRACTICE | 354 | ELE51TSE | TELECOMMUNICATIONS SYSTEMS ENGINEERING | 281 |
| EDU51PP | PEDAGOGICAL PRINCIPLES AND PRACTICE | 199 | ELE51TTA | ADVANCED TOPICS IN TELECOMMUNICATIONS A | 281 |
| EDU51QNR | QUANTITATIVE RESEARCH METHODS IN EDUCATION | 360 | ELE51TTB | ADVANCED TOPICS IN TELECOMMUNICATIONS B | 281 |
| EDU51QRM | QUALITATIVE RESEARCH METHODS IN EDUCATION | 360 | ELE52ASA | ADVANCED STUDIES IN TELECOMMUNICATIONS A | 281 |
| EDU51RG | RESEARCHING GOOD PRACTICE 1 | 363 | ELE52ASB | ADVANCED STUDIES IN TELECOMMUNICATION B | 281 |
| EDU51RG | RESEARCHING GOOD PRACTICE 1 | 202 | ELE52BDC | BROADBAND DIGITAL COMMUNICATIONS | 281 |
| EDU51RME | RESEARCH METHODS IN EDUCATION | 362 | ELE52DSD | DIGITAL SYSTEM DESIGN | 281 |
| EDU51RME | RESEARCH METHODS IN EDUCATION | 201 | ELE52EDE | ELECTRONIC ENGINEERING DESIGN | 281 |
| EDU51RP | RESEARCH PROJECT – FIELD STUDY | 202 | ELE52ERA | ELECTRONIC ENGINEERING PROJECT A | 281 |
| EDU51SGT | SOCIOLINGUISTICS IN LANGUAGE TEACHING | 365 | ELE52ERB | ELECTRONIC ENGINEERING PROJECT B | 281 |
| EDU51SGT | SOCIOLINGUISTICS IN LANGUAGE TEACHING | 203 | ELE52ETD | EMERGING TOPICS IN IC DESIGN | 281 |
| EDU51TLC | TEACHERS LIVES | 367 | ELE52MAP | MICROELECTRONIC MAJOR PROJECT | 281 |
| EDU52BLE | BILINGUALISM AND LANGUAGE EDUCATION | 333 | ELE52MIP | MICROELECTRONIC MINOR PROJECT | 281 |
| EDU52BLE | BILINGUALISM AND LANGUAGE EDUCATION | 191 | ELE52MMC | MULTIMEDIA COMMUNICATIONS | 281 |
| EDU52CDD | CURRICULUM DEVELOPMENT AND DESIGN | 337 | ELE52MPA | ELECTRONIC ENGINEERING MAJOR PROJECT A | 281 |
| EDU52CDD | CURRICULUM DEVELOPMENT AND DESIGN | 192 | ELE52MPB | ELECTRONIC ENGINEERING MAJOR PROJECT B | 281 |
| EDU52CDI | CURRICULUM DESIGN AND IMPLEMENTATION | 337 | ELE52MPC | MASTER DESIGN PROJECT C | 281 |
| EDU52CDI | CURRICULUM DESIGN AND IMPLEMENTATION | 192 | ELE52PMC | PERSONAL MOBILE COMMUNICATIONS | 281 |
| EDU52DLE | DEVELOPMENTS IN LITERACY EDUCATION | 337 | ELE52SDP | SEMICONDUCTOR DEVICE PHYSICS | 281 |
| EDU52ECD | EDUCATION AND CULTURAL DIVERSITY | 338 | ELE52TDE | TELECOMMUNICATIONS DESIGN | 282 |
| EDU52ECD | EDUCATION AND CULTURAL DIVERSITY | 192 | ELE52TPA | TELECOMMUNICATIONS MAJOR PROJECT A | 282 |
| EDU52EI1 | EDUCATIONAL ISSUES 1 | 339 | ELE52TPB | TELECOMMUNICATIONS MAJOR PROJECT B | 282 |
| EDU52EI2 | EDUCATION ISSUES 2 | 339 | ELE52TRA | TELCOMMUNICATIONS PROJECT A | 282 |
| EDU52GE | GENDER AND EDUCATION | 341 | ELE52TRB | TELECOMMUNICATIONS PROJECT B | 282 |
| EDU52LAS | LANGUAGE AND SOCIETY | 347 | ELE52TSE | TELECOMMUNICATIONS SYSTEMS ENGINEERING | 282 |
| EDU52MOC | MANAGING ORGANISATIONAL CHANGE | 351 | ELE52TTA | ADVANCED TOPICS IN TELECOMMUNICATIONS A | 282 |
| EDU52MOC | MANAGING ORGANISATIONAL CHANGE | 198 | ELE52TTB | ADVANCED TOPICS IN TELECOMMUNICATIONS B | 282 |
| EDU52MT | MINOR THESIS | 199 | ENG11WYL | WRITING YOUR OWN LIFE | 223 |
| EDU52MTH | MINOR THESIS | 352 | ENG31NAA | NARRATIVE ANALYSIS A | 223 |
| EDU52MTH | MINOR THESIS | 199 | ENG31WRF | WRITING FICTION | 223 |
| EDU52PFC | PLANNING FOR CHANGE | 355 | ENG32WRP | WRITING POETRY | 223 |
| EDU52PJ1 | PROJECT 1 (EDU) | 358 | ENG41DA | DISCOURSE ANALYSIS | 337 |
| EDU52PJ2 | PROJECT 2 (EDU) | 358 | ENG41LE | LANGUAGE ECOLOGY | 347 |
| EDU52PM | PROFESSIONAL PRACTICUM | 358 | ENG51JSP | JUNG & SYMBOLIC PROCESS | 205 |
| EDU52PM | PROFESSIONAL PRACTICUM | 201 | ENG51VFI | VICTORIAN FICTION: INSIDE AND OUTSIDE | 205 |
| EDU52PP | PEDAGOGICAL PRINCIPLES AND PRACTICE | 354 | ENG51WEB | WRITING THE EXPERIENCE OF THE BODY | 207 |
| EDU52QNR | QUANTITATIVE RESEARCH METHODS IN EDUCATION | 361 | ENG51WEB | WRITING THE EXPERIENCE OF THE BODY | 205 |
| EDU52QRM | QUALITATIVE RESEARCH METHODS IN EDUCATION | 201 | ENG51WRF | WRITING FICTION | 206 |
| EDU52RG | RESEARCHING GOOD PRACTICE 1 | 364 | ENG52DA | DISCOURSE ANALYSIS | 338 |
| EDU52RG | RESEARCHING GOOD PRACTICE 2 | 202 | ENG52EPI | ECOPSYCHOLOGY & INDIGENEITY | 206 |
| EDU52RP | RESEARCH PROJECT – FIELD STUDY | 363 | ENG52PTC | POETRY OF THE TWENTIETH CENTURY | 206 |
| EDU52RP | RESEARCH PROJECT – FIELD STUDY | 202 | ENG52RBA | READING BLACK AUSTRALIAN WRITING | 207 |
| EDU52SLA | SECOND LANGUAGE ACQUISITION | 365 | ENG52RBA | READING BLACK AUSTRALIAN WRITING | 206 |
| EDU60ICE | INNOVATION AND CONVENTION IN EDUCATION | 344 | ENG52SIL | SHAKESPEARE IN LOVE | 206 |
| EDU60ICE | INNOVATION AND CONVENTION IN EDUCATION | 195 | ENG52WPS | WRITING PSYCHOSIS | 206 |
| EDU60RAP | RESEARCH APPROACHES TO PROFESSIONAL ISSUES | 362 | ENG52WWR | WOMEN'S WRITING AND FEMINIST LITERARY CRITICISM | 208 |
| EDU60RAP | RESEARCH APPROACHES TO PROFESSIONAL ISSUES | 201 | ENG52WWR | WOMEN'S WRITING AND FEMINIST LITERARY CRITICISM | 206 |
| EDU41DLE | DEVELOPMENTS IN LITERACY | 337 | FIN41FDI | FOREIGN DIRECT INVESTMENT | 238 |
| ELE41AAE | ADVANCED INSTRUMENTATION ELECTRONICS | 277 | FIN41FMA | FINANCIAL MANAGEMENT | 239 |
| ELE41ASP | ADVANCED SIGNAL PROCESSING | 277 | FIN41HTB | FINANCE HONOURS THESIS OPTION B | 239 |
| ELE41FCO | COMMUNICATION SYSTEMS | 277 | FIN42HTB | FINANCE HONOURS THESIS OPTION B | 239 |
| ELE41FTE | TELECOMMUNICATION CIRCUITS AND SYSTEMS | 277 | FIN42IFM | INTERNATIONAL FINANCIAL MANAGEMENT | 239 |
| ELE41OFC | OPTICAL FIBRE COMMUNICATION SYSTEMS | 277 | FRE41FTA | INTRODUCTORY FRENCH FOR TEACHERS A | 346 |
| ELE42ANT | ANTENNAS AND PROPAGATION | 278 | FRE41FTC | 1ST YEAR ADVANCED FRENCH FOR TEACHERS C | 330 |
| ELE42FED | ELECTRONIC DESIGN AUTOMATION | 278 | FRE41FTE | 2ND YEAR ADVANCED FRENCH FOR TEACHERS E | 330 |
| ELE42FSP | FOUNDATIONS FOR SIGNAL PROCESSING | 278 | FRE42FTB | INTRODUCTORY FRENCH FOR TEACHERS B | 346 |
| ELE42IPC | IMAGE PROCESSING AND CODING | 278 | FRE42FTD | 1ST YEAR ADVANCED FRENCH FOR TEACHERS D | 330 |
| ELE51ASA | ADVANCED STUDIES IN TELECOMMUNICATIONS A | 278 | FRE42FTF | 2ND YEAR ADVANCED FRENCH FOR TEACHERS F | 330 |
| ELE51ASB | ADVANCED STUDIES IN TELECOMMUNICATIONS B | 278 | FSC41BIO | FORENSIC BIOLOGY | 282 |
| ELE51BDC | BROADBAND DIGITAL COMMUNICATIONS | 278 | FSC41EXL | EXPERTS AND THE LEGAL SYSTEM FOR FORENSIC SCIENCE | 282 |
| ELE51DSD | DIGITAL SYSTEM DESIGN | 278 | FSC41FCD | FORENSIC CHEMISTRY AND DRUGS | 282 |
| ELE51EDE | ELECTRONIC ENGINEERING DESIGN | 279 | FSC41FSB | BASIC CONCEPTS IN FORENSIC CHEMISTRY & IDENTIFICATION SCIENCES | 282 |
| ELE51ERA | ELECTRONIC ENGINEERING PROJECT A | 279 | FSC41ID | IDENTIFICATION SCIENCES & PHYSICAL EVIDENCE FOR FORENSIC SCIENCE | 282 |
| ELE51ERB | ELECTRONIC ENGINEERING PROJECT B | 279 | FSC41PRN | PRINCIPLES OF FORENSIC SCIENCE | 282 |
| ELE51ETD | EMERGING TOPICS IN IC DESIGN | 279 | | | |
| ELE51MAP | MICROELECTRONIC MAJOR PROJECT | 279 | | | |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|--|-----|----------|--|-----|
| FSC42FSA | BASIC CONCEPTS IN FORENSIC BIOLOGY | 282 | HCS50TIM | THERAPEUTIC INTERVENTION AND MANAGEMENT | 106 |
| FSC42MOO | PROJECT AND MOOT COURT FOR FORENSIC SCIENCE | 282 | HCS51FWA | FIELD WORK PRACTICUM A | 106 |
| FSC42QM | QUALITY MANAGEMENT IN FORENSIC SCIENCE | 283 | HCS51IDS | ISSUES IN DEAF STUDIES | 106 |
| FTH40FSD | FAMILY WORK SKILLS | 99 | HCS51MTA | MINOR THESIS A | 106 |
| FTH40FTN | ADVANCED FAMILY THERAPY THEORY NARRATIVE | 99 | HCS51NCP | NORMAL COMMUNICATION PROCESSES | 106 |
| FTH40FTS | ADVANCED FAMILY THERAPY THEORY SYSTEMIC | 99 | HCS51RCA | READING COURSE A | 106 |
| FTH40FTT | FAMILY THERAPY THEORIES | 99 | HCS51RCC | READING COURSE C | 106 |
| FTH40IFT | INTRODUCTION TO FAMILY SENSITIVE PRACTICE | 99 | HCS51RPA | RESEARCHING GOOD PRACTICE A | 106 |
| FTH40SCA | SUPERVISED CLINICAL PRACTICE | 99 | HCS51SLL | SOCIOLINGUISTICS OF NON-LITERATE LANGUAGES | 106 |
| FTH40SCN | SUPERVISED CLINICAL PRACTICE NARRATIVE | 99 | HCS52APP | ADVANCED PROFESSIONAL PRACTICE | 106 |
| FTH40SCS | SUPERVISED CLINICAL PRACTICE SYSTEMIC | 100 | HCS52BCP | BREAKDOWN IN COMMUNICATION PROCESSES | 107 |
| FTH41GEN | GENERAL THEORY AND PRACTICE | 100 | HCS52FWB | FIELD WORK PRACTICUM B | 107 |
| FTH41SSP | SYSTEMIC SUPERVISION PRACTICE | 100 | HCS52IST | INTEGRATION STUDIES | 107 |
| FTH41TSS | THEORETICAL MODELS OF SYSTEMIC SUPERVISION | 100 | HCS52MTB | MINOR THESIS B | 107 |
| FTH42ASD | APPLICATIONS SPECIFIC DIAGNOSES | 100 | HCS52RCB | READING COURSE B | 107 |
| FTH42CTP | SYSTEMIC CONSULTATION AND TRAINING PRACTICE | 100 | HCS52RCD | READING COURSE D | 107 |
| FTH42INT | INTEGRATION: DEVELOP, DEFINE ETHICAL COMPETENT PRACTICE | 100 | HCS52RNL | RESEARCHING NATURAL LANGUAGES | 107 |
| FTH42TCT | THEORETICAL MODELS OF SYSTEMIC CONSULTATION AND TRAINING | 101 | HCS52RNL | RESEARCHING NATURAL LANGUAGES | 107 |
| FTH50MTH | FAMILY THERAPY MINOR THESIS | 101 | HCS52RPB | RESEARCHING GOOD PRACTICE B | 107 |
| FTH50QRM | QUALITATIVE RESEARCH METHODS | 101 | HCS53APP | ADVANCED PROFESSIONAL PRACTICE | 107 |
| FTH50RDA | RECENT DEVELOPMENTS IN FAMILY THERAPY A | 101 | HCS53PPR | PROFESSIONAL PRACTICE | 107 |
| FTH50SAA | SYSTEMIC APPROACHES – WORKING WITH TRAUMA & SEXUAL ABUSE | 101 | HCS60THF | HUMAN COMMUNICATION SCIENCES PROFESSIONAL DOCTORATE THESIS | 107 |
| FTH50SAB | SYSTEMIC APPROACHES – POSTMODERN FAMILY FORMATION | 101 | HCS60THP | HUMAN COMMUNICATION SCIENCES PROFESSIONAL DOCTORATE THESIS | 108 |
| FTH50SCF | SUPERVISION IN FAMILY THERAPY | 101 | HCS61CEA | CLINICAL EVALUATION A | 108 |
| FTH50SCP | COUPLES THERAPY | 102 | HCS62CEB | CLINICAL EVALUATION B | 108 |
| FTH60THF | FAMILY THERAPY PROFESSIONAL DOCTORATE THESIS | 102 | HIS11CAM | CONQUEST OF THE AMERICAS: AZTECS, INCAS, MAYANS, SPANIARDS | 177 |
| FTH60THP | FAMILY THERAPY PROFESSIONAL DOCTORATE THESIS | 102 | HIS12DEV | GLOBALISATION: THE RISE OF THE MODERN WORLD | 178 |
| FTH61CEA | CLINICAL EVALUATION A | 102 | HIS21FDA | FOOD AND DRINK IN WORLD HISTORY | 178 |
| FTH62CEB | CLINICAL EVALUATION A | 102 | HIS21PPL | PEASANTS AND POLITICS IN LATIN AMERICA | 178 |
| GEN40PGD | POSTGRADUATE DIPLOMA GENETICS | 283 | HIS21SAH | SOUTH AFRICAN HISTORY | 178 |
| GEO40PGD | POSTGRADUATE DIPLOMA EARTH SCIENCES | 283 | HIS21WOR | THE WORLD SINCE 1945 | 178 |
| GSD51FCR | FEMINISM AND THE CRITIQUE OF KNOWLEDGE | 208 | HIS22AAH | AUSTRALIAN ABORIGINAL HISTORY | 178 |
| GST51NGL | NINETEENTH CENTURY GREEK LITERATURE | 208 | HIS22AFM | AFRICA IN THE MODERN WORLD | 178 |
| GST51RCA | READING COURSE A | 209 | HIS31AWA | AMERICA SINCE 1945: POP ART, POLITICS AND POPULAR CULTURE | 173 |
| GST52GIL | GENDER ISSUES IN MODERN GREEK LITERATURE | 209 | HIS31AWV | AMERICA'S WAR IN VIETNAM: CULTURE AND POLITICS | 173 |
| GST52RCB | READING COURSE B | 209 | HIS31FDA | FOOD AND DRINK IN WORLD HISTORY | 179 |
| HBS40RES | RESEARCH PROJECT | 102 | HIS31MAM | FROM POCOHONTAS TO PROHIBITION | 173 |
| HBS41LIT | LITERATURE REVIEW | 102 | HIS31PPL | PEASANTS AND POLITICS IN LATIN AMERICA | 179 |
| HBS50AES | ADVANCED ERGONOMICS SEMINARS | 102 | HIS31SAH | SOUTH AFRICAN HISTORY | 179 |
| HBS50AET | APPLIED ERGONOMICS TECHNIQUES | 102 | HIS31WOR | THE WORLD SINCE 1945 | 179 |
| HBS50MIT | MINOR THESIS IN ERGONOMICS | 102 | HIS32AAH | AUSTRALIAN ABORIGINAL HISTORY | 179 |
| HCS40ADV | ADVANCED SIGN LANGUAGE STUDIES | 102 | HIS32AFM | AFRICA IN THE MODERN WORLD | 179 |
| HCS40III | ISSUES IN INTERPRETING | 103 | HIS32SMI | SMASHING IMAGES IN SIXTEENTH-CENTURY EUROPE | 173 |
| HCS40INT | AUSTRALIAN SIGN LANGUAGE AND THE DEAF COMMUNITY | 103 | HIS41THG | TOURISM AND HERITAGE MANAGEMENT (GD) | 368 |
| HCS40LEV | LITERATURE EVALUATION | 103 | HIS41VIC | VICTORIA IN THE 19TH CENTURY | 368 |
| HCS40RCD | READINGS IN HUMAN COMMUNICATION DISORDERS | 103 | HIS42HS | HERITAGE STUDIES | 343 |
| HCS40RTH | RESEARCH THESIS | 103 | HIS42HS | HERITAGE STUDIES GD | 343 |
| HCS41AND | ADULT NEUROGENIC DYSPHAGIA | 103 | HIS42RAH | REGIONAL APPROACHES TO HISTORY | 361 |
| HCS41CDY | CORE DYSPHAGIA | 103 | HIS42VIC | VICTORIA IN THE 19TH CENTURY | 368 |
| HCS41DHI | BI-LINGUAL/Bi-CULTURAL TEACHING FOR DEAF & HEARING STUDENTS | 103 | HLT22AC | AGEING IN THE COMMUNITY | 332 |
| HCS41DSA | DEAF STUDIES A | 103 | HLT22HSP | HEALTH SYSTEMS POLICY | 342 |
| HCS41ENT | EAR, NOSE AND THROAT DYSPHAGIA | 104 | HLT31CS | COUNSELLING SKILLS | 336 |
| HCS41LCA | LANGUAGE AND CULTURAL STUDIES A | 104 | HLT31PHP | PUBLIC HEALTH PRINCIPLES | 360 |
| HCS41LND | BI-LINGUAL EDUC-LITERACY & NUMERACY DEVELOPMENT FOR DEAF/HEARING IMPAIRED STUDENTS | 104 | HLT31RPP | RESEARCH PROJECT PH | 363 |
| HCS41PSL | PERSPECTIVES ON SIGN LANGUAGE TEACHING | 104 | HLT32CS | COUNSELLING SKILLS | 336 |
| HCS41SLE | SIGN LANGUAGE EDUCATION AND THE NATURE OF LANGUAGE | 104 | HLT32RPP | RESEARCH PROJECT PH | 363 |
| HCS41SLL | SOCIOLINGUISTICS OF NON-LITERATE LANGUAGES | 104 | HLT40EA | EMOTION AND ADJUSTMENT | 340 |
| HCS42ADY | ADVANCED DYSPHAGIA | 104 | HLT41CD | CHEMICAL DEPENDENCIES | 334 |
| HCS42ALL | ANALYSING LOTE LEARNER LANGUAGE (AUSLAN) | 104 | HLT41HED | HEALTH EDUCATION | 342 |
| HCS42DHI | BI-LINGUAL/Bi-CULTURAL TEACHING FOR DEAF & HEARING STUDENTS | 104 | HLT41HF | HEALTH FINANCE | 342 |
| HCS42DSB | DEAF STUDIES B | 104 | HLT41HS3 | HEALTH SYSTEMS 3 | 342 |
| HCS42LCB | LANGUAGE AND CULTURAL STUDIES B | 105 | HLT41HSP | HEALTH SYSTEMS POLICY | 342 |
| HCS42LND | BI-LINGUAL EDUC-LITERACY & NUMERACY DEVELOPMENT FOR DEAF/HEARING IMPAIRED STUDENTS | 105 | HLT41MAH | MANAGEMENT AND HEALTH | 350 |
| HCS42PDY | PAEDIATRIC DYSPHAGIA | 105 | HLT41PD2 | PROGRAM DEVELOPMENT 2 | 358 |
| HCS42PEL | PRACTICAL EXPERIENCE IN LOTE TEACHING (AUSLAN) | 105 | HLT41RHI | READINGS IN HEALTH ISSUES | 361 |
| HCS42PSL | PERSPECTIVES ON SIGN LANGUAGE TEACHING | 105 | HLT41SIH | SOCIAL ISSUES IN HEALTH | 365 |
| HCS42RNL | RESEARCHING NATURAL LANGUAGES | 105 | HLT41TEA | THE EXPERIENCE OF AGEING | 367 |
| HCS50III | ISSUES IN INTERPRETING | 105 | HLT42AS | AGEING AND SOCIETY | 332 |
| HCS50RCG | CLINICAL RESEARCH GUIDELINE IN SPEECH PATHOLOGY | 105 | HLT42HEC | HEALTH ECONOMICS | 341 |
| HCS50RLE | HUMAN COMMUNICATION SCIENCES RESEARCH: LITERATURE EVALUATION | 105 | HLT42HED | HEALTH EDUCATION | 342 |
| HCS50RPR | HUMAN COMMUNICATION SCIENCES RESEARCH: PROJECT | 106 | HLT42HR | HEALTH RESEARCH | 342 |
| | | | HLT42HRM | HUMAN RESOURCE MANAGEMENT | 343 |
| | | | HLT42LAH | LAW AND HEALTH | 347 |
| | | | HLT42PHA | PROMOTING HEALTHY AGEING | 358 |
| | | | HLT42RHI | READINGS IN HEALTH ISSUES | 361 |

| | | | | | |
|----------|---|-----|----------|---|-----|
| HLT50DIS | DISSERTATION HS | 338 | MGT41RMA | RESEARCH METHODOLOGY | 239 |
| HLT50PJ | PROJECT | 358 | MGT41RPM | REMUNERATION AND PERFORMANCE MANAGEMENT | 239 |
| HLT51HI | HEALTH ISSUES | 342 | MGT41SM | STRATEGIC MANAGEMENT | 366 |
| HLT51HMB | HEALTH MANAGEMENT B | 342 | MGT42APM | ADVANCED PROJECT MANAGEMENT | 331 |
| HLT51QLR | QUALITATIVE RESEARCH | 360 | MGT42ASM | ADVANCED STRATEGIC MANAGEMENT | 239 |
| HLT51RM | RESEARCH METHODS | 362 | MGT42HRI | MANAGING HUMAN RESOURCES AND INDUSTRIAL RELATIONS | 350 |
| HLT51RPH | RESEARCH PROJECT HS | 363 | MGT42IBM | INTERNATIONAL BUSINESS MANAGEMENT | 345 |
| HLT52ARH | ADVANCED READINGS IN HEALTH SCIENCE | 332 | MGT42IBP | INTERNATIONAL BUSINESS POLICY | 345 |
| HLT52HI | HEALTH ISSUES | 342 | MGT42MOB | MANAGING ORGANISATIONAL BEHAVIOUR | 351 |
| HLT52QLR | QUALITATIVE RESEARCH | 360 | MGT42OTA | ORGANISATION THEORY AND ANALYSIS | 353 |
| HLT52RM | RESEARCH METHODS | 362 | MGT42PSM | PUBLIC SECTOR MANAGEMENT | 360 |
| HLT52RPH | RESEARCH PROJECT HS | 363 | MGT43OTA | ORGANISATION THEORY AND ANALYSIS | 353 |
| HLT52RUH | RURAL HEALTH | 364 | MGT51IBM | INTERNATIONAL BUSINESS MANAGEMENT | 345 |
| HUS31CNF | CREATING NON-FICTION | 223 | MGT51LIC | LEADERSHIP, INNOVATION AND CHANGE | 348 |
| INIT32DB | DATABASE | 337 | MGT51LOM | LOGISTICS AND OPERATIONS MANAGEMENT | 349 |
| INT11CT | COMPUTER TECHNOLOGY | 335 | MGT51OCD | ORGANISATIONAL CHANGE AND DEVELOPMENT | 353 |
| INT31CA1 | COMPUTER ARCHITECTURE 1 | 335 | MGT51SM | STRATEGIC MANAGEMENT | 366 |
| INT31DB | DATABASE | 337 | MGT52ECM | EMERGING CONCEPTS IN MANAGEMENT | 340 |
| INT31ISP | INFORMATION SYSTEMS PRACTICE | 344 | MGT52IBM | INTERNATIONAL BUSINESS MANAGEMENT | 345 |
| INT31SS | SYSTEMS SOFTWARE | 366 | MGT52LIC | LEADERSHIP, INNOVATION AND CHANGE | 348 |
| INT32BP | BUSINESS PROGRAMMING | 333 | MGT52LOM | LOGISTICS AND OPERATIONS MANAGEMENT | 349 |
| INT32CA1 | COMPUTER ARCHITECTURE 1 | 335 | MGT52PSM | PUBLIC SECTOR MANAGEMENT | 360 |
| INT32CA2 | COMPUTER ARCHITECTURE 2 | 335 | MIC40PGD | POSTGRADUATE DIPLOMA MICROBIOLOGY | 283 |
| INT32GP | GRAPHICS PROGRAMMING | 341 | MID41CTB | CHALLENGES TO BIRTH IN MIDWIFERY PRACTICE | 108 |
| INT32ISP | INFORMATION SYSTEMS PRACTICE | 344 | MID41MOA | LOW RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | 108 |
| INT32SS | SYSTEMS SOFTWARE | 366 | MID41MOB | HIGH RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | 108 |
| INT40PGT | POSTGRADUATE THESIS | 355 | MID41NOB | NORMAL BIRTH IN MIDWIFERY PRACTICE | 108 |
| INT40PRO | PROJECT | 358 | MID41PES | PERSPECTIVES IN MIDWIFERY PRACTICE | 108 |
| INT41BIA | BUSINESS IT APPLICATIONS | 333 | MID42ARB | THE AT-RISK BABY | 108 |
| INT41MIS | MANAGEMENT INFORMATION SYSTEMS | 350 | MID42CTB | CHALLENGES TO BIRTH IN MIDWIFERY PRACTICE | 108 |
| INT41NN | NEURAL NETWORKS | 352 | MID42MOA | LOW RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | 109 |
| INT41STI | SPECIAL TOPICS IN IT | 365 | MID42MOB | HIGH RISK MOTHER AND BABY IN MIDWIFERY PRACTICE | 109 |
| INT41TSD | CONTEMPORARY TOPICS IN SOFTWARE DEVELOPMENT | 335 | MID42NOB | NORMAL BIRTH IN MIDWIFERY PRACTICE | 109 |
| INT42NN | NEURAL NETWORKS | 353 | MID42PES | PERSPECTIVES IN MIDWIFERY PRACTICE | 109 |
| INT42STI | SPECIAL TOPICS IN IT | 365 | MID50MTH | MIDWIFERY MASTERS THESIS | 109 |
| INT50PGT | POSTGRADUATE THESIS | 356 | MID50THE | MIDWIFERY THESIS | 109 |
| INT52ITM | IT TOPICS FOR MANAGEMENT | 347 | MID51AMD | ADVANCED MIDWIFERY STUDIES | 109 |
| LAW41ADS | ADVANCED SKILLS | 242 | MID51CBW | CHILDBIRTH AND WELLBEING | 109 |
| LAW41AFM | ADVANCED FAMILY MEDIATION | 243 | MID51EBN | EVIDENCE BASED MIDWIFERY PRACTICE | 109 |
| LAW41ATP | ARBITRATION – THEORY AND PRACTICE | 243 | MID52AMD | ADVANCED MIDWIFERY STUDIES | 110 |
| LAW41EDR | ENVIRONMENTAL DISPUTE RESOLUTION | 243 | MID52CBW | CHILDBIRTH AND WELLBEING | 110 |
| LAW41ICR | ISSUES IN CONFLICT RESOLUTION PRACTICE AND THEORY | 243 | MID52EBN | EVIDENCE BASED MIDWIFERY PRACTICE | 110 |
| LAW41MED | MEDIATION | 243 | MKT31ELM | ELECTRONIC MARKETING | 240 |
| LAW41MFC | MEDIATING & NEGOTIATING FAMILY CONFLICT | 243 | MKT41MM | MARKETING MANAGEMENT | 351 |
| LAW41MIT | MINOR THESIS | 244 | MKT41REM | RELATIONSHIP MARKETING | 240 |
| LAW41NEG | NEGOTIATION | 244 | MKT41SEM | SOCIAL AND ENVIRONMENTAL MARKETING | 240 |
| LAW42MED | MEDIATION | 244 | MKT41TIM | THEORY IN MARKETING | 240 |
| LAW42MIT | MINOR THESIS | 244 | MST11CCO | CONSTRUCTING COMMUNICATION | 214 |
| LAW51ILL | INSTITUTIONS AND INSTRUMENTS | 244 | MST11MTN | MAKING THE NEWS | 214 |
| LST40FMP | FAMILY LAW MEDIATION PLACEMENT | 244 | MST12AAC | AUDIENCES AND COMMUNICATION | 214 |
| LST41MFC | MEDIATING & NEGOTIATING FAMILY CONFLICT | 244 | MST12WFM | WRITING FOR THE MEDIA | 215 |
| LST42LFM | LAW FOR MANAGEMENT | 348 | MST21CAJ | COMPUTER ASSISTED JOURNALISM | 215 |
| LST51CRP | CONFLICT RESOLUTION RESEARCH PROJECT | 244 | MST21PAS | PRESS AND SOCIETY | 215 |
| LST51CRW | CONFLICT RESOLUTION WORK PLACEMENT | 244 | MST21RSP | RADIO/SOUND PRODUCTION | 215 |
| LST51DRE | DISPUTE RESOLUTION | 245 | MST21RTM | RESEARCHING THE MEDIA | 215 |
| LST51FMP | FAMILY LAW MEDIATION PLACEMENT | 245 | MST21SCV | SINGLE CAMERA VIDEO | 215 |
| LST52CRP | CONFLICT RESOLUTION RESEARCH PROJECT | 245 | MST22JPW | JOURNALISM PRODUCTION WORKSHOP | 216 |
| LST52CRW | CONFLICT RESOLUTION WORK PLACEMENT | 245 | MST22RMA | RESEARCHING MEDIA AUDIENCES | 216 |
| LST52DRE | DISPUTE RESOLUTION | 245 | MST22WFR | WRITING FOR RADIO | 216 |
| LST52FMP | FAMILY LAW MEDIATION PLACEMENT | 245 | MST22WFR | WRITING FOR VIDEO NON-FICTION | 216 |
| LST52FMS | FAMILY MEDIATION SEMINAR | 245 | MST31AJD | ADVANCED JOURNALISM AND DESIGN | 216 |
| LST52NAM | NEGOTIATION AND MEDIATION | 245 | MST31BEJ | BROADCAST & ELECTRONIC JOURNALISM | 216 |
| LST52SCR | SEMINAR IN CONFLICT RESOLUTION | 245 | MST31CAJ | COMPUTER ASSISTED JOURNALISM | 216 |
| LST53CRW | CONFLICT RESOLUTION WORK PLACEMENT | 245 | MST31MIN | MEDIA INDUSTRIES | 216 |
| LST53ILM | INTRODUCTION TO LEGAL METHODS AND SKILLS | 245 | MST31PAE | PUBLISHING AND EDITIN | 223 |
| MAT11DM | DISCRETE MATHEMATICS | 283 | MST31PAS | PRESS AND SOCIETY | 217 |
| MAT12DIS | DISCRETE MATHEMATICS | 338 | MST31RSP | RADIO/SOUND PRODUCTION | 217 |
| MAT12DM | DISCRETE MATHEMATICS | 283 | MST31RTM | RESEARCHING THE MEDIA | 217 |
| MAT40PD | POSTGRADUATE DIPLOMA MATHEMATICS | 283 | MST31SCV | SINGLE CAMERA VIDEO | 217 |
| METHOD | BUSINESS STUDIES TEACHING | 333 | MST32JPW | JOURNALISM PRODUCTION WORKSHOP | 217 |
| MGT41APM | ADVANCED PROJECT MANAGEMENT | 331 | MST32MPD | MEDIA PROJECT DEVELOPMENT | 217 |
| MGT41CIM | CONTEMPORARY ISSUES IN MANAGEMENT | 239 | MST32MPR | ADVANCED MEDIA PRODUCTION – RADIO | 217 |
| MGT41IBM | INTERNATIONAL BUSINESS MANAGEMENT | 345 | MST32MPT | ADVANCED MEDIA PRODUCTION – TELEVISION | 217 |
| MGT41IBP | INTERNATIONAL BUSINESS POLICY | 345 | MST32RMA | RESEARCHING MEDIA AUDIENCES | 217 |
| MGT41LED | LEADERSHIP IN ORGANISATIONS | 239 | MST32WEM | WRITING AND EDITING FOR MULTIMEDIA | 224 |
| MGT41MOB | MANAGING ORGANISATIONAL BEHAVIOUR | 350 | MST32WFR | WRITING FOR RADIO | 224 |
| MGT41ODY | ORGANISATION DYNAMICS | 239 | MST32WFR | WRITING FOR RADIO | 217 |
| MGT41OTA | ORGANISATION THEORY AND ANALYSIS | 353 | MST32WFR | WRITING FOR VIDEO NON-FICTION | 217 |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|---|-----|----------|---|-----|
| MST41MRI | MEDIA RESEARCH ISSUES | 217 | NSG41GEC | GEROPSYCHIATRIC CARE IN NURSING PRACTICE | 115 |
| MST41RCA | READING COURSE A | 217 | NSG41GPN | GEROPSYCHIATRIC NURSING | 341 |
| MST41WIM | WOMEN IN MEDIA | 217 | NSG41HAH | HEALTH ADVANCEMENT IN HOME AND COMMUNITY | 115 |
| MST41WIM | WOMEN IN MEDIA | 208 | NSG41HAP | HIGH ACUITY POSTANAESTHESIA CARE | 115 |
| MST42AAM | AUDIENCES AND THE MEDIA | 218 | NSG41HBC | COMPLEX THERAPIES IN HOME | 115 |
| MST42CIC | CURRENT ISSUES IN COMMUNICATION POLICY | 218 | NSG41HCC | HOME AND COMMUNITY CARE | 116 |
| MST42MOM | MEDIA ON THE MEDIA | 218 | NSG41HCO | ADVANCED COMMUNICATION IN HOME BASED CARE | 116 |
| MST42RCB | READING COURSE B | 218 | NSG41ICC | SPECIALTY ISSUES CRITICAL CARE | 116 |
| MST51MRI | MEDIA RESEARCH ISSUES | 218 | NSG41IEC | SPECIALTY ISSUES IN EMERGENCY NURSING | 116 |
| MST51RCA | READING COURSE A | 218 | NSG41INC | ADVANCED INTENSIVE CARE NURSING PRACTICE | 116 |
| MST51WIM | WOMEN IN MEDIA | 218 | NSG41ITP | INTRODUCTION TO PRACTICE | 116 |
| MST51WIM | WOMEN IN MEDIA | 208 | NSG41MBC | MANAGEMENT OF BREAST CANCER IN NURSING PRACTICE | 117 |
| MST52AAM | AUDIENCES AND THE MEDIA | 218 | NSG41MCA | MAINTAINING HEALTH IN CANCER CARE NURSING PRACTICE | 117 |
| MST52CIC | CURRENT ISSUES IN COMMUNICATION POLICY | 218 | NSG41NCC | ADVANCED CARDIAC NURSING PRACTICE | 117 |
| MST52MOM | MEDIA ON THE MEDIA | 218 | NSG41NCI | NARRATIVES OF CHRONIC ILLNESS IN NURSING | 117 |
| MST52RCB | READING COURSE B | 218 | NSG41NED | NEUROLOGICAL DISORDERS | 117 |
| NSG22NSN | NEUROSCIENCE NURSING | 353 | NSG41NHC | BREAST CARE NEW HORIZONS & CONTROVERSIES IN NURSING PRACTICE | 117 |
| NSG40AHA | ADVANCED HEALTH ASSESSMENT | 331 | NSG41NIC | NEONATAL INTENSIVE CARE NURSING | 118 |
| NSG40CCC | CONTEMPORARY COMPLEX CARE | 335 | NSG41NK | NURSING KNOWLEDGE | 353 |
| NSG40INP | ISSUES FOR NURSES AS PRACTITIONERS | 346 | NSG41OMH | HEALTH PROMOTION IN MENTAL HEALTH NURSING | 118 |
| NSG40MRP | MIDWIFERY RESEARCH PROJECT | 352 | NSG41OMH | HEALTH PROMOTION IN MENTAL HEALTH NURSING | 376 |
| NSG40NPC | NURSING PRACTICE IN THE COMMUNITY | 353 | NSG41PAC | ADVANCED PALLIATIVE CARE NURSING PRACTICE | 118 |
| NSG40PFN | PHARMACOLOGY FOR NURSES | 355 | NSG41PAH | PARTICIPATORY HEALTH CARE FOR OLDER PEOPLE | 118 |
| NSG41ACC | ADVANCED ACUTE CARE NURSING PRACTICE | 110 | NSG41PCC | NURSING PRACTICE IN COMMUNITY CONTEXTS | 118 |
| NSG41ACC | ADVANCED ACUTE CARE NURSING PRACTICE | 376 | NSG41PCP | NURSING SCIENCE: PERIOPERATIVE CONCEPTS AND PATIENT CARE | 118 |
| NSG41ACP | ANALYSING COMMUNITY NURSING PRACTICE | 110 | NSG41PCR | PALLIATIVE CARE REALITIES IN NURSING PRACTICE | 118 |
| NSG41ACP | ANALYSING COMMUNITY NURSING PRACTICE | 376 | NSG41PCS | NURSING SCIENCE: PERIANAESTHETIC CARE OF THE SURGICAL PATIENT | 119 |
| NSG41ACS | ACUTE CARE IN SPINAL NURSING | 110 | NSG41PED | PROFESSIONAL NURSING EDUCATION | 119 |
| NSG41ADC | ADVANCED CANCER CARE NURSING PRACTICE | 110 | NSG41PEP | PERIOPERATIVE NURSING PROFESSIONAL ISSUES | 119 |
| NSG41AIR | ASSESSMENT IN REHABILITATION NURSING PRACTICE | 111 | NSG41PHA | PERIANAESTHESIA: HIGH ACUITY CARE | 354 |
| NSG41AMC | ADVANCED MEDICAL NURSING PRACTICE | 111 | NSG41PI | PSYCHIATRIC ISSUES | 358 |
| NSG41AMH | ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | 111 | NSG41PN1 | PERIOPERATIVE NURSING 1 | 355 |
| NSG41AMH | ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | 376 | NSG41PN4 | PERIOPERATIVE NURSING 4: PROFESSIONAL ISSUES | 355 |
| NSG41ANC | ACUTE NURSING IN THE COMMUNITY | 111 | NSG41PPH | PROMOTING POSITIVE HEALTH OUTCOMES IN COMMUNITY NURSING | 119 |
| NSG41ANT | ADVANCED NURSING THERAPIES | 331 | NSG41PPH | PROMOTING POSITIVE HEALTH OUTCOMES IN COMMUNITY NURSING | 376 |
| NSG41ANU | ADVANCED NURSING PRACTICE IN ACTION | 111 | NSG41PPN | COMPLEX NEONATAL PHYSIOLOGICAL PROBLEMS IN NURSING PRACTICE | 119 |
| NSG41ANU | ADVANCED NURSING PRACTICE IN ACTION | 376 | NSG41PRC | PROMOTING CONTINENCE | 119 |
| NSG41AON | ASSESSMENT OF NEONATES IN NURSING PRACTICE | 111 | NSG41PTC | PROCESS & TECHNOLOGY IN CANCER | 119 |
| NSG41AOP | NURSING ASSESSMENT AND CARE FOR OLDER PEOPLE | 111 | NSG41RME | RESEARCH METHODS | 120 |
| NSG41AR | ACTION RESEARCH | 331 | NSG41RME | RESEARCH METHODS | 376 |
| NSG41ASC | MANAGEMENT OF ACUTE SPINAL CORD INJURIES | 112 | NSG41RSK | RESEARCH SKILLS | 120 |
| NSG41ASN | ADVANCED SURGICAL NURSING PRACTICE | 112 | NSG41RSK | RESEARCH SKILLS | 376 |
| NSG41BCD | BREAST CANCER DISEASE ENTITY IN NURSING PRACTICE | 112 | NSG41SIC | SPECIALTY ISSUES IN CARDIAC NURSING | 120 |
| NSG41BUR | MANAGEMENT OF BURNS AND TISSUE RECONSTRUCTION | 112 | NSG41SII | SPECIALTY ISSUES INTENSIVE CARE NURSING | 120 |
| NSG41CAC | ADVANCED COMPLEX CARDIAC NURSING | 112 | NSG41SMO | SUPPORT AND MOVEMENT | 120 |
| NSG41CCP | ACHIEVING COMPETENCE IN COMMUNITY PRACTICE | 112 | NSG41TDO | TREATMENT AND DIAGNOSIS | 120 |
| NSG41CED | CLINICAL NURSING EDUCATION A | 112 | NSG41THP | THERAPEUTIC PROCESSES | 368 |
| NSG41CEM | ADVANCED COMPLEX EMERGENCY NURSING PRACTICE | 113 | NSG41TRA | MANAGEMENT OF TRAUMATIC WOUNDS | 120 |
| NSG41CEP | CLINICAL NURSING EDUCATION B | 113 | NSG42ACP | ANALYSING COMMUNITY NURSING PRACTICE | 120 |
| NSG41CFC | CONCEPTUAL FOUNDATIONS FOR CARE CO-ORDINATION | 113 | NSG42ADC | ADVANCED CANCER IN NURSING PRACTICE | 120 |
| NSG41CFR | CONCEPTUAL FOUNDATION OF REHABILITATION NURSING PRACTICE | 113 | NSG42AIR | ASSESSMENT IN REHABILITATION NURSING PRACTICE | 120 |
| NSG41CIC | ADVANCED COMPLEX INTENSIVE CARE NURSING PRACTICE | 113 | NSG42AMC | ADVANCED MEDICAL NURSING PRACTICE | 120 |
| NSG41CIM | CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | 113 | NSG42AMC | ADVANCED MEDICAL NURSING PRACTICE | 376 |
| NSG41CIM | CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | 376 | NSG42AMH | ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | 120 |
| NSG41CIS | COMPUTERISED NURSING INFORMATION SYSTEMS | 113 | NSG42AMH | ASSESSMENT IN MENTAL HEALTH NURSING PRACTICE | 376 |
| NSG41CLE | ESTABLISHING EVIDENCE FOR NURSING | 113 | NSG42ANA | ADVANCED NURSING PRACTICE IN ACTION | 120 |
| NSG41CLE | ESTABLISHING EVIDENCE FOR NURSING | 376 | NSG42ANC | ACUTE NURSING IN THE COMMUNITY | 121 |
| NSG41CN1 | CRITICAL CARE NURSING 1 | 336 | NSG42ANC | ACUTE NURSING IN THE COMMUNITY | 376 |
| NSG41CNT | CONTEMPORARY NURSING EDUCATION THEORIES | 113 | NSG42ANU | ADVANCED NURSING PRACTICE IN ACTION | 121 |
| NSG41COC | ADVANCED COMPLEX CRITICAL CARE ISSUES | 114 | NSG42ANU | ADVANCED NURSING PRACTICE IN ACTION | 376 |
| NSG41COC | ADVANCED COMPLEX CRITICAL CARE ISSUES | 376 | NSG42AON | ASSESSMENT OF NEONATES IN NURSING PRACTICE | 121 |
| NSG41COP | NURSING ISSUES AND INNOVATIONS IN CARE OF OLDER PEOPLE | 114 | NSG42ASN | ADVANCED SURGICAL NURSING PRACTICE | 121 |
| NSG41CRB | CARE RECOVERY AND BEYOND | 114 | NSG42ASN | ADVANCED SURGICAL NURSING PRACTICE | 376 |
| NSG41CRC | ADVANCED CRITICAL CARE NURSING PRACTICE | 114 | NSG42ATH | ADVANCED NURSING THERAPIES PRACTICE | 121 |
| NSG41CRC | ADVANCED CRITICAL CARE NURSING PRACTICE | 376 | NSG42ATH | ADVANCED NURSING THERAPIES PRACTICE | 376 |
| NSG41CSN | NURSING CARE OF NEONATE & FAMILY WITH SPECIAL NEEDS | 114 | NSG42BCD | BREAST CANCER DISEASE ENTITY IN NURSING PRACTICE | 121 |
| NSG41CSP | HIGH ACUITY ANAESTHETIC NURSING CARE | 114 | NSG42CAC | ADVANCED COMPLEX CARDIAC NURSING | 121 |
| NSG41CSS | NURSING PRACTICE IN SPECIALTY SURGERY | 114 | NSG42CC | COMPROMISED CHILDBEARING | 335 |
| NSG41ECH | EARLY CHILDHOOD HEALTH: NEW DIRECTIONS IN POLICY AND PRACTICE | 114 | NSG42CCP | ACHIEVING COMPETENCE IN COMMUNITY PRACTICE | 121 |
| NSG41EMC | ADVANCED EMERGENCY CARE NURSING PRACTICE | 115 | NSG42CED | CLINICAL NSG EDUCATION A | 121 |
| NSG41EN | EMERGENCY NURSING | 339 | NSG42CED | CLINICAL NURSING EDUCATION A | 376 |
| NSG41EPS | EARLY PARENTING: WORKING WITH AT-RISK FAMILIES | 115 | NSG42CEM | ADVANCED COMPLEX EMERGENCY NURSING PRACTICE | 121 |
| NSG41FMA | FUNCTIONAL MUSCULOSKELETAL ASSESSMENT IN NURSING PRACTICE | 115 | NSG42CEP | CLINICAL NURSING EDUCATION B | 121 |
| NSG41FNA | FUNCTIONAL NEUROLOGICAL ASSESSMENT IN NURSING PRACTICE | 115 | | | |
| NSG41FPC | NURSING AND THE FOUNDATIONS OF PALLIATIVE CARE | 115 | | | |

| | | | | | |
|----------|---|-----|----------|--|-----|
| NSG42CFR | CONCEPTUAL FOUNDATION OF REHABILITATION NURSING PRACTICE | 121 | NSG43TTL | THEORIES OF TEACHING AND LEARNING IN NURSING | 126 |
| NSG42CIC | ADVANCED COMPLEX INTENSIVE CARE NURSING PRACTICE | 122 | NSG50CNP | CLINICAL NURSING PROJECT | 126 |
| NSG42CIM | CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | 122 | NSG50CNP | CLINICAL NURSING PROJECT | 377 |
| NSG42CIM | CONTEMPORARY ISSUES IN MENTAL HEALTH NURSING | 376 | NSG50DIS | DISSERTATION NU | 338 |
| NSG42CIS | COMPUTERISED NURSING INFORMATION SYSTEMS | 122 | NSG50ISU | INDEPENDENT STUDY UNIT | 127 |
| NSG42CLE | ESTABLISHING EVIDENCE FOR NURSING | 122 | NSG50MTH | NURSING MASTERS THESIS | 127 |
| NSG42CLE | ESTABLISHING EVIDENCE FOR NURSING | 376 | NSG50MTH | NURSING MASTERS THESIS | 377 |
| NSG42CN2 | CRITICAL CARE NURSING 2 | 336 | NSG51CCC | COMPLEX CANCER CARE | 127 |
| NSG42COC | ADVANCED COMPLEX CRITICAL CARE NURSING PRACTICE | 122 | NSG51CCI | NURSING PRACTICE | 127 |
| NSG42COC | ADVANCED COMPLEX CRITICAL CARE NURSING PRACTICE | 376 | NSG51CCN | COMPLEX COMMUNITY NURSING | 127 |
| NSG42COP | NURSING ISSUES AND INNOVATIONS IN CARE OF OLDER PEOPLE | 122 | NSG51CDD | CONSTRUCTS OF DEATH DYING | 127 |
| NSG42CRB | CARE RECOVERY AND BEYOND | 122 | NSG51CIP | CONTEMPORARY ISSUES IN PALLIATIVE CARE | 127 |
| NSG42CSN | NURSING CARE OF NEONATE & FAMILY WITH SPECIAL NEEDS | 122 | NSG51CMT | CONSTRUCTIONS OF THEORY IN NURSING | 127 |
| NSG42CSP | HIGH ACUITY ANAESTHETIC NURSING CARE | 122 | NSG51CMT | CONSTRUCTIONS OF THEORY IN NURSING | 377 |
| NSG42CSS | NURSING PRACTICE IN SPECIALTY SURGERY | 122 | NSG51CNE | CONSTRUCTING THE NURSE AS EDUCATOR | 127 |
| NSG42ECH | EARLY CHILDHOOD HEALTH: NEW DIRECTIONS IN POLICY AND PRACTICE | 122 | NSG51EBN | EVIDENCE-BASED NURSING PRACTICE | 128 |
| NSG42EN | EMERGENCY NURSING | 340 | NSG51EBN | EVIDENCE-BASED NURSING PRACTICE | 377 |
| NSG42EPS | WORKING WITH AT-RISK FAMILIES | 122 | NSG51ECH | NEW DIRECTIONS IN EARLY CHILD HEALTH – POLICY AND PRACTICE | 128 |
| NSG42FLE | FIRST LINE EMERGENCY CARE | 123 | NSG51EPS | WORKING WITH AT-RISK FAMILIES | 128 |
| NSG42FMA | FUNCTIONAL MUSCULOSKELETAL ASSESSMENT IN NURSING PRACTICE | 123 | NSG51FHI | IN HEALTH AND ILLNESS | 128 |
| NSG42FNA | FUNCTIONAL NEUROLOGICAL ASSESSMENT IN NURSING PRACTICE | 123 | NSG51FHI | IN HEALTH AND ILLNESS | 128 |
| NSG42FPC | NURSING AND THE FOUNDATIONS OF PALLIATIVE CARE | 123 | NSG51HAL | ADVANCED HEALTH ASSESSMENT | 128 |
| NSG42GPN | GEROPSYCHIATRIC NURSING | 123 | NSG51HPB | HISTORY AND PHILOSOPHY OF NURSING B | 128 |
| NSG42HAH | HEALTH ADVANCEMENT IN HOME AND COMMUNITY | 123 | NSG51IIP | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | 129 |
| NSG42HAP | HIGH ACUITY POSTANAESTHESIA CARE | 123 | NSG51IIP | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | 129 |
| NSG42HBC | COMPLEX THERAPIES IN THE HOME | 123 | NSG51ITP | MATERNAL AND CHILD HEALTH: INTRODUCTION TO PRACTICE | 129 |
| NSG42HCC | HOME AND COMMUNITY CARE | 123 | NSG51NI | NURSING ISSUES | 353 |
| NSG42HCO | ADVANCED COMMUNICATION IN HOME BASED CARE | 123 | NSG51PED | PROFESSIONAL NURSING EDUCATION | 129 |
| NSG42ICC | SPEC ISSUES CRITICAL CARE | 123 | NSG51REM | RESEARCH METHODS IN NURSING | 129 |
| NSG42ICC | SPEC ISSUES CRITICAL CARE | 376 | NSG51REM | RESEARCH METHODS IN NURSING | 377 |
| NSG42IEC | SPECIALTY ISSUES IN EMERGENCY NURSING | 123 | NSG51RMB | RESEARCH METHODS B | 129 |
| NSG42IIP | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | 124 | NSG51RMB | RESEARCH METHODS B | 377 |
| NSG42IMH | INTERVENTIONS IN MENTAL HEALTH NURSING PRACTICE | 124 | NSG51TAS | TEACHING THE ART & SCIENCE OF NURSING | 129 |
| NSG42IMH | INTERVENTIONS IN MENTAL HEALTH NURSING PRACTICE | 377 | NSG51TCJ | THE CANCER JOURNEY | 129 |
| NSG42INP | ISSUES FOR NURSES AS PRACTITIONERS | 124 | NSG52ANU | ADVANCED NURSING PRACTICE IN ACTION | 129 |
| NSG42LES | MANAGEMENT OF SKIN BREAKING LESIONS | 124 | NSG52CCC | COMPLEX CANCER CARE | 129 |
| NSG42MBC | MANAGEMENT OF BREAST CANCER IN NURSING PRACTICE | 124 | NSG52CCI | NURSING PRACTICE | 129 |
| NSG42MCA | MAINTAINING HEALTH IN CANCER CARE NURSING PRACTICE | 124 | NSG52CCN | COMPLEX COMMUNITY NURSING | 129 |
| NSG42MTP | NURSING MANAGEMENT: THEORY AND PRACTICE | 124 | NSG52CDD | CONSTRUCTS OF DEATH DYING | 129 |
| NSG42NCC | ADVANCED CARDIAC NURSING PRACTICE | 124 | NSG52CIP | CONTEMPORARY ISSUES IN PALLIATIVE CARE | 129 |
| NSG42NCI | NARRATIVES OF CHRONIC ILLNESS IN NURSING | 124 | NSG52CMT | CONSTRUCT THEORY NURSING | 130 |
| NSG42NED | NEUROLOGICAL DISORDERS | 124 | NSG52CMT | CONSTRUCT THEORY NURSING | 377 |
| NSG42NHC | BREAST CARE NEW HORIZONS & CONTROVERSIES IN NURSING PRACTICE | 125 | NSG52CNE | CONSTRUCTING THE NURSE AS EDUCATOR | 130 |
| NSG42NIC | NEONATAL INTENSIVE CARE NURSING PRACTICE | 125 | NSG52EBN | EVIDENCE-BASED NURSING PRACTICE | 130 |
| NSG42NK | NURSING KNOWLEDGE | 353 | NSG52EBN | EVIDENCE-BASED NURSING PRACTICE | 377 |
| NSG42PAC | CLINICAL NURSING SCIENCE: ADVANCED PALLIATIVE CARE | 125 | NSG52EPS | WORKING WITH AT-RISK FAMILIES | 130 |
| NSG42PCC | NURSING PRACTICE IN COMMUNITY CONTEXTS | 125 | NSG52FHI | IN HEALTH AND ILLNESS | 130 |
| NSG42PCC | NURSING PRACTICE IN COMMUNITY CONTEXTS | 377 | NSG52FHI | IN HEALTH AND ILLNESS | 130 |
| NSG42PCR | PALLIATIVE CARE REALITIES IN NURSING PRACTICE | 125 | NSG52HAL | ADVANCED HEALTH ASSESSMENT | 130 |
| NSG42PED | PROFESSIONAL NURSING EDUCATION | 125 | NSG52HPB | HISTORY AND PHILOSOPHY OF NURSING B | 130 |
| NSG42PEP | PERIOPERATIVE NURSING PROFESSIONAL ISSUES | 125 | NSG52IIP | MATERNAL AND CHILD HEALTH: ISSUES IN PRACTICE | 130 |
| NSG42PIC | PRACTICE ISSUES IN CARE COORDINATION | 125 | NSG52ISU | INDEPENDENT STUDY UNIT | 130 |
| NSG42PN2 | PERIOPERATIVE NURSING 2 | 355 | NSG52ITP | MATERNAL AND CHILD HEALTH: INTRODUCTION TO PRACTICE | 130 |
| NSG42PN3 | PERIOPERATIVE NURSING 3 | 355 | NSG52PED | PROFESSIONAL NURSING EDUCATION | 130 |
| NSG42PN4 | PERIOPERATIVE NURSING 4: PROFESSIONAL ISSUES | 355 | NSG52REM | RESEARCH METHODS IN NURSING | 130 |
| NSG42PP | PSYCHIATRIC PROJECT | 358 | NSG52REM | RESEARCH METHODS IN NURSING | 377 |
| NSG42PPH | PROMOTING POSITIVE HEALTH OUTCOMES IN COMMUNITY NURSING | 125 | NSG52RMB | RESEARCH METHODS B | 130 |
| NSG42PPN | COMPLEX NEONATAL PHYSIOLOGICAL PROBLEMS IN NURSING PRACTICE | 125 | NSG52RMB | RESEARCH METHODS B | 377 |
| NSG42PRC | PROMOTING CONTINENCE | 125 | NSG52TAS | TEACHING THE ART & SCIENCE OF NURSING | 130 |
| NSG42PTC | PROCESS & TECHNOLOGY IN CANCER | 125 | NSG52TCJ | THE CANCER JOURNEY | 130 |
| NSG42REH | REHABILITATION | 362 | NSG60THF | NURSING PROFESSIONAL DOCTORATE THESIS | 131 |
| NSG42RME | RESEARCH METHODS | 125 | NSG60THP | NURSING PROFESSIONAL DOCTORATE THESIS | 131 |
| NSG42RME | RESEARCH METHODS | 377 | NSG61CEA | CLINICAL EVALUATION A | 131 |
| NSG42RSK | RESEARCH SKILLS | 363 | NSG61NFA | NURSING FUTURES A | 131 |
| NSG42SCR | SPINAL CORD INJURY REHABILITATION | 125 | NSG61PNP | PROFESSIONAL PRACTICUM | 131 |
| NSG42SIC | SPECIALTY ISSUES IN CARDIAC NURSING | 125 | NSG62CEB | CLINICAL EVALUATION A | 131 |
| NSG42SII | SPECIALTY ISSUES INTENSIVE CARE NURSING | 126 | NSG62NFB | NURSING FUTURES B | 131 |
| NSG42SNC | SPINAL NURSING REHABILITATIVE CARE | 126 | NSG62PNP | PROFESSIONAL PRACTICUM | 131 |
| NSG42THP | THERAPEUTIC PROCESSES | 368 | OCT41CPE | CLINICAL PLACEMENT | 131 |
| NSG42TTL | THEORIES OF TEACHING AND LEARNING IN NURSING | 126 | OCT41OHA | OCCUPATIONAL HEALTH AND SAFETY PRINCIPLES AND LEGISLATION | 131 |
| NSG42ULC | MANAGEMENT OF SKIN ULCERATIONS | 126 | OCT41OHB | ERGONOMICS IN OCCUPATIONAL HEALTH AND SAFETY | 131 |
| NSG43RSK | RESEARCH SKILLS | 126 | OCT41OHE | PROFESSIONAL PRACTICE IN THE WORKPLACE | 132 |
| | | | OCT41OHF | GRADUATE RESEARCH SKILLS | 132 |
| | | | OCT42CPE | CLINICAL PLACEMENT | 132 |
| | | | OCT42HWB | HEALTH AND WELL-BEING OF OLDER PEOPLE | 132 |
| | | | OCT42MPC | MULTIPROFESSIONAL CARE OF OLDER PEOPLE | 132 |
| | | | OCT42OHC | SCREENING AND MONITORING IN OCCUPATIONAL HEALTH AND SAFETY | 132 |
| | | | OCT42OHD | OCCUPATIONAL HEALTH AND SAFETY PROGRAM MANAGEMENT | 133 |
| | | | OCT42OHG | OCCUPATIONAL HEALTH RESEARCH PROJECT | 133 |
| | | | OCT50OHD | MINOR THESIS | 133 |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|---|-----|----------|---|-----|
| OCT50RPA | RESEARCH PROJECT MODE A | 133 | PHE31PPA | PROFESSIONAL PRACTICE AND SKILLS OF ORIENTATION AND MOBILITY A. | 140 |
| OCT50RPB | RESEARCH PROJECT MODE B | 133 | PHE31TMA | THEORY OF ORIENTATION AND MOBILITY (A) | 140 |
| OCT50RPC | RESEARCH PROJECT MODE C | 133 | PHE32MMB | ORIENTATION AND MOBILITY METHODS B | 140 |
| OCT51AGW | ADVANCED GROUPWORK | 133 | PHE32PPB | PROFESSIONAL PRACTICE AND SKILLS OF ORIENTATION AND MOBILITY B. | 140 |
| OCT51CPE | CLINICAL PLACEMENT | 133 | PHE32TMB | THEORY OF ORIENTATION AND MOBILITY B | 140 |
| OCT51CSO | CLINICAL SPECIALITY IN OCCUPATIONAL THERAPY | 133 | PHE40CFW | COUNSELLING FIELDWORK | 140 |
| OCT51ECB | ENABLING CHANGE IN HUMAN OCCUPATION: ADULT | 134 | PHE40CTP | COUNSELLING SKILLS: THEORY AND PRACTICE | 140 |
| OCT51ECC | ENABLING CHANGE IN HUMAN OCCUPATION: CHILD AND ADOLESCENT | 134 | PHE40EPI | EPIDEMIOLOGY AND DEMOGRAPHY | 140 |
| OCT51FOT | OCCUPATIONAL THERAPY A: FOUNDATIONS FOR PRACTICE | 134 | PHE40IST | INTRODUCTORY STATISTICS | 140 |
| OCT51HOB | OCCUPATIONAL THERAPY B: HUMANS AS OCCUPATIONAL BEINGS | 134 | PHE40THE | THESIS | 140 |
| OCT51OAD | OCCUPATIONAL ADAPTATION | 134 | PHE40THE | THESIS | 377 |
| OCT51OHA | ADVANCED OCCUPATIONAL HEALTH | 134 | PHE41AAT | ASSESSMENT IN ART THERAPY | 141 |
| OCT51OHB | ADVANCED RESEARCH AND EPIDEMIOLOGY | 134 | PHE41AHS | THE AUSTRALIAN HEALTH CARE SYSTEM | 141 |
| OCT51OTA | OCCUPATIONAL THERAPY: THEORY, PROCESS AND PRACTICE A | 134 | PHE41APC | ASSESSMENT PROCESSES IN COUNSELLING | 141 |
| OCT51PPB | PROFESSIONAL PRACTICE B | 134 | PHE41ASA | ART THERAPY COUNSELLING SKILLS A | 141 |
| OCT51ROT | READINGS IN OCCUPATIONAL THERAPY | 135 | PHE41CHS | COMPARATIVE AND HISTORICAL STUDY OF HEALTH SYSTEMS | 141 |
| OCT52APP | ADVANCED PROFESSIONAL PRACTICE: INTEGRATED PRACTICE | 135 | PHE41FAA | FOUNDATIONS OF ART THERAPY A | 141 |
| OCT52APR | ADVANCED PROF PRACTICE: INTEGRATED PRACTICE (RESEARCH) | 135 | PHE41FAP | FINANCING AND PLANNING FOR HEALTH | 141 |
| OCT52CPE | CLINICAL PLACEMENT | 135 | PHE41FIG | FOUNDATION STUDIES IN GERONTOLOGY | 142 |
| OCT52CRD | ADVANCED CLINICAL REASONING AND DECISION MAKING | 135 | PHE41FSG | FOUNDATION STUDIES IN GERONTOLOGY | 142 |
| OCT52CSO | CLINICAL SPECIALITY IN OCCUPATIONAL THERAPY | 135 | PHE41GDC | GRAPHIC DEVELOPMENT IN CHILDREN: CULTURALLY DIVERSE PERSPECT | 142 |
| OCT52ECA | ENABLING CHANGE IN HUMAN OCCUPATION: OLDER ADULT | 135 | PHE41HDD | HEALTH DATA FOR DECISION MAKING | 142 |
| OCT52OHC | READINGS IN OCCUPATIONAL HEALTH | 135 | PHE41HFP | HEALTH PROMOTION FIELD PRACTICE | 142 |
| OCT52OPC | OCCUPATIONAL PERFORMANCE COMPONENTS/CAPACITIES | 135 | PHE41HIS | HEALTH INFORMATION SYSTEMS | 142 |
| OCT52PPA | PROFESSIONAL PRACTICE A | 136 | PHE41HMA | HEALTH MANAGEMENT A | 142 |
| OCT52PPC | PROFESSIONAL PRACTICE C | 136 | PHE41HMB | HEALTH MANAGEMENT B | 143 |
| OCT52PRD | POSTGRADUATE RESEARCH DESIGN IN OCCUPATIONAL THERAPY | 136 | PHE41HMC | HEALTH MANAGEMENT C | 143 |
| OCT52ROT | READINGS IN OCCUPATIONAL THERAPY | 136 | PHE41HMD | HEALTH MANAGEMENT D | 143 |
| OCT53NRE | NEUROLOGICAL REHABILITATION: THEORIES TO PRACTICE | 136 | PHE41HPI | HEALTH POLICY ISSUES | 143 |
| OCT53PAE | PAEDIATRICS IN OCCUPATIONAL THERAPY | 136 | PHE41HPP | HEALTH PROMOTION PROJECT | 143 |
| OCT60THF | OCCUPATIONAL THERAPY PROFESSIONAL DOCTORATE THESIS | 136 | PHE41HPR | EVIDENCE BASED HEALTH PROMOTION | 143 |
| OCT60THP | OCCUPATIONAL THERAPY PROFESSIONAL DOCTORATE THESIS | 137 | PHE41HPT | HEALTH PATTERNS AND TRENDS IN AUSTRALIA | 143 |
| OCT61CEA | CLINICAL EVALUATION A | 137 | PHE41HRM | HUMAN RESOURCE MANAGEMENT IN HEALTH SERVICES | 143 |
| OCT61OAD | OCCUPATIONAL ADAPTATION | 137 | PHE41HSR | HEALTH SERVICE RESOURCE MANAGEMENT | 143 |
| OCT62CEB | CLINICAL EVALUATION A | 137 | PHE41IHP | INTRODUCTION TO HEALTH PROMOTION | 143 |
| OCT62CRD | ADVANCED CLINICAL REASONING AND DECISION MAKING | 137 | PHE41IIG | ISSUES IN GERONTOLOGY | 143 |
| OCT63PAE | PAEDIATRICS IN OCC THER | 137 | PHE41IPH | INTRODUCTION TO PRIMARY HEALTH CARE | 144 |
| OED40E1 | OUTDOOR ENVIRONMENTS A | 354 | PHE41IRC | INTRODUCTION TO REHABILITATION AND CASE MANAGEMENT | 144 |
| OED40E2 | OUTDOOR ENVIRONMENTS B | 354 | PHE41ODH | ORGANISATION DEVELOPMENT FOR HEALTH | 144 |
| OED40OEA | OUTDOOR EDUCATION A | 353 | PHE41PDE | PROGRAM DEVELOPMENT AND EVALUATION | 144 |
| OED40OEB | OUTDOOR EDUCATION B | 354 | PHE41PHD | HEALTH DEVELOPMENT THROUGH GROUPS | 144 |
| OED40PI | PRACTICUM ISSUES IN OUTDOOR EDUCATION | 356 | PHE41PHP | PUBLIC HEALTH PROMOTION | 144 |
| OED40RD | READINGS IN OUTDOOR EDUCATION | 361 | PHE41POL | PUBLIC HEALTH POLICY | 144 |
| OED40RM1 | RESEARCH METHODS OUTDOOR EDUCATION HONOURS | 363 | PHE41PPP | PRINCIPLES AND PRACTICE OF PUBLIC HEALTH | 144 |
| OED40RM2 | RESEARCH METHODS 2 | 362 | PHE41QMM | QUALITY MANAGEMENT IN HEALTH CARE | 144 |
| OED40TCH | OUTDOOR EDUCATION 2 TEACHING | 353 | PHE41QRH | QUALITY REVIEW OF HEALTH AND COMMUNITY SUPPORT SERVICES | 145 |
| OED41OEC | OUTDOOR EDUCATION CONCEPTS | 354 | PHE41RCP | REHABILITATION COUNSELLING PRACTICUM | 145 |
| OED41OEX | OUTDOOR EDUCATION EXPERIENCE | 354 | PHE41RMH | RESEARCH METHODS IN HEALTH 4 | 145 |
| OED41PN | PERSPECTIVES ON NATURE: GD | 355 | PHE41RRD | REHABILITATION RESEARCH DESIGN | 145 |
| OED41RD | READINGS IN OUTDOOR EDUCATION | 361 | PHE41SCC | SERVICE CO-ORDINATION AND CASE MANAGEMENT | 145 |
| OED41RMO | RESEARCH METHODS IN OUTDOOR EDUCATION | 363 | PHE41SDS | SERVICE DELIVERY SYSTEMS: DISABILITY AND CHRONIC ILLNESS | 145 |
| OED42ES | EDUCATION FOR SUSTAINABILITY: GD | 339 | PHE41VOR | VOCATIONAL REHABILITATION | 146 |
| ORT11OAP | PROTECTIVE STRUCTURES AND CLEAR MEDIA | 137 | PHE42ACA | ART THERAPY CLINICAL PLACEMENT A | 146 |
| ORT11OPV | OPTICS AND VISION | 137 | PHE42AHR | AUST INTERNATIONAL HEALTH RELATIONS | 146 |
| ORT12ANT | ANTERIOR SEGMENT | 137 | PHE42APC | ASSESSMENT PROCESSES IN COUNSELLING | 146 |
| ORT12REF | REFRACTION | 137 | PHE42ASB | ART THERAPY SKILLS B | 146 |
| ORT12RET | RETINA | 137 | PHE42ATA | ART THERAPY WITH ADULTS: CULTURALLY DIVERSE PERSPECTIVES | 146 |
| ORT21BIN | BINOCULAR VISION | 138 | PHE42CHP | COMMUNITY HEALTH RESEARCH PROJECT | 146 |
| ORT21RET | RETINAL DISORDERS | 138 | PHE42CHS | COMPARATIVE AND HISTORICAL STUDY OF HEALTH SYSTEMS | 146 |
| ORT22CON | CONCOMITANT STRABISMUS | 138 | PHE42ENV | ENVIRONMENTAL INFLUENCES ON HEALTH | 146 |
| ORT22NEU | NEURO-OPHTHALMIC DISORDERS A | 138 | PHE42FAB | FOUNDATIONS OF ART THERAPY B | 147 |
| ORT22SSM | SENSORY SYSTEMS IN ORIENTATION AND MOBILITY | 138 | PHE42FIG | FOUNDATION STUDIES IN GERONTOLOGY | 147 |
| ORT31INC | INCOMITANT STRABISMUS | 138 | PHE42FSG | FOUNDATION STUDIES IN GERONTOLOGY | 147 |
| ORT31NEU | NEURO-OPHTHALMIC DISORDERS B | 139 | PHE42GEH | TRENDS & ISSUES OF GENDER, ETHNICITY & HEALTH | 147 |
| ORT40RTP | RESEARCH THESIS/PROJECT | 139 | PHE42HCC | HEALTH CARE COUNSELLING | 147 |
| ORT40SCP | SPECIALIST CLINIC PRACTICE | 139 | PHE42HDD | HEALTH DATA FOR DECISION MAKING | 147 |
| ORT41CPA | CLINICAL PRACTICE A IN ORTHOPTIC STUDIES | 139 | PHE42HEF | HEALTH ECONOMICS AND FINANCE | 147 |
| ORT41REH | CASE MANAGEMENT – REHABILITATION | 139 | PHE42HEV | HEALTH ECONOMICS AND EVALUATION | 147 |
| ORT41STR | CASE MANAGEMENT – STRABISMUS | 139 | PHE42HFP | HEALTH PROMOTION FIELD PRACTICE | 147 |
| ORT42CPB | CLINICAL PRACTICE B IN ORTHOPTIC STUDIES | 139 | PHE42HMA | HEALTH MANAGEMENT A | 147 |
| ORT42RIO | READINGS IN ORTHOPTICS | 139 | PHE42HMB | HEALTH MANAGEMENT B | 147 |
| ORT60THF | ORTHOPTICS PROFESSIONAL DOCTORATE THESIS | 139 | PHE42HMC | HEALTH MANAGEMENT C | 147 |
| ORT60THP | ORTHOPTICS PROFESSIONAL DOCTORATE THESIS | 139 | PHE42HMD | HEALTH MANAGEMENT D | 147 |
| ORT61CEA | CLINICAL EVALUATION A | 140 | PHE42HPA | HEALTH POLICY ANALYSIS | 148 |
| ORT62CEB | CLINICAL EVALUATION B | 140 | PHE42HPI | HEALTH POLICY ISSUES | 148 |
| PHE31MMA | ORIENTATION AND MOBILITY METHODS A | 140 | | | |
| PHE31POM | PERCEPTION IN ORIENTATION AND MOBILITY | 140 | | | |

| | | | | | |
|----------|--|-----|----------|--|-----|
| PHE42HPP | HEALTH PROMOTION PROJECT | 148 | PHE62PRB | READINGS IN HEALTH POLICY B | 155 |
| PHE42HRM | HUMAN RESOURCE MANAGEMENT IN HEALTH SERVICES | 148 | PHE63PRA | READINGS IN HEALTH POLICY A | 155 |
| PHE42HSR | HEALTH SERVICE RESOURCE MANAGEMENT | 148 | PHE63PRB | READINGS IN HEALTH POLICY B | 155 |
| PHE42IHP | INTRODUCTION TO HEALTH PROMOTION | 148 | PHY40PGD | POSTGRADUATE DIPLOMA PHYSICS | 283 |
| PHE42LAE | HEALTH SERVICE LAW AND ETHICS | 148 | PHY41ATM | ATOMIC PHYSICS | 283 |
| PHE42ODH | ORGANISATION DEVELOPMENT FOR HEALTH | 148 | PHY41ELD | ELECTRODYNAMICS | 283 |
| PHE42PAR | PSYCHO-SOCIAL ASPECTS OF REHABILITATION | 148 | PHY41INP | IONOSPHERIC PHYSICS | 284 |
| PHE42PDE | PROGRAM DEVELOPMENT AND EVALUATION | 148 | PHY41MSP | MAGNETOSPHERIC AND SPACE PLASMA PHYSICS | 284 |
| PHE42PEC | PROFESSIONAL AND ETHICAL CONSIDERATIONS IN COUNSELLING | 149 | PHY41PLA | PLASMA PHYSICS | 284 |
| PHE42PHD | HEALTH DEVELOPMENT THROUGH GROUPS | 149 | PHY41SMC | SEMICONDUCTORS | 284 |
| PHE42PHL | PUBLIC HEALTH LAW | 149 | PHY41SPA | SURFACE PHYSICS AND ANALYSIS | 284 |
| PHE42PHP | PUBLIC HEALTH PROMOTION | 149 | PHY41SSP | SOLID STATE PHYSICS | 284 |
| PHE42PPA | POLICY, PLANNING AND ADMINISTRATION IN AGED CARE | 149 | PHY41UAP | UPPER ATMOSPHERE PHYSICS | 284 |
| PHE42QMM | QUALITY MANAGEMENT IN HEALTH CARE | 149 | PHY42ATM | ATOMIC PHYSICS | 285 |
| PHE42RCO | REHABILITATION COUNSELLING | 149 | PHY42ELD | ELECTRODYNAMICS | 285 |
| PHE42RCP | REHABILITATION COUNSELLING PRACTICUM | 149 | PHY42INP | IONOSPHERIC PHYSICS | 285 |
| PHE42RDQ | RESEARCH DESIGN IN QUALITATIVE SOCIAL INQUIRY | 149 | PHY42MSP | MAGNETOSPHERIC AND SPACE PLASMA PHYSICS | 285 |
| PHE42REC | REHABILITATION COUNSELLING | 150 | PHY42PLA | PLASMA PHYSICS | 285 |
| PHE42RMH | RESEARCH METHODS IN HEALTH 4 | 150 | PHY42SMC | SEMICONDUCTORS | 285 |
| PHE42RSR | RESEARCH STUDY | 150 | PHY42SPA | SURFACE PHYSICS AND ANALYSIS | 285 |
| PHE42SCC | SERVICE CO-ORDINATION AND CASE MANAGEMENT | 150 | PHY42SSP | SOLID STATE PHYSICS | 285 |
| PHE42SDS | SERVICE DELIVERY SYSTEMS: DISABILITY AND CHRONIC ILLNESS | 150 | PHY42UAP | UPPER ATMOSPHERE PHYSICS | 285 |
| PHE42SFP | SOCIOLOGICAL FOUNDATIONS OF PUBLIC HEALTH | 150 | PHY51MPA | THESIS A | 285 |
| PHE42SPC | SPIRITUAL PALLIATIVE CARE | 150 | PHY51MPB | THESIS B | 285 |
| PHE43EMD | EMPLOYMENT AND DISABILITY | 150 | PHY51MPC | THESIS C | 285 |
| PHE43FSG | FOUNDATION STUDIES IN GERONTOLOGY | 150 | PHY51MPD | THESIS D | 285 |
| PHE43HMA | HEALTH MANAGEMENT A | 150 | PHY52MPA | THESIS A | 285 |
| PHE43HMB | HEALTH MANAGEMENT B | 150 | PHY52MPB | THESIS B | 285 |
| PHE43HMC | HEALTH MANAGEMENT C | 150 | PHY52MPC | THESIS C | 285 |
| PHE43HMD | HEALTH MANAGEMENT D | 150 | PHY52MPD | THESIS D | 285 |
| PHE43HSP | HEALTH SERVICES AND POLICY MAKING | 151 | PLA41CM | CATCHMENT MANAGEMENT | 334 |
| PHE50ALM | ACTION LEARNING IN HEALTH SERVICE MANAGEMENT | 151 | PLA41ESI | ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS | 332 |
| PHE50GMT | GESTALT THERAPY MINOR THESIS | 151 | PLA41HP | HERITAGE PLANNING | 342 |
| PHE50HAP | HEALTH ADMINISTRATION PRACTICE | 151 | PLA41NMC | NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT | 352 |
| PHE50HPP | HEALTH PROMOTION PRACTICE | 151 | PLA41SP | STATUTORY PLANNING | 366 |
| PHE50PHP | PUBLIC HEALTH PRACTICE | 151 | PLA42AI | ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS | 333 |
| PHE50RPP | REHABILITATION PRACTICE PLACEMENT | 151 | PLA42CM | CATCHMENT MANAGEMENT | 334 |
| PHE51AAP | ADVANCED ASSESSMENT PROCESSES IN COUNSELLING | 151 | PLA42HP | HERITAGE PLANNING | 342 |
| PHE51ACB | ART THERAPY CLINICAL PLACEMENT B | 151 | PLA42LGA | LOCAL GOVERNMENT ADMINISTRATION | 349 |
| PHE51ARS | ADVANCED RESEARCH SKILLS | 151 | PLA42NMC | NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT | 352 |
| PHE51ATR | INTRODUCTION TO ART THERAPY RESEARCH | 152 | PLA42PP | PROFESSIONAL PRACTICE | 357 |
| PHE51CTP | ADVANCED COUNSELLING THEORY AND PRACTICE | 152 | PLA42RED | REGIONAL ECONOMIC DEVELOP | 362 |
| PHE51GDC | CULTURALLY DIVERSE PERSPECT | 152 | PLA42SP | STATUTORY PLANNING | 366 |
| PHE51IPD | INTRODUCTION TO CREATIVE ARTS THERAPIES PSYCHODRAMA | 152 | PLA51CDH | COMMUNITY DEVELOPMENT HUMAN RESOURCE MANAGEMENT | 334 |
| PHE51MTA | RESEARCH SEMINAR AND MINOR THESIS | 152 | PLA51CDP | COMMUNITY DEVELOPMENT PROJECT | 334 |
| PHE51PPA | PROFESSIONAL PRACTICE IN ART THERAPY | 152 | PLA51RCD | REGIONAL COMMUNITY DEVELOPMENT | 361 |
| PHE51THA | MINOR THESIS | 152 | PLA51RCP | REGIONAL & COMMUNITY PLANNING | 361 |
| PHE51THC | MINOR THESIS | 152 | PLA51RPM | PUBLIC SECTOR MANAGEMENT IN RURAL & REGIONAL COMMUNITIES | 360 |
| PHE52ACC | ART THERAPY CLINICAL PLACEMENT C | 152 | PLA52CDH | COMMUNITY DEVELOPMENT HUMAN RESOURCE MANAGEMENT | 334 |
| PHE52APE | ADVANCED PROFESSIONAL AND ETHICAL CONSIDERATIONS IN COUNSELL | 152 | PLA52CDP | COMMUNITY DEVELOPMENT PROJECT | 335 |
| PHE52ART | ART THERAPY RESEARCH: THESIS | 152 | PLA52RCD | REGIONAL COMMUNITY DEVELOPMENT | 362 |
| PHE52CBC | COMMUNITY-BASED CARE | 153 | PLA52RCP | REGIONAL & COMMUNITY PLANNING | 361 |
| PHE52CHM | COMPARATIVE HEALTH SERVICES MANAGEMENT | 153 | PLA52RPM | PUBLIC SECTOR MANAGEMENT IN RURAL & REGIONAL COMMUNITIES | 360 |
| PHE52CMS | ART THERAPY CASE MANAGEMENT | 153 | POL11EEH | ECONOMY, ENVIRONMENT AND HUMAN RIGHTS: WORLD IN TRANSITION | 179 |
| PHE52MTB | RESEARCH SEMINAR AND MINOR THESIS | 153 | POL12SNS | STATES, NATIONS AND SECURITY: WORLD IN TRANSITION | 179 |
| PHE52PHG | POLICIES FOR HEALTH GAIN | 153 | POL21AAW | AUSTRALIA, ASIA AND THE WORLD | 219 |
| PHE52QMH | QUALITATIVE METHODS IN HEALTH RESEARCH | 153 | POL21IAP | INTRODUCTION TO AMERICAN POLITICS | 220 |
| PHE52QRM | QUANTITATIVE RESEARCH METHODS IN HEALTH | 153 | POL21ILO | INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION | 220 |
| PHE52RBA | RESEARCH BASED APPROACHES TO COUNSELLING PRACTICE | 153 | POL21PAE | POLITICS AND THE ECONOMY | 179 |
| PHE52THB | MINOR THESIS | 153 | POL21PAM | POLITICS AND MEDIA | 220 |
| PHE52THD | MINOR THESIS | 153 | POL22CSA | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | 220 |
| PHE60THF | PUBLIC HEALTH PROFESSIONAL DOCTORATE THESIS | 153 | POL22CSA | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | 179 |
| PHE60THP | PUBLIC HEALTH PROFESSIONAL DOCTORATE THESIS | 154 | POL22DDA | DEMOCRATISATION, DEVELOPMENT AND CIVIL SOCIETY IN ASIA | 220 |
| PHE61CEA | PUBLIC HEALTH CLINICAL EVALUATION A | 154 | POL22IBK | INTERNATIONAL RELATIONS OF THE BALKANS | 220 |
| PHE61HRA | HEALTH RESEARCH A | 154 | POL22IME | INTERNATIONAL RELATIONS OF THE MIDDLE EAST | 221 |
| PHE61MHO | MANAGEMENT OF HEALTH ORGANISATIONS | 154 | POL22INR | INTERNATIONAL RELATIONS: THE COLD WAR AND THE GREAT POWERS | 221 |
| PHE61PHA | PUBLIC HEALTH PRACTICE A | 154 | POL22NAS | NATIONS AND STATES | 221 |
| PHE61PRA | READINGS IN HEALTH POLICY A | 154 | POL22PAC | PEACE AND CHANGE | 221 |
| PHE61PRB | READINGS IN HEALTH POLICY B | 154 | POL22PER | THE POLITICS OF ECONOMIC REGIONS | 221 |
| PHE61TPP | THEORY AND PRACTICE IN HEALTH POLICY | 154 | POL22SEA | CHANGE AND CONFLICT | 221 |
| PHE62CEB | CLINICAL EVALUATION B | 154 | POL22TWP | THEORIES OF WORLD POLITICS | 221 |
| PHE62CTD | CONTEMPORARY THEORETICAL DEBATES IN PUBLIC HEALTH | 154 | POL31AAW | AUSTRALIA, ASIA AND THE WORLD | 222 |
| PHE62HRB | HEALTH RESEARCH B | 155 | | | |
| PHE62HRC | HEALTH RESEARCH C | 155 | | | |
| PHE62OCH | ORGANISATIONAL CHANGE IN HEALTH SETTINGS | 155 | | | |
| PHE62PHB | PUBLIC HEALTH PRACTICE B | 155 | | | |
| PHE62PRA | READINGS IN HEALTH POLICY A | 155 | | | |

INDEX BY SUBJECT CODE

| | | | | | |
|----------|---|-----|----------|--|-----|
| POL31IAP | INTRODUCTION TO AMERICAN POLITICS | 222 | PSY51NPB | CLINICAL NEUROPSYCHOLOGY PRACTICUM B | 289 |
| POL31ILO | INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION | 222 | PSY51NPC | CLINICAL NEUROPSYCHOLOGY PRACTICUM C | 289 |
| POL31PAE | POLITICS AND THE ECONOMY | 179 | PSY51NPD | CLINICAL NEUROPSYCHOLOGY PRACTICUM D | 289 |
| POL31PAM | POLITICS AND MEDIA | 222 | PSY51NPS | NEUROPSYCHIATRY | 289 |
| POL32CSA | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | 222 | PSY51NRA | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH A | 289 |
| POL32CSA | CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELLBEING | 179 | PSY51NRB | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH B | 289 |
| POL32DDA | DEMOCRATISATION, DEVELOPMENT AND CIVIL SOCIETY IN ASIA | 222 | PSY51NRC | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH C | 289 |
| POL32IBK | INTERNATIONAL RELATIONS OF THE BALKANS | 222 | PSY51NRD | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH D | 289 |
| POL32IME | INTERNATIONAL RELATIONS OF THE MIDDLE EAST | 222 | PSY51NRR | NEUROPSYCHOLOGICAL RECOVERY, REHABILITATION AND MANAGEMENT | 289 |
| POL32NAS | NATIONS AND STATES | 222 | PSY51PAS | PSYCHOLOGICAL ASSESSMENT | 289 |
| POL32PAC | PEACE AND CHANGE | 222 | PSY51PNP | DEVELOPMENTAL NEUROPSYCHOLOGY | 289 |
| POL32PER | THE POLITICS OF ECONOMIC REGIONS | 222 | PSY51PSB | PSYCHOLOGICAL ASSESSMENT B | 156 |
| POL32SEA | CHANGE AND CONFLICT | 222 | PSY51RSA | RESEARCH SEMINAR A | 156 |
| POL32TWP | THEORIES OF WORLD POLITICS | 222 | PSY52CAD | CHILD AND ADOLESCENT DISORDERS AND LEARNING DISABILITIES: ASSESSMENT AND TREATMENT | 290 |
| POL51CJI | STATE, ECONOMY AND SECURITY | 210 | PSY52CCD | CLINICAL PSYCHOLOGY CASE ANALYSIS D | 290 |
| POL51SPW | SECURITY POLICY IN A BORDERLESS WORLD | 210 | PSY52CIB | COUNSELLING PSYCHOLOGY INTERNSHIP B | 157 |
| POL52GAG | GLOBAL & GOVERNANCE | 210 | PSY52CID | COUNSELLING PSYCHOLOGY INTERNSHIP D | 157 |
| POR60THF | PROSTHETICS & ORTHOTICS PROFESSIONAL DOCTORATE THESIS | 155 | PSY52CPA | CLINICAL PSYCHOLOGY PRACTICUM A | 290 |
| POR60THP | PROSTHETICS & ORTHOTICS PROFESSIONAL DOCTORATE THESIS | 155 | PSY52CPB | CLINICAL PSYCHOLOGY PRACTICUM B | 290 |
| POR61CEA | CLINICAL EVALUATION A | 155 | PSY52CPC | CLINICAL PSYCHOLOGY PRACTICUM C | 290 |
| POR62CEB | CLINICAL EVALUATION B | 155 | PSY52CPE | CLINICAL PSYCHOLOGY PRACTICUM E | 290 |
| PSY11BSA | PSYCHOLOGY 1A | 358 | PSY52CRA | CLINICAL PSYCHOLOGY MASTERS RESEARCH A | 290 |
| PSY12BSB | PSYCHOLOGY 1B | 358 | PSY52CRB | CLINICAL PSYCHOLOGY MASTERS RESEARCH B | 290 |
| PSY21BSA | PSYCHOLOGY 2A | 359 | PSY52CRC | CLINICAL PSYCHOLOGY MASTERS RESEARCH C | 290 |
| PSY22BSB | PSYCHOLOGY 2B | 359 | PSY52CRD | CLINICAL PSYCHOLOGY MASTERS RESEARCH D | 290 |
| PSY31BSA | PSYCHOLOGY 3A | 359 | PSY52HCB | HEALTH PSYCHOLOGY CASE ANALYSIS B | 290 |
| PSY32BSB | PSYCHOLOGY 3B | 359 | PSY52HEA | HEALTH PSYCHOLOGY ELECTIVE | 290 |
| PSY40PAS | PRACTICAL APPLIED SKILLS IN PSYCHOLOGY | 285 | PSY52HHS | APPLIED PSYCHOLOGY IN HEALTH SETTINGS | 290 |
| PSY40PGD | POSTGRADUATE DIPLOMA IN PSYCHOLOGY | 285 | PSY52HPA | HEALTH PSYCHOLOGY PRACTICUM A | 290 |
| PSY40RDA | RESEARCH DESIGN IN APPLIED RESEARCH | 285 | PSY52HPB | HEALTH PSYCHOLOGY PRACTICUM B | 290 |
| PSY40TAP | THEORY IN APPLIED PSYCHOLOGY | 285 | PSY52HPC | HEALTH PSYCHOLOGY PRACTICUM C | 290 |
| PSY40THS | RESEARCH PROJECT IN APPLIED PSYCHOLOGY | 286 | PSY52HPF | FOUNDATIONS OF HEALTH PSYCHOLOGY | 290 |
| PSY50GIC | GROUP AND INDIVIDUAL COUNSELLING | 156 | PSY52HRA | HEALTH PSYCHOLOGY MASTERS RESEARCH A | 290 |
| PSY50RSC | RESEARCH SEMINAR C AND MINOR THESIS | 156 | PSY52HRB | HEALTH PSYCHOLOGY MASTERS RESEARCH B | 290 |
| PSY51CAT | CLINICAL ASSESSMENT AND TREATMENT OF MAJOR DISORDERS | 286 | PSY52HRC | HEALTH PSYCHOLOGY MASTERS RESEARCH C | 290 |
| PSY51CBT | BEHAVIOURAL & COGNITIVE-BEHAVIOURAL THEORY ASSESSMENT AND PRACTICE | 286 | PSY52HRD | HEALTH PSYCHOLOGY MASTERS RESEARCH D | 290 |
| PSY51CCB | CLINICAL PSYCHOLOGY CASE ANALYSIS B | 286 | PSY52ICB | INDIVIDUAL COUNSELLING B | 157 |
| PSY51CCC | CLINICAL PSYCHOLOGY CASE ANALYSIS C | 286 | PSY52MFC | MEDIATING FAMILY CONFLICT | 157 |
| PSY51CCP | CONTEXT AND CO-MORBIDITY IN CLINICAL PRACTICE | 286 | PSY52MSP | METHODS FOR THE SCIENTIST PRACTITIONER | 290 |
| PSY51CFT | COUPLE AND FAMILY ASSESSMENT AND THERAPY | 286 | PSY52NCB | CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY B | 290 |
| PSY51CIA | COUNSELLING PSYCHOLOGY INTERNSHIP A | 156 | PSY52NCD | CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY D | 291 |
| PSY51CIC | COUNSELLING PSYCHOLOGY INTERNSHIP C | 156 | PSY52NPA | CLINICAL NEUROPSYCHOLOGY PRACTICUM A | 291 |
| PSY51CPA | CLINICAL PSYCHOLOGY PRACTICUM A | 286 | PSY52NPB | CLINICAL NEUROPSYCHOLOGY PRACTICUM B | 291 |
| PSY51CPB | CLINICAL PSYCHOLOGY PRACTICUM B | 286 | PSY52NPC | CLINICAL NEUROPSYCHOLOGY PRACTICUM C | 291 |
| PSY51CPC | CLINICAL PSYCHOLOGY PRACTICUM C | 287 | PSY52NPD | CLINICAL NEUROPSYCHOLOGY PRACTICUM D | 291 |
| PSY51CPE | CLINICAL PSYCHOLOGY PRACTICUM E | 287 | PSY52NRA | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH A | 291 |
| PSY51CPI | COUNSELLING SKILLS AND PROFESSIONAL ISSUES | 287 | PSY52NRB | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH B | 291 |
| PSY51CRA | CLINICAL PSYCHOLOGY MASTERS RESEARCH A | 287 | PSY52NRC | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH C | 291 |
| PSY51CRB | CLINICAL PSYCHOLOGY MASTERS RESEARCH B | 287 | PSY52NRD | CLINICAL NEUROPSYCHOLOGY MASTERS RESEARCH D | 291 |
| PSY51CRC | CLINICAL PSYCHOLOGY MASTERS RESEARCH C | 287 | PSY52PAD | PSYCHOPATHOLOGY | 291 |
| PSY51CRD | CLINICAL PSYCHOLOGY MASTERS RESEARCH D | 287 | PSY52PSA | PSYCHOLOGICAL ASSESSMENT A | 157 |
| PSY51CTL | CLINICAL ASSESSMENT AND TREATMENT LITERATURE | 287 | PSY52PSB | PSYCHOLOGICAL ASSESSMENT B | 157 |
| PSY51EXP | PROCESS EXPERIENTIAL PSYCHOTHERAPY | 156 | PSY52RSB | RESEARCH SEMINAR B | 157 |
| PSY51GPC | GROUP COUNSELLING | 156 | PSY61AAT | ADVANCED SKILLS IN ASSESSMENT AND TREATMENT OF MAJOR DISORDERS | 291 |
| PSY51HCA | HEALTH PSYCHOLOGY CASE ANALYSIS A | 287 | PSY61AHP | ADVANCED ISSUES IN HEALTH PSYCHOLOGY | 291 |
| PSY51HCO | PSYCHOLOGICAL PRACTICE IN COMMUNITY AND ORGANISATIONAL SETTINGS | 287 | PSY61AIN | ADVANCED ISSUES IN CLINICAL NEUROPSYCHOLOGY | 291 |
| PSY51HEA | HEALTH PSYCHOLOGY ELECTIVE | 287 | PSY61CDA | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH A | 291 |
| PSY51HPA | HEALTH PSYCHOLOGY PRACTICUM A | 287 | PSY61CDB | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH B | 291 |
| PSY51HPB | HEALTH PSYCHOLOGY PRACTICUM B | 288 | PSY61CDC | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH C | 291 |
| PSY51HPC | HEALTH PSYCHOLOGY PRACTICUM C | 288 | PSY61CDD | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH D | 291 |
| PSY51HPP | PSYCHOLOGICAL FACTORS IN PATHOPHYSIOLOGY | 288 | PSY61CDE | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH E | 291 |
| PSY51HRA | HEALTH PSYCHOLOGY MASTERS RESEARCH A | 288 | PSY61CDF | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH F | 292 |
| PSY51HRB | HEALTH PSYCHOLOGY MASTERS RESEARCH B | 288 | PSY61CIA | CLINICAL PSYCHOLOGY INTERNSHIP A | 292 |
| PSY51HRC | HEALTH PSYCHOLOGY MASTERS RESEARCH C | 288 | PSY61DCA | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES A | 292 |
| PSY51HRD | HEALTH PSYCHOLOGY MASTERS RESEARCH D | 288 | PSY61DCC | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES C | 292 |
| PSY51ICA | INDIVIDUAL COUNSELLING A | 156 | PSY61DCE | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES E | 292 |
| PSY51MFC | MEDIATING FAMILY CONFLICT | 156 | PSY61DHA | DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES A | 292 |
| PSY51NCA | CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY A | 288 | PSY61DHC | DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES C | 292 |
| PSY51NCC | CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY C | 288 | PSY61DHE | DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES E | 292 |
| PSY51NCD | CLINICAL NEUROPSYCHOLOGY CASE ANALYSIS, PROFESSIONAL ISSUES & NEUROLOGY D | 288 | PSY61DNA | DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES A | 292 |
| PSY51NEU | NEUROANATOMY | 288 | PSY61DNC | DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES C | 293 |
| PSY51NMS | NEUROPSYCHOLOGICAL MODELS, SYNDROMES AND ASSESSMENT | 288 | PSY61DNE | DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES E | 293 |
| PSY51NPA | CLINICAL NEUROPSYCHOLOGY PRACTICUM A | 288 | PSY61DPA | DOCTORAL PRACTICUM A | 293 |

| | | | | | |
|----------|--|-----|----------|--|-----|
| PSY61DPB | DOCTORAL PRACTICUM B | 293 | PSY62NDA | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH A | 297 |
| PSY61DPC | DOCTORAL PRACTICUM C | 293 | PSY62NDB | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH B | 297 |
| PSY61DPD | DOCTORAL PRACTICUM D | 293 | PSY62NDC | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH C | 297 |
| PSY61DPE | DOCTORAL PRACTICUM E | 293 | PSY62NDD | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH D | 297 |
| PSY61DTA | DOCTORAL THESIS A | 293 | PSY62NDE | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH E | 297 |
| PSY61DTB | DOCTORAL THESIS B | 293 | PSY62NDF | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH F | 297 |
| PSY61DTC | DOCTORAL THESIS C | 293 | PSY62NIB | CLINICAL NEUROPSYCHOLOGY INTERNSHIP B | 297 |
| PSY61DTD | DOCTORAL THESIS D | 293 | PTY40RPP | PHYSIOTHERAPY RESEARCH PROJECT | 158 |
| PSY61DTE | DOCTORAL THESIS E | 294 | PTY41RPA | READINGS IN PHYSIOTHERAPY A | 158 |
| PSY61DTF | DOCTORAL THESIS F | 294 | PTY41RPB | READINGS IN PHYSIOTHERAPY B | 158 |
| PSY61DTG | DOCTORAL THESIS G | 294 | PTY42RDP | GRADUATE RESEARCH DESIGN IN PHYSIOTHERAPY | 158 |
| PSY61FDD | CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH D | 294 | PTY50APM | ADVANCED PRACTICE OF MUSCULOSKELETAL PHYSIOTHERAPY | 158 |
| PSY61FDE | CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH E | 294 | PTY50APS | ADVANCED PRACTICE OF SPORTS PHYSIOTHERAPY | 158 |
| PSY61FIA | CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY INTERNSHIP A | 294 | PTY50ARP | ADVANCED RESEARCH PROJECT IN PHYSIOTHERAPY | 158 |
| PSY61HDA | HEALTH PSYCHOLOGY DOCTORAL RESEARCH A | 294 | PTY50CRM | CLINICAL REASONING AND MANUAL PHYSIOTHERAPY | 159 |
| PSY61HDB | HEALTH PSYCHOLOGY DOCTORAL RESEARCH B | 294 | PTY50LSE | LITERATURE SEARCH EVALUATION | 159 |
| PSY61HDC | HEALTH PSYCHOLOGY DOCTORAL RESEARCH C | 294 | PTY50PDM | PROFESSIONAL DEVELOPMENT IN MUSCULOSKELETAL PHYSIOTHERAPY | 159 |
| PSY61HDD | HEALTH PSYCHOLOGY DOCTORAL RESEARCH D | 294 | PTY50PDS | PROFESSIONAL DEVELOPMENT IN SPORTS PHYSIOTHERAPY | 159 |
| PSY61HDE | HEALTH PSYCHOLOGY DOCTORAL RESEARCH E | 294 | PTY50PSM | PHYSIOLOGY FOR SPORTS & MUSCULOSKELETAL PHYSIOTHERAPISTS | 159 |
| PSY61HDF | HEALTH PSYCHOLOGY DOCTORAL RESEARCH F | 294 | PTY50RMP | READINGS IN MUSCULOSKELETAL PHYSIOTHERAPY | 159 |
| PSY61HIA | HEALTH PSYCHOLOGY INTERNSHIP A | 294 | PTY50RMS | READINGS IN MUSCULOSKELETAL AND SPORTS PHYSIOTHERAPY | 160 |
| PSY61HIB | HEALTH PSYCHOLOGY INTERNSHIP B | 294 | PTY51RPA | ADVANCED READINGS IN PHYSIOTHERAPY A | 160 |
| PSY61NDA | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH A | 294 | PTY51RPB | ADVANCED READINGS IN PHYSIOTHERAPY B | 160 |
| PSY61NDB | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH B | 294 | PTY52ARD | ADVANCED RESEARCH DESIGN IN PHYSIOTHERAPY | 160 |
| PSY61NDC | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH C | 294 | PTY52RDM | RESEARCH DESIGN IN MUSCULOSKELETAL PHYSIOTHERAPY | 160 |
| PSY61NDD | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH D | 294 | PTY60THF | PHYSIOTHERAPY PROFESSIONAL DOCTORATE THESIS | 160 |
| PSY61NDE | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH E | 294 | PTY60THP | PHYSIOTHERAPY PROFESSIONAL DOCTORATE THESIS | 160 |
| PSY61NDF | CLINICAL NEUROPSYCHOLOGY DOCTORAL RESEARCH F | 294 | PTY61CEA | CLINICAL EVALUATION A | 160 |
| PSY61NIA | CLINICAL NEUROPSYCHOLOGY INTERNSHIP A | 295 | PTY61RPR | SYSTEMATIC REVIEW AND EVALUATION OF PHYSIOTHERAPY RESEARCH | 161 |
| PSY61NIB | CLINICAL NEUROPSYCHOLOGY INTERNSHIP B | 295 | PTY62CEB | CLINICAL EVALUATION A | 161 |
| PSY61PRH | PSYCHIATRIC REHABILITATION | 295 | SCI41ASA | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY A | 297 |
| PSY62ACA | ADVANCED CHILD AND ADOLESCENT ASSESSMENT AND TREATMENT | 295 | SCI41ASB | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY B | 297 |
| PSY62CDA | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH A | 295 | SCI41ASC | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY C | 297 |
| PSY62CDB | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH B | 295 | SCI42ASD | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY D | 297 |
| PSY62CDC | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH C | 295 | SCI42ASE | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY E | 297 |
| PSY62CDD | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH D | 295 | SCI42ASF | ADVANCED STUDIES IN SCIENCE & TECHNOLOGY F | 297 |
| PSY62CDE | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH E | 295 | SOC12AAB | AUSTRALIA AND BEYOND: INTRODUCTION TO SOCIOLOGY | 179 |
| PSY62CDF | CLINICAL PSYCHOLOGY DOCTORAL RESEARCH F | 295 | SOC21EAI | ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES | 222 |
| PSY62CIA | CLINICAL PSYCHOLOGY INTERNSHIP A | 295 | SOC22CSM | COMPARATIVE SOCIAL MOVEMENTS | 180 |
| PSY62CIB | CLINICAL PSYCHOLOGY INTERNSHIP B | 295 | SOC31DIP | DEVELOPMENT IN PRACTICE | 180 |
| PSY62DCB | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES B | 295 | SOC31EAI | ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES | 222 |
| PSY62DCD | DOCTORAL CLINICAL PSYCHOLOGY PROFESSIONAL STUDIES D | 295 | SOC32CSM | COMPARATIVE SOCIAL MOVEMENTS | 180 |
| PSY62DHB | DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES B | 295 | SOC32RID | RESEARCH IN DEVELOPMENT | 180 |
| PSY62DHD | DOCTORAL HEALTH PSYCHOLOGY PROFESSIONAL STUDIES D | 296 | STA40PGD | POSTGRADUATE DIPLOMA STATISTICS | 297 |
| PSY62DNB | DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES B | 296 | STA41ACD | ANALYSIS OF CATEGORICAL DATA | 298 |
| PSY62DND | DOCTORAL NEUROPSYCHOLOGY PROFESSIONAL STUDIES D | 296 | STA41AMD | ANALYSIS OF MEDICAL DATA | 298 |
| PSY62DPA | DOCTORAL PRACTICUM A | 296 | STA41CTI | COMPUTING FOR STATISTICAL INFERENCE | 298 |
| PSY62DPB | DOCTORAL PRACTICUM B | 296 | STA41RA | REGRESSION ANALYSIS | 298 |
| PSY62DPC | DOCTORAL PRACTICUM C | 296 | STA41SFM | STATISTICS FOR MANAGEMENT | 365 |
| PSY62DPD | DOCTORAL PRACTICUM D | 296 | STA42SFM | STATISTICS FOR MANAGEMENT | 366 |
| PSY62DPE | DOCTORAL PRACTICUM E | 296 | STA51QTM | QUANTITATIVE TOPICS IN MANAGEMENT | 361 |
| PSY62DTA | DOCTORAL THESIS A | 296 | STA52QTM | QUANTITATIVE TOPICS IN MANAGEMENT | 361 |
| PSY62DTB | DOCTORAL THESIS B | 296 | SWP41RUH | RURAL HEALTH | 161 |
| PSY62DTC | DOCTORAL THESIS C | 296 | SWP42RSU | RURAL SUICIDE | 161 |
| PSY62DTD | DOCTORAL THESIS D | 296 | SWP42RSU | RURAL SUICIDE | 377 |
| PSY62DTE | DOCTORAL THESIS E | 296 | SWP42RUH | RURAL HEALTH | 377 |
| PSY62DTF | DOCTORAL THESIS F | 296 | SWP42SBM | SMALL BUSINESS MANAGEMENT FOR HEALTH PROFESSIONALS | 161 |
| PSY62DTG | DOCTORAL THESIS G | 296 | SWP42SBM | SMALL BUSINESS MANAGEMENT FOR HEALTH PROFESSIONALS | 377 |
| PSY62FDD | CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH D | 296 | SWP51AR | ADVANCED SOCIAL WORK RESEARCH | 332 |
| PSY62FDE | CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH E | 296 | SWP51ASD | ADVANCED SOCIAL WORK FOR DEVELOPING COUNTRIES | 161 |
| PSY62FDF | CLINICAL CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY DOCTORAL RESEARCH F | 296 | SWP51ASR | ADVANCED SOCIAL WORK RESEARCH | 161 |
| PSY62FIB | CLINICAL CHILD, ADOLESCENT & FAMILY PSYCHOLOGY INTERNSHIP B | 297 | SWP51ASR | ADVANCED SOCIAL WORK RESEARCH | 377 |
| PSY62HDA | HEALTH PSYCHOLOGY DOCTORAL RESEARCH A | 297 | SWP51ATA | ADVANCED SOCIAL WORK THEORY AND PRACTICE A | 161 |
| PSY62HDB | HEALTH PSYCHOLOGY DOCTORAL RESEARCH B | 297 | SWP51IFM | INFORMATION & FINANCIAL MANAGEMENT | 161 |
| PSY62HDC | HEALTH PSYCHOLOGY DOCTORAL RESEARCH C | 297 | SWP51IFM | INFORMATION & FINANCIAL MANAGEMENT | 377 |
| PSY62HDD | HEALTH PSYCHOLOGY DOCTORAL RESEARCH D | 297 | SWP51SDE | SOCIAL DEVELOPMENT A | 161 |
| PSY62HDE | HEALTH PSYCHOLOGY DOCTORAL RESEARCH E | 297 | SWP51SSD | SOCIAL SERVICE DELIVERY IN DEVELOPING COUNTRIES | 161 |
| PSY62HDF | HEALTH PSYCHOLOGY DOCTORAL RESEARCH F | 297 | SWP51SWM | SOCIAL WELFARE MANAGEMENT A | 161 |
| PSY62HIA | HEALTH PSYCHOLOGY INTERNSHIP A | 297 | SWP51SWM | SOCIAL WELFARE MANAGEMENT A | 377 |
| PSY62HIB | HEALTH PSYCHOLOGY INTERNSHIP B | 297 | SWP51THB | MSW THESIS – B | 352 |
| | | 297 | SWP51THS | SOCIAL WORK THESIS | 161 |
| | | 297 | SWP51THS | SOCIAL WORK THESIS | 377 |
| | | 297 | SWP51WM1 | SOCIAL WELFARE MANAGEMENT 1 | 365 |
| | | 297 | SWP52ASR | ADVANCED SOCIAL WORK RESEARCH | 162 |
| | | 297 | SWP52ATB | ADVANCED SOCIAL WORK THEORY AND PRACTICE B | 162 |
| | | 297 | SWP52CAS | CONTEXTS OF ADVANCED SOCIAL WORK PRACTICE | 162 |

INDEX BY SUBJECT CODE

| | | |
|----------|--|-----|
| SWP52HSM | HUMAN SERVICE MANAGEMENT IN DEVELOPING COUNTRIES | 162 |
| SWP52IFM | INFORMATION AND FINANCIAL MANAGEMENT | 162 |
| SWP52SDE | SOCIAL DEVELOPMENT B | 162 |
| SWP52SPD | SOCIAL POLICY FOR DEVELOPING COUNTRIES | 162 |
| SWP52SWM | SOCIAL WELFARE MANAGEMENT B | 162 |
| SWP52SWM | SOCIAL WELFARE MANAGEMENT B | 378 |
| SWP52THA | THESIS A MSW | 368 |
| SWP52THS | SOCIAL WORK THESIS | 162 |
| SWP52THS | SOCIAL WORK THESIS | 378 |
| SWP52WM2 | SOCIAL WELFARE MANAGEMENT 2 | 365 |
| SWP60THF | SOCIAL WORK PROFESSIONAL DOCTORATE THESIS | 162 |
| SWP60THP | SOCIAL WORK PROFESSIONAL DOCTORATE THESIS | 162 |
| SWP61CEA | CLINICAL EVALUATION A | 162 |
| SWP62CEB | CLINICAL EVALUATION B | 163 |
| THS40RME | RESEARCH METHODS IN TOURISM AND HOSPITALITY | 246 |
| THS40THT | TOURISM AND HOSPITALITY THESIS | 246 |
| THS41CIS | CONTEMPORARY ISSUES IN TOURISM AND HOSPITALITY | 246 |
| THS41RTD | REGIONAL TOURISM DEVELOPMENT | 246 |
| THS41RTH | READINGS IN TOURISM AND HOSPITALITY | 246 |
| WEM41ACM | ADVANCED CATCHMENT MANAGEMENT | 387 |
| WEM41AWM | ADVANCED WASTE MANAGEMENT | 387 |
| WEM41ECB | THE AUSTRALIAN ENVIRONMENT – ECOLOGY AND CONSERVATION B | 387 |
| WEM41PB | PROJECT B | 387 |
| WEM41WM | WASTE MANAGEMENT | 387 |
| WEM42CM | CATCHMENT MANAGEMENT | 387 |
| WEM42ECA | THE AUSTRALIAN ENVIRONMENT – ECOLOGY AND CONSERVATION A | 387 |
| WEM42ELH | THE AUSTRALIAN ENVIRONMENT – LEGAL AND HUMAN ASPECTS | 387 |
| WEM42PA | PROJECT A | 387 |
| ZOO40PGD | POSTGRADUATE DIPLOMA ZOOLOGY | 298 |

