

**COLLEGE OF
HEALTH AND
BIOMEDICINE
HANDBOOK 2018**

DISCLAIMER

The information contained in Victoria University's 2018 College of Health and Biomedicine was current at 20 December 2017

In today's university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University's courses, readers are advised to access the University's online courses database at www.vu.edu.au/courses

If you have difficulty in accessing this material electronically, please phone (03)9919 6100 for assistance.

IMPORTANT INFORMATION

The course details in this handbook (Plus details of all other Victoria University courses) can also be searched on the University's online courses database at www.vu.edu.au/courses

This handbook can be downloaded as a pdf file from the Victoria University website at www.vu.edu.au/courses/course-handbooks-and-guides

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Published by Victoria University

PO Box 14428

Melbourne VIC 8001 Australia

WWW.VU.EDU.AU

HOW TO USE THIS HANDBOOK

Victoria University's 2018 College of Health and Biomedicine Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the college in 2018.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit contributes towards the total points needed to complete a course.

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Health and Biomedicine in 2018.

Although all attempts have been made to make the information as accurate as possible, students should check with the college that the information is accurate when planning their courses.

NOTE: Prospective students are strongly advised to search the University's online courses database at www.vu.edu.au/courses for the most up-to-date list of courses.

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University's website or by contacting the University directly.

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College of Health and Biomedicine

Below are details of courses offered by the College of Health and Biomedicine in 2018.

This information is also available online on the University's searchable courses database at www.vu.edu.au/courses

NOTE: Courses available to international students are marked with the (I) symbol.

Bachelor of Psychological Studies

Course Code: ABPA

Campus: Footscray Park.

About this course: The Bachelor of Psychological Studies is a three-year undergraduate course offered at Footscray Park campus for those students who want to study psychology in combination with four related units of study, eg. Interpersonal and Organisational Skills.

Course Objectives: This degree is designed to give students a strong foundation in the scientist-practitioner model of Psychology. It will prepare them to pursue professional studies in Psychology, or to use the theoretical, practical and research skills gained to pursue a wide range of career and study options.

Careers: The Bachelor of Psychological Studies is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. Graduates of the course may also find employment in areas such as welfare, community services and human resources, or may undertake further study to qualify as teachers or social workers.

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Completion of an Australian Diploma or Advanced Diploma (or equivalent). PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma).

COURSE STRUCTURE

To attain the Bachelor of Psychological Studies, students will be required to complete 288 credit points consisting of:

- 96 credit points of Core First Year studies;

- 120 credit points of Core Psychological studies;
- 24 credit points of Psychology Elective studies;
- 48 credit points of Elective studies.

First Year Core Units

ABA1003	Introduction to Sociology	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1015	Organisational Skills 1	12
APP1016	Foundations of Psychological Research	12
ASX1003	Foundations of Social Science Research	12
HHB1104	Introduction to Public Health and Wellness	12
HHH1000	Interpersonal Skills and Communication	12

Year 2, Semester 1

APP2013	Psychology 2A	12
APP2101	Intercultural and Developmental Issues in Psychology	12
APS2030	Qualitative Social Research Methods 1	12

12 credit points (equivalent to one unit) of Elective studies

Year 2, Semester 2

APP2014	Psychology 2B	12
APS2040	Quantitative Social Research Methods 1	12

12 credit points (equivalent to one unit) of Psychology Elective studies

12 credit points (equivalent to one unit) of Elective studies

Year 3, Semester 1

APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12
APP3023	Psychological Issues in the Workplace	12
APP3028	Fieldwork	12

Year 3, Semester 2

APP3037	Clinical Aspects of Psychology	12
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12 credit points (equivalent to one unit) of Psychology Elective studies

12 credit points (equivalent to one unit) of Elective studies

PSYCHOLOGY ELECTIVE UNIT OPTIONS

- may be available at either St Albans and/or Footscray Park campus

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	12
APP3026	Cognitive Psychology	12

Specialisations

ASPIOR Interpersonal and Organisational Skills

Bachelor of Psychological Studies/Bachelor of Business

Course Code: AB PB

Campus: Footscray Park.

About this course: The Bachelor of Psychological Studies/ Bachelor of Business degree allows students the flexibility to combine their studies in psychology with a business specialisation. Combining studies in psychology and business will enable students to gain expertise in understanding the behaviour of individuals in group and organisational settings. The combination of psychology and business specialisations will enable students to pursue careers in areas such as community services, human resource management and marketing. As this course is accredited by the Australian Psychology Accreditation Council, graduates are also eligible for entry into fourth year studies in psychology.

Course Objectives: The combined Bachelor of Psychological Studies / Bachelor of Business degree aims to provide a thorough educational experience to students. It exposes them to the psychological theory and practice, while at the same time giving them a variety of business, research and vocational skills which they can utilise directly in either a general business or related environment. Students will complete a psychology specialisation and also a business specialisation. Business specialisations include: Accounting, Banking and Finance, Financial Risk Management, Global Logistics and Transport, Human Resource Management, International Business, International Trade, Management, Marketing, Music Industry, Retail Commerce and Small Business and Entrepreneurship. Completion of the psychology and business specialisations will enable students to experience a range of educational processes and curricula that will equip graduates for entry into a constantly changing local and global workforce requiring intellectual, analytical, organisational, personal and interpersonal skills. Graduates will be able to:

- Locate, manage and use information efficiently and effectively;
- Solve problems effectively in a range of settings including industry and community;
- Exhibit high levels of numeracy skills in a range of organisational settings;

- Communicate effectively in spoken and written form on a range of topics to professional, industry and community groups;
- Apply an evidence-based research approach to interpersonal, group and organisational problems;
- Respond with social and cultural awareness within local and global environments;
- Work autonomously and collaboratively as a professional in both industry and community settings.

Careers: Graduates will be in demand for work in community service organisations, human resource departments, marketing research agencies, banking and financial institutions and government departments. A variety of professions are available to graduates as the degree is accredited by the Australian Psychological Accreditation Council and other accreditation bodies. For example completion of the human resource management specialisation counts as five years credit towards the mandatory eight-year chartered membership of the Australian Human Resources Institute whilst completion of the accounting specialisation has been accredited by CPA Australia and the Institute of Chartered Accountants Australia.

Course Duration: 4 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

Admission Requirements International: Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: Applicants with relevant VET study may be considered.

COURSE STRUCTURE

To attain the Bachelor of Psychological Studies/Bachelor of Business, students will be required to complete 384 credit points consisting of:

- 96 credit points of Core First Year studies;
- 108 credit points of Core Psychological studies;
- 24 credit points of Psychology Elective studies;
- 60 credit points of Core Business studies;
- 96 credit points of specialised studies selected from one of the Business Specialisations (listed below).

Core First Year Units

APP1012	Psychology 1A	12
BE01105	Economic Principles	12
BM01102	Management and Organisation Behaviour	12
APP1013	Psychology 1B	12
BC01102	Information Systems for Business	12

BPD1100	Integrated Business Challenge	12	Select 24 credit points (equivalent to two units) from the following:		
APP1016	Foundations of Psychological Research	12	APP3015	Counselling Theory and Practice	12
ASX1003	Foundations of Social Science Research	12	APP3016	Group Behaviour	12
Year 2, Semester 1			APP3018	Organisations and Work	12
BA01101	Accounting for Decision Making	12	APP3019	Psychobiology	12
BLO1105	Business Law	12	APP3020	Psychoanalysis	12
BE01106	Business Statistics	12	APP3021	Psychology of Adjustment	12
BHO1171	Introduction to Marketing	12	APP3025	Psychological Assessment	12
Year 2, Semester 2			APP3026	Cognitive Psychology	12
36 credit points of Business Specialisation studies			APP3028	Fieldwork	12
12 credit points of Psychology Elective studies			OR		
Year 3, Semester 1			BBB3100	Business Integrated Learning	12
APP2013	Psychology 2A	12	Specialisations		
APP2101	Intercultural and Developmental Issues in Psychology	12	BSPACT	Accounting	
BPD2100	International Business Challenge	12	BSPMRK	Marketing	
12 credit points of Business Specialisation studies			BSPHMR	Human Resource Management	
Year 3, Semester 2			BSPBKF	Banking and Finance	
APP2014	Psychology 2B	12	BSPITD	International Trade	
24 credit points of Business Specialisation studies			BSPSCL	Supply Chain and Logistics Management	
12 credit points of Psychology Elective studies			Bachelor of Psychology (Honours)		
Year 4, Semester 1			Course Code: ABPC		
APS2030	Qualitative Social Research Methods 1	12	Campus: Footscray Park, St Albans.		
APP3035	Research Methods in Psychology	12	About this course: The Bachelor of Psychology (Honours) is a four-year degree in psychology. In the first three years of the program students complete core units in psychology and social research methods, in combination with four related units of study, eg. Interpersonal and Organisational Skills. In the fourth (Honours) year, students complete advanced studies in quantitative and qualitative social research methods, professional practice units (psychological assessment and ethics) and a research thesis. In order to advance to the fourth (Honours) year of the course, students must meet the stringent academic admission criteria that are required for Honours programs in Psychology. Students who have successfully completed the first three years of study but have not met the academic entry requirements for the Honours year will be eligible to apply to graduate with a Bachelor of Psychological Studies degree.		
APP3036	History and Theories in Psychology	12			
12 credit points of Business Specialisation studies					
Year 4, Semester 2					
APS2040	Quantitative Social Research Methods 1	12			
APP3023	Psychological Issues in the Workplace	12			
APP3037	Clinical Aspects of Psychology	12			
12 credit points of Business Specialisation studies					
Psychology Electives:					

Psychological Society; 3. Apply skills in independent research, theoretical analysis and critical evaluation in psychology; 4. Assess and evaluate the nature of psychology as a profession and the ethical and legal responsibilities of individuals practising the profession; 5. Critically apply advanced knowledge in selected areas of psychology and applied psychology; and 6. Demonstrate communication and interpersonal skills when working with others that prepare students, including those students who do not intend to become psychologists, for employment in diverse work contexts.

Careers: Graduates of the Bachelor of Psychology (Honours) are eligible to apply for provisional registration as a psychologist. They may also apply for further training at the Masters and Doctoral level to become fully registered psychologists. Others may pursue research training via Masters or PhD programs. Graduates of the course may also find employment in areas such as welfare, community services and human resources, or may undertake further study to qualify as teachers or social workers.

Course Duration: 4 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Completion of an Australian Diploma or Advanced Diploma (or equivalent). PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma).

COURSE STRUCTURE

To attain the Bachelor of Psychology (Honours) students will be required to complete 384 credit points, consisting of:

- 96 credit points (equivalent to 8 units) of Core First Year studies;
- 192 credit points (equivalent to 16 units) of Core Psychology studies;
- 2 x 24 credit points (equivalent to 2 units) of Core Thesis studies;
- 24 credit points (equivalent to 2 units) of Psychology Elective studies;
- 24 credit points (equivalent to 2 units) of Elective studies.

In order to be eligible to advance to the fourth (Honours) year of the course, students must achieve the stringent academic admission criteria that are required for Honours programs in Psychology. Academic admission standards are based on the average grade across all core second and third year psychology units. Students who have successfully completed the first three years of study but have not met the academic admission requirements for the Honours year will be eligible to apply to graduate with a Bachelor of Psychological Studies.

Core First Year Units

ABA1003 Introduction to Sociology 12

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1015	Organisational Skills 1	12
APP1016	Foundations of Psychological Research	12
ASX1003	Foundations of Social Science Research	12
HHB1104	Introduction to Public Health and Wellness	12
HHH1000	Interpersonal Skills and Communication	12
Year 2, Semester 1		
APP2013	Psychology 2A	12
APP2101	Intercultural and Developmental Issues in Psychology	12
APS2030	Qualitative Social Research Methods 1	12
Plus		
12 credit points (equivalent to one unit) of Elective studies		
Year 2, Semester 2		
APP2014	Psychology 2B	12
APS2040	Quantitative Social Research Methods 1	12
Plus		
12 credit points (equivalent to one unit) of Psychology Elective studies		
12 credit points (equivalent to one unit) of Elective studies		
Year 3, Semester 1		
APP3028	Fieldwork	12
APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12
APS3020	Qualitative Social Research Methods 2	12
Year 3, Semester 2		
APP3037	Clinical Aspects of Psychology	12
APS3021	Quantitative Social Research Methods 2	12
APS3040	Independent Research Project	12
Plus		
12 credit points (equivalent to one unit) of Psychology Elective studies		
Year 4, Semester 1		

APH4012	Research Thesis	24
APH4018	Social Research Methods in Context	12
APH4071	Professional Orientation (Psychological Assessment)	12

Year 4, Semester 2

APH4013	Psychology in Practice	12
APH4015	Extended Research Thesis	24

Plus

Select 12 credit points (equivalent to one unit) from the following:

APA4015	Community Psychology	12
APH4061	Principles and Practice of Cognitive Behaviour	12
APH4050	Current Issues in Psychology A	12

Psychology Electives

- may be available at St Albans and/or Footscray Park campus

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	12
APP3026	Cognitive Psychology	12

Specialisations

ASPIOR	Interpersonal and Organisational Skills	
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Bachelor of Social Work

Course Code:ABSW

Campus:Footscray Nicholson, All units of study in Year 1 are offered at Footscray Park Campus. For Year 2, 3 and 4, Lectures will be delivered at Footscray Park campus in contemporary Lecture Theatres. Workshops, tutorials and other small group interactive activities will be held in specialist facilities at the Footscray Nicholson campus on different days to lectures..

About this course:Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with

individuals, groups and communities to assist them in gaining greater control over resources and decision-making. The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. Upon completion of the course, students will have a strong grounding in the following areas: interpersonal and groupwork, community development, policy analysis, social research and social action. All units of study in Year 1 are offered at Footscray Park Campus. For Year 2, 3 and 4, Lectures will be delivered at Footscray Park campus in contemporary Lecture Theatres. Workshops, tutorials and other small group interactive activities will be held in specialist facilities at the Footscray Nicholson campus on different days to lectures. Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings. The Bachelor of Social Work course is accredited by the Australian Association of Social Workers. Maximum Credit Transfer Policy Bachelor of Social Work students may apply for credit transfer for previous studies. Students who believe they may be eligible for credit transfer, will need to consult with the course coordinator and unit coordinators for the relevant units. In accordance with Victoria University policy, BSW students must complete a minimum of eight units of study in addition to Field Education placements.

Course Objectives:On successful completion of this course, students will be able to:

1. Articulate and contextualise the role and value of social work in the community and prepare for professional social work practice;
2. Analyse and apply knowledge from related disciplines including the humanities and social sciences that informs social work;
3. Investigate how society has developed and is organised;
4. Critically analyse knowledge that enables students to broaden their understanding of themselves and the world;
5. Appraise knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, power relations, development, functions, contradictions, and administrative forms;
6. Critique social work theory and the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge;
7. Appraise the origins, manifestations, dynamics, causes and consequences of social inequality and oppression;
8. Exemplify purposeful and ethical use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning; and
9. Exhibit intellectual inquisitiveness, creative problem-solving skills, reflective practice, and proper use of a range of research methods, including a facility for critical questioning, and a goal of life-long learning.

Careers:The course is aimed at preparing graduates for employment across a range of settings including: local government human services, federal and state government, hospitals and community health centres, and non-government and community-managed human services organisations. Graduating students will be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW). There is an additional English requirement for International students to be eligible for membership of the Australian Association of Social Workers (AASW).

Course Duration: 4 years

Admission Requirements:Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma).

COURSE STRUCTURE

To attain the Bachelor of Social Work, students will be required to complete 384 credit points, consisting of:

- 96 credit points of First Year Core studies;
- 180 credit points of Core studies;
- 2 x 36 credit points of Field Education studies (inclusive of 1,000 hours of Placement);
- 36 credit points of Advanced Professional studies.

First Year Core Units

ABA1003	Introduction to Sociology	12
AEK1105	Aboriginal Traditions and Policy	12
AFX1101	Place, Time, Experience	12
ASA1024	Applied Human Rights	12
ASW1000	Working in Human Services Organisations	12
ASW1001	Introduction to Social Work	12
ASX1003	Foundations of Social Science Research	12
HHH1000	Interpersonal Skills and Communication	12
Year 2		
ASW2102	Social Welfare: History and Current Context	12
ASW2013	Introduction to Social Policy	12
ASW2090	Groupwork Theory and Practice	12
ASW2103	Human Development in Social Context	12
ASW2104	Critical Social Work Theories	12
ASW2202	Social Work Theories	12
ASW3105	Community Development	12
ASW3901	Social Research 2	12
Year 3		

ASW3101	Skills for Social Work Direct Practice	12
ASW3103	Social Work Practice: Legal Context	12
ASW3104	Health and Mental Health: Practice and Policy	12
ASW3108	Professional Practice Seminar	12
ASW3205	Field Education 1	36
ASW3300	Working With Individuals and Families	12
Year 4		
ASW3109	Social Work in Contemporary Contexts	12
ASW3206	Field Education 2	36
ASW4901	Social Policy Analysis: Current Issues	12

Plus

Select three (3) Advanced Professional Units of Study (equivalent to 36 credit points) selected from the recommended list below. At least one must be an ASW unit of study.

Advanced Professional Units of Study

ACW2024	Gender in Public Life	12
ACW3028	Gender, Community and Social Change	12
ASA2025	Transnational Social Movements	12
ASA3023	Theory and Practice of International Development	12
ASC3095	Conflict Resolution in Groups and Communities	12
ASS2028	Contemporary Africa and Social Change	12
ASW3096	Understanding and Responding to Family Violence	12
ASW3097	Social Work and Trauma Informed Care	12
ASW3106	Schools and Student Wellbeing	12

Bachelor of Social Work (Honours)

Course Code: ABSX

Campus: Footscray Nicholson, All units of study in Year 1 are offered at Footscray Park Campus. For Year 2, 3 and 4, Lectures will be delivered at Footscray Park campus in contemporary Lecture Theatres. Workshops, tutorials and other small group interactive activities will be held in specialist facilities at the Footscray Nicholson campus on different days to lectures..

About this course: Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with

individuals, groups and communities to assist them in gaining greater control over resources and decision-making. The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. On completion of the course, students will have a strong grounding in the following areas: interpersonal and groupwork, community development, policy analysis, social research and social action. All units of study in Year 1 are offered at Footscray Park Campus. For Year 2, 3 and 4, Lectures will be delivered at Footscray Park campus in contemporary Lecture Theatres. Workshops, tutorials and other small group interactive activities will be held in specialist facilities at the Footscray Nicholson campus on different days to lectures. Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings. The Bachelor of Social Work (Honours) course is accredited by the Australian Association of Social Workers. Maximum Credit Transfer Policy Students may transfer into ABSX Bachelor of Social Work (Honours) after completing 3 years of ABSW Bachelor of Social Work, if they have achieved a distinction or above in at least 50% of units of study in ABSW Bachelor of Social Work. As for the Bachelor of Social Work, Honours students may apply for credit transfer for previous studies. Students that may be eligible for credit transfer, will need to consult with the course coordinator and unit coordinators for the relevant units, in accordance with Victoria University policy. ABSW Bachelor of Social Work students must complete a minimum of eight units of study in addition to Field Education placements.

Course Objectives: The Bachelor of Social Work with Honours course consists of four years of full time university level study. It aims to prepare students for effective professional practice as social workers in the social and community services sector, and to equip students with advanced knowledge and skills in preparation for further learning in the field of social research. (a) General Objectives The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the BSW course. The objectives of the liberal arts component of the BSW course at Victoria University are:

- to obtain knowledge from the humanities and social sciences that informs social work;
- to gain an understanding of the socioeconomic, political, psychological, and cultural forces that impinge upon people's lives;
- to become aware of how society has developed and is organised; and
- to obtain knowledge that enables students to broaden their understanding of themselves and the world.

(b) Professional Objectives The objectives of the professional component of the BSW programs are:

- to prepare students for professional social work practice;
- to increase students' knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor people, women, people of colour and people with disabilities;
- to expand students' understanding of the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge;

- to introduce students to the origins, manifestations, dynamics, causes and consequences of social inequality and oppression;
- to facilitate students' development of purposeful use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning;
- to enhance students' development, intellectual inquisitiveness, creative problem-solving skills, reflective practices, and proper use of a range of research methods; a facility for critical questioning, and a goal of life-long learning; and
- to strengthen students' understanding of, and commitment to, social work purposes, values, ideals, beliefs, and identity; particularly to understand it from an anti-oppressive framework.

c) Research Objectives

- In addition to the general objectives and professional objectives detailed above, the Bachelor of Social Work with Honours provides students with first level research training;
- Students undertake an Honours seminar in addition to their standard coursework, design, carry out and write a minor thesis about a small piece of research, under the supervision of an academic staff member;
- This training prepares students for advanced roles in the social welfare field as well as preparing them to undertake further academic research at a postgraduate level.

Careers: The course is aimed at preparing graduates for employment across a range of settings including: local government human services, federal and state government, hospitals and community health centres, and non-government and community-managed human services organisations. Graduating students will be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW). In addition graduates will have completed first level research training.

Course Duration: 4 years

Admission Requirements International: Completion of the first three years of ABSW Bachelor of Social Work or equivalent with at least half of the completed Bachelor of Social Work units passed with a distinction average. Students accepted into the course will receive credit for all units already undertaken in their Bachelor of Social Work, normally consisting of a full three years of credit. PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age: Completion of the first three years of ABSW Bachelor of Social Work or equivalent with at least half of the completed Bachelor of Social Work units passed with a distinction average. Students accepted into the course will receive credit for all units already undertaken in their Bachelor of Social Work, normally consisting of a full three years of credit.

COURSE STRUCTURE

To attain the Bachelor of Social Work (Honours) students will be required to complete 384 credit points, consisting of:

- 96 credit points of First Year Core studies;

- 156 credit points of remaining Core Social Work studies;
- 2 x 36 credit points of Field Education studies (inclusive of 1,000 hours of Placement);
- 60 credit points of Research studies.

ASW4901	Social Policy Analysis: Current Issues	12
ASW4902	Social Work Honours Seminar	12
ASW4903	Social Work Honours Thesis	24

First Year Core Units

ABA1003	Introduction to Sociology	12
AEK1105	Aboriginal Traditions and Policy	12
AFX1101	Place, Time, Experience	12
ASA1024	Applied Human Rights	12
ASW1000	Working in Human Services Organisations	12
ASW1001	Introduction to Social Work	12
ASX1003	Foundations of Social Science Research	12
HHH1000	Interpersonal Skills and Communication	12

Year 2

ASW2102	Social Welfare: History and Current Context	12
ASW2013	Introduction to Social Policy	12
ASW2090	Groupwork Theory and Practice	12
ASW2103	Human Development in Social Context	12
ASW2104	Critical Social Work Theories	12
ASW2202	Social Work Theories	12
ASW3105	Community Development	12
ASW3901	Social Research 2	12

Year 3

ASW3101	Skills for Social Work Direct Practice	12
ASW3103	Social Work Practice: Legal Context	12
ASW3104	Health and Mental Health: Practice and Policy	12
ASW3108	Professional Practice Seminar	12
ASW3205	Field Education 1	36
ASW3300	Working With Individuals and Families	12

Year 4

ASW3105	Community Development	12
ASW3206	Field Education 2	36

Graduate Diploma in Counselling

Course Code:AGPD

Campus:Footscray Nicholson, City Flinders.

About this course:The course is a two-year part-time qualification that is designed to provide a professional foundation in counselling theory and practice. The course is therefore appropriate for both individuals working within professional contexts that require the application of counselling skills or those wishing to move towards employment in these human service fields. Course participants have included social workers, nurses, teachers, community workers and students with an undergraduate psychology specialisation. The course provides students with the opportunity to develop their theoretical understanding of counselling, to practise skills acquired in the field placement and to integrate theory and practice of counselling. Afternoon and evening classes are usually available. The practicum units require daytime placement in a community or counselling agency. Please note: this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of this course is currently being considered. The course is monitored to satisfy the requirements of these organisations as the accreditation requirements develop.

Course Objectives:On successful completion of this course, students will be able to:

1. Critically review a range of theoretical orientations in counselling;
2. Exhibit practical skills in the application of a range of counselling paradigms;
3. Analyse the impact of social structures upon the counsellor/client relationship and the community to which the client belongs;
4. Inquire into aspects of cultural difference relevant to counselling practice;
5. Appraise ethical issues relevant to professional practice;
6. Investigate the interface of counselling theory and practice;
7. Develop and implement the skills acquired during field placement within a community organisation.

Careers:Upon completion of this course, students will have gained knowledge and experience in counselling and be qualified to work as counsellors and in counselling based roles. Furthermore, career outcomes include opportunities to obtain counselling and welfare positions within the human service field - community or government-based, or in educational settings.

Course Duration: 2 years

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience in the field of counselling, without a Bachelor Degree, may qualify for admission into this course.

Selection Processes: OtherAn interview may be required for applicants to this course.

COURSE STRUCTURE

To attain the Graduate Diploma in Counselling students will be required to complete 96 credit points in total consisting of: GENERAL STREAM

- 72 credit points of Core Counselling studies
- 24 credit points of Elective studies

CHILD AND ADOLESCENT STREAM

- 84 credit points of Core Counselling studies
- 12 credit points of Elective studies

Where students are eligible for exemption from APT5035 Theories and Techniques of Counselling, they will be required to complete an extra elective unit.

GENERAL STREAM

Year 1

APT5025	Individual Awareness	12
APT5035	Theories and Techniques of Counselling	12
APT5060	Applied Techniques of Counselling	12

Plus

12 credit points (equivalent to 1 unit) of Elective studies from the list below

Year 2

APT5070	Social and Ethical Issues in Counselling	12
APT6001	Practicum 1	12
APT6002	Practicum 2	12

Plus

12 credit points (equivalent to 1 unit) of Elective studies from the list below

Electives:

APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5010	Applied Techniques of Grief Counselling	12
APT5062	Child & Adolescent: Applied Techniques in Counselling	12

CHILD AND ADOLESCENT STREAM

Year 1

APT5025	Individual Awareness	12
APT5037	Child and Adolescent: Theories and Techniques of Counselling	12
APT5062	Child & Adolescent: Applied Techniques in Counselling	12

Plus

12 credit points (equivalent to 1 unit) of Elective studies from the list below

Year 2

APT5070	Social and Ethical Issues in Counselling	12
APT6001	Practicum 1	12
APT6002	Practicum 2	12

Plus

12 credit points (equivalent to 1 unit) of Elective studies from the list below

Electives:

APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5010	Applied Techniques of Grief Counselling	12

Bachelor of Psychological Studies (Honours)

Course Code:AHPA

Campus:Footscray Park.

About this course:The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.

Course Objectives:On successful completion of this course, students will be able to:

1. Utilise advanced cognitive, research, and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
2. Satisfy the educational requirements for associate membership of the Australian Psychological Society;
3. Apply skills in independent research, theoretical analysis and critical evaluation in psychology;
4. Critically apply advanced knowledge in selected areas of psychology and applied psychology;
5. Assess and evaluate the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

Careers:Students who complete one of the APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements International:The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC) IELTS minimum 6.5 (no band less than 6.0) or equivalent

Admission Requirements Mature Age:The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Note that all applications are ranked according to academic merit, therefore the cut-off score for receiving an offer differs from year to year and may be substantially higher than the minimum requirement of 70%. Students who have

completed their APAC accredited major in psychology at another university or similar institution are also eligible to apply for this course.

COURSE STRUCTURE

To attain the Bachelor of Psychological Studies (Honours) students will be required to complete 96 credit points, consisting of:

- 36 credit points (equivalent to 2 units) of Core studies;
- 2 x 24 credit points (equivalent to 2 units) of Core Thesis studies;
- 12 credit points (equivalent to 1 unit) of Psychology elective studies.

Year 1, Semester 1

APH4012	Research Thesis	24
APH4013	Psychology in Practice	12
APH4018	Social Research Methods in Context	12

Year 1, Semester 2

APH4015	Extended Research Thesis	24
APH4071	Professional Orientation (Psychological Assessment)	12

Psychology Electives:

Select 12 credit points (equivalent to one unit) from the following:

APA4015	Community Psychology	12
APH4050	Current Issues in Psychology A	12
APH4061	Principles and Practice of Cognitive Behaviour	12

Master of Applied Psychology (Community Psychology)

Course Code:AMAC

Campus:Footscray Nicholson.

About this course:The Victoria University Master of Applied Psychology (Community Psychology) program is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. The program consists of theoretical coursework, skill based practice coursework, practicum placements and an applied community psychology focused research project. Graduating students will have completed 1000 hours of supervised practical placement experience. (Placement requirements are outlined in a separate Practicum Manual). **PROFESSIONAL RECOGNITION:** The Masters Course is accredited by the Australian Psychological Society (APS) and by the APS College of Community Psychologists as an approved fifth and sixth year in Psychology.

Course Objectives:On successful completion of this course, students will be able to:
1. Interrogate and interpret social and psychological problems and interventions from multiple stakeholder standpoints and community psychological perspectives;
2. Critically analyse and adapt skills and strategies in social and psychological problem intervention to multiple levels of analysis (from the individual level, the group level,

and to broader community contexts) and to different bodies of knowledge or professional practice;
3. Exemplify and advocate sensitivity to the cultural, experiential, political and structural forces that impact social and psychological problems;
4. Critically apply intervention skills to a variety of contexts, including: program and policy design, implementation and evaluation; organisation and facilitation of groups and alliances; counselling and advocacy for individuals and groups and, the promotion and strengthening of social networks;
5. Assess and critically apply appropriate research methodologies and independent research skills to identify and analyse complex problems from a range of community and applied settings;
6. Conduct and report on research in groups and/or individually, that contributes to the professional evidence base of community psychology;
7. Exhibit advanced interpersonal and communication skills to debate and elucidate complex ideas and to engage with diverse individuals and multiple stakeholders;
8. Critically review ethical and professional conduct issues faced by practising psychologists and exhibit high standards of social and ethical responsibility;
9. Evaluate the interconnections between theory, research and professional practice from a diverse range of community psychological perspectives.

Careers:Specialist professional psychologist in the area of Community Psychology. Career outcomes include employment in a range of settings such as community mental health; organisational, NGOs, policy development, research and evaluation, community organising, advocacy and program development. applied social, environmental health psychology; community psychology and related areas. Upon completion, graduates can apply for General Registration through Psychology Board of Australia, and an Area of Practice Endorsement through Psychology Board of Australia, and apply for membership of Australian Psychological Society (APS) College of Community Psychologists.

Course Duration: 2 years

Admission Requirements: Domestic applicants with an Honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; OR A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. Applicants would need to have their relevant studies formally assessed by Australian Psychological Accreditation Council (APAC) for equivalency.

Admission Requirements Mature Age: Applicants must have either: (i) An honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent.

Selection Processes: Other Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection. In accordance with the accreditation requirements and the Department of Justice,

students will be required to obtain a Working with Children Check prior to being placed in a work placement setting.

COURSE STRUCTURE

To attain the Master of Applied Psychology (Community Psychology) students will be required to complete 192 credit points (equivalent to 16 units), consisting of:

- 180 credit points (equivalent to 15 units) of Core studies, and;
- 12 credit points (equivalent to 1 unit) of Elective studies.

Core Units

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APC7901	Thesis 1	12
APC7902	Thesis 2	12
APM6010	Foundations of Community Psychology	12
APM6011	Qualitative Research Methods	12
APM6012	Quantitative Research Methods	12
APM6013	Psychology of Community Health	12
APM6014	Practicum 1	12
APM7003	Community Psychology Interventions	12
APM7004	Intercultural Approaches to Community Psychology	12
APM7005	Practicum 2	12
APM7006	Psychology Practice	12
APM7007	Practicum 3	12

Plus

12 credit points (equivalent to 1 unit) of Elective studies from the list below

Electives

APC6088	Psychopathology and Diagnosis	12
APT5005	Domestic Violence and Sexual Assault	12
APT5025	Individual Awareness	12
APT5035	Theories and Techniques of Counselling	12
APT5037	Child and Adolescent: Theories and Techniques of Counselling	12

Master of Applied Psychology (Clinical Psychology)

Course Code:AMAL

Campus:Footscray Nicholson.

About this course:The Victoria University Master of Psychology course represents an APAC-accredited pathway to practice as a fully registered professional psychologist. It provides, to appropriately qualified applicants, postgraduate training in the area of Clinical Psychology. As well as advanced theory and practical classes, and a minor Masters research thesis, students also undertake selected fieldwork placements, under the direct supervision of experienced psychologists with appropriate endorsement from the Psychology Board of Australia. The course adopts a lifespan framework, and trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on both psychodynamic and cognitive-behavioural perspectives. The approach embraces a scientist-practitioner perspective and providing evidence-based interventions for enabling well-being and human flourishing.

Course Objectives:On successful completion of this course, students will be able to:

1. Appraise the contribution, demands and responsibilities of the role registered psychologists play in the delivery of comprehensive multidisciplinary health care systems;
2. Critically analyse psychological problems from different perspectives and levels, including individual, dyad, and family systems;
3. Formulate evidence-based, appropriately complex, and effective intervention plans for clients with psychological difficulties;
4. Critically review the professional literature to identify and apply best practice guidelines for intervention;
5. Plan, conduct, and prepare a written report on, an applied psychology research project;
6. Critically evaluate core ethical and professional conduct issues that practising psychologists are likely to encounter;
7. Evaluate psychology intervention programs and critically assess their effectiveness; and
8. Apply for general registration through the Psychology Board of Australia, having integrated theory, research and professional practice from a diverse range of clinical psychology perspectives.

Careers:Psychology Board of Australia endorsement to practice as a professional psychologist and, with further supervision in the area of Clinical Psychology, with eligibility for a Medicare provider number.

Course Duration:2 years

Admission Requirements:Domestic applicants with an Honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent

Admission Requirements Mature Age:Mature age applicants with significant professional experience, and who meet all other admission requirements, may qualify for admission into this course.

Selection Processes: OtherApplicants will be interviewed to assess suitability for the course. Relevant professional experience and referee reports will be a substantial factor in selection. In accordance with the accreditation requirements and the Department of Justice, students will be required to obtain a Working with Children Check prior to being placed in a work placement setting.

COURSE STRUCTURE

To attain the Master of Applied Psychology (Clinical Psychology) students will be required to complete 192 credit points (equivalent to 16 units), consisting of:

- 192 credit points (equivalent to 16 units) of Core studies.

Core Units

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APC6088	Psychopathology and Diagnosis	12
APC6089	Research Methods	12
APC6090	Personality and Mental Health Assessment	12
APC6091	Interventions 1- Introduction to CBT	12
APC6092	Interventions 2- Introduction to Psychodynamic Psychotherapy	12
APC7003	Interventions 3- Advanced CBT Applications	12
APC7004	Interventions 4- Advanced Psychodynamic Psychotherapy	12
APC7005	Clinical Placement 1	12
APC7006	Health Psychology	12
APC7007	Psychopharmacology and Reflective Practice	12
APC7008	Clinical Placement 2	12
APC7901	Thesis 1	12
APC7902	Thesis 2	12

Master of Counselling

Course Code:AMPE

Campus:Footscray Nicholson, City Flinders.

About this course:The Master of Counselling provides an opportunity for professionals to extend their expertise in counselling theory and practice. It provides students with advanced knowledge and techniques in the design of research in the counselling field. Students learn to analyse and evaluate sociopolitical frameworks from which to view issues, and further develop their application of counselling models and strategies available when working in practice settings and with diverse client groups. The course will enhance students' work in the field so that they can present evidence-based interventions for working with populations that are diverse in gender, ethnicity, class, occupation, and age. This is not an APS accredited psychology course.

Course Objectives:On successful completion of this course, students will be able to:
1. Critically review the theoretical knowledge of counselling theory and its application;
2. Exhibit an awareness of psychological theory relevant to their workplace and interests;
3. Appraise and articulate of the range of counselling interventions and psychological therapies offered by helping professions;
4. Develop a proposal using appropriate research methods deploying critical reading within the counselling literature; and
5. Further develop an applied knowledge of professional practice.

Careers:Graduates typically work in a range of counselling based/human services roles. These include school counselling, community mental health, palliative care and counselling private practice.

Course Duration:2 years

Admission Requirements:Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International:Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age:Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

Selection Processes: Other Applicants must be able to provide academic and professional references and may be required to attend a selection interview and provide samples of their work.

COURSE STRUCTURE

To attain the Master of Counselling students will be required to complete 192 credit points in total consisting of the following:

- 132 credit points of Core studies; and
- 12 credit points of Elective studies; plus

Full-time Option 48 credit points of Research studies OR Part-time Option 48 credit points of Research studies.

Year 1

APT5025	Individual Awareness	12
APT5035	Theories and Techniques of Counselling	12
APT5037	Child and Adolescent: Theories and Techniques of Counselling	12
APT5060	Applied Techniques of Counselling	12
APT5062	Child & Adolescent: Applied Techniques in Counselling	12
APT5070	Social and Ethical Issues in Counselling	12
APT6006	Research Methods in Counselling	12

Plus

12 credit points (equivalent to 1 unit) of the following Elective list below

Electives:

APH4061	Principles and Practice of Cognitive Behaviour	12
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APT5005	Domestic Violence and Sexual Assault	12
APT5010	Applied Techniques of Grief Counselling	12
Year 2		
APT6000	Advanced Counselling Interventions	12
APT6005	Counselling for Addictions	12
APT6010	Practicum 3	12
APT6011	Practicum 4	12
APT6012	Minor Thesis (Full-time)	48
OR		
APT6013	Minor Thesis (Part A)	24
APT6014	Minor Thesis (Part B)	24

Bachelor of Biomedicine

Course Code:HBBM

Campus:Footscray Park, St Albans.

About this course:The HBBM Bachelor of Biomedicine degree will prepare student's eligibility for entry into postgraduate medical courses following completion of the degree. As such, it will cover necessary physiology, anatomy and biochemistry pre-requisites, as well as up to date information on local and global disease and current therapeutic approaches. Students will also gain a solid foundation in designing and critically analyzing research methodologies and findings, with a particular emphasis on prevention and exercise interventions in medicine. Opportunity to undertake a research project will provide a platform to undertake a research degree. The application of the fundamentals of medical techniques to a range of practical scenarios including workplaces and community settings will offer students a blend of theoretical and experiential learning.

Course Objectives:On successful completion of this course, students will be able to:

1. Demonstrate a broad knowledge of biomedicine, including physiology, anatomy, biochemistry, pathophysiology, genetics and biostatistics.
2. Critically apply biomedicine theoretical knowledge to practical situations in simulated learning environments, using current therapeutic approaches and exercise regimes for the treatment of chronic diseases.
3. Evaluate current advances in medical interventions/therapeutics to investigate and propose solutions to global contemporary, emerging and future-oriented issues in biomedicine.
4. Select and review research literature, critically analyse data and conceptually map the principles of scientific research and experimental design.
5. Apply ethical and safe practice in all aspects of research and laboratory based work.
6. Communicate information in oral and written forms to a range of associates including supervisors, peers, research teams; community and industry partners.
7. Reflect on their own learning and career goals and the development of strategies for achieving them.

Careers:Students that complete the Bachelor of Biomedicine are eligible to apply for a variety of post-graduate programs, specifically medicine or other medical-related courses, Honours or research Masters. Graduates could also enter the workforce as researchers in a variety of fields including medical, exercise and nutrition sciences, and in medical and diagnostic application services.

Course Duration:3 years

Admission Requirements:Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4 - a study score of at least 30 in English (EAL) or at least 25 in any other English; and a study score of at least 25 in two of Biology, Chemistry, and any Physics or Mathematics.

Admission Requirements International:Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Biology, Chemistry, Physics or Mathematics OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 7 with no band less than 6.5

Admission Requirements Mature Age:Applicants with relevant work, education and/or community experience may be considered for admission to the course.

COURSE STRUCTURE

To attain the Bachelor of Biomedicine students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core units
- 144 credit points of Core studies
- 48 credit points of Minor studies from the list below.

First Year Core Units

HBM1101	Gene and Evolutionary Biology	12
HHH1001	Mathematics and Statistics for Biomedicine	12
RBM1100	Functional Anatomy of the Trunk	12
RBM1200	Functional Anatomy of the Limbs	12
RBM1518	Human Physiology 1	12
RBM1528	Human Physiology 2	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Year 2

Semester 1:

RBM2133	Cell and Molecular Biology	12
RBM2530	Pathophysiology 1	12
RBM2560	Medical Biochemistry	12

12 credit points (equivalent to one unit) from the selected Minor

Semester 2:

RBM2200	Functional Anatomy of the Head and Back	12
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RB M2540	Pathophysiology 2	12
RB M2800	Cardiorespiratory and Renal Physiology	12
12 credit points (equivalent to one unit) from the selected Minor		
Year 3		
Semester 1:		
HBM3102	Medical Imaging	12
HBM3104	Exercise Is Medicine	12
HBM3200	Bioinformatics Methods	12
12 credit points (equivalent to one unit) from the selected Minor		
Semester 2:		
HBM3106	Reproductive and Developmental Biology	12
HBM3205	Clinical Genetics and Cellular Basis of Disease	12
RB M3640	Advanced Neurosciences	12
12 credit points (equivalent to one unit) from the selected Minor		
Minors		
HMIHNU	Health and Nutrition	
HMIIPH	Integrative Physiology	
HMIIMM	Immunopharmacology	
AMITEM	The Entrepreneurial Mindset	

Bachelor of Biomedical Science

Course Code: HBBS

Campus: St Albans.

About this course: The Bachelor of Biomedical Science is a relevant and topical program that provides an innovative and comprehensive course where students obtain a strong foundation in the medical sciences, and practical experimentation through advanced laboratory skills. The course comprises core areas of study in a broad range of topics including Physiology, Anatomy, Biochemistry, Cell Biology, Medical Microbiology, Immunology, Molecular Biology and Human Genetics. The course provides in-depth understanding of how the body works from the molecular level through to physiological functions. Students gain a combination of theoretical and practical scientific skills through activities ranging from online interactive learning through to hands-on experiments. Students will expand and apply their knowledge of human biomedical science, to the causes, diagnosis and treatment of disease at molecular, cellular and system levels. The course ensures students have the skills and capabilities required for a diverse range of careers in biomedical science and post graduate study. The new curriculum offers a quality syllabus that emphasizes critical thinking and active learning via an inquiry team based learning a strategy producing skilled, knowledgeable and lifelong learners.

Course Objectives: On successful completion of this course, students will be able to:

1. Critically review biological determinants of health, well-being and disease and explain how they manifest in both local and global contexts;
2. Critically analyse and interrogate primary literature in biomedical science and map the principles of scientific research and experimental design including the use of statistical methods relevant to biomedical science;
3. Apply and adapt a broad and coherent knowledge base in physiology, anatomy, molecular cell biology and applied research to analyse complex problems in health and disease;
4. Evaluate current advances in medical interventions/therapeutics to investigate and propose solutions to contemporary, emerging and future-oriented issues in Biomedical Science;
5. Critically apply biomedical science based theoretical knowledge to practical situations in state of the art laboratory learning environments, and industry settings;
6. Conceptually map key ethical and professional components within the domain of Biomedical Science;
7. Effectively and analytically communicate complex ideas in Biomedical science in both written and oral formats to both professional and lay audiences including supervisors, peers, research teams, community and industry partners.

Careers: As a graduate of VU's Bachelor of Biomedical Science, students could enter a vast range of health-related industries including medical research, genetic engineering, the pharmaceutical industry, pharmaceutical/medical sales and laboratory technology. Students may be employed in technical and scientific positions on research projects funded by the National Health and Medical Research Council and other agencies in government and private sector laboratories in universities, hospitals and pharmaceutical companies. Students can advance to honours or postgraduate studies, either in more specialised areas of biomedical science (which will enhance their professional development as a scientist), or in other disciplines (which will complement the students scientific training and broaden their career opportunities). Other areas include administration or education that requires biomedical science knowledge. Alternatively, a biomedical science degree is a prerequisite for postgraduate medicine (subject to meeting pre-requisites) and a pathway entry into other allied health courses, such as, physiotherapy, dentistry, osteopathy or radiology.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4 - a study score of at least 25 in English (EAL) or 20 in any other English and one of Biology, Chemistry, Health & Human Development, any Mathematics or Physical Education.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Biology, Chemistry, Physics or Mathematics OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered for admission to the course.

COURSE STRUCTURE

To attain the Bachelor of Biomedical Science students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core studies;

- 96 credit points of Major studies (from the list below):

Plus One (1) of the following: Option A:

- 96 credit points of second Major studies;

OR Option B:

- 96 credit points of Minor studies (Two Minor sets in total, from the list below):

Please Note: Students that select Option A must choose 12 credit points in place of HBM3202 Applied Biomedical Science, as this unit is covered in the first Major study. Students are able to select a unit from within any of the Minors offered in this course, in consultation with the Course Coordinator and according to unit pre-requisites.

First Year Core Units

HBM1002	Biological Systems	12
HHH1001	Mathematics and Statistics for Biomedicine	12
RBM1100	Functional Anatomy of the Trunk	12
RBM1200	Functional Anatomy of the Limbs	12
RBM1518	Human Physiology 1	12
RBM1528	Human Physiology 2	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Majors

HMAHPH	Human Physiology
HMAMCB	Molecular Cell Biology

Minors

HMHPH	Anatomy & Integrated Physiology
HMMCB	Molecular Cell Biology
HMIAPP	Applied Research

Bachelor of Dermal Sciences

Course Code: HBDS

Campus: Online, City Queen.

About this course: The overall goal of HBDS - Bachelor of Dermal Sciences is to produce Dermal Sciences graduates who can provide competent, efficient and compassionate clinical care in the Dermal profession. Clinical Placements: Students will be trained in a wide variety of dermal treatments using some of the most advanced, evidenced based technologies. Students will practice these under

supervision within the Victoria University Health Clinics. Students will also be given external placement opportunities.

Course Objectives: On successful completion of this course, students will be able to:

1. Identify, evaluate and manage the physical, psychological and social needs of clients and members of the community undergoing dermal assessment and treatment, and apply problem solving skills when planning and implementing out-of-clinic care;
2. Perform dermal skills and techniques within dermal protocols and exhibit knowledge of dermal science necessary for safe, efficient and effective practice within dermal clinic environments;
3. Interpret the dermal needs of clients and members of the community within a holistic framework and apply an integrated holistic approach in dermal practice;
4. Manage themselves effectively and safely as an independent practitioner and as a member of a health care team in a dermal environment;
5. Predict and respond effectively to relevant issues relating to socially and culturally diverse communities when providing dermal services;
6. Critically review current research and developments in dermal practice and evaluate their implications for dermal therapists and the profession.

Careers: Graduates of the Bachelor of Dermal Sciences will obtain knowledge and skills that will allow them to work comfortably in a wide range of health care settings. Career paths include:

- Working in plastic, cosmetic and dermatology medical practices;
- Working in dermal therapies clinics; performing aesthetic medical treatments, such as laser, on clients;
- Work together with Plastic and Cosmetic Surgeons as well as other healthcare and allied health professionals to enhance aesthetic outcomes in areas like cosmetic, plastic and re-constructive surgery;
- Work in the vocational education sector as beauty educators;
- Conducting training for medical aesthetic companies.

Course Duration: 4 years

Admission Requirements: Year One (1) Entry Only: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Year One (1) Entry: IELTS (or equivalent): Overall score of 6 with no band less than 6.0 Year Two (2) Entry: Successful completion of a cognate (similar discipline) Australian Diploma of Beauty Therapy (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Year One (1) Entry: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Year Two (2) Entry: Successful completion of a cognate (similar discipline) Australian Diploma of Beauty Therapy (or equivalent) will be granted advanced standing of a maximum 96 credit points. Applicants with other qualifications such as Cert IV in Beauty Services or Diploma of Nursing will also be considered and entry points will be mapped accordingly.

Selection Processes: Other Policy requirement: All students must comply with the Clinical Practicum Policies (see www.vu.edu.au/mclpolicy). All students enrolled in clinical units must provide mandatory documentation to the College's Clinical

Learning Office prior to the commencement of semester 1 each year, this includes: Police check: Students must complete a National Police Records check prior to undertaking clinical practice & placements. Working with Children Check: Students must complete a working with children check prior to undertaking clinical practice & placements. Health Status: Students must be prepared to declare their health and immunisation status prior to undertaking clinical practice & placements.

COURSE STRUCTURE

To attain the Bachelor of Dermal Sciences, students will be required to complete 384 credit points consisting of:

- 96 credit points of First Year Core College and Core Professional Dermal Science studies;
- 288 credit points of Core Professional Dermal Science studies.

In fourth (4) Year of second semester, students will have the option of completing either of the following units:

- HBD4204 Group Research and Independent Project 2 (Capstone unit);
- HIP4001 Interprofessional Practice.

First Year Core units

HBS1101	Patient, Practitioner and Health System 1	12
HBS1102	Evidence for Practice 1	12
HPC1000	Introduction to Human Nutrition and Food	12
RBM1174	Human Physiology	12
HBD1201	Introduction to Dermal Sciences	12
HBD1202	Communication and Dermal Services	12
HBD1203	Facial and Body Treatments	12
HBD1204	Electrology	12
Year 2		
Semester 1:		
HBD2101	Dermal Studies and Philosophy	12
HBD2102	Dermal Sciences 1	12
HBD2103	Occupational Health and Safety in Dermal Practice	12
HBD2104	Cognition in the Dermal Workplace	12
Semester 2:		
HBD2201	Dermal Research Methods	12
HBD2202	Dermal Sciences 2	12
HBD2203	Laser Principles and Safety	12

HBD2204	Legal and Ethical Dermal Practice	12
Year 3		
Semester 1:		
HBD3101	Hair Reduction Procedures	12
HBD3102	Clinical Skin Analysis	12
HBD3103	Chemistry for Dermal Sciences	12
HBD3104	Dermal Sciences 3	12
Semester 2:		
HBD3201	Applied Electrotherapy	12
HBD3202	Wound Biology and Management	12
HBD3203	Lymphatic Biology and Management	12
HBD3204	Dermal Sciences 4	12

Year 4

Semester 1:		
HBD4101	Resurfacing Science: Theory and Practice	12
HBD4102	Advanced Laser 1	12
HBD4103	Clinical Dermal Practicum 1	12
HBD4104	Independent Project and Group Research 1	12
(HBD4104 is a Capstone Unit)		
Semester 2:		
HBD4201	Plastics: Aesthetics and Reconstructive Procedures	12
HBD4202	Advanced Laser 2	12
HBD4203	Clinical Dermal Practicum 2	12
HBD4204	Independent Project and Group Research 2	12
(HBD4204 is a Capstone Unit)		
OR:		
HIP4001	Interprofessional Practice	12

Bachelor of Biomedical and Exercise Science

Course Code: HBES

Campus: Footscray Park, St Albans.

About this course: Be part of a growing demand for graduates with training in the field of exercise and biomedical sciences. Victoria University's Bachelor of Biomedical and Exercise Science is a dual disciplinary degree. It integrates biomedical science and exercise science into a compelling new area of study covering the fundamentals

of anatomy and physiology, pathophysiology, biochemistry, biomechanics, kinesiology and psychology in the environment of physical activity, sport, and health research. You will learn to apply theoretical knowledge and analytical techniques to a range of practical and clinical scenarios including Learning in the Workplace and Community projects in industry and community settings. You will also gain experience and develop a solid foundation in designing research methodologies, and performing analytical research by participating in interdisciplinary research as a team member. Victoria University is equipped with new medical research facilities at Sunshine Hospital, and exercise and sport science facilities at the Footscray Park campus. The course is closely linked with:

- The University's Institute of Sports, Exercise and Active Living (ISEAL)
- Western Centre of Health, Research and Education (WCHRE) and
- The Australian Institute of Musculoskeletal Science (AIMSS).

This course provides a framework for the acquisition of further specialist knowledge and skills, enabling graduates to successfully enter professional settings within the health sector, including industry and research or pursue post-graduate studies in allied health courses.

Course Objectives: On successful completion of this course, students will be able to:

1. Apply a broad and coherent knowledge of the fundamentals of anatomy, physiology, kinesiology, biomechanics, psychology to investigate health and disease, nutrition and exercise science; 2. Apply theoretical knowledge to practical situations in laboratory simulated learning environments, and community and industry settings, independently and as part of a research team; 3. Critically review the principles of scientific research, experiment design and project design and consider social, cultural, and environmental issues; 4. Critically analyse and synthesise biomedical and exercise science literature and data; 5. Elucidate written and oral knowledge to a range of associates including supervisors, peers, research teams; community and industry partners; 6. Reflect on own learning and career goals and the development of strategies for achieving them.

Careers: The Bachelor of Biomedical and Exercise Science course provides a platform for a pathway to pursue further specialist knowledge and skills, enabling graduates to successfully enter professional settings within the medical, public health and sporting sectors, including government, industry and research sectors, or pursue post-graduate studies in allied health courses.

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4 - a study score of at least 25 in English (EAL) or at least 20 in any other English; and a study score of at least 20 in two of Biology, Chemistry, Health And Human Development, any Mathematics or Physical Education.

Admission Requirements International: Completion of an Australian Diploma or Advanced Diploma (or equivalent). PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered for admission to the course.

Admission Requirements VET: Completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

COURSE STRUCTURE

To attain the Bachelor of Biomedical and Exercise Science students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core studies;
- 192 credit points of remaining Core studies.

First Year Core Units

AHE1202	Biomechanics	12
RBM1100	Functional Anatomy of the Trunk	12
RBM1200	Functional Anatomy of the Limbs	12
RBM1518	Human Physiology 1	12
RBM1528	Human Physiology 2	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12
SCL1003	Exercise and Sport Psychology	12

Year 2

Semester 1:

AHE2006	Exercise Interventions for Healthy Populations	12
HBM2103	Digestion, Nutrition and Metabolism	12
RBM2530	Pathophysiology 1	12
RBM2560	Medical Biochemistry	12

Semester 2:

AHE2102	Sports Biomechanics	12
AHE2127	Motor Learning	12
RBM2540	Pathophysiology 2	12
RBM2800	Cardiorespiratory and Renal Physiology	12

Year 3

Semester 1:

AHE3100	Advanced Exercise Physiology	12
HBM3104	Exercise Is Medicine	12
RBM2100	Rehabilitation Anatomy	12

RBM3264	Advanced Nerve and Muscle Physiology	12
Semester 2:		
AHE3126	Motor Control	12
HBM2104	Research Methods	12
HBM3105	Research Project	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12

Bachelor of Health Science

Course Code: HBHL

Campus: St Albans.

About this course: Graduates of the Bachelor of Health Science could expect to find employment in a number of public health and health science fields at local, national and international level. This include working in the areas of health promotion; health and education, health administration; international health; research and various international community development programs; Graduates also have the opportunity to continue on with Masters of Public Health or to pursue postgraduate level studies in medical or allied health fields.

Course Objectives: On successful completion of this course, students will be able to:

1. Critically review selected social, biological, economic, political and environmental determinants of health, well-being and disease and explain how they manifest in both local and global contexts;
2. Evaluate and justify the use of best-evidence based methods and technologies to investigate and propose solutions to contemporary, emerging and future-oriented issues in public health;
3. Apply a broad and coherent knowledge base and skills in the health sciences to analyse predictable, unpredictable and sometimes complex problems which reflect the multi-faceted nature of health, well-being and disease;
4. Conceptually map key ethical, legal and professional components within the domain of health.

Careers: Graduates of the Bachelor of Health Science could be expected to find employment in a number of public health and health science fields such as: Health Promotion: which involves evaluating the public's health needs and working to design, implement and evaluate programs. Programs could be designed from a community level through to the global level, and are conducted by organisations such as Government, NGO's, divisions of General Practice and Industry. Public Health Educator: specifically this role is to design and implement effective Health Education programs and strategies for organisations such as government departments, consumer advocacy organisations, Health Foundations (Heart, Cancer) and may work in the following settings, schools, community centres, workplaces. Public Health Administration: the focus of this area is usually on policy development and / or administration of Health programs. International Health: working with Non-Governmental Organisations (NGO) in disease prevention and control in emerging nations. Epidemiology: involves recording the incident of disease and examining patterns of diseases to develop effective interventions. Public Health Research Programs: within Universities, Hospitals, Health Foundations, Government. As graduates have a breadth of skills they could also be employed in roles such Volunteer Coordinator, or marketing for voluntary health organisations, representatives for pharmaceutical industries, and within consulting firms. Graduates also have the opportunity to continue on with HMPG Masters of Public Health (Global

Nutrition and Active Living), or to pursue postgraduate level studies in medical or allied health fields.

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Biology, Chemistry, Physics or Mathematics OR Completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

Selection Processes: Other Students may be required to undergo a Victoria Police Check, Working with Children check, a medical check and a physical capacity test dependent upon units chosen.

COURSE STRUCTURE

To successfully attain the Bachelor of Health Science, students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 96 credit points (equivalent to 8 units) of First Year Core studies;
- 96 credit points (equivalent to 8 units) of Public Health Major studies;

Plus One of the following: Option A:

- 96 credit points (equivalent to 8 units) of Indigenous Health Major studies;

Option B:

- 96 credit points (equivalent to 8 units) of Minor studies (Two Minor sets in total from the list below).

Students that complete the first year of College Core studies can elect to graduate with the following (Option A) double Major:

- Majors in Public Health and Indigenous Health.

Students that complete the first year of College Core studies and a single Major in Public Health, can elect to graduate with (Option B) two minors to complement their Major, as follows:

- Indigenous Health (HMIND);
- Health (Sport Science Minor) (SMIHEA);
- Health and Nutrition (HMIHNU), and;

- Bioscience (HMBIO).

First Year Core Units

AEK1203	Indigenous Health and Wellbeing	12
HHB1104	Introduction to Public Health and Wellness	12
HHB1105	Evidence and Health 1	12
HHB1106	Professional Pathways in Health Sciences	12
HHB1204	Australian Health and Social Care Systems and Policy	12
HPC1000	Introduction to Human Nutrition and Food	12
RBM1103	Bioscience 1: Body Structure & Function	12
RBM1202	Bioscience 2: Body Structure & Function	12

Majors

HMAPBH	Public Health
HMAIND	Indigenous Health

Minors

SMH EA	Health (Sport Science Minor)
HMHNU	Health and Nutrition
HMIN D	Indigenous Health
HMBIO	Bioscience

Bachelor of Midwifery/Bachelor of Nursing

Course Code: HBMA

Campus: St Albans.

About this course: The Bachelor of Midwifery/Bachelor of Nursing is a four (4) year full-time double undergraduate degree in which students will be eligible to apply as Registered Midwives and Registered Nurses with the Nursing and Midwifery Board of Australia. Our course has a woman-centred approach in the Bachelor of Midwifery. In the Bachelor of Nursing there is a balanced wellness and illness-based approach to person-centred care quality care across the lifespan. Students undertake a varied, yet extensive program which will give them competency and confidence to work as a midwife and nurse. Graduates will enter the professional fields with a sound understanding of the expectations and responsibilities of maternity and nursing care. The Bachelor of Midwifery/Bachelor of Midwifery is based around some key learning criteria within the units of study:

- up-to-date and evidence-informed;
- awareness and understanding of cultural safety and sensitivity with women and patients;
- woman-centred and person-centred quality care;
- development of professional relationships and workplace integration.

Audience:

- School leavers with basic knowledge and interest in maternity and nursing care, and;
- Non-Year 12 (mature age) entrants.

Course Objectives: On successful completion of this course, students will be able to:

1. Utilise comprehensive health assessment of the client, including consideration of the physical, psychological, sociological, spiritual and cultural factors.
2. Advocate for principles of culturally sensitive woman-centred and person-centred care across the lifespan.
3. Adopt a wellness and preventative health approach to woman-centred and person-centred care using principles of health promotion.
4. Synthesise bioscience and pharmacology knowledge and apply this to midwifery and nursing practice.
5. Interrogate evidence relating to midwifery and nursing philosophy and practice to inform planning, implementation and evaluation of care.
6. Exhibit behaviours of the legal, professional, and ethical expected standards for midwifery and nursing practice.
7. Utilise effective and therapeutic communication skills in the healthcare context.
8. Reflect on their identity as a developing health professional and articulate their plan for lifelong learning.

Careers: Graduates of the Bachelor of Midwifery/Bachelor of Nursing program (HBMA) will be deemed competent to practice midwifery and nursing in Australia and be eligible to apply for registration with the Nursing and Midwifery Board of Australia as a Registered Midwife/Registered Nurse (Division 1) in the Australian health care system. This course has been accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC).

Course Duration: 4 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English PLUS Units 3 and 4, with a study score of at least 25 in one of the following: Biology, Chemistry, Physics (any) or Mathematics (any).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum of 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

Selection Processes: Other: Police check: Students must complete a National Police Records check prior to undertaking hospital/agency placements on an annual basis. Working with Children Check: Students must complete a Working with Children Check prior to undertaking clinical placements. Health status: Students must be prepared to declare their fitness for practice and immunization status prior to undertaking hospital/agency placements.

COURSE STRUCTURE

To attain the Bachelor of Midwifery / Bachelor of Nursing, students will be required to complete 384 credit points of Core Midwifery and Nursing studies.

Year 1

Semester 1:		
HBM1001	Anatomy and Physiology 1	12
HNB1103	Professional Studies 1	12
HNB1104	Foundations of Nursing and Midwifery 1	24
Semester 2:		
ASE1201	Population Health	12
HBM1202	Anatomy and Physiology 2	12
HNB1204	Foundations of Nursing and Midwifery 2	24
Year 2		
Semester 1:		
AEK1203	Indigenous Health and Wellbeing	12
HNB2104	Nursing and Acute Care 1	12
HNB2107	Nursing Professional Practice 1	12
RBM2101	Pathophysiology & Quality Use of Medicines 1	12
Semester 2:		
HMB2201	Complex Midwifery 1	12
HMB2202	Midwifery Professional Practice 1	12
HNB3123	Working With Evidence	12
RBM2202	Pathophysiology & Quality Use of Medicines 2	12
Year 3		
Semester 1:		
HMB3101	Complex Midwifery 2	12
HMB3102	Midwifery Professional Practice 2	12
HNB2205	Nursing and Acute Care 2	12
HNB3102	Nursing Professional Practice 2	12
Semester 2:		
HIP3001	Interprofessional Practice	12
HMB3201	Complications of the Newborn	12
HNB3227	Mental Health and Nursing	12
HNB3229	Nursing Professional Practice 3 - Mental Health	12
Year 4		

Semester 1:		
HMB4101	Supporting Maternal and Newborn Wellbeing	12
HMB4102	Midwifery Professional Practice 3	12
HMB4104	Professional Studies 2	12
HNB3141	Nursing and Complex Care	12
Semester 2:		
HMB4201	Midwifery Professional Practice 4	12
HNB3209	Nursing and the Community	24
HNB4201	Nursing Professional Practice 4	12

Bachelor of Nursing

Course Code: HBNB

Campus: St Albans.

About this course: Follow your calling to be a health care professional. This 3 year course is designed to meet the needs of contemporary health care, where you will develop the knowledge and skills for practice at a beginning level as a general or mental health nurse. This course equips you with the qualification to gain Division 1 registration with the Nursing and Midwifery Board of Australia
<http://www.nursingmidwiferyboard.gov.au/>

Course Objectives: On successful completion of this course, students will be able to:

1. meet currently accepted standards of nursing practice as determined by the Australian Nursing and Midwifery Council (ANMAC) National Competencies for the Registered Nurse;
2. provide culturally sensitive nursing care to the diverse Australian community;
3. provide quality nursing care in a range of healthcare settings and contexts;
4. use an evidence based approach in providing nursing care;
5. apply a health promotion and educational focus to their work;
6. undertake a team based, multidisciplinary and interprofessional approach to care;
7. have well-developed clinical decision-making and reflective practice knowledge and skills; and
8. adopt a lifelong approach to learning.

Careers: Registration as a Registered Nurse (Division 1).

Course Duration: 3 years

Admission Requirements: To qualify for admission to the three year course applicants must: 1. have successfully completed the Victorian Certificate of Education (VCE) or equivalent and meet all extra requirements and selection procedures listed through VTAC. Units 1 and 2: satisfactory completion of any Mathematics or Units 3 and 4: any Mathematics; AND a study score of at least 30 in English (EAL) or at least 25 in any other English.

Admission Requirements International: For international students the following English language requirement is needed for entry to the course where the international students' education was conducted in a language other than English. An International English Language Testing System (IELTS) Academic test score of at least 6.5 in Reading and Listening, a score of at least 6.5 in Writing and Speaking, and an overall band score of at least 6.5 or equivalent is required. Students require this level of English proficiency because they will be practising and communicating in the

workplace from semester 2 of the course. Registration requirements. Please refer to the Nursing and Midwifery Board of Australia website

<http://www.nursingmidwiferyboard.gov.au> for the most current registration requirements that may impact on an applicant's registration application. English language requirements for registration may exist for students schooled outside of Australia.

Admission Requirements VET: For applicants who are currently registered (or eligible to register) as an Enrolled nurse (formally Div 2) having successfully completed a Certificate IV in Nursing. Enrolled nurses may apply for and may be offered a place in either the three year or admitted directly into the second year of the course. Students with a Diploma of Nursing from Victoria University may be admitted directly into the second year of the course.

Selection Processes: Other Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. Persons of Aboriginal or Torres Strait Islander descent are encouraged to apply for admission. Applicants will be assessed on an individual basis to determine their suitability and potential for success in the course. Applicants who consider their capacity to qualify under normal entry provisions have been limited by some disadvantage, for example, illness, disability, economic hardship or isolation may apply to be considered as a disadvantaged person. Applicants will be assessed on an individual basis to determine their suitability and potential for success in the course. Policy requirement: Students must comply with the Clinical Practicum Policies (see www.vu.edu.au/mclpolicy). Police check: Students must complete a National Police Records check prior to undertaking hospital/agency placements). Working with Children Check: Students must complete a working with children check prior to undertaking clinical placements). Health Status: Students must be prepared to declare their health and immunisation status prior to undertaking hospital/agency placements.

COURSE STRUCTURE

To attain the Bachelor of Nursing students will be required to complete 288 credit points consisting of:

- 276 credit points of Core studies, and;
- 12 credit points of Elective studies.

Year 1, Semester 1

RBM1103	Bioscience 1: Body Structure & Function	12
AEK1203	Indigenous Health and Wellbeing	12
HNB1102	Foundations in Nursing 1	12
HNB1103	Professional Studies 1	12

Year 1, Semester 2

RBM1202	Bioscience 2: Body Structure & Function	12
ASE1201	Population Health	12
HNB1205	Foundations in Nursing 2	12

HNB1206	Professional Practice 1	12
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Year 2, Semester 1

RBM2101	Pathophysiology & Quality Use of Medicines 1	12
HNB2104	Nursing and Acute Care 1	12
HNB2105	Nursing and Mental Health 1	12
HNB2106	Professional Practice 2	12

Year 2, Semester 2

RBM2202	Pathophysiology & Quality Use of Medicines 2	12
HNB2205	Nursing and Acute Care 2	12
HNB2206	Nursing and Mental Health 2	12
HNB2207	Professional Practice 3	12

Year 3, Semester 1

HNB3123	Working With Evidence	12
HNB3124	Professional Practice 4	12
HNB3140	Professional Studies 2 & Interprofessional Practice	12
HNB3141	Nursing and Complex Care	12

Year 3, Semester 2

HNB3209	Nursing and the Community	24
HNB3210	Professional Practice 5	12

ELECTIVES:

HNB3200	Neonatal Nursing	12
HNB3208	Directed Studies for Nursing	12
HNB3253	Interprofessional Practice	12
HNB3217	Cardiac Nursing	12
HNB3218	Paediatric Nursing	12
HNB3219	Perioperative Nursing	12
HNB3220	International Project	12
HNB3224	Mental Health and Illness	12
HNB3225	History of Nursing	12

Bachelor of Human Nutrition

Course Code: HBNT

Campus: Footscray Park.

About this course: The Bachelor of Human Nutrition commences with a broad discipline base in nutrition, food and related sciences. This underpins year 2 subjects that specialise in Human Nutrition and Food Science. In final year students acquire further specialist knowledge and skills in Human Nutrition, and have the option of studying a major in Food Science or Food Service, or a minor in Biomedical Nutrition, Public Health Nutrition or Analytical Chemistry. This allows students to broaden and enrich their learning and diversify employment opportunities enabling graduates to successfully compete in professional settings within the community nutrition, food service and food science areas, and the public health sector and/or pursue post-graduate study.

Course Objectives: On successful completion of this course, students will be able to:

1. Describe and integrate the science underpinning food and nutrition across populations and food systems;
2. Critically review, analyse and synthesise current scientific literature related to food, nutrition and health using a wide evidence base;
3. Evaluate evidence to investigate and propose solutions to contemporary, emerging and future-oriented food and nutrition issues;
4. Effectively communicate food and nutritional science at an appropriate level with both specialist and non-specialist individuals and groups; using written, oral and technological techniques appropriately;
5. Contextualise the role of culture, values, ethics and economic, social, regulatory and environmental factors in developing solutions to food and nutrition problems; and
6. Apply a broad knowledge base and solid foundations in scientific design and experimental methods to analyse predictable, unpredictable and sometimes complex problems, for the development of more equitable and sustainable global nutrition and food systems.

Careers: The Bachelor of Human Nutrition offers students the opportunities to take several different majors/minors to broaden and enrich their learning and diversify employment opportunities. Graduates could seek employment in community nutrition, the food service or the food science industries. The Food Service major will uniquely prepare graduates for work in the food service industry, including hospital settings and aged care residences, where they may advance to take on supervisory roles. Graduates completing the Food Science major will be equipped to work in areas such as food safety, food quality assurance, and product development. Graduates will also have the opportunity to continue their studies through completion of an Honours, Masters or PhD research degree in an area of human nutrition, food science, or food service. They could also pursue post-graduate studies in areas such as the Masters of Public Health (Global Nutrition and Active Living). Graduates seeking to become Accredited Practising Dietitians are required to complete a post-graduate program accredited by the Dietitians Association of Australia; this provides eligibility to apply for membership of the APD program. While entry requirements into accredited programs may vary between different institutions, students should complete at least the minor in Biomedical Nutrition in addition to their core studies.

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English and a study score of at least 20 in one of the following: Biology, Chemistry, Health & Human Development, Mathematics (any) or Physical Education.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Biology, Chemistry or Mathematics OR Completion of an Australian Diploma or

Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum of 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

COURSE STRUCTURE

To attain the Bachelor of Human Nutrition, students will be required to complete 288 credit points consisting of:

- 48 credit points of Core First Year studies;
- 144 credit points of Core Professional studies, and;
- 96 credit points of either Option A or B

Option A:

- 96 credit points of Major studies (listed below);

OR Option B:

- 48 credit points of Food Science Minor
- 48 credit points of Minor studies (listed below).

Year 1, Semester 1

RBM1820	Nutrition, Society and Communication	12
RCS1601	Chemistry 1A	12
APP1012	Psychology 1A	12
RBM1518	Human Physiology 1	12

Year 1, Semester 2

RCS1602	Chemistry 1B	12
HPC1001	Food Components	12
RBM1528	Human Physiology 2	12
HPC1000	Introduction to Human Nutrition and Food	12

Year 2, Semester 1

HHN2401	Nutrition & Physical Activity Assessment	12
HHN2001	Family Health and Nutrition Through the Lifespan	12

24 credit points from the Food Science Minor

Year 2, Semester 2

HHN2402	Diet & Disease	12
RBM3960	Nutritional Frontiers	12
24 credit points from the Food Science Minor		
Year 3, Semester 1		
HHN3601	Nutrition Communication & Education	12
HHN3605	Nutrition Challenges	12
24 credit points from the chosen Major/Minor		
Year 3, Semester 2		
HHN3502	Community & Public Health Nutrition	12
HHN3603	Nutrition Project	12
24 credit points from the chosen Major/Minor		
Majors		
HMAFSC	Food Science	
HMAFSE	Food Service	
Minors		
HMIFSC	Food Science	
HMPHN	Public Health Nutrition	
HMBNU	Biomedical Nutrition	
HMACH	Analytical Chemistry	

Bachelor of Paramedicine

Course Code: HBPD

Campus: St Albans, CLINICAL PLACEMENTS Clinical placements operate on a year-round basis. Paramedic Science students will be required to attend clinical placements on a rotation basis, including outside of semester hours, to maintain a public service and provide continuity of clinical care.

About this course: HBPD Bachelor of Paramedicine is a health science degree with a pre-service training component. The overall goal of the degree is to produce paramedic science graduates who can provide competent, efficient and compassionate clinical care at a basic entry level in the paramedic profession. CLINICAL PLACEMENTS: Clinical placements operate on a year-round basis. Paramedic Science students will be required to attend clinical placements on a rotation basis, including outside of semester hours, to maintain a public service and provide continuity of clinical care.

Course Objectives: On successful completion of this course, students will be able to:
1. Analyse, evaluate and manage the physical, psychological and social needs of patients and members of the community undergoing paramedic assessment, treatment and transport, and apply problem solving skills when planning and implementing out-of-hospital care;
2. Perform effective evidence based paramedic

skills and techniques within paramedic protocols and apply paramedic knowledge necessary for safe, efficient and effective practice within paramedic environments;
3. Interpret the paramedic needs of patients and members of the community within a holistic framework and apply an integrated holistic approach of evidence based paramedic practice;
4. Perform effectively and safely as an independent person and as a member of a health care team in paramedic environments;
5. Be sensitive to contemporary issues within socially and culturally diverse communities and predict and respond effectively to such issues when providing paramedic practice;
6. Critically review current research and evidence based developments in paramedic practice and evaluate their implications for paramedics and the profession.

Careers: Graduates should have obtained the necessary clinical practice skills, knowledge and personal attributes necessary for making an application for entry level employment as emergency paramedics. The skills, knowledge and attributes should provide graduates with a competitive advantage for selection and promotion in the emergency paramedicine career pathways. Graduates are eligible to apply for membership of Paramedics Australia.

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Biology, Chemistry, Physics or Mathematics OR Completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course. Applicants should provide an overview and verifiable documentation of their entire educational history. Applicants must complete and submit a Personal Statement. Applicants must include details of their interest in the course and any relevant work experience. Applicants should demonstrate an understanding of the pre-hospital profession and the role of the paramedic in their Personal Statement and their application. Inherent requirements must be met.

Admission Requirements VET: Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum of 96 credit points (Diploma) or 144 credit points (Advanced Diploma). Inherent requirements must be met.

Selection Processes: Other All students enrolled in the Bachelor of Paramedicine degree will be required to undergo an annual National Police Check, a Working with Children Check (valid for 5 years), a medical check and a physical capacity test. Additionally, they must have vaccination documentation and a serology report that satisfies industry requirements before commencing placements in the clinical practice units of study. Annual police checks via Fit2Work and Working with children checks need to be completed prior to census date of Semester 1 of each year throughout the program. Prospective and continuing students should be aware that not passing relevant police checks and a Working with Children check may restrict access to placements necessary for graduation. inherent requirements must also be met. Applicants who do not meet the normal admission requirements in categories described above (i.e. Senior Secondary, International, TAFE/VET or Mature Age) but

who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

COURSE STRUCTURE

To attain HBPB Bachelor of Paramedicine students will be required to complete 288 credit points consisting of:

- 48 credit points of Core College studies;
- 240 credit points of Core Paramedic studies;

Students will have the opportunity to complete two (2) specialist units in third year, as follows:

- 24 credit points of Specialist Paramedic studies.

In the final third year, Students will have the option of completing HIP3001 Interprofessional Practice in either Semester 1 or 2, or alternatively, HFB3200 Pinnacle Venture in Semester 2.

First Year Core units

HBM1001	Anatomy and Physiology 1	12
HFB1110	Foundations of Professional Paramedic Practice	12
HFB1112	Paramedic Clinical Practice 1	12
HFB1113	Pre-Hospital Ethical and Legal Issues	12
HBM1202	Anatomy and Physiology 2	12
HFB1207	Principles of Drug Actions for Health Professionals	12
HHB1204	Australian Health and Social Care Systems and Policy	12
HFB1213	Paramedic Clinical Practice 2	12

Year 2

Semester 1:

HHB2000	Social Epidemiology	12
HFB2104	Introduction to Research Methods	12
HFB2117	Clinical Practice 3	12
HFB2121	Paramedic Clinical Science 1 (Medical Emergencies 1)	12

Semester 2:

HFB2223	Clinical Practice 4	12
HFB2232	Paramedic Clinical Science 2 (Trauma)	12
HFB2233	Paramedic Clinical Science 3 (Medical Emergencies 2)	12
HFB2234	Evidence Based Practice	12

Year 3

Semester 1:

HFB3130	Paramedic Clinical Science 4 (Mental Health and Mental Illness)	12
HFB3134	Paramedic Clinical Practice 5	12
(HFB3134 is a Capstone Unit)		
HFB3135	Paramedic Clinical Science 5 (Special Populations)	12

Select either ONE (1) of the following units:

HFB3136	Career and Professional Development	12
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OR:

HIP3001	Interprofessional Practice	12
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Semester 2:

HFB3202	Paramedic Health and Wellbeing	12
HFB3226	Major Incidents	12
(HFB3226 is a Capstone Unit)		
HFB3234	Paramedic Clinical Practice 6 - Extended Practice	12

Select either ONE (1) of the following units:

HFB3200	Pinnacle Venture	12
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OR:

HIP3001	Interprofessional Practice	12
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Bachelor of Science (Osteopathy)

Course Code:HBSO

Campus:City Flinders.

About this course:Build a career in osteopathy with the Bachelor of Science (Osteopathy). Osteopathy is a state licensed profession and to become a registered osteopath you need to complete the following double degree program:

- Bachelor of Science (Osteopathy)
- Masters of Health Science (Osteopathy).

VU offers one of only three of these accredited double degree programs in Australia. Core studies include anatomy, osteopathic science, physiology and biochemistry. Students undertake fieldwork and clinical practice to prepare them for their osteopathy career. Clinical Training: Our Osteopathy teaching clinic operates 47 weeks of the year and prepares students with real-world experience. As part of this program you are required to attend clinical sessions on a rotation basis including outside of semester hours to maintain a public service and provide continuity of patient care.

Course Objectives:On successful completion of this course, students will be able to:
1. Critically reflect on the philosophy and position of osteopathy in the broader

healthcare system; 2. Critically review scholarly literature related to osteopathic philosophy and practice, as well as the broader healthcare field/area; 3. Formulate diagnoses of musculoskeletal disorders based on interpretation of physical, neurological, orthopaedic, osteopathic examination findings and clinical evidence; 4. Synthesise biomedical science knowledge and apply to their osteopathic practice; 5. Adopt osteopathic manual techniques and clinical examinations to musculoskeletal presentations; 6. Exhibit professionalism and effective communication when interacting with the patient community, peers and colleagues; 7. Interrogate the physical, socio-economic, psychological, spiritual and cultural factors contributing to a patient's presenting complaint; 8. Integrate osteopathic principles and theoretical science concepts including researched evidence for practice to inform the rationale of osteopathic treatment; 9. Advocate wellness and preventative health in patient centred care; 10. Reflect on their identity as a developing health professional and articulate their plan for lifelong learning; 11. Engage in intra- and inter-professional education and peer review to ensure optimal patient management.

Careers: Careers This degree, which pathways into the Master of Health Science (Osteopathy), will enable you to pursue a range of careers in osteopathy. VU is held in extremely high regard in the industry for its hands-on approach and extensive clinical placements. Registration With the dual-qualification in osteopathy, you can gain:

- registration with the Osteopathy Board of Australia
- registration as an Osteopath in all other Australian states and in New Zealand
- membership with the Australian Osteopathic Association

For further information about registration requirements, visit the Australian Health Practitioner Regulation Agency. Organisations employing osteopathic graduates Osteopaths can work in private clinics or a variety of healthcare settings including hospitals, maternal health centres and community organisations. Employment rates Osteopathy was rated as the fastest growing health discipline in Australia in 2012. The number of people choosing to visit an osteopath has increased by 48 per cent over the past two years (Private Health Insurance Administration Council). Placements Treating clients at our Osteopathy Clinics at St Albans and City Flinders Campuses ensures you have extensive clinical experience with patients.

Course Duration: 3 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English; AND a study score of at least 20 in one of Biology or Chemistry; AND a study score of at least 20 in one of any Mathematics or Physics.

Admission Requirements International: Applicants are expected to have: obtained an IELTS (academic module) result of 6.5 (no band less than 6) or equivalent; completed a secondary school qualification equivalent to an Australian Year 12 qualification; completed studies (as part of this qualification) in the field of chemistry, physics or mathematics. In addition you also need to provide a Police Check from your usual country of residence prior to commencing practical placements.

Admission Requirements Mature Age: Academic record including GPA. Year 12 prerequisites also apply for non-school leavers.

Selection Processes: OtherSome applicants may be required to attend an interview (an alternative may be provided if you cannot physically attend an interview).

COURSE STRUCTURE

To attain the Bachelor of Science (Osteopathy), students will be required to complete 288 credit points of Core studies.

First Year Core units

HBS1101	Patient, Practitioner and Health System 1	12
HBS1102	Evidence for Practice 1	12
HBS1103	Scientific Basis for Osteopathy 1	12
HBS1104	Clinical Skills 1	12
HBS1201	Patient, Practitioner and Health System 2	12
HBS1202	Evidence for Practice 2	12
HBS1203	Scientific Basis for Osteopathy 2	12
HBS1204	Clinical Skills 2	12

Year 2

Semester 1:

HBS2301	Patient, Practitioner and Health System 3	12
HBS2302	Evidence for Practice 3	12
HBS2303	Scientific Basis for Osteopathy 3	12
HBS2304	Clinical Skills 3	12

Semester 2:

HBS2401	Patient, Practitioner and Health System 4	12
HBS2402	Evidence for Practice 4	12
HBS2403	Scientific Basis for Osteopathy 4	12
HBS2404	Clinical Skills 4	12

Year 3

Semester 1:

HBS3501	Patient, Practitioner and Health System 5	12
HBS3502	Evidence for Practice 5	12
HBS3503	Scientific Basis for Osteopathy 5	12
HBS3504	Clinical Skills 5	12

Semester 2:

HBS3601	Patient, Practitioner and Health System 6	12
HBS3602	Evidence for Practice 6	12
HBS3603	Scientific Basis for Osteopathy 6	12
HBS3604	Clinical Skills 6	12

Master of Health Science (Osteopathy)

Course Code:HMOP

Campus:City Flinders.

About this course:The Master of Health Science (Osteopathy) degree prepares its graduates for entry into the workplace as a fully trained Osteopath. Graduates will have fulfilled all the requirements for full professional registration. Core studies include Osteopathic Science, Clinical Practicum, Imaging and Medical Sciences. During clinical practicum classes, students have the opportunity to consolidate their clinical skills by treating patients whilst being carefully supervised and mentored by experienced clinicians.

Course Objectives:On successful completion of this course, students will be able to:

1. Critically apply knowledge of osteopathic theories, specialist concepts and advanced practical skills in patient diagnosis, management and treatment in both simulated and authentic clinical contexts.
2. Interrogate the evidence base to investigate factors associated with specialised health conditions which impact on musculo-skeletal integrity in both contemporary and emerging contexts.
3. Design, operationalise and evaluate innovative, sustainable, evidence-based clinical interventions which take into account divergent and complex patient identities, ethnicities, societies and cultures.
4. Present clear and coherent expositions of knowledge and ideas to a variety of audiences in order to advance and defend efforts to promote the benefits of osteopathic interventions.
5. Plan and execute a research project, professional project or piece of scholarship which demonstrates intellectual independence and contributes to the evidence-base in osteopathy and clinical health care.
6. Critically appraise learning skills in relation to attainment of career goals and implement effective and creative strategies to promote lifelong learning in their professional practice.
7. Exemplify the requisite characteristics for professional membership and practice appropriate to specific purposes, projects and contexts involving inter-professional practice.
8. Be eligible to be registered as an osteopath with the Osteopathy Board of Australia following completion of the double degree program.

Careers:Students exiting the course will be eligible to apply for registration to practice as Osteopaths in Victoria, and via mutual recognition, throughout Australia. Based on information gained from alumni since the inception of the VU Osteopathy Programme, once registered a number of career options are available to graduates, including: Private Osteopathic practice in Australia Private Osteopathic practice in New Zealand, the United Kingdom and Europe. Graduates will first need to meet local registration requirements in the country they wish to practice. Osteopath working for insurance companies (claims management, injury management) Academia: VU graduates continue to be in demand to work at university and private colleges as lecturers, tutors and in clinical roles. Graduates have taught, and continue to teach in Australia, Europe, the UK, New Zealand and the USA. Clinical research: one graduate is the research coordinator at a UK hospital Private enterprise: at least 3 graduates are CEO's of private companies with interests in the health sector. Upon completion of this course work Masters students may be eligible to obtain H2A equivalence, which would enable them to enroll in a doctoral degree. However, the process of

obtaining H2A equivalence differs between Universities, therefore students receiving this course work masters degree may not meet the requirements with some institutions making them ineligible for enrolling in doctoral studies. It is envisaged that the career options available to graduates will continue to expand steadily, as they have over the last 15 years.

Course Duration: 2 years

Admission Requirements:To qualify for admission into the Master of Health Sciences (Osteopathy) program, applicants must have satisfactorily completed the Bachelor of Science (Clinical Sciences) (HBOP), or equivalent Bachelor degree with major in osteopathy. Applicants may also be required to attend a selection interview during which their suitability for entry into the course will be further assessed.

Admission Requirements International:In addition to satisfying the Bachelor Degree admission requirements, International Students must provide evidence of proficiency in the English language as demonstrated by: International English Language Testing System or its equivalent- overall score of 6.5 and no individual band score less than 6.

Selection Processes: OtherNational Police Certificate: Successful applicants will be required to obtain a National Police Certificate before commencing field or clinical placements. Victoria Police provide this documentation for a fee. A current National Police Certificate must be provided by students enrolled in the programme on an annual basis. Prospective and continuing students should be aware that not passing relevant police checks may restrict access to clinical placements which are necessary for graduation. First Aid: All HMOP students require a current Level 2 first Aid certificate in order to participate in their clinical placement in the VU Osteopathic teaching clinics at Flinders Lane and St Albans campus. Students must have this certificate before enrolling in the Masters degree.

COURSE STRUCTURE

To qualify for the award of Master of Health Science (Osteopathy) a total of 192 credit points is required to be completed.

Year 1, Semester 1

HHX4181	Diagnostic Imaging 1	6
HHD4186	Clinical Diagnosis and Management 5 (Rheumatology)	6
HHL4180	Introduction to Research Methods	6
HHO4181	Osteopathic Science 7	6
HHU4185	Clinical Practicum 5	12
HHY4185	Pathology 5 (Rheumatology)	6
HHS4182	Counselling Skills for Health Professionals	6

Year 1, Semester 2

HHX4282	Diagnostic Imaging 2	6
HHM4281	Pharmacology 1	6

HHL4281	Statistical Methods & Analysis	6
HHO4284	Osteopathic Science 8	6
HHU4286	Clinical Practicum 6	12
HHS4285	Identifying Psychopathology in Clinical Practice	6
HHN5181	Nutrition for Primary Care	6
Year 2, Semester 1		
HHO5287	PBL-Gerontology	12
HHM5182	Pharmacology 2	6
HHO5183	Osteopathic Science 9	6
HHU5187	Clinical Practicum 7	12
HHL7901	Research Project 1	12
Year 2, Semester 2		
HHO5188	PBL (Obstetrics/Pediatrics/Psychiatry)	12
HHO5280	Osteopathic Science 10	12
HHU5288	Clinical Practicum 8	12
HHL7902	Research Project 2	12

Master of Public Health (Global Nutrition and Active Living)

Course Code:HMPG

Campus:St Albans.

About this course:Demographic transition in low and middle income countries has led to changes in the health needs of populations which now face the double burden of disease with both infectious and non-communicable disease co-existing as public health problems. These countries are also particularly vulnerable to the effects of disasters, both natural and man-made. The Masters of Public Health (Global Nutrition and Active Living) has been developed in response to the changing global context in public health and the need for health professionals with the capabilities to respond to these changes. By bringing together nutrition and active living and focusing on working with diverse communities the course is both unique and innovative. The course equips graduates with the specialist knowledge and skills to pursue a career in public health practice either in Australia or globally in emergencies or development. Students can elect to specialise in one of the two streams offered at the university, either global public health nutrition or public health and active living.

Course Objectives:On successful completion of this course, students will be able to:

1. Critically apply knowledge of public health theories and specialist concepts in nutrition and active living to address existing and emergent health problems in global contexts, but particularly in low and middle income countries.
2. Select, evaluate and justify the use of descriptive and analytic epidemiology to identify and investigate factors associated with various health conditions.
3. Design, operationalise and evaluate innovative, sustainable, evidence-based public health interventions to address health, nutrition and lifestyle problems which take into account divergent and complex ethnicities, societies and cultures in humanitarian and

development contexts.

4. Identify and advocate for inclusive public health policies and implementation strategies which promote equity in health systems.
5. Present clear and coherent expositions of knowledge and ideas to a variety of audiences in order to advance and defend efforts to promote health and prevent disease.
6. Plan and execute a research project, professional project or piece of scholarship which demonstrates intellectual independence and contributes to the evidence-base in public health and particularly global nutrition and/or active living.
7. Critically appraise their learning skills in relation to attainment of career goals and implement effective and creative strategies to promote lifelong learning in their professional practice.
8. Exemplify the requisite characteristics for team leadership and membership appropriate to specific purposes, projects and contexts both within the sphere of public health and in inter-sectoral collaborations.

Careers:Potential career outcomes for graduates of the Master of Public Health include working in;

- Global health, nutrition, physical activity research and teaching
- Community development work in health, nutrition and food security
- Delivering health, food and nutrition programs in response to emergencies
- Health policy development
- Program planning, development and evaluation
- Specific population focused health interventions (e.g., older adults, culturally and linguistically diverse communities, chronically diseased populations)
- Inclusive physical activity programming
- Physical activity and sedentary behaviour measurement

Graduates are expected to find work opportunities both in Australia and internationally within:

- National, state and local governments
- The United Nations and other International Health Organisations (WHO, UNICEF, ACSM, International Coalition for Aging and Physical Activity)
- Non-Government Organisations/ not for profit organisations
- Academic institutions and research institutions

Course Duration:2 years

Admission Requirements International:Recognised undergraduate degree in nutrition, health sciences, biosciences, community development or sports and exercise science or related discipline. Applicants are expected to have: obtained an IELTS (academic module) result of 6.5 (no band less than 6) or equivalent. In addition you also need to provide a Police Check from your usual country of residence prior to commencing practical placements.

Admission Requirements Mature Age:Recognised undergraduate degree in nutrition, health sciences, nursing, biosciences, community development or sports and exercise science or related discipline.

Selection Processes: OtherRecognised undergraduate degree in nutrition, health sciences, nursing, biosciences, community development or sports and exercise science or related discipline.

COURSE STRUCTURE

To complete the Master of Public Health (Global Nutrition and Active Living) students will be required to complete 192 credit points. In the first year of the course students study six core units of 12 credit points each comprising Foundations of Public Health, Public Health Practice, Epidemiology, Biostatistics, Culture and Society in Public Health and Global Health Challenge - Non-Communicable Disease. Students then study two selective units of 12 credit points each in their selected stream. In the global nutrition stream these are Nutrition for Global Health and Global Food Systems and Food Security. In the active living stream these are Social Ecology of Active Living and Behavioural Aspects of Active Living. In the second year students take one core unit of 12 credit points in semester 1 in Research Methods in Public Health. In second semester they choose to do either a Professional Project or Minor Thesis. They then choose five electives over the year relevant to their selected stream. Elective units may be chosen from within or across the global nutrition and active living streams but students are required to take at least one unit from each stream.

Year 1

Semester 1:

Core Units:

HMG7100	Foundations of Public Health	12
HMG7110	Epidemiology	12
HMG7120	Global Challenge - Non-Communicable Disease	12

Select one (1) of the following elective units:

HMG7130	Nutrition for Global Health	12
SMG7240	Behavioural Aspects of Active Living	12

Semester 2:

Core Units:

HMG7200	Public Health in Practice	12
HMG7210	Biostatistics	12
HMG7220	Culture and Society in Public Health	12

Select one (1) of the following elective units:

HMG7230	Global Food Systems and Food Security	12
SMG7140	The Social Ecology of Active Living	12

Year 2

Semester 1:

Core Unit:

HMG7950	Research Methods in Public Health	12
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Select TWO (2) of the following elective units:

HMG7310	Nutrition Assessment and Program Management	12
HMG7320	Migration and Health	12
SMG7340	Active Living Programs	12

AND

Select ONE (1) unit (12 credit points) from the following electives:

HMG7130	Nutrition for Global Health	12
HMG7230	Global Food Systems and Food Security	12
SMG7140	The Social Ecology of Active Living	12
SMG7240	Behavioural Aspects of Active Living	12

Semester 2:

Core Unit:

HMG7400	Professional Project	24
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OR

HMG7430	Minor Thesis	24
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Select TWO (2) of the following elective units:

HMG7410	Concepts in Humanitarian Assistance	12
HMG7420	Nutrition in Emergencies	12
SMG7440	Policy and Promotion for Physical Activity	12

Master of Professional Psychology

Course Code:HMPP

Campus:Footscray Nicholson, Footscray Park.

About this course:The Master of Professional Psychology program provides APAC-accredited 5th year of professional training in psychology. The program prepares graduates for a final year of supervised practice that is required for registration as a psychologist in Australia. The course, based on the scientist-practitioner model of professional training, combines psychological knowledge, skills acquisition, ethical decision-making capacity, and the application of evidence-based interventions. As well as advanced theory and practical classes, students also undertake selected fieldwork placements, under the direct supervision of experienced psychologists.

Course Objectives:On successful completion of this course, students will be able to:

1. Appraise the contribution, demands and responsibilities of the role registered psychologists play in the delivery of comprehensive multidisciplinary health care systems;
2. Critically analyse psychological problems from different perspectives and levels, including individual and family systems;
3. Formulate evidence-based, appropriately complex, and effective intervention plans for clients with psychological difficulties;
4. Critically review the professional literature to identify and apply best practice guidelines for intervention;
5. Exhibit advanced interpersonal and communication skills to debate and elucidate complex ideas and to engage with diverse individuals and multiple stakeholders;
6. Critically evaluate core ethical

and professional conduct issues that practising psychologists are likely to encounter;

7. Evaluate psychology intervention programs and critically assess their effectiveness.

Careers: This course provides a pathway for registration as a psychologist. Following completion of the course students can apply for an internship in psychology. Students in this course will be provided with information regarding the internship process. Internships are approved by the Psychology Board. Following completion of both this course and the internship graduates of the course are eligible to apply for registration as a generalist psychologist with the Psychology Board of Australia. Career outcomes include employment in a range of settings such as; community mental health, NGOs, policy development, research and evaluation, community organising, advocacy and program development, child protection and related areas.

Course Duration: 1 year

Admission Requirements: Completion of a Bachelor/Honours Degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; OR A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent.

Admission Requirements Mature Age: Completion of either: (i) An honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent.

Selection Processes: Other Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection. In accordance with the accreditation requirements and the Department of Justice, students will be required to obtain a Working with Children Check prior to being located in a clinic/work placement setting.

COURSE STRUCTURE

To attain the Master of Professional Psychology students will be required to complete 96 credit points of Core Professional Psychology studies.

Semester 1:

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6088	Psychopathology and Diagnosis	12
APC6091	Interventions 1 - Introduction to CBT	12

Semester 2:

APM6013	Psychology of Community Health	12
HPP7000	Evidence Based Practice for Psychologists	12

HPP7001	Practicum 1	12
HPP7002	Practicum 2	12

Graduate Certificate in Exercise Prescription for Manual Therapy

Course Code: HTEO

Campus: City Flinders.

About this course: The Graduate Certificate in Exercise Prescription for Manual Therapy is aimed at practising health professionals in the field of manual therapy who wish to extend their skills in the area of exercise prescription. The course has been designed to cover those areas of exercise prescription most relevant to manual therapists, including underlying exercise physiology principles, the rehabilitation of common musculo-skeletal conditions, as well as an introduction to rehabilitation of the orthopaedic surgery patient, and preventive exercise for all age groups, but especially the older patients who form an increasing part of manual therapists' workload. The later will serve as an introduction, as these topics will be developed more in the graduate diploma. The course will equip practitioners with the skills required to meet the needs of third party payers such as Work Cover and TAC, who are increasingly demanding that manual therapists incorporate exercise prescription into their patient management plans. In order to allow practitioners to undertake the course while still practising full time, and to allow interstate applicants to complete the course while continuing to work, it will be delivered online apart from 4 burst mode residentials to teach practical skills and a face to face introduction to studying at VU, using the library etc. There is a growing body of research evidence indicating that manual therapy for musculoskeletal conditions is at its most effective when combined with the prescription of exercises, both for purposes of rehabilitation and injury prevention. However, many practitioners have little or no training in exercise prescription, as it was not a part of pre-professional training courses other than physiotherapy until recent years. The aim of the Graduate Certificate in Exercise Prescription for Manual Therapy is to provide manual therapists with foundation knowledge of the principles of exercise prescription, and of the current state of research evidence regarding its efficacy. They will be able to apply this knowledge to the assessment of patients for suitability and safety of exercise programs, and to the development of patient-specific programmes. The course is designed for manual therapists such as osteopaths and chiropractors, whose original training may not have included detailed instruction in exercise rehabilitation and prescription of preventive exercises. It will allow practitioners to study theory units online, and to develop practical skills in the community via application of their knowledge to their own patients. The program is designed to meet the needs of third party providers, who increasingly require therapists to be able to prescribe evidence-based exercises for patients. It also provides an avenue of continuing professional development for manual therapists, which has now become compulsory under the national registration system. If they wish to do so, graduates will be able to progress to further study at VU in exercise science and exercise rehabilitation for sports. Theory components of the course will be taught online, through a combination of data presentations, video podcasts and online readings using the VU Collaborate platform. The course will take advantage of the student engagement tools such as online forums set up to facilitate discussion of topics, and the conduct of assessments. Practical units will be taught in burst-mode workshops held over weekends at VU City Flinders Campus to allow practitioners to attend without significantly impacting on their practice. Two sessions will be in the first semester, and the other two in the second semester. The practical units will be assessed by a practical/viva exam. All other units will be assessed via clinic-based assignments.

Course Objectives: On successful completion of this course, students will be able to:

1. Contextualise their clinical skills and knowledge of the biomedical sciences to the application of exercise for rehabilitation and injury management;
2. Design and implement patient-centred, evidence-informed exercise rehabilitation programs for common acute and chronic musculoskeletal conditions;
3. Critically review the physiological and pathological concepts related to exercise and injury, and theories relating to various types of exercise;
4. Critique the current evidence for exercises and interventions appropriate for common musculoskeletal conditions;
5. Elucidate patient preferences for exercise rehabilitation interventions and design programs accordingly; and
6. Advocate exercise prescription as part of the scope of practice of manual therapy to a range of audiences including patients, other health professionals and third party providers.

Careers: The course will improve the ability of practitioners to provide evidence-based and personally tailored exercise programmes for their patients, which will meet the needs both of patients and third party providers. It is anticipated that this qualification will improve employment prospects for graduates in a competitive market, and will also act as a lead-in to potential further study and/or research into this field for those who wish to pursue this pathway.

Course Duration: 0.5 years

Admission Requirements: AQF7 level qualification or equivalent in a manual therapy discipline such as osteopathy, chiropractic, physiotherapy or myotherapy and currently working in clinical practice.

Admission Requirements Mature Age: All applicants will be mature age as this is a post-professional qualification

Admission Requirements VET: Therapists who have completed a relevant cognate TAFE award (e.g. Advanced Diploma in Rehabilitation Therapy/Myotherapy) and have a minimum of five years of relevant clinical practice are eligible for admission.

Selection Processes: OtherNone

COURSE STRUCTURE

To attain the Graduate Certificate in Exercise Prescription for Manual Therapy, students will be required to complete 48 credit points of Core Studies units.

HE05100	Principles of Exercise for Manual Therapy	12
HE05101	Principles of Exercise Rehabilitation for Manual Therapy	12
HE05201	Designing and Writing Exercise Programmes for Manual Therapy Patients	12
HE05202	Management of Common Musculoskeletal Conditions for Manual Therapy Patients	12

Bachelor of Science (Honours) (Biomedical Sciences)

Course Code: SHBM

Campus: Werribee, Footscray Park, City Flinders, St Albans.

About this course: This course comprises a research project including two oral presentations, a literature review and the project thesis.

Course Objectives: This course promotes the development of research skills and training, including ethics; critical appraisal of the literature; and the production of a scholarly piece of writing.

Careers: Medical research, research assistant, further studies to PhD and academics.

Course Duration: 1 year

Admission Requirements: Successful completion of a three year science-based degree with a credit average in the 3rd year of the Biomedical Sciences or equivalent degree.

COURSE STRUCTURE

The Honours course is a one year (full-time) or two year (part-time) commitment. Students enrol in RBM4002 for two semesters, receiving a single, final mark and grade at the completion of the course. A part-time option is available in which the same structure, content and assessment items are undertaken over four semesters through enrolment in RBM4011. Honours comprises completion of a research project, including oral presentations, a literature review and research thesis. Honours coursework comprises areas of study in advanced research design, and research conduct, ethics and training. In special cases undergraduate units of studies may be substituted for course work when a student requires further studies of a specialised nature. The lecture or reading programs that make up the course work units will be determined by student's preferences in consultation with the student's approved supervisor(s). Course work will be assessed by oral presentations, written assignments or a written examination.

FULL-TIME

Semester 1

RBM4002	Science Honours 2	48
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Semester 2

RBM4002	Science Honours 2	48
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PART-TIME

Semester 1

RBM4011	Science Honours (Part Time)	24
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Semester 2

RBM4011	Science Honours (Part Time)	24
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Semester 3

RBM4011	Science Honours (Part Time)	24
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Semester 4

RBM4011	Science Honours (Part Time)	24
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Bachelor of Science (Honours) (Nutrition and Food Sciences)

Course Code: SHNF

Campus: Werribee.

About this course: The aim of this honours program is to provide advanced study at a fourth year level which builds on the knowledge and skills developed at degree level, and to prepare students for postgraduate research by developing skills in working independently, critical analysis of information, problem-solving, devising, designing and conducting experimental work and written and oral communication.

Course Objectives: An Honours program is available in each of the degree specialisations. The aim of the honours program is to provide a course of advanced study at a fourth year level which builds on the knowledge and skills developed at degree level, and to prepare students for postgraduate research by developing skills in: working independently, critical analysis of information, problem-solving, devising, designing and conducting experimental work and written and oral communication

Careers: Nutrition and food research, further studies to PhD, research assistant.

Course Duration: 1 year

Admission Requirements: To qualify for entry to the honours program, applicants must hold a degree or equivalent with major studies in a relevant discipline and have obtained a 'credit' average, or equivalent, in the final year of the degree.

Admission Requirements Mature Age: To qualify for entry to the honours program, applicants must hold a degree or equivalent with major studies in a relevant discipline and have obtained a 'credit' average, or equivalent, in the final year of the degree, or have substantial research experience in a relevant area.

COURSE STRUCTURE

The courses are offered on a full-time basis over one year or equivalent if on a part-time basis. Entry to the Honours program can be either at the beginning of the academic year (February) or at a mid-year intake (July).

Semester 1

RBM4002	Science Honours 2	48
RBM4011	Science Honours (Part Time)	24

Semester 2

RBM4002	Science Honours 2	48
RBM4011	Science Honours (Part Time)	24

Majors/Minors

AMAPSY Psychology

Locations: Footscray Park

The accredited psychology major equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this major. Course professional accreditation is required for graduates as a pathway for further study. The Australian Psychology Accreditation Council (APAC) reviews: course content against set criteria; academic staff profiles; administration and technical support. Students completing this major set will also have completed the two pre-requisite foundation units at first year level: APP1012 and APP1013.

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
APP2101	Intercultural and Developmental Issues in Psychology	12
APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12
APP3037	Clinical Aspects of Psychology	12

Plus

24 Credit Points (equivalent to 2 units) of Psychology Electives from list below

Psychology Electives

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	12
APP3026	Cognitive Psychology	12

HMAAHN Applied Human Nutrition

Locations: Werribee, Footscray Nicholson, Footscray Park, St Albans

The Applied Human Nutrition major provides an integrated group of units in Applied Human Nutrition. It builds on the minor in Applied Human Nutrition by recognizing both the biological and the social facets of human nutrition. It focuses on nutrition from a preventive, maintenance and therapeutic perspective, all of which require a thorough understanding of the related biological sciences and of selected aspects of the behavioural sciences. Students learn about nutrition and its application to the maintenance of health and the prevention and treatment of disease. They also learn about individual and social behaviour, particularly in family settings, and the

implications of behavioural factors in the establishment of good nutrition status from conception through to old age. Assessment tasks for the major include short exercises, group projects, oral presentations, essays, and formal examinations. The major includes capstone units, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2401	Nutrition & Physical Activity Assessment	12
HHN2402	Diet & Disease	12
HHN3502	Community & Public Health Nutrition	12
HHN3601	Nutrition Communication & Education	12
HHN3603	Nutrition Project	12
HHN3605	Nutrition Challenges	12
RBM3960	Nutritional Frontiers	12

HMAFSC Food Science

Locations: Werribee, Footscray Nicholson, Footscray Park, St Albans

This major provides an integrated group of units in Food Science. It builds on the minor in Food Science and deepens students understanding of problems in the field and provides them with tools to create solutions to complex problems with ethical and social impacts within local and global communities. The Food Science major will prepare students to play an important role in meeting the expanding needs of the local and international food industries. The discipline of food science offers potential career opportunities within the food industry, government, agricultural, marine, trade and other organizations, both in Australia and internationally. Assessment tasks for the major include short exercises, group projects, oral presentations, essays and formal examinations. The major includes capstone units, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

HFS2001	Properties of Food	12
HFS2002	Food Safety and Preservation	12
HFS2003	Food Microbiology	12
HFS3001	Food Processing	12
HFS3233	Managing Food Enterprises	12
RBF3151	Food Quality Assurance	12
RBF3256	Food Product Development	12
RBF3900	Project	12

HMAFSE Food Service

Locations: Werribee, Footscray Nicholson, Footscray Park

This major provides an integrated group of units in Food Services. It builds on the minors in Food science and Applied Human Nutrition and deepens students understanding of contemporary challenges through theory and practice of

management, community nutrition and assessment relevant to food service systems. Students will be qualified for employment in hospitals and aged care residences as diet monitors, food service assistants, and supervisors of meal systems and staff in institutional kitchens and community services. Assessment tasks for the major include short exercises, group projects, oral presentations, essays, and formal examinations. The major includes a capstone unit with a work placement component, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

HFS2001	Properties of Food	12
HFS2002	Food Safety and Preservation	12
HFS2003	Food Microbiology	12
RBF3151	Food Quality Assurance	12
HHN3503	Introduction to Food Service	12
HHN3602	Food Service Systems	12
HHN3604	Food Service Challenges	24

HMAHPH Human Physiology

Locations:St Abans

The Human Physiology major provides an integrated suite of units which builds upon the fundamentals of anatomy and physiology covered in the College core units.

Specifically, students will learn about regional and rehabilitation anatomy, cardiorespiratory, renal and neuromuscular physiology and associated diseases. The relationships between gastrointestinal function, diet, nutrition, metabolism and human health will be covered, including examining the role of diet in chronic diseases and its importance in growth and development. In the final year, students will draw on their knowledge and apply their learning in different contexts in the two capstone units, Applied Biomedical Sciences and Integrative Physiology.

HBM2103	Digestion, Nutrition and Metabolism	12
HBM3202	Applied Biomedical Science	12
HBM3203	Integrative Physiology	12
RBM2100	Rehabilitation Anatomy	12
RBM2200	Functional Anatomy of the Head and Back	12
RBM2800	Cardiorespiratory and Renal Physiology	12
RBM3264	Advanced Nerve and Muscle Physiology	12
RBM3640	Advanced Neurosciences	12

HMAIND Indigenous Health

Locations:St Abans

The Indigenous Health Major builds on the Indigenous Health Minor to provide students with a complete context and understanding of the cultural and historical factors that need to be considered when developing and implementing health programs for Indigenous populations. Students explore, analyse and deconstruct disciplinary and lived perspectives, impacts and outcomes for Indigenous individuals and communities in the 21st Century. Topics that are explored include history,

human rights, traditional owners, sovereignty, governance and societal structures, and colonial systems of power, and how these influence the health outcomes of Indigenous populations and groups. In addition to this students will learn about and explore traditional health interventions used in Indigenous communities and their relationship to the conventional western medicine construct. A group project will be presented through a United Nations type 'mini summit' and 'final summit' in relation to Indigenous health, representing discipline and multi-disciplinary approaches through detailed action plans.

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12
AEK2203	Indigenous Perspectives On Sustainability	12
AEK2205	Politics of Aboriginal Art	12
AEK3103	Aboriginal Literacies	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12
HHB3001	Indigenous Health Research Project	12

HMAMCB Molecular Cell Biology

Locations:St Abans

The Molecular Cell Biology major builds on the knowledge of introductory cell function and molecular mechanisms, acquired from the first year core units. The suite of units offered in this major focuses on the investigation of the human body at the molecular and cellular levels, with emphasis on the molecular basis of disease. Understanding the molecular techniques utilized in molecular biomedicine will underpin this major. Students will develop both theoretical and laboratory skills essential for becoming successful professionals in both research and clinical based biomedical science.

HBM2105	Medical Microbiology and Immunity	12
HBM2106	Human Genetics	12
HBM3202	Applied Biomedical Science	12
HBM3204	Biomolecular Mechanisms of Disease	12
RBM2133	Cell and Molecular Biology	12
RBM2560	Medical Biochemistry	12
RBM3720	Immunology	12
RBM3800	Pharmacology	12

HMAPBH Public Health

Locations:St Abans

The Public Health Major provides students with knowledge and skills in Public Health and Health Promotion. The major develops the student's knowledge base in Public Health and Health Promotion and focuses on the application of knowledge, policy, and research in improving the health of populations. Students completing this major will have an understanding and perspective on how to address contemporary health

problems related to critical social and behavioural factors that influence health outcomes.

HHB2301	Health Promotion	12
HHB2302	Health Culture and Society	12
HHB2303	Health and Behaviour	12
HHB2402	Health Program Planning and Evaluation	12
HHB3003	Health Priority in the Western Region	12
HHB3502	Health Research	12
HHB3602	Global Health	12
HHB3603	Health Challenge	12

HMAPHN Public Health Nutrition

Locations: Footscray Park, St Albans

The Public Health Nutrition major provides an integrated group of units in Public Health Nutrition. It builds on the minors in Applied Human Nutrition and Public Health Nutrition. This major is an area of concentration emphasizing the application of food and nutrition knowledge, policy, and research to the improvement of the health of populations. Students completing this major will have understanding and a perspective on addressing contemporary problems related to critical social, behavioural, and food and nutrition-related factors that affect health. Students will have knowledge to propose ways to design, implement, and evaluate programs that can improve the nutritional status of the population or subgroups in the population. They will be able to assess how nutrition and food related public policies affect health, especially in vulnerable populations and how global, national, state, and local community programs can be designed to improve the nutritional status of the population as a whole and those at particular risk. Assessment tasks for the major include short exercises, group projects, oral presentations, essays, and formal examinations. The major includes capstone units, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

HHB1104	Introduction to Public Health and Wellness	12
HHB2301	Health Promotion	12
HHB2302	Health Culture and Society	12
HHB2402	Health Program Planning and Evaluation	12
HHB3003	Health Priority in the Western Region	12
HHB3502	Health Research	12
HHB3602	Global Health	12
HHB3603	Health Challenge	12

HMACH Analytical Chemistry

Locations: Footscray Park, St Albans

After developing a solid grounding in science, this group of units allows students to pursue a breadth minor in Analytical Chemistry. Analytical chemistry is a cornerstone

of the chemical industry and has many applications including food, forensic, pharmaceutical, medical and environmental analyses. This chemistry minor includes hands-on training on modern analytical equipment including applications, theory of operation, optimisation, maintenance and troubleshooting to produce work ready graduates. This minor is appropriate for student undertaking major studies in a range of science discipline areas who wish to complement their studies with some training in chemical instrumentation operation and interpretation. By completing all units in this minor, students will have fulfilled VIT requirements for a Teaching major in Chemistry.

NPU2101	Analytical Methods 1	12
NPU2102	Analytical Methods 2	12
NPU3101	Pharmaceutical Regulatory Processes	12
NPU3104	Drug Testing and Analysis	12

HMAHN Applied Human Nutrition

Locations: Footscray Park, St Albans

After developing a solid grounding in science, the Applied Human Nutrition minor prepares students for a wide choice of careers in nutrition and, in conjunction with Biomedical Nutrition minor, prepares for entry into the professional practice of dietetics. This minor uses classroom, community service, and practice learning to develop an interdisciplinary knowledge core in nutrition as related to health, wellness and illness and their determinants. Through rich and varied experiential learning opportunities, students gain practical skills related to application and interpretation of knowledge.

HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2401	Nutrition & Physical Activity Assessment	12
HHN2402	Diet & Disease	12
RBM3960	Nutritional Frontiers	12

HMIAPP Applied Research

Locations: St Albans

This Minor provides the opportunity for students to focus on theoretical and practical skills essential for Biomedical Research. The importance of biomedical research in developing new treatments and understanding the underlying mechanisms of diseases underpins this minor. Following on from first year core units students will further develop their understanding of qualitative and quantitative research with an emphasis on critically reviewing scientific literature, statistical analysis and effective scientific communication.

HBM2104	Research Methods	12
HBM3102	Medical Imaging	12
HBM3105	Research Project	12
HBM3200	Bioinformatics Methods	12

HMBIO Bioscience

Locations: St Albans

The Bioscience minor builds on the first year units of Bioscience 1 and 2,

and examines the natural physiological changes that occur throughout the life cycle; introducing students to the major pathological disease processes of the body via discussions on the basis for preventative interventions and management of important pathological conditions.

HBM3106	Reproductive and Developmental Biology	12
HBM3205	Clinical Genetics and Cellular Basis of Disease	12
RBM2530	Pathophysiology 1	12
RBM2540	Pathophysiology 2	12

HMBNU Biomedical Nutrition

Locations: Footscray Park, St Albans

After developing a solid grounding in science, this group of units allows students to pursue a minor in Biomedical Nutrition. This minor is a prerequisite for entry into a dietetics postgraduate program as well as meeting a biochemistry requirement for VIT Chemistry teaching.

RBM2530	Pathophysiology 1	12
RBM2540	Pathophysiology 2	12
RBM2560	Medical Biochemistry	12
HHN3001	Nutritional Biochemistry	12

HMFSC Food Science

Locations: Footscray Park, St Albans

After developing a solid grounding in science, this minor allows students to develop knowledge and skills relevant to Food Science. Students will learn fundamentals of properties of foods including chemical composition and physical state and how to ensure their safety and quality using state of the art facilities at Victoria University. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences. Assessment tasks across the minor include short exercises, group projects, oral presentations, essays and formal examinations.

HFS2001	Properties of Food	12
HFS2002	Food Safety and Preservation	12
HFS2003	Food Microbiology	12
RBF3151	Food Quality Assurance	12

HMHNU Health and Nutrition

Locations: St Albans

The Health and Nutrition Minor introduces the student to the role nutrition plays in individual health and populations through the lifespan. Upon completion of the minor students will have an understanding of the link between nutrition and health, wellness and illness and their determinants.

HBM2103	Digestion, Nutrition and Metabolism	12
HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2402	Diet & Disease	12

RBM3960	Nutritional Frontiers	12
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HMIHPH Anatomy & Integrated Physiology

Locations: St Albans

The Anatomy & Integrative Physiology minor introduces the students to the gross anatomy of the head, neck and back and the application of anatomy in medicine will be highlighted in clinical scenarios. The integrative nature of the cardiovascular, renal, respiratory systems will be interrogated further, building on basic physiological principals covered in Human Physiology in Year 1. The relationship between gastrointestinal physiology, nutrition and human health is also covered. Upon completion of this minor students will have an understanding of the link between anatomy, physiology, nutrition, metabolism and health.

HBM2103	Digestion, Nutrition and Metabolism	12
RBM2100	Rehabilitation Anatomy	12
RBM2200	Functional Anatomy of the Head and Back	12
RBM2800	Cardiorespiratory and Renal Physiology	12

HMIIMM Immunopharmacology

Locations: St Albans

The Immunopharmacology minor covers Microbiology, Drug Discovery and Development, Immunology and Pharmacology. It focuses on the micro-organisms that cause human disease, their transmission and infection control, as well as the application of microbiology in medicine and drug development. It provides a pathway to understanding how the immune system can be exploited to develop novel therapies via a pharmacological approach. This minor is vital for students wanting to explore post graduate research or work in large companies which develop pharmaceutical products and their application to disease.

NPU2104	Drug Discovery and Development	12
HBM2105	Medical Microbiology and Immunity	12
RBM3720	Immunology	12
RBM3800	Pharmacology	12

HMIIND Indigenous Health

Locations: St Albans

In the Indigenous Health Minor, students explore, analyse and deconstruct disciplinary and lived perspectives, impacts and outcomes for Indigenous individuals and communities in the 21st Century. Topics that are explored include history, human rights, traditional owners, sovereignty, governance and societal structures, and colonial systems of power, and how these influence the health outcomes of Indigenous populations and groups. In addition to this students will learn about and explore traditional health interventions used in Indigenous communities and their relationship to the conventional western medicine construct.

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12
AEK2203	Indigenous Perspectives On Sustainability	12

AEK3103 Aboriginal Literacies 12

HMIPH Integrative Physiology

Locations:St Albans

On completion of the integrated physiology minor, students will have the knowledge and skills to apply a broad knowledge from the fundamental units of biomedical science, integrating aspects of neuromuscular physiology and research design, in a practical forum of a research project. Students will have the opportunity to apply this theoretical knowledge to practical situations in laboratory simulated learning environments, and community and industry settings, sometimes as part of a research team. Specifically, students will independently design and develop a research proposal which: 1) demonstrates an understanding of the principles of scientific research, experiment/project design; 2) develops skills in accessing, selecting, recording, reviewing and managing research data and research information; 3) critically analyses and synthesizes research data and other information; 4) considers social, cultural, and environmental issues; 5) adopts ethical practice including preparing an application for ethics approval; and 6) communicates information in oral and written forms to a range of associates including supervisors, peers, research teams, community and industry partners.

HBM2104 Research Methods 12

HBM3105 Research Project 12

RBM2100 Rehabilitation Anatomy 12

RBM3264 Advanced Nerve and Muscle Physiology 12

HMIMCB Molecular Cell Biology

Locations:St Albans

The Molecular Cell Biology minor builds on the knowledge of introductory cell function and molecular mechanisms, acquired from the first year core units. The suite of units offered in this minor focuses on the investigation of the human body at the molecular and cellular levels. Key concepts in microbiology, human genetics and biochemistry will be taught and utilized to understand human disease at the molecular level.

HBM2105 Medical Microbiology and Immunity 12

HBM2106 Human Genetics 12

RBM2133 Cell and Molecular Biology 12

RBM2560 Medical Biochemistry 12

HMINUT Nutrition

Locations:St Albans

The Health and Nutrition Minor introduces the student to the role nutrition plays in individual health and populations through the lifespan. Upon completion of the minor students will have an understanding of the link between nutrition and health, wellness and illness and their determinants. This minor uses classroom and practical learning to develop an interdisciplinary knowledge core in nutrition as related to health, wellness and illness and their determinants. Through varied learning opportunities, students gain practical skills related to application and interpretation of knowledge.

HPC1000 Introduction to Human Nutrition and Food 12

HHN2001 Family Health and Nutrition Through the Lifespan 12

HHN2401 Nutrition & Physical Activity Assessment 12

RBM3960 Nutritional Frontiers 12

HMIPHN Public Health Nutrition

Locations:Footscray Park, St Albans

This minor provides an integrated group of units in Public Health Nutrition. It covers disciplinary knowledge in Public Health Nutrition with a focus on contemporary challenges relating to principles and practices from social and behavioral science to develop, implement and evaluation of programs and policies that promote optimal nutrition and population health and well-being. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences. Assessment tasks across the minor include short exercises, group projects, oral presentations, essays, and formal examinations.

HHB1104 Introduction to Public Health and Wellness 12

HHB2301 Health Promotion 12

HHB2402 Health Program Planning and Evaluation 12

HHB2302 Health Culture and Society 12

UNITS

APA4015 Community Psychology

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil

Description: This unit of study provides students with an introduction to the ways of thinking and levels of analysis in community psychology. It focuses on the historical and theoretical underpinnings of community psychology by exploring the different topics addressed by the discipline and key principles and practices that underpin the discipline. As such, topics covered include prevention, empowerment, ecological analysis, and concepts of community. Application of these concepts to real world scenarios is also considered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise the conceptual shift underpinning the community psychology paradigm;
2. Critique the levels of analysis in community psychology prevention;
3. Critically assess concepts in community psychology; and
4. Apply and reflect upon the use of an ecological perspective to explain current social issues.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: ICT (Wiki, Web sites), Online discussion: Reflection on theoretical issues through contributing to 6 online discussion topics (1000 words), 20%. Research Paper, Critical evaluation of ecological model and discussion of application to current social issue (2500 - 3000 words), 40%. Test, In-class test on conceptual understanding of topics covered in the unit and application of this understanding to scenarios provided (2 hours), 40%.

APA4019 Field Research

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Admission in to the Graduate Diploma in Psychology

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting an applied research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and staff member's area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APA4020 Extended Field Research. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review relevant literature and exemplify understanding of the depth and breadth of knowledge in a particular research area;
2. Construct a research problem and question;
3. Exemplify consideration of methodological issues when designing a research project; and
4. Appraise and apply ethical standards when designing and undertaking a research project.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student's field research project supervisor.

Assessment: Research Thesis, Research thesis of approximately 9,000 to 15,000 words to be submitted and graded in second semester (APA4020 Extended Field Research), 100%.

APA4020 Extended Field Research

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: APA4019 - Field Research

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and staff member's area of interest. Specifically, the aims are to develop and use the skills required to conduct a research project and to present a research thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Gather and analyse data using relevant quantitative or qualitative techniques;
2. Report and critically discuss the findings in the context of the literature review;
3. Critically evaluate the research methodology and findings; and
4. Present the research in a formal thesis or research report.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student's field research project supervisor.

Assessment: Research Thesis, Research thesis between 9000 - 15000 words, 100%.

APC5201 Research Project 1

Locations: St Abars.

Prerequisites: Admission to the Master of Psychology course

Description: This unit is the first in a series of units designed to provide students with experience in planning, conduction, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to identify a research question, critically review relevant literature and develop a research proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the factors to be considered in designing psychological research studies;
2. Identify a viable research question;
3. Demonstrate a familiarity with the literature associated with their proposed research project; and
4. Develop a brief research proposal.

Class Contact: Individual supervision, no scheduled classes

Required Reading: As advised by supervisor

Assessment: Other, Submission of a brief research proposal including a rationale and an outline of the methodology to be used for the research project, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APC5203 Clinical Experience 1

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology Course

Description: This unit of study will introduce students to the Victoria University Psychology Clinic (VUPC) including the use of equipment for recording of clinical consultations. An introduction to clinical practice will be provided via case presentations, role-plays and where possible observation of assessment of cases referred to VUPC. Allocation of cases referred to the clinic will occur from Week 10 depending on the availability of referrals and the individual student's progress.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the role and operation of the Victoria University Psychology Clinic;
2. Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files;
3. Demonstrate an

understanding of the application of ethical principles to clinical work; 4. Demonstrate the development of clinical interview and assessment skills at a beginning level; and 5. Demonstrate initial acquisition of an appropriate professional stance in relation to clients.

Class Contact:Seminar 1.0 hr

Required Reading:Victoria University Psychology Clinic Manual

Assessment:Report, Submission of a report of a first session, based on an observation of a VUPC case or a viewing of a DVD, Pass/Fail. Effective word length 3000 words.

APC5204 Professional Practice Issues

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study will examine ethical and legal frameworks for clinical practice in Australia. Professional practice issues relevant to clinical practice, the APS Code of Professional Conduct and examples of ethical dilemmas will be presented. Cultural values and expectations in the area of health care will be explored. Clinical work from the perspective of several cultures as represented by migrant and Indigenous communities in Victoria will be considered. The impact of language barriers on clinical work and appropriate use of accredited interpreters will also be included in these seminars.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of the law governing the practice of psychology in Australia and the operation of the Psychology Board of Australia; 2. Demonstrate knowledge of the APS Code of Ethics and Current Guidelines; 3. Demonstrate an awareness of the ethical and legal issues most germane to the area of clinical practice, including issues of confidentiality, the protection of minors, the notion of informed consent, responsibility to clients and to employers, and the appropriate use of psychological tests; 4. Demonstrate a knowledge of the effect of cultural differences and the impact of language barriers on clinical work; and 5. Demonstrate an awareness of the ethical issues in cross-cultural psychological practice.

Class Contact:Seminar 1.5 hrs

Required Reading:Australian Psychological Society 2007, Code of ethics, Melbourne, Australia. Australian Psychological Society 2008, 8th edn, Ethical guidelines, Melbourne, Australia. National Law, Health Practitioner Regulation

Assessment:Test, Two in-class tests of ethical knowledge, cultural differences and legal and registration requirements for clinical practice, 100%. Other, Completion of hurdle requirement: Exercises related to ethical dilemmas in clinical practice (pass/fail), 0%. One component of assessment will be graded - 2 in class tests One component of assessment will be ungraded - Pass or Fail (hurdle requirement) Effective word length 2500 words.

APC5205 Group Process

Locations:St Albans.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:Theoretical frameworks for understanding processes in groups will be presented. The main theoretical emphases are on psychoanalytical and systems-based approaches. Students will be provided with an experience of the issues discussed in the literature by participation in a study group, which has the task of analysing its own processes as they occur.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of the field of group dynamics; 2. Demonstrate an awareness of how processes beyond awareness affect group functioning; 3. Demonstrate a developing ability to explore group process; and 4. Demonstrate a working knowledge of theories of group development and dynamics.

Class Contact:Seminar 2.0 hrs

Required Reading:Benson, JF 2009, 3rd edn, Working more creatively with groups, Hoboken: Taylor & Francis. Bion, W 1961, Experiences in groups and other papers, Tavistock: London. Freud, S 1921, Vol 12 Group psychology and the analysis of the ego, Pelican Freud Library: London. Lipgar, RM & Pines, M 2003, Building on bion: roots: origins and context of Bion's contributions to theory and practice, Jessica Kingsley: London. Hinshelwood, RD 1987, What happens in groups, Free Association: London.

Assessment:Assignment, Weekly journal record of the study group, 30%. Essay, Essay, 70%. The two components of assessment will be graded Total effective word length 3000 words.

APC5206 Child and Adolescent Psychopathology

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study is designed to provide students with an understanding of the major disorders that occur during childhood and adolescence. The concept of psychopathology and classification systems such as DSMIV, ICD 10 and alternative diagnostic frameworks such as the Psychodynamic Diagnostic Manual (PDM) are introduced. Developmental pathways that lead to common symptom patterns and the meaning of these patterns are discussed in the context of developmental stages. The limitations of the application of categorical taxonomies in paediatric populations will be covered.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the aetiology of the major disorders occurring in childhood and adolescence; 2. Demonstrate an understanding of diagnostic classification systems and an ability to critically evaluate the application of these classification systems to children and adolescents; 3. Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various child and adolescent presentations; 4. Demonstrate an understanding of developmental pathways and associated symptom patterns in childhood and adolescence; and 5. Demonstrate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact:Seminar 1.5 hrs

Required Reading:American Psychiatric Association 2000, 4th edn, Diagnostic and statistical manual of mental disorders: DSM-IV-TR, Washington, DC: Author. PDM Task Force 2006, Psychodynamic diagnostic manual, Silver Spring, MD: Alliance of Psychoanalytic Organisations.

Assessment:Examination, Examination, 70%. Test, Two in-class diagnostic tests, 30%. The two components of assessment are graded. Effective word length 3000 words.

APC5207 Adult Psychopathology

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study is designed to provide students with an understanding of a range of clinical presentations in adulthood. Phenomenology and etiology of the major psychological disorders will be studied as well as at-risk presentations such as suicidality and self-harm. Students will be expected to develop competence in the

application of diagnostic classification systems (including current versions of DSM and ICD) but will also be encouraged to critically evaluate such systems.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of the phenomenology and aetiology of the major psychological disorders occurring in adulthood;
- Demonstrate an understanding of and an ability to critically evaluate the application of diagnostic classification systems;
- Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various adult clinical presentations;
- Demonstrate an understanding of clinical presentations involving at-risk (eg suicidal) ideation and behaviour;
- Demonstrate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact: Seminar 1.5 hrs

Required Reading: American Psychiatric Association 2000, 4th ed, text revision, Diagnostic and statistical manual of mental disorders: DSM-IV-TR, Washington, DC: Author. PDM Task Force 2006, Psychodynamic diagnostic manual, Silver Spring, MD: Alliance of Psychoanalytic Organizations.

Assessment: Examination, Examination, 70%. Exercise, Diagnostic exercises, 30%. The assessment for this unit is graded. Effective word length 2500 words.

APC5208 Research Project 2

Locations: Footscray Nicholson.

Prerequisites: APC5201 - Research Project 1

Description: This unit is the second in series of units designed to provide students with experience in planning, conducting, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to refine their skills in writing a critical review of the relevant literature, to develop a full research proposal and to prepare an ethics application for this project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Write an integrated critical review of previous studies in the area of their chosen research project; 2. Develop a full research proposal, including rationale, methodology and proposed method of data analysis; and 3. Demonstrate an ability to prepare research ethics applications.

Class Contact: Individual supervision, no scheduled classes

Required Reading: No Scheduled Classes, only individual supervision. Project supervisors to advise

Assessment: Other, Submission of a full research proposal (due mid-September), Pass/Fail. Presentation, Oral presentation of research proposal, Pass/Fail. Other, Submission of a draft ethics application, Pass/Fail. The assessment for this unit is ungraded Effective word length 5000 words.

APC5210 Clinical Experience 2

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study provides students with opportunities to commence/continue practical consolidation of clinical skills through supervised work with clients referred to the Victoria University Psychology Clinic (VUPC) building to an

average of 2.5 hours per week of face to face client contact. Case presentations and individual supervision will facilitate further development of problem-solving and communication skills around clinical assessment.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
2. Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
3. Demonstrate skills in writing psychological reports at an increasingly professional level; and
4. Demonstrate an understanding of the role of supervision.

Class Contact: One 1 hour seminar per week and fortnightly/weekly individual clinical supervision as required

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in VUPC to be submitted to the Course co-ordinator, Pass/Fail.

Presentation, At least one case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of case material in supervision, Pass/Fail. Report, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. Effective word length 3000 words.

APC5211 Interventions 1

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit focuses on Cognitive and Behavioural approaches to therapy, including Behavioural therapy (BT), Cognitive Therapy (CT) and Cognitive Behavioural Therapy (CBT). Students will be introduced to the main theories, concepts and techniques of CBT, and gain understanding of the stages and process of BT, CT and CBT treatments.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate understanding of key BT, CT and CBT theories and interventions;
2. Demonstrate understanding of the evidence-base of cognitive and behavioural therapies, and how this relates to treatment planning; and
3. Demonstrate the ability to conceptualise, plan and implement a basic course of treatment based on a CBT formulation.

Class Contact: Seminar 1.5 hrs

Required Reading: Nil

Assessment: Case Study, Case formulation and therapy plan using a cognitive-behavioural approach, based on a set case study, 60%. Examination, Short-answer examination of understanding of cognitive and behavioural therapy concepts and interventions, 40%. *A grade of Credit or above on Assessment Item 1 is required to pass the unit The two components of assessment are graded. Effective word length 3,000 words.

APC5212 Observational Methods

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study will introduce the principles involved with observation (confidentiality, minimal intrusion, observer effects recording observations). Naturalistic observation will be applied to the developmental period of infancy and to provide a context there will be a review of the early developmental stages, parent-infant relationships and the family and social contexts for the new family constellation. The unit will include discussion of major theoretical frameworks for

understanding individual and family development in the context of a new baby coming into the family. As well as participation in seminars students will undertake a practical intensive experience of observation of infant and infant-parent interactions. The importance of observation as a research methodology and as a core skill in clinical practice will be emphasised.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the principles of observation;
2. Demonstrate an understanding of observation as a critical skill in clinical work;
3. Demonstrate knowledge of theoretical frameworks for understanding infants and parent-infant relationships; and
4. Demonstrate an ability to record and report on the observation of an infant in the context of a new family constellation.

Class Contact: Seminar 1.5 hrs

Required Reading: As advised by lecturer

Assessment: Journal, Submission of a logbook of weekly observations, Pass/Fail. Report, Submission of a report of the observation, Pass/Fail. The two components of assessment will be ungraded. Total effective word length 3000 words.

APC5213 Research Methods

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: A range of models and methods of research design and analysis will be presented in class. Methods of sampling and data collection within experimental, quasi-experimental and observational designs will be examined. The principles of qualitative research will be introduced. The basic concepts and theories underlying statistical techniques used in the health sciences will be covered. Students will gain experience in a range of statistical techniques and will be required to identify appropriate statistical methods to be applied in their own empirical work.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the factors to be considered in designing psychological research studies;
2. Demonstrate knowledge of basic statistical concepts and techniques (univariate and multivariate);
3. Demonstrate an ability to perform basic and advanced statistical techniques and correctly interpret results; and
4. Demonstrate an ability to write a clear and detailed report summarising a specific statistical technique and to provide an oral presentation on that statistical technique.

Required Reading: Howitt, D & Cramer, D 2008, Introduction to SPSS in Psychology: For Version 16 and Earlier, London: Pearson Prentice Hall. Tabachnick, BG & Fidell, LS 2006, 5th edn, Using Multivariate Statistics, Boston: Allyn and Bacon.

Assessment: Test, Two in-class statistical methods tests, 80%. Presentation, One oral presentation to class, 20%. The two assessment components for this unit are graded. Total effective word length 3,000 words.

APC5215 Child and Family Interventions

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical)

Description: This unit of study introduces students to child and family psychotherapy theory and techniques, using the psychodynamic and family systems frameworks. Emphasis is placed on thorough assessment of individual, parental and familial dynamics in order to develop a contextually appropriate case formulation and treatment plan. The basic skills of play therapy, parental intervention and family therapy are taught. Changes in the traditional family structure and its psychological implications are addressed. Relevant ethical issues specific to child and family

assessment and intervention are also considered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Grasp the theoretical frameworks relevant to understanding the intrapsychic, interpersonal and systemic dynamics operant in child and family presenting problems;
2. Formulate child and familial difficulties and make sound clinical decisions concerning appropriate interventions;
3. Demonstrate knowledge of the basic skills involved in play therapy, parental intervention and family therapy; and
4. Show an awareness of the ethical and legal issues accompanying therapeutic interventions with children and families, and demonstrate sound ethical decision making in addressing these.

Class Contact: Seminar 1.5 hrs

Required Reading: Blake, P 2008, Child and adolescent psychotherapy, Melbourne: IP Communications.

Assessment: Assignment, Case study assignment demonstrating the ability to conceptualise and develop a case specific treatment plan, 100%. Total effective word limit 5000 words.

APC5216 Clinical Psychology Assessment 1

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study is designed to develop students' understanding of the principles and practice of psychological assessment in clinical psychology. It will include an introduction to basic clinical assessment techniques, including observations, interviewing, and history-taking. Administration, scoring and interpretation of general cognitive tests (Wechsler and Woodcock-Johnson), memory assessments (WMS-IV and others) and achievement tests (WIAT, WRAT, WJ3) as well as cognitive assessment report-writing and providing feedback will be covered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the purpose of assessment and how it is used in a variety of settings;
2. Demonstrate an understanding of basic clinical assessment techniques including interviewing, observation and mental status examination;
3. Demonstrate basic skills in the administration and scoring of intelligence tests;
4. Demonstrate basic skills in interpretation of results of intelligence tests and the presentation of those results in a clear, concise psychological report;
5. Demonstrate an understanding of the use and application of memory and achievement tests; and
6. Demonstrate an understanding of the basic micro-skills required for clinical work.

Class Contact: Seminar 1.5 hrs

Required Reading: Egan, G 2009, 9th edn, The skilled helper: A problem-management approach to helping, Pacific Grove, CA: Brooks/Cole Publishing Company. Groth-Mamat, G 2009, 5th edn, Handbook of psychological assessment Hoboken, New Jersey: John Wiley & Sons. Sattler, JM 2008, 4th edn, Assessment of children, San Diego, CA: Jerome Sattler Publishers.

Assessment: Exercise, In class activities related to scoring, reporting and interpreting assessment data, Pass/Fail. Report, Cognitive assessment and associated report for a child or adult, Pass/Fail. Other, Submission of DVD recording of a role-play exercise and self-evaluation report, Pass/Fail. Minimum effective word length 5,000 words.

APC5217 Clinical Psychology Assessment 2

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit will extend students' study of the principles and practice of psychological assessment. There will be a focus on the clinical interview and the client-clinician integration process, as well as the administration and interpretation of formal techniques for the assessment of personality and social and emotional functioning. Approaches to, and complexities of, risk assessment will also be considered. Attention will be given to the integration of assessment information from several sources (observation, interview including client history, mental state examination, formal assessment techniques etc) to arrive at a case formulation.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of clinical assessment principles and techniques;
2. Demonstrate basic skills in the administration and interpretation of formal techniques for assessment of personality and social and emotional functioning;
3. Demonstrate an understanding of risk assessment and its complexities; and
4. Demonstrate skills in integrating information to arrive at a case formulation.

Class Contact: Seminar 1.5 hrs

Required Reading: Groth-Mamat, G 2009, 5th edn, Handbook of psychological assessment, Hoboken, New Jersey: John Wiley & Sons.

Assessment: Assignment, Written report on an aspect of psychological assessment, 20%. Report, Written report based on interpretation and integration of assessment data/information, 80%. Minimum effective word length 5,000 words.

APC5218 External Placement 1

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: During this semester, depending on availability, there will be the opportunity for individual students to commence their first external placement. This placement of two days per week for 20 weeks is in a mental health or community agency. Students work under supervision to further develop their assessment and clinical decision making skills in the clinical environment. Demonstration of adequate clinical competence in working with clients in the Victoria University Psychology Clinic (VUPC) will be required before students are placed in external agencies. Specific placement arrangements, as set out in the Clinical Psychology Placement Handbook, will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting;
2. Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency;
3. Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded;
4. Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; and
5. Demonstrate a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes

Required Reading: Victoria University Clinical Psychology Placement Manual

Assessment: Practicum, Completion of arranged 40 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece to the Placement Coordinator prior to completion of placement, Pass/Fail. Other, Submission of a Student Evaluation form completed by the placement supervisor indicating

satisfactory performance relative to the student's training, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement Co-ordinator on completion of the placement, Pass/Fail. The four components of assessment are ungraded. Students must pass all four components to pass the unit. Minimum effective word length 3000 words.

APC6085 Foundations of Psychotherapy

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce students to the applied practice of psychotherapy. The unit aims to develop students in the foundation skills of evidence-based, non-specific treatment factors, which are common to all streams of therapeutic work. These include core skills for development and maintenance of the therapeutic relationship, managing emotional content, therapeutic structure and the use of supervision as a learning tool. Students will learn via seminars, role-plays, readings, and reflection on their practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit skills in performing a clinical interview with a simulated client and integrate and interpret information;
2. Explicate, contextualise and translate into practice, intervention skills in non-specific therapy factors;
3. Critically reflect on their own interviewing skills and learning;
4. Assess and communicate risk in relation to self-harm and suicidality.

Class Contact: Seminar 3.0 hrs

Required Reading: Geldard, D., Geldard, K., & Yin Foo, R., (2017) 8th ed. Basic Personal Counselling: A Training Manual for Counsellors Cengage Learning, Australia Sperry, L., (2011) Core competencies in counselling and psychotherapy: Becoming a highly competent and effective therapist New York: Routledge

Assessment: Exercise, Submission of two (2) recordings demonstrating interviewing and non-specific therapy skills (1,000 words), 25%. Report, Submission of two (2) written reflective pieces related to the role-plays (2,000 words), 25%. Case Study, Submission of a written assessment and role-play of a risk assessment (2,000 words), 25%. Other, In-class participation and submission of six (6) recorded role-plays (1,000 words), 25%.

APC6086 Clinical Assessment

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with training in the principles and practice of evidence-based psychological assessment in professional psychology. It provides the first opportunity to develop competence in the basic assessment skills required to practice as a registered psychologist in Australia (PsyBA/AHPRA). It includes an introduction to basic clinical assessment techniques across the lifespan, including observations, interviewing, history-taking and formal administration of psychological assessment tools. Administration, scoring and interpretation of intellectual, memory and achievement tests, personality assessment, as well as assessment report-writing and providing feedback will be covered. Students will also be introduced to the major diagnoses and disorders which are likely to require cognitive assessment. Successful completion of this unit prepares students for clinical placements both in the VU Psychology Clinic and within community-based organisations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate and critically reflect upon the purpose of psychological assessment and

how it is used in a variety of settings and for different purposes including diagnosis;

2. Exhibit competence in clinical assessment skills including interviewing, observation and mental status examination, commensurate with level of training;
3. Administer and score intelligence, achievement, memory and personality tests;
4. Interpret, integrate and analyse the findings of a clinical assessment including interview, observations and the results of intelligence, achievement, memory and personality tests, commensurate with level of training;
5. Formulate and articulate clinical assessment results both verbally and in a written report for a variety of audiences and purposes, including diagnosis.

Class Contact:Seminar 2.0 hrs

Required Reading:Groth-Mamat, G. & Wright, J.A., (2016) 6th ed. Handbook of Psychological Assessment Hoboken, New Jersey: John Wiley & Sons. Postal, K. & Armstrong, K.S., (2013) Feedback that Sticks: The Art of Effectively Communicating Neuropsychological Assessment Results Oxford: Oxford University Press, USA

Assessment:Exercise, Portfolio of learning activities (Indicative word length 1,000 words), Pass/Fail. Report, Formal assessment report (Indicative word length 2,000 words), Pass/Fail. Other, DVD recording of the administration of an intellectual assessment tool and roleplay of verbal feedback of results., Pass/Fail.

APC6087 Professional Ethics

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit will examine contemporary professional ethical and legal issues pertaining to clinical and community psychology training and practice, both internationally and in Australia. The emphasis will be on conducting oneself professionally and ethically, developing ethical sensitivity and 'moral imagination', and learning to resolve ethical dilemmas using available resources. Professional practice issues relevant to a broad range of psychological interventions, the 2007 APS Code of Professional Conduct, 2013 National Practice Standards for the Mental Health Workforce, and examples of ethical dilemmas will be presented. Cultural values and expectations in the area of mental health care will be explored, particularly as these apply to multicultural, migrant and indigenous communities. Because reflective practice is essential to professionalism and ethical conduct, self-reflection (on one's attitudes, motivations, values, feelings and experiences) and reflection on one's interactions with others, will constitute a significant learning focus. Rather than emphasising abstract principles, case studies of actual ethical scenarios will be employed to contextualise ethical deliberation and illustrate ethical dilemmas.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically reflect on one's own experiences, motives and values and how these may impact on one's moral assumptions and ethical reasoning in professional practice;
2. Scrutinise the concept of professionalism and professional conduct in the context of psychology training and practice;
3. Analyse and apply knowledge of the law governing the practice of psychology in Australia and the operation of the Psychology Board of Australia and of the APS Code of Ethics and Current Guidelines;
4. Adapt ethical problem solving strategies, integrating key ethical and legal issues germane to the context, to address and resolve ethical dilemmas in a variety of professional settings;
5. Articulate the effects of cultural differences (including ethnic, gender, language and sexual orientation) on psychological work, particularly in cross- and multi-cultural practice.

Class Contact:Seminar 2.0 hrs

Required Reading:Allen, A. & Love, A.W. (2010). Ethical Practice in Psychology Chichester, UK, Wiley-Blackwell Australian Psychological Society 2007, Code of

ethics, Melbourne, Australia. Australian Psychological Society 2008, 8th edn, Ethical guidelines, Melbourne, Australia.

Assessment:Portfolio, Ethical autobiography and self-reflection exercise (Indicative word length: 2000 words), 30%. Test, Ethical code knowledge test (Duration 90 minutes), 70%.

APC6088 Psychopathology and Diagnosis

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit of study is designed to provide students with an understanding of the major disorders that occur across the lifespan. The concept of psychopathology and classification systems such as DSM-5, ICD 10 and alternative diagnostic frameworks such as the Psychodynamic Diagnostic Manual (PDM) are introduced. Developmental pathways that lead to common symptom patterns and the meaning of these patterns are discussed in the context of developmental stages. The limitations of the application of categorical taxonomies in paediatric populations will be covered.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate the aetiology of the major disorders and recognise in clients;
2. Critically evaluate the application of the diagnostic classification systems;
3. Identify an appropriate diagnosis and reporting the rationale for the diagnosis for various presentations;
4. Articulate an understanding of developmental pathways and associated symptom patterns in childhood and adolescence; and
5. Identify differential diagnosis and recognise relevant evidence of comorbidities.

Class Contact:Seminar 2.0 hrs

Required Reading:American Psychiatric Association (2013) 5th ed. Diagnostic and statistical manual of mental disorders: DSM-5-TR Arlington, VA, USA. American Psychiatric Association PDM Task Force (2006) Psychodynamic diagnostic manual Silver Spring, MD: Alliance of Psychoanalytic Organisations

Assessment:Test, Two (2) In-class diagnostic tests (60 minutes), 30%. Examination, Examination (90 minutes), 70%.

APC6089 Research Methods

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:The aims of this unit are as follows: to provide students with the requisite knowledge to comprehend and critically appraise qualitative and quantitative research studies relevant to the field of clinical psychology (critical research literacy); to introduce students to some of the current controversies in the field of psychotherapy research, and the role that research design and data analysis play in the research disputes; to assist students in designing and conducting an independent research project using a suitable method; to acquaint students with quantitative and qualitative methods employed in current clinical psychology research; and to provide useful guidance in the design of a practice based evidence case study project. This unit will equip students with the requisite skills to be critical consumers of clinical psychology research, as well as develop and refine the skills necessary to conduct research in an ethically and methodologically sound way. By becoming discerning readers of clinical research literature, students will be better evidence-based practitioners, while simultaneously being appreciative of the importance of practice-based evidence in their work. While acknowledging the fact that clinical psychology research is broader than psychological interventions, the focus of the unit will be on research in the context of psychotherapy. This is consistent with the therapeutic emphasis of the VU clinical training and the importance of ensuring that therapeutic

interventions are based on a familiarity with the relevant research literature. While independent of the research project that students submit, the research methods unit develops the competencies necessary to carry out and write up both the research project and clinical case studies. Given the importance of case studies in practice based evidence, one of the assessment tasks for this unit will be the development of an outcome focused systematic psychotherapy case study proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate published research relating to the field of clinical psychology;
2. Demonstrate competence with qualitative and quantitative research designs and methods;
3. Debate the positions adopted by authors with respect to common psychotherapy research controversies;
4. Establish and reflect upon the evidence-based status of psychological interventions;
5. Prepare a draft proposal for a systematic case study research project.

Class Contact: Seminar 2.0 hrs

Required Reading: Readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Essay, Critically assess the methods and conclusions of selected clinical research papers (Word length: 2000), 30%. Other, Draft proposal for a systematic psychotherapy case study (Word length: 4000), 70%.

APC6090 Personality and Mental Health Assessment

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit will extend students' study of the principles and practice of psychological assessment. There will be a focus on the administration and interpretation of formal techniques for the assessment of personality and socio-emotional functioning. It incorporates studies in tests appropriate in the VU dual-stream psychotherapy training model. Further development of skills in assessment of DSM-5 and ICD pathology will occur. Attention will continue to be given to the integration of assessment information from multiple sources to arrive at a case formulation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically apply clinical psychology assessment techniques to case studies of client presentations;
2. Implement, interpret, and analyse tests of personality and socio-emotional functioning;
3. Appraise and prescribe assessment tools appropriate to both adult and child clients, within both cognitive-behavioural and psychodynamic therapy/assessment settings;
4. Synthesise and integrate clinical and other information to arrive at formulation and diagnosis of psychopathology and bio-psycho-social disturbance;
5. Communicate effectively, both orally and in writing, reports of psychological assessments.

Class Contact: Seminar 2.0 hrs

Required Reading: Goldfinger, K., & Pomerantz, A.M. (2014). (2nd Ed.).

Psychological Assessment and Report Writing Thousand Oaks: SAGE Publications.

Assessment: Case Study, Written report on a provided case study incorporating tests of socio-emotional functioning (Indicative word length: 2000 words), 30%. Case Study, Written report on a provided case study incorporating tests of personality (Indicative word length: 4000 words), 50%. Presentation, Presentation on diagnosis, 20%.

APC6091 Interventions 1 - Introduction to CBT

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit will provide an introduction to the theory and practice of Cognitive Behaviour Therapy. The unit focuses on Cognitive and Behavioural approaches to therapy, including Behavioural Therapy (BT), Cognitive Therapy (CT) and Cognitive Behavioural Therapy (CBT). Students will be introduced to the main theories, concepts and techniques of CBT, gain understanding of the stages and process of CBT, and gain experience in the delivery of these techniques to some different client groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise the principles that underpin Behavioural Therapy, Cognitive Therapy and Cognitive Behavioural Therapy theories and interventions;
2. Conceptualise client issues from a Cognitive Behavioural Therapy perspective;
3. Justify and apply Cognitive Behavioural Therapy intervention skills;
4. Identify and critique a range of professional literature that examines Cognitive Behavioural Therapy practices;
5. Critically reflect on the application of Cognitive Behavioural Therapy in a counselling role play.

Class Contact: Seminar 1.5 hrs

Required Reading: Beck, J., (2012). 2nd ed. Cognitive therapy: Basics and beyond New York: Guilford Press

Assessment: Case Study, Case formulation using a cognitive-behavioural approach, based on a set case study (indicative: 1500 words), 30%. Report, Report of a therapy plan based on the initial case formulation, using cognitive-behavioural approach, based on set case study (indicative: 1500 words), 30%. Examination, Short-answer examination of understanding of cognitive and behavioural therapy concepts and interventions (1.5 hours), 40%.

APC6092 Interventions 2 - Introduction to Psychodynamic Psychotherapy

Locations: Footscray Nicholson.

Prerequisites: APC6091 - Interventions 1 - Introduction to CBT

Description: This unit complements the work undertaken in Interventions 1, by developing students' skills in the assessment, formulation, and treatment of adult and childhood disorders using psychodynamic psychotherapy theory and practices. The course furthers student competencies in the Victoria University's clinical training model, which emphasises both cognitive-behavioural and psychodynamic interventions. Learning will focus on the application of psychodynamic psychotherapy to a range of client problems and disorders, meta-competencies in psychodynamic psychotherapy, and application of psychodynamic psychotherapy to high prevalence mental health disorders. During the semester, students commence their initial placement at the Victoria University Psychology Clinic. Case presentations will occur to integrate the formal seminars in this unit and the students' fieldwork.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptualise, plan and implement a course of treatment based on a psychodynamic framework.
2. Critically reflect on, contextualise, and apply manualised psychodynamic techniques to a client's individual requirements.
3. Critically evaluate client progress and based on the evidence, where necessary revise the intervention plans accordingly.
4. Review, contextualise, and apply psychodynamic psychotherapy to presentations in child and adult clients.
5. Exhibit foundational clinical competencies in the fieldwork setting.

Class Contact: Seminar 2.0 hrs

Required Reading: Readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Presentation, One therapy case presentation. (30 minutes), 30%. Examination, Short and essay answer format exam demonstrating knowledge

acquisition (2 hours), 30%. Portfolio, Submission of a casebad portfolio to the Student Review Board, as per VU Psychology Clinic Manual requirements. (Indicative word length 4000 words), 40%.

APC6110 Clinical Experience and Practicum 4

Locations:St Albans.

Prerequisites:APC5102 - Research Project 2APC5104 - Clinical Skills 2APC5106 - Clinical Experience and Practicum 2APC5108 - Professional Practice Issues 2APC5110 - Observational Method 1APC5112 - Clinical Theories 1APC6109 - Clinical Experience and Practicum 3

Description:Students will continue their second clinical field placement and their supervised work with clients referred to the Victoria University Psychology Clinic. Case presentations/discussions and observation of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate developing skills in psychological intervention; 4. Demonstrate skills in writing psychological reports at an increasingly professional level; 5. Demonstrate a capacity to use supervision effectively; 6. Demonstrate skills in oral case presentation and in clinical discussion; and 7. Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact:Students will complete their second clinical field placement commenced in semester 1 and receive weekly supervision by the appointed placement supervisor. Fortnightly individual supervision and small and/or large group supervision will continue for clinical work in the Victoria University Psychology Clinic.

Required Reading:Victoria University Psychology Clinic Manual. Clinical Psychology Placement Manual.Recommend ReadingTo be advised.

Assessment:Journal, Weekly logbook and satisfactory reports from clinical supervisors (field supervisor, supervisor of VUPC work), Pass/Fail. Presentation, Case presentations in small/ large group supervision, Pass/Fail.

APC6201 Research Project 3A

Locations:St Albans.

Prerequisites:APC5208 - Research Project 2

Description:This is the third of four research project units for the Master of Psychology. Individual supervision will provide guidance on conducting clinical research and studying the literature in the student's area of research.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Conduct data collection in an ethical manner; 2. Analyse data using relevant quantitative techniques; and 3. Demonstrate appropriate progress on their research project e.g. completion of data collection and data analysis.

Class Contact:No scheduled classes, fortnightly individual supervision

Required Reading:No required text

Assessment:Other, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APC6202 Research Project 3B

Locations:St Albans.

Prerequisites:APC5208 - Research Project 2

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Description:Individual supervision will provide guidance on conducting clinical research and studying the literature in the student's area of research. If required, supervision will also provide guidance on the expansion of the project to meet doctoral requirements and resubmission of the amendments to the Ethics committee.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an ability select relevant literature and methodology for the project; 2. Demonstrate an ability to conduct data collection in an ethical manner; and 3. Demonstrate appropriate progress on their research project- e.g. commencement of data collection.

Class Contact:No scheduled classes, fortnightly individual supervision

Required Reading:As advised by supervisor

Assessment:Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APC6204 Clinical Experience 3

Locations:St Albans.

Prerequisites:APC5210 - Clinical Experience 2

Description:Students will continue supervised work with clients referred to the Victoria University Psychology Clinic (VUPC). Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate further development of skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in writing psychological reports at an increasingly professional level; 4. Demonstrate developing skills in applying appropriate psychological interventions; 5. Demonstrate a capacity to use supervision effectively; and 6. Demonstrate an ability to make oral case presentations and appropriately participate in clinical discussions.

Class Contact:Seminar 2.0 hrs Plus fortnightly/weekly individual clinical supervision as required.

Required Reading:Victoria University Psychology Clinic Manual

Assessment:Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Co-ordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinical supervisor/s indicating satisfactory progress, Pass/Fail. Total effective word length 3,000 words.

APC6205 Clinical Health Psychology 1

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study will introduce the field of clinical health psychology together with theoretical frameworks linking psychological and physical aspects of health and illness and key concepts relevant to health and medical psychology. Learning will focus on the application of clinical psychology principles and techniques to the promotion and maintenance of health and the prevention and treatment of illness. Psychological assessment within health settings and adherence to treatment and preparation for medical procedures will be covered. Applications of clinical psychology will be considered across a range of health settings (including primary

health and hospital in-patient/outpatient services), various medical conditions (including chronic, acute and psychosomatic), at all life stages (e.g. paediatric, adolescent, adult and aged). The role of clinical psychologists in developing behaviour change programs for various levels of prevention will be discussed.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of theoretical frameworks and models relevant to clinical health psychology;
2. Demonstrate an understanding of the application of core clinical psychology skills and specialised assessment for medical problems in various patient groups;
3. Demonstrate an understanding of the psychological impact of illness and the effect of psychological factors on the course of illness; and
4. Demonstrate an understanding of the contribution of clinical psychology to health maintenance and illness prevention.

Class Contact: Seminar 2.0 hrs

Required Reading: Albey, I & Munafa, M 2008, Key concepts in health psychology, London: Sage. Bear, C & Deardorff, W 2009, Clinical health psychology: a practitioners guidebook, Washington, DC: American Psychological Association. Llewelyn, S & Kennedy, P (eds) 2003, Handbook of clinical health psychology, Chichester, West Sussex: John Wiley & Sons, Ltd.

Assessment: Essay, One essay, 100%. Total effective word length 3,000 words.

APC6206 Interventions 2

Locations: Footscray Nicholson.

Prerequisites: APC5211 - Interventions 1

Description: This unit further develops students' skills in Cognitive and Behavioural approaches to Therapy. Learning will focus on the application of CBT to a range of disorders and client groups, advanced CBT skills, and current developments within the cognitive approach. The use of psychopharmacology as an intervention for some psychological disorders will be introduced.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an increased ability to conceptualise, plan and implement a course of treatment based a CBT formulation;
2. Demonstrate skills in the application of CBT techniques;
3. Demonstrate understanding of the use of CBT skills alone, and in combination with psychopharmacology, to deal with complex presentations and cases; and
4. Demonstrate understanding of some of the contemporary and advanced developments in the practice of cognitive and behavioural therapies.

Class Contact: Seminar 1.5 hrs

Required Reading: Nil

Assessment: Report, Submission of a DVD and written report demonstrating the use of cognitive-behavioural intervention skills, based on a set role play, 60%. Essay, Short answer and essay format examination of understanding of CBT theory & techniques, 40%. * A grade of Credit or above on Assessment Item 1 is required to pass the unit. The two components of assessment for this unit are graded. Total effective word length 3,000 words.

APC6207 Interventions 3

Locations: Footscray Nicholson.

Prerequisites: APC5211 - Interventions 1

Description: This unit provides an introduction to psychodynamic theory and practice. Core theoretical ideas will be introduced, followed by an examination of core processes in therapeutic practice. As a foundation for working with children, play therapy and child-focussed parent psychotherapy will be introduced. Case material and therapy extracts will be used to assist students in understanding the therapeutic

process and the role and function of the therapist.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of core psychodynamic concepts relevant to psychotherapeutic practice;
2. Demonstrate an understanding of therapeutic processes and practice in psychodynamic work with adults, children and parents; and
3. Demonstrate basic skills in conducting a psychodynamically-oriented intervention.

Class Contact: Seminar 1.5 hrs

Required Reading: To be advised by lecturer

Assessment: Essay, Essay, 100%. Exercise, Satisfactory completion of hurdle requirement: DVD exercise assessing therapeutic skills (Pass/Fail), 0%. DVD exercise assessing therapeutic skills (Hurdle Requirement). Graded Sat/UnSat Total effective word length 3,000 words.

APC6209 Research Project 4A

Locations: Footscray Nicholson.

Prerequisites: APC6201 - Research Project 3A

Description: Individual supervision will provide guidance on conducting and writing up clinical research. This is the final research unit for the Master of Psychology

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an ability to report and discuss the findings from their research project;
2. Demonstrate an ability to recognise any limitations in design and methodology in their research and acknowledge these in their discussion; and
3. Demonstrate an ability to write up a report of their research project in the required format.

Class Contact: Fortnightly individual supervision

Required Reading: As advised by supervisor

Assessment: Thesis, Submit research in traditional thesis form or as literature review and a report in journal article format for internal & external examination, Pass/Fail. The assessment for this unit is ungraded. Effective word length 15,000 words.

APC6210 Research Project 4B

Locations: St Albans.

Prerequisites: APC6202 - Research Project 3B

Description: Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise in regard to data collection

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conduct data analysis in an ethical manner;
2. Analyse data using relevant quantitative or qualitative techniques; and
3. Demonstrate appropriate progress on their research project e.g. completion of data collection and statistical analysis.

Class Contact: One 1 hour individual supervision per fortnight

Required Reading: As advised by supervisor

Assessment: Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. Assessment for this unit is ungraded. Effective word length 5,000 words.

APC6211 Neuropsychology Disorders and Psychopharmacology

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: The theoretical framework of clinical neuropsychology and basic aspects

of its practice will be introduced. The focus, where possible, will be on issues of relevance to clinical psychologists and will have a case study focus. Neuropsychological disorders will be discussed from the brain-behaviour relationship framework of neuropsychology. The unit will also cover the mechanisms of action of major psychoactive drugs (both illicit and therapeutic), as well as a consideration of how and why drugs are used therapeutically.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of basic aspects of neuroanatomy and apply this knowledge to understand brain-behaviour relationships in psychological practice;
2. Demonstrate an understanding of the basics of assessment of clients with neuropsychological disorders;
3. Demonstrate an understanding of the mechanisms of action psychiatric medications and illicit drugs; and
4. Demonstrate an understanding of the prescribing rationale for currently used psychiatric medications and their potential risks and benefits.

Class Contact: Seminar 2.0 hrs

Required Reading: Zillmer, EA & Spiers, MV 2008, 2nd edn, Principles of neuropsychology, Belmont, CA: Wadsworth/Thomson Learning.

Assessment: Test, Mid-Semester Neuroanatomy test, 20%. Examination, End of semester examination, 80%. The 2 components of assessment are graded Total effective word length 3,000 words.

APC6212 Clinical Experience 4

Locations: Footscray Nicholson.

Prerequisites: APC6204 - Clinical Experience 3

Description: Students will continue supervised work with clients referred to the Victoria University Psychology Clinic (VUPC). Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
2. Demonstrate further development skills in psychological assessment, integration of data, clinical formulation and decision-making;
3. Demonstrate further development of skills in writing psychological reports at an increasingly professional level;
4. Demonstrate further development of skills in applying appropriate psychological interventions;
5. Demonstrate an increasing capacity to use supervision effectively; and
6. Demonstrate further development of skills in ability to make oral case presentations and appropriately participate in clinical discussions.

Class Contact: Seminar 2.0 hrs Plus fortnightly/weekly individual clinical supervision as required.

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, One case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded. Total effective word length 3,000 words.

APC6213 Clinical Health Psychology 2

Locations: Footscray Nicholson.

Prerequisites: APC6205 - Clinical Health Psychology 1

Description: This unit of study will focus on interventions aimed at the promotion of health, and the prevention, treatment and rehabilitation of illness, injury and disability within health and medical settings. The effect of pre-existing psychological problems or vulnerabilities on the course of the illness or the effectiveness of medical treatment will be covered. Designing individual and group behaviour change programs, providing consultation to other professionals and provision of interventions for carers are considered as aspects of the role of clinical psychologists in health settings. How to address the identification and treatment of non-medical problems (e.g. somatisation disorders) in health and medical settings, treatment in relation to psychological distress interfering with recovery of physical illness and specific interventions relevant to management of chronic pain will be covered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of assessment and of the application of psychological principles and interventions to the promotion and maintenance of health, to the treatment of illness, and to rehabilitation;
2. Demonstrate advanced knowledge and skills in identifying psychological factors contributing to illness and disorder;
3. Demonstrate advanced knowledge and skills in identifying the psychological impact of illness on patients and their families; and
4. Demonstrate advanced knowledge and skills in identifying the psychological factors affecting the course and/or recovery for various types of illness.

Class Contact: Seminar 2.0 hrs

Required Reading: Llewelyn, S & Kennedy, P (eds) 2003, Handbook of clinical health psychology, Chichester, West Sussex: John Wiley & sons, Ltd. Nikčević, AV, Kuzmierzcyk, AR, Brunch, M (eds) 2006, Formulation and treatment in clinical health psychology, Sussex, UK: Routledge.

Assessment: Report, A report detailing the proposed assessment, diagnosis, formulation and treatment plan for a case presentation in a medical setting (to be provided), 100%. The assessment is graded. Total effective word length 3,000 words.

APC6214 Interventions 4

Locations: Footscray Nicholson.

Prerequisites: APC6207 - Interventions 3

Description: This unit further develops students' understanding of and competence in psychodynamic intervention. There is a focus on the application of a psychodynamic framework to a range of presentations and across the lifespan, with attention given to the evidence base for psychodynamic therapies. Assessment of suitability for psychodynamic therapy, case formulation, clinical decision-making and treatment planning in brief and longer-term therapy will be covered. In addition a professional practice issues component involves an examination of the various systems that clinical psychologists work in, and the types of work done by clinical psychologists and others in each system.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an increased understanding of therapeutic processes and core practices in psychodynamic work with adults, children and parents;
2. Demonstrate an understanding of the use of psychodynamic interventions across a range of complex presentations;
3. Demonstrate skills in clinical decision-making and treatment planning within a psychodynamic framework; and
4. Describe the various systems in which clinical psychologists work and identify professional issues which may arise in these contexts.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer

Assessment:Other, Exercise and report on clinical decision-making and treatment planning in brief psychodynamic therapy, 80%. Report, Brief report on the one of the systems in which clinical psychologists work, 20%. The two components of assessment for this unit are graded. Total effective word length: 3,000 words.

APC6216 Advanced Assessment and Clinical Skills

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study focuses on and integrates the key clinical psychology skills. It covers the clinical psychology process from referral, assessment, diagnosis and formulation, to treatment planning and decision-making. Emphasis will be given to clinical decision-making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data. There will also be a focus on various aspects of assessment and consultation in different settings such as health rehabilitation and severe mental illness. Key concepts and principles within clinical psychology practice will be reviewed and extended.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the key principles and processes within clinical psychology assessment;
2. Demonstrate an ability to conceptualise and plan effective clinical psychology treatments and write-up appropriate treatment plans;
3. Demonstrate basic skills in the administration and interpretation of projective tests; and
4. Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.

Class Contact:Seminar 2.0 hrs

Required Reading:To be advised by lecturer

Assessment:Report, Submission of a full report of an assessment including formulation and treatment plan, Pass/Fail. The assessment for this unit is ungraded. Minimum effective word length 3,000 words.

APC6217 External Placement 2

Locations:Footscray Nicholson.

Prerequisites:APC5218 - External Placement 1

Description:Students will undertake a second clinical placement which will provide supervised clinical experience in a different external agency. The placement spans this unit and APC6215 Placement 3 to make a total of 60 days. Commencement of this second placement will depend on the availability of a suitable placement to meet the training requirements of the individual student. Specific placement arrangements as set out in the Clinical Psychology Placement Handbook will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting;
2. Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency;
3. Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded;
4. Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; and
5. Demonstrate an increased ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement manual

Assessment:Review, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement coordinator, Pass/Fail. Minimum effective word length 3000 words.

APC6218 External Placement 3

Locations:Footscray Nicholson.

Prerequisites:APC6217 - External Placement 2

Description:Students will continue their second clinical placement involving 60 days of supervised clinical experience in an external clinical agency

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an increased understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting;
2. Demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency;
3. Demonstrate knowledge of the organisational context and professional network in which the agency is embedded;
4. Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; and
5. Demonstrate an ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Practicum, Completion of 60 day placement in mental health or community setting as specified in the Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement co-ordinator on completion of the placement, Pass/Fail. Other, Student Evaluation form completed by placement supervisor indicating satisfactory performance in areas of clinical, communication & professional skills, Pass/Fail. The four components of assessment are ungraded. Student must pass all four components to pass the unit. Minimum effective word length 5000 words.

APC7003 Interventions 3 - Advanced CBT Applications

Locations:Footscray Nicholson.

Prerequisites:APC6091 - Interventions 1 - Introduction to CBT

Description:This unit builds on work completed in Interventions 1 and Interventions 2 by further developing students' skills in the assessment, formulation, and treatment of adult and childhood disorders using cognitive and behavioural therapies. The course furthers student competencies in the VU dualstream training model. Learning will focus on the application of Cognitive Behaviour Therapy (CBT) to a range of client problems and disorders, meta-competencies in CBT, and application of CBT to severe mental health disorders including psychosis. During the unit, students complete their CBT practicum at the Victoria University Psychology Clinic. Case presentations will occur to integrate the formal seminars in this unit and the students' fieldwork.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Conceptualise, plan and implement a course of treatment based on a CBT framework;
2. Critically reflect on, contextualise, and apply manualised CBT techniques to a client's individual requirements;
3. Review, contextualise, and apply CBT to severe and/or complex presentations in child and adult clients;
4. Exhibit clinical competencies in the fieldwork setting.

Class Contact:Seminar 2.0 hrs

Required Reading:Barlow, D.H. (2014). 5th Ed Clinical Handbook of Psychological Disorders A step-by-step treatment manual New York: Guilford Press.

Assessment:Presentation, One therapy case presentation (30 minutes), 30%. Examination, Short and essay answer format exam demonstrating knowledge acquisition (2 hours), 30%. Portfolio, Submission of a caseload portfolio as per the VU Psychology Clinic Manual (Indicative word length: 4000 words), 40%.

APC7004 Interventions 4 - Advanced Psychodynamic Psychotherapy

Locations:Footscray Nicholson.

Prerequisites:APC6092 - Interventions 2- Introduction to Psychodynamic Psychotherapy

Description:This unit in psychodynamic psychotherapy builds on and extends psychodynamic skills and knowledge acquired in the first year of the Clinical Psychology Course. The primary goal is to deepen students' understanding of psychodynamic therapy process and refine their therapeutic interventions, thereby helping them feel more confident and effective in their psychodynamic work with Victoria University Clinic patients. While some of the unit topics will be the same topics covered in first year units, treatment of these topics will be more detailed, critical, technique oriented, and grounded in students' own clinic experience. Relevant video material will be used as an educational resource to illustrate technical principles. Additionally, this unit also includes new topics and emphases, either not addressed or not covered in detail previously. As most psychodynamic psychotherapy, whether in private practice or community clinic settings, tends to be short-term, brief dynamic therapy theory and technique will be covered. Also, as a significant percentage of psychotherapy patients drop out of treatment early, or express dissatisfaction with the quality of their treatment, part of the unit will be devoted to understanding and reducing patient dissatisfaction and premature therapy termination.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Exhibit increasing conceptual mastery proficiency and technical proficiency regarding psychodynamic therapy in their VU Clinic work; 2. Explicate the principles of short-term psychodynamic therapy and how this differs from more open-ended/longer term treatment; 3. Review the research findings on psychotherapy patient dissatisfaction and treatment drop out, in order to anticipate and minimize this; 4. Critically reflect on and accurately evaluate the impact of their interventions on the psychotherapy process and interaction.

Class Contact:Seminar 2.0 hrs

Required Reading:Readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment:Essay, An essay addressing a core aspect of the unit. (Indicative word length: 3000 words), 30%. Other, Submission of a psychotherapy video segment and written critical reflection on this. (Indicative word length: 5000 words), 70%.

APC7005 Clinical Placement 1

Locations:Footscray Nicholson.

Prerequisites:APC6091 - Interventions 1- Introduction to CBT/APC6092 - Interventions 2- Introduction to Psychodynamic Psychotherapy

Description:Students will be introduced to a range of professional roles undertaken by clinical provisional psychologists and be offered perspectives on the roles in the interdisciplinary process. Students will have opportunities to observe clinical professionals in the design, implementation and evaluation of clinical psychological activities, and to learn about ethical, legal and organisational planning that are used in delivery at clinical setting. Learning will be conducted in a practical case-based

clinical setting under supervision. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Exemplify the stage-appropriate professional competencies expected of provisional psychologists in a multidisciplinary clinical setting; 2. Implement professional record maintenance skills in relation to log-books, progress notes and clinic files in an external agency; 3. Exhibit familiarity with the organisational context and professional network in which the agency is embedded; 4. Implement ethical principles and decision making processes to clinical work in the particular placement agency; and 5. Exhibit a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal and ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Placement Manual

Assessment:Practicum, Successful completion of placement, evidenced by the clinical supervisor's evaluation form., Pass/Fail. Journal, Submission of a Placement Experience- Reflective Piece, Pass/Fail. Case Study, Submission of a clinical case study relevant to the placement context as per guidelines in the Placement Manual, Pass/Fail. The assessment components are ungraded, but students must pass all components to pass the unit.

APC7006 Health Psychology

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit of study will introduce the field of clinical health psychology together with theoretical frameworks linking psychological and physical aspects of health and illness and key concepts relevant to health and medical psychology. Learning will focus on the application of clinical psychology principles and techniques to the promotion and maintenance of health and the prevention and treatment of illness. Psychological assessment within health settings and adherence to treatment and preparation for medical procedures will be covered. Applications of clinical psychology will be considered across a range of health settings (including primary health and hospital in-patient/outpatient services), various medical conditions (including chronic, acute and psychosomatic), at all life stages (e.g. paediatric, adolescent, adult and aged). The role of clinical psychologists in developing behaviour change programs for various levels of prevention will be discussed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Explicate an understanding of theoretical frameworks and models relevant to clinical health psychology; 2. Implement core clinical psychology skills and specialised assessment for medical problems in various patient groups; 3. Exhibit an understanding of the principles of behaviour change in the health context; 4. Contextualize an understanding of the psychological impact of illness and the effect of psychological factors on the course of illness; and 5. Explicate an understanding of the contribution of clinical psychology to health maintenance and illness prevention.

Class Contact:Seminar 2.0 hrs

Required Reading:Lecturer will provide students with journal articles and texts in the relevant areas through VU Collaborate.

Assessment:Assignment, Interview and minor report (indicative: 1000 words), 30%. Essay, Essay (indicative: 2500 words), 70%.

APC7007 Psychopharmacology and Reflective Practice

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This is a capstone unit that formally overviews, integrates and assesses a wide number of competencies central to the successful completion of the degree. In terms of content, however, it comprises two distinct topic foci: psychopharmacology and reflective practice. 12 seminar hours in this unit will be devoted to psychopharmacology, complementing the course emphasis on psychotherapy intervention. The psychopharmacology component, which will be delivered in workshop format, will cover the major neurotransmitter systems involved in psychiatric illness and the putative action of psychiatric medications on these targets. Further, the impact of illicit and other drugs will be reviewed in relation to mental health and prescribed medications. The relationship between psychotherapy and psychopharmacology will also be addressed. The reflective practice (RP) component of the unit comprises the remaining 12 seminar hours and will be delivered as six seminars. RP describes "the activity of reflecting on clinical experience, including our personal reactions, attitudes and beliefs, with the purpose of enhancing our declarative knowledge and procedural skills" (Bennett-Levy & Thwaites, p. 269). While RP is embedded throughout the course, these seminars will explicitly address theoretical and applied aspects of RP, especially its relationship to psychotherapy process and intervention. The assessment task for the RP component will comprise a systematic case study in which students will critically review the outcome of psychotherapy conducted with one of their Victoria University Clinic clients, and the therapeutic processes responsible for facilitating or impeding the clients' psychological progress. The systematic use of outcome measures will provide empirical evidence of any psychological change over the course of treatment, and students' critical reflection on the therapeutic process will demonstrate their knowledge of reflective practice models and principles. The case study will build on evidence based practice knowledge acquired in the Research Methods unit, and be conducted as a stand-alone mini-research project. Consequently, students' research skills will also be extended in the completion of this assessment task.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit knowledge of the molecular mechanisms of action of psychiatric medications and illicit drugs;
2. Critically reflect on the prescribing rationale for currently used psychiatric medications and their potential risks and benefits;
3. Critically review the complementary relationship and interaction of psychotherapy and pharmacotherapy;
4. Argue the importance of reflective practice competences in clinical psychology assessment and intervention;
5. Critically evaluate the impact of their clinical interventions and theorise the mechanisms of psychological change in their psychotherapy work;
6. Exemplify knowledge of practice based evidence and systematic case study research;
7. Exhibit, by means of a systematic clinical case study, the ability to integrate knowledge and skill competences from across the entire course.

Class Contact:Seminar 2.0 hrs

Required Reading: Dallos, R.&Stedmon, J. (2009) Reflective Practice in Psychotherapy and Counselling Maidenhead: Open University Press Stahl, S.M. (2008) 4th Ed Stahl's Essential Psychopharmacology Cambridge University Press

Assessment:Test, 25 item multiple choice test assessing knowledge of psychopharmacology, 30%. Case Study, Systematic case study addressing psychotherapy outcome and putative change mechanisms in a VU Clinic client (5000 words), 70%.

APC7008 Clinical Placement 2

Locations:Footscray Nicholson.

Prerequisites:APC7005 - Clinical Placement 1

Description:After successfully completing Clinical Placement 1 students will undertake a second clinical placement in a different external agency. Commencement of this second placement will depend on the availability of a suitable placement to meet the training requirements of the individual student. Specific placement arrangements as set out in the Placement Manual will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit general professional competence commensurate with the role of an advanced provisional psychologist in a multidisciplinary clinical setting;
2. Exemplify a high level of professionalism in relation to up-to-date maintenance of log-books, progress notes and clinic files in an external agency;
3. Display a working knowledge of the organisational context and professional network in which the agency is embedded;
4. Implement ethical principles in the contextually specific clinical practice of the particular placement agency;
5. Exhibit an increasing ability to carry out clinical activities within the particular placement setting in a professional and reflective manner, with due appreciation of the legal and ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Placement Manual

Assessment:Practicum, Successful completion of the placement evidenced by the supervisor's positive written evaluation as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece, Pass/Fail. Case Study, Submission of a clinical case study relevant to the placement context as per Placement Manual requirements, Pass/Fail.

APC7101 Research Project 5

Locations:St Albans.

Prerequisites:APC6104 - Research Project 4BAPC6209 - Research Project 4AEither/ Or

Description:Students will receive individual supervision for this stage of their research project.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate appropriate progress of their research project eg. completion of statistical analysis of data, commencement of writing up of thesis in required format.

Class Contact:Fortnightly individual supervision.

Required Reading:As advised by supervisor.

Assessment:Report, Submission of research progress report, Pass/Fail.

APC7102 Research Project 6

Locations:St Albans.

Prerequisites:APC7101 - Research Project 5

Description:The content in this unit of study is that which is appropriate to the topic of each individual student's thesis.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an ability to write up a report of their research project in the required thesis format.

Class Contact:Fortnightly individual supervision.

Required Reading:To be advised.

Assessment:Thesis, Submission of a thesis of 40,000 words., Pass/Fail. The thesis will be examined by two suitably qualified external examiners.

APC7103 Clinical Experience and Practicum 5

Locations:St Abans.

Prerequisites:APC6102 - Research Project 4AAPC6104 - Research Project 4BAPC6106 - Clinical Theories 3APC6108 - Observational Method 3: Adolescence and AdulthoodAPC6110 - Clinical Experience and Practicum 4APC6112 - Clinical Psychology Skills 2APC6114 - Professional Practice Issues 4

Description:Advanced supervised intern experience in a clinical setting beyond the university. The student will be expected to work across a range of clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in psychological intervention; 4. Demonstrate skills in writing psychological reports at an increasingly professional level; 5. Demonstrate a capacity to use supervision effectively; 6. Demonstrate skills in oral case presentation and in clinical discussion; and 7. Demonstrate an increasing capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact:Two hours per week of small or large group supervision, one hour per fortnight of individual supervision, and two hours of face-to-face VUPC client contact per week (on average).

Required Reading:As advised by clinical supervisors. Clinical Psychology Practicum Handbook.

Assessment:Journal, Weekly log book and end of placement report from the field supervisor, Pass/Fail. Presentation, Case presentations in individual, small/large group supervision, Pass/Fail. Report, One written report for clients from Victoria University Psychology Clinic, Pass/Fail. Exercise, Entry of own client data in Victoria University Psychology Clinic database, Pass/Fail.

APC7201 Research Project 5

Locations:St Abans.

Prerequisites:APC6210 - Research Project 4B

Description:Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an ability to interpret and report results of data analysis; 2. Demonstrate an ability to effectively monitor research publications in their research area; 3. Demonstrate appropriate progress on their research project - e.g. completion of analysis of their data; and 4. Commencement of writing up of thesis in required format.

Class Contact:One 1 hour individual supervision per fortnight

Required Reading:As advised by supervisor

Assessment:Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 10,000 words.

APC7202 Clinical Experience 5

Locations:Footscray Nicholson.

Prerequisites:APC6212 - Clinical Experience 4

Description:Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in writing psychological reports at an increasingly professional level; 4. Demonstrate further development of skills in applying appropriate psychological interventions; 5. Demonstrate an increasing capacity to use supervision effectively; and 6. Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.

Class Contact:Seminar 1.0 hrPlus fortnightly/weekly individual clinical supervision as required.

Required Reading:Victoria University Psychology Clinic Manual

Assessment:Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation- Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded. Total effective word length 3,000 words.

APC7205 Research Project 6

Locations:St Abans.

Prerequisites:APC7201 - Research Project 5

Description:Individual supervision will provide guidance on completing the write up of the clinical research.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an ability to report and discuss the findings from their research project; 2. Demonstrate an ability to recognise any limitations in design and methodology in their research and acknowledge these in their discussion; and 3. Demonstrate an ability to write up a report of their research project in the required thesis format.

Required Reading:As advised by supervisor

Assessment:Thesis, Submission of a thesis in the required format for examination by two external examiners, Pass/Fail. The assessment for this unit is ungraded. Effective word length 40,000 words.

APC7206 Clinical Experience 6

Locations:St Abans.

Prerequisites:APC7202 - Clinical Experience 5

Description:Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate advanced skills in psychological

assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate skills in writing psychological reports at a professional level; 4. Demonstrate advanced skills in supplying appropriate psychological interventions; 5. Demonstrate an increasing capacity to use supervision effectively; and 6. Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.

Class Contact:Seminar 1.0 hrPlus fortnightly/weekly individual clinical supervision as required.

Required Reading:Victoria University Psychology Clinic Manual

Assessment:Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded. Total effective word length 3,000 words.

APC7207 Advanced Clinical Psychology Theory and Practice 2

Locations:St Abans.

Prerequisites:Nil.

Description:This unit provides students with further opportunities to extend their understanding of research, theoretical and practice issues relating to clinical psychology. In-depth discussions of theoretical frameworks and therapeutic processes allow for enhancement of students' clinical skills. There is an emphasis on particular aspects of clinical practice, including the processes of change and resistance as they emerge in the course of psychotherapy. Students are exposed to new developments in psychodynamic therapy and clinical supervision as preparation for taking a supervisory role in the workplace.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Apply clinical skills in short and long-term psychotherapy; 2. Demonstrate an understanding of the principles of supervision in clinical psychology; 3. Evaluate, select and apply a range of therapeutic processes; and 4. Show a familiarity with current psychodynamic theory, research and practice.

Class Contact:Seminar 1.5 hrs

Required Reading:Australian Psychological Society 2008, 8th edn, Ethical guidelines, Melbourne, Australia. Pope, KS & Vasquez, M 2007, 3rd edn, The supervisory relationship, Ch18. Ethics in psychotherapy and counselling: a practical guide, San Francisco, CA: Jossey-Bass.

Assessment:Other, Internal Assessment- Students are required to write up a psychotherapy case study., Pass/Fail. Effective word length 2500 words.

APC7209 External Placement 4

Locations:St Abans.

Prerequisites:APC6218 - External Placement 3

Description:Students will undertake an advanced supervised intern experience in an external clinical setting. They will be expected to be involved in a range of clinical psychology activities, including assessment and intervention in general and specialised areas. The internship spans this unit and APC7208 Placement 5 to make a total of 80 days. Commencement of this internship will depend on the availability of a suitable placement to meet the training requirements of the individual student.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Demonstrate understanding of the factors involved in working as a clinical

psychologist in a multidisciplinary clinical setting; 2. Demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency; 3. Demonstrate knowledge of the organisational context and professional network in which the agency is embedded; 4. Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; and 5. Demonstrate an increasing capacity to work independently in the role of a trainee clinical psychologist in a multidisciplinary clinical setting.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Other, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement co-ordinator, Pass/Fail. Minimum effective word length 5,000 words.

APC7210 External Placement 5

Locations:St Abans.

Prerequisites:APC7209 - External Placement 4

Description:Students will continue their third clinical placement involving 80 days of supervised clinical experience in an external clinical agency

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an increased understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; 2. Demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency; 3. Demonstrate knowledge of the organisational context and professional network in which the agency is embedded; 4. Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; and 5. Demonstrate a capacity to work independently in the role of a trainee clinical psychologist in a multidisciplinary clinical setting.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Practicum, Completion of an arranged 80 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Report, Paper-Submission of a placement experience - reflective piece to the placement co-ordinator prior to the completion of the 80 day placement, Pass/Fail. Other, Submission of signed copy of the logbook to the placement Co-ordinator on completion of the placement, Pass/Fail. Other, Student evaluation form completed by placement supervisor indicating satisfactory performance in areas of clinical, communication & professional skill, Pass/Fail. The four components of assessment are ungraded. Students must pass all four components to pass the unit. Minimum effective word length 5000 words.

APC7901 Thesis 1

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit is the first of two units designed to provide students with experience in planning, conducting, analysing and reporting a thesis in an area of specialisation relevant to Clinical Psychology, or Community Psychology. This work prepares students for conducting the thesis project, and reporting the research in APC7902 Thesis 2. Students will work with a thesis supervisor to identify a research question, become familiar with, and critically review relevant literature, and develop and present a research proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit knowledge the factors to be considered in designing psychological research studies; 2. Identify and formulate a viable research question and project; 3. Critically review and evaluate the literature associated with their proposed thesis project and analyse and synthesise complex information; 4. Implement academic learning and knowledge to design a research project suitable for submission to a reputable peer reviewed journal ; and 5. Produce and present a brief and a full research proposal.

Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: Nil.

Assessment: Other, Submission of a proposed thesis topic and a brief outline of the how the relevant research questions will be addressed. (Word length: 1000), Pass/Fail. Presentation, Presentation of a draft research proposal (Duration: 15 minutes), Pass/Fail. Other, Submission of a full thesis proposal, incorporating a draft Ethics application. (Word length: 5000), Pass/Fail.

APC7902 Thesis 2

Locations: Footscray Nicholson.

Prerequisites: APC7901 - Thesis 1

Description: This unit is the second of two units designed to provide students with experience in planning, conducting, analysing and reporting a thesis in an area of specialisation relevant to Clinical Psychology or Community Psychology. Students will work with a thesis supervisor to and report on a research project, in the form of a 5,000 word literature review and an 8,000 word manuscript suitable for submission to a peer reviewed journal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit knowledge about the factors to be considered in undertaking and reporting upon psychological research; 2. Critically review the literature associated with the Thesis area; 3. Implement appropriate methods to collect and analyse data; and 4. Produce a Thesis in the form of a manuscript suitable for submission to a reputable peer reviewed journal.

Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: Nil

Assessment: Literature Review, Submission of a critical literature review (5,000 words), 30%. Report, Submission of a Thesis in the form of an article suitable for submission to a reputable peer reviewed journal (8,000 words), 70%. The Thesis will be assessed by two independent markers.

APH4012 Research Thesis

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: For ABPC students, College permission is required.

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content will reflect the student's and thesis supervisor's research interests. Students will design and carry out an independent investigation and report their findings in a thesis or research report. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APH4015 Extended Research Thesis. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review relevant literature and exemplify understanding of the depth and

breadth of knowledge in a particular research area; 2. Postulate a research problem and question; 3. Deconstruct methodological issues when designing a research project; and 4. Appraise and implement ethical standards when designing and undertaking a research project.

Class Contact: No scheduled classes. Students meet with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Research Thesis, Research thesis of approximately 9,000 to 15,000 words to be submitted and graded in second semester (APH4015 Extended Research Thesis), 100%.

APH4013 Psychology in Practice

Locations: Footscray Park.

Prerequisites: For students enrolled in ABPC Bachelor of Psychology Honours and LHWP Bachelor of Laws (Honours)/ Bachelor of Psychology (Honours) coordinator permission required to enrol in this unit as it is a core Psychology Honours unit.

Description: This unit provides a critical overview of the historical and socio-cultural contexts for the practice of psychology. It introduces students to the diverse nature of the profession, the various functions, roles and duties performed by psychologists. It also explores evidence-based interventions and the ethical and professional conduct required of them as psychologists.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the historical and socio-cultural influences on the practice of psychology; 2. Collaborate in critically analysing the various functions, roles and duties performed by psychologists; 3. Critically appraise the research bases underpinning evidence-based approaches to psychological intervention; 4. Reflect on and apply the principles of ethical and professional conduct required in psychological practice; and 5. Elucidate the importance of supervision throughout their professional career in particular during the first few years of their professional careers.

Class Contact: Tutorial 2.0 hrs

Required Reading: Students will be directed to appropriate journal articles and texts.

Assessment: Report, Discussion paper of an ethical question in current psychological practice, 30%. Examination, Short answer and multiple choice exam - Evidence-based approaches to psychological intervention, 30%. Examination, Short answer and multiple choice exam - Professional ethics, 40%. Minimum effective word limit 5000 words.

APH4015 Extended Research Thesis

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: APH4012 - Research Thesis

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and thesis supervisor's area of research interest. Students design and carry out an independent investigation and report their findings in a thesis. The thesis is a compulsory component completed over two semesters via enrolment in this unit of study and APH4012 Research Thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Gather and analyse data using relevant quantitative or qualitative techniques; 2. Report and critically discuss the findings in the context of the literature review; 3. Critically evaluate the research methodology and findings; and 4. Present the research in a formal thesis or research report which presents a clear exposition of

theory, findings and conclusions drawn from research undertaken.

Class Contact:No scheduled classes.

Required Reading:To be advised by lecturer.

Assessment:Thesis, Independent research, 100%. Research thesis of approximately 9,000 to 15,000 words.

APH4018 Social Research Methods in Context

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study is designed to foster students' understanding and application of advanced research methods. Students choose whether they study the quantitative or qualitative stream of this unit based on their interests as well as which stream will best support the methodology they intend to use in their research thesis. Each stream is taught in a separate class so that all students in the quantitative stream are together in one class and all students in the qualitative stream are together in another class. In both streams, the unit looks beyond strategies for data collection (methods) and analysis to consider the importance of epistemology, methodology and ethics in conducting research. This includes exploring the different assumptions that inform quantitative or qualitative methodologies, the appropriateness of different research methods in the context of the research questions being posed, the implications for knowledge claims, and for report writing.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critique the principles and assumptions that underpin different forms of research design and methodology; 2. Apply and evaluate advanced research methods skills including design, analysis and presentation; 3. Postulate appropriate research questions and justify techniques used to answer set research questions; and 4. Interpret the results of data analysis in a scientifically meaningful way.

Class Contact:Seminar 2.0 hrs Tutorial 2.0 hrs Total of twenty-four (24) hours per semester, depending on the chosen stream: quantitative stream 2 hours per week in a PC Lab; qualitative stream 2 hours per week in a Tutorial room.

Required Reading:Field, A. (2013) 4th ed. Discovering statistics using SPSS.

London: Sage. Willig, C. (2013) 3rd ed. Introducing qualitative research in psychology: Adventures in theory and methods. Buckingham, UK: Open University Press. The quantitative stream uses Field (2013) and the qualitative stream uses Willig (2013).

Assessment:Presentation, Group presentation on a selected approach or technique in either quantitative or qualitative methods (1500 words), 20%. Assignment, Individual research plan (2000 words), 40%. Examination, End of semester examination (2 hours), 40%.

APH4050 Current Issues in Psychology A

Locations:Footscray Park.

Prerequisites:Nil.

Description:In this unit students will investigate contemporary psychological issues and challenges. They will further develop their knowledge and conceptual skills related to these emergent issues.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Appraise theoretical, conceptual and methodological considerations in the chosen topic area; 2. Critique literature in a chosen topic area and explicate the applicability of the topic in psychology; 3. Conceptually map current directions in a designated topic area; 4. Critically review commonly applied intervention methods used in therapeutic settings.

Class Contact:Seminar 2.0 hrs Twenty-four (24) hours consisting of 2 hour seminars per week throughout the semester.

Required Reading:To be advised by lecturer.

Assessment:Assignment, Practical assignment: recorded video demonstration of chosen intervention (approx. 30 minutes), 25%. Essay, Reflective essay (2000 words), 25%. Literature Review, Critical review of professional and theoretical literature (2500 words), 50%.

APH4061 Principles and Practice of Cognitive Behaviour

Locations:Footscray Nicholson, Footscray Park, City Flinders.

Prerequisites:APT5035- Theories and Techniques of Counselling APT5037 - Child and Adolescent: Theories and Techniques of Counselling Either/or Prerequisite units apply to students enrolled in AMPE and AGPD only.

Description:This unit of study develops students' knowledge base and conceptual abilities in the principles and practice of Cognitive Behaviour Therapy (CBT). The unit includes curriculum related to the fundamental theory of CBT, how it is used in the formulation of understanding psychological problems, and treatment techniques and interventions using this approach.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Appraise the principles that underpin CBT; 2. Conceptualise client issues from a CBT perspective; 3. Justify and apply CBT intervention skills; 4. Identify and critique a range of professional literature that examines CBT practices. 5. Critically review the application of CBT in a counselling role play

Class Contact:Seminar 2.0 hrs

Required Reading:Wright, J.H., Basco, M.R., & Thase, M.E. (Latest edition) Learning cognitive behaviour therapy: An illustrated guide Washington, DC: American Psychiatric Publishing

Assessment:Literature Review, Review of professional literature that examines CBT practices (2500 words), 25%. Essay, Reflective essay on use of CBT intervention (2000 words), 25%. Assignment, Practical assignment: Recorded video demonstration of CBT intervention, 50%.

APH4071 Professional Orientation (Psychological Assessment)

Locations:Footscray Park.

Prerequisites:For ABPC students, College permission is required.

Description:This unit of study is a compulsory component which is designed to develop students' understanding of the principles and practice of psychological assessment. Topics include the assessment interview, formal assessment techniques, principles of report writing and the significance of the interpersonal and socio-cultural context in which assessment takes place. One structured cognitive assessment technique will be selected for more detailed study.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically reflect on the purpose of assessment and how it is used in a variety of settings; 2. Critically review the interview process and its role in a range of assessment settings; 3. Exemplify foundational knowledge of assessment protocols and formal assessment processes; 4. Administer and interpret structured cognitive assessment tasks (e.g., Weschler tests); 5. Report on the administration of a cognitive assessment and interview in a professional manner and in accordance with psychological ethical standards; and 6. Contextualise the significance of interpersonal processes and socio-cultural context in assessment.

Class Contact:Workshop 2.0 hrs

Required Reading:Groth-Mamat, G., (2009) 5th ed. Handbook of psychological

assessment Hoboken, New Jersey: Wiley.

Assessment:Test, Testing knowledge of assessment techniques and report writing, 35%. Assignment, Assessment report based on psychological testing, 45%. Exercise, Assessment exercise, 20%.

APM5001 Foundations of Community Psychology

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit reviews the history of community psychology and the national and international development of the discipline. Students gain an understanding of the impact of social systems on mental health. Philosophical underpinnings include examining psychology's role in the use of knowledge production and action for social justice, eg. students critically review the 'medical' model of mental health, power relationships, social capital, social institutions, health inequalities, blaming the victim and social exclusion. Within these parameters, notions related to multiple levels of analysis and prevention are highlighted, as well as tensions between deficit models versus competencies, and the issues of social identities, social inequalities and social processes.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Clarify key concepts and values in community psychology;
2. Critically apply community psychology philosophical and theoretical approaches to a social issue;
3. Assess the psycho-political bases of community psychology; and
4. Critically evaluate theories underpinning the aetiology and interventions in health and wellbeing.

Class Contact:Seminar 2.0 hrs

Required Reading:Kagan, C, Burton, M, Duckett, P, Lawthom, R & Siddiquee, A 2012, *Critical community psychology*, London: Wiley/Blackwell.

Assessment:Assignment, Critical review and seminar presentation, 30%. Essay, Theoretical application essay, 70%. Minimum effective word limit 5000 words.

APM5005 Current Issues in Sport Psychology

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit explores the theory and research on the major themes in sport psychology to provide the foundation for practice. While the topics considered in this unit – personality, mood, motivation, anxiety, attention, imagery, flow and the psychology of injury – form the backbone of introductory sport psychology classes, the depth and approach used in this unit operate at a postgraduate level, so that students move into the applied areas with an advanced understanding of the main concepts in sport psychology.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and compare key theoretical frameworks in relation to the major concepts in sport psychology;
2. Demonstrate a thorough understanding of the research related to those concepts;
3. Critically appraise the strengths and weaknesses of the theory and research; and
4. Contribute to critical debates in sport psychology.

Class Contact:Seminar 3.0 hrs

Required Reading:Morris, T & Summers J 2004, 2nd edn, *Sport psychology: theory, applications and issues*, Brisbane, Australia: Wiley.

Assessment:Presentation, Class leadership in discussion of on one topic covered in the unit., 35%. Essay, Written essay on one of the major themes in sport psychology., 30%. Examination, Short-answer knowledge test comprising self-reflection and case formulation, 35%. Minimum effective word limit 5000 words.

APM5008 Applied Sport and Exercise Psychology

Locations:Footscray Park.

Prerequisites:APM5005 - Current Issues in Sport Psychology

Description:The primary goal of this unit is to enable students to bridge the gap between the theoretical and practical aspects of sport psychology. Students examine the implementation of applied sport psychology techniques and explore and learn skills related to applying psychology in sport including: personality in sport, goal setting, arousal control, imagery, self-confidence, performance routines, cognitive interventions, concentration, motivation, psychology of coaching, and counselling with athletes. Other relevant skills that applied sport psychologists are required to master such as intake interviews, test use and administration (mainstream psychology and sport psychology), interventions/techniques and report writing form an integral part of this unit. A number of secondary issues are also covered in less detail including: personality in sport, sleep, transitions and psychological aspects of injury. The unit also examines working with coaches and allied sport scientists and draws heavily on students' own past and present sports experiences in an interactive manner.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Apply knowledge of the diversity of applied sport psychology techniques to the professional practice of psychology;
2. Critically analyse a broad range of fundamental applied sport psychology interventions;
3. Construct appropriate applied sport psychology interventions to assist athletes and coaches;
4. Demonstrate knowledge of the key issues related to the psychology of coaching; and
5. Demonstrate through practice, that they have become self-reflective practitioners.

Class Contact:Seminar 3.0 hrs

Required Reading:Andersen, B 2000, *Doing sport psychology*, Champaign, IL: Human Kinetics.

Assessment:Portfolio, Applied sport psychology - professional portfolio, 30%. Examination, Competency of skills/knowledge in applied consulting situation, 20%. Exercise, Development and delivery of applied intervention, 10%. Exercise, Critical analysis of various topic covered in unit, 15%. Presentation, Formal class presentation of one topic covered in unit, 25%. Minimum effective word limit 5000 words.

APM5010 Psychological Practice 1: Ethics and Professional Practice

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit investigates the role of systems and contexts on psychological practice, for example in the government and non-government sectors, welfare, education, industrial, sporting, health and mental health systems in Victoria. Within these settings, the psychologists' role is considered within the guidelines of the Australian Psychological Society (APS) Code of Ethics and the Psychological Board of Australia (PBA) registration guidelines. Placement expectations are discussed, including an overview of both the probable roles and responsibilities of students.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate knowledge and understanding of professional practice issues in psychology;
2. Relate the unit content to their own professional and personal experience;
3. Report on the professional contexts of psychological practice within at least one of the health, mental health, legal corporate, and public sector systems;
4. Appraise the APS Code of Ethics and Ethical Guidelines and the AHPRA and PBA registration requirements;
5. Contextualise factors such as power, ethnicity, class

and gender into psychological practice; and 6. Explain the ethical considerations proceeding from APS Code of Ethics and their applications to generalist and specialist practice.

Class Contact:Seminar 2.0 hrs

Required Reading:To be advised by lecturer.

Assessment:Assignment, Critical essay on ethical issues, 50%. Presentation, Field visit to psychology agency and report back with class presentation., 50%. Minimum effective word limit 4000 words.

APM5018 Psychological Practice 2: Psychological Assessment

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit focuses on approaches to the assessment of client characteristics and the implications of this assessment for the selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined as means to specifying, confirming and/or modifying the initial assessment of the client's needs. The validity, reliability and utility of these different measures are scrutinised. Consent, interpretation and reporting practices are emphasised.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and appraise the various functions, roles and duties performed by psychologists related to assessment; 2. Apply knowledge and understanding of the ethical and professional conduct related to assessment and report writing in professional settings; 3. Evaluate and apply psychological assessment protocols; 4. Utilise a range of skills related to informal assessment processes; and 5. Select appropriate interventions strategies based on the assessment of client characteristics.

Class Contact:Seminar 2.0 hrs

Required Reading:Australian Psychological Society 2007, Australian Psychological Society Code of Ethics, Available online. Additional readings to be advised by lecturer

Assessment:Essay, Critical essay on a psychological assessment issue, 50%. Report, Report on psychological assessment of two individuals, 50%. Minimum effective word limit 4000 words.

APM5021 Practicum 1

Locations:Footscray Nicholson.

Prerequisites:APM5010 - Psychological Practice 1: Ethics and Professional Practice

Description:This unit provides support to students whilst they are undertaking their practicum placement. Therefore, the seminar sessions translate content to the applied setting of the practicum. For example, legal and ethical issues in the practice of professional psychology, competing roles and priority setting in the professional agency, developing one's 'place' as a professional psychologist and troubleshooting problems in the professional psychology setting.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Evaluate and link Psychologist Competencies to Learning Contracts; 2. Assign the skills and knowledge learned in the course to applied settings; 3. Apply a sound knowledge of legal and ethical issues to the practice of professional psychology; 4. Appraise and determine the competing roles and priority settings of the professional agency; 5. Develop one's 'place' as a professional psychologist; and 6. Identify and troubleshoot problems in the professional

psychology setting.

Class Contact:Tutorial 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading:To be advised by lecturer.

Assessment:Journal, Logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Journal, Learning Contracts, Pass/Fail. Minimum effective word limit 4000 words Assessment will be satisfactory or non-satisfactory.

APM6002 Community Psychology Interventions

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit examines community psychology interventions in multiple levels of analysis, from small groups, to organisational contexts to broader community settings. Prevention strategies are critically explored, including primary prevention programs, secondary prevention strategies, tertiary prevention strategies and the notion of 'at-risk'. The emphasis is on evidence-based interventions, and the capacity to critically evaluate existing community-based interventions.

Credit Points: 8

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the multiple levels requiring analysis for community problem-solving; from individual to broader contexts, including cultural factors and notions of empowerment; 2. Explain and apply the philosophy and principles for successful and sustainable community interventions; 3. Examine the range of prevention strategies, including individual and larger group interventions, in light of local and international practices; 4. Critically analyse a current community problem, with a view to developing an intervention strategy/ies; and 5. Design a complete intervention plan, including an evaluation plan, informed by relevant research.

Class Contact:Tutorial 2.0 hrs

Required Reading:Required readings will be provided online.

Assessment:Creative Works, Build a knowledge bank of community interventions, 20%. Exercise, Define a social problem in local area, 30%. Essay, Design a community psychology intervention, 50%.

APM6003 Professional Practice in Applied Sport Psychology

Locations:Footscray Park.

Prerequisites:APM5005 - Current Issues in Sport Psychology APM5008 - Applied Sport and Exercise Psychology

Description:This unit explores professional practice in applied sport psychology, the nature of the profession and certification of sport psychology professionals. The areas considered include: (1) Psychological skills - designing psychological skills training programs and interventions, acting as a psychosocial change agent, conducting psychological skills intervention research and evaluations; (2) Effective consultants and consulting - characteristics of effective versus ineffective sport psychology consultants, helping athletes with clinical and counselling issues (eg. PTSD, depression, anxiety, eating disorders, substance abuse), client-practitioner relationships, presentation skills and formats, role-playing and observational learning experiences; (3) Working with special populations in sport psychology; and (4) Overcoming common sport psychological consulting problems - lack of client adherence; making referrals; dealing with unco-operative clients. The format of the unit is designed to encourage students to develop their critical skills and their presentation techniques. Each week, a student leads the session. Each session comprises a formal presentation during which the main concepts and

research are introduced. Students lead a discussion of two key papers on the topic, encouraging class members to contribute to critical debates on the papers and their implications for that area of sport psychology.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate a thorough understanding of key issues related to the professional practice of applied sport psychology;
2. Apply communication and problem solving skills to a variety of settings and with a variety of stakeholders (coaches, athletes, administrators, sport governing bodies);
3. Engage in ethical and professional behaviours when working one-on-one with clients and in groups settings with teams;
4. Practise cultural sensitivity when working with people from diverse backgrounds; and
5. Assess and apply appropriate interventions for people with clinical and counselling issues (e.g. eating disorders, depression, anxiety) in professional sport psychology practice.

Class Contact: Seminar 2.0 hrs

Required Reading: Andersen, M (ed) 2000, *Doing sport psychology*. Melbourne: Champaign, IL: Human Kinetics.

Assessment: Presentation, Seminar presentations to class, 30%. Examination, Case formulation, treatment plans, evaluations, and self-reflective practice, 35%. Essay, Essay on a professional practice issue in sport psychology, 35%. Minimum effective word limit 5000 words.

APM6009 Psychological Practice 3: Counselling Theories, Skills and Interventions

Locations: Footscray Nicholson.

Prerequisites: APM5010 - Psychological Practice 1: Ethics and Professional Practice

Description: In this unit, students study theories of psychological change and therapy along with their empirical evaluation. These are based on research and in particular, outcome studies. A major focus is on developing interviewing and counselling skills, and developing group work skills. The skill development aspect draws on the large body of process research. Students have the opportunity to learn specific therapeutic techniques and when and where to apply them.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate and analyse psychotherapy, counselling and group work research;
2. Appraise what is known about effectiveness in practice and effective therapists/counsellors;
3. Draw upon psychotherapy process research to identify important core processes in counselling and psychotherapy; and
4. Demonstrate skills in those core processes and specific techniques.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Examination, Short answer questions taken from seminar sessions, 50%. Assignment, Video recording of counselling session and report, 50%. Total effective word limit 4000 words.

APM6010 Foundations of Community Psychology

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit reviews the history of community psychology and the national and international development of the discipline. Students gain an understanding of the impact of social systems on mental health. Philosophical underpinnings include examining psychology's role in the use of knowledge production and action for social justice, eg. students critically review the 'medical' model of mental health, power relationships, social capital, social institutions, health inequalities, blaming the victim

and social exclusion. Within these parameters, notions related to multiple levels of analysis and prevention are highlighted, as well as tensions between deficit models versus competencies, and the issues of social identities, social inequalities and social processes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Clarify key concepts and values in community psychology;
2. Critically apply community psychology philosophical and theoretical approaches to a social issue;
3. Evaluate the psycho-political bases of community psychology; and
4. Critically review theories underpinning the aetiology and interventions in health and wellbeing.

Class Contact: Seminar 2.0 hrs

Required Reading: Lecturer will advise students of selected Readings in VU Collaborate.

Assessment: Assignment, Critical review and seminar presentation (2500 words), 30%. Essay, Theoretical application essay (4000 words), 70%.

APM6011 Qualitative Research Methods

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit includes research philosophies including positivist, post-positivist, constructivist and interpretive social science approaches. The research process is examined, including the research assumptions and paradigms. Multiple qualitative research techniques are highlighted, from case studies, focus groups, observational techniques, interviewing to ethnographic fieldwork and needs analysis. Qualitative analysis and reporting is explored from pre-evaluation data assessment and negotiation, ordering data and interpretation and matrix analyses.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and differentiate between the different strategies of qualitative inquiry;
2. Explain the relationship between epistemology, method and knowledge;
3. Identify the differences in assumptions underlying different strategies of inquiry;
4. Explain different ethical challenges associated with qualitative strategies of inquiry; and
5. Analyse a small qualitative study using NVivo.

Class Contact: Tutorial 2.0 hrs

Required Reading: Each week, relevant journal articles, book chapters and other material are loaded into VU Collaborate.

Assessment: Essay, Qualitative research project (1500 words), 30%. Other, Online commentaries of relevant literature (500 words), 10%. Research Paper, Research Proposal (3000 words), 60%.

APM6012 Quantitative Research Methods

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit extends students skills and knowledge in advanced quantitative research methods. These include a statistics review, inferential statistics, parametric and non-parametric statistics, univariate and multivariate statistics, repeated measures and independent groups, regression and multiple regression. Further skill development includes the interpretation and presentation of data, an examination and review of published research papers, critical analysis of research arguments hypotheses, methods, analysis, interpretation and conclusions. The social responsibility of researchers is also examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate expert application of advanced quantitative research skills to social

research; 2. Exemplify and apply advanced theoretical knowledge related to quantitative inquiry; 3. Critically review published research related to research design; and 4. Employ quantitative research skills to design a research proposal.

Class Contact:Tutorial2.0 hrs

Required Reading:Gravetter, F & Wallnau, L. (2012) 9th ed. Statistics for the behavioral sciences, USA: Thomson-Wadsworth.

Assessment:Research Paper, Research Proposal (approx. 2000 words), 30%. Literature Review, Literature Review (approx. 3000 words), 70%.

APM6013 Psychology of Community Health

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit is designed to apply theories and principles of health and community psychology to individual, group and community settings. Special emphasis is given to social health issues and community-based strategies such as self-help, consumer participation, and social policy initiatives in health promotion and public administration contexts. Learning will focus on the application of psychology principles and techniques to the promotion and maintenance of health and mental health, the prevention of illness, and the promotion of wellbeing in chronic illness and disability. Relevant skills, such as group facilitation and training, networking and advocacy, consultation, behaviour change interventions and program implementation will be developed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically examine the principles of community based health prevention; from the individual level, the group level, and to broader community contexts;
2. Exhibit an understanding of the principles of behaviour change in the health context;
3. Conceptualise the effectiveness of health promotion concepts and strategies;
4. Implement an ecological model to explain socio-cultural factors related to health and wellbeing.

Class Contact:Seminar2.0 hrs

Required Reading:Students will be directed to current journal articles in the relevant areas by the unit co-ordinator.

Assessment:Report, Interview and Minor Report (1,500 words), 30%. Report, Major Report (3,500 words), 70%.

APM6014 Practicum 1

Locations:Footscray Nicholson.

Prerequisites:APC6087 - Professional Ethics

Description:This unit provides support to students whilst they are undertaking their practicum placement and a forum for development of cognitive behavioural therapy (CBT) skills. Therefore, the seminar sessions translate content to the applied setting of the practicum. For example, reflective practice skills, legal and ethical issues in the practice of professional psychology, competing roles and priority setting in the professional agency, developing one's 'place' as a professional psychologist and troubleshooting problems in the professional psychology setting.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Evaluate and link Psychologist Competencies to Learning Contracts;
2. Exhibit Cognitive Behavioural Therapy skills and critically reflect on the role of these skills in practice;
3. Implement the skills and knowledge learned in the course to applied settings;
4. Exhibit a sound knowledge of legal and ethical issues to the practice of professional psychology;
5. Critically reflect on one's 'place' as a professional psychologist;
6. Exemplify reflective practice skills including identify and reflect on

problems in the professional psychology setting.

Class Contact:Seminar2.0 hrs

Required Reading:Students will be directed to readings via VU Collaborate.

Assessment:Journal, Logbook and learning contract, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Other, Video of CBT skills role play, Pass/Fail.

APM6021 Practicum 2

Locations:Footscray Nicholson.

Prerequisites:APM5021 - Practicum 1

Description:This unit is designed to provide students with support in their field experience in a specialist setting. Class content focuses on the ethical and legal issues relating to specialist practice, the translation of theories to the specialist applied setting, troubleshooting any practical problems arising on placement, and determining the appropriate use of specialist and generalist skills.

Credit Points: 16

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate the application of knowledge of APS Code of Ethics in the placement setting;
2. Make the connection with psychological theories and the work performed in the placement setting;
3. Seek advice on practical problems and challenges arising in the placement setting;
4. Consider the appropriate use of generalist and specialist skills in the placement setting; and
5. Construct an appropriate Learning Contract in consultation with placement supervisor.

Class Contact:Seminar2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading:To be advised by lecturer/supervisor.

Assessment:Journal, Learning Contracts, Pass/Fail. Journal, Logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Minimum effective word limit 6500 words Assessment will be Satisfactory or Non-satisfactory.

APM6030 Thesis Research

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit is designed to provide students with experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify an academic research question and design a research project to investigate this thesis;
2. Choose a research methodology and methods and use these methods to collect and analyse data;
3. Utilise standard APA (6th) formatting style; and
4. Apply academic learning to develop an original research thesis.

Class Contact:Monthly one-hour class plus individual supervision.

Required Reading:To be advised by lecturer.

Assessment:Thesis, All theses will be assessed by two independent markers, one internal and one external, 100%. Minimum effective word limit 10000 words.

APM6040 Psychological Practice 4C

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:This unit is the capstone unit for the program. This unit examines and evaluates the multiple roles of the community psychologist as a practitioner. These

roles include a participant-observer, evaluator, consultant, researcher, change agent, planner-designer, networker, trainer, negotiator, facilitator; intervener and activist. Students reflect upon and identify their existing capabilities, competencies and skills, and then identify their gaps in competencies. From this self reflection, a learning contract will be developed to formulate a professional practice plan in preparation for their future workplace.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and discuss professional issues relevant to psychological practice;
2. Integrate and evaluate the learning acquired in academic course work and on placement;
3. Clarify values in relation to working as a community psychologist, in the light of Course and Practicum experience, with particular emphasis on culture, gender, ability and minority group identification; and
4. Develop plans for enhancing competencies as community psychologists in future work settings.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Presentation, Seminar presentation and report, 40%. Project, Professional practice plan including self-evaluation and aims for continuing education and professional practice, 60%. Minimum effective word limit 4000 words.

APM6045 Psychological Practice 4S

Locations: Footscray Park.

Prerequisites: APM6003 - Professional Practice in Applied Sport Psychology

Description: This focus of this unit is in four key areas: (1) Ethics and standards in applied sport psychology, including training and certification standards, boundaries of practice, and consulting ethics; (2) Professional practice issues, including getting started in psychological practice, initiating and building a practice, and charging for services/billing clients; (3) Issues in applied sport psychology consulting, including evaluating psychological skills training programs, developing strategies for gaining entry into practice, and enhancing client adherence; and (4) Self-evaluation and planning, including identifying personal strengths and weaknesses as a consultant, strategies for developing consulting skills, practitioner health and well-being, and peer supervision.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Assess and apply professional ethical standards across a diverse range of client-practitioner interactions in psychological practice;
2. Demonstrate a sound understanding of Australian registration and certification standards for sport and exercise psychologists;
3. Apply their understanding of boundaries of practice to their own professional practice of psychology;
4. Identify and undertake key business administration and management tasks in private practice and clinic settings (eg., fees, billing, progress notes);
5. Critically evaluate the effectiveness of their own and others' psychological skills programs; and

Class Contact: Seminar 2.0 hrs

Required Reading: Morrissey, S & Reddy P 2006, Ethics and professional practice for psychologists, Melbourne: Thomson Social Science Press.

Assessment: Presentation, Lead a class discussion on one topic covered in the unit, 30%. Essay, Self-reflective essay on key psychological practice issues, 35%. Examination, Short-answer knowledge test comprising self-reflection and case formulation, 35%. Minimum effective word limit 5000 words.

APM6050 Practicum 3

Locations: Footscray Nicholson.

Prerequisites: APM6021 - Practicum 2

Description: This unit provides students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. It is also designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Successfully complete a supervised practice in an agency setting;
2. Integrate psychological theories with issues that arise in agency settings;
3. Employ complex negotiation skills to determine strategies for resolving practical problems and challenges in psychological practice settings; and
4. Distinguish between generalist and specialist skills and apply them in psychological practice settings.

Class Contact: Seminar 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Journal, Learning contracts, Pass/Fail. Journal, Log book, Pass/Fail. Report, Placement Report, Pass/Fail. Report, Supervisor's Report, Pass/Fail. Minimum effective word limit 6500 words Assessment will be Satisfactory or Non-satisfactory.

APM6060 Psychology of Community Health

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed to apply theories and principles of health and community psychology to fieldwork in community settings. Special emphasis is given to social health issues impacting on the western region of Melbourne. The focus is on community-based strategies such as self-help, consumer participation and illness prevention, and social policy initiatives in health promotion and public administration contexts. Relevant roles and skills for applied psychologists, such as group facilitation and training, networking and advocacy, consultation, submission writing, program implementation and evaluation will be developed by involvement in group and individual projects.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically examine the principles of community based health prevention;
2. Conceptualise and apply theories of social determinates of wellbeing to a social issue;
3. Evaluate the effectiveness of health promotion concepts and strategies; and
4. Apply an ecological model to explain external socio-cultural factors related to health and wellbeing.

Class Contact: Seminar 2.0 hrs

Required Reading: Students are directed to current journal articles in the relevant areas.

Assessment: Project, Class presentation and minor report on relevant topic area., 30%. Project, Major project including proposal, final report and project evaluation., 70%. Minimum effective word limit 4000 words.

APM6070 Extended Thesis Research

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this unit however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit is designed to provide students with the experience in planning, conducting, analysing and reporting a major research project in their

area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research is smaller.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify an academic research question and design a research project to investigate this thesis;
2. Choose a research methodology and methods and use these methods to collect and analyse data;
3. Utilise standard APA (6th) formatting style;
4. Apply academic learning to construct an original research thesis;
5. Produce an original research thesis based upon a topic with either Community Psychology or Sport Psychology relevance; and
6. Evaluate project outcomes and determine the implications for the specialist area.

Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: Students will be directed to current journal articles in the relevant areas.

Assessment: Thesis. Thesis will be assessed by two independent markers, 100%. Minimum effective word limit 10000 words.

APM6075 Practicum 4

Locations: Footscray Nicholson.

Prerequisites: APM6050 - Practicum 3

Description: In this unit students undertake a field placement of approximately 500 hours over two semesters. They are supervised on placement by an external supervisor on a weekly basis (at least). Students fully participate in the agreed activities within the agency where they are placed and work to meet agreed-upon objectives. The objectives are determined in consultation with the field supervisor and university liaison person. Students submit all required paperwork determined by the Australian Psychology Accreditation Council (APAC) and by the College of Arts. They also submit a minimum of four psychology reports over two semesters. Students must complete all requirements for satisfactory progress.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Successfully complete a supervised practice in an agency setting;
2. Demonstrate the connection between psychological theories and their placement;
3. Successfully negotiate advice seeking strategies to resolve practical problems and challenges arising on placement; and
4. Consider the appropriate use of generalist and specialist skills on placement.

Class Contact: One two-hour class, once a fortnight for two semesters.

Required Reading: No additional text will be set. Students will already have a copy of the field placement handbook used in earlier field placements. Additional reading will be set on supervision and making the most of supervision.

Assessment: Journal, Learning contracts, Pass/Fail. Journal, Logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Minimum effective word limit 7000 words. Assessment will be satisfactory or non-satisfactory.

APM6076 Advanced Reading Unit B

Locations: Footscray Park.

Prerequisites: APM6080 - Advanced Reading Unit

Description: Content in this unit of study will reflect the core area of applied psychology. It will cover key aspects of the area in greater depth. Focus will be on integration of materials, interpretations of events and application of appropriate interventions.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply in-depth knowledge to key aspects of their core area;
2. Analyse and apply new knowledge; and
3. Use case studies and other methods in order to convey to an audience the importance, impacts and interventions in area of applied psychology.

Class Contact: One two-hour class per fortnight.

Required Reading: Required readings will be advised by lecturers. These will depend upon the students' core area and the specific theoretical area being explored.

Assessment: Presentation on problem in area of applied psychology 40%; Essay on a second problem area 60%.

APM6080 Advanced Reading Unit

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will review core knowledge and competencies in health psychology and their applied area, either community or sport. They will read and critique the required reading provided by the teaching staff. The nature of evidence will be reviewed. Evidence-based practice in applied psychology and the use of both outcome and process data will be studied. Case studies will be presented and analysed against evidence-based criteria. Selected problems will be studied in-depth. The nature of the applied problems will be defined by the available teaching staff and student interests. For example, a topic might be depression or demoralisation in physical illness. The range of topics will ensure consideration of ethical issues and values, including cultural diversity.

Credit Points: 8

Class Contact: One two-hour class once a fortnight during semester.

Required Reading: This unit will be based around recent publications in refereed journals and selected for quality and relevance by the lecturer. No text will be set.

Assessment: Students will present either individually or in small groups an applied problem, in applied psychology. This presentation will be to the class and invited external professionals or lay people working in a related area. Students will focus on intervention and evaluating the evidence-base for any proposed intervention. Students will also submit an essay or report on a second problem of their own choosing. The report may include issues related to quality assurance mechanisms and setting benchmarks in applied psychology practice.

APM6085 Practicum 5

Locations: Footscray Nicholson.

Prerequisites: APM6075 - Practicum 4

Description: Students will undertake approximately 250 hours of field placements in professional settings. The unit is experientially based, with discussion of ethical, practical and organisational issues covered.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Understand the constraints, pressures and satisfactions which psychologists experience in their everyday work; and
2. Perform as an independent professional.

Class Contact: Individual supervision - one hour per day for two days of placement. One two-hour class per fortnight.

Required Reading: Nil.

Assessment: At least two psychological case reports. Placement report based on learning contract. Report from field supervisor based on learning contract.

APM6090 Doctoral Thesis (Research)

Locations: Footscray Park.

Prerequisites: Nil.

Description:At the doctoral level, this unit of study provides students with the experience of completing the writing of a thesis reporting an applied psychology research study. The thesis will normally be 40,000 - 60,000 words in length. It will involve development of theory, data collection and analysis, or a further study beyond the project required for the Master of Applied Psychology. Completion of this unit marks the completion of the research strand of the Doctor of Applied Psychology.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Plan a major research project; 2. Execute data gathering, analysis and interpretation; and 3. Apply independent research skills.

Class Contact: Individual supervision - Three one-hour seminars per semester.

Required Reading:Nil.

Assessment:Thesis (40,000 - 60,000 words) 100%. The thesis will be marked by at least two external examiners.

APM7003 Community Psychology Interventions

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit examines community psychology interventions in multiple levels of analysis, from small groups, to organisational contexts to broader community settings. Prevention strategies are critically explored, including primary prevention programs, secondary prevention strategies, tertiary prevention strategies and the notion of 'at-risk'. The emphasis is on evidence-based interventions, and the capacity to critically evaluate existing community-based interventions.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the multiple levels requiring analysis for community problem-solving; from individual to broader contexts, including cultural factors and notions of empowerment; 2. Explain and apply the philosophy and principles for successful and sustainable community interventions; 3. Examine the range of prevention strategies, including individual and larger group interventions, in light of local and international practices; 4. Critically analyse a current community problem, with a view to developing an intervention strategy/ies; and 5. Design a complete intervention plan, including an evaluation plan, informed by relevant research.

Class Contact:Tutorial 2.0 hrs

Required Reading:Selected readings to be uploaded into VU Collaborate.

Assessment:Creative Works, Build a knowledge bank of community interventions (500 words), 20%. Exercise, Investigate a social problem and establish validity (1500 words), 30%. Essay, Design a community psychology intervention (2500 words), 50%.

APM7004 Intercultural Approaches to Community Psychology

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:APM6010 - Foundations of Community Psychology

Description:This unit will explore conceptual, theoretical and methodological matters that are raised in terms of the colonising impacts of traditional models of knowledge and practice in psychology and community psychology as well as the potential for psychosocial transformation. The unit will specifically explore dimensions of human diversity such as race, ethnicity, gender, sexuality, culture, and how these are linked with oppression and privilege. Attention will be given to the work that advocates for a 'decolonising' psychology in order to examine the tensions, challenges and potentials for working across cultural boundaries to promote social justice and wellbeing.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically reflect on their social identities and practices and how these may influence interpersonal encounters; 2. Discriminate between key concepts such as race, ethnicity, gender, sexual orientation, culture, and how these are linked with oppression and privilege; 3. Analyse systems of oppression and their impacts on health and wellbeing of individuals and groups; 4. Advocate for methods and practices that challenge oppression and promote social justice; 5. Develop and deliver a mini workshop on a topic dealing dimensions of human diversity.

Class Contact:Seminar 2.0 hrs

Required Reading:Montero, M., & C. C. Sonn (Eds) (2009). *The Psychology of Liberation: Theory, Research and Applications* New York: Springer.

Assessment:Assignment, Literature review (2000 words), 25%. Assignment, Mini workshop plan (1500 words), 25%. Assignment, Reflection and Toolkit for promoting social and cultural justice (3000 words), 50%.

APM7005 Practicum 2

Locations:Footscray Nicholson.

Prerequisites:APC6087 - Professional Ethics

Description:This unit is designed to provide students with support in their field experience in a specialist setting. Class content focuses on the development of reflective practice, ethical and legal issues relating to specialist practice, the translation of theories to the specialist applied setting, troubleshooting any practical problems arising on placement, determining the appropriate use of specialist and generalist skills and development of group skills.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit the application of knowledge of Australian Psychological Society Code of Ethics in the placement setting; 2. Develop reflective practice skills, including the capacity to seek advice on problems and challenges arising in the placement setting 3. Critically review the connection with psychological theories and the work performed in the placement setting; 4. Exhibit group facilitation skills and the capacity to reflect on ones own leadership style; 5. Critically reflect on the appropriate use of generalist and specialist skills in the placement setting; and

Class Contact:Seminar 2.0 hrs

Required Reading:Students will be advised of readings via VU Collaborate.

Assessment:Journal, Learning Contracts and logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Essay, Group behaviour, Pass/Fail.

APM7006 Psychology Practice

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:This unit is the capstone unit for the program. This unit examines and evaluates the multiple roles of the community psychologist as a practitioner. These roles include provider of psychological services as a generalist psychologist and roles such as participant-observer, evaluator, consultant, researcher, change agent, networker, trainer, negotiator, facilitator. Students reflect upon and identify their existing capabilities, competencies and skills, and then identify their gaps in competencies. From this self-reflection, a learning contract will be developed to formulate a professional practice plan in preparation for their future workplace.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review professional issues relevant to psychological practice; 2.

Integrate and evaluate the learning acquired in academic course work and on placement; 3. Enhance the capacity for self-reflection and reflective practice as a psychologist; 4. Clarify values in relation to working as a community psychologist, in the light of Course and Practicum experience, with particular emphasis on culture, gender, ability and minority group identification; and 5. Devise plans for enhancing competencies as community psychologists in future work settings.

Class Contact:Seminar 2.0 hrs

Required Reading:Students will be directed to appropriate readings via VU collaborate.

Assessment:Presentation, Seminar presentation and report (1500 words), 30%. Project, Professional practice plan including self-evaluation and aims for continuing education and professional practice (2500 words), 70%.

APM7007 Practicum 3

Locations:Footscray Nicholson.

Prerequisites:APC6087 - Professional Ethics

Description:This unit provides students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. It is also designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff. This unit will also develop conflict resolution skills.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Successfully complete a supervised practice in an agency setting; 2. Exhibit conflict resolution skills 3. Synthesise and integrate psychological theories with issues that arise in agency settings; 4. Exemplify reflective practice and complex negotiation skills to determine strategies for resolving practical problems and challenges in psychological practice settings; 5. Discriminate between generalist and specialist skills and apply them in psychological practice settings.

Class Contact:Seminar 2.0 hrs

Required Reading:Students will be directed to readings.

Assessment:Journal, Learning contracts and log book, Pass/Fail. Report, Placement Report, Pass/Fail. Report, Supervisor's Report, Pass/Fail. Other, Video of conflict resolution role play, Pass/Fail.

APP1014 Interpersonal Skills

Locations:Footscray Park, St Albans.

Prerequisites:Nil

Description:This unit of study will develop students' understanding of the nature and importance of interpersonal skills in their communication with others. Topics include: self-awareness and personal insight; values; motivation; attitudes; cultural awareness; and introduction to active listening skills and observation skills that are imperative to working with people, particularly in the helping professions

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Work ethically and collaboratively to develop and use effective active listening and interpersonal skills; 2. Critically analyse and reflect on skill acquisition and personal development; 3. Examine the relevance of values and cultural sensitivity in developing effective working relationships; 4. Working collaboratively, apply active listening skills to an interpersonal problem solving task; and 5. Integrate interpersonal communication theory with the critical appraisal of students' own demonstration of active listening skills.

Class Contact:Seminar 2.0 hrs

Required Reading:Geldard D & Geldard K 2012 7th ed Basic personal counselling: a training manual for counsellors, Frenchs Forrest NSW: Pearson.

Assessment:Journal, Reflective Journal 1, 20%. Journal, Reflective Journal 2, 30%. Other, Practical demonstration of skills, 30%. Essay, Written critique, 20%. 3,000 equivalent word count.

APP2013 Psychology 2A

Locations:Footscray Park.

Prerequisites:APP1012 - Psychology 1AAPP1013 - Psychology 1B

Description:This unit of study is designed to provide students with an understanding of theories and methods in cognitive and biological psychology and further training in research methods. The cognitive and biological psychology component aims to extend students' knowledge of learning and cognition, cognitive assessment, perception and brain-behaviour relationships. The research methods component provides students with further training in both quantitative and qualitative research methods. Students continue to develop an understanding of techniques of data collection, data entry, data analysis, statistical programs and report writing.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Appraise core concepts, perspectives and research in cognition, cognitive assessment, learning and perception; 2. Elucidate knowledge of brain structure and brain-behaviour relationships; 3. Validate their understanding of quantitative and qualitative research methodologies; and 4. Demonstrate proficiency in writing a laboratory report that applies cognitive-biological psychology concepts and statistics.

Class Contact:Lecture 1.0 hrPC Lab 1.0 hrTwo one hour lectures per week.

Required Reading:Gravetter, F & Wallnau, L 2016, 10th edn. Statistics for the behavioral sciences, Belmont, CA: Wadsworth. Pallant, J 2016 6th edn. SPSS Survival manual Sydney: Allen and Unwin Pearson (Ed.) Psychology 2A Customised Text Pearson

Assessment:Literature Review, Literature review on cognitive-biological psychology topic (650-700 words), 10%. Report, Laboratory report on cognitive-biological psychology topic that demonstrates application of statistical methods (2100-2300 words), 40%. Examination, End of semester multiple choice examination on research methods (2 hours), 20%. Examination, End of semester multiple choice examination on cognitive and biological psychology (2 hours), 30%.

APP2014 Psychology 2B

Locations:Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A

Description:This unit of study consists of two components: a focus on personality and social psychology and a focus on further training in research methods. The aim of the personality and social psychology lectures is to present these topics in such a way as to illustrate their relevance to situations encountered in everyday life. Students will become familiar with some of the central conceptual frameworks and models developed by social psychologists to account for individual behaviour in social settings. Personality lectures focus on contemporary personality theory and research and introduce the issue of personality assessment or measurement. The research methods lectures build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students develop an understanding of the logic and process of hypothesis testing and inferential statistics as related to non-parametric measurement and parametric measurement, e.g. analysis of variance. Students are also introduced to the principles of design and measurement in psychology and the concepts of reliability and validity as related to research design and data collection instruments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and critique core concepts and models in social psychology and their relevance in everyday life;
2. Review and appraise core personality theory and research and selected applications;
3. Illustrate understanding and application of the principles of research design; and
4. Collect, critically analyse and report on quantitative data.

Class Contact: Lecture 2.0 hrs PC Lab 1.0 hr Thirty-six (36) hours per semester, consisting of two hour lectures and one hour PC Lab per week.

Required Reading: Gravetter, F & Wallnau, L., (2013) 9th ed. Statistics for the behavioral sciences Belmont, CA: Wadsworth Pallant, J., (2013) 5th ed. SPSS survival manual Sydney: Allen and Unwin Pearson (Ed.) (2014) Psychology 2B Customised text Pearson

Assessment: Project, Social psychology research project (Prepare an Abstract, literature review, analyse and present findings, reflect on group processes) (2000 words), 30%. Report, Personality discussion paper (700 words), 20%. Examination, End-of-semester examination on research methods (2 hours), 20%. Examination, End-of-semester examination on personality and social psychology (2 hours), 30%.

APP2023 Interpersonal Skills 2

Locations: Footscray Park.

Prerequisites: APP1014 - Interpersonal Skills Equivalent pre-requisite HHH1000 Interpersonal Skills and Communication

Description: This unit of study builds on theory and skills taught in the introductory Interpersonal Skills unit and further develops students' active listening skills and interpersonal problem-solving abilities. Throughout the unit students will be expected to use their understanding of developmental psychology, interpersonal and communication theories, and cross-cultural issues for effective relationship building. Topics include: accurate assessment of presenting problems; interviewing skills; active listening skills; interpersonal problem-solving skills; and mediation skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate issues arising in interpersonal communication in different contexts including working with varying populations.
2. Demonstrate proficiency of advanced active listening and problem solving skills in complex interpersonal interactions;
3. Apply active listening skills to facilitate interpersonal problem solving within a group; and
4. Critically reflect and evaluate the application of advanced interpersonal skills in the context of communication and interpersonal theories.

Class Contact: Workshop 2.0 hrs

Required Reading: Geldard, D. & Geldard, K. (2016). 8th edn, Basic personal counselling: a training manual for counsellors, Frenchs Forrest NSW: Pearson. Fisher, W. & Ury, R. (2012). Getting to yes: Negotiating an agreement without giving in. New York: Random House.

Assessment: Journal, Activity Journal (1600 words), 20%. Exercise, Skills Based, Solution Focused Exercise (1000 words equivalent), 30%. Essay, Reflection and Critique of Skills Based Exercise (1500 words), 50%.

APP2024 Organisational Skills 2

Locations: Footscray Park.

Prerequisites: APP1015 - Organisational Skills 1

Description: This unit of study extends students' theoretical understanding and skill development in areas relevant to working within an organisational setting. Students will have the opportunity to critically examine theory relating to group dynamics and

processes and reflect on the applicability of these theoretical concepts when completing group activities and assignments. Other topics that will be examined in this unit include cooperation and conflict, implementing change, power dynamics, and the organisational contextualisation of decision-making processes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate an appreciation of intra and inter-group processes including communication, decision-making, conflict and co-operation and the use and abuse of power;
2. Assess the process of organisational change, resistance to change and effective organisational development interventions;
3. Work collaboratively in demonstrating group project skills and critically reflect on group member performance; and
4. Critique the real world applicability of group process and organisational behaviour research.

Class Contact: Seminar 2.0 hrs

Required Reading: Recommended readings will be listed on WU Collaborate.

Assessment: Presentation, Group presentation on volunteering at an organisation (20 minutes), 20%. Journal, Reflective journal on group presentation and seminars (1200 words), 30%. Report, Report on organisational skills topic that includes gaining an employee's perspective on the topic (2000 words), 50%.

APP2101 Intercultural and Developmental Issues in Psychology

Locations: Footscray Park.

Prerequisites: APP1012 - Psychology 1A APP1013 - Psychology 1B

Description: This unit of study consists of two components: intercultural psychology and developmental psychology. The aim of the intercultural component is to help foster students' critical awareness of and appreciation for cultural, social and psychological diversity. Psychological perspectives related to cultural diversity, individual and group identities and indigenous and dominant communities will be introduced. The aim of the developmental component is to enhance students' understanding of human development across the lifespan and within a cultural context. This includes a study of perspectives and research relating to personality, cognitive, social and emotional development in childhood and adulthood.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise psychological perspectives on cultural and social diversity in local and global communities;
2. Critically reflect upon and discuss issues related to intercultural psychology;
3. Articulate key features of cognitive, social, emotional and personality development across the lifespan; and
4. Critique major developmental theories and research.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Pearson (Ed.) Intercultural and Developmental Issues in Psychology (Customised Text) Sydney/ Pearson

Assessment: Examination, Mid-semester multiple-choice examination on intercultural psychology lecture content (1 hour exam), 20%. Journal, Reflective journal on selected intercultural psychology readings (1500 words), 30%. Essay, Essay on a theoretical or applied issue in developmental psychology (1500 words), 30%. Examination, End-of-semester examination on developmental psychology lecture content (1 hour exam), 20%.

APP3015 Counselling Theory and Practice

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: This unit of study includes an overview of the principles and practices of counselling from a range of paradigms. Specifically, psychodynamic,

existential, person-centred, Gestalt, behavioural, cognitive behavioural, postmodern (narrative and solution-focus), and systemic therapies are explored in relation to their historical background, theoretical premises, therapeutic techniques and strengths and limitations in clinical practice. Students are also challenged to explore their own understanding of therapeutic change and to interface this personal perspective with the models presented.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically appraise the main counselling theories presented and their related psychotherapeutic interventions; 2. Articulate counselling skills common to most therapeutic interventions; 3. Identify and review counselling skills aligned to particular psychotherapies; and 4. Critique in-depth particular counselling theories/therapies in relationship to key assumptions, goals, strengths and limitations.

Class Contact: Workshop 2.0 hrs

Required Reading: Corey, G., (2016) 10th ed. Theory and practice of counselling and psychotherapy Belmont: Brooks/Cole

Assessment: Test, Mid semester test - multiple choice and short answer (40 minutes), 20%. Essay, Comparative essay on two counselling theories/therapies (Approximately 3000 words), 40%. Examination, Multi-choice and short answer examination (2 hours), 40%.

APP3016 Group Behaviour

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: The unit has a dual task: first, to develop students' understanding of concepts encountered in the literature on group processes (the seminar group will discuss set readings each week). The second task is for students to analyse the group's own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise group processes through experiential activities; 2. Critically reflect on own and others' roles within a group; 3. Investigate the relationship between group processes and interpersonal and intrapersonal processes; and 4. Critically review theory and reflect upon this theory in explicating group processes.

Class Contact: Seminar 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Journal, Reflective Journal on group processes (800 words), 20%. Presentation, Seminar Presentation and Report (1200 words), 40%. Essay, Theoretical Essay on Group Behaviour (1500 words), 40%.

APP3018 Organisations and Work

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: This unit is designed to introduce students to the theory and practice of organisational psychology. It provides an overview of individual, group and organisational processes within a work context. At the individual level topics include motivation, job satisfaction and stress. This unit examines group processes such as leadership, power and politics. At an organisational level topics include organisational culture and change. This unit also introduces students to personnel issues such as the processes involved in employee selection.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise major theories in the organisational psychology field; 2. Critically reflect upon experiential exercises designed to enhance understanding of theoretical constructs; 3. Critique key organisational psychology concepts and interrogate the link between theory and practice in a work setting; and 4. Recommend and advocate solutions to contemporary organisational problems applying psychological research.

Class Contact: Seminar 2.0 hrs

Required Reading: Riggio, R 2015, 6th revised edn, Introduction to industrial/organizational psychology, New Jersey: Prentice Hall.

Assessment: Assignment, Report plan: submission of interview transcripts and report plan (500 words), 10%. Report, Report explores the link between theory and practice in organisational psychology (2000-2500 words), 50%. Examination, Final exam (2 hour multiple choice exam), 40%.

APP3019 Psychobiology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: The aim of this unit is to extend student's knowledge and understanding of key psychobiological theories and research. It also explores the psychobiological bases of behaviour. Topics covered in this unit of study include: anatomy of the brain and nervous system; neural transmission; psychobiological research methods; psychobiology of normal and abnormal eating and drinking behaviour; neuro-endocrine systems (hormones); sleep, dreaming and circadian rhythms; drug addiction and reward circuits in the brain; psychobiology of emotions, stress and mental illness.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise and challenge the relationship between biological systems and behaviour; 2. Articulate understanding of key psychobiological concepts and theories; 3. Apply knowledge of the anatomy of the brain and nervous system to biological processes and disorders; and 4. Critically evaluate a specific issue or topic related to psychobiology.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Pinel, J & Barnes, S, 2017 10th edn, Biopsychology, Essex: Pearson.

Assessment: Exercise, Critical debate and review, 10%. Essay, Essay: Identifies and critically evaluates an issue or theory in psychobiology (2000 words), 40%. Examination, Multiple-choice examination (2 hours), 50%.

APP3020 Psychoanalysis

Locations: Footscray Nicholson.

Prerequisites: APP2013 - Psychology 2A

Description: This unit introduces the fundamental concepts and theories relevant to psychoanalysis as a model of mind, method of investigating unconscious psychological processes, and psychotherapeutic treatment modality. The focus is on Freud's own writing, but reference to post-Freudian psychoanalysis is also included.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise and apply basic psychoanalytic theories, assumptions and definitions; 2. Articulate understanding of key psychoanalytic theories and concepts; 3. Critically review and discuss psychoanalytic readings; and 4. Advance logical, well-structured and coherent arguments relating to psychoanalytic topics.

Class Contact:Tutorial2.0 hrs

Required Reading:Selected readings from The Pelican Freud library - students to be advised.

Assessment:Report, Reflective journal and report (1500 words), 30%. Essay, Essay on a psychoanalysis topic (1500 words), 30%. Test, Multiple-choice test, 40%.

APP3021 Psychology of Adjustment

Locations:Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A

Description:This unit of study explores the experience of, and adjustment to, a range of life events and transitions including loss, illness, migration, new parenthood and more uncommon traumatic events. The experience of these events is considered in the light of theoretical perspectives about stress, coping and adaptation, trauma and recovery, attachment and social support.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Appraise the range of psychological experiences associated with certain life events and transitions;
2. Critique theoretical perspectives on stress, coping and adaption, trauma and recovery;
3. Critically discuss individual, community and cultural difference and the challenges this may pose for psychological theory and practice; and
4. Research and present a critical evaluation of specific aspects of human experience and psychological theory.

Class Contact:Seminar2.0 hrs

Required Reading:APP3021 Book of Readings.

Assessment:Exercise, Essay preparation report, 10%. Research Paper, Written paper (2000 words): Topics focus on adjustment experiences such as migration and trauma and community, 40%. Examination, Multiple choice examination, 50%.

APP3023 Psychological Issues in the Workplace

Locations:Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2AAPP2014 - Psychology 2B

Description:This unit of study examines organisational, legal, political, ethical, professional, physical and psychological issues encountered by employees in the workplace. Concerns pertinent to the particular occupations and workplaces of the class participants will be identified, and considered in relation to other occupational groups. Issues such as: role and task definitions, the extrinsic and intrinsic meaning or value of work to the individual, personality characteristics and work, recognition of mental health factors in relation to work, and the suitability of an employee for a specific occupation will be discussed. How psychological measures and techniques may be useful in choosing employees, managing change and conflict, dealing with occupational health and safety issues and maintaining employee satisfaction will also be explored.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Work collaboratively in critiquing and commenting on psychological issues pertinent to work and work settings;
2. Critically review their academic and professional achievements and goals and prepare a job application commensurate with their skills and qualifications;
3. Critically reflect on workplace psychological issues; and
4. Critique literature and discuss this literature in relation to a contemporary psychological issue in the workplace.

Class Contact:Workshop2.0 hrs

Required Reading:Selected readings will be made available via the unit VU Collaborate site.

Assessment:Exercise, Job application exercise (Approximately 1000 words), 15%.

Presentation, Seminar presentation and discussion (30 minutes), 25%. Essay, Essay on contemporary topic in work psychology (Approximately 1800 words), 50%. Journal, Reflective journal on four seminar presentations (Approximately 800 words), 10%.

APP3025 Psychological Assessment

Locations:Footscray Park.

Prerequisites:APP2013 - Psychology 2A

Description:The aim of this unit of study is to introduce students to the many facets of psychological assessment ranging from observation and interview techniques to formal testing procedures using structured and objective techniques. Topics include: test construction and administration; validity and reliability in psychometrics; assessment of cognitive abilities; personality assessment; assessment of specific traits; and cross-cultural assessment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critique the purpose of assessment methods and how they are used in a variety of settings;
2. Explicate the link between models of intelligence and assessment methods;
3. Commentate upon the importance of observation and interviewing and how information obtained from these two methods can be used;
4. Conduct interviews and observations and report findings with critical judgment; and
5. Appraise and draw conclusions regarding the importance of validity and reliability issues in the context of structured and unstructured psychological assessment techniques.

Class Contact:Seminar2.0 hrs

Required Reading:Selected readings will be made available via the unit VU Collaborate site.

Assessment:Assignment, Assignment outlining models of intelligence and assessment (1000 words), 15%. Report, Case study report: report of observation and interview findings (1500 words), 35%. Examination, Multiple-choice and short answer questions (2 hours), 50%.

APP3026 Cognitive Psychology

Locations:Footscray Park.

Prerequisites:APP2013 - Psychology 2A

Description:This unit provides a systematic overview of key areas in cognitive psychology and cognitive neuroscience. Topics covered in the lectures include attention; memory; visual perception and object recognition; language representation and processing reasoning and decision making; and implicit cognition. Fortnightly laboratory classes involve discussion of research papers and practical demonstrations of key experimental concepts and methodologies employed in cognitive psychology.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review current issues in cognitive psychology;
2. Critique contemporary research literature relating to key areas of cognitive psychology;
3. Appraise the kinds of statistical analyses typically used in cognitive psychology research;
4. Design and conduct an experimental research project examining cognitive processes; and
5. Formulate, interpret and report findings of a research project in a laboratory report conforming to APA formatting conventions.

Class Contact:Lecture1.0 hrPC Lab2.0 hrs

Required Reading:Goldstein, EB, 2014 4th edn Cognitive psychology Belmont, CA: Wadsworth Francis, G & Neath, I, (latest edition) CogLab online version Belmont, CA: Wadsworth Additional readings will be made available via the unit VU Collaborate site.

Assessment: Test, In-class test, 20%. Laboratory Work, Laboratory report (topic to be advised) (2000 words), 30%. Journal, Journal relating to research papers (900 words), 15%. Examination, End of semester examination (2 hours), 35%.

APP3028 Fieldwork

Locations: Footscray Park.

Prerequisites: APP2014 - Psychology 2B

Description: In this unit students undertake a fieldwork placement in a work setting which requires them to apply their knowledge and use their interpersonal, communication and teamwork skills. This unit involves students undertaking 60 hours of voluntary work or paid employment during the semester. Students also attend a weekly fieldwork seminar in which they reflect upon their fieldwork experiences in the light of psychological theory. Assignments take this process further by asking students to write papers in which they apply psychological frameworks to the real-life work issues arising from their fieldwork experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect upon and work towards self-directed, professional development goals;
2. Exhibit a cycle of practice-reflection-practice to guide their learning and to link academic with applied experiences;
3. Articulate fieldwork related issues and propose solutions; and
4. Appraise how theory and skills can be applied to real-life work issues, roles and settings e.g. how to conceptualise and process professional experiences.

Class Contact: Workshop 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Assignment, Develop and write learning goals for fieldwork (1400 words), 20%. Journal, Reflective journal: reflect upon how fieldwork experiences have contributed to learning and professional development (1500 words), 30%. Essay, Exploring the link between a work issue and psychological theory/ research (1800 words), 50%.

APP3029 Skills in Context

Locations: Footscray Park.

Prerequisites: APP3028 - Fieldwork

Description: This unit aims to help students consolidate skills and accompanying knowledge acquired during their workplace learning experience of Fieldwork through two activities. Firstly, students will be asked to plan, research and deliver in class, a simple training workshop for the class on a skill/skill set and the knowledge which accompanies it, which was identified during Fieldwork. Adult learning principles can be applied to this process. Secondly, students will be asked to produce a manual to accompany the training workshop. Students will also be asked to look for current positions which might be of interest to graduates of the course, and will be asked to respond in writing to the key selection criteria for one of these, as though applying for the position.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically discuss adult learning principles and workplace learning frameworks for professional development;
2. Critically review their academic and professional achievements and goals and prepare a job application commensurate with their skills and qualifications;
3. Work collaboratively in delivering a training workshop; and
4. Work collaboratively in planning, researching and writing a professional training manual to accompany the training workshop for participants.

Class Contact: Seminar 2.0 hrs

Required Reading: Coordinator to advise

Assessment: Exercise, Written response to key selection criteria for advertised position (1000 words), 15%. Workshop, Delivery of skills training workshop (approx 45 minutes duration), 20%. Workshop, Skills workshop manual (4000 words per group), 50%. Presentation, Demonstration of professional development skills, 15%.

APP3035 Research Methods in Psychology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A APP2014 - Psychology 2B APP2101 -

Intercultural and Developmental Issues in Psychology

Description: This unit of study will critically review research design, with a focus on the importance of selecting measurement tools that are psychometrically valid and reliable when conducting quantitative research. There is an emphasis throughout the unit on the selection of appropriate statistical analyses with respect to the model of non-significance hypothesis testing. Students will review the theoretical foundations of univariate analyses (including varied ANOVA techniques), correlation and regression, and continue to develop their SPSS skills for analysis with small and large data sets. Students will also be introduced to multivariate analyses.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interrogate the validity and usefulness of various types of quantitative research design, including psychometric evaluation of measures;
2. Critically deduce the appropriate statistical procedures for analysis of different types of research data;
3. Interpret various statistical analyses as produced by SPSS for Windows;
4. Critically review literature relevant to research report; and
5. Conceptualise, undertake and write up a psychological research project

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Field, A 2013, 4th edn, Discovering statistics using SPSS, London: SAGE Publications.

Assessment: Literature Review, Structured and critical appraisal of relevant literature to guide design of the research project (800 words), 15%. Report, Research project that demonstrates application of appropriate statistical methods, description and discussion of findings (2500 words), 35%. Examination, Multiple choice examination (3 hours), 50%.

APP3036 History and Theories in Psychology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A APP2014 - Psychology 2B APP2101 -

Intercultural and Developmental Issues in Psychology

Description: The place of psychological theories and practices in 20th and 21st century thought is pursued through lecture presentations and seminar discussions on recent philosophies of science. These include positivist, social constructionist and critical theory approaches. Psychological examples are used, such as psychoanalysis, behaviourism, cognitivism biological psychology, and critical psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate understandings of psychology as a discipline;
2. Appraise the objects and methods of inquiry within particular schools of psychology, and their respective conceptualisations of 'truth' and 'science';
3. Relate the activities and concepts of particular schools to broader historical factors, and critique the relative merits and limitations of these particular schools of psychology;
4. Critically reflect upon the practice of psychological activities;
5. Demonstrate critical thinking in the application of psychology to particular research questions; and
6. Elucidate their preferred theoretical approach to psychology.

Class Contact:Lecture 1.0 hrTutorial 1.0 hr

Required Reading:Selected readings will be made available via the unit VU Collaborate site.

Assessment:Assignment, Reflective Critical Essay Plan (750 words), 10%. Essay, Critical use of history in understanding contemporary objects of psychological inquiry (1750 words), 40%. Essay, Reflective Critical Essay: Student preferred theoretical approach to psychology built on knowledge of history and theories of psychology (2000 words), 50%.

APP3037 Clinical Aspects of Psychology

Locations:Footscray Park.

Prerequisites:APP2013 - Psychology 2AAPP2014 - Psychology 2BAPP2101 - Intercultural and Developmental Issues in Psychology

Description:The aim of this unit is to present the key areas of clinical practice in psychology. This unit provides an overview of human neuropsychology: elements of neuroscience, neuropsychological syndromes, brain development and developmental neuropsychology, brain injury and recovery of function after brain damage. It also provides an overview of the concepts of psychopathology, diagnostic classification and mental health. A study of anxiety disorders, mood disorders, schizophrenia and other psychoses and substance-related disorders will be presented; together with an exploration of the concepts of behaviour disorder and personality disorder.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically discuss conceptual and methodological approaches to human neuropsychology;
2. Elucidate knowledge of clinical neuropsychology presentation and methods of inquiry for a selection of child and adult disorders;
3. Appraise conceptual and methodological issues in the study of psychopathology;
4. Elucidate the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives; and
5. Critically review and analyse information about clinical aspects of psychology.

Class Contact:Lecture 1.0 hrTutorial 1.0 hrTwo one hour lectures per week

Required Reading:Barlow, DH, Durand, VM, & Hofmann, SG 2018 8th edn Abnormal psychology: An integrative approach Stamford, CT: Cengage. Kolb, B & Whishaw, I.Q 2015 7th edn Fundamentals of human neuropsychology, New York: Worth Publishers/Macmillan

Assessment:Test, Mid-semester test on neuroanatomy (30 minutes), 20%. Review, Critical Review of a clinical aspects of psychology topic (2500 words), 30%. Examination, End of semester exam (2 hours), 50%.

APS2030 Qualitative Social Research Methods 1

Locations:Footscray Park.

Prerequisites:APP1013 - Psychology 1B

Description:This unit of study develops students' ability to plan, conduct and analyse qualitative research studies. Studies that exemplify qualitative research principles and processes are drawn from disciplines including psychology, sociology, gender studies and education. On completion of this unit of study students will be able to: appreciate the contribution made by qualitative research methods and the ways in which they may be used in social research; understand the various design elements in qualitative studies including methods, sampling, analysis and presentation. The philosophical background to social research and appropriate theoretical frameworks are discussed throughout the semester and students will have the opportunity to undertake a small scale qualitative project.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critique the values, principles and assumptions that underpin different forms of research;
2. Elucidate theoretical frameworks and methods used in qualitative research;
3. Collaborate in designing and conducting, in an ethical and professional manner, a small scale qualitative research project; and
4. Critically review literature and discuss research project findings in relation to literature base.

Class Contact:Lab 2.0 hrsLecture 1.0 hr

Required Reading:Willig, C, 2013 3rd Introducing qualitative methods in psychology, London: Open University Press.

Assessment:Project, Generation of interview schedule, conduct of interviews and coding of interview transcripts for project (Approximately 1000 words), 10%. Report, Small group qualitative research project/report (4000 words), 50%. Examination, Final exam - multiple choice (90 minutes), 40%.

APS2040 Quantitative Social Research Methods 1

Locations:Footscray Park.

Prerequisites:APP1013 - Psychology 1B

Description:This unit of study aims to further develop students' ability to conduct social research. In particular, the unit aims to provide students with the skills required to undertake research using quantitative research techniques. On completion of this unit of study, students should be able to understand the potential uses of quantitative methods, recognise appropriate applications of analysis of variance and regression procedures, analyse data collected from both univariate and multivariate research designs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically appraise range of quantitative methods that may be used in social research;
2. Critically deduce appropriate statistical techniques;
3. Formulate appropriate statistically testable hypotheses;
4. Exhibit an advanced level of skill in the use of SPSS to undertake t-test, analysis of variance and regression analyses; and
5. Interpret and present statistical findings in accordance with APA reporting guidelines.

Class Contact:Lecture 1.0 hrPC Lab 2.0 hrs

Required Reading:Gravetter, F & Wallnau, LB 2016, 10th edn, Statistics for the behavioral sciences, Belmont, CA: Wadsworth.

Assessment:Laboratory Work, Mini report - responses to a series of questions relating to t-test analysis (Approximately 600 words), 10%. Laboratory Work, Mini reports - responses to a series of questions relating to ANOVA and Regression analyses (Approximately 2000 words), 40%. Examination, Multiple choice examination (90 minutes), 50%.

APS3020 Qualitative Social Research Methods 2

Locations:Footscray Park, St Albans.

Prerequisites:APS2030 - Qualitative Social Research Methods 1

Description:This unit of study develops students' understanding, knowledge, skills and comfort with advanced qualitative research methods, as a research tool for investigating important questions and problems within psychology. Specifically, this unit helps students' further develop their understanding of assumptions in the use the qualitative research paradigm, knowledge of major methods of qualitative research and further educates students in the methodological and ethical implications of qualitative research.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically assess and reflect upon the use of advanced qualitative approaches in contemporary social research;
2. Critique ethical and practical issues related to the

use of advanced qualitative strategies; 3. Design and conduct a small-group community-based qualitative project; and 4. Work collaboratively in producing and evaluating the implications of a field research report.

Class Contact: Lab 1.0 hr Lecture 2.0 hrs

Required Reading: Readings will be offered on a yearly basis but will be subject to change in light of current trends and movements in the area.

Assessment: Journal, Research journal- reflections upon class content, readings and conduct of research project (1200-1500 words), 15%. Review, Review of three articles using qualitative methodologies (1200-1500 words), 15%. Research Paper, Small group qualitative field study (Approximately 4000 words), 40%. Examination, Final examination (Multiple choice - 90 minutes), 30%.

APS3021 Quantitative Social Research Methods 2

Locations: Footscray Park.

Prerequisites: APS2040 - Quantitative Social Research Methods 1

Description: The aim of this unit of study is to further develop students' knowledge and understanding of quantitative social research methods and in particular the uses of multivariate designs and statistical methods in social research. Students will gain skills in the use and application of advanced quantitative techniques such as MANOVA, principal component analysis and moderation and mediation and further develop their expertise in the use of the Statistical Package for Social Sciences (SPSS).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explicate knowledge of advanced research techniques in quantitative methods;
2. Exercise critical thinking and judgment in identifying appropriate advanced statistical techniques;
3. Exhibit an advanced level of skill in the use of SPSS to appropriately analyse data; and
4. Interpret and report on the statistical significance of quantitative results.

Class Contact: Seminar 2.0 hrs

Required Reading: Field, A., (2013) 4th ed. Discovering statistics using SPSS London: Sage.

Assessment: Presentation, Oral Presentation: Group presentation on a statistical technique, 20%. Laboratory Work, Laboratory assignments designed to test students' ability to identify and utilise appropriate statistical techniques, 40%. Examination, Final Examination, 40%.

APS3040 Independent Research Project

Locations: Footscray Park.

Prerequisites: APS3020 - Qualitative Social Research Methods 2

Description: This unit of study aims to provide students with limited, supervised experience in planning, conducting, analysing and reporting a socially significant research study. On completion of this unit of study, students should be able to: further understand the significance of social research and the difficulties associated with undertaking social research and design and complete a qualitative and/or quantitative research study with some degree of independence.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explicate understanding of the significance of applied social research;
2. Articulate the difficulties associated with undertaking social research and apply skills to manage such difficulties;
3. Apply knowledge gained in research methods to design and complete a qualitative and/or quantitative research study;
4. Work collaboratively to develop research proposal, strategies for data gathering and analysis; and
5. Competently present and defend the research project.

Class Contact: Seminar 3.0 hrs

Required Reading: To be advised by lecturer and supervisor.

Assessment: Assignment, Research proposal (1000 words), 10%. Presentation, Oral presentation of completed report (15 minutes), 20%. Research Paper, Research report (quantitative or qualitative) (3000 words), 70%.

APT1310 Psychology 1

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study includes: human development across the lifespan; social emotional, personality and cognitive development; relationship contexts and family life-cycle; introduction to theories in psychology: psychodynamic, behavioural, cognitive, attachment/interpersonal and family systems; concepts of health and illness, experiences of health, illness and treatment across the lifespan; psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping; developmental processes and adaptation to chronic illness and disability; therapeutic communications; interviewing; managing conflict in the health care setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate a familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;
2. Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan;
3. Demonstrate an introductory understanding of some major theories of human development;
4. Describe and discuss basic psychological processes related to the experience of illness;
5. Demonstrate an awareness of the complexity and variety of human development and human experience of illness;
6. Discuss the roles of family and relationship in human development and adaptation;
7. Demonstrate acquisition of the vocabulary necessary to understand psychological literature pertaining to lifespan development and experience of illness; and
8. Demonstrate communication and interview skills relevant to the healthcare setting.

Class Contact: Lecture 3.0 hrs Tutorial 2.0 hrs

Required Reading: White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French's Forest, NSW.

Assessment: Assignment, Field Study Assignment, 40%. Essay, To be advised, 30%. Examination, To be advised, 30%. Assignment - 1500 words, Essay - 1500 words.

APT5005 Domestic Violence and Sexual Assault

Locations: Footscray Nicholson, City Flinders.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide a socio-political framework from which to view issues of violence. The problem is seen as a community responsibility in that victim groups are defined by their relative powerlessness. Thus action is required at multiple levels, and interventions are taught ranging from individual counselling through group support to community development and social action. Emphasis is placed on developing the self-awareness of the counsellor in response to indicators of violence and sexual assault.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the processes involved in prevention, identification, assessment and intervention in cases involving domestic violence and/or sexual assault;
2. Critically reflect on the counsellor's role in response to indicators of violence and sexual assault;
3. Appraise social and cultural attitudes towards and approaches to

domestic violence and sexual assault; 4. Identify and critique a range of professional literature that examines working with identifying and treating domestic violence and sexual assault.

Class Contact:Seminar 2.0 hrs

Required Reading:A selection of (electronic) readings for the main and related topics in the unit is given to students, and made available on VU Collaborate.

Assessment:Journal, Journal (3500 words), 50%. Project, Identify an issue related to curriculum and develop a project or essay to advance professional knowledge and skills (3500 words), 50%.

APT5010 Applied Techniques of Grief Counselling

Locations:City Flinders.

Prerequisites:APT5035 - Theories and Techniques of Counselling APT5037 - Child and Adolescent: Theories and Techniques of Counselling Students to have completed either APT5035 or APT5037 in AMPE or AGPD. Nil pre-requisites required for students of AGPS.

Description:This unit of study is designed to provide students with an understanding of grief counselling models and strategies available to the grief counsellor working in a variety of settings and with diverse client groups. The applied basis of relevant counselling practice and strategies within the grief and loss paradigm will be the central focus of this unit, including critical incidence debriefing, crisis intervention, peer counselling/support. Consideration will also be given to issues of cross-cultural understanding and ethnic identity. The unit aims to introduce students to various models of grief counselling and intervention strategies. It will provide students with the opportunity to practise and develop skills in grief counselling. Classes will be run on an experiential basis and include role-plays, group discussion and class presentations.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse and conceptually map the experience of grief and loss in adults, adolescents and children 2. Critique the models of grief responses; 3. Evaluate complex presentations of grief; 4. Assess presentation of grief, loss and trauma and formulate appropriate interactions.

Class Contact:Seminar 2.0 hrs

Required Reading:Thompson, N., (2011) Grief and its Challenges. United Kingdom: Palgrave Macmillan. United Kingdom: Palgrave Macmillan.

Assessment:Case Study, Recorded counselling role-play, 40%. Essay, Literature review and treatment plan (1500 words), 40%. Review, Reflection of counselling demonstration (500 words), 20%.

APT5025 Individual Awareness

Locations:Footscray Nicholson, City Flinders.

Prerequisites:Nil.

Description:This unit of study will include: discovery of self:- investigation of fear of self-revelation and defence mechanisms; personality testing (Myer-Briggs); concept of individual growth; exploration of potentially difficult discussion topics including death and dying, suicide, sexual concerns including loss and sexual potency and/or organs, AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion; cross-cultural issues and ethnic identity (may vary according to group). Format of classes includes group participation, basic introduction to group dynamics, building communication skills in the group, setting ground rules.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. To articulate how the self of the therapist influences the counselling relationship.

2. Appraise both the strengths that one brings to the role of counsellor and the areas for personal development 3. Formulate personal reflections on personal strengths and challenges for counselling work in small group and large group settings 4. Critically review and assess the role of one's personal history in the role of the counsellor.

Class Contact:Seminar 2.0 hrs

Required Reading:McLeod, J. & McLeod, J., (2014) Personal and Professional Development for Counsellors, Psychotherapists and Mental Health Practitioners Berkshire, UK: Open University Press

Assessment:Project, Johari Window - self reflective written assignment where students examine areas of themselves that impact on their counselling work (2000 words), Pass/Fail. Essay, Genogram - self reflective piece where students examine family history to gain an awareness of factors that impact counselling (3500 words), Pass/Fail. Journal, Journal of weekly reflections (1000 words), Pass/Fail.

APT5035 Theories and Techniques of Counselling

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study will focus on an exploration of the theoretical issues and practical skills associated with a range of counselling paradigms. Person-centred, Gestalt, existential, behavioural, cognitive behavioural and psychodynamic theories will be addressed. Through role-plays and class activities, students will be encouraged to develop their own counselling skills and reflect on their personal development as counsellors.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and assess the fundamental theory and intervention practices of therapeutic paradigms; 2. Critically review each paradigm of counselling; 3. Exhibit a foundation level of competence in the range of basic counselling skills, including appropriate use of engagement skills, open and closed questions, reflective listening, paraphrasing and summarising, clarifying and silence; 4. Formulate counselling based interventions for a range of presenting issues.

Class Contact:Seminar 2.0 hrs

Required Reading:Corey, G. 2012, 9th ed Theory and practice of counselling and psychotherapy Brooks/Cole, Pacific Grove.

Assessment:Essay, Essay reviewing two major schools of psychological intervention (1500 words), 50%. Assignment, Counselling demonstration and reflection (2000 words), 50%.

APT5037 Child and Adolescent: Theories and Techniques of Counselling

Locations:Footscray Nicholson, City Flinders.

Prerequisites:Nil.

Description:This unit will introduce students to the theory and practice of counselling children and adolescents. The unit will present the fundamental theories related to working with children and adolescents and present evidence-based interventions for working with this population. The use of case studies presented by students and staff will highlight the presentation and learning of the principles for best practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and corroborate a variety of theoretical approaches to counselling. 2. Implement a range of basic counselling skills, including appropriate use of engagement skills, open and closed questions, reflective listening, paraphrasing and summarising, clarifying and silence. 3. Critically review a range of counselling based theories and techniques for working with children and adolescents. 4.

Formulate on the implementation of appropriate theory and techniques for working with specific presenting problems exhibited by children and adolescents.

Class Contact:Seminar2.0 hrs

Required Reading:Thompson, C. L., and Henderson, D. A., (2010) 8th Counselling Children USA: Cengage. Geldard, K., and Geldard D. (2014) 4th Counselling Children: A Practical Introduction London: Sage Publications

Assessment:Case Study, Recorded counselling role play and reflection (equivalent to 2500 words), 50%. Presentation, Class presentation on a theory of counselling and its application to a mental health issue (equivalent to 2000 words), 50%.

APT5060 Applied Techniques of Counselling

Locations:City Flinders.

Prerequisites:APT5035- Theories and Techniques of Counselling

Description:This unit of study will provide students with class supervised counselling practice in order to enhance their client attending skills and the skills of developing a client formulation. It will further provide students with information concerning various types of counselling sessions (intake, continuing and termination) and for responding to various types of problems, use of video and audio equipment and supervised counselling practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse and corroborate applied counselling skills; 2. Formulate and evaluate counselling cases; 3. Investigate and conceptually map counselling strategies for a range of presenting problems; 4. To analyse a range of client presentations and how to work with them effectively 5. To critically reflect on one's personal experience and how this relates to practice as a counsellor.

Class Contact:Seminar2.0 hrs

Required Reading:Brew, L. & Kottler, J.A. (2008) Applied Helping Skills: Transforming Lives Sage Publications Inc Geldard, D. and Geldard, K. (2012) 7th Basic Personal Counselling - A Training Manual for Counsellors Pearson Education Australia.

Assessment:Report, Video/audio and reflection (3500 words), 50%. Report, Reflective piece on observation of counselling session (3500 words), 50%.

APT5062 Child & Adolescent: Applied Techniques in Counselling

Locations:Footscray Nicholson.

Prerequisites:APT5037 - Child and Adolescent: Theories and Techniques of Counselling APT5035 - Theories and Techniques of Counselling Students must complete APT5037 or APT5035 before undertaking this unit.

Description:This unit of study will include child and adolescent assessment tools that are used in community and other settings. The tools are designed to detect commonly presenting problems and to assist students to recognise crisis situations. The crisis intervention techniques will be taught and practised, along with a number of other applied techniques suited to working with children and adolescents. The principles and practices of case management and working with systems and significant others will be covered.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse and corroborate applied counselling skills when working with children and adolescents; 2. Formulate and evaluate counselling cases involving children and adolescents; 3. Investigate and conceptually map counselling strategies for a range of presenting problems typically encountered when working with children and adolescents; 4. To analyse a range of client presentations and how to work with them effectively 5. To critically reflect on one's personal experience and how this

relates to practice as a counsellor.

Class Contact:Seminar2.0 hrs

Required Reading:Thompson, C.L., and Henderson, D.A., (2010) Counselling Children 8th USA: Cengage Geldard, K., and Geldard D. (2014) 4th Counselling Children: A Practical Introduction London:Sage Publications

Assessment:Video taped role-play or in vivo intervention; Essay, Essay, Essay on counselling theory (2000 words), 30%. Report, Video/audio and reflection (2000 words), 30%. Report, Reflective piece on observation of counselling session (2500 words), 40%.

APT5070 Social and Ethical Issues in Counselling

Locations:Footscray Nicholson, City Flinders.

Prerequisites:Nil.

Description:This unit of study will examine the social and ethical factors relevant to counselling. Factors to be considered include gender, ethnicity, class, occupation, and age. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment will also be addressed. The unit will also address ethical issues in counselling, ethical principles and ethical dilemmas: the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities and referrals from an ethical perspective.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Appraise the ethical principles relevant to the client-counsellor relationship. 2. Critically review the impact of social context factors on the counselling process and counsellor decision-making and ethical stance. 3. Formulate and justify response to ethical dilemmas appropriately which may arise in counselling practice. 4. Plan and implement ethical decision-making in the assessment counselling work.

Class Contact:Seminar2.0 hrs

Required Reading:Corey, G, Corey, M & Callanan, P. (2014) Issues and ethics in the helping professions Pacific Grove/Brooks Cole

Assessment:Presentation, Class presentation on an ethical dilemma (2000 words), 50%. Essay, Essay on the application of ethical principles to counselling work (4000 words), 50%.

APT6000 Advanced Counselling Interventions

Locations:City Flinders.

Prerequisites:APT5060 - Applied Techniques of Counselling

Description:This unit of study is an advanced unit designed to develop students' knowledge of counselling theory and practice. The unit builds on the foundation units in the first year of the Master of Counselling (APT5035 and APT5060/5062) to further develop students' knowledge of core counselling skills, counselling assessment and the application of counselling with a range of more complex client presentations (including depression, sexual abuse, complex anxiety and relationship issues). The unit will utilise a range of teaching methods, including didactic instruction, in class activities, counselling role play and demonstration. It is anticipated that successful completion of the unit will equip students with the skills to work effectively with complex clients with complex presentations.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Critically analyse and appraise the major psychological theories; 2. Conceptually map and adapt the application of psychological practice and relevant evidence based theories for/to complex presenting psychological issues; 3.

Critically reflect upon a complex presenting issue and implement an evidence based psychological intervention; and 4. Critically review relevant literature related to a complex psychological issue.

Class Contact:Seminar 2.0 hrs

Required Reading:Emmerson, G. (2012) Advanced skills and interventions in therapeutic counselling CT, USA: Crown House Publishing Nathan, P.E., & Gorman, J.M. (2007) (3rd Ed) A guide to treatments that work NY, USA: Oxford University Press

Assessment:Essay, Review of literature related to the treatment of a complex presenting psychological issue (2000 words), 40%. Literature Review, Literature review related to the intervention of a specific complex psychological presenting issue (2000 words), 30%. Case Study, Submission of a 20 minute counselling role play., 30%. The total assessment word equivalence for this unit is approximately 7-8000 words.

APT6001 Practicum 1

Locations:Footscray Nicholson, City Flinders.

Prerequisites:APT5060 - Applied Techniques of Counselling APT5062 - Child & Adolescent: Applied Techniques in Counselling Either/ Or

Description:Practicum 1 is designed to orientate students to their practicum in a real world counselling setting. The unit will focus on introducing students to counselling case formulation and treatment planning, whilst educating students on factors important in establishing the supervisory relationship at their placement. The unit will address ethical issues in counselling, case note writing, and factors related to counselling assessment (such as the Mental Status Examination and the use of the family genogram). The unit will also introduce students to presenting real life clinical cases in a peer group environment and will introduce students to the practice of actively reflecting on their placement experiences.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Formulate and implement learning goals relevant to their counselling placement
2. Reflect on counselling theory as it applies to counselling case practice.
3. Critically reflect on the research, ethical, and other frameworks relevant to their field placement practice
4. Analyse and critically review their placement organisation.

Class Contact:Seminar 1.0 hr The unit comprises a 60 hour placement.

Required Reading:Baird, B.N. 2014, The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall

Assessment:Journal, Journal entries on theory, research and placement experiences (250 words each up to 2500 words), Pass/Fail. Case Study, Case report of client and presentation (1500 words), Pass/Fail. Other, Learning Goals Statement (200 words), Pass/Fail. Report, Agency Overview (1000 words), Pass/Fail.

APT6002 Practicum 2

Locations:Footscray Nicholson, City Flinders.

Prerequisites:APT6001 - Practicum 1

Description:This unit will extend the work completed in Practicum 1. The unit involves students continuing their placement in a real life counselling setting. Students will further develop their knowledge of counselling case formulation and treatment planning and ethical and legal issues in counselling. The unit will also allow students to actively reflect on their counselling work and further develop their experience of presenting case material in a peer group. The unit will assist students to enhance their knowledge of working with diversity, risks in counselling, self-care, and closing cases.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Formulate and detail professional placement activities using relevant formats and protocols
2. Plan, implement, and evaluate professional learning relevant to their counselling placement
3. Critically reflect on counselling theory and research as it applies to counselling cases.
4. Critically reflect on ethical, legal and other frameworks relevant to their field placement practice

Class Contact:Seminar 1.0 hr The unit comprises a 60 hour placement.

Required Reading:Baird, B.N. 2014, The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall

Assessment:Journal, Journal of critical reflection practices and protocols in placement (2500 words), Pass/Fail. Case Study, Case report of client and presentation (1500 words), Pass/Fail. Other, Professional Placement Goals (200 words), Pass/Fail. Other, Submission of signed log book detailing placement hours, Pass/Fail. Other, Successful evaluation from placement supervisor, Pass/Fail. .

APT6005 Counselling for Addictions

Locations:Footscray Nicholson, City Flinders.

Prerequisites:APT5060 - Applied Techniques of Counselling APT5062 - Child & Adolescent: Applied Techniques in Counselling To undertake this unit, students must have successfully completed either APT5060 - Applied Techniques of Counselling or APT5062 Child & Adolescent: Applied Techniques of Counselling.

Description:This unit of study is an advanced unit designed to develop students' knowledge when working with addictive behaviours. The unit builds on the foundation units in the first year of the Master of Counselling (APT5035: Theories and Techniques of Counselling and APT5060/5062: Applied Techniques of Counselling/Applied Techniques of Counselling: Child and Adolescent) to further develop students' knowledge of working with addictions. The unit will assist students to work effectively with a range of addictive behaviours, including alcohol and other drugs, and gambling. The unit will assist students to develop skills in assessment related to addictive behaviours and relevant treatment modalities when working with this population. The unit will utilise range of teaching methods, including didactic instruction, in class activities, counselling role play and demonstration. It is anticipated that successful completion of the unit will enable students the skills to work effectively with clients presenting with addictive/substance use disorders.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review the varying schools of psychological orientation and their approach to the assessment and treatment of addictions;
2. Investigate and critique the different types of addictive behaviours (AOD, Gambling) in a variety of contexts (ie cultural);
3. Evaluate treatment plans for a range of addictive behaviours; and
4. Implement and evaluate a treatment plan addressing a particular addictive behaviour.

Class Contact:Seminar 2.0 hrs

Required Reading:Mignon, S. (2014) Substance Abuse Treatment: Options, Challenges, and Effectiveness. US: Springer

Assessment:Essay, Review of literature related to the treatment of addictive behaviour (3500 words), 50%. Case Study, Literature review and treatment plan addressing a mock client presenting with an substance use disorder/addictive behaviour (3500 words), 50%. The total assessment word equivalence for this unit is approximately 7-8000 words.

APT6006 Research Methods in Counselling

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description: This unit of study provides students with advanced knowledge and techniques in the design of research in the counselling field. The following topics will be explored: introduction to the nature and significance of competing paradigms and methodologies in the research process and the range of research methods used in social science research; application of qualitative and quantitative methods to the counselling field; critical analysis of the design, analysis and interpretation of research in the counselling field; critical examination of the literature in an area of interest in the counselling field; and the application of program evaluation in the counselling field. A parallel purpose of the unit is to provide students with the necessary skills to develop a program evaluation proposal for their thesis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Students will develop technical and theoretical knowledge of research paradigms and associated research design and methodologies.
2. Students will critically appraise the application of various quantitative and qualitative data collection and analysis methods in the context of program evaluation.
3. Students will independently undertake a review of the literature in a chosen area of relevance to the counselling field. They will critically analyse and synthesise the literature, identifying and responding to a problem of concern to the counselling field. They will articulate the outcome of the review in a formal report.
4. Students will plan an intervention appropriate to the problem identified in their review of the literature.
5. Students will design a methodology to evaluate an intervention and communicate their planned evaluation via a written program evaluation proposal.

Class Contact: Seminar 2.0 hrs

Required Reading: Weekly readings to be advised by lecturer and provided via links to VU Collaborate.

Assessment: Literature Review, Review of literature in the counselling field, 35%. Thesis, Program and evaluation proposal, 35%. Test, Research methods test, 30%.

APT6010 Practicum 3

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT5060 - Applied Techniques of Counselling APT5062 - Child & Adolescent: Applied Techniques in Counselling Students are required to complete either APT5060 or APT5062. For AGPD Graduate Diploma in Counselling students: Completion of APT6001 Practicum 1 and APT6002 Practicum 2 is deemed equivalent to APT6010 Practicum 3.

Description: Practicum 3 is designed to orientate students to their practicum in a real world counselling setting. The unit will focus on introducing students to counselling case formulation and treatment planning, whilst educating students on factors important in establishing the supervisory relationship at their placement. The unit will address ethical issues in counselling, case note writing, and factors related to counselling assessment (such as the Mental Status Examination and the use of the family genogram). The unit will also introduce students to presenting real life clinical cases in a peer group environment and will prompt them to actively reflect on their placement experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Formulate and implement learning goals relevant to their counselling placement
2. Critique counselling theory and practice as it applies to counselling cases.
3. Critically reflect on the theory, research, ethical, legal and other frameworks relevant to their field placement practice
4. Analyse and critically review their placement organisation.

Class Contact: Seminar 1.0 hr In addition to class time of one hour per week, the unit involves completion of 120 hours of placement for the semester.

Required Reading: Baird, B.N., (2014) 7th ed. The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall

Assessment: Journal, Journal entries on theory and placement observations (3000 words), Pass/Fail. Case Study, Case study of client (1500 words), Pass/Fail. Other, Learning Goals statement (200 words), Pass/Fail. Report, Agency Analysis and Report (1000 words), Pass/Fail.

APT6011 Practicum 4

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT6010 - Practicum 3

Description: Practicum 4 is designed to extend and draw together the knowledge and skills in real world counselling settings. The unit will consolidate the capacity to initiate and execute counselling case and treatment planning with a high level of autonomy. The unit will require students to report on, assess and make professional judgements about real world cases with a substantial level of knowledge on the protocols around the ethical, legal and practical issues, and the ability to consider and articulate the body of research behind their observations. Students will finalise the placement goals in extended case note writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate and report on professional placement cases using theoretical knowledge and protocols
2. Plan, implement, and evaluate professional learning relevant to their counselling placement
3. Critique counselling theory and research as it applies to counselling cases.
4. Critically reflect on ethical, legal and other frameworks relevant to their field placement practice

Class Contact: Tutorial 1.0 hr The unit comprises a 120 hour placement.

Required Reading: Baird, B.N. 2014, The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall

Assessment: Journal, Journal of critical reflection placement experiences (3500 words), Pass/Fail. Case Study, Case report of client and presentation (1500 words), Pass/Fail. Other, Professional Placement Goals (200 words), Pass/Fail. Other, Submission of signed log book detailing placement hours, Pass/Fail. Other, Successful evaluation from placement supervisor, Pass/Fail. .

APT6012 Minor Thesis (Full-time)

Locations: Footscray Nicholson.

Prerequisites: APT6006 - Research Methods in Counselling

Description: This unit of study requires students to gain experience in researching and implementing a counselling research project. Students will be required to identify an area of counselling focus in their placement for which they will develop an evidence based treatment program. Students identify a target problem within the population where they are completing their counselling placement. and are then required to research the treatment approaches for this target problem. This involves researching evidence based/established treatment approaches. Based on the literature, students then develop a treatment program and then implement the program to the target group (usually over 4-6 weeks, although this will depend on what the literature recommends). Following implementing the program, students will write up an evaluation of changes in the target group as a result of the intervention. Based on this evaluation, students will discuss the implications and limitations of the program and recommendations for future treatment programs.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the literature related to the counselling related intervention of a specified counselling based research problem;
2. Conceptually map a treatment

program based around a defined research area; 3. Evaluate the implementation of an implemented treatment program; and 4. Analyse the implementation of the program and identify relevant implications and limitations.

Class Contact:The unit involves a combination of class contact hours (6, 2 hour classes per semester for two semesters) and individual meetings with teaching staff (12 hours per semester for two semesters).

Required Reading:N/A

Assessment:Thesis, Minor Thesis (10,000 - 15,000 words), 100%. The successful completion of APT6013 Minor Thesis (Part A) and the successful completion of APT6013 Minor Thesis (Part B) are deemed to be equivalent of a Minor Thesis of approximately 10,000 - 15,000 words.

APT6013 Minor Thesis (Part A)

Locations:Footscray Nicholson.

Prerequisites:APT6006 - Research Methods in Counselling

Description:This unit of study requires students to gain experience in researching and implementing a counselling research project. Students will be required to identify an area of counselling focus in their placement for which they will develop an evidence based treatment program. Students identify a target problem within the population where they are completing their counselling placement. and are then required to research the treatment approaches for this target problem. This involves researching evidence based/established treatment approaches. Based on the literature, students then develop a treatment program. and then implement the program to the target group (usually over 4-6 weeks, although this will depend on what the literature recommends). Following implementing the program, students will write up an evaluation of changes in the target group as a result of the intervention. Based on this evaluation, students will discuss the implications and limitations of the program and recommendations for future treatment programs.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically review the literature related to the counselling related intervention of a specified counselling based research problem; 2. Conceptually map a treatment program based around a defined research area; 3. Evaluate the implementation of an implemented treatment program; and 4. Analyse the implementation of the program and identify relevant implications and limitations.

Class Contact:The unit involves a combination of class contact hours (6, 2 hour classes per semester for two semesters) and individual meetings with teaching staff (12 hours per semester for two semesters).

Required Reading:N/A

Assessment:Thesis, Minor Thesis (10,000 - 15,000 words), 100%. The successful completion of APT6013 Minor Thesis (Part A) and the successful completion of APT6013 Minor Thesis (Part B) are deemed to be equivalent of a Minor Thesis of approximately 10,000 - 15,000 words.

APT6014 Minor Thesis (Part B)

Locations:Footscray Nicholson.

Prerequisites:APT6006 - Research Methods in Counselling

Description:This unit of study requires students to gain experience in researching and implementing a counselling research project. Students will be required to identify an area of counselling focus in their placement for which they will develop an evidence based treatment program. Students identify a target problem within the population where they are completing their counselling placement. and are then required to research the treatment approaches for this target problem. This involves researching evidence based/established treatment approaches. Based on the literature, students

then develop a treatment program. and then implement the program to the target group (usually over 4-6 weeks, although this will depend on what the literature recommends). Following implementing the program, students will write up an evaluation of changes in the target group as a result of the intervention. Based on this evaluation, students will discuss the implications and limitations of the program and recommendations for future treatment programs.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically review the literature related to the counselling related intervention of a specified counselling based research problem; 2. Conceptually map a treatment program based around a defined research area; 3. Evaluate the implementation of an implemented treatment program; and 4. Analyse the implementation of the program and identify relevant implications and limitations.

Class Contact:Tutorial 2.0 hrs The unit involves a combination of class contact hours (6, 2 hour classes per semester for two semesters) and individual meetings with teaching staff (12 hours per semester for two semesters).

Required Reading:N/A

Assessment:Thesis, Minor Thesis (10,000 - 15,000 words), 100%. The successful completion of APT6013 Minor Thesis (Part B) and the successful completion of APT6013 Minor Thesis (Part A) are deemed to be equivalent of a Minor Thesis of approximately 10,000 - 15,000 words.

APU6008 Thesis 1

Locations:St Abans.

Prerequisites:APU6005 - Psychoanalysis and Culture

Description:In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.

Credit Points: 16

Class Contact:One 90-minute individual supervision per week for one semester.

Required Reading:Freud, S 1926, The question of lay analysis, SE 19.

Assessment:Report, Report on progress of research project, 100%.

APU6010 Thesis II

Locations:St Abans.

Prerequisites:Nil.

Description:This unit of study will include final development and completion of the individual research project and writing up of the research thesis.

Credit Points: 16

Class Contact:One 90-minute individual supervision per week for one semester.

Required Reading:Freud, S 1926, The question of lay analysis, SE 19.

Assessment:Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%.

ASW2013 Introduction to Social Policy

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:Social policy refers to public policy covering the fields of income security, housing, education, health, community services, employment, leisure and other aspects of the social infrastructure of society. Social policy responds, in various ways and with varying degrees of consistency and success, to individual, family, community and societal needs and concerns. This unit of study introduces students to political and social policy processes. It assists students to identify currently debated social issues and to challenge oppression and bring about change. This unit focuses on political and policy processes and provides students with opportunities to pursue

their own interests in contemporary social policy issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate links between familiar social issues and relevant social policy;
2. Investigate a range of common Australian social policy processes;
3. Exhibit familiarity with Australian political systems and human services;
4. Analyse ways that human service workers may engage with and influence policy processes;
5. Exemplify beginning skills in policy analysis; and
6. Analyse and discuss issues and debates in contemporary Australian politics and social policy.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required readings will be made available by the unit coordinator

Assessment: Journal, Written summary of social issues workbook (500 words) entries, 25%. Presentation, Presentation based on first assignment which focuses on linking analysis to social policy critique (700 words), 30%. Essay, Paper on a contemporary social policy issues (selection of topic will be discussed in class) (1800 words), 45%.

ASW2090 Groupwork Theory and Practice

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: Human service workers work in groups across all fields of practice from staff teams to social action and therapeutic groups. This unit of study aims to introduce students to group work theories, processes and skills. It uses the process of critical reflection to integrate students' personal experiences, in the practice and theoretical dimensions of group work. It focuses on developing a critical understanding of the use of power, knowledge and privilege in groups and the implications of this for practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on theoretical and practical issues relating to the process of practice with/in groups;
2. Reflect and report on their experiences as group members and group leaders in a small group settings;
3. Discuss the different contexts of groupwork practice and the implications for practice;
4. Develop and exhibit a working awareness and understanding of power in the group work context;
5. Apply the knowledge used in acquiring beginning group facilitation skills.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: The following text is prescribed for the unit Group work theory and practice. Lindsay, T. & Orton, S. 3rd ed. Groupwork practice in social work Learning Matters Ltd, Sage Publications

Assessment: Attendance at lectures and tutorials in this unit of study is compulsory. This means that students are required to attend at least 80% of classes. If they miss more than two weeks of classes they must apply for and be granted Special Consideration in order to pass the unit of study. This attendance requirement contributes to the Bachelor of Social Work meeting the attendance requirements specified in the Australian Association of Social Workers accreditation guidelines. Presentation, Outline of group program plan (900 words equivalent), 30%. Test, Interactive quizzes (800 words), 20%. Project, Group work essay or detailed group program plan (1700 words), 50%.

ASW2094 Working in Human Service Organisations

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to key dimensions of human service organisations. A range of theoretical models from different disciplinary

perspectives are presented and critically examined from the viewpoints of key stakeholders including workers, service users, managers, funding bodies and policy makers. A focus on the organisational context of professional practice in the human services contributes to students' preparation for their future practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and discuss professional practice in human service organisations;
2. Critically analyse the dilemmas and tensions facing workers in human service organisations;
3. Conceptually map frameworks for understanding the structure and culture of organisations; and
4. Articulate the links between organisational theory and practice.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

Required Reading: Relevant articles will also be made available to students via VU Collaborate. Gardner, F., (2016) 2nd ed. Working With Human Service Organisations Oxford University Press

Assessment: Review, Identify three (3) key concepts from the literature set for Weeks 1-5, and illustrate with examples from a human service organisation (500 words), 25%. Presentation, Group presentation and facilitation of a tutorial (1000 words equivalent), 35%. Assignment, Analysis of a human service organisation using one of the mapping or profile templates distributed in class (1500 words), 40%.

ASW2102 Social Welfare: History and Current Context

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit introduces students to key concepts of the contemporary Australian welfare state, including 'need', 'wellbeing', 'welfare' and the 'state', together with some key dimensions of structural oppression. It surveys the history of the welfare state, its development in the Australian context and the historical judgements that underpin its formation and current practice. It explores the forms that welfare has taken in relation to particular communities in Australia, with particular emphases on class, gender, disability and race. The future of the welfare state is also discussed in the context of current debates, together with the nature of social work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the historical development of the welfare state in Australia and the international context, and the significant judgements that have shaped its development;
2. Analyse the concept of social welfare, and why it forms a significant part of socio-political, economic and legal institutions in Australia;
3. Articulate the various concepts, perceptions, myths and stereotypes about social welfare;
4. Critically examine the links between major political paradigms and key concepts about social welfare; and
5. Critically reflect on some of the many issues confronting the Australian social welfare state in the future.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required readings will be made available by the unit coordinator

Assessment: Review, Review readings weeks 1 to 5 (500 words), 25%. Presentation, Group presentation case study (750 words), 35%. Essay, Essay topics relate to specific aspects of the unit (1750 words), 40%.

ASW2103 Human Development in Social Context

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit explores some of the key concepts in understanding social and human behaviour across the lifespan. It encourages students to make the links

between their own personal values and a range of social and cultural phenomena. It investigates and critiques the role of the family and community as the foundation of human and social development, and the implications of this for social work practice. It also introduces the lifespan from infancy to old age accounting for the individual, social, cultural and structural dimensions. Throughout the unit there is an emphasis on critically reflecting on the research foundations of human development theories and the implications of these for practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Locate personal values in relation to a range of social and cultural phenomena;
2. Explain human development throughout the lifespan from a physical, social, emotional, spiritual and cognitive development from infancy through to old age, with emphasis on the continuous nature of developmental processes;
3. Compare and contrast different theoretical accounts of these phenomena, with reference to a Western 21st century conceptualisation of life stage development alongside those of non-western cultural traditions;
4. Apply relevant knowledge of human development in social work and educational settings; and
5. Critically assess the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Nicolson, Paula. (2014) 1st ed. A critical approach to human growth and development Basingstoke: Palgrave Macmillan.

Assessment: ICT (Wiki, Web sites), Quizzes and discussion posts (800 words), 25%. Presentation, Class presentation (ewl 1,000 words), 35%. Essay, Critical analysis of selected tutorial topic (1,200 words), 40%.

ASW2104 Critical Social Work Theories

Locations: Footscray Nicholson.

Prerequisites: ASW2202 - Social Work Theories

Description: This unit of study requires students to review and critically reflect in more depth on social work theory and practice undertaken in the course, and specifically in the unit Social Work Theories. It will take a critically reflective approach to further develop and consolidate students' generic knowledge, skills and practice theories by examining some of the newer developments in social work theory (critical social work including anti-oppressive social work, critical reflection, critical postmodernism, social constructivism, international social work and social movement activism). This unit will assist students to develop a practice for life-long learning and critical reflection in order to be able to respond to more complex issues in practice. A critical framework for evaluating effectiveness of self as well as knowledges and practice skills will be explored in the current debates about social work's efficacy and its future role in the helping professions. The content in this unit of study contributes to meeting the accreditation requirements of the Australian Association of Social Workers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise various critical theoretical perspectives and place these in historical, cultural, political, economic and social contexts;
2. Evaluate these theories and their efficacy in practice contexts;
3. Discuss critically, the complexities, ambiguities, uncertainties and challenges of the contemporary social work context;
4. Demonstrate growing reflexivity and critical awareness of social structures that materially impact on clients' lives and the implications for social work practice; and
5. Develop practice frameworks from a critical perspective.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Morley, C., Macfarlane, S & Ablett, P., (2014) Engaging with

Social Work Cambridge University Press, Port Melbourne Additional reading materials are documented in the Unit Guide and provided on VU Collaborate.

Assessment: Attendance at lectures and tutorials in this unit of study is compulsory. This means that students are required to attend at least 80% of classes. If they miss more than two weeks of classes they must apply for and be granted Special Consideration in order to pass the unit of study. This attendance requirement contributes to the Bachelor of Social Work meeting the attendance requirements specified in the Australian Association of Social Workers accreditation guidelines. Review, Review of readings from weeks one to four (800-1,000 words), 25%. Project, 'Whiteness' Inventory and reflection (800-1,000 words), 35%. Essay, Film Study/Essay and Creative Project (1800 words), 40%.

ASW2202 Social Work Theories

Locations: Footscray Nicholson.

Prerequisites: ASW1001 - Introduction to Social Work Nil

Description: This unit of study introduces students to a range of theoretical approaches underpinning social work practice, from the conventional or traditional to the progressive or critical. It examines how all practice approaches incorporate theoretical and ideological assumptions - and how therefore, the construction of solutions to address disadvantage and create social change demands social work practice that is informed by theory. The application of theory to practice will be explored through the extensive use of case studies. The unit will introduce critical social work theories and frameworks that will be covered in more depth in the Critical Social Work Theories (ASW2104) unit of study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on how social work theories have been constructed within the historical and global context of social work practice;
2. Discuss social work theories and their practice principles for use in the current context of social work practice;
3. Evaluate different theoretical approaches for application to a series of case-studies;
4. Differentially apply selected theoretical approaches to a case study.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Students will be asked to read more widely than the required text. Connolly, M and Harms, L., (2015) 2nd ed. Social work from theory to practice, Cambridge University Press, Port Melbourne Additional information regarding required and recommended reading is provided in the Unit Guide and through VU Collaborate.

Assessment: Attendance at lectures and tutorials in this unit of study is compulsory. This means that students are required to attend at least 80% of classes. If they miss more than two weeks of classes they must apply for and be granted Special Consideration in order to pass the unit of study. This attendance requirement contributes to the Bachelor of Social Work meeting the attendance requirements specified in the Australian Association of Social Workers accreditation guidelines. Review, Review of weekly readings (800 words), 25%. Test, Written answers to questions on a case study in open book test (1800 words), 40%. Case Study, Group presentation of theoretical perspective and written reflection on a case study (1,000 words), 35%.

ASW2203 Interpersonal and Communication Skills

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to develop students' understanding of, and proficiency in, interpersonal and communication skills for application in a range of professional contexts. Students will develop an understanding of communication

theories, professional values and ethics and the importance of cultural sensitivity. Students will have the opportunity through group discussion, experiential workshops and simulation activities to develop their own interpersonal and communication skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate links between communication theories and their own interpersonal practice;
2. Critically reflect on their own and others' demonstrated interpersonal and communication skills;
3. Demonstrate knowledge of cultural diversity and the need for cultural sensitivity in professional practice; and
4. Exhibit effective interpersonal and communication skills for professional practice.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs One 90-minute lecture (Footscray Park campus) and one 90-minute tutorial (Footscray Nicholson campus) per week for one semester.

Required Reading: Additional resources are listed in the Unit Guide and available for students on VU Collaborate. Egan, G., (2014) 10th ed. *The Skilled Helper* Brooks/Cole Belmont CA

Assessment: Journal, Critical Reflection Exercise (800 words), 25%. Presentation, Critical Analysis of Vignette (verbal presentation), 30%. Assignment, Recordings Critique (1,800 words), 45%.

ASW3096 Understanding and Responding to Family Violence

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: Family violence affects the lives of many people in the community, and often comes to the attention of social workers in a wide range of health, education and human service settings. Social workers may have responsibility for providing frontline services to survivors of family violence, and for delivering programs designed to prevent future violence. Responding to situations involving family violence is seen as multidisciplinary, and there is a need for coordination of efforts and collaboration with other people in relation to place-based initiatives. Social workers consider the structural, economic, cultural and political aspects of family violence and engage in casework, groupwork, research, policy advocacy and community development in order to bring about change. This unit of study engages students in a critical examination of the myths and stereotypes that help to reinforce the hidden nature of family violence. It focuses on the nature, incidence, and extent of family violence, the gendered nature of family violence, and the impacts of family violence. It encourages students to consider the range of possible responses to family violence, and ways to reduce family violence in the future.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Develop a beginning understanding of the dynamics and impact of family violence on individuals and social groups, particularly women and children;
2. Locate and critically analyse social work practice within contemporary political and societal understandings of family violence;
3. Discuss the roles of social workers in responding to and preventing family violence.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Additional readings will be made available through VU Collaborate. Humphreys, C. & Laing, L., (2013) *Social work and domestic violence: developing critical and reflective practice* SAGE Publications, London.

Assessment: Review, Reading review (1300 words), 30%. Essay, Essay (1700 words), 50%. Poster, Poster, 20%.

ASW3097 Social Work and Trauma Informed Care

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: Traumatic events significantly affect individuals', families' and communities' overall functioning. Social workers in many different settings work with people who have experienced significant trauma. In their many different roles, social workers need to understand trauma, how it affects individuals, families and communities at the time of the trauma, and how the ongoing impacts play out over the years. Recent developments in trauma informed care add to the knowledge base of social work, and assist us to develop sensitive and appropriate ways of working in situations involving both recent and past trauma. Themes in this unit of study include working supportively and avoiding re-traumatising people; attending to structural, economic, cultural and political aspects of people's experiences; and engaging in research, advocacy and community development with people who have experienced trauma.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on theoretical and practical issues relating to trauma informed care;
2. Critically analyse theories of trauma and their application;
3. Discuss the different contexts of trauma informed care and the implications for practice;
4. Design interventions that consider casework, groupwork, community development, research and policy advocacy strategies; and
5. Critically reflect on own values and beliefs about responding to trauma.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Clark, C., Classen, C., Fourt, A. and Shetty, M., (2014) *Treating the Trauma Survivor: An Essential Guide to Trauma-Informed Care* Taylor and Francis, NY

Assessment: Review, Reading review (800 words), 30%. Presentation, Critical reflection (500 words), 20%. Essay, Essay (1700 words) , 50%.

ASW3101 Skills for Social Work Direct Practice

Locations: Footscray Nicholson.

Prerequisites: ASW2202 - Social Work Theories ASW2203 - Interpersonal and Communication Skills ASW2104 - Critical Social Work Theories

Description: This unit of study builds on skills developed from Interpersonal and Communication Skills, Group Work Theory and Practice and Critical Social Work Theories. However, in this unit the use of the skills learned will be transferred specifically to social work with individuals, groups and families in human service provision with a particular emphasis on the structural factors that impede just and equitable access to welfare provisions. This work is variously referred to as casework or direct practice. Traditionally it has focused on individual change, often with an indifference to the broader structural and cultural realities that impact on people's lives. This unit uses an integrated framework for practice which focuses on policy, theory, organisational context and social work mandate. The integrated framework is used to introduce skills, practice theories, phases, contexts and an anti-oppressive foundation for working with individuals, families and groups. Students are encouraged to critically explore current practice theories that social workers use in their direct practice work. The strengths perspective, as demonstrated in both brief solution-focused and narrative practice theories, provides the theoretical basis for this unit. Practice scenarios are drawn from work with individuals, families and groups across a range of human service contexts. These include both statutory and non-statutory examples. The emphasis is on the demonstration and application of skills in assessment and intervention.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret and apply the integrated framework underpinned by an anti-oppressive

foundation; 2. Critically evaluate the impact of cultural difference in work with individuals, groups and families; 3. Develop and apply a strengths based perspective and practice drawing on concepts from solution-focused and narrative practice theories; 4. Exemplify a generic understanding of phases in the work with individuals and families; 5. Exemplify beginning and further interpersonal and communication skills for assessment and intervention in casework practice; 6. Apply and demonstrate, using digitally recorded role plays, advanced strengths based, solution-focused and narrative practice theories to critically evaluate practice; and 7. Critique and apply solution-focused and narrative skills necessary to begin supervised casework in social work.

Class Contact:Lecture 1.5 hrs Tutorial 1.5 hrs One 90-minute lecture and one 90-minute tutorial per week for one semester.

Required Reading:Maidment, J & Egan, R., (2015) 3rd ed. Practice skills in social work and welfare: more than just commonsense, Allen and Unwin, St Leonards, NSW. Cleak, H., (2009) Assessment and report writing in the human services, Cengage Learning, South Melbourne

Assessment:Attendance at lectures and tutorials in this unit of study is compulsory. This means that students are required to attend at least 80% of classes. If they miss more than two weeks of classes they must apply for and be granted Special Consideration in order to pass the unit of study. This attendance requirement contributes to the Bachelor of Social Work meeting the attendance requirements specified in the Australian Association of Social Workers accreditation guidelines. Exercise, Skills Review Exercise (500 words), 15%. Assignment, PART A - Digital Recording and Critical Analysis of Practice (1500 words), 45%. Assignment, PART B - Assessment and Intervention Report based on PART A (1000 words), 40%.

ASW3103 Social Work Practice: Legal Context

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:The pursuit of social justice is central to social work. One key arena of that pursuit is the legal system. It is an area of practice in which social workers are frequently directly involved in various tribunals and courts, making an appreciation of the legal system essential to social work practice. The law, however, is not always just – the legal system is often one of the key areas within which structures and practices of oppression bear their greatest weight, making the capacity to successfully advocate for changes within that system a key commitment of anti-oppressive social work practice. This unit introduces students to key concepts, structures and actors within the Australian and Victorian legal systems, with particular attention given to some recent innovations, such as the Victorian Drugs Court. It surveys the manner in which those systems address core welfare issues, such as child protection and juvenile justice, and engages students in a critical evaluation of those systems and practices by reference to human rights and therapeutic and restorative approaches to justice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically evaluate the roles of social workers in the legal system; 2. Exhibit skills in key areas of practice such as report writing; 3. Apply human rights, therapeutic and restorative justice frameworks as instruments of change; 4. Critically analyse the function of law in society, particularly in relation to inequality, marginalisation and social justice; and 5. Articulate the nature of advocacy and the way client advocacy can help individuals, groups and communities bring about social change.

Class Contact:Lecture 1.5 hrs Tutorial 1.5 hrs One 90 minute lecture and one 90 minute tutorial per week for one semester.

Required Reading:Rice S & Day A 2014 4th edn, Social work in the shadow of the law, Annandale: Federation Press

Assessment:Assignment, Analysis of a legal text using relevant frameworks (800w), 20%. Report, Plan for a social worker's court report (1100w), 30%. Assignment, Law reform submission (2100w), 50%.

ASW3104 Health and Mental Health: Practice and Policy

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:This unit explores the social, political and cultural issues related to health and mental health/wellbeing in Australian communities and internationally. What is meant by health and mental health will be explored within the social construction of knowledge. Particular attention will be given to health and mental health policies, practices and research findings and their impact on health equity and access to services for differently placed individuals and communities. In accordance with the Australian Association of Social Workers accreditation standards, this unit provides skills and knowledge that can assist entry-level social workers in situations involving issues of mental health and illness. The approach in this unit is specific and practical, providing foundational knowledge about health and mental health policies, services and treatment. It is also analytical, exploring socially constructed notions of health and illhealth. In the tradition of critical practice, this unit recognises the layers of oppression often present for people in contact with health and mental health services, and provides a basis for recognising and responding to these factors.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse health and mental health issues from a variety of perspectives including practitioners, service-users and consumer advocates, locally, nationally and internationally; 2. Investigate the ways in which historical developments have shaped the delivery of services, treatment and policy options; 3. Articulate what is meant by good health and mental wellbeing and how these definitions are socially constructed by social, cultural, economic and political imperatives; 4. Inquire into structural factors including gender, age, class, religion, ethnicity, culture and (dis)ability in the health and mental wellbeing of all peoples; 5. Critically review the roles and responsibilities of government and non-government agencies in relation to the provision of health and mental health services and resources across the community sector; and 6. Critically evaluate a range of policies and practices that influence the health and mental health agenda, especially their impact on equity and access issues.

Class Contact:Lecture 1.5 hrs Tutorial 1.5 hrs One 90-minute lecture and one 90-minute tutorial per week for one semester

Required Reading:Bland, R & Tullgren, A 2015, 2nd edn. Social work practice in mental health: an introduction, Crows Nest NSW: Allen & Unwin.

Assessment:Presentation, Analysis and critique of recommended readings (1000 words), 25%. Project, Recognising and responding to mental illness (1200 words), 35%. Essay, Analysis of Mental Health Practice (1500 words), 40%.

ASW3105 Community Development

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit of study explores the history, nature and dimensions of community development, both nationally and internationally. Focus is on analysing useful concepts, framework and strategies, including issues of participation, community organisation and the dynamics of power and influence in seeking social, economic and political change. Community development acknowledges the

diversities which exist within any community whilst also recognising the potential for collaborative alliances; partnerships that link individuals with communities; community resources that mobilise change informed by a commitment to social justice; and human rights and equity for all. In addition this unit of study has a practical component which will enable students to develop their skills as community development practitioners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate an understanding of the theories and practices of community work and community development;
2. Integrate knowledge of the processes of community development including the tasks involved in the various stages of this process;
3. Critically evaluate the construction, assumptions and scope of current practices and the context in which community development is located; and
4. Critically examine the capacity of the community development process to encourage and sustain change, locally, nationally and internationally.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Ife, J. (2016) 2nd ed. Community development in an uncertain world Cambridge University Press, Port Melbourne.

Assessment: Project, Community analysis (1,000 words), 30%. Presentation, Critical reflection on reading material (1,000 words equivalent), 30%. Report, Topic to be advised by unit coordinator (1,500 words), 40%.

ASW3106 Schools and Student Wellbeing

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil

Description: This unit of study provides students with an opportunity to conduct an in-depth exploration of social work within schools. It places social work in schools in its historical, theoretical, international, policy, legal and political contexts and assists students to develop the understandings and skills for well-informed, effective social work practice within schools. The unit will begin with a session on the historical development of social work within schools in Victoria and more broadly in Australia and internationally. It then links different models of school social work with different historical periods and socio-political contexts. A range of educational theories and philosophies, required for school social workers as practitioners in host systems, will be introduced. The unit examines the policy context of Australian schools, and the particular ways that social work values and ethics overlap with, and vary from, those of schools and education. In particular, legal aspects of practice in schools will be covered, including duty of care. The unit takes an in-depth look at the Health Promoting Schools model and its use of theories and understandings relating to wellbeing and resilience. Substantial time in this unit will be given to the exploration of aspects of practice including: working as a consultant to school staff; working with school communities; interdisciplinary teamwork, and resources for social work with schools. Students will have the opportunity to examine and reflect upon typical situations in the everyday work of school social workers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit increased understanding of social work with schools;
2. Critically analyse educational theory, policy and systems;
3. Articulate different models of school social work, including the Health Promoting Schools framework;
4. Access and appraise resources available for social work with schools; and
5. Integrate knowledge about social work into school social work practice in situations involving diversity and complexity.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr The equivalent of 12 hours of lectures and 12 hours of tutorials, delivered in burst mode.

Required Reading: AASW latest edn, Guidelines for school social workers, AASW. Students will also have access to articles and other resources uploaded to VU Collaborate.

Assessment: ICT (Wiki, Web sites), Discussion board entries and engagement in class discussion (500 words), 15%. Assignment, Analysis case study (1000 words), 35%. Assignment, Theoretical analysis of literature (1500 words), 50%.

ASW3108 Professional Practice Seminar

Locations: Footscray Nicholson.

Prerequisites: ASW2203 - Interpersonal and Communication Skills ASW2104 - Critical Social Work Theories ASW2202 - Social Work Theories

Description: The Australian Association of Social Workers (AASW), the national accrediting body for social work, requires students to undertake at least two social work supervised field education placements within a health or human service agency for a total minimum of 1,000 hours. This unit of study is designed to help students prepare for professional practice in the context of field education and beyond and is a pre-requisite to the social work Field Education units of study. Classes will include a combination of practical preparation for field placement; revision and integration of relevant theory and practice skills; small group reflective discussions; and simulated learning activities. The unit addresses each of the AASW Practice Standards and involves input from a range of professionals with expertise in student placements and careers in health and human services. Students will be introduced to the theory and practice of critical reflection; professional social work supervision; and inter-professional team work. In addition, students will work in small groups to consider contemporary ethical practice dilemmas and ways to resolve interpersonal conflicts and other common practice difficulties that also occur on field placement. Students will learn how to: negotiate and develop a suitable learning plan; maintain a reflective practice journal; undertake self-assessment; and develop strategies for ongoing self-care. This unit is also intended to encourage students to develop the skills to engage in difficult discussions in a respectful way; create a safe and supportive learning environment; and establish peer-support networks that carry over into the Field Education units of study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on their personal and practical preparedness for field education placement;
2. Demonstrate a beginning capacity for critical reflection;
3. Describe the role and models of professional supervision in social work practice;
4. Reflect on the application of various sources of knowledge to practice;
5. Identify their own emerging professional practice framework, and;
6. Exhibit the ability to take responsibility for their practice learning in social work.

Class Contact: Seminar 2.0 hrs

Required Reading: Cleak, H & Wilson, J 2013 3rd Edition Making the most of field placement Cengage Learning Australia, South Melbourne Gardner, F 2014 Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke Victoria University Latest Edition Social Work Field Education Manual <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW Latest Edition Practice Standards <https://www.aasw.asn.au/document/item/4551> AASW Latest Edition Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics>

Assessment: Portfolio, Preparation of portfolio that includes cover letter, professional resume, National Police Check, Working with Children Check, Placement Agreement Form, 20%. Assignment, Personal knowledge audit and field placement learning plan, 40%. Exercise, Critical incident report and reflection, 40%.

ASW3109 Social Work in Contemporary Contexts

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit is designed for students to integrate and apply their knowledge and skills to analyse the contexts and complexities that shape contemporary social work practice. Students will closely examine three domains of social work practice, such as homelessness, substance abuse, or disability, applying core theoretical concepts and social work values and ethics to analyse and problem-solve complex dimensions of practice. These dimensions will be examined from the perspectives of practitioners, service-users, policy-makers, managers, legislators, funding bodies and other relevant stakeholders, highlighting the tensions inherent in the roles of social work as agents of social reform and change. Such experiential analysis is intended to consolidate students' applied knowledge of social work as a complex activity shaped and constrained by social policy, legislation, organisations, and a dynamic body of knowledge and skills.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse contemporary social work practice within its political, societal, industrial and organisational environments; 2. Demonstrate an advanced understanding of social work ethics, values and contemporary debates; 3. Selectively apply social work theories to contemporary social work practice scenarios; 4. Analyse social work practice situations from the perspectives of multiple stakeholders; and 5. Discuss the significance of the role of Social Work in social reform and social change.

Class Contact:Lecture1.0 hrTutorial1.0 hr

Required Reading:Required readings will be made available on VU Collaborate.Additional resources available on VU Collaborate.

Assessment:Assignment, Theory and Practice Case study (1200 words), 30%. Assignment, Theory and Practice Case study (1500 words), 35%. Assignment, Theory and Practice Case study (1500 words), 35%.

ASW3205 Field Education 1

Locations:Footscray Nicholson.

Prerequisites:ASW2104 - Critical Social Work TheoriesASW2202 - Social Work TheoriesASW2203 - Interpersonal and Communication SkillsASW3101 - Skills for Social Work Direct Practice

Description:This unit of study enables students to participate in a structured and supervised field education placement. The broad aim of this unit is to provide third-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students are allocated placements where the focus is on direct practice with individuals, families or groups. A variety of social work and related agencies in and around Melbourne are utilised. The field education co-ordinator is responsible for the selection and arrangement of placements according to the Australian Association of Social Workers guidelines. The field education program is overseen by the Academic Leader, Field Education. The 15 hours of seminars provided at the university assist students with the integration of theory and practice.

Credit Points:36

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit the values and ethics of social work as an integral part of their practice; 2. Appraise the organisation's legal and political context within the human services field; 3. Analyse the legislation and social policies that influence the field of practice; 4. Articulate the theories and methods relevant to practice and reflect critically upon their use and application; 5. Exemplify the interpersonal and communication skills required to communicate and work effectively with others;

6. Plan and present a learning plan in accordance with the AASW Practice Standards for application within the particular field of placement; 7. Critically reflect on practice while engaged in field placement and in professional supervision; 8. Exhibit and apply a range of specific social work assessment, intervention and referral skills and knowledge appropriate to the particular field of placement; 9. Locate and critically analyse research knowledge, methods and application appropriate to social work practice and field placement setting; and 10. Interpret and adapt knowledge of cultural diversity in order to work in a culturally responsive and inclusive manner in a social work context.

Class Contact:This unit consists of 500 hours of supervised field education including 15 hours of seminars at the University.

Required Reading:Cleak, HM & Wilson, J 2013 3rd Edition Making the most of field placement Cengage Learning Australia, South Melbourne Gardner, F 2014 Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke Victoria University Latest Edition Social Work Education Field Manual <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW Latest Edition Practice Standards <https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=aasw%20practice%20standards> AASW Latest Edition Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics>

Assessment:Exercise, Learning plan, Pass/Fail. Practicum, Mid placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

ASW3206 Field Education 2

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ASW3205 - Field Education 1

Description:This unit of study enables students to participate in the second structured and supervised field experience. The broad aim of this unit is to provide students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students are allocated a placement where the focus is on direct casework skills, community development, research or project work. A variety of social work and related rural and urban agencies are utilised. The field education co-ordinator is responsible for the selection and arrangement of placements according to Australian Association of Social Workers (AASW) guidelines. The 15 hours of seminars provided at the university assist students with the integration of theory and practice.

Credit Points:36

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse the values and ethics of social work practice as they apply to a particular field and ensure their appropriate application when faced with ethical problems, issues and dilemmas; 2. Critique the organisation's legal and political context within the human services field and apply this critique in line with anti-discriminatory practice approaches; 3. Contextualise the legislation and social policies that influence work within a particular field of practice and their impact on disadvantaged individuals, families and groups; 4. Critically reflect upon the theories and methods of social work practice and evaluate their relevance and application within the particular placement context; 5. Critically assess and modify their interpersonal and communication skills to work effectively with others; 6. Take initiative to contextualise, critique and justify their own personal and professional development in relation to their own practice; 7. Adapt skills and knowledge for direct practice, community development, social research or policy work in the particular field of practice and context of the field placement; 8. Consult with others to identify, propose and /or plan relevant research and research methods in

the context of the placement; and 9. Exemplify cultural responsiveness, sensitivity and inclusive practice.

Class Contact: This unit consists of 500 hours of supervised field education including 15 hours of seminars at the University.

Required Reading: Required Texts Cleak, H & Wilson, J 2013 3rd Edition Making the most of field placement Cengage Learning Australia, South Melbourne Gardner, F 2014 Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke Victoria University Latest Edition Social Work Education Field Manual <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW Latest Edition AASW Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics> AASW Latest Edition AASW Practice Standards <https://www.aasw.asn.au/practitioner-resources/practice-standards>

Assessment: Students' performance on field placement is assessed in relation to the student's individual placement learning plan based on the AASW Practice Standards, as detailed in the Social Work Field Education Manual. The final Field Education placement is a capstone task and incorporates all course learning areas. Exercise, Learning plan, Pass/Fail. Practicum, Mid-placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

ASW3300 Working With Individuals and Families

Locations: Footscray Nicholson.

Prerequisites: ASW3101 - Skills for Social Work Direct Practice

Description: This unit of study builds on the learning relevant to direct social work practice in the unit Skills for Direct Social Work Practice. Students continue to use strength-based, solution-focused, narrative and other relevant approaches for conceptualising their direct practice assessments and interventions within an overall framework of anti-oppressive social work practice. Weekly lectures and practice workshops include both theoretical and practice input on families, loss and grief and trauma. The content assists students to integrate new learning with their established knowledge and practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate strengths-based assessment and intervention in social work practice;
2. Present, analyse and critique examples of direct social work practice with individuals and /or families from placement and/or place of work;
3. Initiate and mediate group discussion of examples of direct social work practice with individuals and /or families, their placement and/or place of work;
4. Reflect critically on practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input; and
5. Integrate and further develop existing interpersonal and communication skills for the purpose of assessment and intervention in casework practice.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: The following texts are recommended for this unit. AASW latest edition, AASW Practice standards AASW, Canberra. AASW latest edition, AASW Code of ethics AASW, Canberra. Cleak, H., (2009) 3rd ed. Assessment and report writing in the human services Cengage Learning, South Melbourne.

Assessment: Exercise, Skills exercise (600 words), 20%. Presentation, Class presentation (1,000 words equivalent), 35%. Assignment, Assessment and intervention plan (1,500 words), 45%.

ASW3901 Social Research 2

Locations: Footscray Nicholson.

Prerequisites: ASW1901 Social Research 1 or ASX1003 Foundations of Social

Science Research

Description: Research, evaluation and scholarship are integral to social work practice. A critical social work approach influences all aspects of research practice; from the research topics we choose, to the way we utilise research findings in our everyday practice. While critical social research is the tradition that shares critical social work's aim of bringing about transformational change, other traditions also produce material that can be an important resource for social work. This unit of study introduces students to the importance of developing a critical reflective practice when undertaking, or utilising, social work research. It builds on understandings developed in ASW1901 Social Work Research 1 or ASX1003 Foundations of Social Science Research. Students continue to examine the importance of research in social work practice and the philosophical bases of social work research. This unit includes a focus on qualitative data analysis, and a module on analysing and presenting quantitative data. Students have the opportunity, in computer labs, to learn the basics of computer-based data analysis. Emphasis is on descriptive statistics and presenting data in meaningful ways.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate an understanding of social research and its role in social work practice;
2. Analyse the implications of different paradigms used within social research;
3. Evaluate critically the strengths and limitations of published research;
4. Investigate and appraise ethical issues and ethical guidelines for social work research; and
5. Employ computer software packages for quantitative data analysis, and the presentation of descriptive statistics.

Class Contact: One 90-minute lecture and one 90-minute tutorial per week for one semester.

Required Reading: Sarantakos, S 2012, 4th edn, Social research, New York: Palgrave Macmillan.

Assessment: Assignment, Structured critical analysis of course concepts presented in the first four weeks (500 words), 25%. Report, Research proposal including literature review and research design (2,000 words), 45%. Test, Quantitative data analysis and presentation test (1,000 words equivalent), 30%.

ASW4901 Social Policy Analysis: Current Issues

Locations: Footscray Nicholson.

Prerequisites: ASW2013 - Introduction to Social Policy

Description: Policy analysis, policy development and policy activism are essential aspects of effective social work practice as they protect the interests of disadvantaged and disempowered people. Social workers increasingly require the knowledge and skills to understand how policies are initiated, designed, resourced, and changed. This involves both an awareness of policy processes in relation to specific areas of social policy and an understanding of theory and concepts relevant to the dynamics of policy processes. This unit of study is designed to assist students to develop transferable skills in social policy analysis. It revisits the policy cycle and the sociopolitical and economic context of Australian social policy as introduced in the units 'Introduction to Social Policy' and 'Social Welfare: History and Current Context'. This unit uses the knowledge and insights of the discipline of social policy, along with political science, economics, sociology, and organisational theory to analyse and interpret policy processes and important areas of social policy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate policy development processes and the factors that impact on policy development and implementation;
2. Assess the sociopolitical and economic environment within which social policy is developed;
3. Plan and undertake social

policy research and analysis; 4. Exhibit an indepth understanding of at least one major area of social policy; 5. Inquire into and discuss issues in contemporary Australian social policy; and 6. Evaluate the relationships between social policy, social research and social work practice.

Class Contact:Lecture 1.0 hr/Tutorial 1.0 hr

Required Reading:McClelland, A & Smyth, P 2014 *Third Social policy in Australia: understanding for action*, South Melbourne: Oxford University Press.

Assessment:Assignment, Policy analysis paper (800 words), 25%. Assignment, Annotated bibliography on chosen policy topic (1000 words), 25%. Essay, Policy critique paper (2200 words), 50%.

ASW4902 Social Work Honours Seminar

Locations:Footscray Park.

Prerequisites:ASW3901 - Social Research 2

Description:This unit of study provides honours students with the opportunity to develop research practice expertise and specialist knowledge in a particular area of their undergraduate studies, thus enabling them to develop a capacity to reflect on their practice. The content of this unit includes advanced research methodology; design of an appropriate honours research project; preparation of an ethics application; and development of a detailed research proposal.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Select the components required to undertake a research project; 2. Evaluate ethical issues and ethical guidelines for conducting social work research; 3. Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature; and 4. Assemble a research proposal that will constitute a first draft of the first three chapters of the honours thesis.

Class Contact:Seminar 2.0 hrs

Required Reading:Liamputtong P 2013, 4th edn *Qualitative Research Methods* Oxford University Press, South Melbourne.

Assessment:Other, Research proposal comprising the first three chapters of the Honours thesis, 100%. Minimum effective word limit 5000 words.

ASW4903 Social Work Honours Thesis

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ASW4902 - Social Work Honours Seminar

Description:This unit of study provides honours students with the opportunity to undertake independent research and develop an honours thesis based on original research.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify an academic research question and design a small research project to investigate this question; 2. Design and carry out a small research project with appropriate methodology, methods, and data analysis; and 3. Construct a formal thesis incorporating a review of literature, a research design chapter, findings and conclusion.

Class Contact:Seminar 2.0 hrs

Required Reading:Sarantakos, S., (2013) 4th ed. *Social research Australia*, South Yarra: Macmillan Education

Assessment:Because this is an Honours thesis unit of study, 100% of the assessment is assigned to the Honours thesis. Thesis, Honours thesis (15,000 words), 100%.

HBD2101 Dermal Studies and Philosophy

Locations:Online, City Queen.

Prerequisites:HBD1201 - Introduction to Dermal Sciences

Description:This unit begins to establish the professional identity of a dermal therapist by enabling the student to substantiate their role in the aesthetics industry as a sole entity as well as being a member of an interprofessional team. It does so by providing an introduction to critical thinking and the philosophy of science required to be able to undertake studies in the dermal and health sciences. It will build on the concept of evidence-based practice by learning how to evaluate information using a scientific approach. It will also bring together many of the necessary academic skills required to complete a dermal sciences degree. A primary aim of this unit will be to facilitate the student's ability to critically analyse and evaluate selected literature relating to dermal sciences with particular reference to the safe practice of applied dermal therapies.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify basic philosophical concepts related to health practice; 2. Review industry based evidence using critical thinking and a scientific approach; 3. Demonstrate appropriate referencing and in text citations; 4. Create an academic writing that follows formal conventions and is expressed clearly, persuasively and effectively; 5. Exhibit effective collaborative skills in an ethical and responsible manner to influence the work of team members in the achievement of group outcomes while exhibiting individual responsibilities within the group in an online setting.

Class Contact:Forty-eight (48) hours per semester, comprising of a recorded preparatory lecture of one (1) hour in duration per week, two (2) hours of lectures per week (face-to face and via a virtual classroom) and the equivalent of one (1) hour of online tutorials and/or online learning activities per week.

Required Reading:Germov, J. (2011). 3rd ed. *Get Great Marks for Your Essays, Reports, and Presentations*. Crows Nest: Allen & Unwin. Rosenberg, A. (2012). 3rd ed. *Philosophy of science a contemporary introduction* New York: Routledge.

McLaren, N. (2012). 1st ed. *A (somewhat Irreverent) Introduction to philosophy for medical students and other busy people* Ann Arbor, MI: Future Psychiatry Press

Assessment:Test, Quizzes: Ten (10) online weekly quizzes (5 minutes each) covering information in tutorials., 20%. Project, Group Project (2000 words), 35%. Essay, Essay (1500 words), 45%. Project: Students will work in groups and will need to plan and self-manage their group, they will need to investigate claims made in the beauty industry and critique them using philosophical arguments and an scientific evidence based approach, students submit one project per group. Essay: An essay to be submitted individually on a set topic related to the dermal industry. The essay must be well researched and referenced. 10% of this grade will relate to a self-review to be submitted with the essay whereby the student provides feedback and expected mark on their own essay.

HBD2102 Dermal Sciences 1

Locations:Online, City Queen.

Prerequisites:HBD1201 - Introduction to Dermal Sciences

Description:The unit introduces students to theoretical aspects of anatomy and physiology relevant to the practice of dermal therapy. The unit provides important underpinning knowledge that students will require in their practical applications throughout the degree program. Topics include; introduction to anatomical terminology; introduction to cell and tissue biology; the musculoskeletal system and circulatory system with emphasis on craniofacial anatomy and physiology of these systems; introduction to endocrine system biology with emphasis on homeostasis and feedback mechanisms relevant to dermal science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptualise the basic structure and function of cells and tissues, including cell membranes; 2. Discuss the general structure and function of the circulatory system, craniofacial vasculature and microvasculature of the skin, using correct anatomical terminology; 3. Determine the structure and function of the musculoskeletal system with an emphasis on craniofacial musculature and osteology, using correct anatomical terminology; 4. Conceptualise and discuss the regulatory role of the endocrine system in terms of homeostatic feedback mechanisms with an emphasis on the role of hormones in regulating the integumentary system.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Tortora, G.J., & Derrickson, B. (2014) 14th ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment: Test, One (1) online test (60 minutes maximum duration), 10%. Test, One (1) online test (60 minutes maximum duration), 10%. Exercise, Answer research questions to create a workbook for submission, 40%. Examination, Written Examination (2 hours), 40%.

HBD2103 Occupational Health and Safety in Dermal Practice

Locations: Online, City Queen.

Prerequisites: HBD1201 - Introduction to Dermal Sciences HBD1202 - Communication and Dermal Services

Description: This unit introduces students to the theoretical and practical concepts of occupational health and safety specific to a dermal therapies setting. It educates students in how to consider health and safety in the workplace from the perspective of not only a worker, but also by considering hazards that may affect their colleagues and clients. The key areas of study include risk assessment, standard operating procedures, chemical hazards, ergonomics, human factors, infection control incorporating basic microbiology and controlling hazards in a dermal therapies setting. There will also be a focus on Australian legislation, regulations and Australian Standards relevant to the practice of dermal techniques to ensure that students understand their rights and responsibilities in the workplace, while being able to familiarise themselves with resources to support them in implementing safe practice strategies. Principles of basic first aid appropriate to dermal therapies practice will also be explored to ensure that students have the ability to provide first response care in the incident of an adverse event. The unit ultimately aims to develop a positive safety culture among students while enabling them to apply safe practice strategies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify, analyse and apply relevant occupational health and safety legislation, regulations and Australian Standards to dermal therapies; 2. Discuss the structure and function of microorganisms and conceptualise microbiology and biosafety in a dermal therapies setting; 3. Assess for potential hazards and risks within a dermal therapies setting and be able to manage these through the development of safe and effective control methods; 4. Develop and assess standard operating procedures and occupational health and safety programs within a dermal therapies setting; 5. Identify appropriate first aid procedures for use within a dermal therapies setting.

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr

Required Reading: The lecturer will provide a list of readings and reference materials as required for each topic on the VU Collaborate space for this unit. Lee, G., & Bishop, P. (2015) 6th ed. Microbiology and Infection Control for Health Professionals NSW: Pearson Education Australia Dunn, C.E., & Thakorlal, S. (2017). 3rd ed. Australian Master Work Health and Safety Guide. NSW: CCH Australia Ltd

Assessment: Test, Ten (10) Online Tests (10 minutes each), 20%. Presentation, Oral

Seminar Presentation (10 minutes duration), 35%. Examination, Written Examination (2 hours), 45%.

HBD2104 Cognition in the Dermal Workplace

Locations: Online, City Queen.

Prerequisites: HBD1202 - Communication and Dermal Services

Description: This unit will look at various aspects of how the perception of our own self-concept and that of others can affect our workplace environment. By gaining a better understanding of themselves, students will be able to gain a better understanding of others, what makes them different and strategies for how to work more effectively with others. Students will be introduced to basic psychological concepts most related to the dermal sciences. Students will examine various psychological disorders that affect workplace functioning and psychological conditions that clients are more likely to present with in the dermal workplace setting. Students will be guided on how to develop protocols on managing these potential issues in the workplace.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interrogate different cognitive processes that affect perception of the self and others; 2. Probe the link between the physical self and psychological concepts of beauty; 3. Reflect on their own cognitive and behavioural processes and the role this may play in their clinical practice; 4. Review the different psychological processes that affect the workplace setting and identify ways of dealing with them; 5. Clarify when a client or colleague may need emergency or professional psychological help and how to manage this care in the dermal workplace setting.

Class Contact: Forty-two (42) hours per semester, comprising of a weekly recorded preparatory lecture of one (1) hour in duration, two (2) hours of lectures per week (face-to face and via virtual classroom) and the equivalent of one (1) hour of online tutorials and/or online learning activities every fortnight.

Required Reading: Lecturer will provide a list of readings and reference materials as required.

Assessment: Journal, Reflective Journal: encompassing student opinions and related arguments or agreements to each of the first four (4) lectures (weeks 1-4, 1000 words), 20%. Journal, Reflective Journal: encompassing student opinions and related arguments or agreements to each of the second four (4) lectures (weeks 5-8, 1000 words), 20%. Assignment, Protocol Workbook: Two (2) issues covered in lectures and prepare a standard protocol to address issues in the workplace setting (2000 words), 60%.

HBD2201 Dermal Research Methods

Locations: Online, City Queen.

Prerequisites: HBD2101 - Dermal Studies and Philosophy

Description: This unit provides an introduction to research methodology and how it can be applied to the aesthetics industry. Students will examine the importance of proper research design in evidence-based practice. Concepts include comparing and contrasting quantitative and qualitative research designs, principles of reliability and validity and their importance in measurement, and various forms of data analysis will be discussed. Students will be guided through the process of how research is developed, data collected, analysed and reports are written.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Contextualise research theory by taking part in a group investigative project with both qualitative and quantitative components; 2. Critique dermal research study designs; 3. Apply data collection methods for both quantitative and qualitative

information in a controlled manner; 4. Analyse basic statistical data and report on research findings.

Class Contact: Forty-Eight (48) hours per semester, comprising of a recorded preparatory lecture of one (1) hour in duration per week, two (2) hours of lectures per week (face-to face and via virtual classroom) and the equivalent of one (1) hour of online tutorials and/or online learning activities per week.

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Test, Ten (10) x 5 minute online weekly quizzes in a set time. The quizzes will cover information from the tutorials (500 words equivalent), 20%. Examination, Covering Lecture Material (2 hours in duration, 2000 words equivalent), 30%. Report, Class investigative report: research theory will be applied to a class research project (2000 words), 50%.

HBD2202 Dermal Sciences 2

Locations: Online, City Queen.

Prerequisites: HBD2102 - Dermal Sciences 1

Description: The unit will introduce students to theoretical aspects of integumentary system embryology, structure and function, pathophysiology, immunology, cellular damage, allergy, inflammation, wound repair, neoplasia and tissue responses to stress relevant to the practice of Dermal Therapy. The unit will provide important underpinning knowledge that students will require in their practical applications throughout the degree program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Differentiate between various forms of cellular damage, inflammation and wound healing processes;
2. Distinguish and demonstrate knowledge of normal inflammation and wound healing processes relevant to the practice of dermal therapies;
3. Investigate the development and biochemistry of the skin and apply this knowledge in a dermal science context;
4. Conceptualise the process of neoplasia and compare and contrast benign and malignant neoplasia;
5. Investigate immunological and hypersensitivity responses.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Kumar, V., Abbas, A.K., Fausto, N., & Mitchell, R.N. (2012) 9th ed. Robbins Basic Pathology Philadelphia, PA: Saunders Elsevier. Tortora, G.J., & Derrickson, B. (2014) 14th ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment: Test, Ten (10) Online Tests (12 minutes duration each), 25%. Essay, Written Essay (1500 words), 35%. Examination, Written Examination (2 hours duration), 40%.

HBD2203 Laser Principles and Safety

Locations: Online, City Queen.

Prerequisites: HBD2103 - Occupational Health and Safety in Dermal Practice

Description: This unit provides students with knowledge regarding the fundamental concepts of laser and light based device use in dermal therapies including basic physics, the properties of light, biological effects of light on tissues and processes that are associated with laser and light based procedures. Students are educated regarding relevant state legislation and Australian Standards that are applicable to cosmetic laser and light based device use. Students will gain the knowledge and skills required for performing the role of a Laser Safety Officer, and will be introduced to safety concepts to be applied in a dermal therapies workplace to ensure safe use of laser and light based devices. Upon successful completion of this unit students will be able to assess for and control hazards in the workplace associated with laser

and light based devices by applying safe practice strategies while being encouraged to develop and maintain a safety culture within their workplace.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Contextualise the properties of light when applied to laser and light-based procedures in dermal therapies;
2. Critique the different types of laser and light-based delivery systems in relation to safety;
3. Discuss the biological effect of light and its interaction with tissue;
4. Review laser safety officer duties as required by the Australian Standard AS/NZS 4173:2004;
5. Evaluate the processes associated with laser and light-based procedures;
6. Substantiate the theoretical basis for the use of high and low level lasers and light emitting diodes in dermal therapies.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Standards Australia (2004) Guide to the Safe Use of Lasers in Health Care (AS/NZS 4173:2004). Sydney, NSW: Standards Australia International

Assessment: Test, Ten (10) online tests (each test 12 minutes duration). This assessment piece will provide students with formative feedback prior to week 6., 20%. Assignment, Written Assignment (1500 words), 40%. Examination, Written Examination (2 hours), 40%.

HBD2204 Legal and Ethical Dermal Practice

Locations: Online, City Queen.

Prerequisites: HBD2104 - Cognition in the Dermal Workplace

Description: The unit enables students to better understand the elements of what constitutes professional dermal practice and how graduates should conduct themselves as a dermal therapist. Students will better understand how they can operate in the allied health field via exploring health law, legal constraints and ethics issues as applied to dermal practice. Students will discuss the role of the dermal therapist by examining the aesthetics industry as a whole via an interprofessional practice perspective. Other ethical issues such as advertising, networking and sales will also be discussed. An understanding of basic business practice and requirements will also be addressed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret ethical issues related to dermal therapy practice and generate appropriate solutions;
2. Strategise when to refer to the appropriate professionals, and how to best work with them from an interprofessional perspective;
3. Investigate the major components of our legal system and how it functions especially in relation to health law and legal dermal practice;
4. Determine basic business processes required as part of successful dermal practice.

Class Contact: Forty-two (42) hours per semester, comprising of a weekly recorded preparatory lecture of one (1) hour in duration, two (2) hours of lectures per week (face-to face and via virtual classroom) and the equivalent of one (1) hour of online tutorials and/or online learning activities every fortnight.

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Case Study, Students are to present a case study on dermal business (1000 words), 20%. Presentation, Students work in groups of 4-5 and record a 15 minute presentation on a set topic related to an ethical issue, 40%. Examination, Multiple choice test on the lecture material (2 hours), 40%.

HBD3101 Hair Reduction Procedures

Locations: Online, City Queen.

Prerequisites: HBD1204 - Electrolgy/HBD2202 - Dermal Sciences 2/HBD2203 - Laser

Principles and Safety

Description: This unit will build on knowledge gained in HBD2203 Laser Principles and Safety. Students will be provided with the practical skills and theoretical knowledge required by a professional dermal therapist, when working with different Class 4 Lasers and Intense Pulsed Light (IPL), for the treatment of unwanted hair growth on various anatomical locations of face and body. Students will be required to work collaboratively and independently whilst demonstrating evidence based practice. Students will demonstrate ability to assess client suitability for treatment, including; various skin assessment scales, hair growth and patterns, treatment planning and progression, precautions and contraindications to treatment as well as optimal treatment parameters to ensure, treatment efficacy and safety ensuring compliance with all legal and ethical requirements related to dermal practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Integrate codes of conduct that apply to the practice of laser procedures in a clinic setting as outlined in the current AS/NZS 4173:2004 and the Australian Guidelines for the Prevention and Control of Infection in Healthcare (2010);
2. Interpret scientific theories associated with light based hair reduction as outlined in evidence based research and apply these to dermal clinical practice;
3. Evaluate different technologies associated with light based hair reduction for differing skin and hair types;
4. Exhibit the ability to perform a professional consultation, analyse and apply evidence based research to establish effective Patient Care Plans and complete treatment documentation as expected by a qualified dermal therapist with consideration of legal and ethical requirements;
5. Integrate and contextualise previously acquired knowledge of laser safety to light based hair reduction;
6. Exhibit the ability to perform safe and effective light based hair reduction treatments using Laser and Intense Pulsed Light (IPL) techniques that meet the level required of a professional Dermal Therapist.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Students Enrolled On Campus: In addition another thirty (30) hours of practicum for this unit will involve three (3) hours per week delivered face-to-face within the Victoria University Dermal Clinic. Students Enrolled Online: Sixty-six (66) hours per semester, comprising of two (2) hours of lectures per week delivered online, and one (1) hour of tutorial per week delivered online over 12 weeks totalling thirty-six (36) hours. In addition another thirty (30) hours of practicum for this unit will involve fifteen (15) hours per week delivered face-to-face within the Victoria University Dermal Clinic delivered over a two (2) week intensive practicum on campus per semester. Practical exams will be included during the on campus sessions.

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Test, Twelve (12) Online Tests (10 minutes each), 10%. Assignment, Written Assignment (1500 words), 30%. Examination, Written Examination (2 hours), 30%. Practicum, Final Practical Assessment (equivalent 1000 words), 30%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessment. The practical assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD3102 Clinical Skin Analysis

Locations: Online, City Queen.

Prerequisites: HBD2202 - Dermal Sciences 2

Description: This unit provides students with theory and application of techniques to confidently perform a clinical skin assessment at the level of a professional Dermal

Clinician. This includes thorough understanding of the theory and demonstration of competent practical application of common technological devices/equipment and techniques used in both clinical research and dermal clinical practice. These include: standardised (medical) photography, clinical skin scoring methods and scales used to classify skin types, conditions and dermatological disorders, including, acne, rosacea, pigmentation, photo sensitivity, photo damage and ageing. Students will also learn to implement the use of algorithms for differential diagnosis to recognize when skin presents with suspicious, unusual or severe symptoms that require referral to medical professionals. Students will apply learning to provide a detailed skin assessment and consultation, demonstrating effective communication, with clients, peers, academics, and health care professionals as well as meeting legal and ethical requirements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Contextualise clinical skin analysis to dermal therapy procedures;
2. Exhibit the ability to perform a clinical skin analysis and document the process to the level required of a professional dermal clinician;
3. Critically review and select appropriate assessment tools and techniques for clinical practice and research activities;
4. Adapt theory and practice of skin assessment and referral when required if skin conditions present outside the scope of the dermal clinician.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Workshop 1.0 hr External placement up to (10) hours (not mandatory).

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Case Study, Written Case Study (1000 words), 20%. Journal, Weekly Journal Activities (3000 words), 40%. Exercise, Clinical Skin Evaluation Report (60 mins), 40%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessments. The practical assessments are a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD3103 Chemistry for Dermal Sciences

Locations: Online, City Queen.

Prerequisites: HBD2102 - Dermal Sciences 1 HBD2103 - Occupational Health and Safety in Dermal Practice

Description: The unit will introduce the student to the basic concepts of chemistry. Particular emphasis will be placed on increasing student knowledge of enzymes, acid base balance and pKa in preparation for the more in depth cosmetic chemistry covered in HBD4101 Resurfacing Science: Theory and Practice. Students will also be introduced to the concept of functional groups and how they impact upon organic molecules.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the structure of atoms, ions, molecules and compounds and contrast between the various types of chemical bonds;
2. Analyse the mechanisms of enzyme action and critically assess the importance of water in biochemical reactions;
3. Conceptualise the principle of acid/base balance and the role of pKa in this;
4. Analyse the common functional groups and their properties and describe the basic chemistry of macromolecules;
5. Critically review the basic features and purpose of the periodic table of elements relevant to the context of cosmetic science.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Tortora, G.J., & Derrickson, B. (2014) 14th ed. Principles of Anatomy and Physiology Hoboken, NJ: Wiley and Sons

Assessment: Test, Ten (10) Online Tests (12 minutes duration per test), 20%. Essay, Written Essay (1000 words), 20%. Presentation, Seminar Presentation (10 minutes), 20%. Examination, Written Examination (2 hours), 40%.

HBD3104 Dermal Sciences 3

Locations: Online, City Queen.

Prerequisites: HBD2103 - Occupational Health and Safety in Dermal Practice HBD2202 - Dermal Sciences 2

Description: This unit will build on the knowledge base provided by HBD2102 Dermal Sciences 1 and HBD2202 Dermal Sciences 2 by further researching dermal pathologies, specifically in the area of dermatological conditions. This unit will also cover the management of non-infectious dermatological conditions such as dermatitis, eczema, psoriasis, benign and pre-malignant skin lesions and skin cancers. A range of vascular and connective tissue disorders will also be considered. This unit will also expand on the microbiology knowledge gained in HBD2103 Occupational Health and Safety in Dermal Practice to include the identification, biochemistry and treatment of infectious skin diseases. Knowledge of skin disorders and diseases will lead into related pharmacology and will include an introduction to the effects of various drugs and chemicals, both topical and oral, used in the treatment of skin conditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the aetiology and epidemiology for a range of dermatological diseases and disorders;
2. Conceptualise the clinical features and evaluate potential differential diagnoses for a range of dermatological diseases and disorders;
3. Assess and discriminate between a range of dermatological conditions;
4. Investigate and critically review the management and potential treatments for a range of dermatological diseases and disorders;
5. Critically evaluate the role of a dermal clinician in the treatment of a range of dermatological conditions.

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr

Required Reading: Weller, R., Hunter, J., Savin, J., & Dahl, M. (2014) 5th ed. *Clinical Dermatology* Malden, MA: Blackwell Publishing Tortora, G.J., & Derrickson, B. (2014) 14th ed. *Principles of Anatomy and Physiology* Hoboken, NJ: Wiley and Sons

Assessment: Test, Ten (10) Online Tests (12 minutes duration for each test), 20%. Essay, Written Essay (in pairs, 1000 words each student, 2000 words in total), 20%. Presentation, Oral Presentation (in pairs, 10 minutes + 5 minutes question time), 20%. Examination, Written Examination (2 hours), 40%.

HBD3201 Applied Electrotherapy

Locations: Online, City Queen.

Prerequisites: HBD1203 - Facial and Body Treatments HBD1204 - Electrology HBD3102 - Clinical Skin Analysis HBD3104 - Dermal Sciences 3

Description: This unit will build upon the underpinning knowledge of wound healing, bioelectricity, the nervous system, fluid, electrolyte, acid-base balance and electrical theory required to safely and effectively perform electrotherapy procedures in Dermal Therapies. Students will practice evaluative skills in determining efficacy of a range of electrotherapy modalities used in relation to dermal therapies. This will require written and research skills and will also include on-going evaluation of electrotherapy treatments in progress and final evaluation of completed treatments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse the processes associated with electrotherapy treatments relevant to the dermal clinician;
2. Design, perform and manage electrotherapy treatments safely

3. Integrate electrical theory in relation to electrotherapy procedures in dermal therapy;
4. Investigate how electrotherapy procedures are related to the nervous system, fluid, electrolyte and acid base balance;
5. Formulate how electrotherapy procedures are related to and can assist wound healing processes;
6. Assess the applications of other modalities e.g. Low Level Laser in conjunction with electrotherapy;
7. Evaluate the efficacy of electrotherapy for use in dermal practice.

Class Contact: Lecture 2.0 hrs Sim (Simulation) 3.0 hrs Tutorial 1.0 hr Thirty (36) hours of simulation are required for this unit and will be delivered in one of the following ways: Three (3) hours per week face-to-face within the Victoria University Dermal Therapies Teaching Clinic Two (2), eighteen (18) hour intensive practicum blocks delivered face-to-face within the Victoria University Dermal Therapies Teaching Clinic.
Required Reading: Robertson, V., Ward, A., Low, J., & Reed, A. (2006) 4th ed. *Electrotherapy explained: Principles and practice* Edinburgh ; Sydney : Butterworth-Heinemann Elsevier.

Assessment: Assignment, Treatment Protocol (1500 words), 25%. Practicum, Practical Assessments (45 minutes each for diathermy, ultrasound therapy, TENS and electroporation), 35%. Examination, Written Examination (2 hours), 40%. Hurdle requirements: Successful completion of this unit requires 90% attendance of clinic sessions plus passing each of the practical assessments. Learning outcomes 2 and 7 relate to the design and application of safe and effective treatments. Competence and proficiency in electrology requires students to have practiced the techniques used within the teaching clinic and requires the student to have attended at least 90% of the sessions to do this.

HBD3202 Wound Biology and Management

Locations: Online, City Queen.

Prerequisites: HBD3104 - Dermal Sciences 3 HBD3102 - Clinical Skin Analysis

Description: This unit will build on knowledge from the Dermal Sciences units and is a pre-requisite for Resurfacing Science: Theory and Practice, Advanced Laser 1 & 2, Plastics: Aesthetics and Reconstructive Procedures and Clinical Dermal Practicum 1 & 2. Concepts covered include: infection, infectious processes and infection control in the healthcare setting, complications and abnormalities in wound repair as well as management of wounds and skin integrity within the scope of dermal practice. Students will apply learning and perform a range of techniques to prevent and manage infection and complications to healing as may be experienced in dermal practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate infectious processes and evaluate infectious control methods employed in a health care setting;
2. Analyse risks involved in managing wounds that can complicate healing and cause adverse outcomes and provide management strategies;
3. Assess and classify a variety of wounds;
4. Present patient care plans in the role as dermal clinician for the assessment and management of wounds;
5. Consult with health care professionals and coordinate referral to health practitioners in the care of clients with wounds;
6. Adapt knowledge and treatment techniques within the scope of the dermal clinician to client scenarios.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Workshop 1.0 hr External placement up to (30) hours.

Required Reading: Bishop, P. & Lee, G. (2009) 4th ed. *Microbiology and infection control for health professionals* Frenchs Forest, NSW: Pearson Education. Sussman, C. & Bates-Jensen, B. (2013) 3rd ed. *Wound Care: A collaborative practice manual for health professionals* Philadelphia, PA: Lippincott, Williams and Wilkins.

Assessment: Presentation, Oral Presentation (10-15 minutes, 1000 words), 20%.

Practicum, Practical Assessment (45 minutes), 35%. Assignment, Written Assignment (2000 words), 45%. To pass this unit, students must achieve an aggregate score of 50%, pass the practical assessment and Six (6) Topic tests as a summative assessment and revision (these tests do not add to the final grade). The practical assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD3203 Lymphatic Biology and Management

Locations:Online, City Queen.

Prerequisites:HBD2202 - Dermal Sciences 2HBD3102 - Clinical Skin Analysis

Description:This unit builds on previous knowledge in anatomy and physiology units with a focus on investigating the lymphatic system and its relationship to the adipose organ, endocrine and immunological functions in more detail in health and disease. Students will learn to recognise symptoms of dysfunction and disorder through diagnostic testing techniques. Students will be able prescribe and perform evidence based management strategies to alleviate symptoms of lymphatic dysfunction and localised adiposity as well as communicate and coordinate referral to medical professionals and specialists when symptoms present outside the scope of the Dermal Clinician.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Interrogate the structure and function of the lymphatic system, adipose organ as well as endocrinology and immunology in relation to the lymphatic system in health and disease;
2. Distinguish through diagnostic testing the health or dysfunction of lymphatics including effects on adiposity and skin health;
3. Adapt holistic patient care plans for treatment (including medical referral if required) based on findings of diagnostic testing;
4. Develop, modify and perform professionally treatment interventions to manage lymphatic dysfunction and localized adiposity;
5. Evaluate and recommend interventions for lymphatic dysfunction, adiposity and skin integrity management based on best practice and scientific evidence.

Class Contact:Lecture2.0 hrsTutorial1.0 hrStudents Enrolled On Campus: In addition another thirty (30) hours of practicum for this unit will involve three (3) hours per week delivered face-to-face within the Victoria University Dermal Clinic. Students Enrolled Online: Sixty-six (66) hours per semester, comprising of two (2) hours of lectures per week delivered online, and one (1) hour of tutorial per week delivered online over 12 weeks totalling thirty-six (36) hours. In addition another thirty (30) hours of practicum for this unit will involve fifteen (15) hours per week delivered face-to-face within the Victoria University Dermal Clinic delivered over a two (2) week intensive practicum on campus per semester. Practical exams will be included during the on campus sessions.

Required Reading:Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment:Practicum, Practical Examination (mid-semester, 30 minutes), 15%. Assignment, Written Assignment (2000 words), 35%. Examination, Written Examination (1.5 hours), 35%. Practicum, Practical Examination (final, 30 minutes), 15%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessments. The practical assessments are a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD3204 Dermal Sciences 4

Locations:Online, City Queen.

Prerequisites:HBD3104 - Dermal Sciences 3

Description:This unit will build on the knowledge base provided by HBD2102 Dermal Sciences 1 and HBD2202 Dermal Sciences 2 by further investigating concepts of ageing of the integumentary system, and craniofacial anatomy. The influence of race and sex upon integumentary system and craniofacial anatomy will also be explored. The psychology of ageing and perceptions of beauty will also be explored. Knowledge of cell biology, biochemistry and genomics will be developed to explain human development across the lifespan.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Review the current knowledge of cell biology and biochemistry and critically apply this to the explanation of human development from zygote to senescence;
2. Analyse the ageing of the integumentary system and craniofacial anatomy;
3. Critically review the various theories of ageing and the psychology of ageing and concepts of beauty in relation to the discipline of dermal science;
4. Analyse variations of the craniofacial anatomy and the integumentary system related to sex and race;
5. Examine the current theories of genetic variation and the transmission of genetic information from parent to daughter cells to predict how genotype may translate to phenotype and apply this to understanding the genetic basis of disease.

Class Contact:Lecture2.0 hrsTutorial2.0 hrs

Required Reading:McDonald, R. (2013) Biology of Ageing Connecticut, USA: Taylor and Francis

Assessment:Test, Ten (10) Online Tests (12 minutes duration per test), 20%. Essay, Written Essay (1000 words), 20%. Presentation, Seminar Presentation (10 minutes), 20%. Examination, Written Examination (2 hours), 40%.

HBD4101 Resurfacing Science: Theory and Practice

Locations:Online, City Queen.

Prerequisites:HBD3102 - Clinical Skin AnalysisHBD3103 - Chemistry for Dermal SciencesHBD3104 - Dermal Sciences 3HBD3202 - Wound Biology and Management

Description:This unit covers the theory regarding chemistry, pharmacology and toxicology of chemical peeling agents to ensure that students are able to perform safe and effective chemical resurfacing procedures. Students will also cover the theoretical concepts of microdermabrasion and collagen induction therapy. Previously acquired knowledge of dermal science, wound care and chemistry will be integrated and applied within this unit to enable the student to expand their knowledge with regards to wound healing and skin barrier function as relevant to resurfacing procedures. Evidence based practical application of the theory covered in this unit will be performed at the Victoria University Dermal Therapies Teaching Clinic with a minimum of thirty (30) supervised hours to be completed as a hurdle requirement. As a part of this practicum, students will further develop their skills in professional communication and consultation, the development of safe and effective treatment protocols and professional reporting of cases to meet legal requirements.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Assess the pharmacological and toxicological implications of using specific chemical preparations in dermal therapies;
2. Analyse the chemistry of specific chemical preparations and the varied effects they have on the skin;
3. Integrate previously acquired knowledge of skin histology and wound healing and adapt it to resurfacing procedures;
4. Critically review evidence based research to identify effective resurfacing procedures;
5. Devise effective and safe treatment protocols

through the evaluation and application of evidence based research to various resurfacing techniques; 6. Exhibit the ability to perform safe and effective resurfacing procedures at the level of a professional dermal therapist through the integration and adaption of theoretical knowledge to clinical practice; 7. Report on resurfacing procedures by documenting case information to meet professional and legal requirements.

Class Contact:Lecture3.0 hrsTutorial1.0 hrStudents Enrolled On Campus: In addition another thirty (30) hours of practicum for this unit will involve three (3) hours per week delivered face-to-face within the Victoria University Dermal Clinic. Students Enrolled Online: Seventy-eight (78) hours per semester, comprising of three (3) hours of lectures per week delivered in a blended environment, and one (1) hour of tutorial per week delivered online over 12 weeks totalling thirty-six (48) hours. In addition another thirty (30) hours of practicum for this unit will involve fifteen (15) hours per week delivered face-to-face within the Victoria University Dermal Clinic delivered over a two (2) week intensive practicum on campus per semester. Practical exams will be included during the on campus sessions.

Required Reading:The Unit Co-ordinator will provide a list of readings and reference materials as required for each topic on the VU Collaborate space for this unit. All materials can be accessed from the VU Library Online.

Assessment:Essay, Essay (2000 words) This assessment task will provide formative feedback to the student regarding their progress within the first 6 weeks., 20%. Practicum, Practical Exam (1 hour), 40%. Examination, Written Examination (2 hours), 40%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessment. The practical assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD4102 Advanced Laser 1

Locations:Online, City Queen.

Prerequisites:HBD3101 - Hair Reduction ProceduresHBD3104 - Dermal Sciences 3

Description:This unit builds on and consolidates knowledge and techniques covered in HBD2203 Laser Principles and Safety and HBD3101 Hair Reduction Procedures, as well as sequencing as part of case management. The unit provides important underpinning knowledge that students will require in the treatment of pigment and vascular conditions using light based modalities. Practical application of techniques utilising Class 3b, Class 4 lasers and intense pulsed light (IPL) will be undertaken. Students will be monitored through the on-going evaluation of treatments in progress and final evaluation of completed treatments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse the process, including the physics and biochemical changes, associated with laser and light based treatments for dermatological conditions appropriate for phototherapy; 2. Authenticate and describe vascular lesions, including depth, complexity of involvement and potential treatment risks; 3. Formulate treatment techniques appropriate for dermatological conditions using IPL, Class 3B and 4 lasers, within AS/NZS 4173:2004 guidelines; 4. Triangulate knowledge, application, and skills for the treatment of vascular and pigmented lesions to a clinical endpoint; 5. Design and safely implement treatment plans for dermatological conditions in relation to Fitzpatrick skin type and evidence based practice.

Class Contact:Lecture2.0 hrsTutorial1.0 hrStudents Enrolled On Campus: In addition another thirty (30) hours of practicum for this unit will involve three (3) hours per week delivered face-to-face within the Victoria University Dermal Clinic. Students

Enrolled Online: Sixty-six (66) hours per semester, comprising of two (2) hours of lectures per week delivered online, and one (1) hour of tutorial per week delivered online over 12 weeks totalling thirty-six (36) hours. In addition another thirty (30) hours of practicum for this unit will involve fifteen (15) hours per week delivered face-to-face within the Victoria University Dermal Clinic delivered over a two (2) week intensive practicum on campus per semester. Practical exams will be included during the on campus sessions.

Required Reading:Goldberg, D. (2008) Laser dermatology: Pearls and problems Malden, MA: Blackwell Publishing.

Assessment:Case Study, Critique of clinical scenario (500 words), 10%. Assignment, Written Assignment (2000 words) Based on vascular/pigmented conditions, 30%. Examination, Written Examination (2 hours), 30%. Examination, Practical Examination (1 hour), 30%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessment. The practical assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD4103 Clinical Dermal Practicum 1

Locations:Online, City Queen.

Prerequisites:HBD1204 - ElectrologyHBD3101 - Hair Reduction ProceduresHBD3102 - Clinical Skin AnalysisHBD3201 - Applied ElectrotherapyHBD3202 - Wound Biology and ManagementHBD3203 - Lymphatic Biology and ManagementHBD3204 - Dermal Sciences 4

Description:The aim of this unit is to integrate the theoretical and practical components of dermal therapies, to provide students the opportunity to enhance their understanding by applying their skills in the clinical setting. It will assist in transitioning students into professional clinical practice, through engaging with community and industry sectors in external and internal placements in approved healthcare, plastic and cosmetic surgery practices or dermal therapy clinics. The unit reinforces aspects of aseptic procedures, history taking, principles of diagnosis, treatment protocols, the range of treatment skills covered in the course thus far, legal issues and interpersonal and professional communication skills as well as reflective and evidence based practices.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse and implement theoretical and practical knowledge in dermal therapies to clinical practice and cases that typically present within professional practice; 2. Interrogate case material, exhibiting professional practice to the standard of a qualified dermal clinician to facilitate accurate, efficient and effective handover; 3. Collaborate effectively in a team environment within broad professional settings, including; inter professional practice and mentoring junior students within the teaching clinic; 4. Exhibit the ability to perform all treatments, administration duties and meet occupational health & safety standards within the dermal teaching clinic to the standard of a qualified clinician; 5. Analyse and critically reflect on current clinical practices and apply evidence based practice to dermal clinical therapies.

Class Contact:Tutorial1.0 hrIn addition another sixty (60) hours of practicum for this unit will involve thirty (30) hours delivered face-to-face within the Victoria University Dermal Clinic, plus thirty (30) hours in external placement.

Required Reading:Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment:Journal, Reflective Journal: Placement experience reflection (1000

words), 20%. Assignment, Guideline Procedure Protocol (2000 words), 40%. Practicum, Final Practical Assessment (1.25 hours), 40%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessment. The practical assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD4104 Independent Project and Group Research 1

Locations:Online, City Queen.

Prerequisites:HBD2201 - Dermal Research Methods

Description:This capstone unit seeks to develop a student's capacity to design research, prepare for postgraduate research, work in groups and self-manage projects. With the help of a nominated supervisor, students will be guided through the processes of developing a research project with specific emphasis on appropriate research design, development of a research proposal and obtaining ethics approval. While students will work in groups on the research project, the research they choose will be expected to be at a post-graduate research level, and their ethics document will be submitted to the appropriate Victoria University ethics committee as required. Students will also complete an individual project whereby they will develop reflective work practices, self-management and project management skills. Students will be given the choice of conducting a charity project in their local community or taking part in a student-mentoring program, students are expected to contribute at least 60 hours of work outside of class time on this independent project. This unit is a capstone task for the course.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Design a high quality research project as part of a group; 2. Critically evaluate a research proposal as part of a group; 3. Compose a high quality ethics application as part of a group; 4. Individually design and complete a work project; 5. Monitor and develop self-reflective work practices.

Class Contact:Nineteen (19) hours per semester, comprising of fifteen (15) hours of lectures (pre-recorded or face-to face and via virtual classroom) and four (4) hours of small group supervision made up of thirty (30) minute supervisor meetings conducted on weekly basis over eight (8) weeks.

Required Reading:Please note, some of these titles are available online from the library and do not need to be purchased. Lebrun, J. L. (2011) 1st ed. Scientific writing 2.0: a reader and writer's guide New Jersey: World Scientific. Keizner, H. (2013) 11th ed. Project management: a systems approach to planning, scheduling, and controlling Hoboken, New Jersey: John Wiley & Sons, Inc. Cargill, M. (2013) 2nd ed. Writing scientific research articles strategy and steps Hoboken, New Jersey: John Wiley & Sons, Inc.

Assessment:Test, Online Multiple Choice Test covering the application of applicable research guidelines such as NHMRC and ARC research guidelines. (40 minutes), 10%. Portfolio, Submission of an ethics application on a research project (2500 words equivalent per student), 40%. Project, Students will present the development of a self-managed project (3000 words equivalent), 50%.

HBD4201 Plastics: Aesthetics and Reconstructive Procedures

Locations:Online, City Queen.

Prerequisites:HBD3104 - Dermal Sciences 3HBD3202 - Wound Biology and ManagementHBD3204 - Dermal Sciences 4

Description:h this unit students will begin to focus on a specific range of medical and therapeutic procedures with a view to specialisation of peri-operative support using clinical dermal therapy techniques. Topics include: procedures in reconstructive,

plastic and cosmetic surgery; complications of reconstructive, plastic and cosmetic procedures; Surgical aseptic technique and the considerations and implications for wound repair before and after surgery such as co-morbidities and medications. Students will bring together knowledge from units including Dermal Science, Wound Care for Dermal Practice and Dermal Therapy practical units such as Resurfacing Science, Lymph and Adipose Biology, Electrotherapy and Skin Variations and Transitions in order to develop wholistic patient care plans to optimise surgical and non-surgical outcomes.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Investigate and critically review cosmetic and reconstructive procedures with regard to indications, benefit and risks; 2. Interrogate risk and prescribe management strategies to prevent infection and adverse wound healing outcomes pre, and post operatively; 3. Evaluate the impact of medications, diseases/disorders and other conditions on wound repair after plastics procedures and present management strategies; 4. Negotiate and defend the role that the Dermal Clinician has in patient care pre and post operatively; 5. Justify dermal therapy treatment plans demonstrating evidence based practice.

Class Contact:Lecture2.0 hrsTutorial1.0 hrStudents will also have the opportunity to participate in an external placement with a focus on observing plastic surgery, and client management pre and post operatively. This may be up to 30 hours and is not mandatory however is highly recommended.

Required Reading:Seimionow, M., & Eisenmann-Klein, M. (2010) Plastic and reconstructive surgery London, UK: Springer This is an ebook available from the Victoria University Library.

Assessment:Test, Six (6) Online Topic Tests to provide formative feedback on revision, 0%. Review, Literature Review (750 words), 10%. Journal, Reflective Journal (1000 words), 20%. Assignment, Written Assignment (2000 words, 35%. Examination, Written Examination (2 hours), 35%.

HBD4202 Advanced Laser 2

Locations:Online, City Queen.

Prerequisites:HBD4102 - Advanced Laser 1

Description:h this unit students will build on and consolidates knowledge and techniques covered in HBD2203 Laser Principles and Safety, HBD3101 Hair Reduction Procedures, and HBD4102 Advanced Laser 1 as well as sequencing as part of case management. Students will be monitored through the on-going evaluation of treatments in progress and final evaluation of completed treatments. Practical application of advanced dermal treatment techniques will be undertaken. Specific techniques to support clinical procedures will include Class 3b, Class 4 lasers and intense pulsed light (IPL).

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Interpret codes of conduct in laser procedures as outlined in the Australian Standards (AS/NZS 4173:2004); 2. Triangulate the processes, including the physics, associated with laser and light based treatments for tattoo removal and advance skin tightening; 3. Exhibit abilities to perform tattoo removal and advanced skin treatments including but not limited to scar revision and skin treatment using intense pulsed light (IPL), Class 3B and Class 4 lasers; 4. Evaluate and design treatment plans for tattoo removal and advanced skin treatment in relation to different wavelengths and its relation to skin assessment tools like but not limited to Fitzpatrick photo skin typing, Glogau, Robertson skin classifications; 5. Interrogate risks and prescribe management strategies to prevent complication associated with light-based and laser treatments for tattoo removal and advanced

skin treatment.

Class Contact: Seventy-eight (78) hours per semester, comprising of lectures delivered in a blended environment over 12 weeks totaling thirty-six (36) hours. In addition another twelve (12) hours of tutorials and thirty (30) hours of intensive supervised practicum within the Dermal Teaching Clinic to be completed as 1-2 weeks intensive on campus per semester. Practical exams will be included during the on campus sessions. It is expected that students will undertake out-of-class, independent learning to complete their assessment requirements.

Required Reading: Weekly Reading material will be available on VU Collaborate and link to journal articles and clinical studies through E:Reserve (library).

Assessment: Test, Six (6) Online Tests (12 minutes duration each, 1000 words equivalent), 20%. Case Study, Case Study exhibiting practical abilities (3000 words), 40%. Examination, Written Examination (2 hours), 40%. To pass this unit, students must achieve an aggregate score of 50%, and pass the case study assessment. The case study assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD4203 Clinical Dermal Practicum 2

Locations: Online, City Queen.

Prerequisites: HBD4103 - Clinical Dermal Practicum 1

Description: The aim of this unit is to integrate the theoretical and practical components of dermal therapies and to provide students the opportunity to enhance their understanding by applying their skills in the clinical setting. Students will be required to complete internal placement at VU Dermal Therapies clinics and external placement venues. These internal and external placements will assist in transitioning students into professional clinical practice. External placements provide opportunities to engage with community and industry sectors in approved healthcare, plastic and cosmetic surgery practices or dermal therapy clinics. The unit reinforces aspects of aseptic procedures, history taking, principles of diagnosis, treatment protocols, the range of treatment skills covered in the course thus far, legal issues and interpersonal and professional communication skills as well as reflective and evidence based practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Negotiate the role of the dermal clinician in the scope of the interprofessional team in client centered care;
2. Devise wholistic patient care plans demonstrating best and evidence based practice in a variety of professional healthcare settings including, community, hospital and private practice;
3. Adapt and implement patient skin education programmes
4. Plan and perform a range of treatments within the scope of the dermal clinician to address concerns around skin management and integrity in health and disease;
5. Reflect on current clinical practices and apply evidence based practice to dermal clinical therapies.

Class Contact: Tutorial 1.0 hr In addition another one hundred (100) hours of practicum for this unit will involve thirty (30) hours delivered face-to-face within the Victoria University Dermal Clinic, plus seventy (70) hours in external placement. It is expected that students will undertake out-of-class, independent learning to complete their assessment requirements.

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Journal, Reflective Journal: Placement experience reflection (1000 words), 20%. Presentation, Oral education presentation (30 minutes), 40%. Practicum, Final Practical Assessment, 40%. To pass this unit, students must achieve

an aggregate score of 50%, and pass the practical assessment. The practical assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD4204 Independent Project and Group Research 2

Locations: Online, City Queen.

Prerequisites: HBD4104 - Independent Project and Group Research 1

Description: This unit seeks to develop a student's capacity to become a researcher and or to develop specific knowledge in their chosen field of dermal science. Students will be working with an approved research project from HBD4104 Independent Projects and Group Research 1. They will need to collect data according to appropriate research guidelines then undertake the process of analysing the collected data using the appropriate research methodology. Students will then write a minor thesis on the research findings or in a format ready for publication. Students will also present their research findings via an oral presentation in a conference style format.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Substantiate research data via validated collection methods on an approved project as part of a group;
2. Analyse and critically review collected research data as part of a group;
3. Interpret research findings in a written format as part of a group;
4. Present research findings via an oral presentation as part of a group;

Class Contact: Eight (8) hours per semester, comprising of two (2) hours of lectures (pre-recorded or face-to face and via virtual classroom) and six (6) hours of small group supervision made up of 30 minute supervisor meetings conducted on weekly basis over 12 weeks.

Required Reading: Lebrun, J. L. (2011) 1st ed. Scientific writing 2.0: a reader and writer's guide New Jersey: World Scientific. Cargill, M. (2013) 2nd ed. Writing scientific research articles strategy and steps Hoboken, New Jersey: John Wiley & Sons, Inc.

Assessment: Journal, Group work reflection (1000 words), 20%. Research Paper, Thesis or published paper (6000 words per group), 50%. Presentation, Oral presentation of research findings (15 minutes), 30%.

HBM1003 Applied Mathematics and Biostatistics

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study introduces students to the quantitative skills and techniques required to critically analyse scientific reports, scientific data and understand research methods employed in biomedical science. The unit will explore the role of mathematics and statistics in developing scientific knowledge and how statistics is used for interpreting information, testing hypotheses and analysing the inferences people make about the real-world. Students will be required to use statistical software, online MathBench modules and calculators to analyse data and interpret results for experimental and sampling designs, tests on population means and proportions, correlation and linear regression, and one-way ANOVA.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Clarify the functional importance of mathematical skills in biomedical science;
2. Differentiate between quantitative and qualitative data sets;
3. Demonstrate knowledge in using statistics to summarise, describe and interpret scientific data and perform statistical inferences;
4. Apply basic principles of experimental design

when collecting data and perform hypotheses testing; 5. Analyse data using common statistical software and interpret results to solve science related problems.

Class Contact:Lecture2.0 hrsPC Lab2.0 hrs

Required Reading:Triola, M., Triola, M. & Roy, J., (2017) 2nd ed. Biostatistics for the Biological and Health Sciences Pearson Education, USA An online version of the book will be available.

Assessment:Exercise, Online MathBench modules (10 exercises - total 250 words), 10%. Test, Maths skills test (400 words), 10%. Test, Statistics Test (MCQ & short answer questions; 750 words), 25%. Examination, Final Exam (2 hours), 55%.

HBM1102 Medical Statistics and Experimental Design

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit subject provides students with a broad understanding in the fundamental concepts of probability and statistics required for experimental design and data analysis in the biomedicine and health sciences. Students will be introduced to common study designs, random sampling and randomised trials as well as numerical and visual methods of summarising data. Then emphasis will be placed on understanding population characteristics such as means, variances, proportions, risk ratios, odds ratios, rates, prevalence, and measures used to assess the diagnostic value of a clinical test and understanding how biological principles can give rise to quantitative models. The presentation and interpretation of the results from statistical analyses of typical clinical health research studies will be emphasised.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain the fundamental concepts of experimental design, cause and effect relationships in biomedical and health science research;
2. Demonstrate a range of standard statistical methods which can be applied to common study designs in biomedical and health sciences;
3. Analyse standard data sets, interpreting the results of such analysis and presenting the conclusions in a clear and comprehensible manner;
4. Explain and apply fundamental principles in mathematics and statistics, using logical and mathematical reasoning, to a variety of familiar and novel situations in biomedicine and public health policy;
5. Analyse biomedical and health data using a statistical computing package.

Class Contact:Lecture2.0 hrsPC Lab1.0 hrTutorial1.0 hr

Required Reading:Norman, G. and Streiner, D. (2014) 4th ed. Biostatistics: Bare essentials Shelton, CT: People's Medical Publishing House

Assessment:Assignment, Written assignment due in the first half of semester (750 words), 20%. Laboratory Work, Two lab worksheets (500 words each), 30%. Examination, Final Exam (2 hours), 50%.

HBM2103 Digestion, Nutrition and Metabolism

Locations:St Albans.

Prerequisites:RB M1528 - Human Physiology 2RB M1174 - Human PhysiologyRB M1103 - Bioscience 1: Body Structure & FunctionRB M1202 - Bioscience 2: Body Structure & FunctionSCL1002 - Exercise PhysiologyRB M1528 applies to HBBM students RB M1103 and RB M1202 applies to HBHL students. RB M1174 and SCL1002 applies to students in ABHF, ABHG, SBSA, SBFI, SBHS.

Description:This unit will introduce the relationships between gastrointestinal function, nutrition, metabolism and human health. The unit covers the gastrointestinal structure and function, the neural regulation of gastrointestinal functions; chemical nature of the nutrients, their roles in body structure and function, and their handling by the gastrointestinal system, the body as a whole and their metabolism. It extends this physiological knowledge by examining the energy intake

and regulation; dietary guidelines; and the role of nutrition in maintaining good health. This unit will also examine the role of diet in chronic diseases.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the structure and function of digestive system;
2. Explain the role of the enteric nervous system in the regulation of digestion;
3. Assess the different macro and micronutrients, their role within the body and commonly used laboratory approaches;
4. Evaluate the importance of digestion, metabolism, nutrition and energy balance to the wellbeing of an individual;
5. Analyse the role of diet in the development of common chronic disease states;
6. Apply knowledge to solve problems both independently and collaboratively.

Class Contact:Lab1.0 hrLecture3.0 hrsTutorial1.0 hrWorkshop0.5 hrs

Required Reading:Whitney, E., Rolfes, S.R., Crowe, T., Cameron-Smith, D., & Walsh, A. (2013) Australian and New Zealand Edition 2 Understanding Nutrition Cengage Learning

Assessment:Test, Two (2) Topic Tests (25 minutes each), 20%. Report, Two (2) Laboratory Reports (600 words each), 20%. Examination, Theory Examination - MCQ, short & essay questions (2.5 hours), 60%.

HBM2104 Research Methods

Locations:Footscray Park, St Albans.

Prerequisites:RB M2540 - Pathophysiology 2RB M2800 - Cardiorespiratory and Renal PhysiologyRB M2540 for HBBM RB M2800 for HBBS

Description:This unit of study introduces students to the core processes and strategies of modern biomedical research. Students are introduced to the principles of quantitative and qualitative research - critical analysis of scientific literature and data interpretation, and hypothesis formulation and testing. In particular, this unit provides an understanding of the fundamental concepts of probability and statistics required for experimental design and data analysis in the health sciences, including: normal distribution, the t statistic, p values and the use of statistical and graphing software packages such as Microsoft Excel, SPSS and Graph Pad. Ethical human and animal research practices, research funding frameworks, research protocols and management will also be considered, with particular emphasis on scientific integrity, fraud, intellectual property and reference management.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically appraise biomedical literature, specific examples of quantitative and qualitative experimental design, and isolated data sets;
2. Formulate a testable hypothesis and conceptually map a robust experimental design;
3. Recommend appropriate statistical analyses for hypothesis testing;
4. Apply and interpret a range of standard statistical methods to biomedical data sets, using statistical software packages;
5. Discriminate between examples of ethical and non-ethical research in human and animal experimental contexts and substantiate the importance of ethical conduct including regulatory requirements;
6. Commentate on the National and International framework for medical research funding and the processes via which research grants are allocated;
7. Describe and justify on the requirement for the active management of intellectual property issues, scientific integrity and conflict of interest in a contemporary biomedical research context.

Class Contact:Lecture3.0 hrsWorkshop2.0 hrs

Required Reading:As recommended by lecturer in class or via e-learning system.

Assessment:Test, Workshop/class-based Tests (1500 words), 30%. Assignment, Ethics Proposal (1500 words), 20%. Examination, Final Exam (2 hours), 50%.

HBM2105 Medical Microbiology and Immunity

Locations:St Albans.

Prerequisites:RB M1528 - Human Physiology 2

Description:This unit of study will introduce students to the micro-organisms that cause human disease and the host's immune response associated with micro-organism infection. The nature and classification of micro-organisms including bacteria, fungi, viruses, protozoa and helminths will be covered. The growth requirements of micro-organisms, microbial genetics and host-microbe interaction are discussed within the context of infection control. The source and mode of transfer of infectious agents and their health threats are highlighted. Principles of safe clinical practice, antibiotics, epidemiology, and analytical methods are also covered. The application of microbiology in medicine, industry and biological products are emphasized. The basic concepts of immunology and how the individual components of the immune system work together to fight bacterial, fungal, or viral infections will also be introduced.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and describe the differences of main groups of microorganisms, including bacteria, viruses, fungi, protozoa and helminths;
2. Describe the microflora associated with the human body and in various environments;
3. Critically review the transmission and infection control of microorganisms;
4. Evaluate fundamental knowledge of microbial genetics;
5. Examine innate and adaptive immunity to pathogens and the fundamentals of the immune response;
6. Explain the host defence mechanisms associated with micro-organism infections;
7. Discuss the importance of microbiome, chemotherapeutic agents and epidemiology, and their relevance to a health practitioner.

Class Contact:Lab 1.5 hrsLecture 3.0 hrsWorkshop 0.5 hrs

Required Reading:Tortora, G.J., Funke, B.R. & Case, C.L. (2015) 12th ed. Microbiology: an Introduction Redwood City, California

Assessment:Test, Two (2) Topic Tests (25 minutes each), 20%. Report, Two (2) Laboratory Reports (650 words each), 20%. Examination, End of Semester Examination - MCQ, short & essay questions (2.5 hours), 60%.

HBM2106 Human Genetics

Locations:St Albans.

Prerequisites:HBM1002 - Biological Systems

Description:This unit introduces students to concepts and methods in human genetics with a major focus on disease. Advances in human genetics in the last decade have had a major impact on medical science from early diagnosis through to targeted therapies. Fundamental genetic principles will be explored including genome structure, gene regulation, genetic heterogeneity and inheritance. Students will apply their knowledge to the understanding of the molecular mechanisms, diagnosis and screening of both monogenetic and multifactorial disorders.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the structure of the human genome and explain the function of its various components;
2. Critically review the molecular processes involved in gene expression, including epigenetics;
3. Explain the nature of mutations and how genetic instability contributes to mutation;
4. Evaluate molecular defects involved in disease states at the chromosomal or individual gene level;
5. Critically assess methods used to detect mutations and diagnose genetic diseases.

Class Contact:Lab 3.0 hrsLecture 2.0 hrsTutorial 1.0 hrLab classes are 3 hours and they occur every second week of semester.

Required Reading:Lewis, R., (2015) 11th ed. Human Genetics Concepts and

Applications McGraw-Hill. NY, USA.

Assessment:Exercise, Online Pre-class Quizzes and worksheets (250 words), 10%. Laboratory Work, Laboratory work and reports (1500 words), 20%. Test, Two (2) Tests (10% each, 20 minutes per test), 20%. Examination, Final Examination (2 hours), 50%.

HBM3102 Medical Imaging

Locations:Footscray Park, St Albans.

Prerequisites:None

Description:This unit presents fundamental principles regarding imaging modalities and a broad background, based in physics and chemistry, to establish a strong basis for understanding how particular imaging techniques have been developed and where they should be applied. Theoretical and practical background and knowledge will provide a strong basis for post-acquisition analysis as well as an understanding of basic physiology and pathophysiology that underpins diagnostic steps using modern medical imaging procedures. The unit will cover X-ray imaging, ultrasound, magnetic resonance imaging and nuclear medicine as well as other advanced imaging procedures. Advanced principles will be studied and the application of X-radiation science and synchrotron physics will be presented in the context of the biomedical sciences as well as aspects about research and development of new and innovative medical procedures. Students will develop critical thinking skills to address and analyse a variety of issues associated with developments in medical imaging and their application.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain and analyse currently available medical imaging approaches and justify their use in particular contexts;
2. Critically evaluate radiographic and other types of medical images against criteria that determine the final quality of images; elements that will be investigated include contrast and non-contrast radiographic projections, radiographic positioning and clinical history; 2D and 3D interpretation; static imaging as well as functional imaging, post-acquisition analysis of data sets for interpretation, targeted imaging and molecular imaging as well as imaging in the context of targeted therapies and radiotherapy and nuclear medicine therapeutic approaches.
3. Understand and describe the limitations of the various medical imaging techniques employed using subject specific terminology;
4. Argue the benefits of the application of more than one medical imaging procedure to determine or confirm a diagnosis;
5. Recognise and discriminate normal and abnormal (pathology) in radiographic images.

Class Contact:Lecture 3.0 hrsTutorial 2.0 hrs

Required Reading:Students are highly encouraged to obtain access to, or at least one of the texts listed below. E-text prepared for HBM3102. Details to be provided by the Lecturer. Frank, E.D., Long, B.W., & Smith, B.J. (2011) 12th ed. Merrill's Atlas of Radiographic Positioning and Procedures Volumes 1 & 2 St Louis: Mosby McQuillen-Martensen, K. (2011) 3rd ed. Radiographic Image Analysis St Louis: Elsevier Saunders Other Resources: E Carver and B Carver (2012) Medical Imaging: Techniques, Reflection and Evaluation 2nd Edition Churchill Livingstone-Elsevier. Stewart Carlyle Bushong and Geoffrey Clarke (2015) Magnetic Resonance Imaging: Physical and Biological Principles. E Mtui, G Gruener, P Dockery (2016) FitzGerald's clinical neuroanatomy and neuroscience. 7th ed. Elsevier. KL Bontrager and JP Lampignano (2014) Textbook of radiographic positioning and related anatomy 8th ed. Elsevier. S Ryan, M McNicholas, S Eustace (2011) Anatomy for Diagnostic Imaging. 3rd ed. Saunders. FA Mettler Jnr and MJ Guiberteau (2012) Essentials of Nuclear Medicine Imaging. 6th ed. Elsevier-Saunders. HA Ziessman, JP O'Malley, JH Thrall and FH Hahey (2014) Nuclear Medicine. 4th ed. Elsevier-Saunders

Assessment: Other, Essay (1000 words), 10%. Workshop, Report (2000 words), 20%. Test, Mid-Semester Topic MCQ's Test (60 minutes), 20%. Examination, End of Semester Examination - MCQ's and short answer questions (2 hours), 50%.

HBM3104 Exercise Is Medicine

Locations: Footscray Park, St Albans.

Prerequisites: RBM2560 - Medical Biochemistry RBM2800 - Cardiorespiratory and Renal Physiology

Description: Exercise is Medicine is a Capstone unit within the HBES and HBBM degree. Students will build upon their broad and coherent knowledge of the pathophysiology of chronic diseases and apply their learning in the formulation and management of evidence-based, safe, targeted and innovative exercise intervention programs as a non-pharmacological intervention strategy to prevent cardiovascular disease, diabetes, depression, dementia and falls; improve mental health and cognitive function; and promote active and healthy ageing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptually map physiological adaptations to different exercise modalities in order to inform prevention, treatment and management of chronic diseases;
2. Analyse the benefits of exercise in managing chronic conditions, including ageing at a cellular and molecular level;
3. Identify and justify the therapeutic benefits of graded exercise taking into account functional limitations of chronic disease;
4. Formulate and evaluate evidence-based exercise prescriptions for a range of chronic conditions in accordance with Australian Physical Activity Guidelines;
5. Predict the impact of potential drug-exercise interactions when designing exercise therapy and adjust interventions accordingly; and
6. Incorporate behaviour-change principles into physical activity programs to suit a diverse range of individuals and groups.

Class Contact: Lecture 2.0 hrs Workshop 3.0 hrs

Required Reading: Readings as instructed by lecturers. Fact sheets of exercise guidelines for chronic disease will be provided by the lecturer. L. S. Pescatello, R. Arena, D. Riebe, P. D. Thompson (2014) 9th ed. American College of Sports Medicine - ACSM's guidelines for exercise testing and prescription Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health

Assessment: Case Study, Exercise prescription for a specific chronic disease (1000 words), 20%. Laboratory Work, Laboratory reports on exercise-based measurements and analysis (2 x 500 words), 20%. Presentation, Presentation of Case Study (500 words), 20%. Examination, End of Semester Examination (2 hours), 40%.

HBM3105 Research Project

Locations: Footscray Park, St Albans.

Prerequisites: HBM3104 - Exercise Is Medicine RBM2133 - Cell and Molecular Biology RBM2200 - Functional Anatomy of the Head and Back RBM2800 - Cardiorespiratory and Renal Physiology HBM3104 applies only for SBBS students. RBM2133, RBM2200 and RBM2800 applies to HBBS students.

Description: The Research Project unit of study is an individual program of supervised research in which the student, in consultation with the supervisor, designs, conducts and disseminates the outcomes of a specific project. Research placements enable students to undertake a structured work experience program as an integral part of their degree course. Gaining practical experience in their chosen field enables students to test interest and ability in these areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design, conduct and manage a biomedical/work-based research project;
2. Work independently or part of a team with minimal supervision on a work-based or

laboratory project, and demonstrate time management and project-related organisational skills;

3. Articulate and justify research questions/project objectives and methods;
4. Demonstrate proficiency in writing a research/work-based project final report, including a rationale and a summary of strengths and limitations;
5. Demonstrate proficiency in disseminating derived research/workplace findings to peers and the VU Biomedical community.

Class Contact: Eight (8) hours per week for one semester (or equivalent hours over the course of a semester comprising a total of ninety-six (96) hours) comprising laboratory work for a minor research project either in a VU-based or external laboratory. Students will also be expected to attend a one (1) hour information seminar at the commencement of the semester (to be advised by the coordinator) and a three (3) hour research dissemination seminar at the conclusion of the semester.

Required Reading: Selected material as advised by the project supervisor

Assessment: Presentation, Oral (10 mins + 5 mins questions), 15%. Practicum, Supervisor assessment of laboratory skills, 15%. Research Thesis, Minor written thesis (4000 words), 70%. The Research Project will be assessed by: the minor written thesis (70%) of 4000 words due at the end of semester; an oral presentation (10 mins + 5 mins question time) due towards the end of semester during a research seminar organised by the unit coordinator (15%); and the supervisor's assessment of research competence, based upon the student's contributions to the project design and completion (15%).

HBM3106 Reproductive and Developmental Biology

Locations: St Albans.

Prerequisites: RBM2540 - Pathophysiology 2

Description: In this unit of study, students will develop a detailed understanding of the molecular, biochemical and cellular events that regulate reproduction, and subsequently, the development of specialised cells, tissues and organs during the embryonic and foetal periods. In particular, cell signalling pathways that regulate embryonic induction, tissue interactions and pattern formation, and expression of regulator genes, will be explored and the pathological outcomes of interruption to normal processes/development will be featured. The continuous development of physiological systems throughout the foetal and neonatal periods, and the process of parturition and its induction will also be examined. Focus on the experimental strategies and techniques that are used to identify molecular and cellular mechanisms of development will be a feature of this unit. Students will be exposed to a range of scientific techniques through the laboratory component and will undertake a minor project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptually map the physiological processes that govern reproduction - from gamete production to successful fertilisation and implantation of the zygote - and contextualise the use of medical intervention to assist these processes when abnormal;
2. Review, analyse and conceptualise the body of research that has led to our fundamental understanding of developmental biology with particular emphasis on the embryonic and foetal stages;
3. Identify and evaluate the environmental and genetic influences that contribute to developmental abnormalities in the embryo/foetus, and the repercussion of these on the neonate and throughout the lifespan;
4. Deduce the transitional adaptations that must occur at birth to enable the foetus to survive as a neonate;
5. Diagnose sonographic, biochemical and/or symptomatic anomalies in the foetus/neonate and recommend the impact on future development and potential treatments;
6. Conceptualise the process of parturition and critically evaluate the theories underpinning its initiation; and
7. Commentate

on various scientific techniques and methodologies used in the study of developmental biology through reading and practise, including research design and ethical consideration.

Class Contact: Lab 3.0 hrs Lecture 2.0 hrs

Required Reading: Required and recommended texts to be advised.

Assessment: Test, Two (2) Multiple choice quizzes (5% each, 30 minutes), 10%. Laboratory Work, Laboratory reports and/or presentations (500 words), 15%. Assignment, Written Assignment (1200 words), 15%. Examination, Final Exam (2 hours, 2000 words), 60%.

HBM3200 Bioinformatics Methods

Locations: Footscray Park, St Albans.

Prerequisites: RBM1528 - Human Physiology 2 RBM2560 - Medical Biochemistry RBM2133 - Cell and Molecular Biology

Description: This unit introduces students to a variety of bioinformatics tools and builds on analytical skills to facilitate a better understanding of biological processes and to identify newly sequenced genes from various organisms. The understanding of the relationship between sequence, structure and function of DNA, RNA and protein, over recent decades is now essential to practice in any biological or medical research fields. This unit Bioinformatics provides a foundation for post-graduate study in this area.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Select and justify the use of various bioinformatics tools to determine phylogenetic relationships between organisms, using DNA, RNA and protein sequences; 2. Interrogate appropriate databases in order to identify alternative transcripts of a gene; 3. Conceptually map how amino acids and their properties play key roles in forming functional motifs found in proteins leading to three-dimensional structures and their functional significance; 4. Predict genetic risk factors and design personalised medicine; 5. Interpret relationships between genes, metabolic pathways, diseases and medical drugs.

Class Contact: Lecture 2.0 hrs PC Lab 2.0 hrs Tutorial 1.0 hr

Required Reading: Lecturer will provide reading material as required. Recommended Texts: Lesk, A., (2014) Introduction to Bioinformatics 4th ed. Oxford University Press USA. Ramsden, J., (2015) Bioinformatics - An Introduction 3rd ed. Springer-Verlag London. Pevsner, J., (2015) Bioinformatics and Functional Genomics 3rd ed. John Wiley & Sons Inc.

Assessment: Test, Quiz 1: online quiz based on computer exercises (In Class - Week 6, 1,000 words), 20%. Test, Quiz 2: online quiz based on computer exercises (In Class - Week 12, 1,000 words), 20%. Assignment, Research based assignment (2000 words), 30%. Project, Group Project and Presentation (30 minutes as a group, 1000 words), 30%.

HBM3201 Clinical Genetics

Locations: St Albans.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2560 - Medical Biochemistry RBM2133 - Cell and Molecular Biology

Description: This Unit builds on foundation knowledge and skills relating to cellular, molecular and biochemical interactions in the body. It includes a more specialised study of the human genome and the ways in which genes are expressed and regulated. Patterns and consequences of genetic inheritance - both Mendelian and non-Mendelian - are also examined. Most importantly for biomedicine, the unit explore the various ways in which genetic diseases manifest themselves, their symptoms, pathogenesis, diagnosis and treatment, if any. Relevant screening of

populations, genetic counselling and ethical considerations will be discussed. Case studies will be utilised to illustrate clinical aspects of genetic disease.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the structure of the human genome, the functional significance of its various components and how gene expression is regulated; 2. Distinguish between the various types of inheritance patterns and demonstrate an understanding of both Mendelian and non-Mendelian inheritance; 3. Elucidate genetic disease-causing mechanisms such as various types of DNA mutations, chromosomal abnormalities and epigenetic mechanisms; 4. Identify and elaborate the genetic basis, symptoms, pathogenesis, and principles of diagnosis and treatment options of commonly encountered genetic diseases as well as diseases that have genetic risk factors; and 5. Debate aspects of genetic screening, genetic counselling and ethical implications regarding these.

Class Contact: Lecture 3.0 hrs Workshop 3.0 hrs

Required Reading: Research and review authorised Web site and journal articles as appropriate. Jorde, L.B., Carey, J.C., Bamshad, M.J., 2009. 4th Medical Genetics with STUDENT CONSULT Online Access Mosby Read, A. & Donnai, D., 2010. 2nd New Clinical Genetics Scion Publishing

Assessment: Workshop, Contributions to discussions, debates and answers to questions (1000 words), 30%. Assignment, Group preparation and presentation of a case study (2000 words), 30%. Examination, Two-hour final examination (2000 words), 40%. The total combined assessment word equivalence is approximately 5000 words.

HBM3202 Applied Biomedical Science

Locations: St Albans.

Prerequisites: RBM2133 - Cell and Molecular Biology HBM2106 - Human Genetics RBM2200 - Functional Anatomy of the Head and Back RBM2800 - Cardiorespiratory and Renal Physiology

Description: In this Capstone unit students will apply and consolidate their knowledge in Physiology and Molecular Cell Biology to current global health challenges. Students will develop critical awareness of current concepts, controversies and latest advances in biomedical science. Students will investigate the pathophysiology, current research and interventions of specific disorders having a major impact in the 21st century. Single disorders for in depth analysis will be chosen from: metabolic disorders, infectious diseases, cardiovascular diseases, neurodegenerative diseases and cancer. This Capstone unit will develop graduates as health professionals with the ability to critically assess current and future biomedical knowledge, providing a basis for independent lifelong learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptually map disorders from pathogenesis through to treatment; 2. Demonstrate an in depth knowledge of the pathophysiology of selected diseases; 3. Critically reflect on ethical principles underpinning biomedical science; 4. Critically review current advances in medical interventions/therapeutics; 5. Effectively and analytically communicate complex ideas/scientific literature in both written and oral formats.

Class Contact: Lecture 2.0 hrs Workshop 2.0 hrs

Required Reading: Students will have access to articles from primary scientific literature and recommended readings via VU Collaborate.

Assessment: Presentation, Journal article analysis (15 minutes), 10%. Essay, Essay (1,500 words), 30%. Report, Two (2) Workshop Reports (800 words each), 30%. Test, Two (2) Topic tests (1.5 hours and 1,000 words each), 30%.

HBM3203 Integrative Physiology

Locations: Footscray Park, St Albans.

Prerequisites: RBM2800 - Cardiorespiratory and Renal Physiology

Description: The unit will provide a detailed understanding of some of the most recent advances in select areas of physiology. Topics representing the research focus of the Discipline will be delivered in the form of a conference key note presentation. Based on interest and availability, students select from a number of areas of study that reflect the dynamic nature of physiology. These currently encompass i) Cardiovascular Disease, ii) Muscle and Exercise Physiology, iii) Neurophysiology and iv) Ageing. Students further develop and utilise their graduate capabilities in communication, critical analysis and problem solving to develop theoretical background and multidisciplinary approaches to investigate physiological processes. Students will be introduced to current technologies that enable the understanding of selected areas of study. The unit will culminate in a mock conference with moderated poster presentations which will bring together theoretical and practical elements covered throughout the Human Physiology major, designed to promote teamwork, the ability to read critically, and to evaluate and communicate physiological information.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. To develop and apply skills of critical evaluation of scientific literature, physiological data and experimental design;
2. Demonstrate the skills to communicate the results of physiological study in both written and oral form;
3. Build the capacity to understand practical skills and technologies in the solution of scientific problems.

Class Contact: Lecture 2.0 hrs Workshop 4.0 hrs

Required Reading: Primary literature references will be utilised as directed by the unit coordinator and lecturers.

Assessment: Laboratory Work, Analysis of Physiology Research Techniques (1000 words), 20%. Report, Abstract of poster presentation (500 words), 10%. Poster, Conference Poster (3000 words), 60%. Other, Peer Assessment (500 words), 10%.

HBM3204 Biomolecular Mechanisms of Disease

Locations: St Albans.

Prerequisites: RBM2133 - Cell and Molecular Biology HBM2106 - Human Genetics

Description: In this Capstone unit, students will apply their previously obtained knowledge of molecular and cellular Biology to explore the molecular processes of multifactorial diseases including cancer, cardiovascular disease and metabolic disorders. This knowledge will be integrated into investigations of recent advances in molecular medicine including targeted therapies and diagnosis. Consolidation of molecular techniques utilized in molecular biomedicine will underpin this unit. Students will develop both theoretical and laboratory skills essential for becoming successful professionals in both research and clinical based biomedical science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review current knowledge of molecular mechanisms resulting in human diseases and the impact of these diseases in both an individual and global context;
2. Critically assess the use of current and emerging molecular biotechnology techniques to determine the molecular mechanisms of diseases and the design of targeted therapies;
3. Ability to critically review and apply molecular and biotechnology methodologies;
4. Collaborate constructively within small groups in the planning, development and implementation of teamwork tasks;
5. Report on and elucidate on research data and scientific ideas.

Class Contact: Sixty (60) hours or equivalent for one (1) semester comprising lectures, workshops/laboratories and tutorials.

Required Reading: Coleman, W.B., & Tsongalis, G.J., (2009) 1st ed. Molecular Pathology: The Molecular Basis of Human Diseases Elsevier In addition to the above texts, students will utilize articles from primary scientific literature and recommended online readings.

Assessment: Test, Two (2) Topic Tests (30 mins each), 10%. Laboratory Work, Four (4) Practical Reports (2,000 words total), 25%. Case Study, Team presentation (1000 words), 15%. Examination, Multiple choice & short answer questions (2000 words), 50%.

HBM3205 Clinical Genetics and Cellular Basis of Disease

Locations: Footscray Park, St Albans.

Prerequisites: RBM2540 - Pathophysiology 2RBM2560 - Medical Biochemistry RBM2133 - Cell and Molecular Biology RBM2540, RBM2560 and RBM2133 apply to ABPY, HBBM and SBBS students only.

Description: This capstone unit builds on foundation knowledge and skills relating to cellular, molecular and biochemical interactions in the body and how they contribute to the pathogenesis of disease. It includes a more specialised study of the human genome and the ways in which genes are expressed and regulated. Patterns and consequences of genetic inheritance - both Mendelian and non-Mendelian - are also examined. Most importantly for biomedicine, the unit explore the various ways in which genetic diseases manifest themselves, their symptoms, pathogenesis, diagnosis and treatment, if any. Relevant screening of populations, genetic counselling and ethical considerations will be discussed. Case studies will be utilised to illustrate clinical aspects of genetic disease.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the structure of the human genome, the functional significance of its various components and how gene expression is regulated;
2. Distinguish between the various types of inheritance patterns and demonstrate an understanding of both Mendelian and non-Mendelian inheritance;
3. Elucidate genetic disease-causing mechanisms such as various types of DNA mutations, chromosomal abnormalities and epigenetic mechanisms;
4. Identify and elaborate the genetic basis, symptoms, pathogenesis, and principles of diagnosis and treatment options of commonly encountered genetic diseases as well as diseases that have genetic risk factors;
5. Discuss the ethical implications of genetic screening and counselling in relation to each disease.

Class Contact: Lecture 3.0 hrs Workshop 2.0 hrs

Required Reading: The following texts are recommended: Jorde, L.B., Carey, J.C., Bamshad, M.J., (2015) Medical Genetics 5th ed. Mosby Publishing. Read, A. & Donnai, D., (2015), New Clinical Genetics 3rd ed. Scion Publishing

Assessment: Test, Tests (2 x 10%, 20 minutes each), 20%. Assignment, Oral Presentation (10 minutes, 5 minutes of questions), 30%. Examination, Final Examination (2 hours), 50%.

HBS2301 Patient, Practitioner and Health System 3

Locations: City Flinders.

Prerequisites: HBS1201 - Patient, Practitioner and Health System 2

Description: Patient, Practitioner and the Health System 3, aims to extend students' knowledge of public health and consider the factors impacting on health and wellbeing of the Australian population. Students are challenged to consider the ethical considerations of health professional practice from the perspective of the practitioner and the patient.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Review the current approaches to health education, health promotion and disease prevention; 2. Reflect on psychosocial and environmental factors impacting health & well-being; 3. Debate the importance and relevance of ethical considerations for health practice; and 4. Report on the reflective practice skills demonstrated in simulated healthcare practice.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrsWorkshop 1.0 hrAttendance requirement of 90% for tutorials and workshops as these classes involve interactive activities, simulations etc.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Stone, J. (2002) 1st ed. An ethical framework for complementary and alternative therapists London: Routledge.

Assessment:Report, Ethics in healthcare (500 words), 15%. Report, Reflective report on simulated consultation (500 words), 15%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester (1000 words), 20%. Report, Psychosocial factors in health (2000 words), 50%. The formative assessment task for this unit will be: - Online quiz (weeks 5) 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial and workshop activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HBS2302 Evidence for Practice 3

Locations:City Flinders.

Prerequisites:HBS1202 - Evidence for Practice 2

Description:HBS2302 Evidence for Practice 3, aims to contextualize the role of evidence and research in manual therapy. Students are able to investigate the applicability of qualitative and quantitative research approaches through a deeper examination of what these approaches offer. The process of research is introduced with an emphasis on ethical considerations of manual therapy research involving patients and other stakeholders.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Conceptualise qualitative research designs for manual therapy; 2. Review quantitative research designs for manual therapy; and 3. Report on the ethical considerations of research in manual therapy. 4. Critique evidence for osteopathic treatment of the spine.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrsWorkshop 1.0 hrFortnightly two (2) hour tutorials and weekly one (1) hour lectures and one (1) hour Workshop.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Stone, J. (2002) 1st ed. An ethical framework for complementary and alternative therapists London: Routledge.

Assessment:Essay, Research designs and ethics (1000 words), 25%. Presentation, Ten (10) minute presentation on critique of paper (500 words), 10%. Examination, Written examination (end of semester), 40%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester (1000 words), 25%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HBS2303 Scientific Basis for Osteopathy 3

Locations:City Flinders.

Prerequisites:HBS1203 - Scientific Basis for Osteopathy 2

Description:Scientific Basis for Osteopathy 3, expands the students' knowledge of biomedical sciences through application of fundamental principles to the spine. Patients presenting in osteopathic practice tend to seek care for spine related pain

and dysfunction, so a key focus in this unit is the osteopathic philosophy and principles. Students are able to strengthen their knowledge of management strategies for musculoskeletal conditions through case based learning of patients with spinal complaints.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Map the anatomy, histology and embryology of the head and spine; 2. Relate the physiological processes of the brain, cranial nerves and spinal cord, including their involvement in pain and relevant pharmacological interventions; 3. Integrate biomechanical principles to spinal movements; 4. Propose appropriate management for common musculoskeletal conditions affecting the spine.

Class Contact:Lab 1.0 hrLecture 2.0 hrsTutorial 3.0 hrsWorkshop 1.0 hrWeekly classes include: two (2) hour lectures, one (1) hour lab, one (1) hour workshop and three (3) hour tutorials (Case Based Learning). An extra four (4) lecture hours will be delivered over the semester in addition to above.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Moore, K. L., & Dalley, A. F. (2014) 7th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams Wilkins. Guyton, A. C., & Hall, J. E. (2011) 12th ed. Textbook of medical physiology Philadelphia, PA: Elsevier. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins.

Assessment:The formative assessments for this unit will be - Online quizzes - Contribution to CBL group Examination, 15 minute lab oral examination (equivalent to 500 words), 25%. Assignment, Common spinal complaint case study (1000 words), 25%. Examination, 2 hour written paper (equivalent to 2000 words), 50%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program (hurdle requirement). The workshops, tutorials and CBL classes in this unit are interactive and students are able to seek feedback from the teachers on meeting the learning outcomes and planning for assessment tasks. A minimum pass grade (50%) for the lab oral examination is required to satisfactorily complete the unit overall as the assessment task is reflective of the nature of osteopathic practice. Learning outcomes 1 and 3 relate to fundamental theoretical knowledge and it is essential students are able to verbally present and summarise this material as they will be doing this with patients in practice. .

HBS2304 Clinical Skills 3

Locations:City Flinders.

Prerequisites:HBS1204 - Clinical Skills 2

Description:This unit introduces students to clinical examination, medical tests and osteopathic management, including manual techniques relevant to the spine and neurological system. Students will continue to develop history taking and communication skills specifically for spinal conditions. Clinical reasoning continues to be developed in this unit with a focus on patient presentations affecting the spine and neurological system.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Relate the principles of history taking to record details of the presenting complaints of the spine; 2. Exhibit and interpret a physical examination of the spine and neurological system; 3. Interpret common medical tests that may be used in diagnosis and management of conditions of the spine and neurological system; 4. Exemplify clinical reasoning for common conditions of the spine and neurological system; and 5. Exhibit and explain osteopathic manual techniques and management of the spine.

Class Contact:Lecture 1.0 hrWorkshop 2.5 hrsTotal of sixty-six (66) hours comprising

of practical workshops (2 x 2.5 hour sessions) and lectures (1 hour x 6 weeks).

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine Philadelphia, US: Lippincott Williams Wilkins. Magee, D (2014) 6th ed. Orthopaedic Physical Assessment. St Louis, US: Elsevier. Bickley, L. S. (2012) 11th ed. Bates' guide to physical examination and history taking. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment:The formative assessment tasks for this unit are: - In-class examination (technique) Examination, Thirty (30) minute written paper (equivalent to 500 words), 25%. Examination, Thirty (30) minute practical examination of technique/palpation (20 mins) and physical examination (10 mins) (equivalent to 2000 words), 50%. Assignment, Common spinal complaint case study (1000 words), 25%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program (hurdle requirement). The practical workshops in this unit are interactive and develop students manual and examination skills for work as an osteopath. Further students are able to seek feedback from the teachers on meeting the learning outcomes and planning for assessment tasks. A minimum pass grade (50%) for the end-of-semester practical examination is required to satisfactorily complete the unit overall as the assessment tasks are reflective of the nature of osteopathic practice and is the only summative assessment task to assess learning outcomes 2 and 5 that are related to practical skills development. .

HBS2401 Patient, Practitioner and Health System 4

Locations:City Flinders.

Prerequisites:HBS2301 - Patient, Practitioner and Health System 3

Description:HBS2401 Patient, Practitioner and the Health System 4 consolidates students' knowledge developed in HBS1101, HBS1201 & HBS2301 by considering patient specific needs in receiving healthcare. Students examine the importance of communication in healthcare practice and consider tailoring to individual patient needs. Students assess the impact of chronic disease on the Australian healthcare system and relate patient behaviours to health outcomes.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Assess the impact of chronic disease on the Australian healthcare system; 2. Map individual patient behaviours to health outcomes 3. Argue the importance of confidentiality and informed consent for health care practice; and 4. Evaluate the role of communication in healthcare practice.

Class Contact:Tutorial 2.0 hrs Workshop 1.0 hr Weekly 2 hour tutorials and weekly 1 hour workshop. Minimum 90% attendance requirement for tutorials and workshops.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system. Allen, F (2010) 1st ed. Health Psychology and Behaviour: in Australia McGraw-Hill Australia Pty Ltd

Assessment:Report, Effective communication (500 words), 15%. Report, Ethics in healthcare (500 words), 15%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester (1000 words), 20%. Essay, Chronic diseases in the Australian population (2000 words), 50%. The formative assessment tasks for this unit will be: - Online quiz (weeks 5) 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial and workshop activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HBS2402 Evidence for Practice 4

Locations:City Flinders.

Prerequisites:HBS2302 - Evidence for Practice 3

Description:HBS2402 Evidence for Practice 4, aims to strengthen students' ability to

critically review information and evidence, particularly findings from a peer review journal article. Students are introduced to statistical techniques and are facilitated in learning how to extract key information from journal articles. The levels of evidence for research are examined and their relevance to areas of healthcare is considered.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Demonstrate use of basic statistical techniques; 2. Discriminate sources of bias that confound the interpretation of study outcomes; 3. Contrast the levels of evidence used to justify healthcare interventions; 4. Present the key outcomes of a peer-review journal article;

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs One (1) hour lecture and a two (2) hour tutorial each week.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system. Coakes, S.J. (2012) 20th ed. SPSS version 20.0 for Windows. Analysis without Anguish John Wiley & Sons, Australia.

Assessment:Test, Online Quiz - week 5 (1 hour, 750 words), 20%. Presentation, Peer review a quantitative research paper using contrasting evidence levels and the Cochrane Risk of Bias tool (750 words), 20%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester tasks 1 and 2. Include evidence from semester tasks 1 and 2 (1,000 words), 20%. Examination, Computer Lab Exam (1.5 hours, 1,500 words), 40%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HBS2403 Scientific Basis for Osteopathy 4

Locations:City Flinders.

Prerequisites:HBS2303 - Scientific Basis for Osteopathy 3

Description:HBS2403 Scientific Basis for Osteopathy 4, strengthens students' ability to recognize the relevant biomedical science concepts for presenting complaints by applying them to conditions affecting the thorax. This unit is different in focus to previous Scientific basis of osteopathy units. There is a shift from considering somatic causes for pain to visceral causes from the thoracic viscera. Students develop their understanding of pain through reviewing pain pathways and examining mechanisms of referred and chronic pain. Students are introduced to actions of pharmacological agents and consider those applicable for conditions affecting the thorax.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Map the anatomy, histology and embryology of the thorax; 2. Relate the physiological processes of the thoracic viscera; 3. Articulate mechanisms involved in viscera as a source of pain; 4. Integrate biomechanical principles to movements of the thorax; 5. Review common conditions affecting the thorax and thoracic viscera and list appropriate management; and 6. Propose relevant pharmacological interventions for conditions affecting thorax.

Class Contact:Lab 1.0 hr Lecture 2.0 hrs Tutorial 3.0 hrs Workshop 1.0 hr Students will have lecture, a lab and workshop each week. Four (4) extra hours of lectures are required to deliver the content. This is in addition to above. The three (3) hour tutorial (Case Based Learning) classes will run 8 weeks of the semester only. In the weeks CBL doesn't run there will a lecture.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. (2014) 7th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams & Wilkins. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins. Guyton, A. C., & Hall, J. E. (2011) 12th ed. Textbook of medical

physiology Philadelphia, PA: Elsevier. Bryant, B., & Knights, K. (2014) 4th ed. Pharmacology for health professionals. Sydney, Australia: Elsevier.

Assessment: Presentation, In class group presentation (equivalent to 1,500 words), 25%. Examination, Anatomy oral examination in anatomy lab (equivalent to 1500 words) (hurdle requirement), 25%. Examination, Two (2) hour written paper (equivalent to 2000 words) (hurdle requirement), 50%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program (hurdle requirement). The workshops, tutorials and CBL classes in this unit are interactive and students are able to seek feedback from the teachers on meeting the learning outcomes and planning for assessment tasks. A minimum pass grade (50%) for each end-of-semester examination is required to satisfactorily complete the unit overall as the assessment tasks are related to essential theoretical knowledge required for osteopathic practice.

HBS2404 Clinical Skills 4

Locations: City Flinders.

Prerequisites: HBS2304 - Clinical Skills 3

Description: This unit introduces students' to clinical examination, medical tests and osteopathic management and treatment techniques relevant to the conditions affecting the thorax. With this unit, students are provided with the first opportunity to develop psychomotor skills in spinal manipulation therapy (SMT). Students will be able to commence developing their psychomotor skills in SMT on peers under close guidance from educators. Students will build on previous knowledge on history taking skills and will learn how to develop focussed questions for a specific complaint. Clinical reasoning continues to be developed in this unit with a focus on patient presentations affecting the thorax, however there is an expectation students are now able to integrate information from a patient history, clinical examination and medical tests to justify their differential diagnoses relating to a presenting complaint.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Relate the principles of advanced history taking to the recording of details for the presenting complaint;
2. Exhibit and interpret a clinical examination of systemic health (vital signs) and systems of the thorax (cardiovascular, respiratory, vascular, musculoskeletal);
3. Interpret common medical tests that may be used in diagnosis and management of conditions of the thorax;
4. Exemplify clinical reasoning for analysing common conditions of the thorax;
5. Demonstrate and explain osteopathic manual techniques of the thorax including spinal manipulation therapy (SMT) and relevant safety considerations;
6. Report on their observation of a clinical consultation.

Class Contact: Lecture 1.0 hr Workshop 2.5 hrs Total of sixty-six (66) hours comprising of two practical workshops per week for 12 weeks (2 x 2.5 hour sessions) and 6 lectures (6 x 1 hour) in weeks 1, 2, 3, 4, 5 & 6.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Gibbons, P., & Tehan, P. (2016) 4th Ed Manipulation of the spine, thorax and pelvis: An osteopathic perspective. Australia: Elsevier. Bickley, L. S. (2012) 11th ed. Bates' guide to physical examination and history taking. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment: The formative assessments for this unit are: - Online quizzes (safety considerations of manipulation) (weeks 3 & 4) (hurdle requirement) - In-class peer examination (history taking, examination and treatment simulation) (weeks 5 & 12) - Contribution to CBL group (weekly) Examination, Written paper (30 minutes) (equivalent to 500 words), 15%. Project, Video of history taking with reflective journal (10 minutes) (equivalent to 1,500 words), 35%. Examination, Practical examination of technique (20 minutes) and examination (20 minutes) (equivalent

to 2,000 words) (hurdle requirement), 50%. Journal, Written reflection after observation of clinical environment (500 words) (hurdle requirement), 0%. 90% attendance is required at tutorials, CBL and practical workshop classes in the osteopathic program (hurdle requirement). The practical workshops in this unit are interactive and develop students manual and examination skills for work as an osteopath. Further students are able to seek feedback from the teachers on meeting the learning outcomes and planning for assessment tasks. Note: A minimum pass grade (50%) for the practical examination (technique) (hurdle) and satisfactory completion of the two online quizzes (safety considerations of manipulation), including submission of the observation journal is required to complete the unit overall as the assessment tasks are reflective of the nature of osteopathic practice.

HBS3501 Patient, Practitioner and Health System 5

Locations: City Flinders.

Prerequisites: HBS2401 - Patient, Practitioner and Health System 4

Description: HBS3501 Patient, Practitioner and the Health System 5, aims to develop students' specialized knowledge of being a health professional in the Australian healthcare system. Students will be able to apply the content of this unit in their placements in the student led clinic. Students will be able to reflect on effective and ineffective communication skills through classroom based discussions of their clinical observations. The students identity as an osteopathic student is established with opportunity to consider their future as an osteopath. This unit is closely aligned with HBS3504 - Clinical Skills 5, in which students undertake their first experience of clinical placement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Review the available data and common practices of the osteopathic workforce;
2. Evaluate, through peer review, clinical records for compliance with regulatory requirements;
3. Recognise biopsychosocial determinants of health and integrate suitable screening procedures into patient management;
4. Extrapolate principles of self-care to osteopathic practice; and
5. Evaluate, through peer review, communication with another health care professional.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Workshop 2.0 hrs The 2 hours workshops are held fortnightly in the osteopathy technique laboratory

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Case Study, Review of patient presentation in the VU Osteopathy Clinic and identify determinants of health and apply suitable screening tool, 40%. Other, 4 class related activities completed prior to or during workshop/tutorial that relate to osteopathy workforce, regulatory requirements and self care, 20%. Portfolio, E-portfolio of evidence meeting outcomes of unit, 40%. The total word equivalence of the combined assessment tasks equates to 5000 words for a 12 credit point unit. Participation in workshop and tutorial sessions with at least 90% attendance is required unless well documented, acceptable reasons are provided (hurdle requirement).

HBS3502 Evidence for Practice 5

Locations: City Flinders.

Prerequisites: HBS2402 - Evidence for Practice 4

Description: Evidence for Practice 5, extends students' skills in statistical techniques developed in Evidence for Practice 4. Qualitative data collection methods and analysis are further explored. The students established skills in locating, retrieving and reviewing peer reviewed journal articles is enhanced through prompting them to apply these skills to specific osteopathic patient cases. Student are required to

conduct an independent systematic literature search of a relevant topic and report on the process. This will prepare them for their masters project in year 4 of the osteopathy program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Contrast parametric and non-parametric statistical techniques;
2. Review qualitative research data collection and analysis methods; and
3. Conduct a systematic literature search and report on the process undertaken
4. Interrogate the literature to support clinical decision making in preparation for clinical practice

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs Workshop 1.0 hr Workshop sessions will run in weeks 3,5,7,9,11 only (total 5 hours) Lectures will be recorded and don't need to be timetabled (total of 12 hours) Weekly 2 hour tutorial session will either be in tutorial room or PC lab (the PC lab will be booked via room bookings)

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Coakes, S.J. (2012) 20th ed. SPSS version 20.0 for Windows. Analysis without Anguish John Wiley & Sons, Australia.

Assessment: Report, Systematic search on specified topic and reflection on process (equivalent to 2000 words), 40%. Portfolio, Reflective portfolio of learning outcomes (equivalent to 1000 words), 30%. Examination, 2 hour examination (equivalent to 2000 words), 30%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program (hurdle requirement) as the classes are interactive and students are able to gain formative feedback on their development in the unit. .

HBS3503 Scientific Basis for Osteopathy 5

Locations: City Flinders.

Prerequisites: HBS2403 - Scientific Basis for Osteopathy 4

Description: Scientific Basis for Osteopathy 5, further strengthens students' ability to recognize the relevant biomedical science concepts for presenting complaints by applying them to conditions affecting the abdomen. Students extend their knowledge of actions of pharmacological agents and discuss those applicable for conditions affecting the abdomen.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptualise the anatomy, histology and embryology of the abdomen and pelvis;
2. Report on the physiological processes of the viscera of the abdomen and pelvis;
3. Debate the relevance of the osteopathic principles to the anatomy of the abdomen and viscera;
4. Analyse common conditions affecting the abdominal viscera and propose appropriate management; and
5. Evaluate relevant pharmacological interventions for abdominal conditions.

Class Contact: Lab 1.0 hr Lecture 2.0 hrs Tutorial 2.0 hrs Workshop 1.0 hr The tutorial sessions run fortnightly (case based learning classes). All other classes run weekly.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., Dalley, A. F. & Agur, A.M.R. (2017) 8th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams & Wilkins. Hall, J. E. & Guyton, A. C. (2016) 13th ed. Guyton and Hall textbook of medical physiology Philadelphia, PA: Elsevier. DeStefano, L. A. (2017) 5th ed. Greenman's principles of manual medicine. Philadelphia, PA. : Wolters Kluwer. Bryant, B., & Knights, K. (2014) 4th ed. Pharmacology for health professionals. Sydney, Australia: Elsevier.

Assessment: The formative assessments for this unit are: - Online quizzes - Contribution to CBL group Presentation, Group presentation - Review one pharmacological agent for the management of a gastrointestinal complaint (1500 words), 30%. Examination, 15 minute lab oral examination (equivalent to 1500 words), 30%. Examination, 2 hour written paper (equivalent to 2000 words)

, 40%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program (hurdle requirement). A minimum pass grade (50%) for the lab oral examination is required to satisfactorily complete the unit overall as the assessment task is reflective of the nature of osteopathic practice. Learning outcomes 1 and 2 relate to fundamental theoretical knowledge and it is essential students are able to verbally present and summarise this material as they will be doing this with patients in practice. .

HBS3504 Clinical Skills 5

Locations: City Flinders.

Prerequisites: HBS2404 - Clinical Skills 4

Description: Clinical Skills 5 contains two modules: Clinical skills 5a, occurs in the classroom and introduces students to osteopathic manual techniques, clinical examination and medical tests relevant to the abdomen. Clinical reasoning continues to be developed in this unit with a focus on patient presentations affecting the abdomen, however there is an expectation students are now able to integrate information from a patient history, clinical examination and medical tests to justify their differential diagnoses relating to a presenting complaint. Clinical skills 5b, occurs in the work integrated learning (clinical) environment and provides students with osteopathic workplace experience through their clinical placement hours in the student led osteopathic clinics within the university. Students observe senior students treating members of the public under the supervision of osteopathic clinical educators and contribute to the operational running of the clinic. The clinical placement hours within this unit develop students' capacity for teamwork, collaboration with peers and supervisors and communication with patients.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Relate the principles of advanced history taking to recording details for the presenting complaint;
2. Exhibit and interpret a physical examination of the systems of the abdomen;
3. Interpret common medical tests that may be used in diagnosis and management of conditions of the abdomen;
4. Exemplify clinical reasoning for common conditions of the abdomen; and
5. Exhibit osteopathic manual techniques for the spine (including spinal manipulative therapy), abdomen and lymphatics.

Class Contact: Lecture 1.0 hr Workshop 4.0 hrs Workshops are 2 x 2hour sessions and will be held in osteopathy technique rooms. There are only 6 hours of lecture across the semester (not held weekly). Plus 35 hours of clinical placement.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. DeStefano, L. A. (2017) 5th ed. Greenman's principles of manual medicine Philadelphia, PA. : Wolters Kluwer. Bickley, L. S. & Szilagy, P.G. (2017) 12th ed. Bates' guide to physical examination and history taking Philadelphia, PA. : Wolters Kluwer,

Assessment: The formative assessment tasks for this unit are: - In-class examination peer assessed practical examination (technique & physical examination) Project, Video of history taking with reflective journal (equivalent to 1000 words), 20%. Examination, 45 minute practical examination of manual technique and examination of spine, abdomen and pelvis (equivalent to 2500 words), 50%. Examination, 1.5 hour written paper (equivalent to 1500 words), 30%. Successful completion and submission of clinical workbook and participation in practical sessions and clinical placement with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). The practical examination is a hurdle requirement and as such a minimum pass grade is required to satisfactorily complete the unit overall as learning outcome 5 is only assessed in this task. A minimum of 50% constitutes a pass grade for this examination.

HBS3601 Patient, Practitioner and Health System 6

Locations:City Flinders.

Prerequisites:HBS3501 - Patient, Practitioner and Health System 5

Description:HBS3601 Patient, Practitioner and the Health System 6, aims to secure students' emerging professional identity as an osteopath through reflection of their experience as a part of a clinical team in the student-led osteopathic clinic. A focus of this semester for the student is preparation for their high stakes clinic entrance exam, which upon successful completion enables them to treat members of the public under supervision in the student led osteopathic clinics at Victoria University. To facilitate their preparation for the clinic entrance exam and treating patients, students consider legal and regulatory requirements of osteopathic practice. Students are able to apply knowledge developed in previous Patient, practitioner and the health system (PPH) units by using outcome measures in the clinical environment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Negotiate with their peers in the management of patients with a variety of health complaints and socio-demographic backgrounds; 2. Quantify patient health status using outcome measures; 3. Collaborate with clinical educators and their peers in the basic management of an osteopathic practice; and 4. Contextualise the legal and regulatory requirements impacting Australian osteopathic practice.

Class Contact:Lecture1.0 hrTutorial1.0 hrWorkshop1.0 hr

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Stone, J. (2002) 1st ed. An ethical framework for complementary and alternative therapists London: Routledge

Assessment:The formative assessments for this unit are: - Use of outcome measures in the clinic (weeks 4 & 11) - MiniCEX (across final weeks of semester) - Contribution to CBL group (weekly) Case Study, Patient seen in clinic (1000 words), 20%. Assignment, MiniCEX with reflection (1500 words) , 30%. Examination, 15 minute Objective Structured Clinical Examination (equivalent to 1000 words), 20%. Portfolio, Evidence piece (1500 words), 30%. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. The total word equivalence of the combined assessment tasks equates to 5000 words for a 12 credit point unit.

HBS3602 Evidence for Practice 6

Locations:City Flinders.

Prerequisites:HBS3502 - Evidence for Practice 5

Description:HBS3602 Evidence for Practice 6, provides students' with the opportunity to consider the development of a research project in an area of interest. Students are able to apply their established knowledge of literature searching, research paradigms, data collection methods and ethical considerations by proposing a research project in the area of osteopathy. This unit is crucial in the students transition to the HMHO Master of Health Science (Osteopathy), in particular HMM7901, HMM7902 & HMM7903.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Evaluate outcomes measures in the assessment and monitoring of health status; 2. Critique research papers using validated scoring methods; 3. Design a framework for conducting a research project; 4. Integrate ethics into a research project; and 5. Present an integrated research proposal.

Class Contact:Lecture1.0 hrTutorial1.0 hrWorkshop1.0 hr

Required Reading:VU Collaborate online learning environment supporting lectures, tutorials, formative assessments and links to online references and resources, Textbooks and the Library.

Assessment:The formative assessments for this unit are: - Use of outcome measures in the clinic (weeks 4 and 11) - Draft of proposal, Framework for project & ethical considerations (week 5) - Contribution to CBL group (weekly) Case Study, Patient seen in clinic (500 words), 10%. Assignment, Research proposal (2500 words), 50%. Examination, 15 minute exam Objective Structured Clinical Exam (equivalent to 1000 words), 20%. Portfolio, Evidence piece (1000 words), 20%. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. The total word equivalence of the combined assessment tasks equates to 5000 words for a 12 credit point unit.

HBS3603 Scientific Basis for Osteopathy 6

Locations:City Flinders.

Prerequisites:HBS3503 - Scientific Basis for Osteopathy 5

Description:HBS3603 Scientific basis for osteopathy 6 aims to amalgamate the biomedical science theory introduced in the region based semesters HBS1103, HBS1203, HBS2303, HBS2403 and HBS3503. A focus of this semester for students is preparation for their high stakes clinic entrance exam, which upon successful completion enables them to treat members of the public under supervision in the student led osteopathic clinics at VU. To facilitate their preparation for the clinic entrance exam and treating patients, students consider patient cases with more than one painful site as these presentations reflect the nature of osteopathic practice. The students specialized knowledge of theoretical concepts underlying common musculoskeletal conditions is applied in the clinical setting and in case based learning classes. In this unit, students are provided with support as they prepare for the theoretical components of their clinic entrance exam.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Propose anatomical structures influencing common presentations in osteopathic practice; 2. Analyse normal and altered biomechanics in the clinical setting; 3. Reconstruct the physiology and pathophysiology, signs and symptoms, natural history and prognosis of common neuro-musculoskeletal and systemic conditions; and 4. Manage common musculoskeletal conditions by applying the osteopathic principles to their practice.

Class Contact:Lecture3.0 hrsTutorial2.0 hrsTotal of 36 hours comprising of burst mode lectures (4 x 3 hours lectures), fortnightly tutorials (2 hours) and weekly case based learning (1 hour)

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Moore, K. L., & Dalley, A. F. (2010) 6th ed. Clinically oriented anatomy Philadelphia, US: Lippincott Williams & Wilkins Destefano, L (2011) 4th ed. Greenman's Principles of Manual Medicine Philadelphia, US: Lippincott Williams Wilkins

Assessment:The formative assessments tasks for this unit are: - Online quiz (week 7) - MiniCEX in clinic (week 10) - Contribution to CBL group (weekly) Case Study, Patient in student clinic (2000 words), 40%. Exercise, Reflection on results from near peer assessed miniCEX (equivalent to 500 words), 10%. Examination, 20 minute Objective Structured Clinical Examination (OSCE) (equivalent to 1500 words), 30%. Portfolio, Evidence pieces (1000 words), 20%. The total word equivalence of the combined assessment tasks equates to 5000 words for a 12

credit point unit. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment.

HBS3604 Clinical Skills 6

Locations:City Flinders.

Prerequisites:HBS3504 - Clinical Skills 5

Description:HBS3604 Clinic Skills 6 contains two modules: Clinical skills 6a, occurs in the classroom and comprises of practical workshops for students to extend their osteopathic manual therapy and clinical examination skills. The focus in the module is tailoring the examination and treatment to a presenting complaint that may involve more than one region of the body. Clinical Skills 6b, occurs in the clinical environment and provides students with osteopathic workplace experience through their clinical placement hours in the student led osteopathic clinics within the university. Students work with senior students co treating members of the public under the supervision of osteopathic clinical educators and contribute to the operational running of the clinic. The clinical placement hours within this unit develop students' capacity for teamwork, collaboration with peers and supervisors and communication with patients, and is the optimal environment for students to prepare for their high stakes clinic exit exam at the end of the semester. Both modules of Clinical Skills 6 aim to amalgamate the practical skills introduced in the region-based semesters HBS1104, HBS1204, HBS2304, HBS2404 and HB S3504. To facilitate their preparation for the clinic entrance exam and treating patients, students consider patient cases with more than one painful site as these presentations reflect the nature of osteopathic practice. Students' established psychomotor skills in osteopathic manual techniques and clinical examination are applied in the clinical setting and in the practical workshop classes. In this unit, students are provided with support as they prepare for the practical components of their clinic entrance exam.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Elicit a patient and condition-specific clinical history; 2. Present and interpret an advanced physical examination of the patient; 3. Exhibit an understanding of common medical tests that may be used in diagnosis and management of common conditions presenting in osteopathic practice; 4. Analyse and clinically reason the patient's presenting complaint and management; and 5. Commentate on the principles of a range of osteopathic manual techniques and exercise rehabilitation.

Class Contact:Workshop4.0 hrsPlus 120 hours of clinical placement.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Bickley, L. S. (2012) 12th ed. Bates' guide to physical examination and history taking Philadelphia, US: Lippincott Williams & Wilkins. Destefano, L. (2011) 4th ed. Greenman's Principles of Manual Medicine Philadelphia, US: Lippincott Williams Wilkins. Brukner, P. & Khan, K. (2012) 4th ed. Brukner and Kahns Clinical Sports Medicine Sydney, Australia: McGraw Hill.

Assessment:The formative assessments tasks for this unit are: - Online quiz (week 7) - MiniCEX in clinic (week 10) Case Study, Patient in student clinic (1000 words), 20%. Exercise, Reflection on results from near peer assessed miniCEX (1000 words), 20%. Examination, 40 minute Objective structured Clinical Examination (OSCE) (equivalent to 2500 words), 50%. Portfolio, Evidence pieces (500 words), 10%. The total word equivalence of the combined assessment tasks equates to 5000 words for a 12 credit point unit. Participation in practical sessions and clinical placement with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle

requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment.

HCC5101 Complex Care Coordination in the Community

Locations:Footscray Park, City Flinders, St Albans.

Prerequisites:Nil.

Description:This unit of study addresses managing oneself, communication and inter-professional teamwork. The challenges of complex care coordination in a changing health environment will be the platform for developing strategies to be a role model in providing leadership in taking care of oneself as an adapter, communicating effectively in diverse situations and providing direction and quality care in a team environment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit effective strategies in managing oneself by adapting and promoting resilience in an environment of change;
2. Critically analyse specific communication requirements in situations where there are complex healthcare coordination requirements for the person;
3. Reflexively apply effective negotiation and conflict resolution skills in the care coordination environment;
4. Coordinate complex care demonstrating autonomy, expert judgement adaptability and responsible leadership;
5. Assess and appraise actual and potential issues or practices impacting on the attainment of the quality of services.

Class Contact:Lecture2.0 hrsTutorial1.0 hrThirty-six (36) hours per semester, comprising of a combination of lectures, tutorials, seminars and online activities during the semester. As part of blended learning student-focused learning activities will be embedded in the delivery of the unit.

Required Reading:Students will be provided with a list of selected readings.World Health Organisation. (2014) 1st ed. Modern health care delivery systems, care coordination and the role of hospitals Geneva: World Health Organisation

Assessment:Assignment, Development of resilience (1,000 words), 20%. Case Study, Interprofessional relationships and communication (1,500 words), 30%. Report, Work-based problem (2,500 words), 50%.

HCC5102 Management of Complex Healthcare Needs

Locations:Footscray Park, City Flinders, St Albans.

Prerequisites:Nil.

Description:This unit of study explores the approaches in managing complex care needs of people. It will address the problem solving process of coordinating care, and how health system values and the partnership of person, carer and interprofessional team intersect with the delivery of coordinated care.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Manage care coordination for complex healthcare needs utilising various approaches;
2. Exhibit effective decision making skills by including the person, carers and the interprofessional team;
3. Interpret and apply health system values in the delivery of quality care or the management of quality care;
4. Reflect critically on professional practice in the delivery of care coordination.

Class Contact:Lecture2.0 hrsTutorial1.0 hrThirty-six (36) hours per semester, comprising of a combination of lectures, tutorials, seminars and online activities during the semester. As part of blended learning student-focused learning activities will be embedded in the delivery of the unit.

Required Reading:Students will be provided with a list of selected readings.Schraeder, C. and Shelton, P. (2011). 1st ed. Comprehensive Care

Coordination for Chronically Ill Adults. Ames, USA: Iowa State University Press. Treadwell, J. et al., (2014). 1st ed. Case Management and Care Coordination in Children's Healthcare: Supporting Children and Families to Optimal Outcomes. USA: Springer International Publishing.

Assessment:Assignment, Discipline specific care coordination (1,000 words), 20%. Case Study, Identify and analyse the impact of factors on care (2,500 words), 30%. Report, Contextualise decision making in complex situations (2,500 words), 50%.

HCC5103 Ethics and Social Responsibility in the Management of Complex Needs

Locations:Footscray Park, City Flinders, St Albans.

Prerequisites:Nil.

Description:This unit of study is designed to give students an understanding of the ethical issues which can arise when managing care coordination for people with complex health presentations. Students identify how problem solving, policy, planning and administration are structured by ethical theories and principles and how these can be in tension with other normative principles that are fostered and sustained by institutions such as the law. The unit addresses issues relating to the application of philosophical principles in care coordination. The role of institutional ethics committees within different organisational and community settings is also discussed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse critically, reflect on and synthesise complex ethical theories and principles that structure problem solving, policy, planning and administration in care coordination;
2. Investigate and debate key ethical issues in care coordination;
3. Assess and critically evaluate ethical issues related to an organisational culture while recognising how intercultural difference can result in tensions with and between professional, legal, business and community understandings;
4. Exhibit ethical practice in care coordination through demonstrating leadership in policy advocacy and influencing corporate governance.

Class Contact:Lecture 1.0 hrTutorial 1.0 hrTwenty-four (24) hours per semester, comprising of a combination of lectures, tutorials, seminars and online activities during the semester. As part of blended learning student-focused learning activities will be embedded in the delivery of the unit.

Required Reading:Students will be provided with a list of selected readings. Harris, D. (2011) 1st ed. Ethics in Health Services and Policy: A global approach USA: Jossey-Bass.

Assessment:Assignment, Identification and application of ethical theories and principles (1,500 words), 30%. Case Study, Case study debate: respond to an ethical problem (1,000 words), 20%. Essay, Apply ethical theories and principles to a complex workplace problem (2,500 words), 50%.

HCC5104 Leadership and Innovation for Complex Needs

Locations:Footscray Park, City Flinders, St Albans.

Prerequisites:Nil.

Description:This unit of study explores the attributes of the care coordinator in the interprofessional team. It examines the theoretical approaches to the styles of leadership to address issues such as change management, teamwork, innovative models, systems thinking and strategies for person-centred care. It then examines how leaders as innovators can promote evidence-based practice in the validation of care coordination in a diverse and multicultural environment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit leadership by critically analysing knowledge and reflexively applying leadership skills in managing issues and problems that arise in the care coordination of complex health care needs;
2. Critique the principles of evidence-based health care to enhance a critical and reflexive approach to learning and practice in care coordination;
3. Exhibit autonomy, expert judgement, adaptability and innovative leadership in care coordination;
4. Assess and appraise actual and potential issues or practices impacting on care coordination with autonomy and collaboration;
5. Reflexively apply effective communication, negotiation, conflict resolution and innovative techniques to leading care coordination.

Class Contact:Lecture 1.0 hrTutorial 1.0 hrTwenty-four (24) hours per semester, comprising of a combination of lectures, tutorials, seminars and online activities during the semester. As part of blended learning student-focused learning activities will be embedded in the delivery of the unit.

Required Reading:Students will be provided with a list of selected readings.

Schraeder, C. and Shelton, P. (2011) 1st ed. Comprehensive Care Coordination for Chronically Ill Adults. Ames, USA: Iowa State University Press. Treadwell, J. et al., (2014) 1st ed. Case Management and Care Coordination in Children's Healthcare: Supporting Children and Families to Optimal Outcomes. USA: Springer International Publishing.

Assessment:Assignment, Exhibit reflexivity of coordinated care (1,500 words), 30%. Case Study, Illustrate a selected work-based problem using evidence-based care (3,500 words), 70%.

HCC6100 Quality Management in Care Coordination

Locations:Footscray Park, City Flinders, St Albans.

Prerequisites:Nil.

Description:This unit of study aims to investigate organisational structures, strategies, processes and resources required to implement quality management in care coordination. It provides students with evidence-based models of care coordination in establishing effective and efficient best practice in care coordination. An overview of the tools and methods of chain management, risk management and change management will be explored. A social and political systems framework provides the structure for students to develop an integrated appreciation of quality management for sustainable continuous improvement and consumer satisfaction with coordinated care.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit advanced knowledge of quality management in care coordination including the quality functions required by the Government's accreditation process;
2. Analyse critically, reflect on and synthesise complex information, problems, concepts and theories in appraising quality management systems in care coordination;
3. Articulate chain management, risk management and change management as applied to specific situations;
4. Integrate knowledge of the ways in which intercultural issues shape quality management within care coordination;
5. Investigate and articulate a coherent and sustained argument in defence of sustainable quality management decisions and policy advocacy;
6. Exhibit autonomy, expert judgement, adaptability and responsibility as a practitioner by effectively managing quality evaluation in the care coordination setting.

Class Contact:Lecture 2.0 hrsTutorial 1.0 hrThirty-six (36) hours per semester, comprising of a combination of lectures, tutorials, seminars and online activities during the semester. As part of blended learning student-focused learning activities will be embedded in the delivery of the unit.

Required Reading:Students will be provided with a list of selected readings. Liebler, J. and McConnell, C. (2012). 6th ed. Management Principles for Health

Professionals. USA: Jones and Bartlett Learning.

Assessment: Assignment, Identify a work based problem (1,000 words), 30%.

Report, Applied problem evaluation (5,000 words), 70%.

HCC6900 Applied Research Design and Methods

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

Description: In this unit students develop the critical research skills to discriminate between quantitative and qualitative design and methods for particular contexts, problems and research interests. The unit centres on current research published in refereed journal articles that explore care coordination; its purpose is to explore how quantitative and qualitative research design and methods are used care coordination research. Attention is given to how quantitative and qualitative paradigms and methods are used to investigate the types of global and local research problems facing care coordination in health services. Centred on selected research articles, students critique and analyse qualitative research philosophies and approaches including phenomenology, grounded theory and action research. Similarly, students critique and analyse quantitative methods including experimental, quasi experimental; and inferential statistics. The kinds of ethical concerns that arise with each approach are considered and strategies to manage them are discussed. Issues related to data collection including sampling, generalisability, reliability and validity are considered in the context of the kinds of data, problems and research questions that arise in the delivery of care coordination.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse assumptions underlying quantitative and qualitative research methods;
2. Critically appraise research designs and methods presented in published research studies;
3. Synthesise, reflect on and apply the findings of evidence based literature to inform professional practice;
4. Critically analyse and evaluate legal and ethical considerations in undertaking research in care coordination.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Thirty-six (36) hours per semester, comprising of a combination of lectures, tutorials, seminars and online activities during the semester. As part of blended learning student-focused learning activities will be embedded in the delivery of the unit.

Required Reading: Students will be provided with a list of selected readings.

Chatburn, R. (2011) 2nd ed. Handbook for Health Care Research USA: Jossey-Bass.

Assessment: Exercise, Critically review qualitative and quantitative research articles (1,750 words), 30%. Essay, Analysis of research design and methods for care coordination (4,250 words), 70%.

HCC6901 Industry Project

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: HCC5101 - Complex Care Coordination in the Community HCC5102 - Management of Complex Healthcare Needs HCC5103 - Ethics and Social Responsibility in the Management of Complex Needs HCC5104 - Leadership and Innovation for Complex Needs HCC6100 - Quality Management in Care Coordination

Description: This unit structures student investigations into the challenges facing Australia's care coordination by developing an industry project proposal. Students may work individually or collaboratively with other students to identify a current care coordination problem and develop a project proposal in consultation with their academic and host organisation supervisor(s). Developing a project proposal enables students to engage with industry while integrating and applying specialised knowledge and skills from previous units of study in the care coordination program. Students will be encouraged to analyse, reflect on and synthesise complex information, problems, concepts and theories through lectures, industry input, and

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online problem solving exercises leading to a well-developed industry-based project proposal. Students will appropriately apply research methodology and methods while working collaboratively and reflectively with stakeholders under the guidance of their academic and industry supervisor(s). Students reflexively apply research knowledge and cognitive skills that they have mastered during the course to execute a substantial capstone experience by demonstrating autonomy, expert judgement, adaptability and responsibility in the care coordination setting.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Determine an advanced and integrated knowledge of a complex problem facing care coordination;
2. Analyse critically, reflect on and synthesise complex information, problems, concepts and theories in developing a project proposal to resolve a care coordination problem;
3. Apply knowledge and skills of inter-cultural issues, which may shape the problem and add social and political complexity;
4. Work collaboratively and ethically in negotiating and integrating understandings of the problem;
5. Exhibit an advanced and integrated knowledge of a problem facing care coordination by building upon an analysis of the problem as defined and described in the project proposal;
6. Collect, analyse, interpret, and report on data in an ethical and socially responsible manner;
7. Analyse critically, reflect on and synthesise information, problems, concepts and theories in developing a project report to resolve a complex industry problem;

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Plus twelve (12) hours of supervision as part of face to face contact. The fieldwork component will be a minimum of two-hundred (200) hours.

Required Reading: Students will be provided with a list of selected readings.

Schraeder, C. and Shelton, S. (Ed.). (2011) 1st ed. Comprehensive Care Coordination for Chronically Ill Adults. Ames, USA: Iowa State University Press.
Treadwell, J. et al., (2014) 1st ed. Case Management and Care Coordination in Children's Healthcare: Supporting Children and Families to Optimal Outcomes. USA: Springer International Publishing.

Assessment: Project, A proposal for solving an identified problem (1,500 words), 30%. Report, A report of the process in the resolution of the identified problem (5,000 words), 70%.

HEO5100 Principles of Exercise for Manual Therapy

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit explores the principles underlying exercise prescription and assessment of a patients' suitability for the use of exercise as part of their management. The principles underlying specific types of exercise will be examined, including closed chain vs. open chain exercise, and eccentric and concentric exercise. The current evidence base for the efficacy of a variety of exercises will be investigated, as will factors determining type and frequency of exercise, and the factors influencing compliance rates and how to maximize these. The unit will also explore the stages of rehabilitation, general benefits of exercise, gym vs. home exercise, and a consideration of common types of equipment/programs and their suitability for particular patient complaints.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply objective measures and justify their use to assess patient fitness and functional movement;
2. Analyse the principles underlying exercise rehabilitation, and the application of commonly prescribed types of exercises;
3. Articulate the indications and contraindications for particular types of exercise and in particular patient populations;
4. Critically review the evidence base for the most common

types of exercise, exercise rehabilitation programs and factors influencing compliance to prescribed exercises; and 5. Determine patient-specific exercise progression for the individual rehabilitation client taking into account their specific needs, using the principles of adaptation, overload and recovery.

Class Contact: Forty-two (42) hours for one (1) semester comprising of six (6) hours of face to face workshops (burst mode), two (2) hours of structured and supported self-directed study, and one (1) hour of contributions to moderated online discussions per week.

Required Reading: This unit has required and recommended texts Woolf-May, Kate & Bird, Stephen R., (2006). Exercise prescription: physiological foundations: a guide for health, sport and exercise professionals. Edinburgh, [Scotland] Churchill Livingstone/Elsevier Taylor, Nigel A. S & Groeller, Herbert (2008). Physiological bases of human performance during work and exercise. New York, Churchill Livingstone, Edinburgh Recommended texts: Buckley, John (2008). 1st ed. Exercise physiology in special populations. Elsevier/Churchill Livingstone, Edinburgh ; New York Tomchuk, David (2011). 1st ed. Companion guide to measurement and evaluation for kinesiology. Sudbury, Massachusetts Jones & Bartlett Learning

Assessment: Assignment, Written assignment - evidence informed management of a patient (2000 words equivalent), 30%. Test, Online quizzes x3 (2000 words equivalent), 30%. Examination, Practical Exam (15 min) (equivalent to 2000 words), 40%. The total combined assessment word equivalence is approximately 6,000 words. Formative assessments: 1. Video - Exercise Demonstration; 2. Online quiz.

HE05101 Principles of Exercise Rehabilitation for Manual Therapy

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit examines the principles of exercise physiology and local tissue adaptation to specific exercises including the investigation of systemic and local tissue responses to exercise; motor control mechanisms in exercise; and aerobic and anaerobic exercise. The benefits of exercise from a public health standpoint as well as concepts related to training for strength, hypertrophy, power and endurance will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Deconstruct the physiological principles of exercise and rehabilitation and their application to manual therapy; 2. Analyse the physiological adaptations to the various exercise training modalities including training for strength, hypertrophy, power and endurance as they pertain to manual therapy rehabilitation; 3. Recognise indications and contraindications for specific patients groups including acute and chronic musculoskeletal pain in relation to the stages of rehabilitation; 4. Critically discuss the physiological effects of programs written for different patient populations and chronic musculoskeletal diseases; and 5. Appraise the public health benefit of exercise and cost-benefit of exercise.

Class Contact: Forty-two (42) hours for one (1) semester comprising of six (6) hours of face to face workshops (burst mode), two (2) hours of structured and supported self-directed study and one (1) hour of contributions to moderated online discussions per week.

Required Reading: Woolf-May, Kate & Bird, Stephen R., 1959- (2006). 1st Exercise prescription: physiological foundations: a guide for health, sport and exercise professionals Edinburgh, [Scotland] Churchill Livingstone/Elsevier Taylor, Nigel A. S & Groeller, Herbert (2008). 1st Physiological bases of human performance during work and exercise Churchill Livingstone, Edinburgh ; New York Buckley, John BPE, MSc (2008). 1st Exercise physiology in special populations Elsevier/Churchill

Livingstone, Edinburgh ; New York Tomchuk, David (2011). 1st Companion guide to measurement and evaluation for kinesiology Sudbury, Massachusetts Jones & Bartlett Learning

Assessment: Assignment, Essay - Evidence informed principles (1000 words), 15%. Case Study, Responses to case based scenarios. (Equivalent of 2000 words), 35%. Assignment, Essay (Equivalent of 2000 words), 35%. Other, Online contribution to group discussions (Equivalent to 1000 words), 15%. The total combined assessment word equivalence is approximately 6,000 words. Formative Assessment: 1. Online Quiz; 2. Contribution to online discussions.

HE05201 Designing and Writing Exercise Programmes for Manual Therapy Patients

Locations: City Flinders.

Prerequisites: HE05100 - Principles of Exercise for Manual Therapy HE05101 - Principles of Exercise Rehabilitation for Manual Therapy

Description: This unit examines the design of exercise rehabilitation programs for patients who seek manual therapy care. This will include a review of common musculoskeletal soft tissue injuries associated biomechanical predisposing factors and appropriate investigation and rehabilitation strategies. Individual patients are also assessed for suitability of appropriate protocols. The evidence base for specific rehabilitation exercises will be investigated, as well as the indications and contraindications for these exercises. The unit will also reinforce the skills and knowledge required to liaise with other health professionals and third party providers in the planning of exercise programs. An exploration of patient-reported outcome measures and an introduction to exercise prescription software will also be form part of this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Relate the principles that underpin exercise rehabilitation program writing to manual therapy patients; 2. Critique the development and progression of exercise rehabilitation programs including periodisation, load and recovery principles; 3. Create evidence-informed rehabilitation programs for common acute and chronic musculoskeletal conditions, and review their progress using patient-reported outcome measures; 4. Critically review and utilise exercise prescription software to develop rehabilitation programs; and 5. Report on patient progress with rehabilitation plans to inform other health professionals and third party providers.

Class Contact: Forty-eight (48) hours for one (1) semester comprising of two (2) face-to-face workshops (6 hours each), two (2) hours of structured and supported self directed study and one (1) hour of online discussions per week.

Required Reading: Bridges, Thuy & Bridges, Clint (2015). Length, strength and kinesiotape Edinburgh, [Scotland] Churchill Livingstone/Elsevier Rome, Keith, (editor.) & McNair, Peter (editor.) (2015). Management of chronic conditions in the foot and lower leg Edinburgh Churchill Livingstone Lederman, Eyal (2014). Therapeutic stretching : towards a functional approach Edinburgh Churchill Livingstone Hodges, Paul W., & Cholewicki, Jacek & Van Diee'n, Jaap H., (editor of compilation.) (2013). Spinal control : the rehabilitation of back pain : state of the art and science Edinburgh Churchill Livingstone/Elsevier Brukner, Peter & Khan, Karim (2009). Rev. 3rd ed. Clinical sports medicine Peter Brukner, Karim Khan). McGraw-Hill, North Ryde, N.S.W. ; London

Assessment: Assignment, Case study (equivalent 2000 words), 35%. Other, Online Quiz (equivalent 1000 words), 15%. Examination, Practical Exam* (2 x 15 minutes) (3000 word equivalent), 50%. The total combined assessment word equivalence is approximately 6,000 words. Formative Assessment: 1. Online quiz * Students will be required to demonstrate parts of the exercise program developed for

a patient from their own clinical practice. The examiner will review the program prior to the practical exam, and the student will be assessed on their ability to guide a simulated patient through aspects of the program.

HE05202 Management of Common Musculoskeletal Conditions for Manual Therapy Patients

Locations:City Flinders.

Prerequisites:HE05100 - Principles of Exercise for Manual TherapyHE05101 - Principles of Exercise Rehabilitation for Manual Therapy

Description:This unit examines exercise prescription for common musculoskeletal conditions presenting to manual therapy practitioners. This will include the common conditions of the upper limb, lower limb and spine along with indications when to refer for further investigation and management. Consideration will also be given to exercise rehabilitation for surgical, elderly and chronic condition populations. The ability to construct evidence-informed rehabilitation programs and incorporate content from other units. Practical demonstration and patient education about their rehabilitation plan forms an important aspect of this unit.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Generate and prescribe evidence informed rehabilitation programs for common musculoskeletal conditions of the upper limb, lower limb and spine; 2. Negotiate safe and effective rehabilitation programs for common musculoskeletal conditions incorporating progression and patient preference; 3. Articulate the rehabilitation plan to the patient and demonstrate safe performance of the exercises and movements in a clinical setting; and 4. Recommend and apply the use of adjunct therapies or modalities such as taping, supports and exercise equipment relevant to the rehabilitation plan.

Class Contact:Forty-eight (48) hours for one (1) semester comprising of two (2) face-to-face workshops (6 hours each), two (2) hours of structured and supported self directed study, and one (1) hour of online discussions per week.

Required Reading:Bridges, Thuy & Bridges, Clint (2015). Length, strength and kinesiotape Edinburgh, [Scotland] Churchill Livingstone/Elsevier Rome, Keith, (editor.) & McNair, Peter (Prosor, (editor.)) (2015). Management of chronic conditions in the foot and lower leg Edinburgh Churchill Livingstone Lederman, Eyal (2014). Therapeutic stretching : towards a functional approach Edinburgh Churchill Livingstone Hodges, Paul W. & Cholewicki, Jacek & Van Diee "n, Jaap H., (editor of compilation.) (2013). Spinal control : the rehabilitation of back pain : state of the art and science Edinburgh Churchill Livingstone/Elsevier Brukner, Peter & Khan, Karim (2009). Rev. 3rd ed. Clinical sports medicine McGraw-Hill, North Ryde, N.S.W. ; London Constantinou, Maria & Brown, Mark (2010). Therapeutic taping for musculoskeletal conditions Elsevier Australia, Chatswood, N.S.W

Assessment:Case Study, Three short case reports from clinical practice (700 words each), 35%. Assignment, Lead an online discussion on a patient case (equivalent of 1000 words), 15%. Examination, Practical examination* x 3 (15 minutes each, equivalent to 3000 words), 50%. The total combined assessment word equivalence is approximately 6,000 words. Formative Assessment: 1. Video Presentations (2) - One demonstrating exercise prescription, one demonstrating taping. * Students will be required to demonstrate parts of the exercise program for the upper extremity, lower extremity and spine. The student will be assessed on their ability to guide a simulated patient through aspects of the program and perform practical tasks.

HFB1111 Professional Practice 1

Locations:St Abars.

Prerequisites:Nil.

Description:This unit will cover: Pre-hospital health service delivery and professionalism; Medical terminology; Verbal and non-verbal communication and effective interpersonal communication; The nature of emotional work; Death and Dying.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Outline the history and development of pre-hospital health service delivery and how this has evolved into the current Australian and overseas pre-hospital health service systems; 2. Examine the roles and responsibilities of the paramedic and the nature of pre-hospital service delivery 3. Identify and define medically related root terms including suffixes and prefixes in medical terms and phrases; 4. Describe the concepts of effective communication within the paramedic context; 5. Interrogate the nature and importance of emotions, self-awareness, compassion, empathy, sympathy, and the personal implications of emotional work; 6. Elicit the key contexts of health and wellbeing relevant to paramedic practice; and 7. Discuss the concepts of death, dying and the grieving process in the context of pre-hospital care.

Class Contact:Lecture2.0 hrsForty-eight (48) hours or equivalent for one semester comprising lectures, including group discussions.

Required Reading:Students will be directed to appropriate resources.

Assessment:Assignment, Written report (500 words), 20%. Test, Approximately 50 minutes, 30%. Assignment, Group work written (1000 words) & oral presentation, 50%.

HFB1212 Professional Practice 2

Locations:St Abars.

Prerequisites:HFB1111 - Professional Practice 1

Description:This unit introduces students to: Past and present sociological perspectives of health and illness; Biomedical models of health; The role of the 'sick' person; The influence of society, religion and culture on health care systems; Cultural, social diversity and multiculturalism in Australia; The role of culture in the provision of health care services; Social construction of biological traits; Death, dying and grief; Mental Illness; Disabilities in society; Indigenous health; Minority groups; Epidemiological health trends in Australia; Inequality and bias in health and illness; Ethnicity and identity; Principles of conditioning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students are expected to be able to:

- Describe various ways in which the sociological approach to health differs from the more traditional biomedical approaches;
- Discuss the work of prominent social theorists, as they pertain to models of the sociology of health and medicine;
- Discuss the concepts of 'health' and 'illness';
- Discuss the role of the 'sick' person in various socioeconomic, religious and cultural contexts;
- Contrast the biomedical model with the sociological perspective in terms of approach and treatment of various illnesses;
- Discuss how a society's view or model of health influences the structure of the health system and the role of 'culture' in the provision of health care services;

- Discuss various sociological models of death and dying within the context of different socioeconomic, religious and cultural groups, and contrast the practices amongst groups;
- Discuss the various models of grief within the context of different socioeconomic, religious and cultural groups;
- Discuss the prevalence and treatment of disabilities within the context of different socioeconomic, religious and cultural groups;
- Discuss the concept of sociological, religious and cultural construction and moulding of what are traditionally considered 'biological' traits, such as gender and age;
- Discuss patterns of mental illness within society in the context of a sociological model;
- Describe and define multiculturalism in relation to the Australian society;
- Describe health trends and the epidemiology of diseases in Australian society with respect to different socioeconomic and cultural groups;
- Discuss the concept of cultural footprints relevant to current sociological expectations;
- Contrast the health care needs and expectations of differing cultural and religious and minority groups; including Indigenous Australians;
- Express a developing understanding of the relationship between ethnicity and identity.

Class Contact: Lecture 2.0 hrs Forty-eight (48) hours or equivalent for one semester comprising lectures.

Required Reading: Gray, D., (2006). Health Sociology An Australian Perspective. Frenchs Forest NSW: Prentice Hall.

Assessment: Assignment, Group Assignment (1500 words), 50%. Assignment, Reflective journal or case study on placement experiences (500 words), 10%. Examination, 2 hour written, held in examination week, 40%. To obtain a pass or higher in this graded unit all components of assessment must be passed.

HFB2104 Introduction to Research Methods

Locations: St Abans.

Prerequisites: HFB1110 - Foundations of Professional Paramedic Practice

Description: Paramedic practice is evolving rapidly, and in order to meet the challenges of the future in prehospital medicine, it is necessary to explore the evidence that supports current practice. This unit will introduce students to the concept of research and the underlying principles of research and the scientific method. An introduction to qualitative and quantitative approaches, their associated key methods and ethical principles of research practice will be examined. This unit will allow students to understand the terminology associated with research so that they may locate, access, understand and critically analyse research to identify appropriate evidence for their practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Define and explain what is meant by research including basic research terminology and methodology;
2. Contrast the main differences, advantages and disadvantages between qualitative and quantitative methodologies;
3. Explain at a beginning level, research design, methods of data collection, analysis, reporting and interpretation;
4. Retrieve appropriate research articles and critically appraise content;
5. Assess aspects of ethical consideration in research including consent and confidentiality.

Class Contact: Forty eight (48) hours for one semester, comprising lectures, flipped

classes, workshops and e-learning.

Required Reading: Hoffman, T., Bennett, S., Del Mar, C. (2013) 2nd ed. Evidence based practice across health professions. Elsevier, Australia Hickson, M. (2008) Research handbook for health care professionals. Blackwell Publishing, United Kingdom McKenzie, S. (2013) Vital Statistics: An introduction to health science statistics. Elsevier, Sydney McKendry, S. (2015) Critical thinking skills for health care. Routledge

Assessment: Test, MCQ in class test (30 minutes duration + 10 mins reading time), 15%. Examination, MCQ and short answer Exam (60 minutes duration + 15 minutes reading time), 30%. Poster, Poster (equivalent of 1500 words), 55%. Students are expected to attempt all pieces of assessment and must obtain a total aggregate score of 50% or greater to pass the unit. The test will be run in week 5 of semester and feedback about performance in this assessment will be provided in order to guide and support students in their future learning in the unit of study.

HFB2113 Paramedic Clinical Science 1

Locations: St Abans.

Prerequisites: HFB1213 - Paramedic Clinical Practice 2 RBM1208 - Bioscience for Paramedics 2

Description: This unit will introduce students to medical conditions relating to the pathophysiology of cardiac, neurological and respiratory emergencies. Assessment and management of these patients will be explored within the paramedic context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate knowledge of and describe the appropriate pre-hospital assessment and management of patients presenting with selected cardiovascular, respiratory and neurological disorders;
2. Justify the use of and discuss the correct application of a variety of pre-hospital procedures relevant to managing selected cardiovascular, respiratory, and neurological disorders;
3. Justify the use of and discuss the correct administration of various pharmacological agents related to the management of selected cardiovascular, respiratory and neurological disorders;
4. Demonstrate reflective and analytical strategies to identify opportunities for improvement in clinical reasoning and patient management; and
5. Interpret key abnormal and normal electrocardiograms.

Class Contact: Forty-eight (48) hours for one semester comprising lectures supported by e-learning.

Required Reading: McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2009). (6th ed.) Pathophysiology: The biologic basis for disease in adults and children. St Louis, MO: Mosby. Cameron, P., Jelinek, G., Kelly, A., Murray, L and Heyworth, J. (2014). (6th ed.) Textbook of adult emergency medicine. Sydney: Churchill Livingstone. Cohn, E. G. (2009). (3rd ed.) Flip and see ECG. St Louis: Elsevier.

Assessment: Test, Test 1, Week 5 (500 words equivalent), 15%. Test, Test 2, Week 10 (1500 words equivalent), 35%. Examination, End of Semester Theory Exam (2 hours) (2000 words equivalent) Hurdle requirement, 50%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the written exam, and achieve an overall accumulative mark of at least 50%. The theory exam encompasses critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students. .

HFB2117 Clinical Practice 3

Locations: St Abans.

Prerequisites: HFB1213 - Paramedic Clinical Practice 2 HFB1212 - Professional Practice 2 RBM1208 - Bioscience for Paramedics 2 RBM1209 - Exercise Physiology &

Nutrition for Paramedics HBM1202 - Anatomy and Physiology 2 HHB 1204 - Australian Health and Social Care Systems and Policy HFB 1207 - Principles of Drug Actions for Health Professionals For HBPX: prerequisites are HFB 1213, HFB 1212, RBM1 208 and RBM1209 For HBPD: prerequisites are HBM1202, HHB 1204, HFB 1207 and HFB 1213

Description: This unit will build on the principles of pharmacology covered in Principles of Drug Actions for Health Professionals whilst complementing and linking the theory delivered in Paramedic Clinical Science 1 as it introduces the student to practical components of cardiovascular, respiratory, neurological and endocrine emergencies and their prehospital emergency management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate and demonstrate the appropriate pre-hospital assessment and management of patients presenting with selected cardiovascular, respiratory, neurological and endocrine disorders;
2. Apply the correct administration, usage and analysis of a variety of cardiac monitoring devices;
3. Analyse, demonstrate and justify the administration of various pharmacological agents related to the management of cardiovascular, respiratory, neurological and endocrine disorders;
4. Use reflective strategies to identify opportunities for improvement in clinical reasoning and patient management.

Class Contact: Lab 3.0 hrs Lecture 1.0 hr Forty-eight (48) hours for one semester comprising lectures, practical classes and 8 hours (recommended minimum) of supervised self-directed learning utilising the paramedic interactive curriculum, and eighty (80) hours minimum of placement which may include simulation, clinical placement or equivalent.

Required Reading: Refer to the Required Web Sites for the required text. Further readings and references will be provided in the unit outline and VU Collaborate.

Assessment: Practicum, Clinical scenario examination, Pass/Fail. Test, Five (5) tests (15 minutes duration each), Pass/Fail. Other, Clinical workbook, Pass/Fail. Practicum, Satisfactory completion of a minimum of 80 hours of placement (clinical or equivalent) and completed logbook constitute a pass grade., Pass/Fail. Practicum, Clinical skills assessment, Pass/Fail. To obtain a pass in this ungraded unit, all components of assessment must be attempted and passed. Hurdle requirements for this unit are as follows: 1. Practical sessions require at least 80% attendance and clinical placement sessions require 100% attendance (minimum of 80 hours), 2. Achieving a minimum score of 50% in each of the 5 tests, 3. Passing the clinical skills assessment and clinical scenario examination, 4. Submitting a completed clinical workbook and logbook. The practical sessions enable students to acquire the essential skills and knowledge expected in paramedic practice.

HFB2120 Applied Pharmacology

Locations: St Abans.

Prerequisites: HFB 1213 - Paramedic Clinical Practice 2 RBM1208 - Bioscience for Paramedics 2

Description: This unit will introduce the student to pharmacology in the following specific areas: Pharmacodynamics and pharmacokinetics, inotropic agents, antibiotic, antiviral, antifungal and antimicrobial agents, fluid therapies, local anaesthetics, adrenergic and cholinergic agents, histamine and antihistamines, antipsychotics, anxiolytics, hypnotics, and antidepressant drugs; anticonvulsants and muscle relaxants; narcotic analgesics and antagonists; anti-inflammatory, antipyretic, analgesic, antiarrhythmic, anti-anginal and antihypertensive drugs; anticoagulant, fibrinolytic, anti-platelet, diuretic, bronchodilators, respiratory and antiemetic agents.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the basic principles of pharmacology, the distribution and function of selected drug receptors, the principles of pharmacodynamics and pharmacokinetics and their practical applications;
2. Interpret and explain the clinical indications for and adverse effects of adrenergic and cholinergic agonists and antagonists and somatic agents;
3. Contrast the mechanisms of actions of depolarising and non-depolarising neuromuscular blocking agents in the context of rapid sequence induction and anaesthesia;
4. Examine the indications, uses and mechanism of action, contraindications and adverse effects of antipyretic, anti-inflammatory, antihistamine and non-narcotic analgesic drugs;
5. Differentiate between the indications, mechanism of action, contraindications and adverse effects of narcotic analgesics and antagonists and selected local and general anaesthetics and their adjuncts;
6. Discuss the indications, mechanism of action, contraindications and adverse effects of drugs used to treat CNS, cardiovascular and respiratory disorders and emesis, and of selected antifungal, anti-viral and anti-microbial agents.

Class Contact: Lecture 4.0 hrs Tutorial 2.0 hrs Student will attend four (4) x 2 hour tutorials over the semester, so eight (8) tutorial hours in total over the semester.

Required Reading: Bryant, B. J., & Knights, K.M. (2015 4th ed. Pharmacology for health professionals Chatswood, NSW : Elsevier Australia © 2015

Assessment: Test, Mid Semester Theory Test (1 hour, 1000 words equivalent), 25%. Assignment, Assignment (1500 words), 25%. Examination, End of Semester Exam (2 hours) - hurdle requirement, 50%. To obtain a passing grade or higher in this graded unit, students must attempt all assessment items, achieve a mark of 50% or greater in the written exam, and achieve an overall accumulative mark of at least 50%. Knowledge of Pharmacology is an essential requirement for safe clinical practice by paramedic students attending clinical placements with our industry partners.

HFB2121 Paramedic Clinical Science 1 (Medical Emergencies 1)

Locations: St Abans.

Prerequisites: HBM1202 - Anatomy and Physiology 2 HFB 1207 - Principles of Drug Actions for Health Professionals

Description: This unit will build on content covered in anatomy, physiology and principles of pharmacology covered earlier in the course. This theoretical unit will introduce students to medical conditions and related pharmacology and pathophysiology of sepsis, cardiac, neurological, respiratory, endocrine emergencies. Assessment and management of these patients will be explored within the paramedic context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate knowledge of and describe the appropriate pre-hospital assessment and management of patients presenting with selected microbiological, cardiovascular, respiratory, endocrine and neurological disorders;
2. Justify the use of and discuss the mechanism of action and correct administration of the various pharmacological agents related to the management of selected cardiovascular, respiratory, endocrine and neurological disorders;
3. Demonstrate reflective and analytical strategies to identify opportunities for improvement in clinical reasoning and patient management.

Class Contact: Fifty-six (56) hours for one semester comprising forty-eight (48) hours face-to-face lectures/flipped classes and eight (8) hours tutorials all supported by e-learning.

Required Reading: McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2014)

7th ed. Pathophysiology: The biologic basis for disease in adults and children St Louis MO: Mosby/Cameron, P., Jelinek, G., Kelly, A., Murray, L. and Heyworth, J. (2014) 6th ed. Textbook of Adult Emergency Medicine Sydney: Churchill Livingstone. Cohn, E. G. (2009) 6th ed. Flip and see ECG St Louis: Elsevier

Bryant, B. and Knights, K., (2014) 4th ed. Pharmacology for health professionals Sydney: Mosby Elsevier

Assessment:Test, Test 1, Week 5 (30 minutes, 500 words equivalent), 15%. Assignment, Assignment (1500 words), 35%. Examination, End of Semester Theory Exam (3 hours) (3000 words equivalent) Hurdle requirement, 50%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the written exam, and achieve an overall accumulative mark of at least 50%. The theory exam encompasses critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students. Hence it is a requirement that students pass this piece of assessment in line with accreditation requirements. .

HFB2216 Paramedic Clinical Science 2

Locations:St Abans.

Prerequisites:HFB2113 - Paramedic Clinical Science 1RBM2109 - Bioscience for Paramedics 3HFB2120 - Applied Pharmacology

Description:This unit will introduce students to assessment and management of the trauma patient in the pre-hospital and hospital setting. Trauma systems in Australia and mechanism of injury will be examined. Specific areas of focus will include: Haemorrhage and shock, soft tissue, burns, head and facial, spinal, thoracic, abdominal, musculoskeletal, toxicology and environmental trauma.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Describe the pathophysiology and pre-hospital management of a patient in pain;
2. Describe the pathophysiology, presentation, assessment and management of haemorrhage and shock, soft tissue trauma, burns, head and facial trauma, spinal trauma, thoracic trauma, abdominal trauma, musculoskeletal trauma, toxicology and environmental trauma; and
3. Describe trauma scales used in the pre-hospital setting.

Class Contact:Lecture 2.0 hrsForty-eight (48) hours for one semester comprising lectures supported by e-learning

Required Reading:McCance, K. L., & Huether, S. E. (2009). (6th ed.). Pathophysiology: the biological basis for disease in adults and children. St Louis, MO: Mosby. Cameron, P., Jelinek, G., Kelly, A.-M., Murray, L., Brown, A., & Heyworth, J. (2009). (6th ed.). Textbook of adult emergency medicine Sydney: Churchill Livingstone

Assessment:Test, 10 theory tests (during semester) (3% each), 30%. Examination, 3 hour theory exam (end of semester), 50%. Assignment, one group assignment (2000 words), 20%. To obtain a passing grade or higher in this graded unit, students must achieve an accumulative mark of at least 50% and a mark of 50% or greater in the written exam. Test Graduate Capabilities 4 - Learning Outcomes 1 to 3 Examination Graduate Capabilities 4 - Learning Outcomes 1 to 3 Assignment Graduate Capabilities 4 - Learning Outcomes 1 to 3.

HFB2219 Special Populations

Locations:St Abans.

Prerequisites:HFB2113 - Paramedic Clinical Science 1HFB2117 - Clinical Practice 3RBM2109 - Bioscience for Paramedics 3HFB2120 - Applied Pharmacology

Description:This unit will focus on special cohorts within the population, covering aspects of lifespan development from biopsychosocial approach and the key pathophysiological conditions that commonly affect these groups. Specific populations to be investigated include paediatric and geriatric populations. Specific systems to be covered include obstetrics, gynaecology, and male reproductive system.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Discuss the pathophysiology and signs and symptoms of male reproductive disorders;
2. Describe the pathophysiology of selected non-traumatic and traumatic gynaecological disorders;
3. Describe and provide an overview of pregnancy including embryological through to fetal development, parturition, labour and delivery and common obstetrics pathologies and emergencies;
4. Describe paramedics role in the management of the pregnant and labouring women;
5. Explain the physiology of ageing, the general principles of management of older adults and the most common pathologies; and
6. Describe general principles specific to paediatrics, including the pathophysiology assessment and management of specific illnesses in paediatric patients.

Class Contact:Lecture 2.0 hrsForty-eight (48) hours for one semester comprising lectures.

Required Reading:Cameron, P., Jelinek, G., Kelly, A., Murray, L. and Heyworth, J. (2009) (6th ed.). Textbook of adult emergency medicine Sydney: Churchill Livingstone. McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2009). (6th ed.). Pathophysiology: The biological basis for disease in adults and children. St Louis, MO: Mosby.

Assessment:Examination, Final 2 hour examination, 50%. Test, Two online tests, 40%. Presentation, Group presentation, 10%.

HFB2221 Health Care Organisations

Locations:St Abans.

Prerequisites:HFB 1212 - Professional Practice 2

Description:This unit introduces students to the complex nature of contemporary organisations. An examination of the key elements that influence and define the health of a population is undertaken. The different types of health care systems and the specific characteristics that apply to the Australian health care system are examined. The role of health service managers as members of the health care team, the basic principles of health service management in health care facilities and beyond, and the functions of health service managers are explored.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Explain the health services management in the context of the Australian society and the Australian health care system;
2. Identify the key elements that determine health policy;
3. Discuss the importance of quality access to health services and good management in the efficient provision of health care;
4. Evaluate a range of settings (clinic, community, society) in which health promotion activities take place and the range of relevant interventions (socio-environmental, behavioural, biomedical);
5. Explain the importance of knowledge of organisational behaviour to organisational effectiveness;
6. Discuss influences on the development of management theories; and
7. Describe the relationship between power and knowledge in decision-making in healthcare settings.

Class Contact:Lecture 2.0 hrsForty-eight (48) hours for one semester comprising lectures.

Required Reading:Duckett, S. (2007). (3rd ed.). The Australian health care system, South Melbourne: OUP.

Assessment:Assignment, 1500 words, 30%. Assignment, 1500 words, 30%. Examination, 2 hour written examination, 40%.

HFB2223 Clinical Practice 4

Locations:St Abans.

Prerequisites:HFB2113 - Paramedic Clinical Science 1HFB2117 - Clinical Practice

3HFB2120 - Applied Pharmacology For HB PX: prerequisites are HFB2113, HFB2117 and HFB2120 For HB PD: prerequisite is HFB2117

Description: This unit will introduce the student to practical components of fluid resuscitation and haemorrhage control and shock management. It will also cover assessment and management of soft tissue injuries, burns, head and facial trauma, spinal and back injuries, thoracic and abdominal trauma.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Qualify and quantify fluid replacement therapy in the pre-hospital setting;
2. Propose and demonstrate the appropriate practical application of pre-hospital assessment and management of a patient with a haemorrhage
3. Articulate and demonstrate the practical application of appropriate pre-hospital assessment and management of patients with burns, facial, head, spinal, thoracic, abdominal and musculoskeletal trauma;
4. Reflect on strategies to identify opportunities for improvement in clinical reasoning and patient management.

Class Contact: Lab 3.0 hrs Lecture 1.0 hr Forty-eight (48) hours for one semester comprising lectures, practical classes and 8 hours (recommended minimum) of self-directed learning utilising the paramedic interactive curriculum, and minimum sixty (60) hours of placement which may include simulation, clinical placement or equivalent.

Required Reading: Refer to the Required Web Sites for the required text. Further readings and references will be provided in the unit outline and VU Collaborate.

Assessment: Practicum, Clinical Scenario Examination, Pass/Fail. Test, Five (5) tests (15 minutes duration), Pass/Fail. Other, Clinical Workbook, Pass/Fail. Practicum, Satisfactory completion of a minimum of 60 hours of placement (clinical or equivalent) and completed logbook constitute a pass grade, Pass/Fail. Practicum, Clinical Skills assessment, Pass/Fail. To obtain a pass in this ungraded unit, all components of assessment must be attempted and passed. Hurdle requirements for this unit are as follows: 1. Practical sessions require at least 80% attendance and placement sessions require 100% attendance (minimum of 60 hours), 2. Achieving a minimum score of 50% in each of the 5 tests, 3. Passing the clinical skills assessment and clinical scenario examination, 4. Submitting a completed clinical workbook and logbook. The practical sessions enable students to acquire the essential skills and knowledge expected in paramedic practice and the assessment stipulations fulfill accreditation requirements.

HFB2232 Paramedic Clinical Science 2 (Trauma)

Locations: St Abars.

Prerequisites: HBM1202 - Anatomy and Physiology 2HFB1207 - Principles of Drug Actions for Health Professionals

Description: This theoretical unit will introduce students to assessment and management of the trauma patient in the pre-hospital and hospital setting. Trauma systems in Australia and mechanism of injury will be examined. Specific areas of focus will include the medical and pharmacological treatment of haemorrhage, shock and burns, soft tissue, head and facial, spinal, thoracic, abdominal, musculoskeletal trauma. Toxicological and environmental emergencies will also be discussed. This theoretical unit complements the practical unit HFB2223 Clinical Practice 4.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate knowledge of the pathophysiology of, and describe the appropriate pre-hospital assessment and management of patients presenting with pain associated with trauma;
2. Articulate knowledge of and describe the appropriate pre-hospital assessment and management of patients presenting with haemorrhage and shock, soft tissue, burns, head and facial, spinal, thoracic, abdominal and musculoskeletal

- trauma;
3. Justify the use of and articulate the mechanism of action and the correct administration of the various pharmacological agents related to the management of haemorrhage and shock and various types of trauma;
4. Exemplify various toxicological emergencies and environmental trauma;
5. Appraise and recommend trauma scales used in the pre-hospital setting;
6. Demonstrate reflective and analytical strategies to identify opportunities for improvement in clinical reasoning and patient management.

Class Contact: Fifty-six (56) hours for one semester comprising forty-eight (48) face-to-face lectures/flipped classrooms and eight (8) hours of tutorial classes all supported by e-learning.

Required Reading: McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2014) 7th ed. Pathophysiology: The biologic basis for disease in adults and children St Louis MO: Mosby Cameron, P., Jelinek, G., Kelly, A., Murray, L and Heyworth, J. (2014) 6th ed. Textbook of Adult Emergency Medicine Sydney: Churchill Livingstone Bryant, B. and Knights, K. (2014) 4th ed. Pharmacology for health professionals. Sydney: Mosby Elsevier Further reading to be advised by the unit coordinator.

Assessment: Test, Test Week 5 (30 minutes, 500 words equivalent), 15%. Assignment, Assignment Essay (1500 words), 35%. Examination, End of Semester Theory Exam (3 hours) (3000 words equivalent), 50%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the written exam, and achieve an overall accumulative mark of at least 50%. The theory exam encompasses critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students.

HFB2233 Paramedic Clinical Science 3 (Medical Emergencies 2)

Locations: St Abars.

Prerequisites: HBM1202 - Anatomy and Physiology 2HFB1207 - Principles of Drug Actions for Health Professionals

Description: This unit will discuss the pathophysiology and pre-hospital management of selected medical and trauma conditions. Students will be introduced to the pharmacology and pathophysiology of immunological, haematological, oncological, renal, gastrointestinal and endocrine emergencies and infectious diseases. Assessment and management of these patients will be explored within the paramedic context. The role of diagnostic testing and in-hospital interventions and management of patients will be discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate the health challenges and long-term outcomes of patients with selected medical and trauma conditions and the efficacy of pre-hospital intervention in relation to immediate and long-term patient outcomes;
2. Articulate knowledge of and describe the appropriate pre- and in-hospital assessment and management of patients presenting with selected immunological, haematological, oncological, renal, gastrointestinal and endocrine emergencies and infectious diseases;
3. Justify the use of and articulate the mechanism of action and administration of the various pharmacological agents related to the management of selected medical conditions;
4. Apply knowledge of pathophysiology of selected conditions and critically analyse current pre-hospital care treatment regimens;
5. Qualify clinical tests, imaging techniques and laboratory tests used in diagnosis and assessment of patients with selected medical and trauma conditions and demonstrate advanced clinical decision making skills.

Class Contact: Fifty-six (56) hours over one semester comprising forty-eight (48) hours mixed mode lectures and eight (8) hours of tutorials all supported by e-learning.

Required Reading: McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S.

(2014). 7th Pathophysiology: The biologic basis for disease in adults and children. St Louis MO: Mosby Cameron, P., Jelinek., G., Kelly, A., Murray, L and Heyworth, J. (2014). 6th Textbook of Adult Emergency Medicine. Sydney: Churchill Livingstone. Bryant, B. and Knights, K., (2014). 4th Pharmacology for health professionals. Sydney: Mosby Elsevier

Assessment:Test, Test (30 minutes, 500 words equivalent), 15%. Assignment, Essay (1500 words), 35%. Examination, End of Semester Theory Exam (3 hours) (3000 words equivalent) Hurdle requirement., 50%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the written exam, and achieve an overall accumulative mark of at least 50%. The theory exam encompasses critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students.

HFB2234 Evidence Based Practice

Locations:St Albans.

Prerequisites:HFB2104 - Introduction to Research Methods

Description:This unit extends the development of the foundational knowledge acquired in the unit HFB2104 Introduction to research methods. This unit will provide an introduction to population health, public health and primary health care principles and the analysis of community based emergency health (CBEH). The use of health datasets in population and public health are discussed. The basis of science, knowledge and evidence is explored along with the principles and use of evidence-based practice in the CBEH setting. Students are encouraged to develop their capacity for enquiry, research, critical thought, critical appraisal and analysis through the semester. Information technology is used to access and interrogate the multitude of health datasets.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Apply the skills and knowledge of evidence based health care acquired in this unit to evaluate their work as an emergency paramedic;
2. Critically examine current protocol systems and how they support, constrain or inhibit the clinical decision making process;
3. Apply the decision making process as it applies to diagnostic reasoning in pre-hospital care;
4. Develop the ability to use information technology to access resources relating to community-based emergency health care;
5. Describe the importance of clinical research, the appraisal of the relevant literature and the role of the paramedic in research that informs clinical practice;
6. Outline the principles of evidence-based practice in determining the evidence and transmitting theory to practice in the setting of CBEH.

Class Contact:Forty-eight (48) hours or equivalent for one semester comprising lectures, flipped classrooms and self-directed e-learning.

Required Reading:Hickson, M. (2008) Research Handbook for health care professionals. Blackwell Publishing. United Kingdom McKenzie, S. (2013) Vital Statistics: an introduction to health science statistics. Elsevier. Sydney, Australia McKendry, S. (2015) Critical Thinking Skills for Healthcare Routledge. United Kingdom

Assessment:Test, Test 1: Multichoice in class test (30 minutes duration + 10 mins reading time) (equivalent 500 words), 15%. Test, Test 2: Multichoice/short answer in class test (60 minutes duration + 15 mins reading time) (equivalent 1000 words), 30%. Poster, Poster (2000 words equivalent), 55%. Students are expected to attempt all pieces of assessment and must obtain a total aggregate score of 50% or greater to pass the unit. Test 1 will be undertaken by week 5 of the semester in order for students to receive feedback on their performance in this assessment that can be used as a guide to support their learning through the remainder of the unit.

HFB3111 Professional Basis of Paramedic Practice 1

Locations:Online.

Prerequisites:No pre-requisites for students enrolled in the HBPA Bachelor of Health Science (Paramedic) degree conversion course.

Description:This subject challenges students to analyse their present practice by examining the principles of intervention for the acutely ill or injured person. An integral part of this subject will be the development of students' health assessment and practice skills necessary to care for the acutely ill or injured person and the adoption of those skills to improve and extend current practice. Integration of prior knowledge from basic and paramedic sciences, applied clinical sciences, paramedic clinical practice and professional issues will be incorporated throughout the subject.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review the components of paramedic history taking and explain how clinical reasoning and examination (including trauma scoring systems) are used to make differential diagnoses;
2. Interrogate the components of abdominal examinations and critique the pre-hospital assessment and management of abdominal trauma;
3. Conceptually map the pathophysiology of neurological dysfunction and elaborate the pre-hospital assessment and management of head and spinal injuries;
4. Examine the epidemiology, pathophysiology, paramedic assessment, treatment and outcomes of respiratory, cardiovascular disorders and endocrine disorders;
5. Analyse the physiology of pregnancy, the external examination techniques used when assessing the patient and the impact of blunt and penetrating injuries on the pregnant patient; and
6. Reconstruct the examination of a paediatric patient and discriminate the physiology of the paediatric patient through various life stages as it may impact on assessment findings.

Class Contact:Forty-eight (48) hours for one semester comprising lectures, tutorials, practicals and self-directed learning activities or online equivalents.

Required Reading:Further readings and references will be provided by the Lecturer.

Assessment:Portfolio, Prescribed discussion posting (for portfolio), 15%. Portfolio, Written portfolio integrating prescribed discussions, 25%. The written report contains the prescribed portfolio discussions integrated with theory and content delivered throughout the semester. To obtain an overall Pass in the subject, students must achieve an aggregate score of 50%. The total word equivalence of the combined assessment tasks is 5,000 words.

HFB3122 Professional Basis of Paramedic Practice 2

Locations:Online.

Prerequisites:No pre-requisites required.

Description:This on-line unit challenges students to analyse their present practice by examining the principles of intervention for the acutely ill or injured person. An integral part of this unit is the development of students' understanding of electrocardiology and pharmacology, and their ability to apply principles in electrocardiology and pharmacology to their present practice. Integration of material from basic and paramedic sciences, applied clinical sciences, paramedic clinical practice and professional issues will be incorporated throughout this unit.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the cardiac conduction system and determine the relationship with waveforms on ECGs;
2. Justify the application of specific criteria when interpreting a basic ECG rhythm strip;
3. Describe the pathophysiology of the various

arrhythmias; 4. Explain the representations on the 12 lead ECG and methods of interpreting them; 5. Integrate the various arrhythmias with discussion of the definitions, diagnostic characteristics, aetiologies and clinical significances of specific arrhythmias; 6. Conceptually map and verify heart block, bundle branch block and acute coronary syndrome; and 7. Discriminate and defend the commonly used pharmacological agents used for cardiac related conditions.

Class Contact: Forty-eight (48) hours for one semester comprising on-line synchronous and asynchronous lectures, tutorials, practicals and self-directed learning activities.

Required Reading: To be advised by Lecturer.

Assessment: Portfolio, Prescribed online discussion posting (for portfolio), 15%. Portfolio, Prescribed online discussion posting (for portfolio), 20%. Portfolio, Prescribed online discussion posting (for portfolio), 20%. Portfolio, Prescribed online discussion posting (for portfolio), 20%. Portfolio, Portfolio containing integrated discussion postings., 25%. The total word equivalence of combined assessment tasks in this unit equates to approximately 5,000 words. Assessment is comprised of a portfolio comprising prescribed discussion postings integrated with theory and practice and other material delivered in this unit. To gain an overall pass in this unit students must achieve an aggregate score of 50%.

HFB3123 Advanced Pharmacology

Locations: Online.

Prerequisites: Prerequisites do not apply for HBPA students.

Description: This unit will introduce the student to pharmacology of the following specific areas: Pharmacodynamics and pharmacokinetics, fluid therapies, local anaesthetics, adrenergic and cholinergic agents, antipsychotics, anxiolytics, hypnotics, antidepressants; anti-convulsants and muscle relaxants; narcotic analgesics and antagonists; anti-inflammatories, histamine and antihistamines, antipyretic analgesics; inotropic agents, diuretics, antiarrhythmic, anti-anginal and antihypertensive drugs; anticoagulants, fibrinolytic and anti-platelet agents; respiratory agents; antiemetic agents; antiviral, antifungal and antimicrobial agents.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the basic principles of pharmacology, the distribution and function of selected drug receptors, the principles of pharmacodynamics and pharmacokinetics and their practical applications; 2. Interpret the clinical indications for and adverse effects of adrenergic and cholinergic agonists and antagonists and somatic agents; 3. Discuss the indications, uses, mechanism of action, contraindications and adverse effects of selected drugs that act on the respiratory and cardiovascular systems; 4. Examine the indications, uses and mechanism of action, contraindications and adverse effects of antipyretic, anti-inflammatory, antihistamine and non-narcotic analgesic drugs; 5. Differentiate between the indications uses, mechanism of action, contraindications and adverse effects of narcotic analgesics and antagonists and selected local and general anaesthetics; 6. Explore the indications, uses, mechanism of action, contraindications and adverse effects of drugs used to treat CNS disorders and emesis; and 7. Assess the indications, uses, mechanisms of action, contraindications and adverse effects of selected antifungal, anti-viral and antimicrobial agents.

Class Contact: Forty-eight (48) hours over one semester comprising of four (4) hours per week. Class activities include delivery of online material, online learning activities, discussions.

Required Reading: Bryant B. & Knights K. (2014) 4th ed. Pharmacology for Health Professionals Mosby, Elsevier, Australia

Assessment: Examination, Mid-semester theory examination (1 hour), 30%.

Assignment, Written assignment (1500 words), 30%. Examination, End-of-semester theory examination (2 hours), 40%. The total combined assessment word equivalence is approximately 4,500 words. To obtain an overall pass in this unit students must achieve an aggregate score of 50%.

HFB3125 Research in Paramedic Practice

Locations: Online.

Prerequisites: No prerequisites are required for HBPA degree conversion online students.

Description: This unit aims to introduce key concepts surrounding research so that students can become active and informed consumers of research. This will include learning to critically analyse research reports and papers. The unit also aims to promote the development of skills and concepts needed for students to undertake their own research and become a producer of research. Students are introduced to the importance of research to the discipline of paramedic care. Attention is given to exploring the range of qualitative and quantitative research designs, approaches to research, approaches to sampling, methods of data collection and analytical techniques. Ultimately, research should inform and enhance professional practice. The purpose of this unit is to simplify and demystify research so it becomes a useful and necessary part of professional practice of ambulance paramedics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe and differentiate basic research methodology and terminology;
2. Explain at a beginning level of understanding, research design, the rigour of the research process, methods of data collection and analysis and reporting on research data;
3. Retrieve appropriate articles for a literature review;
4. Conduct an in-depth critical appraisal of research articles;
5. Recognise the significance of consent, confidentiality and other ethical considerations in relation to research; and
6. Defend their application of published research to their paramedic practice.

Class Contact: Forty-eight (48) hours over one semester comprising on-line lectures, tutorials, case studies and self-directed learning.

Required Reading: Further readings and references will be provided by the Lecturer. Griffiths, P & Mooney, G. P. (2012) 1st ed. The paramedics guide to research: an introduction McGraw Hill, Open University Press Other readings and links to web-based resources will be provided.

Assessment: Test, One 30-minute online quiz (week 5), 10%. Test, Weekly mini-quizzes (weeks 6 - 12), 15%. Assignment, Research proposal (2000 words), 50%. Assignment, Evidence for Practice (1000 words), 25%. The total word equivalence for combined assessment tasks is 5,000 words approximately. To gain an overall pass in this unit students must achieve an aggregate score of 50%.

HFB3130 Paramedic Clinical Science 4 (Mental Health and Mental Illness)

Locations: St Abans.

Prerequisites: HFB2223 - Clinical Practice 4

Description: This unit will foster an understanding of the history and epidemiology of mental health in Australia in order to provide a sound basis for the understanding of common mental health disorders. Bias, stigma and prejudice around mental health disorders will be examined in conjunction with exploration of the concept of unconscious bias and implicit association and the impact these phenomena can have on both the patient and their family as well as the quality of care provided. Students will be provided with knowledge of the underpinning pathophysiology and aetiology of common conditions required to effectively and legally assess and manage patients presenting with a mental health disorder or behavioural emergency in the prehospital setting. Additionally, the unit will cover the pharmacotherapies and other forms of

treatment and therapies associated with managing these disorders.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate what is meant by the term Mental Health, including the mental health classification system and the history of mental health management;
2. Analyse and assess how psychosocial, lifestyle and cultural factors influence societal perceptions and potential treatment of mental health disorders;
3. Contextualise the mental health profile and epidemiology of the Australian population;
4. Articulate the aetiology, pathophysiology, therapeutic and pharmacological management of common mental health disorders;
5. Argue the approach, assessment and management strategies that can be utilised by paramedics and other health professionals in various behavioural emergencies and for various mental health conditions;
6. Articulate, compare and contrast the application of the National and State legislation that relates to mental health as well as Ambulance service policies and regulations that apply to patients experiencing a behavioural emergency.

Class Contact: A total of forty-eight (48) hours presented as a combination of lectures, flipped classes supported by e-learning and self-directed learning activities contribute to the overall mix of delivery of the content within this unit.

Required Reading: Recommendation of further readings and references will be provided by the lecturer or will be detailed on the VU Collaborate site. Cameron, P., Jelinek, G., Kelly, A-M., Brown, A., Little, M. (2014) 4th ed. Textbook of Adult Emergency Medicine Elsevier, Australia Barkway, P., Muir-Cochrane, E., Nizette, D. (2014) 2nd ed. Mosby's Pocket Book of Mental Health Elsevier, Australia

Assessment: Assignment, Written assignment (500 word equivalence), 10%. Test, Multiple choice test (duration 45 minutes + 10 minutes reading time) (total equivalence 750 words), 30%. Examination, Written examination (duration 2 hours + 15 minutes reading time), 60%. Students are expected to attempt all pieces of assessment and must obtain a total aggregate score of 50% or greater to pass the unit. The assignment will be submitted by week 5 of the semester in order for students to receive feedback on their performance in this assessment that can be used as a guide to support their learning through the remainder of the unit.

HFB3131 Paramedic Clinical Science 3

Locations: St Abans.

Prerequisites: HFB2223 - Clinical Practice 4 HFB2216 - Paramedic Clinical Science 2 HFB2219 - Special Populations RBM2109 - Bioscience for Paramedics 3

Description: This unit will introduce students to medical conditions relating to gastro-intestinal, endocrine, renal and haematological emergencies. Pathophysiology assessment and management of these patient conditions will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Describe the pathophysiology, presentation, assessment and management of selected endocrine, renal, gastro-intestinal, haematological emergencies and communicable diseases.
- Describe the pathophysiology of immunity.

Class Contact: Lecture 2.0 hrs Forty eight (48) hours over one semester comprising lectures supported by e-learning.

Required Reading: McCance, K. L., & Huether, S. E., Brashers, V.L., Rote, N.S. (2009). 6th Pathophysiology: The biologic basis for disease in adults and children St Louis, MO: Mosby. Cameron, P., Jelinek, G., Kelly, A., Murray, L. and Heyworth, J.

(2009) 3rd Textbook of adult emergency medicine Sydney: Churchill Livingstone

Assessment: Examination, 2 hour theory exam (end of semester) Hurdle Requirement, 50%. Assignment, Assignment (2000 words), 50%.

HFB3132 Mental Health & Wellbeing for Paramedics

Locations: St Abans.

Prerequisites: HFB2223 - Clinical Practice 4

Description: This unit aims to provide students with the resources to help them manage their own mental health. Content includes research findings on the mental health of ambulance paramedics and how it compares with the general population and other occupational groups. The content of this unit also includes the bio-psychosocial model of health and how it might be utilized in the understanding of mental health issues. The health effects of shift work and effects on sleep are covered as well as aspects of sleep hygiene. Other topics include depression, anxiety, stress, health behaviours, substance use and abuse, psychosocial modifiers of stress, suicidality, and the basics of cognitive behavioural approaches. The culture of the ambulance service will also be explored. A model of resilience is introduced as a framework to provide the tools to help students to manage their reactions to demanding events and situations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the research evidence on paramedic mental health and how it compares with the general population;
2. Apply the bio-psychosocial model of health to an individual's health status;
3. Assess their reactions to a demanding situation using a model of resilience and appropriately modify those reactions;
4. Formulate a view on how social contexts, including that of the ambulance service, influence mental health;
5. Apply knowledge of sleep hygiene and knowledge of factors promoting sleep to mitigate the health effects of shift work;
6. Determine which cognitive behavioural approaches might best be used to optimize their own mental health.

Class Contact: Lecture 4.0 hrs Tutorial 2.0 hrs Forty-eight (42) comprising lectures, group discussions, online activities and group work. In addition, students can attend a total of 6 hours of tutorial over the semester, delivered as 3 X 2 hour sessions that will commence in week 3.

Required Reading: Calabiano, M.L., Byrne, D., & Sarafino, E. P. (2008) Health Psychology: Biopsychosocial interactions an Australian perspective Milton QLD John Wiley & Sons

Assessment: Test, Online test (week 5) Equivalent to 500 words, 10%. Assignment, Written assignment (2500 words), 50%. Examination, Multiple Choice/Short Answer (2 hours) Equivalent to 2000 words, 40%.

HFB3133 Mental Health & Mental Illness

Locations: St Abans.

Prerequisites: HFB2120 - Applied Pharmacology RBM2109 - Bioscience for Paramedics 3

Description: This unit will foster an understanding of the history of mental health and epidemiology of mental health in Australia in order to provide a sound basis for the understanding of common mental health disorders. Students will be provided with the underpinning knowledge required to effectively assess and manage patients presenting with a mental health disorder or behavioural emergency in the prehospital setting, as well as a sound foundation in the pharmacology, pathophysiology and ongoing therapies related to these disorders.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Describe what is meant by the term 'Mental Health'
- Discuss the history of psychiatry and psychology as it is related to mental health disorders
- Describe and discuss how psychosocial, lifestyle and cultural factors influence societal perceptions of mental health disorders
- Describe the classification systems used to define mental health disorders
- Discuss the general state of mental health and the epidemiology of mental health disorders in Australia
- Display an understanding of the concepts of neurophysiology and brain anatomy as they relate to disorders of mental health
- Detail the pathophysiology of various mental health disorders, including (but not limited to): mood disorders; anxiety disorders; substance abuse; factitious and somatoform disorders; schizophrenia and psychosis; and eating disorders.
- Discuss the approach, assessment and management strategies that can be utilised by Paramedics in various behavioural emergencies and for different mental health patients.
- Discuss the use of physical and chemical restraints in behavioural emergencies.
- Display an understanding of the pharmacology of drugs used in the management of mental health disorders and behavioural emergencies
- Discuss the range of therapies used in the ongoing management of mental health disorders
- Describe and discuss the National and State legislation, as well as Ambulance Service policies and regulations that apply to patients experiencing a behavioural emergency.

Class Contact: Lecture 2.0 hrs Forty-eight (48) hours over one semester.

Required Reading: Barkway, P., Muir-Cochrane, E. & Nizette, D. (2010). Mosby's pocket book of mental health. Sydney, Australia: Elsevier.

Assessment: To obtain a pass or higher in this graded unit, all components of assessment must be attempted and passed. Assignment, Written Assignment Plan (500 words), 10%. Assignment, Written Assignment (3000 words), 40%. Examination, 2 hour examination, 50%.

HFB3134 Paramedic Clinical Practice 5

Locations: St Abans.

Prerequisites: HFB2221 - Health Care Organisations HFB2216 - Paramedic Clinical Science 2 HFB2219 - Special Populations HFB2223 - Clinical Practice 4 HFB2232 - Paramedic Clinical Science 2 (Trauma) HFB2234 - Evidence Based Practice HFB2233 - Paramedic Clinical Science 3 (Medical Emergencies 2) For HBPX: prerequisites are HFB2221, HFB2216, HFB2219 and HFB2223 For HBPD: prerequisite are HFB2232 and HFB2234, HFB2233 and HFB2223

Description: This capstone unit allows the student the opportunity to apply, integrate, consolidate and extend their knowledge and skills gained from earlier years, in relation to complex yet commonly experienced patient conditions including obstetric and paediatric emergencies and conditions that have a complex cardiogenic component. This unit will further student knowledge and understanding of cardiology (3, 5 and 12 lead ECG interpretation) and care of issues arising from cardiac ischaemia and arrhythmias. The unit will focus on pre-hospital through to

hospital procedures including pharmacotherapies with respect to cardiac ischaemia and arrhythmias, advanced airway management, allergies and anaphylaxis. The pathophysiology, clinical pharmacology, assessment and management using current practices relating to the above topics will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate and demonstrate the process of assessment and management of the obstetric and paediatric patient.
2. Articulate and demonstrate the process of assessment and management of a patient with an acute cardiac, respiratory and anaphylaxis presentations;
3. Substantiate and establish techniques for 3, 4, 5 and 12 lead electrocardiographic monitoring, arguing advantages and disadvantages of each;
4. Analyse and interpret ECG's including the aetiology, clinical significance and the pre-hospital management of condition identified;
5. Articulate and demonstrate understanding of advanced management of cardiac emergencies;
6. Articulate and exhibit understanding of advanced airway and respiratory/ventilation management.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Forty-eight (48) hours or equivalent for one semester comprising lectures and clinical simulation/practical classes. In addition, a minimum of eighty (80) hours placement must be met which may include simulation, clinical placement or equivalent. Clinical simulation/practical classes have a hurdle requirement of at least 80% attendance and placements have a hurdle requirement of 100% attendance.

Required Reading: Refer to the Required Web Sites for the required text. Further readings and references will be provided in the unit outline and VU Collaborate.

Assessment: Test, Test 1: MCQ/short answer (30 minutes duration), 15%. Test, Test 2: week 12 - MCQ and Written responses (60 minutes duration), 35%. Examination, Scenario Exam - practical, 50%. Practicum, Clinical logbook and completed placements, 0%. To obtain a pass or higher in this graded unit, all components of assessment must be attempted/submitted and an aggregate mark of 50% must be attained. Additional hurdle requirements include satisfactory completion of 20 minute scenario exam, 80 hours of placements (clinical or equivalent), 80% attendance of clinical practice laboratories and submission of a satisfactorily completed clinical logbook. The practical sessions enables students to acquire the essential skills and knowledge expected in graduate paramedic practice and to meet accreditation requirements.

HFB3135 Paramedic Clinical Science 5 (Special Populations)

Locations: St Abans.

Prerequisites: HFB2223 - Clinical Practice 4 HFB2121 - Paramedic Clinical Science 1 (Medical Emergencies 1) HFB2232 - Paramedic Clinical Science 2 (Trauma) HFB2233 - Paramedic Clinical Science 3 (Medical Emergencies 2)

Description: This unit will focus on physiological, anatomical and psychosocial development and aging over the lifespan, focusing on special cohorts within the population, including the indigenous population, and how they need to be considered from a paramedic treatment and management perspective. It will cover aspects of lifespan development from biopsychosocial approach and key pathophysiological conditions that may affect different life stage cohorts. Specific populations to be investigated include paediatric and adolescence through to, and including, senescence and the geriatric populations. Specific areas to be covered include obstetrics and parturition, gynaecology, male reproductive system and the impact of normal and abnormal age related changes on the body.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate a physiological and anatomical overview of pregnancy including

embryological through to fetal development, parturition, labour and delivery and common obstetrics pathologies and emergencies; 2. Indicate the general physiological, anatomical and psychosocial principles specific to paediatrics and adolescents, including the common pathophysiological conditions, their assessment and management; 3. Substantiate the pathophysiology of selected non-traumatic and traumatic gynaecological disorders including the common causes of subfertility in the population and the current medical treatments; 4. Substantiate the pathophysiology and signs and symptoms of male reproductive disorders; 5. Delineate the psychosocial, physiological and anatomical changes related to normal and abnormal ageing including the general principles of prehospital management of older adults.

Class Contact:A total of forty-eight (48) hours per semester consisting of lectures, flipped classrooms and on-line activities.

Required Reading:Cameron, P., Jelinek, G., Kelly, A., Brown, A.F.T and Little, M. (2014) 4th ed. Textbook of Adult Emergency Medicine Sydney: Churchill Livingstone McCance., K.I. and Huether, S.E. (2014) 7th ed. The Biologic Basis for Disease in Adults and Children St Louis, MO: Mosby

Assessment:Test, Test 1 (30 minutes duration), 15%. Test, Test 2 (45 minutes duration), 25%. Examination, Written Examination (2 hours), 60%. Test 1 will be undertaken by week 5 of the semester in order for students to receive feedback on their performance in this assessment that can be used as a guide to support their learning through the remainder of the unit. Students are expected to attempt all pieces of assessment and must obtain a total aggregate score of 50% or greater to pass the unit.

HFB3136 Career and Professional Development

Locations:St Abans.

Prerequisites:HFB2223 - Clinical Practice 4HFB2234 - Evidence Based PracticeHFB2232 - Paramedic Clinical Science 2 (Trauma)HFB2233 - Paramedic Clinical Science 3 (Medical Emergencies 2)Successful completion of second year

Description:The unit aims to support and facilitate students to become proactive and strategic career builders and gain an understanding of how to identify the career opportunities as graduates of a Health Science degree. It uses an integrated approach of delivery by using self-understanding and reflective activities, goal setting, networking and interview techniques, generating a professional image and exploration of a wide range of employment opportunities to equip students towards graduate employment. It develops a critical understanding of how to identify and highlight the value of strengths and competencies through their education, employment experiences and work integrated learning and extracurricular activities to improve their career outcomes. Leadership and mentoring will be evaluated in terms of the potential these experiences have to improve student employability. Students will learn about various potential employers, including those that relate to the pre-hospital field nationally and at an international level. Paramedic registration will be discussed alongside continuing education and career opportunities if employed as a paramedic.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Develop, reflect on and evaluate a broad range of strategies for achieving own career goals; 2. Analyse skills, career values and personality to gain a clear career direction and plan; 3. Enhance capability to be an effective professional communicator and self-marketer focusing on communicating achievements during job interviews and professional image management; 4. Establish significant knowledge and understanding of potential career options including those in the prehospital sector; 5. Work both as a team member and leader in both formal

and informal teams to complete tasks, evaluate and respond to own and others performance using given parameters.

Class Contact:Forty eight hours (48) for one semester comprising a mixture of lectures and flipped classrooms supported by group tasks and discussions, online activities and self-directed learning activities.

Required Reading:Readings and references and/or their links will be provided in the VU Collaborate site.

Assessment:Report, Career Plan (total word equivalent 400 words), 10%. Assignment, Personal Resume (total equivalent 1500 words), 30%. Report, Digital video submission (total equivalent 2000 words), 60%. To obtain a pass in this unit, all components of assessment must be attempted and students must obtain a total aggregate score of 50% or greater to pass the unit. The career plan will be submitted in week 5 of semester and feedback about performance in this assessment will be provided in order to guide and support students in their future learning in the unit of study.

HFB3200 Pinnacle Venture

Locations:St Abans.

Prerequisites:HFB2223 - Clinical Practice 4

Description:The unit of study provides students with an opportunity to undertake a project of their choice that is linked to their field of study. The Pinnacle project will challenge the student by requiring them to draw upon their knowledge and skills acquired in their studies to date and apply them in meaningful way to showcase their abilities. The types of Pinnacle venture undertaken may broadly include a small research or community project or a work based placement. The students activities will "value add" for their discipline field and/or community and/or organisation where they are undertaking the venture. When undertaking the Pinnacle Venture unit of study, the student will be supervised by a staff member of the Paramedic or related discipline within the College of Health and Biomedicine. It is an overarching objective of the unit that the venture will enable the student to undertake a unique practical and educational experience that will challenge and promote growth on many levels for the student and thus significantly contribute to their marketability and salience, increasing their competitive edge for employment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Manage and undertake a work, community or research based project with minimal supervision, demonstrating self and time management and project related organisational skills; 2. Articulate and justify project goals, objectives, timeline, approaches and methods; 3. Establish proficiency in writing a project final report, including self-reflection, an evaluation of the outcomes and a summary of strengths and limitations; 4. Demonstrate proficiency in elucidating the findings of the project to peers, supervisors and wider community audience.

Class Contact:Seventy-two (72) hours per semester, consisting of six (6) hours per week (or equivalent) undertaken in an appropriate setting which may include laboratory, community or workplace setting. Included within the 72 hours, a short series of lectures (4 hours) will be given at the commencement of the unit to provide an introduction and orientation to the unit.

Required Reading:Required readings and reference will be provided on the VU Collaborate site.

Assessment:Other, Project proposal and rationale (750 words), 20%. Report, Final project report (equivalent 2500 words), 60%. Presentation, Final project presentation (duration 15 minutes), 20%. Students are expected to complete each component of the assessment and must achieve a total aggregate score of 50% in order to obtain a pass in the unit. The project proposal and rationale (Other) will be

due for submission by week 4 of semester. The assessment of the student's performance on this submission and the feedback provided will be used to help guide the student over the remainder of the semester.

HFB3202 Paramedic Health and Wellbeing

Locations:St Albans.

Prerequisites:HFB3130- Paramedic Clinical Science 4 (Mental Health and Mental Illness)HFB2223 - Clinical Practice 4

Description:This unit aims to provide students with the resources to help them manage and optimise their own physical and mental health. Content includes research findings on the mental health and physical health of Paramedics and how it compares with the general population and other occupational groups. The content of this unit also includes the bio-psychosocial model of health and how it might be utilized in the understanding of mental health issues. The physical and psychological health effects of shift work and effects on sleep are covered as well as aspects of sleep hygiene. Topic areas covered with respect to nutrition and exercise include key concepts of metabolism, diet and the shift worker and lifelong health supporting choices. Other topics include depression, anxiety, stress, health behaviours, substance use and abuse, psychosocial modifiers of stress, suicidality, and the basics of cognitive behavioural approaches. The culture of the ambulance service will also be explored. A model of resilience is introduced as a framework to provide the tools to help students to manage their reactions to demanding events and situations.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Elucidate the research evidence on paramedic mental health and how it compares with the general population;
2. Analyse the key concepts and definitions related to exercise and nutrition for the paramedic;
3. Extrapolate the bio-psychosocial model of health to an individual's health status;
4. Assess reactions to a demanding situation using a model of resilience and appropriately modify those reactions;
5. Formulate a view on how social contexts, including that of the ambulance service, influence mental and physical health;
6. Adapt knowledge of sleep hygiene and knowledge of factors promoting sleep to mitigate the health effects of shift work;
7. Determine which cognitive behavioural approaches might best be used to optimize their own mental health.

Class Contact:A total of fifty-six (56) hours per semester consisting of forty-eight (48) hours of lectures, flipped classrooms and on-line activities plus eight (8) hours of tutorials.

Required Reading:Sarafino, E. P., Caltabiano, M.L., & Byrne, D.(2008) 2nd Australasian ed. Health psychology : Biopsychosocial interactions Milton, Qld: John Wiley & Sons Australia

Assessment:Test, Online Test . 1hr duration., 10%. Assignment, Written Assignment (2500 words), 50%. Examination, Multiple Choice/Short Answer Exam (2 hours), 40%. To pass this unit, students are required to achieve an aggregate score of at least 50%.

HFB3211 Integration of Paramedic Practice 1

Locations:Online.

Prerequisites:Nil.

Description:This unit addresses how students might properly integrate evidence into their own practice in order to develop the care they provide to patients. Students are expected to identify a clinical practice and how it might be changed in the light of current and best evidence. This includes finding, appraising and critically reviewing the relevant published research and describing how the findings could impact on clinical practice and care plans. Students will be expected to articulate a process for

evaluating the effectiveness of implementing evidence based change.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and plan a clinical practice change;
2. Discuss the principles and nature of evidence-based practice;
3. Formulate and describe a search strategy for locating evidence in the published literature;
4. Appraise and critically review the relevant research literature;
5. Develop and articulate a process for implementing evidence-based findings into care plans; and
6. Devise and articulate a process for evaluating the effectiveness of implementing evidence-based change.

Class Contact:Forty-eight (48) hours for one semester comprising on-line lectures, tutorials, practicals and self-directed learning activities.

Required Reading:Further readings and references will be provided by the Lecturer.

Assessment:Portfolio, Written Portfolio Integrating Prescribed Discussions, 40%. Portfolio, Prescribed online discussion posting (for portfolio), 20%. Portfolio, Prescribed online discussion posting (for portfolio), 20%. Portfolio, Prescribed online discussion posting (for portfolio), 20%. The total of the combined assessment tasks approximates to 5,000 words. The written report contains the prescribed portfolio discussions integrated with theory and content delivered throughout the semester. To obtain a pass in this unit an aggregate score of 50% must be obtained.

HFB3222 Integration of Paramedic Practice 2

Locations:Online.

Prerequisites:Nil.

Description:This subject re-introduces and extends the medical fundamentals of paramedicine. A systems approach reinforces the anatomical, physiological, pathophysiological and pharmacological aspects of care from the perspectives of the paramedic. Applied considerations will be given to a range of adult and paediatric emergencies.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe and discuss the organisation and physiology of the central and peripheral nervous systems and the various CNS disorders;
2. Discuss the basic principles of pharmacology and how various drugs are classified and appraise the use of specific drugs as they relate to paramedic practice;
3. Explain the anatomical and pathophysiological aspects of pain and fever and their pharmacological management;
4. Describe the anatomy, physiology and pathophysiology of the respiratory system and appraise the pharmacological management of disorders;
5. Explain the anatomy, physiology and pathophysiology of the endocrine system and renal systems and discuss and appraise the clinical uses of diuretics;
6. Describe the anatomy, physiology and pathophysiology of the musculoskeletal system and various injuries to the musculoskeletal system;
7. Describe the various structures associated with the thoracic region;
8. Describe the general rules for assessing trauma and compare and contrast the various steps in the shock process;
9. Examine the major body compartments and their fluid composition and evaluate the use of various fluid therapies; and
10. Describe the anatomy, physiology and pathophysiology of the integumentary system, as well as assessing burns and contrasting the various types and their treatment.

Class Contact:Forty-eight (48) hours for one semester comprising on-line lectures and self-directed learning activities.

Required Reading:Further readings and references will be provided by the Lecturer.

Assessment:Essay, Written essay (1500 words), 25%. Other, Online activities and discussion postings (1500 words), 25%. Examination, Online two (2) hour examination, 50%. Total combined word equivalence of the assessments is approximately 5,000 words. To gain an overall pass in this unit, students must

achieve an aggregate score of 50% and pass the final examination (hurdle requirement).

HFB3225 Research in Paramedic Practice

Locations:St Albans.

Prerequisites:HFB3131 - Paramedic Clinical Science 3HFB3134 - Paramedic Clinical Practice 5

Description:Principles of research. Research ethics. Research paradigms. Qualitative and quantitative research designs. Data collection and data analysis. Critical evaluation of research. Analysis and criticism of research reports.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Define basic research methodology and terminology;
2. Describe the main differences between qualitative and quantitative research;
3. Discuss the advantages and disadvantages of the different methodologies;
4. Explain at a beginning level, research design, establishing the rigour of a research process, methods of data collection and analysis and reporting on research data;
5. Retrieve appropriate articles for a literature review;
6. Conduct an in-depth critical appraisal of research articles; and
7. Explain the significance of consent, confidentiality and other ethical considerations in relation to research.

Class Contact:Lecture2.0 hrsForty eight hours (48) or equivalent for one semester comprising lectures, tutorials, online workshops / discussions and self directed e-learning.

Required Reading:Richardson-Tench, M., Taylor, B., Kermode, S., & Roberts, K., (Eds.) (2011) (4th ed.). Research in Nursing: Evidence for Best Practice. Sth Melbourne, Vic. Thomson.

Assessment:Other, Online Assessment, 40%. Assignment, Written assignment (total 3000 words), 60%. In order to obtain a pass or higher in this graded unit, all components of assessment must be passed.

HFB3226 Major Incidents

Locations:Online, St Albans.

Prerequisites:HFB3134 - Paramedic Clinical Practice 5HFB3135 - Paramedic Clinical Science 5 (Special Populations)HFB3130 - Paramedic Clinical Science 4 (Mental Health and Mental Illness)Prerequisite is not applicable to HBPA students. Prerequisite HBPA is HFB 3134 Prerequisite HBPD is HFB3134, HFB3135, HFB3130

Description:The capstone unit is the culminating experience of the student's paramedic program and provides students with the opportunity to apply and integrate their knowledge and skills gained from earlier years. This unit focuses on the theory and practice of major incident management and recovery. Students will research, scope, design, plan and execute a simulated major incident event. Students will work autonomously and in teams to simulate and ultimately facilitate the pre-hospital management of both the scene and simulated patients. The theoretical component of the unit will cover the history of major incidents, principles of major incident planning, preparation, response and recovery. The roles, responsibilities and communications of emergency services and the sociological and psychological impacts of major incidents, including epidemics, pandemics, terrorism/bioterrorism and natural disasters involving major incidents is also considered. The focus is primarily on the prehospital emergency medicine response to a major incident and the interaction of paramedics with other emergency staff and support agencies is addressed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse the principles of risk assessment and major incident planning, preparation, and coordination;
2. Adapt and apply the main elements of the national major incident and disaster policy and the roles of the emergency services response to a major incident which includes police, fire, ambulance, health, state emergency service and other support agencies;
3. Conceptually map medical service major incident planning, preparation, response and recovery in the context of a multi-disciplinary and multi-agency major incident response;
4. Report on the principles of major incident management including principles of command and control, the Incident Command System (ICS) and triage of patients;
5. Predict and formulate strategies for addressing prevalent major psychological and sociological effects following a major incident including survival, bereavement, and post-traumatic stress;
6. Demonstrate practical applications of the prehospital emergency medicine response in simulated major incident scenarios.

Class Contact:Lecture2.0 hrsTutorial2.0 hrs

Required Reading:Further readings and references and/or their links will be provided by the Lecturer via VU Collaborate.Hodgetts, T.J., & Mackway Jones, K. (2014) 6th ed. Major incident medical management and support London, BMJ Books

Assessment:Other, On campus students: Workbook (2000 words), 20%. Other, On campus students: Tutorial exercises, 30%. Examination, On campus students: Final examination (2 hours duration plus 15 minutes reading time), 50%. Other, Online students (see below for assessment weighting): Tutorial exercises/online discussions, 0%. Assignment, Online students:(see below for assessment weighting): Written (assignment 2000 words), 0%. Students will be expected to attempt all pieces of assessment and must obtain an aggregate score of 50% in order to successfully complete the unit of study. For HBPA and HBPD (on campus students): Assessment item 1, 2 and 3 only are applicable. For HBPA (on-line) degree conversion students: Assessment items 4 and 5 only are applicable. Assessment item 4 contributes to 40% of total grade and assessment item 5 contributes to 60% of the final grade for HBPA degree conversion students.

HFB3231 Paramedic Science 4

Locations:St Albans.

Prerequisites:HFB3131 - Paramedic Clinical Science 3HFB3134 - Paramedic Clinical Practice 5

Description:Review and revision of the pathophysiology and pre-hospital management of selected medical and trauma conditions. The role of diagnostic testing; x-ray, computed tomography (CT scan), magnetic resonance imaging (MRI), ultrasound, angiography, biochemistry, haematology and microbiology/pathology. In-hospital interventions and management of patients with selected medical and trauma conditions. Prognosis and long-term outcomes of patients with selected medical and trauma conditions.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the health challenges and long-term outcomes of patients with selected medical and trauma conditions;
2. Discuss the efficacy of pre-hospital intervention in relation to immediate and long-term patient outcome;
3. Discuss in-hospital diagnosis and management of patients with selected medical and trauma conditions;
4. Apply knowledge of pathophysiology of selected conditions;
5. Critically analyse current pre-hospital care treatment regimes;
6. Describe clinical tests, imaging techniques and laboratory tests used in diagnosis and assessment of patients with selected medical and trauma conditions; and
7. Demonstrate advanced clinical decision making skills

Class Contact:Lecture2.0 hrsForty-eight (48) hours over one semester of mixed mode lectures and tutorials

Required Reading: Additional hardcopy and audiovisual material developed and supplied by the Paramedic Science Unit, School of Biomedical and Health Sciences will support these texts. McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2009). (6th. ed.). Pathophysiology: The biological basis for disease in adults and children. St Louis, MO: Mosby.

Assessment: Knowledge, skills and values developed in this unit will be assessed through group discussion and case-based problem solving exercises. To obtain a pass or higher in this graded unit, all components of assessment must be submitted and an aggregate mark of 50% must be attained. Test, Online Tests (x4 @ 10% each), 40%. Case Study, Written Case Study (x2 @ 30% each) Total 3000 words, 60%.

HFB3234 Paramedic Clinical Practice 6 - Extended Practice

Locations: St Albans.

Prerequisites: HFB3134 - Paramedic Clinical Practice 5 HFB3132 - Mental Health & Wellbeing for Paramedics HFB3131 - Paramedic Clinical Science 3 HFB3133 - Mental Health & Mental Illness HFB3135 - Paramedic Clinical Science 5 (Special Populations) For HB PX: prerequisites are HFB3134, HFB3132, HFB3131, HFB3133 For HB PD: prerequisite is HFB3134, HFB3135

Description: This unit is the culminating experience in clinical practice of the student's paramedic program and provides students with the opportunity to apply and integrate their knowledge and skills gained from earlier years. The unit will extend the student's knowledge and skill set by the amalgamation of advanced life support skills with extended care practices in the community-based emergency health environment. There will be a focus on the intersection of hospital and pre-hospital care, and integration of health practices. It will also consolidate student's clinical practice at the expected level of graduate entry practice. Specific areas of interest will include improved clinical reasoning and critical decision making, awareness of and working with scopes of practice beyond the expected level of graduate entry practice (both in jurisdiction and depth), awareness of patient treatment and management after handover to other health professionals (with an emphasis on understanding of diagnostic tests and procedures the patient is likely to encounter).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate through active participation in a variety of clinical settings, including inter-professional environments, an understanding of the integration of health care practices in order to provide extended patient care;
2. Critically use reflective strategies to identify opportunities for improvement in clinical reasoning, patient management and interprofessional collaboration;
3. Report on the extended practice roles of the paramedic both nationally and internationally;
4. Articulate and demonstrate an understanding of the current scope of paramedic clinical care including ongoing care of the patient in the hospital/definitive care environment;
5. Articulate a basic understanding of advanced wound and fracture management beyond traditional scopes of paramedic practice, such as suturing and plastering;
6. Critically review and discuss the pathophysiology and then demonstrate the assessment, treatment and management of a range of related complex patient presentations.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Plus sixty (60) hours placement which may include simulation, clinical or equivalent placement. Clinical practical laboratories have a hurdle requirement of at least 80% attendance and placements have a hurdle requirement of 100% attendance.

Required Reading: Refer to the Required Web Sites for the required text. Additional readings will be advised in VU Collaborate.

Assessment: Test, Test 1 (30 minutes duration), 15%. Assignment, Written submission with presentation component, 35%. Examination, Scenario Exam (20

minutes), 50%. Practicum, Placements and completed Logbook, 0%. To obtain a pass or higher in this graded unit, all components of assessment must be submitted and an aggregate mark of 50% must be attained. Hurdle requirements include satisfactory completion of the 20 minute scenario exam and 60 hours of placement (clinical or equivalent) and completed logbook. Practical sessions require at least 80% attendance. The practical sessions and the scenario exam enable students to acquire and then demonstrate the essential skills and knowledge expected in paramedic practice and in accordance with accreditation requirements.

HFB3301 Issues in Prehospital Health Service Delivery

Locations: Online.

Prerequisites: There is no prerequisite for this unit for students enrolled in the HBPA online paramedic degree conversion course.

Description: This subject introduces students to aspects of medical sociology as they relate to pre-hospital care. The unit addresses sociological perspectives of health in order for students to develop a better understanding of the concept of illness outside of the biomedical model. Cultural & religious diversity are also explored in order to broaden the perspectives and attitudes of students and to develop an awareness of how these issues may impact upon the pre-hospital presentation and management of patients, and health outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain and critique key concepts of sociology and their relevance for understanding experiences of health and illness;
2. Elaborate various models and frameworks of health and illness and extrapolate their impact on the delivery of pre-hospital health care;
3. Conceptually map different models of death, dying and grief within different socioeconomic, religious and cultural groups;
4. Explain the potential interaction of sociological, religious and cultural constructs and moulding on traits traditionally considered to be biological like age and gender;
5. Evaluate an individual's health status within their broader social framework.

Class Contact: The online equivalent of forty-eight (48) hours for one semester comprising lectures, tutorials, discussions and self-directed learning activities.

Required Reading: Further readings and references will be provided by the Lecturer. Gray, D.E. (2005) Health Sociology - An Australian Perspective. Sydney: Pearson Prentice Hall

Assessment: Some or all of the written assessment may take the form of a portfolio as negotiated with the Unit Coordinator. This is to allow for flexibility in assessment consistent with the nature of the content of this subject and in line the Victoria University, "Student Assessment and Progress Policy," (pp 41 & 42). Test, Open book, online quiz in week five covering material delivered in weeks 1- 4., 10%. Test, Open book, online quiz in week twelve covering material delivered throughout the semester., 10%. Assignment, Written Assignment 1 (2000 words), 40%. Assignment, Written Assignment 2 (2000 words), 40%. The total word equivalence for assessment tasks within this unit is 5,000 words.

HFB3401 Prehospital Ethical and Legal Issues

Locations: Online.

Prerequisites: Nil.

Description: This unit enables students to explore ethical and legal issues and their implications for paramedics and paramedic science. Students' prior knowledge, skills and experiences will be drawn upon to demonstrate and scrutinise their responses to common situations that occur in paramedic practice, which may cause ethical and legal dilemmas. The themes of client autonomy, self-determination, patient rights and independent professional paramedic practice will be explored in the context of

pre-hospital care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Define the terminology and abbreviations used in ethics and law;
2. Discuss how ethical and legal practices, principles and issues may influence paramedic practice;
3. Identify and apply in simulated contexts steps in ethical decision making;
4. Analyse ethical and legal problems arising in paramedic practice and propose and justify acceptable solutions. (E.g. in futile situations, obligation to provide care, patient advocacy);
5. Conceptually map the relationship between legal and professional responsibility and exemplify how it impacts on paramedic practice; and
6. Apply legal requirements and ethical principles to specified individual clients cases drawn from real-life paramedic experience.

Class Contact: Forty-eight (48) hours for one semester comprising on-line lectures, tutorials, discussions and self-directed learning activities.

Required Reading: Further readings and references will be provided by the Lecturer. Eburn, M. (2010). 3rd Emergency Law NSW: The Federation Press

Assessment: In order to obtain a pass or higher in this graded unit, all components of assessment must be passed. If the assessment item is failed, it may be resubmitted once only. Maximum possible marks to be obtained on any resubmission will be 50%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%. Assignment, Written Assignment #1 (500 words), 15%. Assignment, Written Assignment #2 (500 words), 15%. Case Study, Written Case Study (1000 words), 20%. Examination, Online Final Examination (3 hours), 50%. The total combined assessment word equivalence is approximately 5,000 words. Case study will be drawn from the student's (ambulance service) workplace. .

HFS2001 Properties of Food

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: HPC1001 - Food Components

Description: This unit will provide students with an understanding of the functional properties of carbohydrate, protein and fats in food. This will include the interactions between emulsifiers and flavours within a food matrix, and interactions between water-proteins, water, lipids, protein-proteins, protein-lipids, protein-carbohydrates, and carbohydrate-lipids. It will also provide students with the knowledge of conducting formal sensory evaluation of foods using all the sensory attributes. This core knowledge will underpin future learning for all aspects of the food preparation and production from physical characteristics related to shelf life, transportation and storage, to the sensory attributes for the consumer.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate functional properties of carbohydrates, proteins and fats in food groups;
2. Illustrate functional properties through interactions of ingredients in food systems;
3. Articulate principles underpinning laboratory testing of food physicochemical properties;
4. Elaborate on factors contributing to changes of food properties during preparation, cooking and processing;
5. Appraise sensory properties of foods post preparation, cooking and processing ;

Class Contact: Lab 3.0 hrs Lecture 2.0 hrs Tutorial 1.0 hr Lab includes use of science lab initially and then kitchen at Footscray Nicholson followed by a site (food processing and food preparation facility) visit in the last week. Labs run from weeks 2 - 11 only.

Required Reading: Recommended textbooks: Scheule, B., Bennion, M. (2014) Introductory foods (14th ed) New York: Pearson Walstra, P. (2003) Physical chemistry of foods New York : Marcel Dekker Morr, M.L., Irmiter, T.F. (1995) Introductory Foods: A Laboratory Manual (6th ed) New York: Pearson

Assessment: Assignment, Individual written assignment (1400 words), 20%. Report, Two (2) Lab reports (1000 words each), 30%. Examination, Written final examination (2 hours), 50%.

HFS2002 Food Safety and Preservation

Locations: Footscray Nicholson, Werribee, Footscray Park, St Albans.

Prerequisites: HFS2003 - Food Microbiology

Description: This unit provides basic concepts and principles of food safety and preservation, food legislation and food standards as applied to production of safe, clean and hygienic food. Students will be introduced to the principles of various techniques of food preservation such as by controlling moisture, controlling temperature (cooking, pasteurizing, sterilizing, canning, chilling, freezing), using chemicals and irradiation, and modified atmospheres. The impact of the various preservation techniques on the product safety, quality and nutritional value of food will be discussed. They will also be introduced to the basic concept and principles of HACCP food safety methodology that ensures the production of clean and hygienic food, and will rigorously evaluate the cleaning and sanitation practices in the food, beverage, and hospitality industries, including retail and industrial food production settings. This unit of study will focus importantly on potential consequences of inadequate preservation and poor food safety management and the ethical dilemmas resulting from food recalls, foodborne illness outbreaks, and human illness and death. As such, students will have the opportunity to consider their individual responsibility to the scientific community and the broader community at large, and develop an understanding of the intricacies of balancing individual and public good.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply and integrate the principles and practices of food safety management to preparation, production, preservation, storage and distribution of food;
2. Develop preparation and production techniques using the HACCP approach to ensure the production of safe, clean and hygienic food;
3. Analyse different methods of preservation and propose appropriate methods of preservation, including the concept of hurdles to control safety and quality risks;
4. Evaluate preparation and production processes in order to determine practical approaches to food safety; and
5. Plan and design innovative food safety procedures for food services and industrial processors.

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr

Required Reading: Links to additional reading and supporting material will be provided by the unit coordinator via VU Collaborate.

Assessment: Assignment, Two written assignments on current issues relevant to food safety and food preservation (500 words each), 30%. Presentation, Oral presentation and report (1000 words) on a team case study, 30%. Examination, Final Written Examination (2 hours, equal to 2000 words), 40%.

HFS2003 Food Microbiology

Locations: Footscray Nicholson, Werribee, Footscray Park, St Albans.

Prerequisites: HPC1000 - Introduction to Human Nutrition and Food

Description: This unit will provide students with an understanding of the characteristics of commonly encountered foodborne pathogens, including bacteria, viruses, parasites and fungi. It will cover the ways in which these pathogens contaminate and survive in foods, possibly produce toxins and subsequently cause disease. The importance of indicator organisms and potential foodborne pathogens will also be covered. Furthermore, the role of legislation and Australian and international standards relating to microbiological criteria for foods, control and prevention of food-borne diseases will also be examined to include hygiene, sanitation and waste treatment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Assess the interactions between microorganisms and food, and factors influencing their growth and survival; 2. Explain the significance and activities of microorganisms in food; 3. Summarise the characteristics of foodborne, waterborne and spoilage microorganisms, and methods for their isolation, detection and identification; 4. Advise why microbiological quality control programmes are necessary in food services and production; and 5. Determine the effects of fermentation in food production and how it influences the microbiological quality and status of the food product.

Class Contact: Lab 3.0 hrs Lecture 3.0 hrs Labs will take place in weeks 2-11 only

Required Reading: Bek R., Arun B. (2013) 5th ed. *Fundamental Food Microbiology* Boca Raton: CRC press Montville, T.J., Karl R. Matthews, K.R., Kalmia E. Kniel, K.E., (2012) 3rd ed. *Food Microbiology: An Introduction* Washington: VA, USA Jay, J.M., Loessner, M.J., Golden, D.A. (2005) 7th ed. *Modern Food Microbiology* New York: Springer Aspen Publishers Inc.

Assessment: Assignment, Written research report (1000 words), 25%. Report, Practical work - two (2) lab reports (each approx. 500 words), 25%. Examination, Final examination (2 hours), 50%.

HFS2004 Food Quality Assurance

Locations: Footscray Park, St Albans.

Prerequisites: HPC1001 - Food Components HFS2003 - Food Microbiology

Description: Consumers expect high quality, safe food produced and packaged under hygienic conditions. When food is recalled because of contamination or spoilage, consumers lose confidence in our food production systems and the food industry suffers financial losses. In our global economy, where ingredients may be sourced from around the world and different manufacturing and production standards may be used, it becomes increasingly important to understand regulatory systems and ensure that standards are enforced. This unit provides an introduction to the concepts and principles of food quality evaluation assurance, food legislation, food standards, sensory and objective evaluation of foods and relevant testing. It explores the concept of quality from sensory, scientific, regulatory and legal perspectives, including the concepts of total quality control (TQC) and total quality management (TQM). The importance of quality assurance principles and systems and both Australian and International food standards codes are emphasized.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Review and apply principles of quality assurance and quality management systems in food manufacturing, distribution and services; 2. Interpret Australian and International food legislations and food standard codes with respect to quality assurance of a food in the food manufacturing and services sectors; 3. Assess principle statistical control techniques to assure the quality of a food; and 4. Identify and create particular sensory tests for evaluation of a food of interest with respect to quality assurance of that particular food within food production and services divisions.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs

Required Reading: Hubbard, M. R. (2012) 3rd ed. *Statistical quality control for the food industry*. NY: Chapman and Hall Lyon, D.H., Francombe, M.A., Terry A. Hasdell, T.A. (2012) *Guidelines for sensory Analysis in Food Product Development and Quality Control* NY: Springer Publishers

Assessment: Report, Laboratory Report on testing food quality (1000 words), 15%. Assignment, Written Assignment (1500 words), 25%. Presentation, Oral Presentation based on the assignment topic (500 words equivalent), 10%.

Examination, Final Written Examination (2 hours, 2000 words equivalent), 50%. Total combined assessment word equivalence is approximately 5000 words.

HFS3001 Food Processing

Locations: Footscray Nicholson, Werribee, Footscray Park, St Albans.

Prerequisites: HPC1001 - Food Components

Description: This unit will provide students with the basic concepts and principles about global food resources and the distribution of food products. Students will learn the preservation and processing techniques for various food products and the manufacturing and use of fractionated products and by-products. This knowledge provides the foundations to address changing patterns of food consumption and production world-wide and meet increasing food needs of the population

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically appraise and defend the techniques used in processing of foods; 2. Articulate and apply the mechanisms underlying short and long term food preservation using authentic case studies from the food industry; 3. Conceptually map the positive and negative effects of processing and preservation on various foods; and 4. Plan and design innovative food processing techniques to solve complex problems related to the safety and quality of processed foods.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Reading materials will be negotiated in consultation with the lecturer(s) and will be appropriate to the topic under investigation.

Assessment: Test, Class Test (30 minutes), 10%. Presentation, Oral Presentation (10 minutes per student), 10%. Assignment, Assignment (2000 words), 30%. Examination, Final Examination (2 hours), 50%.

HFS3233 Managing Food Enterprises

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: HPC1000 - Introduction to Human Nutrition and Food

Description: This unit examines the attributes of small, medium and large scale food manufacturing enterprises, and their management and financial characteristics. Students will gain knowledge of the managerial arrangements, and the principles of financial and human resources management that will prepare them for the food industry workforce.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse the range of operations used in food manufacturing; 2. Critically review the optimal management of factory timelines; 3. Conceptually map the principles of human resources management; 4. Interrogate the legislative occupational health requirements of food manufacturing; 5. Propose solutions to unit operation problems in a variety of settings; and 6. Prepare simple business plans and planned maintenance schedules for food manufacturing enterprises.

Class Contact: Forty-four (44) hours for one semester, comprising lectures, tutorials, and workshops/practical sessions: 2 hour lectures: Weeks 1-12 of semester (24 hours) 2 hour tutorials/workshops: Weeks 2-11 of semester (20 hours) Observation excursions to industrial food processors may be arranged as appropriate. In addition to active involvement in the teaching and learning hours, students will also need to spend time studying outside the classroom. It is estimated that each student will need to spend at least 3 hours per week independently engaging in learning activities relating to the learning outcomes of the subject.

Required Reading: The Lecturer will provide students with a selection of Journals and Websites.

Assessment: Assignment, Written Assignment (individual) - business plan and

maintenance schedule (1500 words), 30%. Assignment, Written Team Assignment and Presentation - proposed solution to operations challenge (1500 words + 20 min. presentation), 30%. Examination, Examination (2 hours, short answer and long answer questions), 40%.

HHA3276 Anatomy 6 (Clinical and Radiology)

Locations:City Flinders, St Albans.

Prerequisites:HHA3175 - Anatomy 5 (Clinical Neurology)

Description:HHA3276 Anatomy 6 aims to build on Osteopathic students' knowledge of regional anatomy and aid them in developing an integrated understanding of how various regions work together functionally and an ability to critically apply this knowledge to clinical problem solving and the systematic review of radiographs.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify and describe in detail, anatomical structures and relationships from a regional perspective; 2. Prosect cleanly and accurately a nominated musculo-skeletal region of the human body; 3. Communicate knowledge of anatomy to colleagues and to lay people in ways that each group can understand, and using prosected material, anatomical models or radiographs as appropriate; 4. Explain the relationships between anatomical structure, function and dysfunction from a regional and clinical perspective; and 5. Systematically review and describe a radiograph and communicate your findings to colleagues and to lay people in ways that each group can understand.

Class Contact:Lab 1.5 hrsLecture 1.0 hrTutorial 1.0 hrWorkshop 1.0 hrClinical Anatomy Lectures and tutorials will be delivered at the City Flinders Campus, while Clinical Anatomy Dissection classes are conducted in the Anatomy Laboratory on the St Albans campus. Radiographic Anatomy lectures and tutorials will be delivered online using VU Collaborate.

Required Reading:Agur, A., & Dalley, A. F. (2008). (12th ed.). Grant's atlas of anatomy. United States, Lippincott Williams & Wilkins. American Psychological Association. (2001). (5th ed.). Publication manual of the American Psychological Association. Washington, DC: Author. Moore, K. L., & Dalley, A. F. (2010). (6th ed.). Clinically oriented anatomy. Baltimore, Lippincott Williams & Wilkins. Wicke, L. (2004). (7th ed.). Atlas of radiologic anatomy. Baltimore, Saunders.

Assessment:Project, Prosection project (500 words equivalent), 15%. Presentation, Oral presentation of cadaveric prosection (10 minutes- 500 words equivalent), 15%. Presentation, Group presentation on the clinical anatomy of a common condition (10 minutes- 500 words equivalent), 20%. Examination, 20 minute OSCE Exam involving 2 x 10 minute practical/oral stations (1000 words equivalent), 50%. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. The total word equivalence of the combined assessment tasks equates to 2500 words for a 6 credit point unit.

HHB1205 Challenge: a Healthy West

Locations:St Albans.

Prerequisites:Nil.

Description:If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit, students will be involved in teams to explore the contribution Voluntary Organisations in the West make to raising key public health issues. Focusing the challenge around voluntary organisations the students will

gain important insight into how these organizations work to raise awareness of key public health issues in the western region and support social change which is required to address the key determinants of good health. Students will be required to investigate, synthesise and contextualise their learning from previous and concurrent units in body structure and function, notions of health and wellness, patterns of disease, the health care system, the health workforce and the collection and evaluation of evidence.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Relate Voluntary Organisations priorities to the western region of Melbourne;
2. Identify, propose and justify strategies for investigating the take-up of priorities;
3. Produce and present a case study (individual or community) which encapsulates the progress of Voluntary Organisations priorities in the western region of Melbourne; and
4. Identify and demonstrate in structured situations the skills required to work collaboratively to maximise team outputs.

Class Contact:Lecture 2.0 hrsTutorial 2.0 hrsAs part of the Project assessment, students may be required to visit the voluntary organisations that they are researching.

Required Reading:Nil required Texts. The Lecturer will provide reading materials as appropriate.

Assessment:Journal, Journal Summary (Individual - 500 words), 20%. Project, Project Proposal (Team - 750 words each), 30%. Report, Written Report (Team - 1000 words each), 40%. Presentation, Team Project Presentation, 10%.

HHB2000 Social Epidemiology

Locations:St Albans.

Prerequisites:Nil.

Description:The unit introduces students to the social distribution and social determinants of states of health in national, including indigenous and global contexts. Social epidemiology seeks to understand the ways in which social, psychological, political, cultural and economic circumstances influence our chances for a healthy life. It examines theory from the social sciences with rigorous epidemiological methods so that we can illuminate the connections between social factors and health and use what we find to improve health. It will identify social environmental exposures that may be related to a broad range of physical and mental health outcomes. It will focus on specific socio phenomena such as a socio economic stratification, social network and support, discrimination, work demands and control.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the historical framework for social epidemiology;
2. Determine common key social determinants that contribute to states of health;
3. Advise the connections between social inequalities and health inequalities;
4. Evaluate health behaviours and their contributions to overall health.

Class Contact:Forty eight (48) hours for one semester, comprising lectures, flipped classes, workshops and e-learning.

Required Reading:Berkman, L.F., Kawachi, I. & Glymour, M. (2014) 2nd ed. Social Epidemiology New York, Oxford University Press RECOMMENDED TEXTS AND READINGS: McCance, K. L., & Huether, S. E. (2014). Pathophysiology: The biologic basis for disease in adults and children. (7th ed.). St. Louis, Missouri: Elsevier. Gordis, L. (2004). Epidemiology. (3rd ed.). Philadelphia: Elsevier Saunders.

Assessment:Test, Test (500 words), 15%. Assignment, Group presentation, 35%. Examination, Examination 1.5 hours (1500 words equivalent), 50%. Students are expected to attempt all pieces of assessment and must obtain a total aggregate

score of 50% or greater to pass the unit. The test will be run in week 5 of semester and feedback about performance in this assessment will be provided in order to guide and support students in their future learning in the unit of study.

HHB2301 Health Promotion

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit introduces students to the primary health care approaches, conventions and practice strategies for health promotion and injury prevention across the lifespan, in diverse population groups and diverse settings. Central to the unit is the study of effective frameworks for disease prevention and the importance of partnerships, supportive environments, participation and capacity development for successful health promotion. Models of health behaviour will be examined and applied to the practice of health promotion.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically analyse the evolution of the health promotion movement as articulated in various health charters of the 20th and 21st Century;
2. Illustrate knowledge of health promotion principles, and frameworks used in health;
3. Determine the elements of successful health promotion projects and programs; and
4. Utilise health behaviour models in health promotion projects.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Naidoo, J., Wills, J. (2012) 3rd ed. Foundations for Health Promotion London: Bailliere Tindal/Elsevier Talbot, L., & Verrinder, G. (2014) 5th ed. Promoting health: The primary health care approach Sydney: Churchill Livingstone/Elsevier Recommended Reading; Egan, G. (2014) The skilled helper: A problem-management and opportunity development approach to helping. Belmont, CA: Brooks/Cole, Cengage Learning.

Assessment: Case Study, Draft Outline of Individual Case Study (500 words), 10%. Case Study, Individual Case Study written response and presentation (1500 words), 40%. Presentation, Draft of Group Health Promotion Activity (500 words), 10%. Presentation, Group Health Promotion Activity, written development and presentation (1500 words), 40%.

HHB2302 Health Culture and Society

Locations: St Albans.

Prerequisites: Nil.

Description: This unit will examine and promote transcultural health and cultural competency in healthcare. Ethics of social care and cross cultural awareness in health care delivery will be an important focus of this unit. Models of health behaviour will be explored and applied to the practice of cross cultural health promotion and health delivery. The principles of social justice, gender equity, inclusion and exclusion especially in decision making will be studied. Health communication by service providers and interpreters in a diverse Australia and the influences of culture in service delivery will also be addressed. Central to the unit is the study of effective frameworks for appropriate health delivery to disadvantaged groups. The cultural determinants of health will be revisited.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the diversity of the Australian population, health care providers and consumers of health care;
2. Evaluate the significance of transcultural health care and frameworks such as cultural competence, social model of health and human rights in health care delivery;
3. Develop and justify culture specific competencies essential for the provision of care to Australia's diverse population groups;
- 4.

Examine and illustrate the role of allied service providers in cross culture health care delivery; 5. Argue the concept of respect for diversity which is underpinned by the principles of social justice, equity and humanity; and 6. Critique social policies relating to cross cultural health delivery in a multicultural Australia.

Class Contact: Lecture 4.0 hrs

Required Reading: Germov, J., (2013) 5th ed. Second Opinion: An Introduction to Health Sociology South Melbourne, Victoria: Oxford University Press Purnell, L.D., (2012) 4th ed. Transcultural health care: A culturally competent approach Philadelphia: F.A. Davis Company Hampton, R. & Toombs, M., (2013) Indigenous Australians and health: The wombat in the room South Melbourne, Victoria: Oxford University Press

Assessment: Case Study, Reflective Journal (500 words), 10%. Assignment, Group assignment (1,500 words), 40%. Examination, Two (2) hour written exam (2,000 words equivalent), 50%.

HHB2303 Health and Behaviour

Locations: St Albans.

Prerequisites: Nil.

Description: The focus of this unit will be skills development and acquisition in psychosocial health and wellbeing in the community with a focus on Melbourne and Australia's diverse population groups. Prevalent psychosocial health conditions in the community shall be explored with emphasis on body, mind, soul and intrinsic health issues. Strategies for prevention, health restoration and management shall be examined in conjunction with policies on psychosocial health promotion and government initiatives to promote individual and community psychosocial health and wellbeing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the incidence of psychosocial illness occurrence and distribution across different population groups;
2. Debate and apply management strategies, support and care approaches for families and communities in relation to psychosocial health; and
3. Analyse policy initiatives and programs directed at addressing psychosocial health in the community.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Abraham, C., Norman, P., & Conner, M., (2013) Understanding and changing health behaviour: From health beliefs to self-regulation Hoboken: Taylor and Francis RECOMMENDED READING - TEXTS: Jones, K.V. & Creedy, D.K., (2012) Health and human behaviour 3rd ed. South Melbourne, Vic: Oxford University Press Barkway, P., (2013) Psychology for health professionals 2nd ed. Chatswood, NSW: Elsevier Australia

Assessment: Presentation, Presentation (group) on psychosocial health and wellbeing (1,500 words), 40%. Assignment, Written assignment on psychosocial health focusing on alternative forms of treatment (2,000 words), 60%.

HHB2402 Health Program Planning and Evaluation

Locations: Footscray Park, St Albans.

Prerequisites: HHB2301 - Health Promotion

Description: In this unit students are introduced to the principles and practice of designing, implementing, managing and evaluating health promotion programs in the community. The program planning process will be applied to a range of health issues. Using case histories, students will identify and analyse what makes programs successful.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify health priorities through the collection, analysis and interpretation of information on a community or population group; 2. Design a health promotion intervention using theory and evidence to guide selection of strategies and identification of outcomes; 3. Identify physical, human and financial resources required to implement a health promotion program; 4. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality; and 5. Write a project proposal to address an identified health issue in a specific community.

Class Contact:Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading:Dwyer, J., Liang, Z., Thiessen, V., & Martini, A. (2013). 2nd Edith Project management in health and community services: Getting good ideas to work. Crows Nest, NSW: Allen & Unwin. Recommended Reading: Barraclough, S., & Gardner, H. (2008). Analysing health policy: A problem-oriented approach. Marrickville, N.S.W: Elsevier.

Assessment:Report, Written Report - Health Needs Assessment for a specified community or population group to form basis of health promotion project proposal (750 words), 20%. Portfolio, Reflective Portfolio - series of six (6) critical reflections of the class teaching/workshop sessions (150 words each), 30%. Assignment, Written Proposal- Written grant proposal for a community health promotion project (2000 words), 50%.

HHB2403 Health Law and Ethics

Locations:St Abans.

Prerequisites:HHB 1204 - Australian Health and Social Care Systems and Policy

Description:The focus of this unit is the Australian legal system, processes and constitutional arrangements and important legal concepts related to healthcare delivery. The behaviour of individuals within the healthcare system will be examined. Students will be introduced to the philosophies and theories underpinning ethics, the essence of ethics in health care and its importance to their professional practice will all be addressed relevant to ethical frameworks, professionalism, confidentiality and informed consent. The relationship between health, law, ethics and how they intersect will be explored.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

- Conceptually map ethics and legal frameworks relevant to health care in Australia. GC1, GC2.
- Apply knowledge of professional codes of conduct /guidelines for different groups of health care providers in various contexts. GC2.
- Discuss the roles and responsibilities of health professionals and consumers within the health legal frameworks GC2.
- Understand the rights of healthcare consumers. GC2, GC3.
- Articulate and describe the concept of 'negligence' and 'duty of care'. GC1a, GC3.
- Elaborate the ethical obligations of confidentiality and consent. GC1a, GC2, GC3.

Class Contact:Forty-eight (48) hours for one semester, comprising lectures, tutorials, and workshops/practical sessions: 2 hour lectures: Weeks 1-12 of semester (24 hours). 2 hour tutorials/workshops: Weeks 1-12 of semester (24 hours). In addition to active involvement in the teaching and learning hours, students will also need to spend time studying outside the classroom. It is estimated that each student will need to spend at least 3 hours per week independently engaging in learning activities relating to the learning outcomes of the subject.

Required Reading:White, B.P., McDonald, F. J. & Willmott, L. (2010) Health law in Australia Pyrmont, NSW: Thomson Reuters (Professional) Australia

Assessment:Examination, Exam (two hours 1500-2000 words), 50%. Case Study, Case Study (2000 words), 50%. Total word equivalence is 3500-4000 words.

HHB3001 Indigenous Health Research Project

Locations:St Abans.

Prerequisites:AEK1105 - Aboriginal Traditions and PolicyAEK1204 - Aboriginal History and Political MovementsAEK1105 Aboriginal Traditions and Policy OR AEK1204 Aboriginal History and Political Movements.

Description:This Unit of Study provides students with an opportunity to apply the knowledge and skills gained during the course in a work-base placement in a selected Aboriginal Health setting or undertake a brief research project in an area of Aboriginal Health. Students are required to negotiate their placement or research with the Unit Advisor. This unit offers students the opportunity to reflect, review, and observe the principles and practice of public health, health promotion and community health in an Aboriginal or Torres Strait Islander or community-based organisation health setting. Students will reflect on best practice and identify areas of improvement for them and for practice. Central to the unit is the primary experience of an opportunity to observe or investigate the impact of colonisation and whiteness on Aboriginal people and what outcomes this impact has on health care programs and practices for Aboriginal or Torres Strait Islander peoples. Students will be introduced to Aboriginal and Torres Strait Islander community protocols and ethical practices. An important component will be a greater understanding of how to work effectively with Aboriginal families, communities and community-based organisations.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Integrate and synthesise prior knowledge and learning from multiple and diverse topic areas to produce a coherent response to a contemporary challenge in respect to Aboriginal Health;
2. Investigate the role of health professionals in community and institutional health care settings in relation to practice and service delivery especially for Aboriginal and Torres Strait Islander people or communities;
3. Critically analyse strengths and weaknesses in the selected work environment and hypothesise suggestions for improvement; and
4. Exhibit investigative, reporting and presentation skills commensurate with graduate level career entry requirements.

Class Contact:Forty-eight (48) hours for one semester, may comprise of practicum placement, research project and supervised sessions with academic staff.

Required Reading:Land, C., (2015) Decolonizing Solidarity. Dilemmas and Directions for Supporter of Indigenous Struggles. London, UK: Zed Books Whiteside, M., Tsey, K., Cadet-James, Y., & McCalman, J., (2014) Promoting Aboriginal Health : The Family Wellbeing Empowerment Approach n.p.: Cham ; New York : Springer, [2014], Victoria University Library Catalogue, EBSCOhost RECOMMENDED READINGS: Fredericks, B., Adams, K., & Edwards, R., (2011), Aboriginal Community Control And Decolonising Health Policy: A Yam From Australia, n.p.: Victoria University Research Repository, EBSCOhost. Communities Working For Health And Wellbeing. Success Stories From The Aboriginal Community Controlled Health Sector In Victoria 2007, n.p.: Fitzroy, Vic. : Victorian Aboriginal Community Controlled Health Organisation ; Casuarina, N.T. : Cooperative Research Centre for Aboriginal Health, Victoria University Library Catalogue, EBSCOhost.

Assessment:Presentation, Individual class presentation (1500 words), 30%. Report, Written report following completion of practicum or research (3500 words), 70%.

HHB3003 Health Priority in the Western Region

Locations:St Abans.

Prerequisites: Students must complete 96 credit points (first year studies) and 48 credit points (first four units) of Core Major studies.

Description: The goal of the National Preventative Health Strategy's is to focus on building preventative health strategies in Australian communities with a specific focus on obesity, tobacco and alcohol. In this unit, students will be involved in teams to explore how each of the National Preventative Health Strategy priorities manifests and is being addressed in the Western region of Melbourne. A comparison will be made with other regions in Melbourne. Students will be required to investigate, synthesise and contextualise their learning from previous and concurrent units in body structure and function, notions of health and wellness, patterns of disease, the health care system, the health workforce and the collection and evaluation of evidence.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Relate National Preventative Health Strategy priorities to the western region of Melbourne;
2. Identify, propose and justify strategies for investigating the take-up of priorities;
3. Produce and present a case study (individual or community) which encapsulates the progress of National Preventative Health Strategy priorities; and
4. Identify and demonstrate in structured situations the skills required to work collaboratively to maximise team outputs.

Class Contact: Forty-eight (48) hours per semester consisting of lectures, tutorials or visits to health and community settings. Students should expect to spend an additional four (4) hours per week in independent study.

Required Reading: Nil required Texts. The Lecturer will provide reading materials as appropriate.

Assessment: Annotated Bibliography, Addressing the Voluntary Organisations priorities in the Western Melbourne Region (Team - 500 words each), 20%. Project, Project Proposal (Team - 1000 words each), 20%. Report, Written Report on Team Project (1000 words each), 40%. Presentation, Team Project Presentation (20 minutes) (500 words), 20%. Each team member is expected to make a 3000 word equivalent contribution to team tasks.

HHB3501 Disease and Injury Prevention and Control

Locations: St Albans.

Prerequisites: HHB 1104 - Introduction to Public Health and Wellness HHB 1203 - Patterns of Health and Disease HHB 1204 - Australian Health and Social Care Systems and Policy HHB 2301 - Health Promotion

Description: This unit examines the principles and practice of preventing and controlling diseases of public health significance. The unit covers disease monitoring and surveillance, disease outbreaks and responses, levels of intervention and disease control policies and practices. The epidemiology and major causes and risk factors for injury and public health initiatives to prevent injury are examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify and analyse the patterns of disease and injury across population groups in the community
- Discuss the contribution of disease and injury surveillance and monitoring to health policy and program planning
- Explain the procedures undertaken to investigate and control an outbreak of communicable disease
- Evaluate disease and injury prevention and control policies and strategies.

- Analyse a health problem and identify the appropriate levels at which to target the disease, condition or determinant.

Class Contact: Forty-eight (48) hours for one semester, comprising lectures, tutorials, and workshops/practical sessions: 2 hour lectures: Weeks 1-12 of semester (24 hours) 2 hour tutorials/workshops: Weeks 2-11 of semester (20 hours) In addition to active involvement in the teaching and learning hours, students will also need to spend time studying outside the classroom. It is estimated that each student will need to spend at least 3 hours per week independently engaging in learning activities relating to the learning outcomes of the subject.

Required Reading: Remington, P.L., Brownson, R.C., & Wegner, M.V. (2010) 3rd Edition Chronic disease epidemiology and control Washington, DC: American Public Health Association Press Miller, R. E. (2012) Epidemiology for health promotion and disease prevention professionals Hoboken: Taylor and Francis RECOMMENDED TEXT Bonita, R., Beaglehole, R., Kjellstrom, T. (2007). Basic epidemiology. (2nd Edition). Geneva: World Health Organisation.

Assessment: Assignment, Written assignment on disease surveillance and control (1500 words), 30%. Case Study, Case History on the prevention and control of a specific injury type of public health significance (1500 words), 30%. Examination, Final Exam with short answer and long answer questions (2 hours), 40%. Total word equivalence of combined assessments tasks approximately 4000 words.

HHB3502 Health Research

Locations: St Albans.

Prerequisites: HHB 1104 - Introduction to Public Health and Wellness HHB 1105 - Evidence and Health 1 HHB 1104 pre-requisite for students enrolled in HBHN. HHB 1105 pre-requisite for students enrolled in HBHL.

Description: This unit deals with health and social research skills acquisition. Relevant qualitative and quantitative research paradigms will be explored, together with major principles used when conducting research and systematic reviews. The research process, from conceptualization through to dissemination of findings will be illustrated. Central to this unit is research applications to evidence-base practice in health.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the different Qualitative and Quantitative approaches and practices in Health Research;
2. Critique various health research designs and paradigms;
3. Interpret and synthesise qualitative and quantitative reports;
4. Display an understanding of systematic data collection and management;
5. Apply analytical skills appropriate to specific and varied research contexts; and
6. Effectively communicate information acquired from research and other reports to a variety of audiences.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Students will be provided a range of support material including journal articles, power points presentations, video presentations, directed reading and other relevant material via VU Collaborate.

Assessment: Test, Tests x 5 (1000 words), 30%. Assignment, Critical Analysis (1000 words), 30%. Examination, Written Research Design/Proposal (2000 words), 40%.

HHB3504 Occupational and Environmental Health

Locations: St Albans.

Prerequisites: HHB 1105 - Evidence and Health 1 HHB 1203 - Patterns of Health and Disease HHB 2301 - Health Promotion

Description: This unit examines the environmental influences on health and the strategies available to control and minimize risks associated with physical, chemical

and biological health hazards. Local and global environmental health challenges such as climate change, pollution, food safety and water and sanitation will be used to examine the framework of risk assessment, risk management and risk communication. The unit will also examine the causes and the human and economic cost of occupational disease and injury in Australia and the legal framework for Occupational Health and Safety.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify the main environmental and occupational determinants of health and disease and critically analyse how these factors contribute to disease and injury risk or prevention.
- Conceptually map the contribution of epidemiology, toxicology and ecology to risk assessment and risk control strategies.
- Identify and outline the methodologies for exposure measurement and risk assessment for common environmental health hazards.
- Interpret the legal framework for Occupational Health and Safety in Australia
- Apply the principles of health promotion to communicate risks related to environmental and occupation health.

Class Contact: Forty-eight (48) hours for one semester, comprising lectures, tutorials, and workshops/practical sessions: 2 hour lectures: Weeks 1-12 of semester (24 hours) 2 hour tutorials/workshops: Weeks 2-11 of semester (20 hours) In addition to active involvement in the teaching and learning hours, students will also need to spend time studying outside the classroom. It is estimated that each student will need to spend at least 3 hours per week independently engaging in learning activities relating to the learning outcomes of the subject.

Required Reading: Levenstein, C. (2009) *At the Point of Production: The Social Analysis of Occupational and Environmental Health*. Amityville, NY. Baywood Publishing Company, Inc.

Assessment: Assignment, Written assignment on Occupational Health and Safety (1500 words), 30%. Assignment, Develop a communication resource on a specific occupational or environmental health hazard (1000 words), 20%. Examination, Final Examination with short answer and long answer questions (2 hours), 50%. Total word equivalence of combined assessment tasks is approximately 5000 words.

HHB3602 Global Health

Locations: Footscray Park, St Albans.

Prerequisites: HHB 1104 - Introduction to Public Health and Wellness HHB 2302 - Health Culture and Society

Description: This unit examines current and emerging topics in health from a global perspective. It looks at the impact of globalisation on health care with a focus on low income countries. Global threats to health and the health disparities across countries and populations groups and the international agreements and policies to address these are explored. Specific issues of maternal and child health, migrant and refugee health, HIV/AIDS and other communicable diseases of global public health significance and the increasing global epidemic of chronic disease are covered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interrogate the global influences on health and health care systems and policies;
2. Analyse the economic, political, cultural and social determinants of health in low income countries;
3. Critically review the specific health needs of vulnerable population groups such as women, children and internally displaced people and

refugees and the global initiatives to address these groups; and 4. Discuss and critique health programs and initiatives aimed at particular global health issues such as HIV/AIDS, nutritional and chronic disease and injury prevention.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Markle, W. H., & Fisher, M. A. (2013) 2nd Edition *Understanding global health* New York: McGraw-Hill RECOMMENDED READINGS McInnes, C., & Lee, K. (2013). *Global health and international relations*. Hoboken: Wiley. Muennig, P., & Su, C. (2012). *Introducing global health*. Hoboken: Wiley. Murray, C.J.L., & Lopez, A.D. (2013) *Global Burden of Disease and Injury- A comprehensive assessment of mortality and disability from disease, injury and risk factors in 1990 and projected 2020*.

Assessment: Presentation, Tutorial presentation (1000 words), 20%. Case Study, Case history on the health issues, determinants and needs of a specified low income country (1500 words), 30%. Assignment, Written assignment critically reviewing global policies and actions to address a global health issue of public health significance (2500 words), 50%. The total combined assessment word equivalence is approximately 5000 words.

HHB3603 Health Challenge

Locations: St Albans.

Prerequisites: Students must complete 96 credit points (first year studies) and 48 credit points (first four units) of Core Major studies.

Description: The Health Challenge Capstone involves a negotiated, authentic, project based activity that responds to a local, national or global health 'challenge' and closely relates to professional work in the health sciences field. Students will synthesise and apply their learning across the degree program, demonstrate holistically their development of graduate capabilities and successfully negotiate the transition to their next career stage.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Integrate and synthesise prior knowledge and learning from multiple and diverse topic areas to produce a coherent response to a contemporary health challenge;
2. Exhibit investigative, reporting and presentation skills commensurate with graduate level career-entry requirements; and
3. Articulate their development of Victoria University Graduate Capabilities and predict how these will inform their future professional practice in the field of health sciences.

Class Contact: Fifty-six (56) hours per semester. Students will generally be working independently to conduct the negotiated investigative project that constitutes the Health Challenge capstone. Contact hours will be scheduled for independent consultations with capstone supervisory staff. There will be three (3), two (2) hour seminars scheduled through the semester for students to report on progress to their peers. In addition a professional development workshop (2 hours) will be scheduled mid semester.

Required Reading: No required reading text. Reading material will be provided by the Lecturer.

Assessment: Presentation, Individual project presentation (1,000 words), 45%.

Report, Written project report including summary/abstract and reflective section for inclusion in e-portfolio (3,500 words), 55%.

HHC3173 Biomechanics 3

Locations: City Flinders.

Prerequisites: HHC2272 - Biomechanics 2

Description: The aim of this unit is to advance the understanding of biomechanical and osteopathic principles developed in previous units and focus attention on the topics of posture and gait. Particular emphasis is placed on deviations and

compensations from standard patterns that are likely to lead to injury.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply biomechanical and osteopathic principles to the analysis of both typical and deviant gait and posture; 2. Apply biomechanical and osteopathic principles to the analysis of gait and posture compensations that occur as a result of deviations from typical patterns; and 3. Present findings regarding 1-2 above in simulated clinical setting.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Neumann, D. A. (2010). (2nd) Kinesiology of the musculoskeletal system. Sydney, Australia: Mosby.

Assessment: Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). Other, Oral Tutorial questions (week 5 - 500 words), 20%. Other, Oral Tutorial questions (week 10 - 500 words), 20%. Examination, 15-minute oral exam as part of the third year OSCE (1500 words), 60%. The total word equivalence for combined assessment tasks in this six (6) credit point unit is approximately 2500 words.

HHD2112 Dermal Science 1

Locations: City Queen.

Prerequisites: Nil.

Description: The unit introduces students to theoretical aspects of anatomy, physiology, and microbiology relevant to the practice of dermal therapy. The unit provides important underpinning knowledge that students will require in their practical applications throughout the degree program. Topics include; introduction to anatomical terminology; introduction to cell and tissue biology; the musculoskeletal system and circulatory system with emphasis on craniofacial anatomy and physiology of these systems; introduction to endocrine system biology with emphasis on homeostasis and feedback mechanisms; the identification and biochemistry of micro-organisms as a basis for the dermatology and pathology material in later units; and a grounding in microbiology sufficient for infection control and sterile procedures required in the clinical practice units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the basic structure and function of cells and tissues, including cell membranes; 2. Discuss the general structure and function of the circulatory system and associated vasculature of the skin, using correct anatomical terminology; 3. Recognise and describe the structure and function of the musculoskeletal system and associated craniofacial musculature and osteology, using correct anatomical terminology; 4. Understand the regulatory role of the endocrine system in terms of homeostatic feedback mechanism; and 5. Discuss the structure and functions of microorganisms, including bacteria, viruses, fungi and protists.

Class Contact: Lab 2.0 hrs Lecture 3.0 hrs

Required Reading: Tortora, G.J., & Derrickson, B. (2014). (14th ed.). Principles of anatomy and physiology. Hoboken, NJ: Wiley and Sons. Lee, G., & Bishop, P. (2012). (5th ed.). Microbiology and infection control for health professionals. NSW: Pearson Education Australia.

Assessment: Test, 2 Online Tests (each test 60 minutes duration), 30%. Essay, Written Essay (1500 words), 30%. Examination, Written Examination (2 hours), 40%. Total combined assessment word equivalency is approximately 2000 words.

HHD2113 Health Research and Dermal Studies

Locations: Online, City Queen.

Prerequisites: Nil.

Description: This unit provides an introduction to research and critical thinking, it will also provide many of the necessary academic skills required to complete a dermal therapies degree. A primary aim of this unit will be to facilitate the student's ability to critically analyse and evaluate selected literature relating to health sciences with particular reference to the safe practice of applied dermal therapies. Preparatory academic skills required for the rest of the course will also be covered; these include APA referencing, writing academic essays, study skills, communicating in groups and sourcing appropriate information.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Compare and contrast basic philosophical arguments; 2. Interrogate industry based evidence using critical thinking methods; 3. Source relevant academic and research articles related to topics in health and dermal therapies through a database search; 4. Demonstrate appropriate APA referencing and in text citations; 5. Compose an academic essay which follows formal conventions and is expressed clearly, persuasively and effectively; and 6. Exhibit effective collaborative skills in an ethical and responsible manner to influence the work of team members in the achievement of group outcomes while exhibiting individual responsibilities within the group.

Class Contact: Lecture 3.0 hrs Online 1.0 hr

Required Reading: Required texts, please check as some of these titles are available as eBooks from the VU library and do not need to be purchased. Germov, J. (2011). (3rd ed). Get great marks for your essays, reports, and presentations Crows Nest: Allen & Unwin. Rosenberg, A. (2012). (3rd ed). Philosophy of science a contemporary introduction New York: Routledge. McLaren, N. (2012). (1st ed). A (somewhat Irreverent) Introduction to philosophy for medical students and other busy people Ann Arbor, MI: Future Psychiatry Press.

Assessment: Essay - An essay to be submitted individually on a set topic from the dermal industry. The essay must be well researched and referenced in APA format (1500 words). Project - Students will work in groups of 2-3 and will need to plan and self-manage their group, they will need to investigate claims made in the beauty industry and critique them using philosophical arguments and an scientific evidence base, students submit one project per group (2000 words). Test - Students are to complete 10 x 5 minute online weekly quizzes in a set time. The quizzes will cover information from the tutorials (1500 words equivalent). Essay, Essay on a selected topic (1500 words), 45%. Project, Group project - Beauty claims critique (2000 words), 45%. Test, Online Mini Quizzes (10 x 5 minutes duration each), 10%. The total word equivalence for the combined assessments is 5,000 words. .

HHD2115 Permanent Hair Removal

Locations: City Queen.

Prerequisites: Nil.

Description: This unit explores the biology and physiology of hair and its associated structures including the cycle of hair growth and its impact on permanent hair reduction procedures. The underpinning science behind the process of electrolysis and thermolysis and the effects this has on permanent hair removal will be examined in detail. The student will be able to apply this knowledge to designing and performing permanent hair removal procedures on patients to the level of a professional dermal clinician

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe anatomy and physiology of hair and associated structures; 2. Describe normal hair growth cycle and influence on permanent hair removal procedures; 3. Explain disorders of hair growth and biological factors that influence overgrowth of

hair; 4. Describe the underpinning science of electrolysis and thermolysis and effects on the structure of the hair and associated structures; 5. Perform thorough consultation identifying contraindications and indications and design a safe and effective treatment plan with post care advice; and 6. Perform permanent hair removal procedures to the level of a professional dermal clinician.

Class Contact: Lecture 3.0 hrs Plus thirty (30) hours of supervised attendance at the Dermal Teaching Clinic. Theoretical classes are held at Queen Street Campus and the practicum and dermal teaching clinic will be located at the King Street Campus.

Required Reading: Either of these would be sufficient for required reading Godfrey, S. (2001). (3rd ed.). Principles and practice of electrical epilation. UK: Elsevier. Gior, F. (2000). (3rd ed.). Modern electrolysis: Excess hair its causes and treatment. USA: Hair Publishing.

Assessment: Test, 12 Online Tests (each test 10 minutes duration), 20%. Case Study, Perform and document permanent hair removal treatments (minimum 5), 30%. Assignment, Written Assignment (1000 words), 25%. Examination, Practical Exam (1 hour), 25%. Hurdle requirement; Supervised placement comprising successful completion of 30 hours at Dermal Teaching Clinic. Attendance and participation in all activities required in the Dermal Teaching Clinic.

HHD2116 Industry Experience 1

Locations: City Queen.

Prerequisites: Nil.

Description: In this unit students will explore the workplace context by examining the organisational structure and identifying and defining their role as an active and accountable employee within industry. They will gain a better understanding as to what techniques are best suited for particular conditions. Students engage in experiential learning. Students will also be able to reflect on the integration of academic and workplace learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Perform treatments within a beauty therapy workplace to the standard of a qualified beauty therapist;
2. Critique and assess their own participation and interaction within a beauty therapy workplace;
3. Critique and assess the standard of treatments they offer within a beauty therapy workplace;
4. Investigate and evaluate treatments, products or equipment used within a beauty therapy workplace; and
5. Apply the knowledge and skills learnt in the Diploma of Beauty Therapy to practice within a beauty therapy workplace.

Class Contact: Workshop 3.0 hrs Plus 180 hours within an approved clinical setting.

Required Reading: Duncan, P. (2010). Values, ethics and health care. London, UK: Sage.

Assessment: Learning in the workplace- 180hrs paid work within an approved beauty therapy workplace is required to be completed for this unit. Portfolio, Log book of treatments performed, 20%. Case Study, Case report on a series of treatments performed (1500 words), 30%. Other, Reflective practice journal (approx 200 words, completed fortnightly), 50%.

HHD2172 Clinical Diagnosis & Management 2

Locations: City Flinders.

Prerequisites: HHD1271 - Clinical Diagnosis & Management 1 HHY1271 - Pathology 1

Description: The aim of this unit is to build students' knowledge and skills from Clinical Diagnosis and Management 1 by exploring the clinical presentations and associated laboratory tests of common and life-threatening diseases affecting the haematological, cardiovascular, renal and urogenital systems. Students were

introduced to regional examination in HHD1271 and this unit provides the opportunity to integrate the practical skills with simulated case scenarios reflecting what may present in osteopathic practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the likely presentations of common and life threatening haematological, cardiovascular, renal and urogenital systems;
2. Role play cardiovascular, renal and urogenital systems examinations;
3. Interpret symptoms or signs warranting referral to another practitioner;
4. Apply patient centred communication skills involved in the consultative process; and
5. Recognise the appropriate applications of widely employed laboratory, radiological and other special investigations of the haematological, cardiovascular, renal and urogenital systems and interpret typical pathological findings.

Class Contact: Lab 1.0 hr Lecture 2.0 hrs Tutorial 1.0 hr Forty-eight (48) hours comprising of weekly lectures (2 hours), practical workshops (1 hour) and tutorials (1 hour).

Required Reading: Bickley, L. S. (2012). (11th ed.). Bates' guide to physical examination and history taking. Philadelphia: Lippincott Williams & Wilkins. Fitzgerald, K., & Kiatos, J. (2014). HHD2172 CD&M 2 and HHD2273 CD&M 3 unit manual. Melbourne, Australia: Victoria University, College of Health and Biomedicine Osteopathy Unit.

Assessment: Participation in practical session requires at least 90% attendance (hurdle requirement). All formative and summative assessment tasks are hurdle requirements. Examination, 15 minute practical examination (equivalent of 1500 words), 35%. Examination, 2 hour written exam (equivalent of 1000 words), 65%. Total combined word equivalence is approximately 2500 words for this six-credit point unit. The practical examination is equivalent to 1500 words of assessment. This represents the requirement of the student to draw on a range of skills sets including communication, psychomotor skills, interpersonal skills and knowledge of theory and anatomy. It should be noted that the 2 hour exam is in reality equivalent to a 1-1.5 hour exam; the students are given more time to complete the assessment in order to reduce their stress levels.

HHD2212 Dermal Science 2

Locations: City Queen.

Prerequisites: HHD2112 - Dermal Science 1

Description: The unit will introduce students to theoretical aspects of integumentary system embryology, structure and function, patho-physiology, immunology, cellular damage, allergy, inflammation, wound repair, neoplasia and tissue responses to stress relevant to the practice of Dermal Therapy. The unit will provide important underpinning knowledge that students will require in their practical applications throughout the degree program. Knowledge to be developed will include: wound repair, integumentary system biology, embryology and biochemistry, inflammatory response and associated damage, infection, immunity and allergy and neoplasia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and discuss cellular damage, inflammation and wound healing processes;
2. Develop and demonstrate knowledge of inflammation and wound healing relevant to the practice of dermal therapies;
3. Develop and demonstrate knowledge of skin biochemistry;
4. Describe and discuss how a common plastic surgery procedure can affect normal structure and function of the integumentary system
5. Discuss the main stages of embryological development and the development of the Integumentary system;
6. Describe the process of neoplasia and compare and contrast benign and malignant neoplasias; and
7. Identify and

describe immunological and hypersensitivity responses.

Class Contact:Online 2.0 hrsForty-eight (48) hours for one semester comprising lectures, tutorials and online interactive demonstrations.

Required Reading:Kumar, V., Abbas, A.K., Fausto, N., & Mitchell, R.N. (2010). (9th ed.) Robbins basic pathology. Philadelphia, PA: Saunders Elsevier. Tortora, G. J., & Derrickson B. H. (2009). (12th ed.) Principles of anatomy and physiology. Hoboken, NJ: Wiley and Sons.

Assessment:Assignment, Written Assignment (1500 words), 35%. Test, 10 Online Tests (each test 12 minutes duration), 25%. Examination, Written Examination (2 hours), 40%.

HHD2213 Dermal Workplace Issues

Locations:City Queen.

Prerequisites:SIBBCCS403A (Recognise body structure and systems in a beauty therapy context) and SIBBCCS301A (Apply the principles of skin biology to beauty treatments) are from the diploma of beauty therapy

Description:This unit will look at various aspects of how our mental state and that of others can affect our workplace environment. Through a better understanding of themselves, students will be able to gather a better understanding of others. Students will not only examine different psychological techniques but also what to do when various issues arise. Students will consider various psychological conditions that affect workplace functioning such as stress and horizontal violence. They will also consider psychological conditions that clients may present with such as body dysmorphic disorders, terminal illness, personality disorders and how to deal with them in the workplace.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Define the different cognitive processes that they will encounter in clients and colleagues;
2. Apply and demonstrate techniques in managing conflict, respecting individual, cultural, social and educational differences with colleagues and clients;
3. Reflect on their own cognitive and behavioural processes and the role this may play in their clinical practice; and
4. Identify and assess when a client or colleague may need emergency or professional help and how to refer or arrange this care for clients or colleague.

Class Contact:Lecture 3.0 hrs

Required Reading:Upton, D. (2010). Introducing psychology for nurses and healthcare professionals New Jersey: Pearson Education.

Assessment:Reflective Journals: Students are to present a reflective journal encompassing their opinions and related arguments or agreements to each of the first 8 lectures. Protocol Workbook: Students are to select 4 issues covered in the lectures and prepare a standard protocol on how to address these issues in the workplace setting. Journal, Reflective Journal Weeks 1-4 (800 words), 20%. Journal, Reflective Journal Weeks 5-8 (800 words), 20%. Assignment, Protocol Workbook (2000 words), 60%.

HHD2215 Laser Fundamentals and Safety

Locations:City King St, City Queen, City Flinders.

Prerequisites:Nil.

Description:This unit covers the fundamentals of laser physics, the properties of laser, delivery systems and biological effects on the human tissue. Australian standards and relevant local government laws will be explained in relation to the use of cosmetic lasers.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Contextualise the properties of light when applied to laser and light-based procedures in dermal therapies;
2. Critique the different types of laser and light-based delivery systems in relation to safety;
3. Discuss the biological effect of light and its interaction with tissue;
4. Review laser safety officer duties as required by Australian Standard (AS/NZS 4173:2004 or equivalent);
5. Evaluate the processes associated with laser and light-based procedures; and
6. Explain the theories in relation to light-based procedures in dermal therapies.

Class Contact:Thirty-six (36) hours for one semester comprising lectures and tutorials.

Required Reading:Standards Australia (2nd ed.). AS/NZS 4173:2004 (2004). Guide to the safe use of lasers in health care standards Australia Standards Australia Publications

Assessment:Test, Ten (10) Online Mini-Tests (each test 12 minutes duration), 20%. Assignment, Written Assignment (1500 words), 35%. Examination, Written Examination (2 hours), 45%.

HHD2216 Industry Experience 2

Locations:Online, City Queen.

Prerequisites:HHD2116 - Industry Experience 1

Description:In this unit students will explore the workplace context by examining the organisational structure and identifying and defining their role as active and accountable employees within industry. Students will develop an understanding of the key issues relating to the transition to the professional workplace, including workplace culture, professional etiquette, interpersonal skills, personal and professional organisational skills and decision making. They will gain a better understanding as to what techniques they can apply and how to apply them. Students will also be able to reflect on the integration of academic and workplace learning and learn to value and respect diversity.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Perform treatments within a beauty therapy or health care workplace to the standard of a qualified beauty therapist or health care professional;
2. Critique and assess their own participation and interaction within a beauty therapy or health care workplace;
3. Critique and assess the standard of treatments they offer within a beauty therapy or health care workplace;
4. Investigate and evaluate treatments, products or equipment used within a beauty therapy or health care workplace; and
5. Apply the knowledge and skills to practice within a beauty therapy or health care workplace.

Class Contact:Tutorial 2.0 hrs Workshop 1.0 hr Plus one hundred and eighty (180) hours within an approved clinical setting.

Required Reading:School developed manual.Stanford, C and Connor, V. (2014) Ethics for Health Professionals Burlington, MA: Jones and Bartlett Learning.

Assessment:Learning in the workplace- 180hrs paid work within an approved beauty therapy or health care workplace is required to be completed for this unit. Portfolio, Log book of treatments performed (1100 words), 20%. Case Study, Case report on a series of treatments performed (1000 words), 30%. Other, Written Reflective Journals (6 x 150 words), 50%. The total combined assessment word equivalence is approximately 3,000 words.

HHD2273 Clinical Diagnosis & Management 3

Locations:City Flinders.

Prerequisites:HHD2172 - Clinical Diagnosis & Management 2

Description:The aim of this unit is to build on students' knowledge and skills from Clinical Diagnosis and Management 1 and 2 by exploring the clinical presentations of

common and life-threatening diseases affecting the respiratory, gastrointestinal and endocrine systems. Students were introduced to regional examination in HHD1271 and haematological, cardiovascular, renal and urogenital systems examination in HHD 2172. This unit extends the student's established examination skills through application to additional systems and provides the opportunity to integrate with simulated case scenarios reflecting what may present in osteopathic practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the likely presentations of common and life threatening conditions affecting the respiratory, gastrointestinal and endocrine systems;
2. Role play respiratory, gastrointestinal and endocrine systems examinations;
3. Interpret symptoms or signs warranting referral to another practitioner;
4. Apply patient centred communication skills involved in the consultative process; and
5. Recognise the appropriate applications of widely employed laboratory, radiological and other special investigations of the respiratory, gastrointestinal and endocrine systems and interpret typical pathological findings.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Workshop 1.0 hr

Required Reading: Required texts Bickley, L. S. (2008). (10th ed.). Bates' guide to physical examination and history taking. Lippincott Williams & Wilkins. Fitzgerald, K., & Kiato, J. (2014). HHD2273 CD&M 3 unit manual. Melbourne, Australia: Victoria University, College of Health and Biomedicine, Osteopathy Unit.

Assessment: 90% attendance at practical classes (hurdle requirement). All formative and summative assessments are hurdle requirements. Examination, 15 minute practical examination (equivalent to 1500 words), 35%. Examination, 2-hour written examination (equivalent to 1000 words), 65%. Total combined word equivalence is approximately 2500 words for this six-credit point unit. The practical examination is equivalent to 1500 words and reflects the requirement of the student to draw on a range of skill sets including communication, psychomotor skills, interpersonal skills and the knowledge of theory and anatomy. It should be noted that the 2 hour exam is in reality equivalent to a 1-1.5 hour exam; the students are given more time to complete the assessment in order to reduce their stress levels.

HHD3112 Light Based Hair Reduction

Locations: City King St, City Queen, City Flinders.

Prerequisites: HHD2215 - Laser Fundamentals and Safety HHD2212 - Dermal Science 2

Description: This unit will provide students with skills and knowledge required to assess, design and plan hair reduction treatments safely utilizing different Class 4 Lasers and intense pulsed light (IPL) for the reduction of unwanted hair on areas of the face or body.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain codes of conduct in laser procedures as outlined in AS/NZS 4173:2004;
2. Explain the processes, including the physics, associated with laser and light based treatments for hair reduction;
3. Perform hair reduction treatments using laser and intense pulsed light (IPL) techniques as appropriate;
4. Appropriately and safely develop treatment plans for hair reduction in relation to different wavelengths and its relation to Fitzpatrick photo skin type; and
5. Manage light-based and laser treatments for hair reduction with safety and confidence.

Class Contact: Lecture 2.0 hrs Placement 2.0 hrs On Campus Plus thirty (30) hours of supervised attendance at the Dermal Teaching Clinic. Online Seventy-eight (78) hours for one semester comprising forty-eight (48) hours of online lectures and tutorials and thirty (30) hours of supervised attendance at the Dermal Teaching Clinic to be completed as 1-2 weeks intensive practicum on campus per semester. Practical

exams will be included in the 1-2 weeks on campus.

Required Reading: Reading materials will be provided by the lecturer in line with the different student projects.

Assessment: Assignment, Written Assignment (1500 words), 25%. Examination, Written Examination (2 hours), 35%. Test, 12 Online Tests (each test 10 minutes duration), 20%. Practicum, Practical skills assessments, 20%.

HHD3113 Nutrition for Dermal Therapies

Locations: City Queen.

Prerequisites: HHD2212 - Dermal Science 2

Description: In this unit students will further their understanding of the role of various vitamins, minerals, food groups and nutritional supplements in promoting well-being. Students will also study the beneficial and deleterious effects of various diets on skin health and the relationship of nutritional eating patterns to eating disorders. Topics include carbohydrates, lipids, proteins, energy balance, water soluble, vitamins, fat soluble vitamins, minerals, dieting. The advantages and disadvantages of popular diets are discussed along with referral and client management for specific dieting needs in respect to vitamins and minerals the effects of excessive amounts of vitamins and minerals and the relationship between dieting disorders and skin conditions, referrals, nutritional status of the skin.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe and discuss various common conditions, which may result from, or result in, important nutritional imbalances, which can adversely affect skin;
2. Discuss the nutritional implications of various eating disorders;
3. Describe and discuss the role of various macro and micro nutrients in nutritional wellbeing;
4. Identify and describe factors that promote nutritional well-being, conditions in which it is appropriate to provide nutritional advice to clients; and
5. Identify and describe situations in which is necessary to refer clients to specialist health practitioners.

Class Contact: Lecture 3.0 hrs

Required Reading: Wahlqvist, M. L. (Ed.). (2011). (3rd ed.). Food and nutrition Sydney, Australia: Allen and Unwin

Assessment: Assignment, Written Assignment (2000 words), 50%. Examination, Written Examination (2 hours), 50%.

HHD3115 Wound Care for Dermal Practice

Locations: City Queen.

Prerequisites: HHD2212 - Dermal Science 2

Description: Students will cover topics such as infection, infectious processes and infection control in healthcare settings as well as abnormal and atypical wound repair and iatrogenic complications in the treatment of wounds. Students will practice and perform aseptic techniques including hand hygiene for clinical practice, donning and doffing clean and sterile gloves, wound cleansing and redressing and wound bandaging techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate infectious processes as well as evaluate infectious control methods employed in a health care setting;
2. Assess risk and prescribe management of infection and adverse wound healing outcomes;
3. Assess and classify a variety of wounds;
4. Prescribe patient care plans in the role as dermal clinician for the assessment and management of wounds;
5. Assess and prescribe as required referral to health practitioners in the care of clients with wounds; and
6. Adapt knowledge and treatment techniques within the scope of the dermal clinician to client scenarios.

Class Contact:Tutorial3.0 hrsOnline Thirty-six (36) hours for one semester comprising online lectures and tutorials as well as one week intensive practicum on campus.

Practical exams will be included in the on campus week.

Required Reading:Bishop. P. & Lee. G. (2009). (4th ed.). Microbiology and infection control for health professionals Frenchs Forest, NSW: Pearson Education. Sussman. C & Bates-Jensen. B. (2007). (3rd ed.). Wound Care: A collaborative practice manual for health professionals Philadelphia, PA: Lippincott, Williams and Wilkins.

Assessment:Practicum, 2 Practical Assessments, 30%. Assignment, Written Assignment (2000 words), 40%. Examination, Written Examination (1.5 hours), 30%. The above assessments have a total equivalent word count of 5,000 words.

HH3116 Lymph and Adipose Biology

Locations:City Queen.

Prerequisites:HH3212 - Dermal Science 2

Description:This unit builds on knowledge gained from HH3212 Dermal Science 1 and HH3212 Dermal Science 2 with a focus on the lymphatic system and adipose tissue and how they relate to Dermal Therapies. The unit covers lymphatic system biology and immunology and this knowledge is then applied to practical scenarios using manual lymphatic drainage techniques to enhance surgical outcomes and aid improvement of lymphatic conditions. Adipose biology and endocrinology are covered with specific reference to adipose disorders likely to be encountered in clinical practice. A minimum of thirty (30) supervised hours are to be completed at the University's Dermal Teaching Clinic.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain the structure and function of the lymphatic system and immunology in relation to the lymphatic system;
2. Apply knowledge of the lymphatic and immune systems to the development and design of effective treatment plans relevant to the Dermal Clinician;
3. Explain the structure and function of the adipose organ and endocrinology in relation to the adipose organ;
4. Assess effective adipose treatments using evidence based research; and
5. Students will perform treatments at the level of a professional dermal therapist.

Class Contact:Lecture2.0 hrsPlacement2.0 hrsOn Campus Plus thirty (30) hours supervised attendance at the Dermal Teaching Clinic. Practical Hours completed at City King St. Online Seventy-eight (78) hours for one semester comprising forty-eight (48) hours of online lectures and tutorials and thirty (30) hours supervised attendance at the Dermal Teaching Clinic to be completed as 1-2 weeks intensive practicum on campus. Practical exams will be included in the 1-2 weeks on campus.

Required Reading:Tortora, G., and Derrickson, B. 13th Ed. Principles of Anatomy and Physiology USA/Wiley Symonds, M. (ed) Adipose Tissue Biology (ebook) USA/Springer

Assessment:Practicum, Practical Examination (1 hour), 30%. Assignment, Written Assignment (1500 words), 35%. Examination, Written Examination (1.5 hours), 35%. Hurdle requirement; Supervised placement comprising successful completion of 30 hours at Dermal Teaching Clinic. Attendance and participation in all activities required in the Dermal Teaching Clinic.

HH3171 Professional Ethics

Locations:City Flinders.

Prerequisites:HHU2271 - Clinical Practicum 2

Description:Professional Ethics considers society's morals and their relation to ethics and application of ethics to osteopathic practice. The unit will consider aspects of law, regulation and professional image that relate to clinical practice. Students will

consider and develop their view points and reflect on how these may apply to their student practice context and to the practice of osteopathy generally.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse the legal framework and relevant acts under which osteopathy operates in Australia;
2. Reflect on the values of contemporary Australian society and extrapolate these into business and research practice relevant to the role of osteopathy in Australia;
3. Debate and negotiate a place for osteopathy in Australia's healthcare system; and
4. Interrogate the ethical issues, requirements and standards facing practitioners in a multicultural society.

Class Contact:Lecture1.0 hr

Required Reading:Kerridge, Ian H., Lowe, Michael., Steward, Cameron (2013) 4th Ethics and law for the health professions. The Federation Press, Sydney

Assessment:Test, Quiz - 20 minutes, 20%. Presentation, 20 minute class presentation in small groups (4-6) of report ethical case and associated issues., 80%. The total word equivalence of combined assessment tasks for this 6 credit point unit is 2500 words approximate.

HH3212 Dermal Science 3

Locations:City Queen.

Prerequisites:HH3212 - Dermal Science 2

Description:This unit will build on the knowledge base provided by HH3212 Dermal Science 1 and HH3212 Dermal Science 2 by further researching dermatology, specifically in the area of dermatological conditions. This unit will also cover the management of non-infectious dermatological conditions such as dermatitis, eczema, psoriasis, benign and pre-malignant skin lesions and skin cancers. A range of vascular and connective tissue disorders will also be considered. This unit will also expand on the microbiology knowledge gained in HH3212 Dermal Science 1 to include the identification, biochemistry and treatment of infectious skin diseases. Knowledge of skin disorders and diseases will lead into related pharmacology and will include studies of the effects of various drugs and chemicals, both topical and oral, used in the treatment of skin conditions. The unit will introduce the student to the basic concepts of chemistry. Particular emphasis will be placed on increasing student knowledge of enzymes, pH and buffer systems in preparation for the more in depth cosmetic chemistry covered in HH4112 Resurfacing Science.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and discuss the structure of atoms, ions, molecules and compounds;
2. Identify the types of chemical bonds and describe the basic chemistry of macromolecules;
3. Explain the mechanisms of enzyme action and the concept of pH and buffer systems;
4. Discuss the aetiology, epidemiology, clinical features, differential diagnosis and treatments for a range of dermatological diseases and disorders;
5. Recognise a range of dermatological conditions; and
6. Discuss the role of a dermal clinician in the treatment of a range of dermatological conditions.

Class Contact:Forty-eight (48) hours for one semester comprising lectures, tutorials, laboratory sessions and online interactive demonstrations.

Required Reading:Weller, R., Hunter, J., Savin, J., & Dahl, M. (2008). (4th ed.). Clinical Dermatology Malden, MA: Blackwell Publishing Tortora, G., & Derrickson, B.H., (2009). (12th ed.). Principles of Anatomy and Physiology Hoboken, NJ: Wiley and Sons.

Assessment:Presentation, Oral presentation (10 minutes), 20%. Assignment, Written assignment (1000 words), 20%. Test, 10 Online Tests (each test 12 minute duration), 20%. Examination, Written examination (2 hours), 40%.

HHD3213 Electrotherapy

Locations:City Queen.

Prerequisites:HHD2112 - Dermal Science 1HHD2212 - Dermal Science 2HHD3115 - Wound Care for Dermal Practice

Description:This unit will build upon the underpinning knowledge of wound healing, the nervous system, fluid, electrolyte, acid-base balance and electrical theory required to safely and effectively perform electrotherapy procedures in Dermal Therapies. Students will practice evaluative skills in determining efficacy of a range of electrotherapy modalities used in relation to dermal therapies. This will require written and research skills and will also include on-going evaluation of electrotherapy treatments in progress and final evaluation of completed treatments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain the processes associated with certain electrotherapy treatments relevant to the dermal clinician;
2. Perform and manage electrotherapy treatments safely and effectively where appropriate;
3. Explain electrical theory in relation to electrotherapy procedures in dermal therapy;
4. Explain how electrotherapy procedures are related to the nervous system, fluid, electrolyte and acid base balance;
5. Explain how electrotherapy procedures are related to and can assist wound healing processes; and
6. Evaluate the efficacy of electrotherapy for use in dermal practice.

Class Contact:Lecture2.0 hrsPlacement3.0 hrsTutorial1.0 hrOnline Sixty-six (66) hours for one semester comprising thirty-six (36) hours of online lectures and tutorials and thirty (30) hours supervised attendance at the Dermal Teaching Clinic to be completed as 1-2 weeks intensive practicum on campus per semester. Practical exams will be included in the 1-2 weeks on campus. Practicum to be undertaken at City King St.

Required Reading:Robertson, V., Ward, A, Low, J., & Reed, A. (2006). (4th ed.). *Electrotherapy explained: Principles and practice* Edinburgh ; Sydney : Butterworth-Heinemann Elsevier. Students can access online and other resources as determined by unit coordinator

Assessment:Hurdle requirement; Supervised placement comprising successful completion of 30 hours at Dermal Teaching Clinic. Attendance and participation in all activities required in the Dermal Teaching Clinic. Assignment, Written Assignment (1500 words), 40%. Examination, Written Exam (1.5 hours), 40%. Practicum, Practical Examination (45 minutes), 20%.

HHD3215 Advanced Health Research

Locations:Online, City Queen.

Prerequisites:HHD2113 - Health Research and Dermal Studies

Description:In this unit students will examine the importance of proper research design in evidence-based practice. Concepts include comparing and contrasting quantitative and qualitative research designs, principles of reliability and validity and their importance in measurement. Various forms of data analysis will be discussed. Students will be guided through the process of how research is developed, data collected, analysed and how reports are written.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Contextualise research theory by taking part in a group research project with both qualitative and quantitative components;
2. Critique dermal research study designs;
3. Apply data collection methods for both quantitative and qualitative information in a controlled manner;
4. Analyse basic statistical data and report on research findings.

Class Contact:Lecture3.0 hrs

Required Reading:Please note books are often available online as eBooks via the VU library. Liamputtong, P. (2013). (2nd ed.). *Research Methods in Health. Foundations for Evidence Based Practice.* South Melbourne : Oxford University Press. Lecturer(s) will provide a list of further recommended books as required via the learning management system (VU Collaborate).

Assessment:Test, Students are to complete 10 x 5 minute online weekly quizzes in a set time. The quizzes will cover information from the tutorials, 20%. Examination, End of semester examination. Two hours in duration, 30%. Report, Class research project: The research will be designed as a class, students will collect data, analyse results and write a report., 50%.

HHD3216 Dermal Professional Practice

Locations:City Queen.

Prerequisites:HHD2213 - Dermal Workplace Issues

Description:This unit is an integrating unit for the course and has been designed to provide students with a framework to link the main elements of the course. The unit enables students to enhance their critical thinking and integration of knowledge. Particular emphasis will be given to ethical and legal issues and dilemmas confronting dermal therapies, networking with medical practitioners and other health professionals including referrals and approaches to establishing effective and safe working relationships and presenting research findings and clinical results.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and describe legal and ethical issues related to dermal therapy practice and generate appropriate solutions or refer them to the appropriate professionals;
2. Record client information in the appropriate format with appropriate levels of privacy and where appropriate communicate this information to allied healthcare professionals and medical practitioners;
3. Identify and describe the major components of our legal system and how it functions especially in relation to health law; and
4. Demonstrate public speaking abilities by planning a research presentation and expressing the findings to an audience.

Class Contact:Lecture3.0 hrs

Required Reading:Pattison, S., & Pill, R. (2004). *Values in professional practice: lessons for health, social care and other professionals.* Oxford, UK: Radcliffe Medical Press.

Assessment:Assignment, Problem solving exercise (500 words), 10%. Examination, Multiple Choice Exam (100 MCQs), 50%. Presentation, Class presentation (A 20 minute presentation to the class on a set topic), 40%.

HHD3275 Clinical Diagnosis and Management 4 (Neurology)

Locations:City Flinders.

Prerequisites:HHD2273 - Clinical Diagnosis & Management 3

Description:The aim of this unit is to build on students' knowledge and skills from Clinical Diagnosis and Management 1, 2 and 3 by exploring the clinical presentations of diseases affecting the neurological system. Students were introduced to regional examination in HHD1271 and other systems examination in HHD2172 and HHD 2273. This unit extends students established examinations skills through application to the neurological system and provides the opportunity to integrate with simulated case scenarios reflecting what may present in osteopathic practice. This unit aligns with the students preparing to commence their clinical hours as treating practitioners in the student led clinic at Flinders Lane campus.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Competently use the vocabulary of the neurological examination;
2. Explain

the fundamentals of the clinical history as it pertains to neurological disease; 3. Explain the key diagnostic procedures, tests and investigations employed in neurology; 4. Competently use standard diagnostic equipment (e.g., stethoscope, otoscope, ophthalmoscope, reflex hammer, tuning fork) to conduct a rapid screening test of the nervous system; 5. Competently use standard diagnostic equipment to carry out the detailed examination of the key components of the nervous system (sensory, motor, cranial nerves, cerebral cortex, basal ganglia, cerebellum, upper and lower motor neurons, skeletal muscles, nerve damage in the upper and lower limb); 6. Use a basic diagnostic algorithm to arrive at a differential diagnosis; 7. Predict basic abnormal signs and symptoms that may be encountered when named structures are affected by pathology; and 8. Recognise the main classes of headache and their specific clinical manifestations.

Class Contact:Lecture 1.0 hrWorkshop 1.0 hr

Required Reading:Kiatos, J. (2013), 2013 HHD3275 Clinical Diagnosis and Management 6 Lecture Manual. Jim Kiatos Bickley, L 11th Bates' Guide to Physical Examination and History-Taking Lippincott Williams & Wilkins

Assessment:90% attendance at practical sessions is a hurdle requirement. Formative and Summative assessments are hurdle requirements. Examination, 15-minute final practical exam (equivalent of 1500 words), 50%. Examination, 2 hour final written exam (equivalent of 1000 words), 50%. Total combined assessment word equivalence is approximately 2500 words for this six credit point unit. The practical examination is equivalent to 1500 words. This reflects the requirement of the student to draw on a range of skill sets including communication, psychomotor skills, interpersonal skills and knowledge of theory and anatomy. It should be noted that the 2 hour exam is in reality equivalent to a 1-1.5 hour exam; the students are given more time to complete the assessment in order to reduce their stress levels.

HHD4111 Cosmetic Chemistry

Locations:City Queen.

Prerequisites:HHD3212 - Dermal Science 3

Description:This unit provides students with advanced knowledge in regard to the interaction of cosmetic products and the skin. Topics include the critique and development cosmetic formulations in accordance with safety and regulatory requirements and guidelines. A strong emphasis is placed upon the student's ability to formulate and prepare common cosmetic preparations in the laboratory sessions.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Discuss and apply knowledge of the chemistry and function of cosmetic products;
2. Evaluate and implement compliance, regulatory and safety requirements in regards to cosmetic formulations;
3. Discuss and apply knowledge of preservatives and product stability for the formulation of cosmetic products;
4. Analyse the interaction between skin biochemistry and cosmetic formulations;
5. Analyse and discuss issues of toxicity, skin irritation and allergy in regard to cosmetic formulations; and
6. Formulate, produce and critique common cosmetic formulations.

Class Contact:Lab 1.0 hrOnline 2.0 hrTutorial 1.0 hrForty-eight (48) hours for one semester comprising of twenty-four (24) hours of online lectures, twelve (12) hours of online tutorials and twelve (12) hours of laboratory work. The lab work will be offered in a two day block (6 hours per day).

Required Reading:Barel, O., Paye, M. & Maibach, H. (Eds.). (2013). (4th ed.). Handbook of Cosmetic Science and Technology. New York, NY: CRC Press.

Assessment:Report, Laboratory Report (1000 words), 25%. Presentation, Poster Presentation, 25%. Examination, Written Examination (2 hours), 50%.

HHD4112 Resurfacing Science

Locations:City King St, City Queen.

Prerequisites:HHD221 2 - Dermal Science 2HHD3115 - Wound Care for Dermal PracticeHHD3212 - Dermal Science 3

Description:This unit will cover the underpinning knowledge of chemistry, pharmacology and toxicology required to safely and effectively perform procedures using chemical preparations. This subject uses knowledge gained in HHD211 2 Dermal Science 1 HHD221 2 Dermal Science 2, HHD3212 Dermal Science 3 and HHD3115 Wound Care for Dermal Practice and extends this to understanding the wound healing process and barrier function in various resurfacing procedures. Practical application of resurfacing techniques will be undertaken and students will develop skills in case management and recording to meet professional and legal requirements. A minimum of thirty (30) supervised hours are to be completed at the University's Dermal Teaching Clinic

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Assess the pharmacological and toxicological implications of using specific chemical preparations in dermal therapies;
2. Analyse the chemistry of specific chemical preparations and the varied effects they have on the skin;
3. Integrate previously acquired knowledge of skin histology and wound healing and adapt it to resurfacing procedures;
4. Critically review evidence based research to identify effective resurfacing procedures;
5. Devise effective and safe treatment protocols through the evaluation and application of evidence based research to various resurfacing techniques;
6. Exhibit the ability to perform safe and effective resurfacing procedures at the level of a professional dermal therapist through the integration and adaption of theoretical knowledge to clinical practice; and
7. Report on resurfacing procedures by documenting case information to meet professional and legal requirements.

Class Contact:Practicum to be completed at City King St. On Campus Students: For this unit Students will complete a total of Seventy-eight (78) hours for one semester. This comprises of thirty-six (36) hours of face-to-face lectures (on campus) and 12 hours of tutorials (on-line) and thirty (30) hours supervised attendance at the Dermal Teaching Clinic. Burst Mode Students: Seventy-eight (78) hours for one semester comprising forty-eight (48) hours of online lectures and tutorials and thirty (30) hours supervised attendance at the Dermal Teaching Clinic to be completed as 1-2 weeks intensive practicum on campus. Practical exams will be included in the 1-2 weeks on campus.

Required Reading:Students can access online and other resources as determined by the unit coordinator.

Assessment:Essay, Essay (2000 words), 30%. Practicum, Practical Exam (1 hour), 30%. Examination, Written Examination (2 hours), 40%. Hurdle Requirement: Students are required to successfully participate and complete 30 hours at the Dermal Teaching Clinic, as part of the Industry requirement to perform procedures safely and effectively prior to the practical examination. Attendance and participation in all activities are required at the Dermal Teaching Clinic.

HHD4113 Advanced Laser and Light 1

Locations:City Queen.

Prerequisites:HHD3212 - Dermal Science 3HHD3112 - Light Based Hair Reduction

Description:This unit builds on and consolidates knowledge and techniques covered in the HHD2215 Laser Fundamentals and Safety and HHD3112 Light Based Hair Reduction, as well as sequencing as part of case management. Students will be monitored through the on-going evaluation of treatments in progress and final evaluation of completed treatments. Practical application of advanced dermal

treatment techniques will be undertaken. Specific techniques to support clinical procedures will include class 3b, class 4 lasers and intense pulsed light (IPL).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain codes of conduct in laser procedures as outlined in AS/NZS 4173:2004;
2. Explain the processes, including the physics, associated with laser and light based treatments for dermatological conditions appropriate for phototherapy;
3. Perform treatments techniques as appropriate for dermatological conditions using intense pulsed light (IPL), class 3B and class 4 lasers;
4. Appropriately and safely develop treatment plans for dermatological conditions in relation to different wavelengths and its relation to Fitzpatrick photo skin type; and
5. Manage light-based and laser treatments for specific dermatological conditions with safety and confidence.

Class Contact: Lecture 2.0 hrs Placement 3.5 hrs Online Sixty-six (66) hours for one semester comprising thirty-six (36) hours of online lectures and tutorials and thirty (30) hours of supervised attendance at the Dermal Teaching Clinic to be completed as 1-2 weeks intensive practicum on campus. Practical exams will be included in the 1-2 weeks on campus. Practicum and dermal teaching clinic at King Street Campus.

Required Reading: Online Journal articles are determined by unit co-ordinator Goldberg, D. (2008). *Laser dermatology: Pearls and problems* Malden, MA: Blackwell Publishing.

Assessment: Assignment, Written Assignment (2000 words), 25%. Examination, Practical Examination (1 hour), 20%. Examination, Written Examination (1.5 hours), 35%. Test, 12 Online Tests (each test 10 minute duration), 20%. Hurdle requirement; Supervised placement comprising successful completion of 30 hours at Dermal Teaching Clinic. Attendance and participation in all activities required in the Dermal Teaching Clinic.

HHD4116 Human Biology

Locations: City Queen.

Prerequisites: HHD3212 - Dermal Science 3HHD3113 - Nutrition for Dermal Therapies HHD3116 - Lymph and Adipose Biology

Description: This elective unit builds upon knowledge gained throughout the Bachelor of Health Science Dermal Therapies. The chemical basis of life is examined and applied to the development of human life and maintenance of homeostasis.

Students will review a variety of human organ systems not previously reviewed in their undergraduate studies and apply this knowledge to the understanding of how humans function in both health and disease states. The transmission of genetic information will be examined and used to predict how genotype may translate to phenotype and students will revisit their current knowledge of cell biology and biochemistry but apply this to the explanation of human development. The unit concludes with an introduction to human evolutionary theories and ecology, where students will explore the impact humans have had on the wider environment. It provides final year dermal therapies students with a broader human biology foundation for undertaking post-graduate studies in the allied health or medical science fields.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse chemical basis of life and relate to the development of humans and maintenance of homeostasis;
2. Review the human organ systems and critically apply this to the understanding of how humans function in health and disease states;
3. Examine the transmission of genetic information from parent to daughter cells to predict how genotype may translate to phenotype and apply this to understanding the genetic basis of disease;
4. Review the current knowledge of cell biology and

biochemistry and critically apply this to the explanation of human development from zygote to senescence; and

5. Critically reflect on current theories of genetic variation in humans in terms of human evolutionary theories and the human impact on various ecosystems.

Class Contact: Lab 2.0 hrs Lecture 3.0 hrs

Required Reading: Johnson, M 2014, 7th edn, *Human biology concepts and current issues*, Pearson Education, England. Perry, J, Morton, D, and Perry, J 2012, 6th edn, *Laboratory manual for non-majors biology*, Cengage Learning, Belmont, CA

Assessment: Practicum, Written Laboratory Report (1500 words), 20%. Assignment, Written Assignment (1500 words), 25%. Examination, Written Examination (2 hours), 50%. Laboratory Work, Participation in laboratory activities, 5%. Students must attend at least 80% of the laboratory sessions to be considered for a pass for this unit. The total combined assessment word equivalence is approximately 4,500 words.

HHD4144 Independent Research 1

Locations: Online, City Queen.

Prerequisites: HHD3215 - Advanced Health Research

Description: This unit seeks to develop a student's capacity to conduct research, work in groups and self-manage projects. Students will be guided through the processes of developing a research project with specific emphasis on appropriate research design, development of a research proposal and obtaining ethics approval. Students will work in groups on the research project. Students will also complete an individual workplace project whereby they will develop reflective work practices, self-management and project management skills. Students will be given the choice of completing inter-professional practice placement, or conducting a charity project in their local community or taking part in a student mentoring program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design and scope a research project as part of a group;
2. Distill and critically evaluate a research proposal as part of a group;
3. Compose an ethics application as part of a group;
4. Monitor self-reflective work practices; and
5. Implement and manage a work project.

Class Contact: Lecture 3.0 hrs Online 3.0 hrs Students will be required to attend 12 hours (4 x 3 hour lectures) of class time per semester either face to face or online in the first 4 weeks. An additional time of 24 hours will be spent in group meetings to develop their research project portfolios (Of this time 30mins per week, per group will be supervised). A further 84 hours will be spent on independent project work, this can be completed in burst mode depending on the option selected. Students are expected to contribute 120 hours towards the unit, this includes class time, group work (supervised and unsupervised), individual project work and study.

Required Reading: Required texts, please note some of these titles are available online from the library and do not need to be purchased Lebrun, J. L. (2011). (1st ed). *Scientific writing 2.0: a reader and writer's guide* New Jersey: World Scientific. Kerzner, H. (2013). (11th ed). *Project management: a systems approach to planning, scheduling, and controlling* Hoboken, New Jersey: John Wiley & Sons, Inc. Cargill, M. (2013). (2nd ed). *Writing scientific research articles strategy and steps* Hoboken, New Jersey: John Wiley & Sons, Inc.

Assessment: Project - Students will present the development of a self-managed project. The project will be assessed via reflections and written evidence highlighting progression, experiences and (if required) materials developed. (Equivalent of 3000 words). Portfolio - Students will be placed into groups of 4-6 and will be asked to choose a research topic which will need to be approved by the unit coordinator by week 3. A group research proposal and ethics application will be based on the

chosen research topic must be included in the portfolio. Students will not have to carry out the research in this unit. The research will be carried out in HHD4244, Independent Research 2 (Equivalent 2500 words per student). Test - The test is completed online and is open book and is 30 minutes in duration (Equivalent 500 words). Project, reflections and written evidence highlighting progression, experiences and (if required) materials developed (3000 words), 40%. Portfolio, Submit a portfolio of your research project one per group, 50%. Test, Multiple choice test (30 minutes), 10%. The total word equivalence for the combined assessments is 6,000 words.

HHD4186 Clinical Diagnosis and Management 5 (Rheumatology)

Locations:City Flinders.

Prerequisites:Nil.

Description:The aim of this unit is to develop the skills required to conduct a clinical examination of the musculoskeletal system to detect the presence of key rheumatologic diseases. The unit further develops students' knowledge and skills of clinical examination in the osteopathic context. The topic areas for this unit are clinical examination schemas for the main rheumatological and autoimmune conditions that will be encountered in osteopathic clinical practice and the key diagnostic procedures, tests and investigations used to diagnose pathology of the joints, bones and connective tissues.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Role play clinical examination of the neurological system
2. Develop and demonstrate the cognitive skills enabling the exercise of critical thinking and judgement in the context of the clinical presentation;
3. Demonstrate the application of knowledge of examination skills through their ability to critically review and appraise clinical findings; and
4. Select relevant investigative procedures to confirm or exclude a differential diagnosis.

Class Contact:Lab1.0 hrLecture1.0 hr

Required Reading:Required textsDorland, W. A. N., (2011) (31nd ed.). Dorland's illustrated medical dictionary. Saunders. Kiatos, J. (2014). 2014 Clinical Diagnosis and Management 5 (Rheumatology) lecture manual. Osteopathy, College of Health and Biomedicine

Assessment:Practical sessions have a hurdle requirement of at least 90% attendance. All formative and assessment tasks are hurdle requirements. Examination, 15 minute practical examination (equivalent of 1500 words), 50%. Examination, 2 hour written exam (equivalent of 1500 words), 50%. Total combined word equivalence is approximately 3000 words for this six-credit point unit. The practical examination is equivalent to 1500 words and reflects the requirement of the student to draw on a range of skill sets including communication, psychomotor skills, interpersonal skills and the knowledge of theory and anatomy. .

HHD4212 Plastic and Reconstructive Procedures

Locations:City Queen.

Prerequisites:HHD3115 - Wound Care for Dermal Practice

Description:In this unit students will begin to focus on a specific range of medical and therapeutic procedures with a view to specialisation of peri-operative support using clinical dermal therapy techniques. Topics include: procedures in reconstructive, plastic and cosmetic surgery; complications of reconstructive, plastic and cosmetic procedures; Surgical aseptic technique and the considerations and implications for wound repair before, during and after surgery such as co-morbidities and medications.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
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1. Investigate and critically review cosmetic and reconstructive procedures with regard to indications, benefit and risks;
2. Assess risk and prescribe management strategies to prevent infection and adverse wound healing outcomes pre, peri and post operatively;
3. Evaluate the impact of medications, diseases/disorders and other conditions arising from surgery that may impact wound repair after plastics procedures and present management strategies; and
4. Interrogate the role that the Dermal Clinician has in patient care pre and post operatively and justify dermal therapy treatment plans demonstrating evidence based practice.

Class Contact:Online1.5 hrsTutorial1.5 hrsOnline Thirty-six (36) hours for one semester comprising online lectures and tutorials and placement in an approved healthcare, plastic surgery, cosmetic surgery or dermal therapy practice.

Required Reading:This is an ebook available from the Victoria University LibrarySeimionow, M., & Eisenmann-Klein, M. (2010). Plastic and reconstructive surgery. London, UK: Springer.

Assessment:Hurdle Requirement: Students must complete a placement (minimum of 4 hours) with a plastic surgeon to observe plastics procedures related to this unit. Assignment, Written Assignment (2000 words), 35%. Examination, Written Examination (1.5 hours), 35%. Test, 6 Online Tests (each test 15 minute duration), 20%. Journal, Written Journal (750 Words), 10%. The above assessments have a total equivalent word count of 6,000 words.

HHD4213 Dermal Clinical Practicum

Locations:City King St, City Queen.

Prerequisites:HHD2115 - Permanent Hair RemovalHHD3112 - Light Based Hair ReductionHHD3115 - Wound Care for Dermal PracticeHHD3116 - Lymph and Adipose BiologyHHD3213 - Electrotherapy

Description:This unit integrates dermal therapies theory and practice and gives students the opportunity to enhance their understanding by applying their skills in the clinical setting. Students will be assisted in transitioning into professional clinical practice through engaging with community and industry sectors in external and internal placements in approved healthcare, plastic and cosmetic surgery practices or dermal therapy clinics. The unit reinforces aspects of aseptic procedures, history taking, principles of diagnosis, treatment protocols, the range of treatment skills covered in the course thus far, legal issues and interpersonal and professional communication skills as well as reflective and evidence based practices.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Apply theoretical knowledge gained from previous study in dermal therapies to clinical practice and cases that typically present within professional practice;
2. Communicate case material in a professional style sufficient to facilitate accurate, efficient and effective handover;
3. Work effectively within a team environment including mentoring junior students within the teaching clinic;
4. Perform all treatments and other activities within the dermal teaching clinic to the standard of a qualified clinician; and
5. Reflect on current clinical practices and apply evidence based practice to dermal clinical therapies.

Class Contact:Lecture3.0 hrsOn Campus: Seventy-two (72) hours for one semester comprising twelve (12) hours of face-to-face Lecture/tutorial/discussion groups. Plus sixty (60) hours of supervised attendance at the Dermal Teaching Clinic and placement in an approved healthcare, plastic /cosmetic surgery practice or dermal therapy clinic. Practicum hours will be completed at the King street campus. Online: Seventy-two (72) hours for one semester comprising twelve (12) hours of online tutorials/discussion groups and sixty (60) hours supervised attendance at the Dermal Teaching Clinic and placement in an approved healthcare, plastic/cosmetic surgery practice or dermal therapy clinic. 1-2 weeks intensive placement may be

arranged on campus per semester. Practical exams will be included in the 1-2 weeks on campus.

Required Reading: Duncan. P. (2010) Values, ethics and healthcare London, UK: Sage

Assessment: Hurdle requirement: Supervised placement comprising successful completion of 60 hours completed at the dermal teaching clinic and within an approved healthcare, plastic/cosmetic practice or dermal therapy clinic. These placements provide students with the necessary time to consolidate knowledge and clinical learning to ensure future employability and job readiness. Practicum, Ten (10) Practical Assessments, 20%. Journal, Three (3) Reflective Journals (1000 words total), 30%. Examination, Case Management Practical Exam (90 minutes) Students will be assessed using a standardised assessment criteria in the management of a client case., 50%. Reflective Journal: Students will demonstrate skills as reflective clinical practitioners and learners based on experiences in the internal and external placements within the unit as well as seminars/presentations. Practical Assessments: Students will complete ten (10) assessments according to the outline and checklist.

HHD4215 Advanced Laser and Light 2

Locations: City King St, City Queen.

Prerequisites: HHD2215 - Laser Fundamentals and Safety HHD3112 - Light Based Hair Reduction

Description: In this unit students will build on and consolidate knowledge and techniques covered in HBD2203 Laser Principles and Safety, HBD3101 Hair Reduction Procedures, and HBD4102 Advanced Laser 1 as well as sequencing as part of case management. Students will be monitored through the on-going evaluation of treatments in progress and final evaluation of completed treatments. Practical application of advanced dermal treatment techniques will be undertaken. Specific techniques to support clinical procedures will include Class 3b, Class 4 lasers and intense pulsed light (IPL).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret codes of conduct in laser procedures as outlined in the Australian Standards (AS/NZS 4173:2004);
2. Triangulate the processes, including the physics, associated with laser and light based treatments for tattoo removal and advanced skin tightening;
3. Exhibit abilities to perform tattoo removal and advanced skin treatments including but not limited to scar revision and skin treatment using intense pulsed light (IPL), Class 3B and Class 4 lasers; (IPL), class 3B and class 4 lasers;
4. Evaluate and design treatment plans for tattoo removal and advanced skin treatment in relation to different wavelengths and its relation to skin assessment tools like but not limited to Fitzpatrick photo skin typing, Glogau, Robertson skin classifications;
5. Interrogate risks and prescribe management strategies to prevent complication associated with light-based and laser treatments for tattoo removal and advanced skin treatment.

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr Workshop 2.5 hrs Practicum and Dermal Teaching Clinic is conducted at City King Street Campus.

Required Reading: Weekly Reading material will be available on VU Collaborate and link to journal articles and clinical studies through E:Reserve (library).

Assessment: Test, Six (6) Online Tests (12 minutes duration each, 1000 words equivalent), 30%. Case Study, Case Study exhibiting practical abilities (3000 words), 30%. Examination, Written Examination (2 hours), 40%. To pass this unit, students must achieve an aggregate score of 50%, and pass the case study assessment. The case study assessment is a hurdle requirement that assesses a student's capabilities to perform the relevant modalities. An additional hurdle

requirement is that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting. .

HHD4244 Independent Research 2

Locations: City Queen.

Prerequisites: HHD4144 - Independent Research 1

Description: Students participate in conducting a research project with specific emphasis on data collection, the use of appropriate statistical analyses and report writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Collect data for a research project;
2. Analyse data from a research project;
3. Write a report on data collected and results found; and
4. Present those results in a conference type format.

Class Contact: Lecture 3.0 hrs Students will be required to attend a weekly group project meeting of 3 hours duration, this meeting will be partially supervised.

Required Reading: Thomas, S.A. (2004). How to Write Health Science Papers, Dissertations, and Theses Sydney: Churchill Livingstone

Assessment: Research Paper, Research report (4000 words), 70%. Presentation, Presentation of research findings (20 minutes duration), 30%.

HHD5188 PBL (Obstetrics/Paediatrics/Psychiatry)

Locations: City Flinders.

Prerequisites: Nil.

Description: In HHD5186 PBL (Obstetrics/Paediatrics/Psychiatry) students will develop specialised knowledge and skills in each of these areas in order to prepare them for professional practice in an increasingly diverse healthcare context. They will investigate common and specialised conditions in each medical area, relevant clinical tests and conventional medical management, musculo-skeletal implications and specific impact on osteopathic diagnosis and treatment. Students will devise solutions (in terms of diagnosis and comprehensive osteopathic management) to a series of problem-based learning cases which require them to integrate knowledge and skills from previous and concurrent learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elicit and interpret clinical signs and symptoms pertinent to conditions typically seen in Obstetrics/Paediatrics/Psychiatry;
2. Interpret clinical tests and special investigations commonly used in the diagnosis of conditions typically seen in Obstetrics/Paediatrics/Psychiatry and generate both a primary and differential diagnosis;
3. Critically review the medical management of various conditions in Obstetrics/Paediatrics/Psychiatry presenting in osteopathic practice and relate them to subsequent osteopathic management strategies; and
4. Recommend and defend comprehensive osteopathic management plans in relation to a series of holistic 'problem based cases' which reflect the integration of both prior and concurrent learning.

Class Contact: Lecture 1.0 hr Tutorial 3.0 hrs

Required Reading: There are no required texts for this unit

Assessment: All summative assessment tasks are a hurdle requirement. Other, Contribution to discussions and evidence of home preparatory work (Equivalent to 1500 words), 20%. Test, Six 30 minute online quizzes throughout semester based on cases (equivalent to 2500 words), 30%. Presentation, 30 minute group presentation recommending management approaches for a case (equivalent to 3000 words), 50%. The total word equivalence for combined assessment items is 7,000 words.

HHD5287 PBL-Gerontology

Locations:City Flinders.

Prerequisites:Nil.

Description: In HHD5287 PBL students will develop specialised knowledge and skills in the area of gerontology in order to prepare them for professional practice in an increasingly ageing healthcare context. They will consider the interface between the clinical presentations of common and more specialised gerontological disorders; their medical management and musculoskeletal implications; and subsequent impact on osteopathic management. The patient will be considered within the holistic framework of ageing, social and familial support and inputs from other health care providers. Students will devise solutions (in terms of diagnosis and comprehensive osteopathic management) to a series of problem-based learning cases which require them to integrate knowledge and skills from previous and concurrent learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elicit and interpret clinical signs and symptoms pertinent to conditions typically seen in gerontology;
2. Interpret clinical tests and special investigations commonly used in the diagnosis of conditions typically seen in gerontology and generate both a primary and differential diagnosis;
3. Critically review the medical management of various conditions in gerontology typically presenting in osteopathic practice and relate them to subsequent osteopathic management strategies; and
4. Recommend and defend comprehensive management plans in relation to a series of holistic 'problem based cases' which reflect the integration of both prior and concurrent learning.

Class Contact: Lecture 1.0 hr Tutorial 3.0 hrs

Required Reading: There are no required texts as this is a problem based unit in which students are expected to develop the skills to identify appropriate sources of information.

Assessment: All summative assessment tasks are a hurdle requirement. Other, Contribution to discussions and evidence of home preparatory work (Equivalent to 1500 words), 20%. Test, Six 30 minute online quizzes throughout semester based on cases (equivalent to 2500 words), 30%. Presentation, 30 minute group presentation recommending management approaches for a case (equivalent to 3000 words), 50%. The total word equivalence for combined assessment items is 7,000 words.

HHL4180 Introduction to Research Methods

Locations:City Flinders.

Prerequisites:Nil.

Description: HHL4180 Introduction to Research Methods (6 credit points) is one of four research-related units within HMOP where students develop the communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. They also learn to design, evaluate, implement, analyse and theorise about developments that contribute to the professional evidence-base. In this introductory unit students interrogate the notion of scientific methods; evaluate the characteristics of quantitative and qualitative research paradigms and review data sampling and collection. All of this content is discussed throughout the semester by appraising published research papers with a view to establishing critical analysis skills in the students.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Assess quantitative, qualitative and mixed methods research approaches in the context of osteopathic research;
2. Critically review examples of research methods

commonly used to contribute to the evidence base in osteopathy and related health fields;

3. Identify ethical requirements in the conduct of research;
4. Critique a research paper and present the critique in an oral format for peer review; and

Class Contact: Tutorial 2.0 hrs

Required Reading: Unit coordinator will provide appropriate reading material throughout the semester.

Assessment: Assignment, Quantitative Journal article critique (750 words), 20%. Presentation, Oral presentation of a findings from journal article critique (in pairs 250 words), 20%. Assignment, Qualitative journal article evaluation (750 words), 20%. Examination, Final exam (1.5 hours - 1250 words), 40%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HHL4281 Statistical Methods & Analysis

Locations:City Flinders.

Prerequisites: HHL4180 - Introduction to Research Methods

Description: This unit aims to extend and consolidate introductory level knowledge and skills (and their application) in the field of quantitative research. Topics include revision of descriptive and inferential statistics, correlations and hypothesis testing, general linear model, power and effect, analysis of variance and covariance multivariate designs, nonparametric data analysis and selection of nonparametric tests, and practical use of the SPSS statistical computer package. Students will investigate the relevance of quantitative methods to a subsequent professional research project which is the focus of Research Project 1 and Research 3 in Master of Health Science (Osteopathy). Students will also develop a preliminary research proposal which will be further developed and implemented in Research Project 1 and Research Project 2.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review quantitative data analysis methods commonly used to contribute to the evidence-base in osteopathy and related health fields;
2. Discriminate the type and purpose of various statistical designs and evaluate their applicability to the investigation of specific research questions;
3. Exhibit requisite technical and inferential skills to optimise the use of a statistical computer package (SPSS) for data analysis;
4. Analyse data using parametric and non-parametric tests and correctly interpret the statistical output; and

Class Contact: PC Lab 2.0 hrs

Required Reading: Coakes, S.J., (2012) 20th ed. SPSS version 20.0 for Windows. Analysis without Anguish John Wiley & Sons, Australia.

Assessment: Assignment, Written assignment with accompanying oral presentation (10 minute oral presentation), 25%. Test, Multiple-Choice Quiz (1 hour), 20%. Examination, Examination in the computer lab exam using SPSS (90 minutes), 55%.

HHL7901 Research Project 1

Locations:City Flinders.

Prerequisites: HHL4281 - Statistical Methods & Analysis HHL4180 - Introduction to Research Methods

Description: The sequential units HHL7901 Research Project 1 (12 credit points) and HHL 7902 Research Project 2 (12 credit points) provide students with the opportunity to plan and execute a substantial research based project or piece of scholarship that will contribute to the osteopathic evidence base. Students will apply research knowledge and skills acquired in the prior units HHL4180 Introduction to

Research Methods and HHL4281 Statistical Methods and Analysis. In HHL7901, they will develop their critical appraisal skills, undertake a literature review which contextualises the research project, ensure that relevant ethical protocols have been met, and commence data collection and analysis where appropriate to the project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Perform sensitive and specific advanced searches for research topic using numerous electronic databases; 2. Critically appraise literature in the field of osteopathy and health science relevant to their research project; 3. Independently progress the ethics protocols, data collection and analysis phases of research and justify the use of particular quantitative, qualitative or mixed methods; 4. Deduce, exhibit and reflect upon the collaborative skills required to be an effective member of a research team.

Class Contact: Tutorial 2.0 hrs

Required Reading: Reading materials will be provided by the unit coordinator in line with the student's project(s).

Assessment: 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks. Assignment, Advanced search strategy assignment (equivalent to 1000 words per student), Pass/Fail. Assignment, Journal article critique (equivalent to 2000 words per student), Pass/Fail. Presentation, Presentation on project and data analysis methods (equivalent to 1000 words per student), Pass/Fail. Report, Preliminary literature review relevant to research group topic (equivalent to 3000 words per student), Pass/Fail. The assessment for this unit is pass/fail rather than graded. The assessment tasks for this unit are preparatory work and 'milestone tasks' to support students in the development of the final products of their research (submitted in research project 2). The assessments in research project 2 are pieces of scholarship at AQF level 9 (presentation and project) and the time required extends beyond the one semester. It is not appropriate to grade draft pieces of work and the assessments in this unit are deemed a 'pass' if sufficient progress is made to ensure students will submit their final assessment pieces in a timely manner. The total word equivalence of combined assessment tasks approximates to 7,000 words in this AQF9 12 credit point unit.

HHL7902 Research Project 2

Locations: City Flinders.

Prerequisites: HHL7901 - Research Project 1

Description: In HHL5283 students continue to assist with data analysis for a staff-led group research project. Working on one particular aspect of the research question, they will report their results and then prepare a discussion and conclusion section which will contribute to the overall research report. This discussion and conclusion section will contextualise the results within the current literature and predict their relevance to emerging osteopathic practice. Students will make a presentation of their aspect of the research project in a research seminar. Finally students will complete a reflective piece on the research experience, which should demonstrate a high standard of written communication skills and understanding of the research process

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Plan and execute the component tasks involved in investigating and reporting a research question in order to contribute to the professional evidence-base; 2. Synthesise and contextualise research findings and defend emerging conclusions and

theorising; 3. Effectively communicate an aspect of the research project to their peers, Osteopathy staff and other interested parties from within the College of Health and Biomedicine in a Research Seminar; and 4. Deduce, exhibit and reflect upon the collaborative skills required to be an effective member of a research team.

Class Contact: Tutorial 2.0 hrs

Required Reading: Reading materials will be provided by the lecturer in line with the student's project(s).

Assessment: Project, Results and analysis (2500 words), 35%. Project, Discussion and conclusions (2500 words), 35%. Presentation, Oral presentation at the end of year research seminar (1000 words), 15%. Essay, Reflective piece on research experience (1000 words), 15%. The total word equivalence of combined assessment tasks approximates to 7000 words.

HHM4281 Pharmacology 1

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit students will develop an understanding of the following: principles of quality use of medicines (QUM); classification and regulatory status of medicines; general pharmacology concepts; indications and contraindications, effectiveness and safety of selected classes of medicines; valid and reliable sources of information about selected medicines and their use, as well as relevant government policies and guidelines. Students will gain the ability to access, interpret and critically appraise evidence about different aspects of treatments and medicines in order to inform their clinical decision making.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate and appraise the development, testing, approval, scheduling and subsidy processes for drugs used and sold in Australia; 2. Conceptually map the basic methods of drug action and of pharmacological concepts such as pharmacokinetics and pharmacodynamics; 3. Elicit and document a medicine's history; 4. Analyse the main classes and practical uses of drugs, herbals and supplements, commonly encountered in clinical practice; and 5. Critically apply pharmaceutical knowledge in advising patients about medication issues according to contemporary and emerging evidence.

Class Contact: Online 1.0 hr Tutorial 1.0 hr Workshop 2.0 hrs

Required Reading: Bullock, S., Manias, E. (2014) 7th ed. Fundamentals of Pharmacology Pearson Bryant, B. & Knights, K. (2012) 4th ed. Pharmacology for health professionals Mosby Australia

Assessment: Report, Critique of a selected journal paper (750 words), 25%. Case Study, Case study analysis and response (1000 words), 25%. Test, Student generated questionnaire (500 words), 25%. Journal, Reflective piece on the completed tasks and their relationship to future practice (750 words), 25%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks. Further, students develop a portfolio (4 assessment tasks combined) in this unit and tutorial activities are critical in the development of the portfolio. The portfolio of assessments includes one hurdle task: Assessment Item 4, Journal, Reflective piece on the completed tasks and their relationship to future practice (750 words). This item is a hurdle requirement as it is essential students are able to reflect at this stage in their osteopathic program (close to graduation).

HHM5182 Pharmacology 2

Locations: City Flinders.

Prerequisites:HHM4281 - Pharmacology 1

Description:This unit addresses drug types used to treat a variety of medical conditions which osteopaths may encounter in their clinical practice. These include drugs used in the treatment of skin and respiratory conditions; drugs used for treating hypertension and angina (adrenoreceptor blockers, anticoagulants and lipid-lowering drugs); and those with other vascular effects like 5-HT agonists and sympathomimetic. Newest approaches in pharmacological treatments of endocrine disorders (including diabetes mellitus) and neoplasms are all considered. Pharmacological treatments for central nervous disorders (like epilepsy and Parkinson's) and mental disorders include hypnotics, anxiolytics, antidepressants and other drugs used in CNS & psychiatric disorders. In addition to studying the therapeutic use of drugs, students will investigate recreational drugs and the effects of substance abuse.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and predict the actions, interactions and adverse effects of the major drugs commonly seen in osteopathic practice;
2. Articulate protocols for referrals to other health practitioners as appropriate and debate the potential for ethical issues in cases where medications may be causing health problems;
3. Conceptually map the actions, interactions and adverse effects of the drugs/supplements for the management of cardiac, gastrointestinal, respiratory and musculoskeletal conditions; and
4. Critically apply pharmaceutical knowledge in advising patients about medication issues according to contemporary and emerging evidence.

Class Contact:Online 1.0 hrTutorial 1.0 hrWorkshop 2.0 hrs

Required Reading:Bryant, B., & Knights, K. (2011). (3rd ed.). Pharmacology for health professionals. Elsevier. Bullock, S., Manias, E. (2014). (7th ed) Fundamentals of Pharmacology. Pearson

Assessment:Review, Short literature review (1500 words), 25%. Case Study, Case study analysis and response (750 words), 25%. Report, Appraisal of pharmaceutical therapy (750 words), 25%. Other, Reflective piece on the completed tasks and their relationship to future practice (1000 words), 25%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks. Further, students develop a portfolio (4 assessment tasks combined) in this unit and tutorial activities are critical in the development of the portfolio. The portfolio of assessments includes one hurdle task: Assessment Item 4, Journal, Reflective piece on the completed tasks and their relationship to future practice (750 words). This item is a hurdle requirement as it is essential students are able to reflect at this stage in their osteopathic program (close to graduation).

HHN0021 Counselling Skills for Natural Medicine Practitioners

Locations:St Abans.

Prerequisites:Nil.

Description:An introduction to the role of the counsellor and relationship between the client and practitioner. The following theories will be covered: Social Cognitive Theory, Self-Efficacy Theory, Motivational Counselling Psychoanalytic, Family-Based Theory, Client-Centred Counselling. Ethical and legal issues of counselling.

Credit Points: 12

Learning Outcomes:At the completion of this unit, students will be able to: 1. Demonstrate good verbal communication skills in a seminar presentation. 2. Evaluate and justify the use of a specific counselling theory in nutrition counselling. 3. Investigate and implement skills in searching, sourcing and synthesising counselling information from relevant journal articles. 4. Interrogate ethical and

legal issues in counselling nutrition clients.

Class Contact:Lecture 2.0 hrsTutorial 1.0 hr

Required Reading:Bauer, K, Liou, D. & Sokolik, C (2012). 2nd ed. Nutrition Counselling and Education Skill Development. Belmont/Cengage Learning.

Assessment:Presentation, Presentation in seminar (15 min. with 5 min. for questions); equivalent to 1500 words, 35%. Assignment, Written assignment; 1500 words, 40%. Journal, Reflective Journal; equivalent to 750-1,000 words, 25%. Total word equivalent is 4,000 words (approximate).

HHN1203 Inter-Professional Skills

Locations:Footscray Nicholson, Footscray Park, St Abans.

Prerequisites:Nil

Description:This unit provides students with an introduction to inter-professional skills required in nutrition and food science. The unit introduces food and nutrition industries, its components and organisation in Australia, the professionals associated with these industries as well as the basic composition of foods, food processing and food safety. The unit focuses on identifying and applying inter-professional skills to facilitate effective information exchange within and between professions, including verbal and non-verbal communication strategies, ethical codes of conduct and professionalism, conflict and conflict resolution, record keeping and reflective practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and describe professionalism, the various professionals operating within the food, nutrition and health industry, and how they relate to each other
2. Identify, understand and apply the principles of inter-professional skills and reflective practice;
3. Demonstrate an understanding of the roles and factors that contribute to effective teamwork; including individual responsibilities and potential sources of conflict and resolution strategies
4. Demonstrate an understanding of effective verbal and non-verbal communication skills; including communication with a lay and scientific audience
5. Demonstrate an understanding of codes of ethical and professional conduct that relate to food, nutrition and health professionals.

Class Contact:Lecture 2.0 hrsTutorial 1.0 hr

Required Reading:Additional material will be provided in the class/tutorial.

Assessment:Journal, Reflective Journal, 30%. Presentation, Group Presentation of an inter-professional case study (15mins), 30%. Examination, Final Exam (2 hours), 40%.

HHN2001 Family Health and Nutrition Through the Lifespan

Locations:Footscray Nicholson, Footscray Park, St Abans.

Prerequisites:HPC1000 - Introduction to Human Nutrition and Food HPC1000 applies to HBAS and HBNT students only.

Description:This unit will build on the foundational knowledge of the nutritional requirements for health and absorption of nutrients attained in HPC1000 Introduction to Human Nutrition and Food. This unit explores the recommended dietary intakes throughout the stages of the lifespan for maintenance of health for individuals and families, for example in pre-conception, pregnancy, lactation, infancy, toddler years, childhood, adolescence and aging. Through lectures and problem-based learning exercises in tutorials, students will examine nutritional issues related to conception, growth and development through to aging. Such nutrition-related issues range from developmental challenges through to social, behavioural and environmental influences on food behaviours. Upon completion of this unit, students will have the skills and knowledge to be able to understand the common nutrition challenges at different stages of life.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and elaborate on the dietary requirements to maintain proper growth, development and health across each stage of the lifespan; 2. Articulate the physical, biological, social, behavioural and environmental factors during pre-conception, pregnancy, infancy, childhood, adolescence, and aging; 3. Critically review and evaluate the literature on health across the lifespan, and justify their selection of scientific evidence to support nutrition solutions; and 4. Articulate the theoretical evidence associated with the Australian Guide for Healthy Eating and the practical application of this for families and across the lifespan.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Rolfe, S.R., Cameron-Smith, D., Walsh, A., Grove, T. Whitney E. (2013) 2nd ed. *Understanding Nutrition (Australian Edition)* Australia: Cengage.

Assessment: Literature Review, Selected nutrition topic (1000 words), 25%. Case Study, Team work, report (500 words), oral (15 minutes), 25%. Examination, Final examination (2.5 hrs), 50%.

HHN2401 Nutrition & Physical Activity Assessment

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: HPC1000 - Introduction to Human Nutrition and Food HPC1000 applies to HBAS students only.

Description: This unit provides an overview of two (2) core types of nutritional assessment: dietary and anthropometric. The theoretical component will involve critically assessing the strengths and limitations of various approaches, and their practical applications. Such applications include estimating food and nutrient intakes, physical activity levels, energy expenditure and various methods for assessing body composition and size. Students will develop skills in these methods, learn to estimate measurement errors, and interpret and critique studies that have examined the dietary intakes and physical activity levels of various population sub-groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate and justify various methods of assessing the dietary intakes of population groups and individuals and consider the strengths and limitations of each type of assessment; 2. Conduct basic anthropometric measurements, minimising measurement errors and following standardized protocols for accuracy and reproducibility; 3. Articulate the strengths and limitations of selected anthropometric assessments and defend their validity and reliability when applied to different population sub-groups; and 4. Critique reference standards and recommendations for dietary intakes, physical activity, and body size and composition for various population sub-groups.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Links to relevant documents and resources will be available for students and these will be provided via VU Collaborate.

Assessment: Laboratory Work, Two (2) Lab Reports (500 words each), 25%. Assignment, Critique of published study (1000 words), 25%. Examination, Final Exam (2 hours), 50%.

HHN2402 Diet & Disease

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: HPC1000 - Introduction to Human Nutrition and Food

Description: This unit will cover the aetiology and prevention of non-communicable diseases affecting the health of populations in developed nations. During this unit, students will have the opportunity to learn about human nutrition and its relationship to health and disease, particularly metabolic syndrome. The topics include, but are

not limited to: obesity; diabetes; cardiovascular disease; cancer and mental health. Students will be able to summarise the key issues and role of nutrition in the prevention of non-communicable diseases.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptually map the connections between diet and health and lifestyle associated diseases; 2. Describe the aetiology, prognosis and impact of chronic diseases on individuals and society; 3. Interpret, translate and critically review lifestyle factors that may assist in preventing chronic diseases; and 4. Interrogate selected nutritional problems from the perspective of both the individual and the wider community.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Tutorials only run for 11 weeks

Required Reading: Murray, A.C. (2012) *Diet, Exercise, and Chronic Disease. The Biological Basis of Prevention.* CRC Press.

Assessment: Case Study, Case study on selected topic (1000 words), 25%. Test, Mid-semester Test (1 hour in class), 25%. Examination, Final Exam (2 hours), 50%. Students will be given individual case studies in tutorials, and will prepare written responses and solutions (1000 words). A mid-semester test in class will enable students to assess their learning as they progress through the unit.

HHN3001 Nutritional Biochemistry

Locations: St Albans.

Prerequisites: RBM2560 - Medical Biochemistry

Description: The aim of this unit is to build on the foundation of biochemical principles covered in RBM2560 Medical Biochemistry with an emphasis on human medical and nutritional applications of biochemistry. This unit covers many aspects of biochemistry related to macronutrient (carbohydrates, fats and proteins) and alcohol metabolism in health and pathophysiology. An understanding of extracellular and intracellular receptor signalling will be developed. Discussion of compensatory mechanisms such as futile cycling and pro and anti-inflammatory responses and the regulation of these (including genetic to physiological) will be included. Practical components of the measurement of energy metabolism and how dietary manipulation alters energy metabolism will be covered. Measurement of inflammatory markers and gene expression will also be investigated, particularly as they relate to alterations in energy metabolism.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe various metabolic pathways of macronutrients and alcohol; 2. Evaluate and explain changes in physiological systems in health and pathophysiology; 3. Describe the role of inflammation in the regulation of metabolism; 4. Explain the measurement of and physiological consequences of alterations in gene expression and inflammation as they relate to metabolism; and 5. Explain the action of specific intra- and extra-cellular signalling cascades and how these have regulatory roles in metabolism.

Class Contact: Lab 3.0 hrs Lecture 2.0 hrs Total of 24 hours per semester, consisting of 4 x 3 hour practical classes (Lab) and 6 x 2 hour Tutorials. Depending on guest lecturer availability, generally the Tutorials are conducted weeks 1-4, 8 and 10. Labs are conducted weeks 5, 6, 9 and 11.

Required Reading: Gropper, S.S. (2013) 6th ed *Advanced nutrition and human metabolism* Belmont, CA: Wadsworth/Cengage Learning

Assessment: Test, Three (3) Multiple Choice Topic Tests (60 mins), 30%. Assignment, Reports on practicals and answers to workshop questions (2000 words), 30%. Examination, Final examination (2 hours), 40%.

HHN3502 Community & Public Health Nutrition

Locations: Werribee, Footscray Park, St Albans, Partnered WIL at various off-site locations.

Prerequisites: HHN3601 - Nutrition Communication & Education

Description: This unit will introduce students to the principles and practice of designing, implementing, managing and evaluating health promotion programs in the community. The program planning process will be applied to a range of health issues, whilst considering the cultural and social determinants impacting on food choice. Large and small scale nutrition interventions, designed to promote community public health will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Contextualise and articulate the determinants of health, food and nutrition in a diverse population or community, and integrate available evidence related to nutritional status.
2. Design and deliver an appropriate nutrition education programme for a specific target population, drawing on published policies and strategies.
3. Evaluate and reflect on the implemented programme using evidence based public health nutrition approaches.
4. Apply professional, technical, cultural and interpersonal knowledge and skills for successful collaboration with peers on the production of a key nutrition message for contemporary and diverse audiences.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs This unit will be delivered in burst mode with lectures and tutorials running for the first four (4) weeks. Subsequent to lectures and tutorials, students will spend time in the preparation and presentation of supervised nutrition education learning activities. In addition, it is recommended that students spend three (3) hours a week in out-of-class activities.

Required Reading: Recommended reading will be indicated by the unit co-ordinator

Assessment: Assignment, Program Plan (1500 words), 30%. Presentation, Team presentation (30 minutes), 35%. Assignment, Program Evaluation (1500 words), 35%.

HHN3503 Introduction to Food Service

Locations: Footscray Nicholson, St Albans.

Prerequisites: HHN2402 - Diet & Disease HFS2001 - Properties of Food HFS2002 - Food Safety and Preservation RBF3151 - Food Quality Assurance

Description: This unit will provide students with the knowledge and skills required to work as a Menu Monitor/Nutrition Assistant in a food service operation in the health care industry including acute, residential aged care and community nutrition programs or other health care related commercial food service providers. Students will learn about foods allowed and not allowed for a range of special diets. They will develop skills in analysing recipes and menus for nutritional content using electronic software programs relevant to the health care industry and incorporating Australian data bases. Menu processing and management systems that accommodate menu variation will be explored. Students will be introduced to information technology systems used to manage menu orders, meal assembly and nutritional analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design to industry standards and critically review the types of menus utilised in health care sectors and identify their strengths and weaknesses;
2. Identify requisite menu modifications and food production skills associated with therapeutic diet modifications;
3. Analyse the nutritional value of recipes using current technology designed for the institutional health care sector; and
4. Evaluate and critique the process of menu management and processing in various contexts including hospitals, residential aged care and other health care related commercial food service providers.

Class Contact: Lecture 2.0 hrs Tutorial 3.0 hrs Lectures are conducted over 12 weeks, Tutorials are conducted over 6 weeks (weeks 1, 3, 5, 7, 9 and 11). Practical sessions will be conducted over 5 weeks (weeks 2, 4, 6, 8 and 10).

Required Reading: Links to relevant text will be provided by the unit coordinator.

Assessment: Test, Class test (60 minutes), 30%. Portfolio, Portfolio (3000 words) To include key lecture points, outline of learning and a reflection of areas for improvement., 70%.

HHN3601 Nutrition Communication & Education

Locations: Footscray Park.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan HHN2402 - Diet & Disease HHN2401 - Nutrition & Physical Activity Assessment RBM3960 - Nutritional Frontiers

Description: Today's consumers are confused by an overwhelming amount of information about diets, nutrition and food. This unit will provide students with the communication skills and basic theory about education, learning and behaviour change, to enable them to design effective communication strategies for the general public/consumers. Non-print media strategies, such as videos and the internet, are emphasized in the context of health literacy and cultural diversity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique the communication strategies and nutrition messages delivered to the general public/consumers by the media, advertisers, the food industry, government and public health agencies.
2. Apply the principles of promoting health behaviour change, taking into considering barriers and enablers that may impact on the general public/consumers ability to change.
3. Evaluate and develop written and verbal health education materials which consider the cultural requirements, literacy levels and health literacy levels of the general public/consumer.
4. Demonstrate professional, technical, cultural and interpersonal knowledge and skills for successful collaboration with peers on the production of a key nutrition message for a contemporary and diverse audience.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs This unit will be delivered in burst mode with lectures and tutorials running for the first 7 weeks. Subsequent to lectures and tutorials, students will spend time in the preparation and presentation of supervised nutrition education learning activities, and also utilizing the community kitchens at Werribee campus for weeks 8 - 11. In addition, it is recommended that students spend three (3) hours a week in out-of-class learning activities.

Required Reading: Lecturer will provide links to relevant journal articles and text via VU Collaborate.

Assessment: Assignment, Part A (500 words), 10%. Assignment, Part B (1000 words), 20%. Presentation, Team presentation (30 mins) and individual written summary (1000 words)., 40%. Examination, Final exam (2 hours), 30%.

HHN3602 Food Service Systems

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan HHN2402 - Diet & Disease HFS2001 - Properties of Food HFS2002 - Food Safety and Preservation RBF3151 - Food Quality Assurance

Description: This unit will provide students with the knowledge and skills required to work as a Team Leader or Supervisor in a food service operation in the health care industry including acute, residential aged care and community nutrition programs such or other health care related commercial food service providers. Students will explore food service systems including meal production, assembly and distribution systems used in health care food services and associated equipment and staffing patterns. Issues of quality management through regulatory compliance with respect

to food safety and accreditation standards within health care food service operations will be addressed. Reinforcing the constraints of the health care system, the significance of recurrent costs on budget expenditure by developing skills in recipe and menu costing will be investigated. Students will learn about supervision and resource management principles and practices (job descriptions, work flows, rostering, and communication skills) to prepare them for work in the health care industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically analyse production, meal assembly and distribution systems for strengths, weaknesses and limitations;
2. Conceptually map the systems, equipment and staffing associated with meal assembly and delivery systems used in hospitals, residential aged care and community nutrition programs and identify associated risks;
3. Calculate the cost of food associated with recipes and menus utilising appropriate software systems;
4. Compare quality and food safety systems including accreditation systems, regulations and guidelines relevant to each health care sector; and
5. Design sample work flows and rosters in a health care food service operation.

Class Contact: Lecture 2.0 hrs Tutorial 3.0 hrs Lectures will be conducted over 12 weeks, Tutorials will be conducted over 6 weeks (weeks 2, 4, 7, 9, 11 and 12). Site visits to workplace locations will be conducted over 4 weeks (weeks 3, 5, 6 and 8), however, may be subject to change. Students will be notified in advance of alterations to site visits. Students will have a total of 20 hours observational and practical excursions to workplace locations (institutional kitchens in aged residential care facilities; hospital kitchens; or other health care related commercial food service providers).

Required Reading: Links to additional texts will be provided by the unit coordinator via VU Collaborate.

Assessment: Test, Class test (60 minutes), 30%. Portfolio, Portfolio (3000 words) Demonstration of knowledge and skills. To include site visit reports, case studies related to aspects of Food Service systems, 70%.

HHN3603 Nutrition Project

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan HHN2402 - Diet & Disease HHN2401 - Nutrition & Physical Activity Assessment RBM3960 - Nutritional Frontiers HHN3601 - Nutrition Communication & Education

Description: This unit provides third year students with an opportunity to select and undertake either (a) a brief research project in an area of interest with members of the Food, Nutrition & Dietetics staff; or (b) a work-based placement in the field of nutrition. Both the research and work-based placements enable the student to undertake a structured work experience program as an integral part of their degree course. Gaining practical experience in their chosen field enables students to test interest and ability in these areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise, interpret and reference scientific literature on a selected topic or hypothesis;
2. Construct a report of project experience in an appropriate and professional style according to specified conventions and accessible to specialist and non-specialist audiences;
3. Critically reflect on how their project experience has assisted their understanding of nutritional principles and knowledge;
4. Critique data and results, integrating findings with contemporary or emerging evidence or knowledge and interrogating its scientific and personal significance.

Class Contact: h consultation with the unit coordinator and a supervisor, students will

work approximately six (6) hours per week in a laboratory or community setting to conduct a nutrition-related project or research. Students will also complete six (6) hours of oral presentations.

Required Reading: The Lecturer will provide learning and teaching materials as required.

Assessment: Presentation, Oral presentation of Project report (20 minutes), 15%. Report, Scientific/Professional report (3,500 words), 70%. Practicum, Supervisor assessment of lab skills or community engagement/work, 15%. Total combined assessment word equivalence is approximately 5,000 words.

HHN3604 Food Service Challenges

Locations: Footscray Park, St Albans.

Prerequisites: HHN3503 - Introduction to Food Service HHN3602 - Food Service Systems

Description: This capstone unit provides third year students with an opportunity to select and undertake a work-based placement in the field of food services within the health care sector. This work-based placement provides the student with opportunity to undertake a structured work experience program as an integral part of their degree course that would enable them to develop their problem solving skills based on the overall knowledge gained through the course. Gaining practical experience in their chosen field enables students to test interest and ability in these areas and prepare them for team leader and supervisory roles within the health care food service industry.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise and interpret literature on a selected topic;
2. Construct a report of project experience in an appropriate and professional style according to specified conventions and accessible to specialist and non-specialist audiences;
3. Critically reflect on how their project experience has assisted their understanding of nutritional principles and knowledge; and
4. Critique data and results, integrating findings with contemporary or emerging evidence or knowledge and interrogating its scientific and personal significance.

Class Contact: Tutorial 2.0 hrs Tutorials will be conducted over 12 weeks, consisting of 3 weeks on-campus (weeks 1, 6 and 12 only) and the remainder at the workplace within the student placement setting. Students will be expected to participate in sixty (60) hours of placement.

Required Reading: As instructed by the lecturer/supervisor.

Assessment: Other, Project outline, related to final professional project report, 10%. Report, Professional project report (4,000 words), 70%. Presentation, Presentation on final project report (20 minutes), 10%. Other, Supervisor assessment of industry engagement/work including reflective journal (approximately 1,000 words), 10%. Total combined assessment word equivalence is approximately 5,000 words. Students will write a report (maximum of 4,000 words), following guidelines for format and content provided by the instructor.

HHN3605 Nutrition Challenges

Locations: Footscray Park.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan HHN2402 - Diet & Disease HHN2401 - Nutrition & Physical Activity Assessment RBM3960 - Nutritional Frontiers

Description: The Nutrition Challenges Capstone involves a negotiated, authentic, project-based activity that responds to a local, national or global nutrition 'challenges' and closely relates to professional work in the nutrition field. Students will synthesise and apply their learning across the degree program, demonstrate holistically their development of graduate capabilities and successfully negotiate the transition to their

next career stage.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptually map the research process including design, ethical issues and evidence-based practice and integrate and synthesise prior knowledge and learning from multiple and diverse topic areas to produce a coherent response to a contemporary nutrition challenge;
2. Devise concise and measurable research questions to address a selected research focus;
3. Identify and defend a broad research strategy appropriate to the selected research focus;
4. Exhibit investigative, reporting and presentation skills commensurate with graduate level career-entry requirements; and
5. Articulate their development of Victoria University Graduate Capabilities and predict how these will inform their future professional practice in the field of nutrition.

Class Contact: Depending on the nature of the research undertaken, students will be allocated a project supervisor which may be located at other VU Campuses, including Sunshine Hospital. Students will be expected to spend at least 1-2 hours each week, working with their supervisor to develop their research proposal. Students will generally be working independently to conduct the negotiated investigative project that constitutes the Nutrition Challenges capstone.

Required Reading: No required reading text. Links to reading material will be provided by the Lecturer.

Assessment: Test, Project plan (1000 words), 20%. Presentation, Individual project presentation (30 minutes), 30%. Report, Written project report including summary/abstract and reflective section for inclusion in e-portfolio (3500 words), 50%.

HHN5181 Nutrition for Primary Care

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit students will integrate fundamental knowledge of nutrition with their specialised osteopathic clinical assessment and management skills. The role of macronutrients and micronutrients in the body is considered and an optimal diet for Australians is described. Nutrition needs through the lifecycle are discussed focusing on specific nutrition related conditions that might be encountered in osteopathic clinical practice. The role of food in lifestyle diseases, and the nutritional management of these diseases is also addressed. The varied roles of dietitians and nutritionists and likely opportunities for inter-professional practice and referral are explored.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate the role of nutrients in general patterns of health and disease;
2. Conceptually map the nutrient composition of foods, the assimilation of these nutrients into the body and advocate the virtues of a balanced diet;
3. Access and appraise the evidence base linking nutrition, diet and musculo-skeletal fitness at various life stages; and
4. Predict the likely impact of nutritional status in specific clinical conditions relevant to osteopathic practice and make diet and nutrition referrals as appropriate.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

Required Reading: Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students will review articles throughout the semester but these will be located and retrieved by the students.

Assessment: Review, Journal Article Review (1000 words), 30%. Report, Clinical

Case Review and Report (1000 words), 30%. Examination, Written Examination (1 hour), 40%.

HHO2171 Osteopathic Science 3

Locations: City Flinders.

Prerequisites: HHO1271 - Osteopathic Science 2 HHA1171 - Anatomy 1 HHA1272 - Anatomy 2 HHU1270 - Clinical Practicum 1 HHD1271 - Clinical Diagnosis & Management 1

Description: The aim of this unit is extend students developing knowledge of osteopathic assessment, theory and practice. Manual therapy techniques are advanced to incorporate additional soft tissue, articulation and muscle energy techniques as well as the introduction of High Velocity Low Amplitude (HVLA) thrusting techniques to the spine and thorax. Advanced Orthopaedic assessment for the regions of the neck, thoracic, shoulder, elbow and wrist are also taught. Contraindications to treatment are emphasised within this unit and students start to explore the available evidence for osteopathic principles, somatic dysfunction, and best practice. This unit comprises of three (3) modules: Module 1: Osteopathic examination and technique 1 focuses on further development of principles of examination of the cervical and thoracic spine and peripheral (upper extremity) regions. The unit focuses on the application of osteopathic and orthopaedic examination to these regions. This module also continues development of osteopathic skills including soft tissue, articulation, and muscle energy techniques and contraindications to the use of these osteopathic techniques. Module 2: This module introduces the student to the use of high-velocity thrust techniques applicable to the spinal region. This module also focuses on safe application of these techniques and knowledge of contraindications and interpretation of tests and protocols relating to patient safety. Module 3: This module furthers the students learning of the principles and practice of osteopathic medicine as distinct from allopathic and other complementary therapies. The module focuses on the evidence base underpinning osteopathic principles and somatic dysfunction and enables the student to apply basic critical analysis to this evidence.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply osteopathic and orthopaedic examination skills to the cervical, thoracic and upper extremity regions of the musculoskeletal system;
2. Analyse and apply the biomechanical and osteopathic principles underlying regional examination and their use in selection of HVLA thrust, articulation and muscle energy techniques;
3. Competently demonstrate with commentary and perform HVLA thrust techniques safely whilst taking into consideration both patient and operator comfort;
4. Defend technique selection and demonstrate appropriate and safe techniques to the cervical and thoracic spine and upper extremity including articulation, soft tissue and muscle energy techniques;
5. Identify and elaborate contraindications relating to these osteopathic techniques and apply basic clinical reasoning to determine when it is safe to use these techniques in clinical practice; and
6. Distinguish principles and practice of osteopathic medicine from allopathic and other complementary therapies by applying basic critical analysis skills to the evidence.

Class Contact: Lecture 1.0 hr Workshop 1.5 hrs Fifty-four (54) hours comprising of weekly lectures and practical workshops.

Required Reading: Gibbons, P., & Tehan, P. (2009). (3rd ed.). *Manipulation of the spine, thorax and pelvis: An osteopathic perspective*. Edinburgh: Churchill Livingstone. Magee, D. J. (2014). (6th ed.) *Orthopedic physical assessment*. W. B. Saunders Co. Lecture notes and research articles will be provided via VU Collaborate.

Assessment: Attendance of 90% at all practical workshops is mandatory and a hurdle requirement to pass this unit. All summative assessment items below are hurdle

requirements for successful completion of this unit. The percentage of 50% and above constitutes a pass in the written examination; the practicum is graded as either pass or fail. Test, Short answer test (500 words) on safety relating to HVLA techniques (25%), Pass/Fail. Practicum, End of semester Practical exam (30 minutes) (50%), Pass/Fail. Test, Written test on theory of osteopathy (1000 words) (25%), Pass/Fail. Total combined assessment word equivalence is approximately 4000 words. Equivalence for the Practicum assessment reflects the requirement of the student to draw on a range of skill sets including communication, psycho-motor skills, interpersonal skills and knowledge of theory and anatomy.

HHO2272 Osteopathic Science 4

Locations:City Flinders.

Prerequisites:HHO2171 - Osteopathic Science 3

Description:The aim of this unit is to build on students developing knowledge of osteopathic assessment, theory and practice. Manual therapy techniques are advanced to incorporate additional soft tissue, articulation and muscle energy techniques as well as the introduction of High Velocity Low Amplitude (HVLA) thrusting techniques to the spine and thorax. Advanced Orthopaedic assessment for the regions of the neck, thoracic, shoulder, elbow and wrist are also taught. Contraindications to treatment are emphasised within this unit and students start to explore the available evidence for osteopathic principles with further development of their diagnostic skills through simulated cases. This unit comprises three (3) modules with the following topic areas: Module 1: Osteopathic examination and technique 2 focuses on further development of principles of examination of the lumbar spine and pelvis and peripheral (lower extremity) regions. The unit focuses on the application of osteopathic and orthopaedic examination to these regions. This module also continues development of osteopathic skills including soft tissue, articulation, and muscle energy techniques in these regions and contraindications to the use of these osteopathic techniques. Module 2: HVLA technique 2 module continues the students development of high-velocity thrust techniques applicable to the spinal region, ribs and pelvis. This module also focuses on safe application of these techniques and knowledge of contraindications and interpretation of tests and protocols relating to patient safety. Module 3: This module develops the conceptual framework of osteopathy and an understanding of current scientific and popular issues in osteopathy, including issues relevant to Australia.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Apply osteopathic and orthopaedic examination skills to the lumbar spine, pelvis and lower extremity regions of the musculoskeletal system;
2. Analyse and apply the biomechanical and osteopathic principles underlying regional examination and their use in selection of HVLA thrust, articulation and muscle energy techniques;
3. Competently demonstrate with commentary and perform HVLA thrust techniques to the spine, pelvis and rib cage safely whilst taking into consideration both patient and operator comfort;
4. Defend technique selection and demonstrate appropriate and safe techniques to the lumbar spine and pelvis and lower extremity including articulation, soft tissue and muscle energy techniques;
5. Identify and elaborate contraindications relating to these osteopathic techniques and apply basic clinical reasoning to determine when it is safe to use these techniques in clinical practice; and
6. Identify and analyse the conceptual framework of osteopathy, current scientific and popular issues in osteopathy, and the evidence base underpinning osteopathic concepts and management approaches

Class Contact:Lecture 1.0 hrWorkshop 1.5 hrsFifty-four (54) hours for one semester comprising of weekly lectures (24 hours) and practical workshops (36 hours).

Required Reading:Gibbons, P., & Tehan, P. (2009) (3rd ed.). Manipulation of the

spine, thorax and pelvis: An osteopathic perspective Edinburgh: Churchill Livingstone. Magee, D. J. (2014). (6th ed.). Orthopedic physical assessment W. B. Saunders Co. Lecture notes and articles are available on VU Collaborate.

Assessment:90% attendance is mandatory and a hurdle requirement. Passing all summative assessment items below is a hurdle requirement for successful completion of this unit. Practicum, End of semester practical exam (30 min per student) (75%), Pass/Fail. Test, 2 x 1 hour quizzes - History and Principles (500 words equivalence each) (25%), Pass/Fail. Total combined assessment word equivalence is approximately 4000 words. The equivalence for the Practicum assessment reflects the requirement of the student to draw on a range of skill sets including communication, psycho-motor skills, interpersonal skills and knowledge of theory and anatomy.

HHO3174 Osteopathic Science 5

Locations:City Flinders.

Prerequisites:HHO2272 - Osteopathic Science 4HHA2272 - Anatomy 4HHD2273 - Clinical Diagnosis & Management 3

Description:The aim of this unit is to build on students' developing knowledge of common musculoskeletal conditions and the implications to clinical practice. The unit also continues to develop students' hands on osteopathic skills, clinical reasoning and diagnosis. This unit comprises three (3) modules with relating topic areas: Module 1: Osteopathic Diagnosis explores clinical reasoning in diagnosis and prognosis in osteopathic practice. The student will review clinical examination from the perspective of different osteopathic treatment models. Module 2: HVLA technique develops students' HVLA skills for application to the peripheral joints, as well as the junctional spinal regions, building on skills developed in year 2 of the course. Module 3: Common Conditions of the Musculoskeletal System explores common clinical conditions and presentations in osteopathic practice, including peripheral joint injuries and common orthopaedic complaints.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse models of osteopathic diagnosis, treatment and prognosis;
2. Apply advanced assessment skills to assess regions of the musculoskeletal system for musculoskeletal pain and dysfunction;
3. Propose specific contraindications for individual osteopathic treatment techniques for specific patients and patient conditions;
4. Competently and safely perform, with commentary, HVLA techniques to the junctional spinal regions and peripheral joints, taking into consideration both patient and operator comfort; and
5. Investigate common regional conditions of the spine and periphery and discuss the relevance of these conditions to clinical practice.

Class Contact:Online 1.0 hrWorkshop 3.0 hrsForty-eight (48) hours for one semester comprising 1 hour online lecture and 2 x 1.5 hour practical workshops per week.

Required Reading:Lecture notes are provided prior to class on VU Collaborate for student access. DeStefano, L. (2017). (5th ed.). Principles of manual medicine. Philadelphia: Wolters Kluwer Gibbons, P., & Tehan, P. (2009). (3rd ed.). Manipulation of the spine, thorax and pelvis: An osteopathic perspective. Edinburgh: Churchill Livingstone Hartman, L (1997). (3rd ed.). Handbook of osteopathic technique. Chapman & Hall, Great Britain.

Assessment:Practicum, Objective Structured Clinical Examination (3 x 15 min stations), Pass/Fail. Formative Assessment task in class with direct feedback from staff 90% attendance at practical workshops is mandatory and a hurdle requirement for passing this unit. Practical sessions have a hurdle requirement of at least 90% attendance. The equivalence for the Practicum assessment reflects the requirement of

the student to draw on a range of skill sets including communication, psycho-motor skills, interpersonal skills and knowledge of theory and anatomy.

HHO3275 Osteopathic Science 6

Locations:City Flinders.

Prerequisites:HHO3174 - Osteopathic Science 5HHU3173 - Clinical Practicum 3

Description:The aim of this unit is to introduce the student to medical management of common musculoskeletal conditions and the implications to clinical practice. The unit also further develops clinical reasoning, diagnostic, and treatment skills in the context of clinical practice. This unit comprises of two (2) modules: Module 1: Introduction to Orthopaedics which will cover a range of basic orthopaedic conditions that commonly occur in practice. Module 2: Osteopathic Diagnosis & Treatment 2 will build on clinical reasoning skills and practical skills in diagnosis, prognosis and osteopathic management developed in HHO3174 Osteopathic Science 5.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain and apply theoretical knowledge of basic orthopaedics and incorporate this knowledge into clinical decision making and patient management;
2. Explain and defend clinical decision making and approaches to osteopathic diagnosis, treatment and prognosis; and
3. Competently apply a range of osteopathic techniques, including articulation, soft tissue, HVLA and muscle energy, to a range of common musculoskeletal problems.

Class Contact:Lecture 1.0 hr Sim (Simulation) 1.5 hrs Thirty (30) hours for one semester comprising online lectures and practical workshops.

Required Reading: DeStefano, L. (2016). (5th ed.). Greenman's Principles of manual medicine Wolters-Kluwer Health. Gibbons, P., & Tehan, P. (2009). (3rd ed.). Manipulation of the spine, thorax and pelvis: An osteopathic perspective. Edinburgh: Churchill Livingstone Lecture notes and research articles are provided prior to class on VU Collaborate for student access.

Assessment:Practicum, Objective Structured Clinical Examination (30 minutes = 2500 words) as part of Clinical Entrance exam, Pass/Fail. Peer marked formative assessment task in week 5 & 12 using simulated patient scenarios. The equivalence for the Practicum assessment reflects the requirement of the student to draw on a range of skill sets including communication, psycho-motor skills, interpersonal skills and knowledge of theory and anatomy. 90% attendance at practical workshops is mandatory and a hurdle requirement for passing this unit.

HHO4181 Osteopathic Science 7

Locations:City Flinders.

Prerequisites:Nil.

Description:Students will be introduced to functional assessment and indirect osteopathic manual techniques including counterstrain and functional techniques. Concepts and principles of rehabilitation for specific injuries encountered in osteopathic practice will be explored. Students will develop knowledge and skills in the assessment, treatment and rehabilitation of common injuries involving the ankle, calf, foot and knee including the principles and application of taping in the management of common injuries.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Implement and incorporate a broad range of indirect osteopathic techniques into the student's osteopathic practice with a focus to the trunk and lower limb;
2. Discuss and interrogate the rationale for the application of indirect osteopathic techniques and extrapolate their application to osteopathic practice;
3. Formulate and interpret exercise management programs to support the rehabilitation of patient

4. Explore the principles of rehabilitation programs and evaluate their role in preventative and rehabilitative care of the patient; and
5. Evaluate the literature and outcome measures applicable to indirect osteopathic techniques and rehabilitation and exercise management and reflect a role for this in the student's clinical practice.

Class Contact:Workshop 1.5 hrs Thirty-six (36) hours for one semester comprising lectures, workshops and practical classes.

Required Reading:Jones, L. H., Kusunose, R. S., & Goering, E. K. (1995). (1st ed.). Jones strain-counterstrain. Jones Strain Counterstrain Incorporated. Brukner, K., & Khan, K. (2012). (4th ed.). Clinical sports medicine. McGraw Hill.

Assessment:There is a 30 minute practical oral which is a hurdle component and is ungraded (Pass/Fail). Other, Small group practical task & written response, 50%. Presentation, In class presentation, 50%. All assessment components must be satisfactorily completed in order to pass this unit. Assessments of approximately 3000 words.

HHO4284 Osteopathic Science 8

Locations:City Flinders.

Prerequisites:HHO4181 - Osteopathic Science 7

Description:The aim of this unit is to build and extend the students osteopathic technical skills in the realm of exercise and rehabilitation and indirect osteopathic techniques. The students will work towards mastering palpation of tissue tensions representing the direction of ease. They will investigate and analyse the literature and other relevant resources to underpin their concept of exercise and rehabilitation and indirect osteopathic techniques to their practice. They will theorise and implement strategies for the management of discrete population groups whilst creating concepts to communicate their proposed management plan with these discrete population groups.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Investigate and implement a range of indirect techniques for osteopathic clinical practice;
2. Adapt the principles and procedures of rehabilitation and exercise and indirect osteopathic techniques for common conditions of the head, neck, thorax and upper limb;
3. Evaluate the application of rehabilitation, exercise and indirect osteopathic techniques as part of an overall strategy to patient management to all age groups: children, adults and the elderly;
4. Exhibit and advocate management plans including rehabilitation, exercise and indirect osteopathic techniques for surgical procedures; and
5. Compose a persuasive management plan that synthesises rehabilitation, exercise and indirect osteopathic techniques in a management plan with a focus to a defined population or a surgical procedure.

Class Contact:Workshop 3.0 hrs

Required Reading:Johnston, W. L., & Friedman, H. D. (1994). 2nd Functional methods Indianapolis, IL: American Academy of Osteopathy Brukner, K., & Khan, K. (2012). 4th Clinical sports medicine. (4th ed.) McGraw Hill. Jones, L. H., Kusunose, R. S., & Goering, E. K. 1st Jones strain-counterstrain. Jones Strain Counterstrain Incorporated

Assessment:Assignment, 2000 words, 70%. Test, 20 minute test, 30%. There is a 30 minute practical oral which is a hurdle requirement and is ungraded (Pass/Fail). All assessment components need to be passed to gain an overall pass in this unit. Assessment equivalent word count of 3500 approx.

HHO5183 Osteopathic Science 9

Locations:City Flinders.

Prerequisites:HHU4284 - Clinical Practicum 6HHO4284 - Osteopathic Science 8

Description: This unit aims to extend students knowledge and skills of osteopathic techniques and management strategies. This unit has three modules with the following topic areas. Module 1: Visceral osteopathy - osteopathic management of conditions with visceral involvement. Module 2: Ergonomics - introduction to principles and concepts of clinical ergonomics and ergonomic prescription in osteopathic practice. Module 3: Orthopaedics and Surgical Information - information required for day-to-day osteopathic practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Extrapolate and justify existing osteopathic technique skills and principles to assess and manage common visceral conditions amenable to osteopathic treatment;
2. Investigate specific visceral techniques in the context of osteopathic practice and appraise their role in treatment planning and patient management;
3. Evaluate ergonomic issues affecting diverse patient groups including children, pregnant women and the elderly and negotiate appropriate ergonomic advice for patient management;
4. Articulate the relationship between common and complex orthopaedic conditions, their medical management and subsequent implications for osteopathic assessment and treatment of the patient in surgical, pre-operative and post-operative contexts

Class Contact: Lecture 2.0 hrs Workshop 1.5 hrs

Required Reading: Articles and book chapters as follows: Lassing, K. (2011). In: Chila AG, ed. *Foundations For Osteopathic Medicine: 3rd edn Visceral Manipulation* pp845-849 Lippincott William & Wilkins Muller, A. et al. (2014). *Effectiveness of Osteopathic Manipulative Therapy for Managing Symptoms of Irritable Bowel Syndrome: A Systematic Review*. 2014;114(6):470-479 J Am Osteopath Assoc.

Assessment: Assignment, Ergonomics assignment (1000 words), 33%. Assignment, Clinical orthopaedics assignment (1250 words), 33%. Examination, Fifteen (15) minute practical examination (equivalent to 1000 words), 34%. The practical assessment for this unit is a hurdle requirement. This practical assessment is a hurdle because practical skill development is fundamental to osteopathic practice and demonstrating practical skills at a pass level relates to technical competence and safety. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The workshops practicals activities in this unit are interactive and students are able to seek feedback from the facilitator on meeting the learning outcomes and planning for assessment tasks.

HHO5280 Osteopathic Science 10

Locations: City Flinders, St Albans.

Prerequisites: HHO5183 - Osteopathic Science 9HHU5187 - Clinical Practicum 7

Description: The aim of this unit is to prepare students for their transition to autonomous and accountable osteopathic practice. Specialised professional knowledge and skills relating to both the discipline of osteopathy, lifelong learning and practice management are addressed. Osteopathic philosophy and principles are reviewed and their evidence-base interrogated to support further development of manual techniques. Management skills and financial information required for day-to-day osteopathic practice are also considered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an expanded range of osteopathic technical skills, using direct and indirect manual techniques;
2. Interrogate osteopathic principles and their underlying philosophy; debate the nature, significance and application of evidence-based practice; and critically appraise the relationship between principles and evidence underpinning different osteopathic approaches to treatment;
3. Critically appraise and apply in various simulated situations those business management skills

required to conduct a practice; and 4. Negotiate a personal concept of osteopathic practice in the context of the students career goals. 5. Critically review common modes of osteopathic practice and reflect on their place in the students career goals;

6. Identify strategies to sustain their professional and personal development as osteopathic practitioners.

Class Contact: Lecture 2.0 hrs Workshop 2.5 hrs

Required Reading: There are no prescribed texts for this unit of study. Students will be required to refer to the resources (mainly from Australian Health Practitioner Regulation Authority (AHPRA)) on VU Collaborate.

Assessment: The assessment in this unit is pass/fail rather than graded. This unit is designed as a final consolidating unit enabling students to develop additional skills and knowledge which will be applicable for osteopathic practice, therefore assessments are designed as activities to consolidate knowledge rather than distinguish levels of performance. A student fails if they do not achieve the minimum expected level of competence for a final year osteopathic student approaching graduation and entering independent osteopathic practice. Assignment, Practice Management (3500 words) 1. Reflection of career direction in 1 & 5 years; 2. Develop referral letters; 3. Evaluate an osteopathic business, Pass/Fail. Test, Two (2) History & Principles MCQ quizzes (equivalent to 1000 words each), Pass/Fail. Practicum, Further manual technique skill with critical reflection - twenty (20) minutes per student (equivalent of 2000 words), Pass/Fail. There is a twenty (20) minute practicum oral which is a hurdle requirement (students must achieve a pass grade in this assessment task). This practical assessment is a hurdle because practical skill development is fundamental to osteopathic practice and demonstrating practical skills at a pass level relates to technical competence and safety. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The workshops practicals activities in this unit are interactive and students are able to seek feedback from the facilitator on meeting the learning outcomes and planning for assessment tasks.

HHP3274 Introduction to Rehabilitation

Locations: City Flinders.

Prerequisites: HHC3173 - Biomechanics 3HHA1171 - Anatomy 1HHA1272 - Anatomy 2

Description: This unit develops students' knowledge and skills in the broad area of rehabilitation principles for osteopathic practice. The unit covers evaluation, development and progression of key basic rehabilitation principles for upper and lower cross related symptoms, pregnancy and associated exercising habits, tendon injuries, hydrotherapy and taping applications, as well as assessment and rehabilitation principles for injuries to the spine. Students will also be introduced to liaising with third party providers.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit a range of technical skills in managing patients with upper and lower cross syndromes and select appropriate exercises and stretches, utilising a variety of equipment options;
2. Identify the features of various stages of rehabilitation, recommending appropriate adaptations according to different patient presentations;
3. Argue the principles, protocols and ethics of safe and effective rehabilitation management including management of pregnant patients; and
4. Communicate the benefits of different exercise modalities to both peers and patients and demonstrate effective exercises as required.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Brukner, P., & Khan, K. (2012). *4th Clinical sports medicine* McGraw-Hill.

Assessment: Participation in tutorial and practical sessions with at least 90% attendance (hurdle requirement) except in extenuating circumstances. Test, Online 30 minutes (500 words), 20%. Practicum, 15 minute practical exam, 40%. Examination, 1-hour final written (1000 words), 40%. Total combined assessment word equivalence is approximately 2500 words. The equivalence for the Practicum assessment reflects the requirement for the student to draw on a range of skill sets including communication, psycho-motor skills, interpersonal skills and knowledge of theory and anatomy. .

HHS3174 Understanding Pain

Locations: City Flinders.

Prerequisites: Nil.

Description: Understanding pain aims to build an integrated understanding of the neuroanatomy and neurophysiology of specific types of pain. The unit will explore the impact of pain and the psychological and social context of pain. The student will learn new skills in pain assessment including physical examination and outcome measures. The student will critically review the current evidence for manual therapies in managing chronic pain and apply this knowledge when utilising osteopathic manual therapies and patient education practices

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Relate the neuroanatomy and physiology to different types of pain presenting in clinical practice;
2. Evaluate the impact of pain and consider influencing factors within the patient's psychological and social context;
3. Conduct and interpret assessment of patients with specific types of pain, notably nociceptive/inflammatory pain, neuropathic pain and central sensitisation/amplification using clinical skills and outcomes measures;
4. Critically review and apply the current research evidence for the use of manual therapy and its effects in pain treatment; and
5. Plan osteopathic management aligning with patient's pain presentation and include published tools for patient education and practical exercises.

Class Contact: Online 1.0 hr Workshop 1.5 hrs

Required Reading: No compulsory required text in this subject.

Assessment: Test, Three (3) Online Quizzes (750 words), 30%. Examination, Final written examination (1750 words), 70%. The formative (ungraded) assessments for this unit are; - Week 1 online quiz. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program (hurdle requirement). The practical workshops in this unit are interactive and students are able to seek feedback from the facilitator on meeting the learning outcomes and planning for assessment tasks. The practical classes are simulated patient scenarios. .

HHS3275 Psychosocial Determinants of Health

Locations: City Flinders.

Prerequisites: HHS3174 - Understanding Pain

Description: The aim of this unit, Psychosocial Determinants of Health, is to build on students' knowledge of patient centred care in healthcare practice. Students are supported to further develop their clinical interviewing skills. In this unit students will consider the theory they have learnt in previous units and consider how illness is affected by socio demographic variables within the Australian healthcare context. The impact of patient compliance with treatment and readiness to change is considered. Students explore changes in individual healthcare practice and consider its relevance in osteopathic practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on the essential clinical interviewing skills used in osteopathic

- practice;
2. Investigate the relevance of gender, ethnicity and socioeconomic in patients presenting with pain in healthcare practice;
3. Analyse psychological and sociological issues relevant to behavioural health risks in patients' experience of pain;
4. Critically review and propose change management theory and strategies to improve patient wellbeing; and
5. Predict the long term benefits of interventions for health-compromising behaviours using available best evidence.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Allen, F 2010 Health Psychology and Behaviour: in Australia McGraw-Hill Australia Pty Ltd

Assessment: Practicum, Health Risk Assessment of simulated patient (equivalent to 1250 words), 50%. Test, Four (4) Online Quizzes (equivalent to 500 words), 20%. Presentation, Group Presentation in tutorial (equivalent of 750 words per student), 30%. There are two (2) formative ungraded assessment tasks for this unit. The first is a practical assessment (OSCE station) held in the examination period. This is a hurdle requirement. The second is observation and evaluation of a medical interview identifying effective and ineffective interviewing skills held in week 5 of semester. The total word equivalence for combined assessment tasks in this six credit point unit is approximately 2500 words.

HHS4182 Counselling Skills for Health Professionals

Locations: City Flinders.

Prerequisites: Nil.

Description: The aim of this unit is to review common techniques used in counselling and consider their relevance to osteopathic practice. Specific approaches for counselling osteopathic patients who experience a range of health issues will be explored. Outcome measures to assess chronic pain patients will be evaluated and their application to osteopathic practice and patient management will be debated.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the basic skills that are necessary for effective interpersonal communication in a therapeutic relationship;
2. Conceptually map and interrogate major theoretical approaches to counselling;
3. Propose and defend the use of specific counselling skills in both familiar and unfamiliar situations in professional practice;
4. Predict the effects that psychological variables may have on pain symptomatology and pain management with reference to various theoretical models; and
5. Exhibit strategies to assess and treat chronic pain symptoms and behaviours in osteopathic clinical practice and/or refer patients to other health professionals for counselling, support or practical assistance as appropriate.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Corey, G. (2013). (9th ed.). Theory and practice of counselling and psychotherapy. California : Brooks/Cole.

Assessment: The formative and summative assessments are hurdle requirements. Assignment, Chronic pain assignment (2000 words), 60%. Presentation, Group presentation in tutorial (equivalent to 1000 words), 40%. The total word equivalence of assessment tasks is approximately 3000.

HHS4285 Identifying Psychopathology in Clinical Practice

Locations: City Flinders.

Prerequisites: Nil.

Description: HHS4285 examines the theoretical basis and practical application of methods utilised to identify common psychopathologies experienced by Australians. The techniques utilised to identify psychopathologies will assist osteopathic students in determining when to refer patients to another health professional in the osteopathic clinical setting. Students will also consider the symptoms of

psychopathology that are consistent with musculoskeletal conditions symptomatology in preparation for osteopathic practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the effects that psychological variables may have on chronic pain management and symptomatology; 2. Identify symptoms that are consistent with common psychopathologies; 3. Demonstrate an understanding of the range of treatments available for psychopathology; 4. Explain when and how a patient referral is required for specialist psychiatric or psychological treatment; and 5. Describe interpersonal strategies that are helpful in the management of a patient with acute or chronic psychopathology.

Class Contact: Lecture 1.0 hr/Tutorial 1.0 hr

Required Reading: Oltmanns, T.E. & Emery, R.E. eds. (2007). (5th ed.). *Abnormal psychology* New Jersey/Pearson Education.

Assessment: Presentation, Group presentation (equivalent of 1500 words), 40%. Examination, Practical assessment with simulated patient (equivalent of 1500 words), 40%. Other, 10 online quizzes, 20%. The total word equivalence of assessment tasks for this unit is approximately 3000 words.

HHU3173 Clinical Practicum 3

Locations: Werribee, City Flinders, St Albans.

Prerequisites: HHU2271 - Clinical Practicum 2/HHO2272 - Osteopathic Science 4

Description: The aim of this unit is to introduce students to the osteopathic clinical setting. Students will be able to contribute to the operations of the student led, patient centred, evidence informed osteopathic teaching clinics within the university and observe senior students treating members of the public.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate the client-based clerical and clinical reception skills required to operate the student-led, on-campus clinic; 2. Assess patient-centred communication skills in the student-led, on-campus clinic; and 3. Collaborate with peers to maintain the clinical records.

Class Contact: A minimum of 60 contact hours, including a minimum of 30 clinical contact hours during semester 1. The remainder of hours is comprised of burst mode clinical hours during the summer break and professional development activities. Students may complete external placement hours in privately owned clinic or other supervised practice location.

Required Reading: Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search literature and use it to inform their evidence informed management plan.

Assessment: Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units. A student fails if they do not achieve the minimum expected level of competence for a third year osteopathic student. Portfolio, Clinic manual or folio reporting completion of negotiated hours, observations, clinical administration activities (equivalent to 4500

words), Pass/Fail. Report, 500 word reflective written report, Pass/Fail. The total combined assessment word equivalence is approximately 5,000 words. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. A demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade.

HHU3274 Clinical Practicum 4

Locations: City Flinders.

Prerequisites: HHU3173 - Clinical Practicum 3/HHO3174 - Osteopathic Science 5

Description: The aim of this unit is to prepare students for their transition to treating practitioners within the student led osteopathic teaching clinics within the university. The major milestone for students overall osteopathic education occurs in this unit - the clinic entrance examination, which students are required to successfully complete in order to commence supervised patient treatments. At the completion of this unit students will be able to lead the clerical and reception operations of the student led clinic.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Manage the client-based clerical and clinical reception skills required to operate the student-led, on-campus clinic; 2. Exhibit patient-centred communication skills in a clinical setting; and 3. Collaborate with peers in the evidence informed/evidence based management of patient's in the clinical setting.

Class Contact: A minimum of 50 contact hours, including a minimum of 30 clinical contact hours during semester 2. The remainder of hours is comprised of burst mode clinical hours during the winter break and professional development activities.

Required Reading: Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search the literature to inform their management plans of patients.

Assessment: Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units. A student fails if they do not achieve the minimum expected level of competence for a third year osteopathic student. Portfolio, Clinic portfolio reporting completion of negotiated hours, observations, clinical activities (equivalent to 3500 words), Pass/Fail. Examination, 90 minute practical examination Objective Structured - Clinical Examination (OSCE) format (equivalent to 1500 words), Pass/Fail. The total combined assessment word equivalence is approximately 5000 words. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. A demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade.

HHU4185 Clinical Practicum 5

Locations:Werribee, City Flinders, St Albans.

Prerequisites:Nil.

Description:The aim of this unit is to introduce students to osteopathic practice through clinical placement in the student led osteopathic teaching clinic. Students will lead consultations with patients with support from clinical educators and third year students. This unit provides students with the opportunity to implement their specialised body of knowledge of musculoskeletal conditions and management strategies within the clinical setting.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Reflect on the patient-centered communication skills in the clinical setting
2. Manage a range of patients in the student-led, on-campus clinic;
3. Advise junior colleagues in the information collection, recording and delivery of treatment; and
4. Diagnose and prognosis of common musculoskeletal complaints.

Class Contact:Lecture 1.0 hrThis unit comprises of a total of 96 hours, consisting of Lectures, offsite professional development and onsite clinical placement.

Required Reading:Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search the literature to inform their management plans of patients.

Assessment:Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units and preparation for osteopathic practice. A student fails if they do not achieve the minimum expected level of competence for a fourth year osteopathic student. Portfolio, Clinic portfolio reporting completion of hours, patient consultations, clinical activities, clinical record assessment (equivalent to 3000 words), Pass/Fail. Practicum, 15 minute practical assessment (equivalent to 1500 words), Pass/Fail. Presentation, Patient case study (equivalent to 1500 words), Pass/Fail. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. The demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade.

HHU4286 Clinical Practicum 6

Locations:Werribee, City Flinders, St Albans.

Prerequisites:HHU4185 - Clinical Practicum 5

Description:The aim of this unit is to build on students experience of osteopathic practice achieved in HHU4185 through continual clinical placement in the student led, patient centred, evidence informed osteopathic teaching clinic. Students will continue to lead consultations with patients with support from clinical educators and third year students. This unit provides additional opportunities for students implement their specialised body of knowledge of musculoskeletal conditions and management strategies within the clinical setting. In this unit students take a more formal mentoring role of third year students including the junior students in aspects of the

patient treatment and management.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Adapt patient-centred communication skills to meet the needs of diverse patient populations;
2. Plan and execute patient management strategies in the student-led, on-campus clinic;
3. Reconstruct the diagnosis and prognosis in response to changes in patient presentation; and
4. Quantify patient outcomes.

Class Contact:This unit comprises of a total of 72 contact hours, consisting of offsite professional development and onsite clinical placement.

Required Reading:Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search the literature to inform their management plans of patients.

Assessment:Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units and preparation for osteopathic practice. A student fails if they do not achieve the minimum expected level of competence for a fourth year osteopathic student. Portfolio, Clinic portfolio reporting completion of hours, patient consultations, clinical activities, clinical record assessment (equivalent to 3500 words), Pass/Fail. Practicum, 15 minute Practical assessment in clinical setting (equivalent of 2000 words), Pass/Fail. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. The demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade.

HHU5187 Clinical Practicum 7

Locations:Werribee, City Flinders, St Albans.

Prerequisites:HHU4286 - Clinical Practicum 6

Description:The aim of this unit is to build on students experience of osteopathic practice achieved in HHU4185 and HHU4286 through continual clinical placement in the student led osteopathic teaching clinic. Students increase from one session of clinical placement to two sessions per week in this unit which provides greater opportunity to implement their advanced knowledge and practical skills of management of musculoskeletal conditions. This unit provides students with opportunity to lead the operational aspects of the clinic (reception and customer service) which is a reflection of the nature of osteopathic practice students will encounter after graduation. A key priority in this unit is preparing students for their clinic exit examination held in the middle of the year.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Appraise their own patient-centred communication skills and that of their peers;
2. Exemplify evidence informed patient management strategies in the student-led, on-campus clinic;
3. Argue a patient-centred management plan and prognosis that sets short, medium and long term goals and takes into account all aspects of the patient's profile including lifestyle factors;
4. Evaluate patient outcomes using a

range of outcome measures; and 5. Commentate on the skills to manage the student-led, patient centred, evidence informed on-campus clinic and external clinics.

Class Contact:Lecture 1.0 hr This unit consists of a minimum of 168 contact hours, including lectures, onsite clinical placement and offsite professional development.

Required Reading:Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search the literature to inform their management plans of patients.

Assessment:Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units and preparation for osteopathic practice. A student fails if they do not achieve the minimum expected level of competence for a fourth year osteopathic student. Examination, 120 minute Practical assessment (Clinic exit exam) - equivalent to 2000 words, Pass/Fail. Portfolio, Clinical portfolio reporting completion of hours and patient treatments, clinical activities, clinical records assessment (equivalent to 3000 words), Pass/Fail. Practicum, 20 minutes of practical assessment (3 x mini-clinical examination) - equivalent to 500 words, Pass/Fail. Portfolio, One evidence piece for portfolio (equivalent of 1500 words), Pass/Fail. The total word equivalence of the combined assessment tasks equates to 7000 words. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. The demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade.

HHU5288 Clinical Practicum 8

Locations:Werribee, City Flinders, St Albans.

Prerequisites:HHU5187 - Clinical Practicum 7

Description:The aim of this unit is to consolidate the students experience of osteopathic practice achieved in HHU4185, HHU4286 and HHU5187 through continual clinical placement in the student led, patient centred, evidence informed osteopathic teaching clinic. This unit is designed as a final clinical experience opportunity for students in the student led osteopathic clinic. A key priority in this unit is preparing students for graduation and entry into the osteopathic workforce, which is likely to be independent private practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Evaluate their own patient-centred communication skills and that of their peers;
2. Critically reflect on their patient management strategies;
3. Defend patient-centred, evidence informed management plans that take into account all aspects of the patient's problem and lifestyle;
4. Implement primary patient care responsibilities;
5. Critique on the skills to manage the patient centred, student-led, on-campus clinic and external clinics; and
6. Scope the requirements to establish themselves as a professional in the Australian health system

Class Contact:This unit comprises of a minimum of 136 hours, consisting of onsite clinical placement and offsite professional development activities.

Required Reading:Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search the literature to inform their management plans of patients.

Assessment:Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units and preparation for osteopathic practice. A student fails if they do not achieve the minimum expected level of competence for a fifth year osteopathic student. Portfolio, Clinic portfolio reporting completion of hours, patient consultations, clinical activities, clinical record assessment (equivalent to 3000 words), Pass/Fail. Practicum, 20 minutes of practical assessment (4 x mini-clinical examination) - equivalent to 500 words, Pass/Fail. Portfolio, Graduate capability portfolio with evidence pieces (equivalent to 1500 words), Pass/Fail. Examination, 2 hour MCQ paper on safety for clinical practice (equivalent to 2000 words), Pass/Fail. The total word equivalence of the combined assessment tasks equates to 7000 words. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. The demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade. .

HHX4181 Diagnostic Imaging 1

Locations:City Flinders.

Prerequisites:Nil.

Description:The aim of this unit is to build on students' general knowledge of radiographic imaging developed in HHD3275 Anatomy 6 through an in-depth consideration of the radiological appearance of congenital anomalies and normal variants, primary and secondary bone tumours, traumatic injuries, scoliosis, infections and arthritides. Students will review the processes of reviewing radiographs and implement these when reviewing films where pathology is present and consider the application of these skills in osteopathic practice.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Review anatomical and physiological changes resulting from pathological processes in the musculoskeletal system;
2. Relate pathological features on diagnostic images to differential diagnoses and propose most likely diagnosis;
3. Report the likely radiological features present in primary and secondary bone tumours, scoliosis, traumatic fractures, arthritides and infections; and
4. Articulate common congenital anomalies and normal variants found in radiographic images.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Yochum, T.R., & Rowe, L.R., (2005). (3rd.). Yochum and Rowe's essentials of skeletal radiology. Baltimore, MD. Lippincott, Williams & Wilkins.

Assessment:Practicum, 15 minute practical assessment (equivalent to 1500 words), 50%. Examination, 1.5 hour written (equivalent to 1500 words), 50%. Total word equivalence is approximately 3000 words for this six credit point unit at AQF level 8.

HHX4282 Diagnostic Imaging 2

Locations:City Flinders.

Prerequisites:HHX4181 - Diagnostic Imaging 1HHD4186 - Clinical Diagnosis and Management 5 (Rheumatology)HHY4185 - Pathology 5 (Rheumatology)

Description:The aim of this unit is to build on students' knowledge of; processes of diagnostic imaging developed in HHD3275 Anatomy 6 and radiological appearance of congenital anomalies and normal variants, traumatic injuries, scoliosis, infections and arthritides acquired in HHX4181 Diagnostic Imaging 1. Students will extend their developing knowledge of radiographic imaging by examining the radiological appearance of metabolic, vascular and endocrine diseases. Alternative approaches to imaging are also introduced in this unit, including ultrasound, Computed Tomography (CT) and Magnetic Resonance Imaging (MRI) as these are also encountered in osteopathic practice.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Compare different diagnostic imaging technologies and decipher when a technology is most suitable for individual patient presentations;
2. Report the likely radiological features present in metabolic, vascular and endocrine diseases and propose differential diagnoses to these conditions; and
3. Review the process of referral for various diagnostic imaging technologies in the context of osteopathic practice.

Class Contact:Lab 1.0 hrLecture 1.0 hr

Required Reading:Yochum, T. R., &Rowe, L. R., (2005). (3rd ed.). Yochum and Rowe's essentials of skeletal radiology. Baltimore, MD. Lippincott, Williams & Wilkins.

Assessment:Practicum, 15 minute practical examination (1500 words), 50%. Examination, 1.5 hour written (equivalent of 1500 words), 50%. Total word equivalence is approximately 3000 words for this six credit point unit at AQF level 8.

HHY2273 Pathology 3

Locations:City Flinders.

Prerequisites:HHY2172 - Pathology 2HHD2172 - Clinical Diagnosis & Management 2HHA2171 - Anatomy 3HHP2171 - Clinical Physiology 2

Description:The aim of this unit is to further extend students' knowledge of pathology gained in HHY1271 Pathology 1 and HHY2172 Pathology 2 by developing a more specialised understanding of pathological conditions affecting the gastrointestinal, respiratory and endocrine systems. The focus will be on those conditions that may present in osteopathic practice or contraindicate osteopathic treatment. Students will integrate their knowledge of these pathologies with osteopathic principles and consider their presentation in osteopathic practice. Preventative advice and strategies will be identified for patients and populations at risk.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain the pathological processes and describe their manifestations in the gastrointestinal, respiratory and endocrine systems;
2. Discuss the causes or risk factors associated with common and serious gastrointestinal, respiratory and endocrine diseases, and describe how those causes or risk factors are determined;
3. Analyse the clinical presentations of common and serious gastrointestinal, respiratory and endocrine diseases, including those diseases notifiable in Australia;
4. Integrate the allopathic and evidence-based medical approaches to diagnosis, prognosis and principles of management for disorders of the gastrointestinal, respiratory and endocrine systems; and
5. Articulate preventative health advice about common and serious gastrointestinal, respiratory and endocrine diseases.

Class Contact:Lecture 2.0 hrsTutorial 1.0 hr

Required Reading:As no texts appropriate to the content of this unit are currently available, suitable reading material will be provided by the unit coordinator.

Assessment:Both summative assessments are hurdle requirements Report, Review of diagnostic testing (500 words), 30%. Examination, 1.5 hour written examination (equivalent of 1500 words), 70%. Total combined assessment word equivalence is approximately 2000 words.

HHY3274 Pathology 4 (Neuropathology)

Locations:City Flinders.

Prerequisites:HHY2273 - Pathology 3

Description:The aim of this unit is to build on students developing knowledge of pathology gained in HHY1271, HHY2172 and HHY2273 by developing an in depth understanding of pathological conditions affecting the nervous system and consider their presentation to osteopathic practice. Major topic areas include: intracranial space occupying lesions; primary tumours of the CNS; cerebrovascular disease; CNS infections; demyelinating diseases of the CNS: multiple sclerosis; degenerative conditions of the CNS: Alzheimer's disease; Parkinson's disease; motor neuron disease; epilepsy; peripheral neuropathy polyneuropathy; myasthenia gravis; fibromyalgia.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Commentate on the aetiology, pathological stages, clinical picture, complications, and diagnosis of neurological diseases affecting the CNS and PNS;
2. Critically reflect on treatment and management of CNS and PNS diseases;
3. Inquire the impact of these treatments on osteopathic treatment and management; and
4. Commentate on the epidemiological profile of CNS and PNS diseases within the Australian healthcare context.

Class Contact:Lecture 1.0 hrTutorial 1.0 hr

Required Reading:Kiatos, J. (2013). HHY3274 Pathology 4 unit manual. Victoria University, School of Biomedical and Health Sciences, Osteopathy Unit. Kumar, V., Abbas, A.K., Fausto, N., & Aster, J. (2014). (8th ed.). Robbins and Cotran's pathological basis of disease. Elsevier Science.

Assessment:All assessments are hurdle requirements. Test, 45 minute mid semester Written Test (equivalent of 500 words), 30%. Examination, 2-hour written examination (equivalent of 2000 words), 70%. Total combined assessment word equivalent is approximately 2500 words.

HHY4185 Pathology 5 (Rheumatology)

Locations:City Flinders.

Prerequisites:Nil.

Description:The aim of this unit is to build on students developing knowledge of pathology gained in HHY1271, HHY2172, HHY2273, HHY3274 by developing an in depth understanding of pathological conditions affecting the musculoskeletal system and critically reviewing them in the context of osteopathic practice. Major topic areas include: bone fractures and their healing; osteomyelitis; osteoporosis; osteomalacia; Paget's disease; fibrous dysplasia; osteoarthritis; hypertrophic osteoarthropathy; degenerative disease of the intervertebral disc; acute I/V disc herniation; rheumatoid disease; ankylosing spondylitis; Reiter's disease; psoriatic arthritis; enteropathic arthritis; gout; CPPD deposition disease; systemic lupus erythematosus; progressive systemic sclerosis; polymyositis; dermatomyositis polymyalgia rheumatica; mixed connective tissue disease. Common and life-threatening diseases will be highlighted.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate in depth understanding of the complex pathogenesis and variable clinical expression of common rheumatological conditions and autoimmune diseases;
2. Critically reflect on how osteopathic manual techniques can be used to impact the pathological processes encountered in rheumatological and auto-immune diseases;
3. Apply acquired knowledge and skills to a range of self-directed weekly questions which are designed to interrogate the students understanding of concepts ranging from pathogenesis to clinical expression; and
4. Synthesise and combine the information learnt in this unit with that taught in CD&M5 (Rheumatology) to reflect the complex reality of osteopathic practice.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Required texts Kiatos J. (2014). 2014 HHY4185 PATHOLOGY 5 (RHEUMATOLOGY) lecture and tutorial manual. Osteopathy unit, College of Health and Biomedicine Kumar, V., Abbas, A. K., & Fausto, N. (2014). (7th ed.). Robbins and Cotran's pathological basis of disease Elsevier Science. Newman Dorland, W. A. (2003). (31st ed.). Dorland's illustrated medical dictionary W. B. Saunders Co.

Assessment: Both summative assessments are hurdle requirements. Test, 45-minute mid semester test (equivalent of 500 words), 30%. Examination, 2-hour written examination (equivalent of 2000 words), 70%. Total combined word equivalence is approximately 2500 words.

HIP3001 Interprofessional Practice

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: HMB3101 - Complex Midwifery 2HMB3102 - Midwifery Professional Practice 2HNB2106 - Professional Practice 2HNB2205 - Nursing and Acute Care 2HNB2206 - Nursing and Mental Health 2HNB2207 - Professional Practice 3HNB3102 - Nursing Professional Practice 2HFB2223 - Clinical Practice 4Pre-requisites as follows: - HBNB: HNB2106, HNB2205, HNB2206, HNB2207, RBM2202. - HBMA: HMB3101, HMB3102, HNB2205, HNB3102. - HBPD: HFB2223

Description: This unit of study both integrates the capabilities that students have developed earlier in their courses and prepares students for practice in an interprofessional setting. It is based on the principle that "Interprofessional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (CAIPE, 2002). It focuses on developing five (5) interprofessional capabilities: interprofessional teamwork, interprofessional communication, navigating interprofessional conflict, professional roles and identities, and critical reflection on interprofessional practice. The unit does this in three phases: the first (Expose) raises key issues in interprofessional practice using a scenario-based learning approach, the second (Immerse) uses simulation to explore interprofessional practice in the classroom and the third (Experience) involves students in working for ten days as interprofessional practitioners in the Victoria University Interprofessional Clinic (VUIC) on the Werribee Campus. The focus throughout is on students becoming effective interprofessional practitioners and how they can put this knowledge into action in a clinical setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Practice effectively as an adaptable, capable and ethical member of an interprofessional team, using their understanding of themselves and of other professional roles to achieve holistic client health goals;
2. Communicate effectively with clients and with other professionals in an interprofessional team setting to critically evaluate priorities and articulate key issues in solving complex health problems;
3. Advise clients and colleagues of their own professional role and the roles of other professionals in the context of interprofessional practice;
- 4.

Predict and manage interprofessional disagreement and conflict by respecting and valuing the diversity of complementary professional roles;

5. Critically reflect upon their own performance and that of their team members, informed by theoretical perspectives of interprofessional practice.

Class Contact: Lecture 4.0 hrs Workshop 1.0 hr Plus Seventy-four (74) hours in total at the designated workplace (VU Interprofessional Clinic), and Thirty (30) hours of independent study (including online).

Required Reading: Hammick, M. Freeth, Copperman, J. Goodson, D. (2009) Being interprofessional Cambridge: Polity Press World Health Organization. (2010) Framework for action on interprofessional education & collaborative practice Geneva: WHO

Assessment: Other, Tutor-moderated self- and peer-assessment (Expose and Immerse, approx. 1000 words), 20%. Other, Tutor-moderated self- and peer-assessment (Experience, approx. 1000 words), 30%. Report, Reflective report informed by theory (Experience, approx. 1000 words), 20%. Performance, Supervisor grade based on observation and self, peer and client assessment (Experience, approx. 1000 words), 30%.

HIP4001 Interprofessional Practice

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study both integrates the capabilities that students have developed earlier in their courses and prepares students for practice in an interprofessional setting. It is based on the principle that "Interprofessional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (CAIPE, 2002). Interprofessional Practice focuses on developing five interprofessional capabilities: interprofessional teamwork, interprofessional communication, navigating interprofessional conflict, professional roles and identities, and critical reflection on interprofessional practice. The unit does this in three phases: the first (Expose) raises key issues in interprofessional practice using a scenario-based learning approach, the second (Immerse) uses simulation to explore interprofessional practice in the classroom and the third (Experience) involves students in working for ten days as interprofessional practitioners in the Victoria University Interprofessional Clinic (VUIC) on the Werribee Campus. The focus throughout is on students becoming effective interprofessional practitioners and how they can put this knowledge into practice in a clinical setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Practice effectively as a member of an interprofessional team providing client-centred care and critically appraise the effectiveness of their own contributions;
2. Adapt their oral, written, graphical and non-verbal communication strategies to the needs of clients and other professionals;
3. Informed by theory, analyse student's own professional role and the roles of other professionals in the context of interprofessional practice;
4. Critically reflect on the strategies used by the interprofessional team to manage interprofessional disagreement and conflict;
5. Improve their own performance and that of their interprofessional team by critical reflection and reference to theoretical perspectives of interprofessional practice.

Class Contact: One hundred and twenty (120) hours per semester, comprising of four (4) hour lectures, twelve (12) hours of workshops and seventy-four (74) hours of work integrated learning (VU Interprofessional Clinic), including thirty (30) hours of independent study (including online).

Required Reading: Hammick M, Freeth D, Copperman J, Goodson D. 2009. Being interprofessional. Cambridge: Polity Press. World Health Organization. 2010. Framework for action on interprofessional education & collaborative practice.

Geneva: WHO.

Assessment: Other, Tutor-moderated self- and peer-assessment (Expose and Immerse, approx. 1500 words), 20%. Other, Tutor-moderated self- and peer-assessment (Experience, approx 1500 words), 30%. Report, Reflective report informed by theory (Experience, approx. 4000 words), 20%. Performance, Supervisor grade based on observation and self, peer and client assessment (Experience, approx. 500 words), 30%.

HMB1101 Foundations in Midwifery

Locations: St Abans.

Prerequisites: Nil.

Description: This unit introduces students to foundational midwifery knowledge and skills for conducting a comprehensive health assessment of the woman during the childbearing period. Students will study physiological and psychosocial changes during pregnancy and childbirth. Evidence-based knowledge will be applied to the midwives' role in providing midwifery care, health promotion and health counselling during preconception, pregnancy, labour and birth. Opportunity to practice skills such as health history taking, functional health and vital sign assessment, abdominal palpation, occupational health and safety, procedural hand washing and aseptic technique will be provided within a simulated environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate beginning physical health and psychosocial assessment within a simulated environment.
2. Discuss ethical and legal issues associated with the conduct of health assessment.
3. Perform skills related to assessment (i.e. vital signs and abdominal palpation) whilst integrating principles of occupational health and safety.
4. Source and apply evidence-based knowledge to health assessment and midwifery care throughout pre-conception, pregnancy, labour and birth.
5. Articulate the principles of woman-centred care as it pertains to midwifery care.
6. Compare midwifery models of care with traditional models of maternity care.
7. Demonstrate documentation for health profiles/histories of the pregnant woman.
8. Demonstrate numeracy skills required for the safe practice of medication administration.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Marshall, J. E., & Raynor, Maureen D. (Eds.). (2014) (16th ed.). *Myles textbook for midwives* Oxford: Churchill Livingstone Johnson, R., & Taylor, W. (2010) (3rd ed). *Skills for midwifery practice* Oxford: Churchill Livingstone Paiman, S., Tracy, S. K., Thorogood, C. & Pincombe, J. (2015) (3rd ed). *Midwifery: Preparation for practice* Chatswood, NSW: Churchill Livingstone/Elsevier Stables, D. & Rankin, J. (Eds.). (2010) (3rd ed). *Physiology in childbearing: With anatomy and related biosciences* Edinburgh: Baillière Tindall Weber, J. R., & Kelley, J. H. (2014) (5th ed). *Health assessment in nursing* Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins Lewis, P., Foley, D., Weber, J., & Kelley, J. (2014) (2nd ed). *Health assessment in nursing* North Ryde, N.S.W. : Lippincott Williams & Wilkins

Assessment: Test, Skills Test (25 minutes), 50%. Essay, Essay (1500 words), 30%. Examination, Final Examination (3 hours, 2000 words), 20%. Hurdle requirement: Mathematics Mastery Test - All students are required to achieve 100% in the mathematics mastery test. Accuracy in medication administration is an absolute requirement for safe midwifery practice.

HMB1102 Midwifery Practice 1

Locations: St Abans.

Prerequisites: Nil.

Description: The student will be expected to complete 160 hours of clinical midwifery practice under supervision in a maternity care setting. Supervised practice will include application of principles of communication skills; reflection in and of action; journal writing. Students will apply theoretical principles, evidenced-based knowledge and midwifery practice skills learned in the related theoretical unit and, under supervision, assess the woman and her baby. Students will be introduced to the concept of continuity of care in midwifery practice. The 'Continuity of Care' program is a fundamental component of the Bachelor of Midwifery course enabling students to meet with and provide care for women under supervision throughout the childbearing period. As part of minimum practice requirements of the Australian Nursing & Midwifery Accreditation Council students will be required to meet and follow through 20 women over the three-year program. The aims and requirements of the program will be presented. The central concepts of the Continuity of Care program are to care for women using a woman-centred approach and being exposed to the benefits of continuity of care for women during their pregnancy, birth and the early weeks after birth. The student will be required to recruit and participate in Continuity of Care experiences with 5 women from pregnancy to the early weeks after birth. This process will begin in semester one and continue into semester 2. During the Continuity of Care program the student will apply an evidence-based approach to their care of women.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Undertake clinical midwifery practice under supervision in a maternity care setting;
2. Demonstrate qualities of woman-centred midwifery practice using theoretical understandings gained in the unit Foundations in Midwifery;
3. Demonstrate developing midwifery practice skills necessary to provide woman-centred midwifery practice;
4. Under supervision assess the woman and her baby at various stages of pregnancy, labour and birth;
5. Recognise the importance of woman-centred care in the social context in the provision of maternity services;
6. Demonstrate the ability to undertake beginning level health documentation in midwifery;
7. Assess, collect and record data for health profiles/histories of women during childbearing;
8. Make contact with a minimum of 5 women (in the clinical venue) expecting to give birth later in the year for the purpose of the "Continuity of Care" program;
9. Discuss models of maternity care and service provision in Australia; and
10. Apply evidence-based knowledge to midwifery practice to inform professional experiences in a maternity care setting with consideration to: assessing the woman and her baby at various stages of her pregnancy, and labour and birthing experiences; and developing practice skills integral to provision of woman-centred care.

Class Contact: Lab 2.0 hrs Tutorial 2.0 hrs Workshop 4.0 hrs One hundred and sixty (160) hours for one semester of supervised clinical practice in a maternity setting, and 12 hours lectures and up to 30 hours supervised Continuity of Care experiences.

Required Reading: Johnson, R. & Taylor, W. (2010). 3rd *Skills for midwifery practice*, Oxford: Churchill Livingstone

Assessment: Journal, 3 reflective journals, Pass/Fail. Practicum, Clinical Performance Appraisal, Pass/Fail. Practice assessment is based on the Australian Nursing & Midwifery Council (ANMC) (2006) National Competency Standards for the Midwife.

HMB1203 Supporting Women Becoming Mothers

Locations: St Abans.

Prerequisites: HMB1101 - Foundations in Midwifery RBM1121 - Anatomy & Physiology 1

Description: This unit will explore the concept of pain and the role of the midwife in being with woman experiencing pain at any time during the childbearing continuum.

Emphasis will be placed upon contemporary research evidence to determine appropriate pain strategies to employ when working with women experiencing pain. The understanding and application of evidence-based knowledge will be utilised related to midwifery practice. The unit will also provide the foundational knowledge required by midwifery students to effectively care for a woman and baby during the postpartum period. The unit will examine the role of the midwife as a primary carer during this time, including the physiological and psychological adaptation to becoming a mother. Nutrition of the baby emphasising lactation will also be examined. Students will be provided with the opportunity to explore procedural aspects of the midwife's role when caring for a woman and her baby during the postpartum period. The unit will include: Factors influencing the pain process: philosophical, psychosocial, physiological, environmental, spiritual and cultural; Exploration of pain theory, working with pain, recognition of pain as a normal component of labour, sources of pain, pain assessment and expression of pain; The process of loss and grief; Pain management options and strategies; After Birth With Woman And Baby; Adaptation to extrauterine life; Lactation, breastfeeding practices and support, attachment & bonding; Development of the family unit; Discharge planning; Assessment of mother & baby; Midwifery care requirements during labour, birth and the postpartum period; Showers, bathing, perineal care, mouth & hand washing; Oxygenation and oxygen administration; Cardiopulmonary resuscitation; Neonatal resuscitation; Examination of the newborn; Hygiene of the newborn; Safety of the newborn; Drug calculations and the principles of administration of oral and parenteral therapeutic substances; Skin integrity and wound care; Peri-operative midwifery care; Domiciliary and home based care; 'No Lift' policy; Use of technology in the clinical setting; Introduction to CTG and basic interpretation; Fluid balance; and Urinalysis. Note: The information in this descriptor is the level of detail required by the course external accreditation agency ANMAC (refer to their midwifery course accreditation guidelines, 2010).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss the role of the midwife in being with woman across the childbearing continuum as a normal life event, with consideration to professional advocacy, responsibility, and accountability;
2. Develop an awareness of the journey with woman during childbearing;
3. Demonstrate principles and practices of midwifery care with woman and her baby during the postpartum period;
4. Demonstrate the principles and practices being with woman in feeding her baby with emphasis on lactation;
5. Provide fundamental midwifery care for women during an episode of illness/hospitalisation;
6. Utilise interpersonal and professional communication skills including verbal, written, and electronic information management skills in the practise of midwifery care;
7. Perform midwifery practice skills in a simulated laboratory and clinical environment;
8. Integrate the practice of occupational health and safety requirements of the health care industry and the midwifery profession;
9. Explore the philosophical, physiological, psychosocial, spiritual, cultural and environmental factors influencing the pain experience;
10. Discuss the role of the midwife in being with woman to work with the normal pain associated with childbirth;
11. Apply and demonstrate the principles of safe administration of therapeutic substances in midwifery;
12. Apply evidence-based knowledge to midwifery practice with consideration to: recognising birth as a normal life event for women and their families; providing care across women's labour, birth and postpartum experiences; and, safely administering therapeutic substances;
13. Discuss the theoretical concepts applied to pain assessment relevant to midwifery practice during birthing;
14. Discuss the pharmacological and non-pharmacological methods utilised to assist working with woman to cope with pain;

and 15. Complete a drug calculation mastery test.

Class Contact: Lab 9.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs Seventy (70) hours for one semester comprising lectures, tutorials and laboratory sessions.

Required Reading: Baston, H, & Durward, H. (2010). (2nd ed). Examination of the newborn, a practical guide, Routledge: London. Bick, D., Macarthur, C. & Winter, H. (2009). (2nd ed). Postnatal care: Evidence and guidelines for management, Churchill Livingstone: Sydney. Fraser, D.M. & Cooper, M.A. (eds). (2009). (15th ed). Myles textbook for midwives, Churchill Livingstone: Edinburgh. Jordan, S. (2010). (2nd ed). Pharmacology for midwives: The evidence for safe practice, Palgrave: Hampshire. Yerby, M. (2000). Pain in childbearing: key issues in management, Bailliere Tindall: Edinburgh. - Marshall, J. E., & Raynor, Maureen D. (Eds.). (2014) 16th Myles textbook for midwives Oxford : Churchill Livingstone These reference texts are midwifery-specific and approved by the external accreditation agency ANMAC as the latest editions.

Assessment: Examination, 3 hour, 60%. Essay, 1500 words, 40%. Hurdle requirement: Drug calculation mastery test (100% needed for pass).

HMB1204 Midwifery Practice 2

Locations: St Abans.

Prerequisites: HMB1101 - Foundations in Midwifery HMB1102 - Midwifery Practice 1

Description: This unit provides students with midwifery practice opportunities in a clinical venue. Utilising experience from the clinical placement in Midwifery Practice 1, midwifery students will be expected to extend their practice repertoire in providing midwifery care to women and families under the supervision of a clinical teacher/preceptor. Students will be expected to provide care for with woman and her baby during pregnancy, during labour and birth and the postpartum period using knowledge gained in previous units. Students maintain contact with women with whom they have made initial relationships as part of the Continuity of Care program. The understanding and application of evidence-based knowledge will be utilised related to midwifery practice. Supervised midwifery practice will include: Interviewing and history taking techniques; Reflection in and on action; Journal writing; Application of principles of communication; Assessment of the woman and her baby; Working with the woman giving birth; Working with the woman to give nourishment to her baby; Working with the woman to care for herself and her baby before and after birth; and Documentation of midwifery actions using 'with woman' attitudes and responses. Note: The descriptor information is the level of detail required that has been approved by the external accreditation agency ANMAC as per their course requirement guidelines (2010).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Participate under supervision in 'being with woman' when attending the clinical facility for pregnancy care;
- Demonstrate qualities of woman-centred midwifery practice using theoretical understandings gained in the subjects Foundations in Midwifery and Supporting Women Becoming Mothers;
- Describe working with the woman in childbearing using the theoretical understandings gained in the midwifery and anatomy and physiology subjects;
- Demonstrate developing skills necessary to provide woman-centred midwifery practice;

- Recognise the importance of being with the woman and her social context in the provision of maternity services;
- Demonstrate beginning midwifery practice skills in health assessment of the woman and her baby at various stages of pregnancy;
- Demonstrate the ability to undertake beginning level health documentation in midwifery;
- Apply theoretical concepts of pain and pain theory when working in partnership with women birthing in health care settings;
- Demonstrate effective communication, counselling and pastoral expertise when working with the woman and her family;
- Undertake a comprehensive assessment of the woman birthing and her baby in terms of the birthing process;
- Employ a woman-centred approach to midwifery care supported by assessment and evidence based practice;
- Respect the rights, values and cultural beliefs of the woman and her family expressed during the birthing process by creating a culturally appropriate environment with the woman and her partner;
- Demonstrate knowledge and implementation of a variety of non-pharmacological and pharmacological pain relief in midwifery;
- Employ reflective practice when working with the woman and her baby;
- Provide optimum care of the birthing family in collaboration with other members of the health care team;
- Discuss the need for reflective practice for the implementation of evidence informed care;
- Apply evidence-based knowledge to midwifery practice with consideration to health assessment, working with women in pain, and communicating and counselling women and their families;
- Discuss the relative merits of different choices in infant nutrition; and
- Provide assistance to the woman to gain understandings about breastfeeding, including offering support to develop skills and identify resources.

Class Contact: One hundred and sixty (160) hours for one semester of supervised clinical practice in a maternity setting and a maximum of thirty (30) hours supervised Continuity of Care experiences.

Required Reading: Johnson, R. & Taylor, W. (2006). (2nd ed). Skills for midwifery practice, Churchill Livingstone: Edinburgh.

Assessment: Journal, 3 Reflective journals, Pass/Fail. Practicum, Clinical Performance Appraisal, Pass/Fail. Report, Continuity of Care report (1000 words), Pass/Fail. Practice assessment is based on the Australian Nursing & Midwifery Council (ANMAC) (2006) National Competency Standards for the Midwife. Clinical Performance Appraisal linked to Learning Outcomes 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19 and Graduate Capabilities 1, 3, 4 & 5. Reflective journals linked to Learning Outcomes 1-6, 8-11, 14, 15, 16, 19 and Graduate Capabilities 1, 2, 3 & 5.

HMB2105 Working as a Professional 1

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit is to assist students to develop an understanding of ethical and legal dimensions of practice with the opportunity to examine theory, principles and moral arguments related to professional practice and health care issues. It will also examine the way health services are structured at State and

Federal levels. In addition, funding initiatives and mechanisms that impact on the midwifery care and women's wellbeing including the dichotomy between "main stream" and "alternative" health care choices will be explored. Finally the unit will also focus on the role of the midwife, ethical and legal aspects of the role, midwifery knowledge development and midwives' scope of practice. These aims will be addressed in three learning modules. Module 1 will include the following content: Defining the role of the midwife in contemporary practice including models of midwifery care; Exploring the desirable attributes of a midwife; Exploring the philosophical basis underpinning the role of the midwife in contemporary midwifery practice; Explore the Art of Midwifery: Midwife's role in collaborative practice. Module 2 introduces the student to core legal and ethical principles required for beginning professional practice within the Australian Health Care system and covers the following topics: Introduction to Australian Law; Working within the Law; Legal Concepts; Professional Regulation; The regulation of drugs; Life and Death Issues; Professional practice and the ethical perspective. Professional indemnity insurance; and Victorian legislation: Mental Health Act 1986, Human Tissue Act 1982, Age of Majority Act 1982, Medical Treatment Act 1988, Guardianship and Administration Act 2008, Mental Health (Amendment) Act 1995, Health Services Act 1988, Freedom of Information Act 1982, Privacy Act 2000 (Cth), Public Record Act 2008, Drugs, Poisons & Controlled Substances Act 2009, Drugs, Poisons & Controlled Substances Regulations 2006, Health Professionals Registration Act 2005 and the Coroners Act 2008. Module 3 introduces the student to: The interrelations between Commonwealth, state and private sector roles in health care; Health insurance and the funding of health services including funding, DRGs and Casemix; Pressures on the Pharmaceutical Benefits Scheme; The organisation of Health care services; Reforms of the Health Service.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the role of the midwife in contemporary midwifery practice;
2. Discuss the philosophical basis underpinning the role of the midwife in contemporary midwifery practice;
3. Discuss legislation and common law relevant to professional midwifery practice;
4. Discuss health law as an essential aspect of professional midwifery practice;
5. Discuss the regulation of nursing and midwifery in Australia with particular reference to Victorian statutory laws;
6. Distinguish between civil and criminal law and discuss how each may apply to professional midwifery practice;
7. Explain what evidence is necessary to prove negligence in health care contexts;
8. Discuss the legal requirements to maintain patient/client confidentiality;
9. Value the importance of an ethical code of practice as foundational to midwifery practice;
10. Apply ethical frameworks to issues that arise in professional midwifery practice;
11. Examine the moral arguments for maintaining or breaching confidentiality in professional midwifery practice;
12. Discuss meaning/s of the concept of advocacy as this is presented in professional midwifery practice;
13. Explore the differences and similarities of ethical and legal frameworks and their implications on the midwife's professional relationship with woman, her family and health care providers;
14. Demonstrate an understanding of the role of State and Federal governments within the Australian Maternity Health Care context;
15. Discuss the significance for midwifery care of public and private sector funding mechanisms;
16. Discuss growing pressures on the Pharmaceutical Benefits Scheme and their implications for midwifery care;
17. Discuss medical pluralism and how this may impact on midwifery care.

Class Contact: Tutorial 2.0 hrs Sixty (60) hours for one semester comprising lectures and tutorials.

Required Reading: Forrester, K. & Griffiths, D. (2010). (3rd ed). Essentials of law for

health professionals, Harcourt: Sydney. Johnstone, M.J. (2008). (5th ed).
Bioethics: A nursing perspective, Harcourt: Sydney. Jones, S.R. (2000). (2nd ed.).
Ethics in midwifery, Mosby: Sydney.

Assessment: Essay, Written Essay (2,500 words), 70%. Presentation, Group
Presentation, 30%.

HMB2106 Complex Pregnancy and Birth 1

Locations: St Abans.

Prerequisites: HMB1101 - Foundations in Midwifery HMB1203 - Supporting Women
Becoming Mothers RBM1121 - Anatomy & Physiology 1 RBM1222 - Anatomy &
Physiology 2

Description: This unit introduces students to the care of women experiencing health
problems during pregnancy with exploration of the physical and psychological
outcomes of disease processes on the mother and/or baby. Emphasis is given to the
collaborative role of the midwife, referral mechanisms, use of medical technology
and intervention, and the implications for being with the woman, her baby, and the
midwife. The unit will also examine mental health issues precipitated by or
coinciding with childbearing with particular emphasis on the implications with woman
and families experiencing them and the role of the midwife in assessment and
referral. The unit explores the understanding and application of evidence-based
knowledge related to midwifery practice. Pregnancy problems: anaemia; blood
disorders including thalassemia and rhesus isoimmunisation; infections; fetal
assessment; early pregnancy bleeding and loss; intrauterine growth restriction; fetal
death in utero; antepartum haemorrhage; variations in blood pressure; diabetes;
surgical and medical conditions. Care and assessment during pregnancy, labour and
birth and after birth: conduct vaginal examination; episiotomy and perineal care;
epidural infusions and care; venepuncture; intravenous cannulation; intravenous
therapies; IV antibiotics; blood sugar monitoring. Mental health issues:
psychopathology of pregnancy and childbirth; motherhood and mental illness;
assessment and management; midwifery role; referral and collaboration. Note: The
descriptor information is the level of detail required that has been approved by the
external accreditation agency ANMAC as per their course requirement guidelines
(2010).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Utilise knowledge from anatomy and physiology applicable to being with women
experiencing complicated pregnancies; 2. Examine specific medical and obstetric
conditions that affect childbearing; 3. Evaluate the implications of obstetric
interventions with the woman related to midwifery practice and critical review of
current evidence; 4. Critically examine the use of technology in midwifery and
obstetric practice with reference to competing birthing perspectives located in the
literature; 5. Perform midwifery practice skills in a simulated laboratory and
clinical environment; 6. Demonstrate midwifery practice skills in the management
of maternity care emergencies; 7. Interpret the role of the midwife as a member
of a collaborative health-care team; 8. Apply evidence-based knowledge to
midwifery practice with consideration to: challenges in pregnancy; midwifery care
strategies during women's labour and birth experiences and the postpartum period;
and, mental health issues. 9. Explore community resources available with the
woman for support in the community; 10. Demonstrate mental health assessment
of a woman using a family-centred approach; 11. Complete a drug calculations
mastery test; 12. Identify woman-centred midwifery care strategies for being with
the woman to facilitate choice and partnership when complications in childbearing
occur.

Class Contact: Lab 7.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs Workshop 4.0 hrs Seventy (70)

hours for one semester including lectures, tutorials and laboratory sessions.

Required Reading: Fraser, D.M. & Cooper, M.A. (eds). (2009). (15th ed). Myles
textbook for midwives, Churchill Livingstone: Edinburgh. Guage, S, & Henderson, C.
(2005). (3rd ed). CTG made easy, Churchill Livingstone: Edinburgh. Johnson, R, &
Taylor, W. (2006). (2nd ed). Skills for midwifery practice, Churchill Livingstone:
Sydney. World Health Organization. (2003). Managing complications in pregnancy
and childbirth. A guide for midwives and doctors, WHO: Geneva. The references are
midwifery-specific texts and the most recent editions as approved by the external
accreditation agency ANMAC.

Assessment: Examination, Written Examination (3 hours), 60%. Essay, Written Essay
(1500 words), 40%. Hurdle requirement: Drug calculation mastery test (100%
needed for pass).

HMB2107 Midwifery Practice 3

Locations: St Abans.

Prerequisites: HMB1101 - Foundations in Midwifery HMB1102 - Midwifery Practice
1 HMB1203 - Supporting Women Becoming Mothers HMB1204 - Midwifery Practice
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Description: This practice unit complements the theoretical unit "Complex Pregnancy
and Birth 1" and will focus on students developing their knowledge and skills
relating to the care of women who experience complex pregnancy, labour and birth,
and postpartum period. Emphasis is given to the recognition of problems and the
collaborative and referral role of the midwife. Whilst recognising the role of other
healthcare practitioners, midwifery care will be central. Students will be involved in
providing midwifery care and support of women experiencing obstetrical intervention
and the use of medical technology. The unit also allows students to combine the
understandings and skills gained earlier to expand their scope of care practices of
women and their babies. This includes the understanding and application of
evidence-based knowledge to midwifery practice. Students maintain contact with
women with whom they have made initial relationships as part of the Continuity of
Care program. Supervised midwifery practice will include: Assessment of the woman
and her baby; Assisting the woman to give birth; Assisting the woman to give
nourishment to her baby; Assisting the woman to care for herself and her baby
before and after birth; and Documentation of midwifery actions, the woman's
attitudes and responses. Note: This level of information is required and approved by
the external accreditation agency ANMAC for successful midwifery course approval.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate woman-centred midwifery care strategies to facilitate choice and
partnership when complications in childbearing occur; 2. Apply appropriate
knowledge in the care of women experiencing childbearing complexities; 3.
Develop plans of care together with the women experiencing childbearing
complexities; 4. Discuss specific conditions that affect pregnancy, labour and birth
and the first weeks after birth; 5. Evaluate the implications of obstetric
interventions in maternity care using an evidence-based approach; 6. Critique the
use of technology in maternity care; 7. Demonstrate skills in the use of
technology in midwifery and obstetric practice; 8. Demonstrate the ability to
manage maternity care emergencies; 9. Demonstrate the ability to practice within
a multidisciplinary team; 10. Demonstrate skills in principles of primary level
counselling applied to childbearing; 11. Facilitate women's access to appropriate
community resources; and 12. Apply evidence-based knowledge to midwifery
practice.

Class Contact: One hundred and sixty (160) hours for one semester of supervised
clinical practice in a maternity setting and up to of sixty (60) hours supervised

Continuity of Care experiences.

Required Reading: Johnson, R., & Taylor, W. (2011), (3rd ed) Skills for midwifery practice, Churchill Livingstone: Edinburgh. This text is midwifery-specific and approved as the most recent edition by the external accreditation agency ANMAC.

Assessment:Journal, Three (3) Reflective journals, Pass/Fail. Practicum, Clinical Performance Appraisal, Pass/Fail. Report, Continuity of Care report (1000 words), Pass/Fail. Practice assessment is based on the Australian Nursing & Midwifery Council (ANMAC) (2010) National Competency Standards for the Midwife.

HMB2201 Complex Midwifery 1

Locations:St Abans.

Prerequisites:RB M2101 - Pathophysiology & Quality Use of Medicines 1

Description:The aim of this unit is to introduce students to evidence based care of the woman experiencing health problems or conditions in pregnancy, labour and birth, illustrating their relationship to midwifery practice. Emphasis is given to the collaborative role of the midwife, referral mechanisms, medication management, use of medical technology and intervention and the implications for the woman and her baby. Topics that will be covered include genetic and developmental abnormalities, antepartum bleeding and infection, and conditions that may pre-exist or present during pregnancy. Students will also develop skills in foetal surveillance and assessment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Apply pathophysiological knowledge to women experiencing complications during pregnancy, labour and birth.
2. Compare and contrast the use of medications and technology in midwifery and obstetric practice.
3. Perform midwifery practice skills such as vaginal examination, management of induction of labour, episiotomy and perineal care, epidural infusions and care, venepuncture, management of intravenous therapy and foetal surveillance and assessment in a laboratory or simulated environment.
4. Demonstrate accuracy in drug calculations.
5. Apply knowledge of woman-centred midwifery care during complex pregnancy, labour and birth.

Class Contact:Sixty (60) hours per semester comprising of a range of teaching methods and includes 24 hours of lectures, 16 hours of tutorials, 17 hours of laboratory sessions and simulation, and 3 hours of self-directed learning.

Required Reading:To be advised by lecturer.

Assessment:Test, Skill assessment (30 minutes), 15%. Assignment, Written assessment (1500 words), 35%. Examination, Written assessment (3 hours), 50%. To pass this unit, students must achieve an aggregate score of 50% and pass the final written examination and drug calculations test (hurdle). The written examination assesses critical knowledge which further informs practice and underpins subsequent units. Accuracy in medication administration is an absolute requirement for safe midwifery practice.

HMB2202 Midwifery Professional Practice 1

Locations:St Abans.

Prerequisites:RB M2101 - Pathophysiology & Quality Use of Medicines 1

Description:This professional practice unit complements the theoretical unit 'Complex Midwifery 1'. The unit will focus on students developing knowledge and skills related to the care of women who experience complexity during pregnancy, labour, birth, and/or the postpartum period. Students will be involved in providing midwifery care and support of women experiencing obstetric intervention and the use of medical technology. Emphasis is given to the identification of complications and the collaborative role of the midwife. Students will recruit two (2) women for the Continuity of Care program.

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Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate woman-centred midwifery care strategies to facilitate choice and partnership when complications in childbearing occur.
2. Draw upon contemporary evidence related to specific conditions that affect pregnancy, labour and the postpartum period.
3. Employ and evaluate the use of obstetric interventions and technologies utilised in maternity care, including maternity emergencies.
4. Exhibit therapeutic communication skills.
5. Facilitate women's access to appropriate community resources.
6. Provide evidence of recruitment of two women as part of the Continuity of Care program.

Class Contact:Placement8.0 hrsThis professional practice unit involves one hundred and sixty (160) hours of supervised clinical practice in an external maternity setting.

Required Reading:To be advised by lecturer.

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Report, Continuity of Care Report, Yes/No. To gain an overall pass in this unit, students must achieve a 'competent' grading in the final Professional Practice Performance Appraisal, recruit two (2) women for the Continuity of Care program and complete the Continuity of Care report. Supplementary assessment is not available for the Professional Practice Performance Appraisal. .

HMB2208 Quality Use of Medicines for Midwifery 1

Locations:St Abans.

Prerequisites:HMB 2106 - Complex Pregnancy and Birth 1RB M2123 - Pathophysiology in Midwifery

Description:This unit introduces students to the general principles of pharmacology as they relate to midwifery. The unit aims to assist the students to attain knowledge and understanding of the general principles of pharmacology and pharmacokinetics; the ways in which individuals respond to medication; principles and guidelines for storage, checking, administration and documentation of medications; the legal and ethical principles of drug administration; quality use of medications including safety and efficacy issues; medication use across the lifespan and polypharmacy; socio-cultural factors influencing drug therapy; adverse drug reactions and interactions; the role of midwives in education and medication therapeutic intervention; and exemplars of commonly-used drug groups.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Discuss the general principles of pharmacology as they relate to midwifery practice;
2. Discuss legislation and ethical considerations pertaining to the drug administration responsibilities of the midwife in midwifery practice;
3. Explain the principles of pharmacological interventions in the care of the childbearing woman;
4. Discuss safety and efficacy issues of medications pertaining to childbearing women;
5. Apply evidence-based knowledge to midwifery practice with consideration to: The role of the midwife in medication administration; and, identifying practice issues with medication administration;
6. Discuss the relationship of conventional drug therapy to non-pharmacological and complementary therapies in the care of individuals; and
7. Complete a drug calculations mastery test.

Class Contact:Lecture2.0 hrsTutorial1.0 hrSixty (60) hours for one semester, consisting of lectures and tutorials.

Required Reading:Bryant, B., & Knights, K. (2014) (4th ed). Pharmacology for Health Professionals Mosby: Elsevier This reference is the latest edition as approved by the external accreditation agency ANMAC.

Assessment:Essay, Essay (1500 words), 40%. Examination, Final Examination (2

hours), 60%. Hurdle requirement: Drug calculation mastery test (100% needed for pass) linked to Learning Outcome 7.

HMB2209 Diversity in Midwifery Practice

Locations:St Abans.

Prerequisites:Nil.

Description:This unit assists students to acquire an understanding of how social and cultural contexts impact on women and their health during childbearing in Australia. Students will be assisted to gain an understanding of how their own values, beliefs and prejudices are shaped by gender, race, social circumstance and culture. In gaining this understanding, students are encouraged to reflect on how such beliefs might determine the relationships they form with women who are 'other' from themselves. The focus will be on cultural safety and sensitivity. This will include issues such as aboriginality, ethnicity, spiritual differences and female genital mutilation. Social inequity will also be explored in the areas of poverty, physical abuse, sexual abuse, rape, homelessness and chemical dependency. This unit will also provide students with an opportunity to debate socio-political aspects of working with women in the context of the Australian health care system. Broad concepts and frameworks utilised in the unit will present students with the potential to formulate individualised care strategies to apply in maternity care, including an understanding and the application of evidence-based knowledge to midwifery practice. In addition, the unit also provides students with theoretical concepts they can apply in health care provision when working with women across the life span as explored in, and linked to, the content of the unit 'Women's Health'.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Discuss the challenges presented when working with women who are from diverse backgrounds;
2. Discuss the impact that social inequities, as identified in contemporary evidence, have on women during their childbearing experiences;
3. Discuss social justice issues impacting on women's health in Australia;
4. Demonstrate practice that reflects cultural safety and sensitivity when working with women;
5. Discuss specific issues impacting on the health of Aboriginal women and their babies;
6. Discuss the politics of women's health with reference to contemporary issues as identified in current debate using an evidence-based approach;
7. Apply evidence-based knowledge to midwifery practice; and
8. Examine the woman's experiences as a recipient of health and maternity care, paying particular attention to socio-economic and cultural difference.

Class Contact:Lecture 2.0 hrs Tutorial 1.0 hr Sixty (60) hours for one semester including lectures and tutorials.

Required Reading:Rogers-Clarke, C. & Smith, A. (1998), Women's health: a primary health care approach, MacLennan & Petty Sydney. Schott, J. & Henley, A. (1996). Culture, religion and childbearing in a multiracial society, Butterworth Heinemann: Oxford. Additional readings will be provided during lectures and tutorials.

Assessment:Essay, Written Essay (2000 words), 60%. Presentation, Oral Presentation (40 minutes), 30%. Other, On-line participation in discussion groups, 10%.

HMB2210 Women's Health

Locations:St Abans.

Prerequisites:RB M2123 - Pathophysiology in Midwifery

Description:This unit will build on women's health assessment and health promotion skills previously developed within the role of the midwife working with women during childbearing. This unit, through the introduction of the broader health context, explores the primary and collaborative role of the midwife working with women who

experience common women's health problems and their responses to these experiences. Students will be introduced to the physical and psychological aspects associated with selected women's health problems. The focus will be on fostering a positive self-image in women through facilitating participation in informed decision making and taking responsibility for self-care and optimising wellness. The understanding and application of evidence-based knowledge will be utilised related to midwifery practice in women's health. Content that will be explored includes: puberty, controlling fertility/contraception, sexually transmitted diseases and infections (non HIV), menstrual disorders, eating disorders and body image, pelvic pain, endometriosis, infertility and IVF, HIV & AIDS, breast health, continence, the pelvic floor, menopause, chronic illness, health in the workplace, working in the home, mental health and addictive disorders. This theoretical unit informs the women's health practice unit, Midwifery Practice 4.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the essential components to be considered when performing a comprehensive women's health assessment;
2. Discuss the principles of primary health care in the promotion of health and wellness with diverse groups of women experiencing treatment for a range of women's health problems;
3. Discuss the common health problems women may experience throughout various life stages;
4. Recognise the physical and psychological aspects associated with selected women's health problems using an evidence-based approach;
5. Apply evidence-based knowledge to midwifery practice;
6. Identify the range of responses women may experience when confronted with a body altering health problem;
7. Explore strategies to promote women's participation in informed decision making and taking responsibility for self-care; and
8. Recognise the need for reflective practice and the implementation of evidence informed care in practice.

Class Contact:Lab 4.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs Seventy (70) hours for one semester including lectures, tutorials and laboratory sessions.

Required Reading:Mazza, D. (2011). 2nd Women's health in general practice. Sydney:Elsevier.

Assessment:Examination, Written Examination (3 hours), 60%. Essay, Written Essay (2000 words), 40%.

HMB2211 Midwifery Practice 4

Locations:St Abans.

Prerequisites:HMB 2107 - Midwifery Practice 3

Description:This unit will focus on students developing their knowledge relating to midwives working in partnership with women experiencing health concerns. Students will work in pairs to explore health promotion and women's health issues. Student's learning will focus on the role of the midwife as a provider of primary and collaborative care of women across the reproductive health lifespan with an emphasis on exploring the delivery of community health care. Specifically the following will be explored: Breast health: screening and cancer, contraception, infertility and fertility treatments, pelvic pain and endometriosis and sexually transmitted diseases and screening.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify the midwives role in promoting wellness, healthy lifestyle messages and routine screening programs.
2. Critically review evidence based knowledge in exploring women's health issues and challenges across the lifespan.
3. Apply knowledge of women's physical and psychological health in women experiencing reproductive and breast health concerns.
4. Rationalise community resources available to support women with specific reproductive or breast health concerns.

5. Evaluate women's health outcomes in relation to reproductive or breast health concerns. 6. Provide evidence of recruitment of three women as part of the Continuity of Care program.

Class Contact: Online 1.0 hr Seminar 8.0 hrs Workshop 2.0 hrs Lecture Room resources are required for the assessment, which is a research poster presentation.

Required Reading: This 'midwifery specific' text is the most recent edition approved by the external accreditation agency ANMAC. Johnson, R. & Taylor, W. (2016) 4th ed. Skills for midwifery practice Churchill Livingstone: Edinburgh

Assessment: Presentation, Poster Presentation (1000 words), Pass/Fail. Journal, Three (3) Reflective Journals (500-1000 words), Pass/Fail. Report, Continuity of Care (1000 words), Pass/Fail.

HMB3101 Complex Midwifery 2

Locations: St Abans.

Prerequisites: HMB2201 - Complex Midwifery 1 HMB2202 - Midwifery Professional Practice 1 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: The unit of study builds on the content of 'HMB2201 Complex Midwifery 1' and introduces students to the more complex health problems that women may experience during pregnancy, labour, birth and the postpartum period. Emphasis is given to the collaborative role of the midwife, referral mechanisms, medication management, use of technology and intervention, and the implications of these for the woman, her baby and midwifery care. Specifically the content will cover unexpected complications during labour and birth, including in-coordinate uterine action, the intervention cascade, foetal distress and birth asphyxia, primary postpartum haemorrhage, shoulder dystocia, and recognising the acutely deteriorating woman.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply pathophysiological knowledge to women experiencing complications during pregnancy, labour, birth and the postpartum period. 2. Analyse specific medical and obstetric conditions that affect labour, birth and the postpartum period. 3. Critically examine the use of medications and technology (ultrasound, cardiotocography) and obstetric procedures (epidural analgesia, forceps, ventouse and caesarean birth) in midwifery and obstetric practice. 4. Explain the assessment and management of maternal health complications in the first week of the postpartum period including infection, secondary postpartum haemorrhage, haematomas and deep vein thrombosis. 5. Articulate knowledge of medication administration, haemodynamic monitoring, perineal suturing, and the assessment and management of maternity emergencies.

Class Contact: Sixty (60) hours per semester comprising of a range of teaching methods and includes 24 hours of lectures, 16 hours of tutorials, 14 hours of laboratory sessions and simulation, 6 hours of self-directed learning.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Written assessment (1000 words), 30%. Examination, Written examination (2 hours), 50%. Test, Written test (online) (30 mins), 20%. To pass this unit, students must achieve an aggregate score of 50% and pass the final written examination. The written examination assesses critical knowledge which further informs practice and underpins subsequent units.

HMB3102 Midwifery Professional Practice 2

Locations: St Abans.

Prerequisites: HMB2201 - Complex Midwifery 1 HMB2202 - Midwifery Professional Practice 1 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: This professional practice unit complements the theoretical unit

'HMB3101 Complex Midwifery 2'. Utilising experience from 'HMB2202 Midwifery Professional Practice 1', students will be expected to extend their practice repertoire in providing evidence based midwifery care to women and families under the supervision of a clinical educator/preceptor. Students will be expected to provide care for the woman and her baby during pregnancy, labour and birth and the postpartum period. Students will recruit a further three (3) women as part of the Continuity of Care program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate skills to provide women-centred midwifery practice; 2. Perform a comprehensive assessment of the woman during pregnancy, labour, birth, and in the postpartum period; 3. Perform a comprehensive assessment of the newborn; 4. Provide woman-centred education and assistance about infant nutrition choices, including community resources; and 5. Provide evidence of recruitment of three (3) women as part of the Continuity of Care program.

Class Contact: Placement 8.0 hrs In this professional practice unit, students will have one hundred and sixty (160) hours of supervised clinical practice in an external maternity setting.

Required Reading: To be advised by lecturer.

Assessment: Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Report, Continuity of Care Report, Yes/No. To gain an overall pass in this unit, students must achieve a 'competent' grading in the Final Professional Practice Performance Appraisal, recruit three (3) women as part of the Continuity of Care program and complete the Continuity of Care Report. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HMB3112 Quality Use of Medicines for Midwifery 2

Locations: St Abans.

Prerequisites: HMB2106 - Complex Pregnancy and Birth 1 RBM2123 -

Pathophysiology in Midwifery HMB2208 - Quality Use of Medicines for Midwifery 1

Description: This unit builds on the content of "Quality Use of Medicines for Midwifery 1" and introduces students to the use of medication in pregnancy, labour, postpartum with a focus on lactating women and neonates. The unit aims to assist the students to attain knowledge of the effect of common medications and illicit substances on pregnancy and the developing fetus. Students will study medications used in labour and drug therapies' effect on lactation and the newborn. The unit will also present contemporary issues surrounding the legislation and the responsibilities of midwives in prescribing medication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe drugs commonly prescribed during pregnancy and labour and articulate their effects on the woman and the developing fetus. 2. Analyse pharmacodynamics and pharmacokinetics of medications as it pertains to lactation and the neonate. 3. Debate the benefits and dilemmas of medication use during the childbearing continuum for women with a mental health condition and women using illicit substances. 4. Evaluate the use of drugs in neonates, including vaccination and their adverse effects on term and premature babies. 5. Appraise the professional issues related to midwifery in relation to prescribing medication. 6. Demonstrate numeracy skills required for the safe practice of medication administration.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Sixty (60) hours for one semester including lectures and tutorials.

Required Reading: Downie, G., Mackenzie, J. & Williams, A. (2008). (4th ed).

Pharmacology and medicines management for nurses. Churchill Livingstone: Edinburgh. Jordan, S. (2010). (2nd ed). Pharmacology for midwives: the evidence base for safe practice, Palgrave: Basingstoke, UK. The references are approved as the latest editions by the external accreditation agency ANMAC.

Assessment: Test, Topic Test (1 hour), 20%. Essay, Essay (1500 words), 30%.

Examination, Final Written Examination (3 hours), 50%. Hurdle requirement: Drug calculation test (100% needed for pass). Accuracy in medication administration is an absolute requirement for safe midwifery practice.

HMB3113 Complex Pregnancy and Birth 2

Locations: St Abans.

Prerequisites: HMB2106 - Complex Pregnancy and Birth 1 RBM2123 -

Pathophysiology in Midwifery

Description: This unit builds on the content of "Complex Pregnancy And Birth 1" and introduces students to the more complex health problems that women may experience during labour, birth and the postpartum period. Students will be assisted to develop their existing knowledge and skills by working with women and other members of the healthcare team when problems arise during labour, birth and the first weeks after birth. Emphasis is given to the collaborative role of the midwife, referral mechanisms, use of medical technology and intervention, and the implications of these for the woman, her baby and the midwife. The understanding and application of evidence-based knowledge will be utilised related to midwifery practice. Specifically the content covered will include: Unexpected problems during labour and birth such as inco-ordinate uterine action, the intervention cascade, cord presentation and prolapse, fetal distress, primary postpartum haemorrhage, shoulder dystocia, maternal shock and collapse; Collaborative and referral role of the midwife; Maternal health problems in first weeks after birth such as breastfeeding problems, pyrexia, secondary postpartum haemorrhage, haematomas and post-caesarean section extra care; Medical technology and procedures such as ultrasound, cardiotocography, epidural analgesia, forceps & ventouse, caesarean birth and care and assisting with obstetrical interventions; Central venous pressure (CVP) monitoring; Magnesium sulphate infusion; Intravenous infusion pumps; Dynamap and blood pressure monitoring; Advanced CTG skills; Perineal suturing; Resuscitation and care of the sick woman. Note: The level of information in the descriptor is that which is required by the external accreditation agency ANMAC for successful approval of the course.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply knowledge from anatomy and physiology in the care of women experiencing a complex labour and birth and/or postpartum period;
2. Use an evidence-based approach to examine specific medical and obstetric conditions that affect labour, birth and the postpartum period;
3. Examine perinatal mental health issues and the implications for mothers, families and caregivers with reference to contemporary evidence;
4. Evaluate the implications of obstetric interventions for the women and midwifery practice;
5. Critically examine the use of technology in midwifery and obstetric practice;
6. Perform midwifery practice skills in a simulated laboratory and clinical environment;
7. Demonstrate skills in the management of maternity care emergencies;
8. Apply evidence-based knowledge to midwifery practice related to complex health issues women may experience in their maternity care;
9. Interpret the role of the midwife as a member of a collaborative health-care team; and
10. Explore community resources available to provide support for women in the community.

Class Contact: Lab 7.0 hrs Lecture 2.0 hrs Tutorial 1.0 hr Seventy (70) hours for one semester including lectures, tutorials and laboratory sessions.

Required Reading: Enkin, M., Keirse, M., Neilson, J., Duley, L., Hodnett, E. & Hofmeyr, J. (2000) A guide to effective care in pregnancy and childbirth Oxford University Press: Oxford. World Health Organisation. (2003) Managing complications in pregnancy and childbirth. A guide for midwives and doctors WHO: Geneva. arshall, J. E., Raynor, M. D., & Myles, M. F. (Eds.). (2014) 16th ed. Myles textbook for midwives Oxford: Churchill Livingstone Gauge, S., & Symon, A. (2012) 4th ed. CTG made easy Edinburgh: Churchill Livingstone/Elsevier Johnson, R., & Taylor, W. (2016) 4th ed. Skills for midwifery practice Edinburgh: Elsevier These midwifery-specific texts are the most recent editions as approved by the external accreditation agency ANMAC.

Assessment: Essay, Written Essay (1500 words), 40%. Examination, Written Exam (3 hours), 60%.

HMB3114 Midwifery Practice 5

Locations: St Abans.

Prerequisites: HMB2107 - Midwifery Practice 3

Description: This practice unit complements the units Complex Pregnancy and Birth 1 & 2 and will focus on students developing their knowledge and skills relating to women who experience complex pregnancy, labour, birth and the postpartum period. Emphasis is given to the recognition of problems and the collaborative and referral role of the midwife. Whilst recognising the role of other healthcare practitioners, midwifery care will be central. Students will be involved in providing midwifery care and support to women experiencing obstetrical intervention and the use of medical technology. This unit provides students with further midwifery practice opportunities in a clinical venue. This practice subject will assist students to build on skills obtained in previous semesters in working with women experiencing childbearing and application of evidence-based knowledge to midwifery practice. Students maintain partnerships with women with whom they have made initial relationships as part of the Continuity of Care program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate emerging confidence and competence in midwifery practice;
2. Recognise own attitudes, beliefs and values when working with childbearing women within a diverse cultural context;
3. Value the journey of being with women through childbearing;
4. Employ strategies to work with women in making the transition to parenthood which is viewed as an experience of growth and change;
5. Integrate the knowledge and midwifery practice skills acquired from preceding units which inform the current stage of practice as a midwife;
6. Apply evidence-based knowledge to midwifery practice related to developing practice when working with childbearing women;
7. Critically reflect on self and practice as a midwife;
8. Implement evidence-informed care when working with women.

Class Contact: One hundred and sixty (160) hours for one semester of supervised clinical practice in a maternity setting and up to eighty (80) hours supervised Continuity of Care experiences.

Required Reading: Johnson, R. & Taylor, W. (2011), (3rd ed) Skills for midwifery practice, Churchill Livingstone: Edinburgh. This midwifery-specific text is the latest edition as approved by the external accreditation agency ANMAC.

Assessment: Journal, 3 Reflective journals, Pass/Fail. Practicum, Clinical Performance Appraisal, Pass/Fail. Report, Continuity of Care report 1000 words, Pass/Fail. Practice assessment is based on the Nursing & Midwifery Board of Australia (2010) National Competency Standards for the Midwife. .

HMB3115 Working as a Professional 2

Locations: St Abans.

Prerequisites:HMB2105 - Working as a Professional 1

Description:This unit builds on the content of 'Working as a Professional 1' and introduces students to advanced professional practice issues in the current midwifery climate. It will examine in detail the theoretical concepts underpinning the practice of the following: episiotomy and perineal repair; advanced examination of the newborn; antenatal screening investigations and associated referral mechanisms for women; requesting and interpreting relevant laboratory tests; the options for independent midwifery practice; management of conflict in the workplace and preparation for the graduate midwife role. Opportunities may be provided to experience a range of the above topics in the clinical maternity setting.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Discuss and critique the role of the midwife in contemporary advanced midwifery practice with reference to current evidence;
2. Identify advanced professional midwifery practice issues in the current climate of maternity care;
3. Describe the procedure involved in performing an episiotomy;
4. Describe the procedure of perineal repair;
5. Demonstrate an advanced examination of the newborn in the simulated environment;
6. Recognise when to conduct antenatal screening investigations;
7. Describe which antenatal tests and investigations are needed in specific situations or conditions;
8. Discuss the interpretations of the results of such investigations; and
9. Apply the principles of conflict management to a scenario in the simulated environment.

Class Contact:Lab4.0 hrsTutorial2.0 hrsWorkshop4.0 hrsFifty (50) hours for one semester including lectures, tutorials and laboratory sessions.

Required Reading:Baston, H. & Duward, H. (2010). (2nd ed). Examination of the newborn, a practical guide, Routledge: London. Edwards, G. (2004). Adverse outcomes in maternity care. Books for Midwives: Edinburgh.

Assessment:Report, Written Report (2500 words), 60%. Essay, Written Essay (1500 words), 40%.

HMB3201 Complications of the Newborn

Locations:St Abans.

Prerequisites:HMB3101 - Complex Midwifery 2HMB3102 - Midwifery Professional Practice 2

Description:This unit will provide students with foundational knowledge to care for the newborn with complications, using a family centred approach. Students will examine the circumstances which can lead to the newborn being admitted to a level two nursery, and related ethico-legal issues. The application of assessment, technology, medication, interprofessional practice and management of care for the unstable newborn will also be practised and examined.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse the development of the foetus during the second half of pregnancy.
2. Investigate the circumstances that may necessitate admission of a newborn to a level two nursery, and explore its' impact upon the family.
3. Examine the role of the midwife in the level two nursery within the context of interprofessional practice, including assessment and management of the newborn and potential emergencies.
4. Debate the ethico-legal issues for newborns with special needs, and the family's need for privacy, dignity, respect, and their right to make informed decisions.
5. Provide safe and effective care of the newborn and their family in a level two Nursery.
6. Demonstrate accuracy in paediatric drug calculations.

Class Contact:A total of seventy-six (76) hours, including: 1) Thirty-six hours (36) inclusive of 24 hours of lectures, 8 hours of tutorials, 4 hours of laboratory and simulation sessions; and hours of self-directed learning. In addition, students will

have forty hours (40) of placement in a Level Two Special Care Nursery.

Required Reading:To be advised by lecturer.

Assessment:Assignment, Written assessment (1500 words), 30%. Examination, Written examination (2 hours), 50%. Test, Written topic test, 20%. To gain an overall pass in this unit, students must achieve an aggregate score of 50% and pass the maths test (hurdle). Accuracy in medication administration is an absolute requirement for this vulnerable cohort. Students must complete forty (40) professional practice hours in a Level Two nursery.

HMB3216 Working with Evidence in Midwifery Practice

Locations:St Abans.

Prerequisites:Nil.

Description:This unit introduces students to the fundamental knowledge of the research process. It aims to provide a broad range of research designs and methodologies that are currently utilised by midwife researchers and to validate and refine existing midwifery knowledge in order to improve midwifery practice. It also presents the skills that are needed to understand and appraise a systematic review and meta-analysis, and how to appraise and use research in midwifery practice. Topics covered include the following: Significance of research in midwifery; Links between midwifery education, theory and practice; Approaches to research process: qualitative and quantitative designs including mixed and triangulation methods; Classification and characteristics of exploratory, descriptive and explanatory studies; Steps in the research process: identification of problem statement, literature review, theoretical framework, sampling, data collection and analysis using descriptive and inferential statistics; Ethics and research; Disseminating and applying midwifery research; Evaluating research reports; Appraising a systematic review of the literature; Utilise basic statistics for appraisal of systematic reviews, including statistical significance, chance, probability, confidence intervals, odds ratios, numbers needed to treat and pitfalls in analysis; and Appraising the professional application of a systematic review and meta analysis to an aspect of professional midwifery practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Discuss the research process in relation to midwifery practice;
2. Critically examine the relationship between midwifery research and improvement in health care outcomes;
3. Discuss research designs and methodologies;
4. Critically evaluate a piece of midwifery research;
5. Recognise the ethical implications of research;
6. Develop a beginning knowledge in research proposal relevant to midwifery practice;
7. Access and appraise research papers and systematic review;
8. Develop the ability to appraise a systematic review of the literature on an aspect of midwifery practice; and
9. Recognise how to utilise research to inform midwifery practice.

Class Contact:Lecture1.0 hrTutorial1.0 hrFifty (50) hours for one semester comprising lectures and tutorials.

Required Reading:Rees, C. (2010). (3rd ed). Introduction to research for midwives, Books for Midwives:Edinburgh. Roberts, K. & Taylor, B. (2002). (2nd ed). Nursing Research Processes- an Australian perspective, Thomson: Australia.

Assessment:Examination, 3 hour written exam, 50%. Essay, 2000 words, 50%.

HMB3217 Complications of the Newborn

Locations:St Abans.

Prerequisites:HMB3113 - Complex Pregnancy and Birth 2HMB3114 - Midwifery Practice 5

Description:This unit will assist students to acquire foundational knowledge of the

care of babies with complications. Students will have the opportunity to study the circumstances that commonly result in a baby being admitted to a Level Two Nursery. The issues confronting the infant and family during this period will be examined. Students will explore the role of the midwife in providing a family centred approach whilst integrating ethico-legal issues involved in care of the baby with complications. Evidence-based knowledge will be integrated with assessment and care procedures pertaining to oxygenation, elimination, nutrition, immunity and temperature regulation. Note: The detailed information in this descriptor is that required by the external accreditation agency ANMAC as per their course accreditation guidelines (2010).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the development of a baby during the second half of pregnancy;
2. Discuss the circumstances that may necessitate admission of a baby to a level two nursery;
3. Evaluate the level two nursery environment and its impact upon the baby and family;
4. Discuss the role of the midwife within the context of the level two nursery multidisciplinary team;
5. Demonstrate the knowledge and clinical decision making process required to care for a sick newborn within the context of family-centred care;
6. Apply evidence-based knowledge to midwifery practice related to: care of the sick newborn and his/her family; and, strategies and care when resuscitating the newborn baby;
7. Defend the family's need for privacy, dignity and respect, as well as their right to be informed and to make decision regarding care of their baby;
8. Value reflective practice in the implementation evidence informed care for the baby and family;
9. Debate the ethico-legal issues, which arise in the care of babies with special needs; and
10. Demonstrate a drug calculations mastery.

Class Contact: Lab 6.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs Seventy (70) hours for one semester including lectures, tutorials and laboratory sessions.

Required Reading: Gardner, S. L., Carter, B. S., Enzman-Hines, M., Hernandez, J. A. (2015). 8th ed. Merenstein & Gardner's Handbook of Neonatal Intensive Care St Louis: Mosby Elsevier This midwifery-specific text is approved as the most recent edition by the external accreditation agency ANMAC.

Assessment: Examination, 3 hour written exam, 60%. Essay, 1500 words, 40%. Test, Drug calculation test (30 minutes), 0%. The drug calculation test is a hurdle requirement. Accuracy in medication administration is an absolute requirement for safe midwifery practice. .

HMB3218 Midwifery Practice 6

Locations: St Abans.

Prerequisites: HMB3113 - Complex Pregnancy and Birth 2HMB3114 - Midwifery Practice 5

Description: This unit will assist students to acquire foundational knowledge and skills of the care of babies with complications. Supervised practice in a Level Two Nursery will enable students to apply evidence based knowledge and integrate ethico-legal principles to care for babies using a family centred approach. Students will be provided the opportunity to collaborate with a multidisciplinary team and practice skills including administration of gastric feeds, management of IV therapy, assessment of fluid balance & electrolytes, collect specimen collections, and monitoring phototherapy. Note: The information in this descriptor is the approved level required by the external accreditation agency ANMAC.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss the circumstances that necessitate admission of a baby to a Level Two Nursery;
2. Evaluate the environment of the nursery and implement strategies to

3. Articulate the role of the midwife within the context of the level two nursery and collaborate with the multidisciplinary health team;
4. Utilise a clinical decision making process to apply the necessary knowledge and understanding required to meet the needs of the baby and family in the nursery;
5. Apply evidence-informed strategies for maintaining the families' need for privacy, dignity and respect, as well as their right to be informed and to make decision regarding care of their baby;
6. Demonstrate reflective practice and implement evidence based care for babies and their families;
7. Perform skills associated with the baby's nutrition, elimination and thermoregulation and management of oxygen therapy, intravenous therapy and phototherapy using universal precautions;
8. Demonstrate competence in neonatal resuscitation;
9. Defend the family's need for privacy, dignity and respect, as well as their right to be informed and to make decision regarding care of their baby;
10. Provide evidence of recruitment of one newborn as part of the Continuity of Care program.

Class Contact: One hundred and twenty (120) hours for one semester of supervised clinical practice in a maternity setting and up to sixty (60) hours supervised Continuity of Care experiences.

Required Reading: Johnson, R. & Taylor, W. (2016) 4th Skills for Midwifery Practice Oxford: Churchill Livingstone These midwifery-specific texts are the most recent editions approved by the external accreditation agency ANMAC.

Assessment: Practicum, Clinical Performance Appraisal, Pass/Fail. Journal, Three (3) Reflective journals, Pass/Fail. Report, Report of a follow-through of a sick neonate 1000 words, Pass/Fail. Practice assessment is based on the Australian Nursing & Midwifery Council (ANMAC) (2006) National Competency Standards for the Midwife.

HMB3219 Midwifery Practice 7: Consolidation

Locations: St Abans.

Prerequisites: HMB2209 - Diversity in Midwifery Practice HMB2210 - Women's Health HMB2211 - Midwifery Practice 4 HMB3112 - Quality Use of Medicines for Midwifery 2 HMB3113 - Complex Pregnancy and Birth 2 HMB3114 - Midwifery Practice 5 HMB3115 - Working as a Professional 2 This is the final unit of the Bachelor of Midwifery that brings theoretical and clinical knowledge together, reflected in the prerequisites as approved by the external accreditation agency ANMAC.

Description: This practice unit enables students to practise woman-centred midwifery care under supervision and in preparation for transition to practice as a graduate midwife at the beginning level. Students will be expected to apply theoretical principles, evidence-based knowledge and midwifery practice skills learned in related units and previous clinical practicum, with an increasing level of complexity and independence leading to competence as a graduate midwife.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Integrate evidence based knowledge and skills to ensure safe and confident midwifery practice;
2. Apply legal and ethical principles to the midwifery care requirements of the childbearing woman;
3. Exhibit therapeutic communication skills in the midwifery practice context;
4. Demonstrate knowledge and skills when caring for the woman and/or neonate experiencing a critical or deteriorating condition;
5. Collaborate effectively with other healthcare professionals in providing care to the woman with complex needs;
6. Complete the Continuity of Care program.

Class Contact: One hundred and sixty hours (160) hours for one semester of supervised practice in a maternity setting and up to sixty (60) hours supervised

Continuity of Care experiences.

Required Reading: Marshall, J. E., & Raynor, M. D. (2014) (16th ed). Myles textbook for midwives. Churchill Livingstone: Edinburgh. Johnson, R. & Taylor, W. (2016). (4th ed.). Skills for midwifery practice. Churchill Livingstone: Edinburgh. These midwifery-specific texts are the most recent editions as approved by the external accreditation agency ANMAC.

Assessment:Journal, Three (3) Reflective journals, Pass/Fail. Practicum, Clinical Performance Appraisal, Pass/Fail. Report, Continuity of Care (1000 words), Pass/Fail. Practice assessment is based on the Australian Nursing & Midwifery Council (ANMAC) (2006) National Competency Standards for the Midwife.

HMB4101 Supporting Maternal and Newborn Wellbeing

Locations:St Abans.

Prerequisites:HMB3201 - Complications of the Newborn

Description:The aim of this unit is to develop student's knowledge and skills in the promotion of maternal mental health and wellbeing. The unit will comprise of two modules. Module 1 will explore the psychosocial factors and psychiatric conditions that may impact on the woman's pregnancy, childbirth and transition to motherhood. Module 2 will focus on the midwives' role in supporting mothers with a health condition to establish and maintain lactation with consideration of prescribed medication, complementary therapy and/or illicit substances, to promote maternal-infant attachment and wellness. The role of immunisation and medications to protect the mother and foetus during pregnancy, childbirth and lactation will also be explored.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Examine a range of psychosocial and mental health problems that may impact on women during the perinatal period;
2. Critically examine therapeutic models and strategies to promote maternal mental health and wellbeing on women during the perinatal period;
3. Critically review the impact of pharmaceuticals and complementary therapy on pregnancy, childbirth, lactation and the newborn;
4. Discuss drugs of abuse and their effects on pregnancy, breastfeeding and the newborn; and
5. Analyse the impact of immunisation and medications for protecting the foetus during pregnancy, childbirth and lactation.

Class Contact:Sixty (60) hours per semester comprising of a range of teaching methods including 18 hours of lectures, 6 hours of seminar, 16 hours of tutorials, 8 hours of laboratory classes or simulation, and sessions and 12 hours of self-directed learning.

Required Reading:To be confirmed.

Assessment:Assignment, Written assessment (1000) words, 25%. Examination, Written examination (2 hours), 50%. Test, Written topic test (1 hour), 25%.

HMB4102 Midwifery Professional Practice 3

Locations:St Abans.

Prerequisites:HMB3201 - Complications of the NewbornHMB3102 - Midwifery Professional Practice 2

Description:This professional practice unit complements the theoretical unit 'HMB4101 Supporting Maternal and Newborn Wellbeing' and links to learning in the workplace. Utilising experience from the professional practice maternity placements in 'HMB2202 Midwifery Professional Practice 1' and 'HMB3102 Midwifery Professional Practice 2', students will be expected to extend their practice repertoire in providing midwifery care to women and families under the supervision of a clinical educator/preceptor. This practice unit will focus on students developing their knowledge and skills relating to women who experience complex pregnancy, labour, birth and the postpartum period. Emphasis is given to the recognition of

problems and the collaborative and referral role of the midwife. Whilst recognising the role of other healthcare practitioners, midwifery care will be central. Students will be involved in providing midwifery care and support to women experiencing obstetric intervention and the use of medical technology. This unit provides students with further midwifery practice opportunities in a clinical venue. This practice subject will assist students to build on skills obtained in previous semesters in working with women experiencing childbearing. Students will recruit a further three (3) women for the Continuity of Care program.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Integrate evidence based knowledge and skills to ensure safe and confident midwifery practice.
2. Employ effective strategies in guiding women to make the transition to parenthood.
3. Demonstrate therapeutic communication skills in the midwifery practice context.
4. Provide culturally sensitive midwifery care to the childbearing woman.
5. Recruit three (3) women for the Continuity of Care program.

Class Contact:Placement8.0 hrsIn this professional practice unit, students will have one hundred and sixty (160) hours of supervised clinical practice in an external maternity setting.

Required Reading:To be confirmed.

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Report, Continuity of Care Report (1000 words), Yes/No. To gain an overall pass in this unit, students must achieve a 'competent' grading in the Final Professional Practice Performance Appraisal and submit the Continuity of Care Report. Supplementary assessment is not available for the Professional Practice Performance Appraisal. .

HMB4104 Professional Studies 2

Locations:St Abans.

Prerequisites:HMB3201 - Complications of the NewbornHMB3102 - Nursing Professional Practice 2HNB3229 - Nursing Professional Practice 3 - Mental HealthHNB3227 - Mental Health and NursingHNB2205 - Nursing and Acute Care 2

Description:This unit builds on the content of 'HNB1103 Professional Studies 1' to further develop students as health professionals with a focus on transitioning from a student to a graduate nurse-midwife role. The unit comprises two modules: Module 1 addresses professional issues in applying for graduate positions and registration with the Nursing and Midwifery Board of Australia (NMBA). Contemporary professional issues will be examined, for example, conflict resolution and professional communication. Module 2 introduces students to advanced midwifery practice, knowledge and skills, such as discharge examination of the newborn; antenatal screening and associated referral mechanisms. Options for independent midwifery practice will also be discussed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Prepare for the graduate year application process, including preparation of curriculum vitae, and application letter, interview, and the registration process.
2. Further examine the roles and scope of practice of healthcare professionals and the use of effective communication and collaboration to provide quality client care.
3. Critique contemporary professional issues, including the role of the midwife and the nurse in advanced practice settings.
4. Demonstrate an advanced examination of the newborn in the simulated environment.
5. Utilise advanced assessment skills in the use of antenatal screening.

Class Contact:Fifty (50) hours per semester, comprising of 16 hours of lectures, 16 hours of tutorial classes, 8 hours of simulation, and 10 hours of self-directed

learning.

Required Reading:To be confirmed.

Assessment:Presentation, Group Interview (30 mins), 20%. Assignment, Written assessment (2000 words), 50%. Examination, Test (one hour), 30%.

HMB4201 Midwifery Professional Practice 4

Locations:St Albans.

Prerequisites:HMB4101 - Supporting Maternal and Newborn WellbeingHMB4102 - Midwifery Professional Practice 3HMB4104 - Professional Studies 2

Description:This capstone professional practice unit prepares students for transition to practice as a graduate midwife. Students will be expected to apply theoretical principles, evidence-based knowledge and midwifery practice skills, at an increased level of complexity and independence. Students will also be expected to complete the Continuity of Care program.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Integrate evidence based knowledge and skills to ensure safe and confident midwifery practice.
2. Apply legal and ethical principles to the midwifery care requirements of the childbearing woman.
3. Exhibit therapeutic communication skills in the midwifery practice context.
4. Demonstrate knowledge and skills when caring for the woman and/or neonate experiencing a critical or deteriorating condition.
5. Collaborate effectively with other healthcare professionals in providing care to the woman with complex needs.
6. Complete the Continuity of Care program.

Class Contact:This is a professional practice unit in which students have two hundred and forty (240) hours of supervised professional practice in a maternity setting.

Required Reading:To be confirmed.

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Report, Continuity of Care Report, Yes/No. Students must attain the grade 'competent' in their final Professional Practice Performance Appraisal and complete the Continuity of Care report. Supplementary assessment is not available for the Professional Practice Performance Appraisal. .

HMG7100 Foundations of Public Health

Locations:St Albans.

Prerequisites:Nil.

Description:This unit is designed to introduce students to the main theories, principles and values of public health illustrated by selected major topics in nutrition and in active living from a global perspective. It investigates policy, systematic and multi-discipline public health approaches as a global and local effort to address contemporary health challenges. The origins and evolution of public health and major global achievements in public health and their impact on health of populations are explored. The role and interface of political, cultural, social, behavioural and environmental determinants of health of populations informs critique and discussion throughout the unit.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically appraise local, national and global health disparities, identify their determinants and propose strategies to address them based on a contemporary evidence-base;
2. Deconstruct the philosophy underpinning public health action and how it has evolved;
3. Conceptually map and interrogate theories and frameworks used in developing and evaluating health policies in the global arena;
4. Apply multidiscipline public health approaches to review evidence and produce

policy recommendations particularly related to the disciplines of global nutrition and active living; and 5. Identify and debate global threats to, and opportunities for, public health and well-being in various authentic and simulated contexts.

Class Contact:Tutorial3.0 hrs

Required Reading:Tuchinsky, T. & Varavikova, E. (2014) 3rd ed. The New Public Health San Diego, Elsevier, Academic Press Parker, R. & Sommer, M. (2011) 1st ed. Routledge Handbook in Global Public Health New York, Routledge

Assessment:ICT (Wiki, Web sites), Contribution to a wiki on concepts in public health (1,000 words), 20%. Test, Two (2) Quizzes (1,000 words equivalent), 20%. Report, Critical analysis on social determinants of health (1,000 words), 20%. Assignment, Policy issue paper (2,000 words), 40%.

HMG7110 Epidemiology

Locations:St Albans.

Prerequisites:Nil.

Description:This unit examines the epidemiological approaches that are used to understand the health of populations and to inform disease control measures, with a focus on global nutrition and active living. Students learn the principles and concepts of descriptive epidemiology used to study the distribution of disease in a population. They also develop skills in analytical epidemiology to investigate the determinants and effects of disease and other health conditions.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Conceptually map the scope and purpose of epidemiology (particularly in the context of global nutrition and active living) and argue its potential and limitations,
2. Access, critique and apply health information from a variety of sources to inform evidence-based responses to public health problem solving scenarios;
3. Distinguish and evaluate different types of study design;
4. Identify problems in the interpretation and application of epidemiological data and propose solutions;
5. Report and critique the findings of epidemiological studies in a format accessible to both technical and lay audiences.

Class Contact:Seminar3.0 hrsThe degree program will be offered in burst seminar mode, supported by on-line learning modules. If students can show cause why they are unable to attend burst sessions then on line learning modules covering the same content as the burst seminars will be available to them. Students can expect the course contact hours to equate to 3 hours per unit, per week across a 12 week semester. These hours will comprise a combination of lecture, seminar and tutorial type activities - on line and/or in burst mode. Students should also expect to spend an equal amount of time in self-directed study.

Required Reading:Webb, P. (2011) 2nd ed. Essential Epidemiology: An Introduction for Students and Health Professionals Cambridge University Press

Assessment:Test, Quizzes throughout unit (3 x 30 minutes), 20%. Assignment, Written assignment (2000 words), 30%. Examination, Final Exam (2 hours), 50%.

HMG7120 Global Challenge - Non-Communicable Disease

Locations:St Albans.

Prerequisites:Nil.

Description:Non-communicable diseases are emerging as a major challenge to global health and development. In this unit students will investigate and critique responses to the non-communicable disease epidemic through public health interventions. Trends in non-communicable diseases and their impact globally, including in low and middle-income countries will be analysed. The determinants of non-communicable diseases and the challenges faced in researching and controlling these conditions will be viewed through the lens of nutrition and active living. . The consequences of non-

communicable diseases on the health and wellbeing of individuals and communities and their effect on national economic growth and development is examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the epidemiology and burden of non-communicable diseases in the global context and predict their impact on the health and well-being of various populations;
2. Conceptually map and commentate on the evolution of the global non-communicable disease epidemic considering political, social and economic influences;
3. Investigate the causal pathways to non-communicable diseases, particularly relating to nutrition and physical activity; and
4. Survey and evaluate public health strategies to control non-communicable diseases and interrogate the evidence-base required to implement policy.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Stuckler, D. & Siegel, K., (2011) 1st ed. Sick Societies:

Responding to the Global Challenge of Chronic Disease Oxford, Oxford University Press

Assessment: Annotated Bibliography, Evolution of global non-communicable disease epidemic (1,000 words), 20%. Essay, Evolution of global non-communicable disease epidemic (2,500 words), 40%. Assignment, Report on public health policy to control non-communicable disease (2,500 words), 40%.

HMG7130 Nutrition for Global Health

Locations: St Albans.

Prerequisites: Nil.

Description: This unit provides an overview of current and emerging global nutrition challenges from a biological, social, economic and policy perspective. Focusing on low and middle income countries the unit explores issues of maternal and child under-nutrition and the growing global momentum to address these with evidence-based interventions delivered to scale. The double-burden of nutrition related diseases as a result of changing food consumption and physical activity levels is increasingly becoming a major public health concern globally with an increase in non-communicable diseases in low and middle income countries. Building on the unit Global Challenge: Non-Communicable Disease, this unit explores specific issues around the double burden of nutrition-related communicable and non-communicable disease and recent advances in efforts to tackle this globally.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discriminate the different forms of under and over nutrition and using a lifecycle approach predict which population groups are most vulnerable and why;
2. Assess the risks to health in terms of mortality and morbidity and the economic and social burden of under and over nutrition;
3. Investigate and interrogate the distribution and epidemiology of under and over nutrition globally;
4. Critically apply conceptual frameworks to analyse the causes of under and over nutrition in specified populations;
5. Argue the benefits to development of investing in nutrition and propose cost effective interventions; and
6. Conceptually map global and national policies and initiatives designed specifically to combat under and over nutrition and evaluate the challenges of implementing these to scale.

Class Contact: Tutorial 3.0 hrs

Required Reading: Stein, N., (Ed) (2014) 1st ed. Public Health Nutrition: Principles and Practice in Community and Global Health Burlington, Jones and Bartlett Learning

Assessment: Test, Online quizzes during the course of unit (1,000 words approx.), 20%. Essay, Essay on a specific global nutrition problem (2,500 words), 40%. Case Study, Case study on nutrition problem in a specific population (2,500 words), 40%.

HMG7200 Public Health in Practice

Locations: St Albans.

Prerequisites: HMG7100 - Foundations of Public Health

Description: This unit explores how public health theories, principles and values have informed the practice of public health with a focus on program planning for health promotion. The origins and purpose of health promotion and the theories which inform health promotion practice are examined along with the potential of health promotion to positively influence the determinants of health and reduce health inequalities. Students will gain skills in a range of practical approaches and methods for promoting health. Students will use a project management cycle to assess needs, set priorities for action and plan and manage interventions that promote health in populations. Theoretical aspects of the unit will be reinforced through their application to local, national and global issues in nutrition and active living.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Define and critically evaluate the key theories and concepts which inform health promotion and locate these within contemporary debates in the field;
2. Interrogate a range of approaches and methods for promoting health and exemplify how they are used in health promotion programs;
3. Critically appraise models of health behaviour and behaviour change;
4. Apply the project management cycle to design a health promotion intervention for a specific community and elucidate theory and evidence to corroborate the selection of strategies and identification of outcomes; and
5. Identify and apply appropriate methods and interpret evidence to inform program evaluation and management.

Class Contact: Workshop 3.0 hrs

Required Reading: Liampittong, P., Fanany, R., & Verrinder, G. (2012) 1st Health, Illness and Wellbeing: Perspectives and social determinants. South Melbourne, Vic: Oxford University Press

Assessment: Review, Critical review of health promotion theory (1000 words), 20%. Project, Development of a health promotion Project Plan (4000 words), 50%. Presentation, Three (3) minutes scripted health promotion video related to health promotion project (1000 words equivalent), 30%.

HMG7210 Biostatistics

Locations: St Albans.

Prerequisites: HMG7110 - Epidemiology

Description: This unit introduces students to the fundamental concepts of biostatistics and fundamental statistical methods used in public health research. Focusing on global nutrition and active living students learn how to apply statistical methods to research questions, how to use statistical software to perform a range of statistical analyses and how to appraise statistical methods described and applied in the public health literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elaborate fundamental concepts in biostatistics in public health emphasizing the disciplines of nutrition and active living;
2. Appraise the commonly used methods of analysis of data and exhibit specialised skills in handling data sets;
3. Apply appropriate statistical methods to the design of a public health research study;
4. Perform basic statistical analyses and present findings in a clear, concise and logical manner accessible to specialist and non-specialist audiences; and
5. Critically evaluate statistical methods described and applied in global nutrition and active living literature in order to substantiate their potential contribution to the broader public health evidence-base.

Class Contact: Lecture 3.0 hrs

Required Reading: Gerstman, B.B., (2008) 1st Basic Biostatistics: Statistics for Public Health Practice Jones and Bartlett Publishers, Sunbury, MA

Assessment: Test, Quizzes throughout unit (1500 word equivalent), 20%. Assignment, Written assignment (2000 words), 30%. Examination, Final Exam (2 hours), 50%. Total word equivalence of combined assessment tasks is approximately 6000 words.

HMG7220 Culture and Society in Public Health

Locations: St Abans.

Prerequisites: Nil.

Description: This unit examines the contribution of the social sciences to understanding and improving public health. The influence of culture and society on beliefs, attitudes and behaviours around health and how these shape disease risk and health outcomes is critically appraised. Students will explore the complex relationships between gender, culture and health inequalities. The efficacy of policies and strategies to address such inequalities will be evaluated. Concepts of cultural competence and its relevance to public health practice and cross cultural communication models are examined to facilitate enhanced professional practice when working with diverse communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate theoretical frameworks which explain the influence of society and culture on health and access to health care and defend their application in known and unknown scenarios; 2. Critically appraise efforts to address health inequalities through public health policies and programs, taking into account sociological and anthropological perspectives; 3. Apply concepts of cultural competence and health promotion to address health inequalities in specific populations; and 4. Substantiate the need and means to communicate effectively across social groups in diverse cultures.

Class Contact: Lecture 3.0 hrs

Required Reading: Liampitong, P., Fanany, R., & Verrinder, G. (2012) 1st Health, Illness and Wellbeing: Perspectives and Social Determinants. South Melbourne, Vic: Oxford University Press

Assessment: Other, Blogs on issues currently in media (1500 words), 20%. Case Study, Case study on specific health inequality (2500 words), 40%. Essay, Essay on cultural competence (2500 words), 40%. The total word equivalence of combined assessment tasks is 6500-7000 words approximate.

HMG7230 Global Food Systems and Food Security

Locations: St Abans.

Prerequisites: Nil.

Description: Food security is defined by the World Health Organization as "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". This unit introduces students to global food systems and the challenges of ensuring food security for all in a world of climate change, globalization, shifting demographics and new technologies. The different nature of food insecurity in high, middle and low income countries will be explored focusing on the relationships between food security, health, nutrition and social stability. In rural communities in low income countries food insecurity is still a problem despite proximity to agricultural land. This unit will investigate food security assessment methodologies and how these are used in conjunction with nutrition assessment as part of a community needs assessment. Sustainable agriculture and food security interventions that address identified needs and aim to reduce levels of under nutrition in the community will be covered. The role of women in food security is integral to the unit.

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Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critique and apply conceptual frameworks to discuss the political, economic, social and environmental influences on food security in a global context; 2. Assess the vulnerability and resilience of food systems to change in contemporary and emerging scenarios; 3. Interrogate and discriminate issues of food insecurity in different populations; 4. Interpret information on the food security situation in a specific community or population group in order to deduce its impact on health and nutrition and propose appropriate interventions; and 5. Interrogate the evidence-base on effective food security interventions that aim to reduce maternal and child under-nutrition and justify their application in a complex problem-solving scenario.

Class Contact: Lecture 3.0 hrs

Required Reading: McDonald, B. (2010) Food Security Polity Press, Cambridge

Assessment: Other, Blog on challenges to global food systems (1500 words), 30%. Essay, Essay on the role of gender in food security. (2000 words), 30%. Report, Written report on food security assessment and intervention in a specified community (2500), 40%. Total word equivalence of combined assessment tasks is approximately 6000 to 7000 words.

HMG7310 Nutrition Assessment and Program Management

Locations: St Abans.

Prerequisites: HMG7100 - Foundations of Public Health HMG7130 - Nutrition for Global Health HMG7200 - Public Health in Practice

Description: This unit covers assessment of the nutritional status of individuals and populations using anthropometric, clinical, dietary and biochemical methods. The use and limitations of each of these methods is critically appraised both in terms of their measurement at the individual level and their application at the population level. With a focus on low and middle income countries various nutrition assessment methodologies are then applied to designing large, population-based interventions as a tool for early warning, needs assessment, program planning and program evaluation. Students will have the opportunity to consider apply the principles and frameworks for program planning and management in response to existing and emerging specific nutrition problems in low and middle income contexts. The design, development, implementation and evaluation of evidence-based community-level nutrition programs is also addressed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise the utility of standard methodologies for measuring the nutritional status of an individual and justify their use in specific contexts; 2. Interpret data on the nutrition status of a population as a basis for design, implementation and evaluation of subsequent nutrition interventions; 3. Design a large population-based nutrition assessment that considers the proposed outcomes of such an assessment and acknowledges the existing evidence base; 4. Formulate nutrition priorities through the collection, analysis and interpretation of information on a community or population group; 5. Design a community nutrition program using theory and evidence to guide selection of strategies and identification of outcomes; 6. Critique and substantiate mechanisms to monitor and evaluate programs for efficacy and quality; and 7. Write and defend a project proposal according to specified conventions to address an identified health issue in a particular community.

Class Contact: Lecture 3.0 hrs

Required Reading: SMART (2006) 1 Measuring Mortality, Nutritional Status, and Food Security in Crisis Situations SMART

Assessment: Report, Written report on the methodology, analysis and interpretation of a nutrition survey for a population group (2500 words), 40%. Project, Written grant

proposal for a community nutrition project (2500 words), 40%. Presentation, Present and defend a grant proposal for a community nutrition project (1500 words), 20%. Total word equivalence of combined assessment tasks is approximately 6000 to 7000 words.

HMG7320 Migration and Health

Locations:St Abans.

Prerequisites:HMG7100 - Foundations of Public HealthHMG7200 - Public Health in PracticeHMG7220 - Culture and Society in Public Health

Description:Today's globalised world is marked by record levels of displacement and migration. Migrant communities face a range of health problems dependent on the type of migration and the demographic profile of the migrant population. This unit examines public health topics in specific migrant populations including refugees, the internally displaced, asylum seekers and immigrants. Using a social determinants of health framework students explore the ways that health within migrant populations is influenced by social, political, economic, and cultural factors. The affect of migration on public health and public health systems is investigated. Strategies to address health issues in migrant populations are critiqued. The role of nutrition and active living in the health of migrant populations is analysed in particular.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Assess trends in global migration and debate their implications for public health;
2. Diagnose the range of health problems experienced by specific migrant populations;
3. Critically evaluate and apply conceptual frameworks to analyse the determinants of health in specific migrant populations;
4. Propose and justify strategies to address the health issues of migrant populations and evaluate the challenges inherent in their implementation; and
5. Advocate the role of nutrition and active living in public health for specific migrant populations.

Class Contact:Lecture3.0 hrs

Required Reading:Schencker, M.B., Caseneda, X. & Rodriguez-Lainz (editors) (2014) Migration and Health; A research Methods Handbook University of California Press

Assessment:Other, Blog on current news and issues affecting migrant populations and extrapolate how this relates to health and health outcomes (1000 words), 20%. Assignment, Written assignment on migration and health topic of interest (2000 words), 30%. Case Study, Case study on a specific migrant population (2000 words), 30%. Presentation, Presentation on case study (10 mins) (equivalent 1000 words), 20%. Total word equivalence of combined assessment tasks is approximately 6000 words.

HMG7400 Professional Project

Locations:St Abans.

Prerequisites:HMG7950 - Research Methods in Public Health

Description:This unit is designed to be taken by students who want to consolidate their public health training via an advanced professional work placement. Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a public health project in nutrition or active living in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. The placement requires the application and integration of students with accumulated knowledge and skills acquired within the HMGN Master of Public Health. The major

report draws particularly on models and methods of scientific inquiry provided in HMGN Master of Public Health. Students are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Apply the skills and knowledge acquired in their public health studies to a professional setting in global nutrition or active living;
2. Conceptually map and interrogate the issues and challenges of designing, planning and implementing a public health project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes;
3. Critically review, select and apply inquiry designs and methodologies appropriate to the completion of the professional project;
4. Compose a reflective practice journal which will contribute to the formulation of lifelong learning strategies within their professional practice; and
5. Produce a professional project report which meets both academic and placement partner specialisations and conventions.

Class Contact:Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 200 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading:To be advised by supervisor.

Assessment:Project, Log of hours and list of tasks worked on the project signed by the agency supervisor (1000 words), 10%. Journal, Learning journal involving a minimum of fifteen substantive entries shown to university supervisor at end of project (1000 words), 10%. Performance, End-of-project written pro-forma from the agency supervisor (1,500 words equivalent), 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency and university supervisors and stakeholders (2000 words), 15%. Report, Professional Project Evaluation Report (7,000 words), 50%. The total word equivalence of combined assessment tasks is 12,000-14,000 words approximate.

HMG7410 Concepts in Humanitarian Assistance

Locations:St Abans.

Prerequisites:Nil.

Description:This unit explores the history of humanitarian assistance and the role of different actors within the system. The continuum from prevention and risk reduction to humanitarian response and the transition to development is examined in the context of natural disasters, complex emergencies and post-conflict settings. Mechanisms and tools for co-ordination, partnership, accountability and minimum standards in humanitarian response are investigated and critiqued. The potential roles, scope of practice and responsibilities of the government, organizations and civil society, within the international humanitarian system are addressed. The principles and ethics that inform practice in the field underpin the teaching in this unit.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review the characteristics of humanitarian assistance endeavours;
2. Analyse contemporary challenges in humanitarian response in different contexts and extrapolate solutions to inform future practice;
3. Interpret statements of ethics, human rights and codes of conduct in the field of humanitarian response and hypothesise their practical impact;
4. Advocate for the use of specific theoretical and practical tools to inform humanitarian assistance; and
5. Apply the Disaster Management Cycle to a range of humanitarian assistance scenarios.

Class Contact:Seminar3.0 hrs

Required Reading:Slim, H. (2012) Essays in Humanitarian Action Oxford Institute of Ethics, Law and Armed Conflict

Assessment:Essay, Essay on ethics and human rights in humanitarian assistance

(3000 words), 40%. Assignment, Written assignment on disaster risk management (3000 words), 40%. Other, Debate on dilemmas in humanitarian assistance (1000 words), 20%. Total word equivalence of combined assessment tasks is approximately 6000 - 7000 words.

HMG7420 Nutrition in Emergencies

Locations:St Abans.

Prerequisites:HMG7130 - Nutrition for Global HealthHMG7310 - Nutrition Assessment and Program Management

Description:Humanitarian crises including natural disasters, man made disasters or complex emergencies prevent people from accessing fundamental needs such as shelter, food, water and health care. This unit aligns with the 'Harmonised Training Package for Nutrition in Emergencies' developed by the Inter Agency Standing Committee (IASC) Global Nutrition Cluster and based on the latest technical policy and guidelines on nutrition in emergencies. This unit is offered by Victoria University as stand alone unit to those with a prior background in nutrition and public health who wish to pursue a career in nutrition in emergencies. Students will be equipped with the necessary knowledge and skills to assess the nutrition situation and design and implement emergency programs in response to large-scale and often rapid onset emergencies.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Conceptually map types and causes of malnutrition in emergencies in a variety of local, national and international contexts;
2. Conduct a nutrition assessment in a simulated emergency using standard tools and methodologies;
3. Outline and critique interventions used to prevent and treat malnutrition in emergencies;
4. Design and defend an emergency nutrition intervention based on assessed need in line with national and international minimum standards in emergency response in nutrition; and
5. Debate current challenges and controversies in nutrition in emergencies.

Class Contact:Seminar3.0 hrs

Required Reading:The Sphere Project, 2011 1st The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response, The Sphere Project

Assessment:Test, Quiz x2 (equivalent to 1000 words each), 20%. Case Study, Written report on a case study of an emergency nutrition response (2500 words), 40%. Other, Simulation of nutrition assessment and response in a humanitarian crisis (in groups) (2500 words), 40%. Total word equivalence of combined assessment tasks is approximately 7000 words.

HMG7430 Minor Thesis

Locations:St Abans.

Prerequisites:HMG7950 - Research Methods in Public Health

Description:This unit of study provides students the opportunity, under guidance from a supervisor, to propose a research question, develop skills in research data collection, analysis and interpretation and write a thesis on topics related to public health nutrition or active living of 14,000 words. The research topic will be negotiated between the student and supervisor and will involve research within the field of public health either in Australian and/or international context. Students are required to demonstrate a high-level knowledge of ethical fieldwork procedures and seek timely ethics clearance, if and as appropriate. Students will draw upon preliminary work already completed in the prerequisite unit HMG7950.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exhibit an integrated and comprehensive understanding of literature relating to an approved topic;
2. Successfully apply for ethical approval to undertake their research;
3. Determine suitable study design, research questions and suitable methods for data collection and analysis;
4. Critically analyse and reflect on information and research with the aim of contributing to a contemporary or emerging body of knowledge or practice;
5. Interpret and disseminate research information to a range of specialist and non-specialist audiences; and
6. Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis which aligns with conventions for academic scholarship.

Class Contact:Equivalent to 200 hours. Research students will have regular supervision sessions with allocated supervisors.

Required Reading:To be advised by supervisor.

Assessment:Thesis, The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise (12,000 -14,000 words), 100%.

HMG7950 Research Methods in Public Health

Locations:St Abans.

Prerequisites:Nil.

Description:This unit provide graduates with the skills to consume and evaluate research to inform evidence-based practice, to undertake applied research in a professional project or to complete a minor thesis in public health. It focuses on integrating the basic principles of quantitative and qualitative inquiry with a contemporary and contextualised approach to data collection and analysis. Students will learn to identify and apply relevant professional and/or scholarly conventions which govern research - particularly in a public health context. They will be engaged in reviewing both qualitative, quantitative and mixed research methods; planning, forming and designing proposals; developing and submitting an ethics proposal; undertaking a literature review; gathering and analysing data; and reporting results for a variety of audiences.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse and critique contemporary perspectives and theories related to research in the field of public health;
2. Conceptually map the essential elements and processes requisite to quality research;
3. Articulate the necessity for ethical conduct of research and elaborate the processes for applying for ethics approval;
4. Undertake a preliminary literature review or analysis of current research in their field; and
5. Design a preliminary research proposal to be undertaken as part of their minor thesis or professional project.

Class Contact:This unit will be organised with 12 x 2 hour lectures delivered online or in bust mode.

Required Reading:Guest G. & Namey E., (2014) Public Health Research Methods. SAGE Thousand Oaks ISBN 13: 978145 2241333 ISBN 10: 1452241333

Assessment:Assignment, Critique of Research Designs (3000 words), 40%. Project, Preliminary Research Proposal and Literature Review (3000 words), 40%. Presentation, Oral presentation during seminar-style discussion time (1000 words), 20%. Total combined assessment word equivalence is 7,000 - 8,000 words.

HMH7102 Scientific Basis for Osteopathy 7

Locations:City Flinders.

Prerequisites:Successful completion of the HBSO Bachelor of Science (Clinical Sciences) course

Description:HMH7102 Scientific basis for osteopathy 7 ensures that student can display an in-depth knowledge of a variety of extremity neuromusculoskeletal complaints that are commonly encountered in osteopathic and manual therapy

practice. This knowledge extends beyond the manual therapy management of these conditions to describe how other health professions manage these neuromusculoskeletal complaints. The aging patient is a focus of the unit to ensure that students understand and are equipped to be able to manage patients in our aging population.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Determine the pathophysiology, signs and symptoms, natural history and prognosis of extremity neuro-musculoskeletal complaints;
2. Report the medical management and pharmacological treatments of extremity neuro-musculoskeletal complaints;
3. Analyse the milestones of aging; and
4. Assess physiological, anatomical, functional and psychosocial changes of the aging patient.

Class Contact: Lecture 2.0 hrs Seminar 1.0 hr Tutorial 1.0 hr

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Bryant, B., & Knights, K. (2014). (4th ed.). Pharmacology for health professionals. Sydney, Australia: Elsevier.

Assessment: The formative assessment tasks for this unit are: - Osteopathic Clinical Practice Assessment (week 11) - Online quiz (week 5) - Contribution to CBL group (weekly) Presentation, Report on elderly patient seen in clinic with reflective practice demonstrated (Equivalent to 3500 words), 62%. Examination, Observed performance in the clinical setting, 8%. Examination, 1 hour written paper (Equivalent to 1000 words), 15%. Portfolio, Evidence piece (1000 words), 15%. The total word equivalence of the combined assessment tasks equates to 6000 words for a 12 credit point unit at level 8. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment.

HMH7103 Clinical Skills 7

Locations: City Flinders.

Prerequisites: Successful completion of the HBSO Bachelor of Science (Clinical Sciences) course

Description: HMH7103 Clinic skills 7 contains two modules. Clinical skills 7a, occurs in the classroom and comprises of practical workshops for students to extend their osteopathic manual therapy and clinical examination skills. The focus is on the development of students' knowledge of a range of extremity neuromusculoskeletal complaints to the design and implementation of patient management strategies including rehabilitation exercises, ergonomic advice and the application of advanced osteopathic and manual therapy skills. To develop these strategies, students will also demonstrate the ability to formulate diagnoses that are complaint-specific and take into account the patients' psychosocial situation and life stage, particularly that of the aging patient. Clinical skills 7b, occurs in the clinical environment and provides students with osteopathic workplace experience through their clinical placement hours in the student led osteopathic clinics within the university. Students treating members of the public under the supervision of osteopathic clinical educators and contribute to the operational running of the clinic. The clinical placement hours within this unit develop students' capacity for teamwork, collaboration with peers and supervisors and communication with patients, and, is the optimal environment for students to develop their confidence and maturity as an osteopathic practitioner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design safe and effective self-management and rehabilitation plans considering

2. Exhibit advanced osteopathic manual skills;
3. Adapt principles of ergonomic review and management of the patient;
4. Formulate differential diagnoses for the patients' presenting complaint; and
5. Implement an appropriate osteopathic manual treatment plan for the patients' presenting complaint including the ageing patient.

Class Contact: Total of 145 hours comprising of burst mode practical workshops (4 x 3 hours) and 133 hours of clinical placement

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Brukner, P. & Khan, K. (2012). (4th ed.). Brukner and Kahns Clinical Sports Medicine. McGraw Hill, Sydney Destefano, L. (2011). (4th ed.). Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins.

Assessment: The formative assessment tasks for this unit are: - Osteopathic Clinical Practice Assessment (week 11) - Online quiz (week 5) - Contribution to CBL group (weekly) Examination, Observed performance in clinical setting (5 separate assessments), 60%. Examination, 45 minute written paper (Equivalent to 1000 words), 20%. Portfolio, Evidence piece for portfolio (1000 words), 20%. The total word equivalence of the combined assessment tasks equates to 6000 words for a 12 credit point unit at AQF level 8. Participation in clinical placement requires at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment.

HMH7201 Patient, Practitioner and Health System 8

Locations: City Flinders.

Prerequisites: HMH7101 - Patient, Practitioner and Health System 7

Description: HMH7201 Patient, practitioner and health system 2 continues to focus on the application of their skills and knowledge to patient management in the student-led osteopathic clinics at VU. Building on previous units, students will reflect on their role as a treating practitioner responsible for patient care in the classroom within this unit. Students will consider their capacity as a clinical leader and discuss their experiences of mentoring junior osteopathy students in their clinical placement. Students will be able to articulate the role of interprofessional care for the management of their patients and also facilitate the referral of patients to seek relevant health and community services. This unit continues to build on the students' skill set around patient management and their ability objectively measure treatment outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Debate the merits of a holistic approach to patient care;
2. Question the contribution of osteopathy in interprofessional patient care;
3. Coordinate patient referral and access to relevant health and community services; and
4. Exhibit leadership behaviours in clinical and professional settings.

Class Contact: Lecture 1.0 hr Seminar 1.0 hr

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: The formative assessments for this unit are: - Osteopathic Clinical Practice Assessment (one) (week 5) - Contribution to CBL group (weekly) Assignment, IPE activity: referral letter/communication and holistic patient care Reflect on experience in IP team experience (3500 words), 55%. Examination, Observed performance in the clinical setting, 30%. Portfolio, Domain 1 evidence for portfolio (1000 words), 15%. Participation in practical sessions with at least 90%

attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. The total word equivalence of the combined assessment tasks equates to 6000 words for a 12 credit point unit at level 8. .

HMH7202 Scientific Basis for Osteopathy 8

Locations:City Flinders.

Prerequisites:HMH7102 - Scientific Basis for Osteopathy 7

Description:HMH7202 Scientific basis for osteopathy 8 utilises the principles and practices established in previous units and applies them to the spine and thorax. Students will also be able to present their management of neuromusculoskeletal spine and thorax complaints and compare to other health professionals management plans. This unit emphasises an understanding of the key milestones and psychosocial issues related to pregnancy, as well as the paediatric and adolescent patient, and how these apply to osteopathic care.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Determine the pathophysiology, signs and symptoms, natural history and prognosis of spine and thorax neuro-musculoskeletal complaints;
2. Report the medical management and pharmacological treatments of spine and thorax neuro-musculoskeletal complaints;
3. Analyse the developmental milestones of child and adolescent patients;
4. Assess physiological, anatomical, functional and psychosocial changes of child and adolescent patients; and
5. Review the physiological processes and psychological effects of pregnancy and post natal care.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:The formative assessment tasks for this unit are: - Contribution to CBL group (weekly) - Osteopathic Clinical Practice Assessment in clinic (week 5)

Assignment, Brochure/webpage/blog for specific population group (Equivalent to 2500 words), 45%. Examination, Watch 10 minute video and answer written questions (Equivalent to 2000 words), 35%. Portfolio, Evidence piece (1000 words), 20%. The total word equivalence of the combined assessment tasks equates to 6000 words for a 12 credit point unit at level 8. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. .

HMH7203 Clinical Skills 8

Locations:City Flinders.

Prerequisites:HMH7103 - Clinical Skills 7

Description:HMH7203 Clinic skills 8 contains two modules. Clinical skills 8a, occurs in the classroom and comprises of practical workshops for students to extend their osteopathic manual therapy and clinical examination skills. The focus is on the development of students' knowledge of a range of spinal neuromusculoskeletal complaints to the design and implementation of patient management strategies including rehabilitation exercises, ergonomic advice and the application of advanced osteopathic and manual therapy skills. To develop these strategies, students will also demonstrate the ability to formulate diagnoses that are complaint-specific and take into account the patients' psychosocial situation and life stage, particularly that of

the pregnant and post-natal patient. Clinical skills 8b, occurs in the clinical environment and provides students with osteopathic workplace experience through their clinical placement hours in the student led osteopathic clinics within the university. Students treating members of the public under the supervision of osteopathic clinical educators and contribute to the operational running of the clinic. The clinical placement hours within this unit develop students' capacity for teamwork, collaboration with peers and supervisors and communication with patients, and, is the optimal environment for students to develop their confidence and maturity as an osteopathic practitioner.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Design safe and effective self-management and rehabilitation plans for patients with extremity complaints;
2. Adapt principles of nutrition to the management of patients;
3. Formulate differential diagnoses, and a working diagnosis for the patient's presenting complaint; and
4. Implement an appropriate biopsychosocial treatment plan for the patients' presenting complaint including the pregnant and post natal patient.

Class Contact:Total of 145 hours comprising of burst mode practical workshops (4 x 3 hours) and 133 hours of clinical placement

Required Reading:No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:The formative assessment tasks for this unit are: - Contribution to CBL group (weekly) - Osteopathic Clinical Practice Assessment in clinic (week 5) Assignment, Referral letter/communication with other health professional/s (750 words), 20%. Examination, Observed performance in the clinical setting (5 separate assessments), 60%. Portfolio, Evidence piece (1000 words), 20%. The total word equivalence of the combined assessment tasks equates to 6000 words for a 12 credit point unit at level 8. Participation in clinical placement requires at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. .

HMH7302 Scientific Basis for Osteopathy 9

Locations:City Flinders.

Prerequisites:HMH7202 - Scientific Basis for Osteopathy 8

Description:HMH7302 Scientific basis for osteopathy 9 draws on the skills and knowledge from previous units to ensure the student is able to present, and argue, a biomedical and evidence-informed approach to the management of their patients in the student-led osteopathic clinics at VU. In particular, students will have the knowledge to be able to inform patients about the mechanisms of pain using appropriate language. A focus of this semester for the student is preparation for their high stakes clinic exit exam, which is the most significant milestone in the masters program indicating they are ready to enter the osteopathic workforce.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Interpret patient history and relate to relevant anatomy and physiological principles;
2. Solve patient complaints by applying principles of biomechanics;
3. Justify patients diagnosis through interrogation of anatomical, physiological and osteopathic principles;
4. Infer the action of pharmacological agents from patients case history; and
5. Scrutinise the mechanisms of pain pathophysiology in patient complaints.

Class Contact:Total of 24 hours comprising of burst mode lectures (4 x 3 hours lectures), and weekly case tutorial (1 hour)

Required Reading:No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:The formative assessment tasks for this unit are: - Online quiz (week 5) - Osteopathic Clinical Practice Assessment in clinic (week 5) Examination, Observed performance in clinical setting, 25%. Examination, 40 minute Objective Structured Clinical Examination (OSCE) (Equivalent to 3000 words), 45%. Examination, 30 minute written paper (Equivalent to 500 words) , 15%. Portfolio, Evidence pieces (1000 words), 15%. The total word equivalence of the combined assessment tasks equates to 7500 words for a 12 credit point unit at level 9. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. .

HMH7303 Clinical Skills 9

Locations:City Flinders.

Prerequisites:HMH7203 - Clinical Skills 8

Description:HMH7303 Clinical skills 9 contains two modules: Clinical skills 9a, occurs in the classroom and comprises of practical workshops for students to perfect their osteopathic manual therapy and clinical examination skills. Clinical skills 9b, occurs in the clinical environment and provides students with osteopathic workplace experience through their clinical placement hours in the student led osteopathic clinics within the university. Students treat members of the public under the supervision of osteopathic clinical educators and contribute to the operational running of the clinic. The clinical placement hours within this unit develop students' capacity for teamwork, collaboration with peers and supervisors and communication with patients, and is the optimal environment for students to prepare for their high stakes clinic exit exam at the end of the semester. Both modules of Clinical skills 9 aim to amalgamate the practical skills developed in the HBSO and HMH7103 and HMH7203 to ensure students have developed psychomotor skills in osteopathic manual techniques and clinical examination for independent health care practice in their career private practice as an osteopath. Further, students will also be able to demonstrate their ability to manage patient's with a range of neuromusculoskeletal complaints and psychosocial issues. A focus of this semester for the student is preparation for their high stakes clinic exit exam, which is the most significant milestone in the masters program indicating they are ready to enter the osteopathic workforce.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Predict differential diagnoses, a working diagnosis, the most probable diagnosis, and prognosis of musculoskeletal conditions in the clinical setting; 2. Justify and implement an appropriate biopsychosocial treatment plan for the patient's presenting complaint incorporating relevant patient environmental factors that may be involved in their presentation; 3. Prescribe patients self-management and rehabilitation strategies in the clinical setting; 4. Hypothesise patient outcomes resulting from the implementation of osteopathic treatment; and 5. Adapt osteopathic treatment and management approaches to tailor for the patient's needs.

Class Contact:Total of 174 hours comprising of burst mode practical workshops (4 x 3 hours), seminars (4 x 3 hours) and 150 hours of clinical placement

Required Reading:No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:The formative assessment tasks for this unit are: - Online quiz (week 5) - Osteopathic Clinical Practice Assessment (week 5) - Submission of draft journal

article (week 9) Examination, Observed performance in clinical setting (5 separate assessments), 30%. Examination, 60 minute Objective Structured Clinical Examination (OSCE) (Equivalent to 3000 words), 45%. Portfolio, Evidence piece (1000 words), 15%. Examination, 45 minute Written examination (equivalent to 750 words), 10%. The total word equivalence of the combined assessment tasks equates to 9000 words for a 12 credit point unit at level 9. The assessment in this unit is slightly higher than other units within this semester. The inclusion of the clinic exit exam (Objective Subjective Clinical Examination) has caused the increase in the assessment tasks in this semester. This assessment is a crucial milestone and capstone assessment for students to successfully complete before they graduate. Participation in clinical placement requires at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment.

HMH7903 Evidence for Practice 9

Locations:City Flinders.

Prerequisites:HMH7902 - Evidence for Practice 8

Description:HMH7903 Evidence for practice 9 uses the students research skills to produce a manuscript for submission to a reputable professional peer-review journal. The student will also be able to defend their research findings in light of current evidence, and be able to apply evidence in their day-to-day practice as a student health professional in the student-led osteopathic clinics at VU. This unit is the third and final unit comprising of the research project/independent project component of students masters by course work degree.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Compose a peer review journal article; 2. Present findings from a research project; and 3. Implement evidence based practice into the clinical setting.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr Students will also be expected to meet regularly with their project supervisor.

Required Reading:No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:The formative assessments for this unit are: - Osteopathic Clinical Practice Assessment (one) (week 5) - Online quiz (week 5) - Draft journal article submission (week 9) Research Paper, Journal article, Presentation of findings (5000 words equivalence), 60%. Examination, Observed performance in the clinical setting, 15%. Examination, 20 minute written examination (500 words equivalence) , 10%. Portfolio, Domain 2 evidence for portfolio (1000 words), 15%. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). All assessments in this unit are hurdle requirements and as such a minimum pass grade in each is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for each assessment. The total word equivalence of the combined assessment tasks equates to 7500 words for a 12 credit point unit at level 9. .

HMN6100 Professional Studies

Locations:St Albans.

Prerequisites:Nil.

Description:This unit enables students to explore the role of the nurse and the development of nursing as a profession. The regulatory frameworks that determine the scope and dimension of practice of the registered nurse will be examined, including the Nursing and Midwifery Board of Australia standards, codes and

guidelines. Reflective practice, critical thinking, and the use of evidence will be emphasised. Students will investigate contemporary models of health care and interprofessional practice in response to global and local contextual factors. Principles of holistic care across the lifespan, and cultural awareness for diverse and vulnerable populations, including Aboriginal and Torres Strait Islander peoples of Australia, will be introduced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Examine the evolution of nursing as a profession;
2. Interrogate the ethical and legal requirements for professional practice in healthcare, including cultural awareness, diversity and lifespan considerations;
3. Explain the scope of practice of the registered nurse in terms of regulatory frameworks for practice;
4. Evaluate contemporary models of healthcare delivery, including interprofessional practice;
5. Elucidate the role of evidence to inform and justify healthcare practice; and
6. Substantiate the knowledge and demonstrate skills required for reflective practice, including the development of a professional portfolio.

Class Contact: Online 2.0 hrs Tutorial 2.0 hrs A total of forty (40) hours of blended learning comprising of twelve (12) hours of seminars/tutorials and twenty-eight (28) hours of structured learning activities.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Test, Online Test (equivalent to 1,000 words), 20%. Other, Written Assessment (2,000 words), 30%. Other, Written Assessment (3,000 words), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%.

HMN6101 Foundations of Nursing

Locations: St Albans.

Prerequisites: Nil.

Description: Students will develop the required nursing knowledge and skills to assist individuals to meet their basic human needs and activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be examined. Strategies for developing therapeutic relationships and professional communication practices will be introduced and discussed. Nursing health assessment of the person within a holistic framework will be explored using a problem solving approach and will encompass the integumentary, cardiovascular, respiratory, neurological, neurovascular and musculoskeletal systems. Students will be introduced to the principles of medication administration and the requirements for drug calculation mastery. An awareness of healthcare diversity inclusive of indigenous, cultural and spiritual considerations will be established.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply knowledge and skills in assisting persons in meeting activities of daily living;
2. Demonstrate competency in physical health assessment and basic nursing clinical skills;
3. Interrogate the expected legal and ethical standards in providing nursing care;
4. Appraise and adhere to the principles of risk assessment, standard precautions and infection control when performing nursing care;
5. Utilise best evidence and the nursing process to develop and implement individualised nursing care plans; and
6. Demonstrate mastery of drug calculations and medication administration (oral, topical, optic and rectal).

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Sim (Simulation) 2.0 hrs Tutorial 2.0 hrs A total of one-hundred and thirty-four (134) hours comprising of fifty-four (54) hours of theory and eighty (80) hours of professional practice.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to

reflect contemporary resources

Assessment: Test, Online activities (equivalent to 1000 words), 20%. Other, Objective Structured Clinical Assessment, 30%. Examination, Written Examination (2.5 hours), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%, submit all assessment pieces, attend 100% of laboratory/simulation classes and achieve a competent grade in the Professional Practice Portfolio. A critical requirement of the unit is competency demonstrated in the Professional Practice Portfolio and is a HURDLE REQUIREMENT of this unit. The Professional Practice Portfolio comprises of PART A: Students will have a maximum of THREE (3) attempts to achieve 100% accuracy in the Drug Calculation Test. Failure to achieve 100% accuracy will result in an unsatisfactory grade for the professional practice portfolio and a fail grade will be awarded for the unit. Part B: Students must complete 100% of the 80 hours of allocated clinical hours and achieve a grade of Competent on their Summative Assessment. Failure to achieve a Competent Grade will result in a failed professional practice portfolio and a fail grade awarded for the unit.

HMN6102 Nursing Science

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit is to present major concepts and principles of pathophysiology, illustrating their relationship to a range of common acute and chronic illnesses. The scientific basis for understanding disease processes such as cellular injury, inflammation, infection and neoplasia. Students will explore the impact of fluid and electrolyte, and acid base imbalance. Microbiology will also be discussed with reference to the growth and physiology of micro-organisms, their pathogenic potential and infection control. Major disorders of the cardiovascular, respiratory, renal, nervous, endocrine, musculoskeletal, haematological and gastrointestinal and the integumentary systems will be introduced. Students will be introduced to pharmacokinetics and pharmacodynamics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate the fundamentals of microbiology and the importance of infection control;
2. Examine the major pathophysiological concepts which alter normal body structure and function, including inflammation, infection and neoplasia;
3. Discuss fluid and electrolytes and acid base imbalance;
4. Examine the major pathophysiological disorders of the cardiovascular, respiratory, renal, nervous, endocrine, musculoskeletal, haematological, gastrointestinal systems, and the integumentary systems; and
5. Verify the principles of pharmacodynamics and pharmacokinetics.

Class Contact: Lecture 2.0 hrs Online 2.0 hrs Tutorial 2.0 hrs A total of forty-eight (48) hours of blended learning comprising of sixteen (16) hours of lectures, sixteen (16) hours of tutorials and sixteen (16) of structured online activities.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Test, Two (2) Online Tests (10% each test, 30 minutes), 20%. Assignment, Workbook Pathophysiology (equivalent to 2,000 words), 30%. Examination, Written Examination (2.5 hours), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50% and submit all assessment pieces. The final written examination will comprise of both multiple choice and short answer questions.

HMN6201 Nursing for Acute and Chronic Illness 1

Locations: St Albans.

Prerequisites: HMN6100 - Professional Studies HMN6101 - Foundations of

NursingHMN6102 - Nursing Science

Description:This unit builds on the knowledge acquired in Foundations of Nursing and Nursing Science units. This unit will develop students' knowledge and skills in the provision of evidence-based patient-centred nursing and interprofessional management of individuals across the lifespan experiencing acute and chronic illness. Renal, respiratory, neurological, cardiovascular, musculoskeletal, endocrine and gastrointestinal disorders and their related co-morbidities will be examined. Students will develop knowledge and skills in pharmacology to support the safe and effective administration for patients with acute and chronic illness for medical and/or surgical interventions. In addition, students will engage in one hundred and sixty (160) hours of professional practice within an acute health care facility.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate holistic assessment across the lifespan for individuals with acute and chronic illness;
2. Contextualise and apply evidence-based nursing practice and interprofessional management of individuals, including vulnerable populations and Indigenous peoples and Torres Strait Islanders, experiencing acute and chronic illness across the lifespan;
3. Conceptually map the care required for patients with acute and chronic illness necessitating medical and/or surgical interventions across the lifespan;
4. Exhibit an understanding of the required professional standards of a registered nurse; and
5. Rationalise and demonstrate the safe administration of pharmacological interventions across acute and chronic illnesses.

Class Contact:Lab2.0 hrsOnline2.0 hrsSim (Simulation)2.0 hrsTutorial2.0 hrsA total of two hundred and twenty-four (224) hours comprising of sixty-four (64) hours of theory and one hundred and sixty (160) hours of professional practice. Theory hours comprise of blended learning approaches, nursing labs and simulation and tutorials. In addition students will be required to undertake one hundred and sixty (160) hours of Professional Practice within an Acute Care setting with exposure to Acute and Chronic Illness.

Required Reading:Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment:Other, Online Activities (equivalent to 2,000 words), 30%. Other, Objective Structured Clinical Assessment (15 minutes), 20%. Examination, Written Examination (2.5 hours), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%, submit all assessment pieces, attend 100% of laboratory/simulation classes and achieve a competent grade in the Professional Practice Portfolio. A critical requirement of the unit is competency demonstrated in the Professional Practice Portfolio and is a HURDLE REQUIREMENT of this unit. The Professional Practice Portfolio comprises of PART A: Students will have a maximum of THREE (3) attempts to achieve 100% accuracy in the Drug Calculation Test. Failure to achieve 100% accuracy will result in an unsatisfactory grade for the professional practice portfolio and a fail grade will be awarded for the unit. Part B: Students must complete 100% of the 160 hours of allocated clinical hours and achieve a grade of Competent on their Summative Assessment. Failure to achieve a Competent Grade will result in a failed professional practice portfolio and a fail grade awarded for the unit. .

HMN6202 Nursing for Mental Health

Locations:St Abans.

Prerequisites:HMN6100 - Professional StudiesHMN6101 - Foundations of NursingHMN6102 - Nursing Science

Description:This unit provides students with the opportunity to analyse and investigate mental health issues in a nursing context. Students will learn about a range of therapeutic interventions, including evidence based practice for health

promotion and early intervention. They will critically reflect and develop the skills to care for consumers experiencing various types of mental illness such as anxiety, mood, psychotic, eating, personality, cognitive disorders and substance use. This will include the ability to articulate and apply communication and assessment skills used in mental health settings. The professional practice component of this unit will provide students with the opportunity to practice and apply this knowledge in a mental health setting.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate the delivery of mental health services in Australia, including historical perspectives, current use of classification systems and the structure, function and policy issues of psychiatric services, including theoretical basis of mental health nursing;
2. Critically reflect on mental health and illness throughout the lifespan including mental health promotion, determinants of mental illness, clinical manifestations, and psychopathology of major mental illnesses;
3. Articulate and apply communication and assessment skills and the ability to plan, implement and evaluate mental health care;
4. Investigate and apply culturally appropriate skills in the assessment and intervention of individuals from various vulnerable and cultural groups including Aboriginal and Torres Strait Islanders with mental illness;
5. Critically analyse and apply a range of interventions and treatment modalities including psychotropic medications, individual, systemic therapies, harm minimisation and motivational interviewing;
6. Justify the legislative and ethical foundations of mental health care and treatment, in particular the roles and responsibilities of the nurse under the Victorian Mental Health Act; and
7. Exhibit the required professional standards for practice.

Class Contact:Lab2.0 hrsOnline2.0 hrsSim (Simulation)2.0 hrsTutorial2.0 hrsA total of two hundred and sixteen (216) hours comprising of fifty-six (56) hours of theory and one hundred and sixty (160) hours of professional practice. Theory hours comprise of blended learning, Laboratory workshops; Simulation, tutorials. In addition students will be required to undertake one hundred and sixty (160) hours of Professional Practice in a mental health care setting.

Required Reading:Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources.

Assessment:Assignment, Written Assessment (2,000 words), 30%. Other, Objective Structured Clinical Assessment (15 minutes), 20%. Examination, Written Examination (2.5 hours), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%, submit all assessment pieces, attend 100% of laboratory/simulation classes and achieve a competent grade in the Professional Practice Portfolio. A critical requirement of the unit is competency demonstrated in the Professional Practice Portfolio and is a HURDLE REQUIREMENT of this unit. The Professional Practice Portfolio comprises of PART A: Students will have a maximum of THREE (3) attempts to achieve 100% accuracy in the Drug Calculation Test. Failure to achieve 100% accuracy will result in an unsatisfactory grade for the professional practice portfolio and a fail grade will be awarded for the unit. Part B: Students must complete 100% of the 160 hours of allocated clinical hours and achieve a grade of Competent on their Summative Assessment. Failure to achieve a Competent Grade will result in a failed professional practice portfolio and a fail grade awarded for the unit. .

HMN7100 Nursing for Acute and Chronic Illness 2

Locations:St Abans.

Prerequisites:HMN6201 - Nursing for Acute and Chronic Illness 1HMN6202 - Nursing for Mental Health

Description:This unit builds upon and integrates knowledge and skills gained in

previous units of study to develop critical thinking and decision-making skills in students. Students will gain a deeper knowledge of healthcare, including culturally diverse communities and Aboriginal and Torres Strait Islanders experiencing acute and chronic conditions. Students will implement holistic, inquiry-based learning to person-centred care to provide care to patients with complex healthcare needs across the lifespan. Cardiovascular, renal, neurology, gastrointestinal, respiratory, metabolic disorders will be expanded upon. Haematology and oncology conditions will be introduced. Students will undertake one hundred and sixty (160) hours of Professional Practice in clinical environments to apply their critical thinking skills and evidence base practice.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate knowledge and clinical decision making through the use of inquiry based learning in relation to patients with complex health care needs;
2. Validate knowledge of pathophysiology to recommend patient centred care for patients with complex health care needs;
3. Demonstrate planning, application and evaluation of evidence-based nursing practice and interprofessional management of individuals experiencing complex acute and chronic illness across the lifespan;
4. Justify and demonstrate the safe use, preparation and administration of medications for patients with complex health care needs;
5. Conceptually map the management of patients with complex health care needs in a variety of clinical environments, including vulnerable populations and Aboriginal and Torres Strait Islanders; and
6. Exhibit the required professional standards for practice.

Class Contact: Lab 2.0 hrs Online 2.0 hrs Sim (Simulation) 2.0 hrs Tutorial 2.0 hrs A total of two hundred and twenty-four (224) hours comprising of sixty-four (64) hours of theory and 160 hours of professional practice. Theory hours comprise of blended learning, nursing laboratories and simulations. Students will be required to complete one hundred and sixty (160) hours of Professional Practice in an Acute Health Care Setting with exposure to Acute and Chronic Illness.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Other, Online Activities, 20%. Other, Objective Structured Clinical Assessment (10 minutes), 30%. Examination, Written Examination (2.5 hours), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%, submit all assessment pieces, attend 100% of laboratory/simulation classes and achieve a competent grade in the Professional Practice Portfolio. A critical requirement of the unit is competency demonstrated in the Professional Practice Portfolio and is a HURDLE REQUIREMENT of this unit. The Professional Practice Portfolio comprises of PART A: Students will have a maximum of THREE (3) attempts to achieve 100% accuracy in the Drug Calculation Test. Failure to achieve 100% accuracy will result in an unsatisfactory grade for the professional practice portfolio and a fail grade will be awarded for the unit. Part B: Students must complete 100% of the 160 hours of allocated clinical hours and achieve a grade of Competent on their Summative Assessment. Failure to achieve a Competent Grade will result in a failed professional practice portfolio and a fail grade awarded for the unit.

HMN7101 Contemporary Nursing

Locations: St Abans.

Prerequisites: HMN6100 - Professional Studies HMN6101 - Foundations of Nursing HMN6102 - Nursing Science

Description: Students will consolidate their understanding of contemporary models of health care and the expanding role of the registered nurse. They will demonstrate an in-depth appreciation of the regulations, standards and ethics as they prepare to transition into professional practice. Students will be guided to be leaders with the

skills and knowledge to create a work environment that is innovative, reflective and safe. They are introduced to management concepts which enhance the organization and coordination of care, and performance of the health care team. The principles of interprofessional practice and advocacy are reinforced as integral to the effectiveness of the multidisciplinary team. Students will be equipped with the skills to succeed as lifelong learners and mentors, sharing knowledge with peers, clients and their significant others.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe contemporary models of healthcare and their application in various contexts, including interprofessional practice;
2. Articulate understanding of the regulations, standards and ethics that apply to the registered nurse;
3. Critically analyse leadership, management and advocacy skills through self and peer assessment;
4. Investigate, apply and evaluate beginning skills of mentorship; and
5. Critically reflect on their context of practice to develop a continuing professional development plan.

Class Contact: Online 2.0 hrs Sim (Simulation) 2.0 hrs Tutorial 2.0 hrs A total of forty (40) hours comprising of blended learning, simulation and tutorials.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Other, Online discussion participation (2,000 words), 30%. Portfolio, Professional Portfolio (CV, Interview & Reflection, 2000 words), 30%. Assignment, Written Assessment (3,000 words), 40%. To gain an overall pass in this unit, students must achieve an aggregated score of 50% and submit all assessment pieces.

HMN7200 Professional Practice

Locations: St Abans.

Prerequisites: HMN7100 - Nursing for Acute and Chronic Illness 2HMN7101 - Contemporary Nursing HMN7901 - Healthcare Research 1

Description: This unit is a Capstone Unit, in which students are expected to demonstrate confident and safe nursing practice in the simulated and clinical environment. Students will consolidate their practice as they prepare to transition from student to beginning registered nurse under the supervision of preceptors and/or educators in the clinical setting. Students will have opportunities to integrate theory and practice, and refine communication and management skills in laboratory classes. Structured observation and assessment of nursing practice will form a base in which students can reflect on their readiness for practice. Mastery of drug calculations will be required.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate and demonstrate the scope of practice for the beginning registered nurse;
2. Develop a clear and comprehensive plan of care incorporating assessment, implementation and evaluation of evidence based nursing practice;
3. Identify and respond appropriately to the patient who is at risk of, or experiencing, clinical deterioration;
4. Demonstrate advanced communication and management skills in interactions with patients, their significant others and other health professionals; and
5. Critically reflect on professional practice performance and identify opportunities for continuing professional development and life-long learning, including utilisation of professional portfolio.

Class Contact: Sim (Simulation) 2.0 hrs Tutorial 2.0 hrs A total of one hundred and eighty-two (182) hours comprising of twenty-two (22) hours of theory and one hundred and sixty (160) hours of professional practice in an acute care setting.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to

reflect contemporary resources

Assessment: Other, Written Reflective Professional Development Plan (1,000 words), 30%. Essay, Written Assessment- post clinical reflection & professional development plan (3,000 words), 70%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%, submit all assessment pieces, attend 100% of laboratory/simulation classes and achieve a competent grade in the Professional Practice Portfolio. A critical requirement of the unit is competency demonstrated in the Professional Practice Portfolio and is a HURDLE REQUIREMENT of this unit. The Professional Practice Portfolio comprises of PART A: Students will have a maximum of THREE (3) attempts to achieve 100% accuracy in the Drug Calculation Test. Failure to achieve 100% accuracy will result in an unsatisfactory grade for the professional practice portfolio and a fail grade will be awarded for the unit. Part B: Students must complete 100% of the 160 hours of allocated clinical hours and achieve a grade of Competent on their Summative Assessment. Failure to achieve a Competent Grade will result in a failed professional practice portfolio and a fail grade awarded for the unit. .

HMN7201 Nursing Diverse and Indigenous Populations

Locations: St Abans.

Prerequisites: HMN7100 - Nursing for Acute and Chronic Illness 2HMN7101 - Contemporary Nursing

Description: This unit expands upon theory and practice gained throughout the degree, and highlights health issues and related nursing practice for diverse and Indigenous people. In particular, students will be expected to provide person-centred and culturally respectful nursing practice and evaluate implementation of evidence based nursing care. Continuing the lifespan approach students will be introduced to contemporaneous issues for specific at-risk populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on nursing practice for diverse, vulnerable and at-risk populations;
2. Conceptually map the management of patients with complex health care needs in a variety of clinical environments, including vulnerable populations and Aboriginal and Torres Strait Islanders;
3. Exhibit an appreciation of the legal, ethical and cultural considerations when caring for individuals across the lifespan;
4. Promote individualised and culturally respectful nursing care that reflects best practice;
5. Critically evaluate the effectiveness of nursing care for individuals from specific populations; and
6. Exhibit the required professional standards for practice.

Class Contact: Online 2.0 hrs Sim (Simulation) 2.0 hrs Tutorial 2.0 hrs A total of one hundred and twenty-six (126) hours comprising of forty-six (46) hours of theory and eighty (80) hours of professional practice within a specialist or community setting. Theory hours will comprise of blended learning activities, nursing simulations and tutorials.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Other, Oral Presentation (equivalent to 1,000 words), 30%. Assignment, Written Assessment (3,000 words), 70%. To gain an overall pass in this unit, students must achieve an aggregated score of 50%, submit all assessment pieces, attend 100% of laboratory/simulation classes and achieve a competent grade in the Professional Practice Portfolio. A critical requirement of the unit is competency demonstrated in the Professional Practice Portfolio and is a HURDLE REQUIREMENT of this unit. The Professional Practice Portfolio comprises of PART A: Students will have a maximum of THREE (3) attempts to achieve 100% accuracy in the Drug Calculation Test. Failure to achieve 100% accuracy will result in an unsatisfactory grade for the professional practice portfolio and a fail grade will be

awarded for the unit. Part B: Students must complete 100% of the 160 hours of allocated clinical hours and achieve a grade of Competent on their Summative Assessment. Failure to achieve a Competent Grade will result in a failed professional practice portfolio and a fail grade awarded for the unit. .

HMN7901 Healthcare Research 1

Locations: St Abans.

Prerequisites: HMN6201 - Nursing for Acute and Chronic Illness 1

Description: This unit aims to consolidate students understanding of research consumer-ship. The contribution of research knowledge to the provision of evidence-based health care will be critically evaluated. Students will examine different research principles and methodologies applied in nursing. The student is guided to prepare a plan that will inform the development of a project in Healthcare Research 2.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an advanced understanding of a broad range of research paradigms and methodologies;
2. Critically evaluate research publications and their value in contributing towards best nursing practice;
3. Demonstrate an understanding of contemporary nursing issues and utilise skills to formulate and plan a research project;
4. Apply ethical principles of research; and
5. Independently develop a rigorous search strategy to explore contemporary nursing issues within the literature.

Class Contact: Lecture 2.0 hrs Online 2.0 hrs Tutorial 2.0 hrs

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Test, Two (2) Online Tests (10% each test, 20 minutes), 20%. Assignment, Written Assessment (2,000 words), 30%. Project, Research Project Plan (4,000 words), 50%. To gain an overall pass in this unit, students must achieve an aggregated score of 50% and submit all assessment pieces.

HMN7902 Healthcare Research 2

Locations: St Abans.

Prerequisites: HMN7901 - Healthcare Research 1

Description: In this unit students will operationalise the project plan developed in Healthcare Research 1. Students will execute a substantial piece of scholarship in an area of interest relevant to the nursing profession. This scholarship may be presented as a systematic review, healthcare related policy, procedure and / or pathway, professional practice guideline, literature review, education program, educational brochure or piloting of a questionnaire. Students will present their work at a forum to fellow students, academics and industry partners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Refine, implement and evaluate a piece of scholarship related to the nursing profession;
2. Exhibit an understanding of the legal and ethical considerations of research;
3. Critically reflect on the implications of research findings for the nursing profession and /or further research;
4. Articulate and justify the methodological approach appropriate to completion of the professional project; and
5. Contribute to the dissemination of research to peers and the profession.

Class Contact: Seminar 8.0 hrs Workshop 4.0 hrs This unit is a student initiated unit that is expected to incorporate the equivalent of sixty (60) hours of content time. Students will be expected to participate in two (2) face to face workshops and one (1) seminar at the completion of the unit.

Required Reading: Texts will be advised prior to delivery of the course in 2018 to reflect contemporary resources

Assessment: Presentation, Progress Report (equivalent to 500 words), 10%. Research Paper, Written Assessment (5,000 words), 70%. Presentation, Final Oral Report (10 minutes at Unit Seminar), 20%. To gain an overall pass in this unit, students must achieve an aggregated score of 50% and submit all assessment pieces and participate in the final seminar.

HNB1101 Frameworks for Nursing Practice

Locations: St Albans.

Prerequisites: Nil.

Description: This unit comprises three parts. Part 1 (3 weeks) enables students to explore portrayals of nursing in the media and to consider these critically in relation to their personal perceptions of nursing. Part 2 (8 weeks) introduces them to broad frameworks which shape the scope and dimensions of nursing practice. These include population health/health promotion considered within the National Health Priorities; professional practice (ethics, law and regulatory frameworks); critical thinking and analysis (use of evidence in practice); frameworks for patient/client assessment of care; quality use of medicine and therapeutic relationships. Part 3 (1 week) introduces students to issues surrounding the development of a professional practice portfolio which they will develop further throughout their course of study. **NOTE:** This unit of study will be offered in on-line mode in semester 2 to students previously enrolled in the former HBRN Bachelor of Nursing (Pre-Registration) course.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: * critically discuss portrayals of the nurse found in the media; * discuss some of the ways in which National Health Priorities are being addressed through health promotion strategies; * discuss ethical and legal boundaries of nursing practice; * discuss the role of the registered nurse in terms of regulatory frameworks for practice; * discuss duty of care as it relates to nurses practice; * discuss the use of evidence in nursing practice; * demonstrate an understanding of the purpose of assessment frameworks for nursing practice; * outline the principles underpinning the quality use of medicines; * demonstrate beginning skills in professional communication, including an understanding of professional boundaries and self-awareness; * complete a diagnostic mathematics test; * demonstrate beginning skills in information literacy and academic writing * begin developing a personal professional practice portfolio.

Class Contact: Sixty hours (60 hours) of contact time per semester in mixed mode delivery: lectures; tutorials and computer laboratories.

Required Reading: Berman, A., Snyder, S. J., Levett-Jones, T., Dwyer, T., Hales, M., ... Stanley, D. (2012). (2nd ed.). *Kozier and Erb's fundamentals of nursing* Frenchs Forest, NSW: Pearson Australia Brotto, V., & Rafferty, K. (2012). *Clinical dosage calculations for Australia & New Zealand*. St Melbourne, Victoria: Cengage Learning. Daly, J., Speedy, S., & Jackson, D. (2010). (3rd ed.). *Contexts of nursing: an introduction* Chatswood, NSW: Elsevier Australia Talbot, L., & Verrinder, G. (2010). (4th ed.). *Promoting health: a primary health care approach* Chatswood, NSW: Elsevier Australia

Assessment: Diagnostic mathematics test (30 minute test) All students are expected to achieve 100% in the diagnostic mathematics test. Any student not achieving 100% in this test will be referred for remedial work in mathematics skills. Assignment, Written assessment (700 words), 20%. Assignment, Written assessment (800 words), 30%. Essay, Written assessment (1500 words), 50%. Students must achieve an aggregate score of 50% to pass this unit.

HNB1201 Working With Families

Locations: St Albans.

Prerequisites: Nil.

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Description: This unit provides students with an understanding of some of the major health needs of families living within the Western region of Melbourne. It introduces students to family and community nursing with particular emphasis on health issues across the lifespan related to cultural diversity, geographical dislocation and socio-economic disadvantage. It also explores ethical issues related to access to health care

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify major health needs of families living in the Western region of Melbourne and compare these to Victorian, National and global health priorities;
2. Discuss theories of family and community nursing;
3. Assemble a genogram of a family;
4. Apply professional, ethical, legal and cultural principles to communication with individual, family and community;
5. Identify key health issues for families in the Western region with particular emphasis on: maternal and child health, adolescent health, adult health, and the health of older persons; and
6. Identify the health impacts of socio-economic disadvantage, and cultural and geographic dislocation.

Class Contact: Lab 1.5 hrs Lecture 2.5 hrs Tutorial 1.5 hrs Class contact hours per week may vary according to clinical placement allocation.

Required Reading: Kralik, D., & van Loon, A. (2011). (2nd ed.). *Community nursing in Australia* Milton, Qld: John Wiley & Sons Australia. Beckmann Murray, R., Proctor Zenter, J., & Yakimo, R. (2009). (8th ed.). *Health promotion strategies through the life span* Upper Saddle River, NJ: Pearson, Prentice Hall.

Assessment: Students must achieve an aggregate score of 50% and pass the written examination to achieve a pass in the unit. Students will normally be granted a supplementary assessment if they achieve a grade of 45 to 49%. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit. Assignment, Written assessment plan (500 words), 10%. Assignment, Written assessment (2000 words), 60%. Examination, Written examination (1 hour), 30%.

HNB1202 Health Priorities & Nursing 1

Locations: St Albans.

Prerequisites: HNB1101 - Frameworks for Nursing Practice

Description: This unit introduces students to the National Health Priority, Injury Prevention and Control, and provides them with an opportunity to apply the knowledge learnt in their personal and professional lives. In the clinical laboratory, students learn the skills required to undertake a comprehensive health assessment, identify normal and abnormal findings and document these.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss population approaches to injury prevention and control (i.e. policies, legislation and health promotion initiatives);
2. Identify key issues in injury prevention and control across the lifespan and in a variety of settings;
3. Demonstrate an awareness of skills to aid in developing and supporting self in relation to nursing practice;
4. Discuss a range of history taking and physical assessment tools and techniques used in Victorian health care settings;
5. Demonstrate beginning skills in history taking and physical assessment in the clinical laboratory;
6. Discuss consent, privacy, and confidentiality when dealing with patients/clients and their information;
7. Differentiate between the roles of the division 1 and division 2 registered nurse and patient services assistants/personal care attendants;
8. Discuss how clients cultural and family values can be met within the clinical environment; and
9. Briefly explain health care funding, its relationship to the provision of care and actions nurses can take to utilise resources efficiently.

Class Contact: Lab 1.5 hrs Lecture 1.5 hrs Tutorial 1.5 hrs Class contact hours per week may vary according to clinical placement allocation.

Required Reading: Australian Nursing and Midwifery Council. (2006). ANMC National competency standards for the registered nurse. Canberra: Author.

(http://www.anmc.org.au/docs/Competency_standards_RN.pdf) Australian Nursing and Midwifery Council. (2008). Code of ethics for nurses in Australia [Brochure]. Canberra: Author. (Available at <http://www.anmc.org.au>) Australian Nursing and Midwifery Council. (2008). Code of professional conduct for nurses in Australia [Brochure]. Canberra: Author. (Available at <http://www.anc.org.au>) Health Professions Registration Act 2005 Act No. 97/2005 (incorporating amendments as at 2006) (Available at <http://www.dms.dpc.vic.gov.au>) Ivey, A.E. & Ivey, M.B. (2007). Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society. Belmont, CA: Thomson Brooks/Cole. Nurses Board of Victoria. (2006). Professional conduct information. Melbourne: Author. (Available at <http://www.nbv.org.au>) Nurses Board of Victoria. (2006). Professional boundaries. Guidelines for registered nurses in Victoria. Melbourne: Author. (Available at <http://www.nbv.org.au>) Tollefson, J. (2004). Clinical psychomotor skills. Assessment tools for nursing students (2nd ed.). Tuggerah, NSW: Social Science Press Weber, J & Kelley, J. (2007). Health Assessment in Nursing (3rd ed.). Philadelphia, USA: Lippincott Jarvis, C (2008) 5th Ed Physical Examination & Health Assessment Saunders Canada Jarvis, C (2008) 5th Ed Physical Examination & Health Assessment: Student Laboratory Manual Saunders Canada Berman A, Snyder SJ, Kozier B, Erb, G, Levett-Jones T. (2010) 1st Kozier & Erb's Fundamentals of Nursing Pearson Frenchs Forest

Assessment: Mathematics mastery test (30 minute exam) (hurdle) Week 6 All

students are required to achieve 100% in the mathematics mastery test. Any student not passing this test will be required to undertake remedial work in mathematics skills and be retested. Successful completion of the mathematics mastery test is a requirement for progression into Health Priorities & Nursing 2 and Clinical Practicum 2. Assignment, Written assessment (1000 words), 35%. Examination, Practical examination (20 minutes), 15%. Assignment, Written assessment (1500 words), 50%. Students must achieve an aggregate score of 50% to pass this unit. Students will normally be granted a supplementary assessment if they achieve a grade of 45 to 49%. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit.

Assessment: Mathematics mastery test (30 minute exam) (hurdle) Week 6 All students are required to achieve 100% in the mathematics mastery test. Any student not passing this test will be required to undertake remedial work in mathematics skills and be retested. Successful completion of the mathematics mastery test is a requirement for progression into Health Priorities & Nursing 2 and Clinical Practicum 2. Assignment, Written assessment (1000 words), 35%. Examination, Practical examination (20 minutes), 15%. Assignment, Written assessment (1500 words), 50%. Students must achieve an aggregate score of 50% to pass this unit. Students will normally be granted a supplementary assessment if they achieve a grade of 45 to 49%. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit.

HNB1203 Clinical Practicum 1

Locations: St Abans.

Prerequisites: HNB 1101 - Frameworks for Nursing Practice Current POLICE CHECK; Current WORKING WITH CHILDREN'S CHECK; Student Declaration Form. All clinical practicum units of study have a special requirement for the provision of Mandatory Documentation see School of Nursing & Midwifery Clinical Practicum Rules.

Description: This unit provides students with the opportunity to apply the knowledge learnt in Health Priorities & Nursing 1 in beginning professional practice. Students will undertake comprehensive health assessments, identifying normal and abnormal findings and documenting these. Students will focus on injury prevention and safety issues while undertaking their clinical placement. Students will also observe the roles of other members of the health care team and consider how the values of the family and culture are met within the care facility.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Identify their current scope of practice and work within this;

- Demonstrate beginning skills in risk assessment;
- Identify key issues in injury prevention in the clinical setting;
- Discuss Occupational Health and Safety in relation to risk assessment and nursing practice and apply this in the clinical setting;
- Discuss infection control principles and demonstrate these in the clinical setting;
- Conduct a health assessment interview to obtain a health history and accurately record this using appropriate medical terminology;
- Demonstrate beginning skills in Mental Status Examination and taking a psychiatric history;
- Demonstrate beginning physical assessment skills in the clinical setting;
- Undertake functional health assessments appropriate to allocated patients and accurately record these identifying any abnormalities;
- Demonstrate respect for individuals values and beliefs;
- Assess the health status for an allocated patient then plan, implement care for and evaluate the care of this patient in consultation with the nursing team;
- Describe the role of the Nurse Unit Manager/Nurse in-charge in an institutional setting with stable clients;
- Consider the clients socio-cultural and family values within the clinical environment;
- Use the Situation, Task, Action and Result (STAR) format to begin entering clinical achievements into their personal professional practice portfolio.

Class Contact: 7 hours of medium fidelity simulation laboratories will be conducted during semester to complement the theory and laboratory hours in Health Priorities in Nursing 1 and 120 hours of clinical practice in clinical practicum.

Required Reading: Crisp, J & Taylor, C 2009, 3rd edn, Potter & Perry's fundamentals of nursing, Australia: Mosby, Sydney. Ivey, A.E & Ivey, M.B 2007, Intentional interviewing and counselling: facilitating client development in a multicultural society, Thomson Brooks/Cole, Belmont, CA. Jarvis C 2008, 5th edn, Physical examination and health assessment, Saunders Elsevier, St Louis. Tollefson, J 2007, 3rd edn, Clinical psychomotor skills. Assessment tools for nursing students, Social Science Press, Tuggerah, NSW.

Assessment: Practicum, Interim Clinical Appraisal - midway, Pass/Fail. Practicum, Final Clinical Appraisal - completion, Pass/Fail. Students must meet the minimum standards identified on the Clinical Appraisal Tool on their clinical appraisal to gain a pass in this unit. Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the School of Nursing & Midwifery Clinical Rules. Practicum assessment 1 & 2 assesses all graduate capabilities 1 to 6 and all learning outcomes 1 to 7. Assessment (100%) is linked to LiWC.

HNB2101 Working With Evidence in Practice

Locations: St Abans.

Prerequisites: Nil.

Description: This unit aims to prepare students to be consumers of research using an evidence based practice approach. It introduces students to different research methodologies used in health care and assists them to develop critical appraisal skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the origins and development of evidence based practice;
2. Identify

the stages of evidence based nursing; 3. Frame a research question in a structured and focused manner; 4. Search for evidence using bibliographic data bases; 5. Briefly describe qualitative and quantitative research methodologies; 6. Critically appraise a journal article using an appropriate appraisal tool; and 7. Identify barriers and facilitators to implementing evidence based practice.

Class Contact:Lecture 2.0 hrs PC Lab 1.0 hr Tutorial 2.0 hrs

Required Reading:Richardson-Tench, M., Taylor, B., Kermode, S., & Roberts, K., 2011 4th edn, Research in Nursing: Evidence for Best Practice, Cengage Learning, Australia

Assessment:Students must achieve an aggregate score of 50% to pass this unit. Hurdle requirement: students are required to attend 80% of the scheduled tutorial classes. Test, On-Line Test (1) (45 Minutes), 25%. Test, On-Line Test (2) (45 Minutes), 25%. Assignment, Written Assignment (1500 words), 50%. On-Line Test (1) covers learning outcomes 1, 2, 3 & 5. On-Line Test (2) covers learning outcomes 3, 5 & 7. Written Assignment (1500 words) covers learning outcomes 4 & 6. On-Line Test (1) covers graduate capabilities 1, 2, 4 & 6. On-Line Test (2) covers graduate capabilities 1, 2, 4, 5 & 6. Written Assignment (1500 words) covers graduate capabilities 1, 2, 3, 4 & 6.

HNB2102 Health Priorities & Nursing 2

Locations:St Abans.

Prerequisites:HNB 1202 - Health Priorities & Nursing 1HNB 1203 - Clinical Practicum 1RBM1203 - Bioscience 2: Human Body Structure & Function

Description:This unit builds on previous nursing units of study and further develops the students knowledge of the National Health Priorities and complements Pathophysiology & Quality Use of Medicines 2. In particular students will study the nursing management of patients suffering from asthma, other respiratory disorders, cardiovascular disease and their related co-morbidities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students are expected to be able to:

- discuss population approaches to identified national health priorities (i.e. policies, legislation, health ecology and health promotion initiatives);
- identify genetic and social determinants of health in relation to identified national health priorities;
- discuss holistic (gender, cultural and spiritual) assessment of individuals across the lifespan experiencing one or more of the conditions identified in the national health priorities;
- discuss burden of disease and health costs associated with identified national health priorities;
- demonstrate knowledge of the nursing management of individuals across the lifespan experiencing asthma, respiratory and cardiovascular diseases and related disease processes in various contexts of care using a problem solving approach;
- demonstrate knowledge of infection control and Occupational Health and Safety issues in the institutional, community and global context in relation to one or more of the conditions identified in the national health priorities;
- discuss communication theory, non-verbal communication and active listening;

- demonstrate skills in the safe practice of medication management (including drug calculation, knowledge of medication used, medication orders) in the clinical laboratory.

Class Contact:Lab 1.5 hrsLecture 1.5 hrsSim (Simulation) 1.0 hrClass contact hours per week may vary according to clinical placement allocation.

Required Reading:Required ReadingLeMone, P & Burke, K. (2011) Medical- Surgical Nursing Critical thinking in Client Care Frenchs Forest, Pearson Australia Tollefson, J. (2007). (3rd ed.) Clinical psychomotor skills. Assessment tools for nursing students South Melbourne, VIC: Cengage Learning Australia. Bullock, S., Manias, E. & Galbraith, A. (2011) (6th ed) Fundamentals of Pharmacology Frenchs Forest, Pearson Australia Jarvis, C. (2008). (5th ed.) Physical Examination & Health Assessment St Louis, Missouri: Saunders Elsevier.

Assessment:Hurdle requirement for clinical placement Drug calculation mastery test (100% needed for pass) Students are not permitted to administer medications until they have passed this hurdle requirement. NB. Successful completion of the drug calculation mastery test is a requirement for progression into Clinical Practicum 3. Assignment, Written assessment (1200 words), 35%. Examination, Written examination (2 hours), 65%. Students must achieve an aggregate score of 50% and pass the written examination to pass this Unit of Study. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit. Students who do not achieve a pass in the written examination but who achieve an aggregate of 50% or greater will have a UM (ungraded fail) grade awarded as their final result. Students are required to attend 80% of the scheduled simulation sessions. Where there is less than 80% a student developed simulation activity will be required in lieu of attendance. .

HNB2104 Nursing and Acute Care 1

Locations:St Abans.

Prerequisites:HBM1202 - Anatomy and Physiology 2HNB 1204 - Foundations of Nursing and Midwifery 2HNB 1205 - Foundations in Nursing 2HNB 1206 - Professional Practice 1RBM1202 - Bioscience 2: Body Structure & FunctionHNB require HNB 1205, HNB 1206 and RBM1202 only. HBMA require HBM1202 and HNB 1204 only.

Description:This unit builds on previous foundational units of study in year 1 and complements Pathophysiology and Quality use of Medicines 2. In particular, it develops the student's knowledge and skills in the provision of person-centered nursing care and interprofessional evidence based management of individuals across the life-span experiencing acute illness. Content is largely framed around the national health priorities of respiratory, renal, neurological and cardiovascular disorders and their related co-morbidities. A case study approach using inquiry based learning will be utilized to develop student's ability to apply their problem solving, critical thinking and clinical decision making skills. Students will develop knowledge and skills in the safe administration and management of medications.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe holistic assessment of individuals across the lifespan experiencing acute and prolonged illness;
2. Utilise evidence based practice to explain the interprofessional management of individuals experiencing acute and prolonged illness such as respiratory, renal, neurological and cardiovascular conditions including the pre and post operative patient;
3. Apply knowledge and skills to nursing assessment, planning, intervention and evaluation of patients with acute and prolonged illness;
4. Articulate knowledge and demonstrate clinical skills (e.g., performing an ECG, insertion of urinary indwelling catheter and care of the pre and post operative

patient); 5. Utilize reflective practice skills in technical skill acquisition and clinical simulation; 6. Practise skills in the administration and management of medications in the clinical laboratory; 7. Demonstrate numeracy skills required for the safe practice of medication administration;

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Brotto, V., & Rafferty, K. (2015). (2nd ed.). Clinical dosage calculation for Australia and New Zealand. Cengage: Melbourne. Farrell, M., & Dempsey, J. (2013). (3rd ed.) Smeltzer & Bare's Textbook of medical surgical nursing, Lippincott, Williams and Wilkins, Sydney. Tollefson, J., & Hillman, J. (2016) (6th Edition) Clinical Psychomotor Skills Assessment Tools For Nurses Cengage: Melbourne.

Assessment: Assignment, Participation in on-line activities (1000 words), 15%. Other, OSCA (objective, subjective, clinical assessment) Skill Task (30 minutes), 15%. Other, Medication Calculation Assessment (30 minutes), 0%. Examination, Written assessment (2 hours), 70%. Students must achieve 100% in the Medication Calculation Assessment to pass as this is integral to safe nursing practice. Students will be eligible for a maximum of 3 attempts for the medication calculation assessment. To gain an overall pass in this unit, students must attend all laboratory classes and submit all assessment items and achieve an aggregate score of 50%. There will be no supplementary assessments for this unit.

HNB2105 Nursing and Mental Health 1

Locations: St Abans.

Prerequisites: HNB 1205 - Foundations in Nursing 2HNB 1206 - Professional Practice 1RBM1202 - Bioscience 2: Body Structure & Function

Description: This unit introduces students to Psychology, Mental Health and Illness. It aims to build on the communication and assessment skills developed in previous units of study. In addition, the objective is to develop students' knowledge, skills and attitudes in the promotion of mental health. The unit provides the knowledge and skills students require to meet the needs of people with altered mental health status in hospital and community settings. It also complements the information provided in RBM2101 Pathophysiology & Quality Use of Medicines 1.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the major phenomena of social, emotional, personality and cognitive development across the lifespan; 2. Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan; 3. Outline some major theories of human development; 4. Describe the theoretical bases of mental health nursing; 5. Examine the delivery of mental health services in Australia, with emphasis on the period from middle twentieth century to the present; 6. Articulate knowledge of mental health and illness throughout the lifespan including determinants of mental illness, clinical manifestations and psychopathology 7. Describe the legislative and ethical foundations of mental health care and treatment, in particular the roles and responsibilities of the nurse under the Victorian Mental Health Act; 8. Apply skills in beginning health assessment knowledge and skills in communication, mental status examination and risk assessment; 9. Demonstrate the ability to assess, plan, implement and evaluate mental health nursing care for individuals and families with anxiety, mood and psychotic disorders; 10. Critically discuss common therapeutic modalities, including psychopharmacology.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Elder, R., Evans, K. & Nizette, D. (2013). (3rd ed.), Psychiatric and mental health nursing. Chatswood, NSW: Mosby. Fortinash, K. M., & Holoday-Worret, P. A. (2007). (5th ed.), Psychiatric nursing care plans. St Louis: Mosby

Assessment: Test, Three (3) Online Tests (20 minutes each), 15%. Assignment,

Written Assessment (1000 words), 25%. Examination, Written Examination (2 hours), 60%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%. Please note that there are no supplementary assessment available within this unit. Students must attend all simulation classes in order to pass the unit (hurdle requirement). This is required as simulation classes support students to acquire the essential skills and knowledge expected on clinical placement.

HNB2106 Professional Practice 2

Locations: St Abans.

Prerequisites: HNB 1206 - Professional Practice 1HNB 1205 - Foundations in Nursing 2RBM1202 - Bioscience 2: Body Structure & Function

Description: The aim of this unit is to provide students with the opportunity to apply the acute medical/surgical and mental health knowledge and skills developed in HNB2104 Nursing and Acute Care 1, HNB2105 Nursing and Mental Health 1 and RBM2101 Pathophysiology and Quality Use of Medicines 1 in either a medical/surgical or mental health setting. Students are required to complete 160 hours in a medical/surgical or mental health setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify their current scope of practice and work within this;
2. Apply relevant knowledge and skills and utilise a problem solving approach to the nursing management of individuals across various contexts of care;
3. Explain the legislative and ethical foundations of relevant health care and treatment, in particular the roles and responsibilities of the registered nurse;
4. Assess, plan, implement and evaluate nursing care for individuals and families in consultation with the nursing team;
5. Demonstrate health assessment knowledge and skills in physical assessment;
6. Demonstrate skills in the safe practice of medication management (including drug calculation, knowledge of medication used, medication orders etc.);
7. Utilise culturally appropriate communication, assessment and intervention strategies.
8. Additional specific learning outcomes for those students attending acute care placements;
9. Describe the clinical manifestations and collaborative management of common psychiatric disorders;
10. Perform a mental health status examination;
11. Utilise psychotherapeutic communication skills.

Class Contact: Lecture 2.0 hrs

Required Reading: Required textbooks will be prescribed by the UoS coordinator.

Assessment: Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the College of Health and Biomedicine Clinical Rules. Practicum, Interim Clinical Appraisal, Yes/No. Practicum, Final Clinical Appraisal, Yes/No. Students must achieve the grade 'competent' on their final clinical appraisal and complete the required number of 'Employer Competencies' to pass this unit. The clinical appraisal process assesses learning outcomes 1 to 7 as generic competencies for nursing practice. Learning outcome 8 is a specific competency for acute care nursing practice. Whilst learning outcomes 9 to 12 are mental health specific competencies in relation to nursing practice.

HNB2107 Nursing Professional Practice 1

Locations: St Abans.

Prerequisites: HBM1202 - Anatomy and Physiology 2HNB 1204 - Foundations of Nursing and Midwifery 2

Description: The aim of this unit is to provide students with the opportunity to apply knowledge and skills developed in 'HNB2104 Nursing and Acute Care 1' and 'RBM2101 Pathophysiology and Quality Use of Medicines 1' in an acute medical/surgical health care setting. Students are required to complete 160 professional practice hours. In particular, students will have the opportunity to

practice acute care skills required of the registered nurse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify their current scope of practice and work within this.
2. Apply relevant knowledge and skills and utilise a problem solving approach to the nursing management of individuals across various contexts of care.
3. Explain the legislative and ethical foundations of relevant health care and treatment, in particular the roles and responsibilities of the registered nurse.
4. Assess, plan, implement and evaluate nursing care for individuals and families in consultation with the nursing team.
5. Demonstrate health assessment knowledge and skills in physical assessment.
6. Demonstrate skills in the safe practice of medication management (including drug calculation, knowledge of medication used, medication orders, etc.).
7. Utilise culturally appropriate communication, assessment and intervention strategies.
8. Describe the clinical manifestations and collaborative management of common acute health disorders.

Class Contact: In this professional practice unit, students will have one hundred and sixty (160) hours in an external acute care setting.

Required Reading: To be confirmed.

Assessment: Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Students must achieve the grade 'competent' on their Final Professional Practice Performance Appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal. .

HNB2202 Health Priorities & Nursing 3

Locations: St Abans.

Prerequisites: HNB 2102 - Health Priorities & Nursing 2 HNB2103 - Clinical Practicum 2

Description: This unit introduces students to the National Health Priority, Mental Health and Wellbeing and builds on the communications and assessment skills developed in previous units. It aims to develop students knowledge, skills and attitudes in the promotion of mental health. The unit provides the skills students require to meet the needs of people with altered mental health status in institutional and community settings. It also complements the information provided in Pathophysiology & Quality Use of Medicines 2.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss mental health and illness throughout the lifespan including the social and genetic determinants of mental illness;
2. Briefly explain the structure, function and policy issues of Victoria's Psychiatric Services;
3. Describe the theoretical bases of mental health nursing;
4. Briefly explain the use of classification systems currently found within the hospital environment;
5. Demonstrate knowledge of the legislative and ethical foundations of mental health care and treatment, in particular the roles and responsibilities of the nurse under the Victorian Mental Health Act;
6. Discuss the use of a problem solving approach as a framework to guide practice in mental health settings;
7. Describe the clinical manifestations of common psychiatric disorders;
8. Demonstrate beginning health assessment knowledge and skills in psychosocial assessment and mental status examination;
9. Demonstrate the ability to plan, implement and evaluate mental health nursing care for individuals and families in simulated scenarios;
10. Discuss common therapeutic modalities, including psychopharmacology;
11. Demonstrate beginning psychotherapeutic communication skills in mental health nursing, including the use of Ivey's 5 stage interview in clinical skills laboratories; and
12. Discuss the principles of mental health risk assessment and crisis intervention.

Class Contact: Lab 1.5 hrs Lecture 1.5 hrs Sim (Simulation) 1.0 hr

Required Reading: Text update Elder, R., Evans, K., & Nizette, D. (2013) 3rd Psychiatric and Mental Health Nursing Elsevier Stein-Parbury, J. (2001) 4th Patient and person Churchill Livingstone, London Usher, K., Foster, K., & Bullock, S. (2009) Psychopharmacology for health professionals, Elsevier, Chatswood, NSW.

Assessment: Assignment, Written assessment (1000 words), 35%. Examination, Written examination (2 hours), 65%. To gain an overall pass in this unit students must achieve an aggregate score of 50% and pass the written examination. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit.

HNB2204 Health Priorities & Nursing 4

Locations: St Abans.

Prerequisites: HNB2102 - Health Priorities & Nursing 2

Description: This unit builds on previous nursing units of study and further develops the students knowledge of the National Health Priorities. In particular students will be introduced to the nursing management of patients suffering from diabetes mellitus, cancer, arthritis and musculoskeletal conditions and related co-morbidities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: 1. Apply knowledge specific to the identified national health priorities through the completion of Problem Based Learning scenario(s); 2. Understand the influence of genetics in relation to the identified national health priorities; 3. Demonstrate holistic (gender, cultural and spiritual) assessment of individuals across the lifespan experiencing one or more of the conditions identified in the National Health Priorities using a Problem Based Learning approach; 4. Critically appraise the evidence base for the nursing management of individuals across the lifespan experiencing one or more of the conditions identified in the National Health Priorities; 5. Demonstrate further development of communication skills and interview techniques.

Class Contact: Lab 2.0 hrs Lecture 2.5 hrs Tutorial 1.5 hrs

Required Reading: LeMone. P & Burke. K. 2011. Medical-Surgical Nursing Critical thinking in Client Care Frenchs Forest, Pearson Australia Tollefson, J 2004, 2nd edn, Clinical psychomotor skills. Assessment tools for nursing students, Social Science Press, Tuggerah, NSW Bullock, S Manias, E & Galbraith, A 2007, 5th edn, Fundamentals of pharmacology, Frenchs Forest: Pearson Education, Australia. Jarvis, C 2008. 5th edn, Physical Examination & Health Assessment St Louis, Missouri: Saunders Elsevir.

Assessment: Assignment, Written assessment (1000 words), 30%. Assignment, Written assessment (1000 words), 30%. Examination, Written examination (1.5 hours), 40%. Students must achieve an aggregate score of 50% and pass the written examination to pass this subject. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit.

HNB2205 Nursing and Acute Care 2

Locations: St Abans.

Prerequisites: HNB2104 - Nursing and Acute Care 1 HNB2107 - Nursing Professional Practice 1 RBM2101 - Pathophysiology & Quality Use of Medicines 1 RBM2202 - Pathophysiology & Quality Use of Medicines 2 HNB require HNB2104 and RBM2101 only. HBMA require HNB2104, HNB2107 and RBM2202 only.

Description: This unit builds on previous nursing units of study and further develops the students' knowledge of the National Health Priorities and complements 'RBM2202 Pathophysiology & Quality Use of Medicines 2'. In particular students will be introduced to the nursing management of patients suffering from endocrine disorders, gastrointestinal disorders, arthritis and musculoskeletal conditions, cancer

and their related co-morbidities. Patient Case studies and simulation activities will be utilised to develop student's ability to apply their problem solving, critical thinking and clinical decision making skills. In addition, students will expand on their psychomotor skills in the clinical laboratory.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe holistic assessment of individuals across the lifespan experiencing acute illness.
2. Utilise evidence based practice to explain the interprofessional management of individuals experiencing endocrine, gastrointestinal, musculoskeletal, cancer and palliative care conditions.
3. Demonstrate skills and knowledge in related clinical skills (e.g. NGT, stoma care, blood transfusions).
4. Utilise evidence based practice in the management of complex wounds.
5. Develop reflective practice skills with technical skill acquisition and clinical simulation.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Required textbooks will be prescribed by the Lecturer.

Assessment: Assignment, Written assessment (1000 words), 25%. Examination, Written examination (2 hours), 50%. Examination, Skills assessment (1 hour), 25%. To gain an overall pass in this unit students must achieve an aggregate score of 50% and pass the written examination (Hurdle).

HNB2206 Nursing and Mental Health 2

Locations: St Abans.

Prerequisites: HNB2105 - Nursing and Mental Health 1

Description: This unit builds on HNB2105 Nursing and Mental Health 1 to assist students to further develop knowledge, skills and attitudes in the promotion of mental health. In addition the unit aims to equip students with the necessary skills to care for consumers experiencing various types of mental illness. Students will have the opportunity to learn about and apply a range of therapeutic interventions. Students will examine the role culture has in mental illness and also investigate current mental health research and use evidence based practice in a range of areas within mental health including health promotion and early intervention.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Examine the use of classification systems and the structure, function and policy issues of psychiatric services;
2. Demonstrate knowledge in mental health and illness throughout the lifespan including mental health promotion, determinants of mental illness, clinical manifestations, and psychopathology, this includes eating, personality, and somatoform disorders;
3. Demonstrate understanding of common therapeutic modalities, including psychopharmacology, group and family therapy;
4. Critically discuss the physical, psychological and social manifestations of individuals with a dual disability (intellectual disability and mental illness);
5. Demonstrate knowledge in substance use, substance-related disorders and dual diagnosis;
6. Critically analyse the range of intervention and treatment services available to individuals with substance use including, harm minimisation and motivational interviewing;
7. Demonstrate advanced skills in communication, psychosocial assessment, mental status examination and risk assessment;
8. Demonstrate the ability to plan, implement and evaluate mental health care for individuals and families;
9. Demonstrate culturally appropriate skills in assessment and intervention of individuals from various cultural groups including Aboriginal and Torres Strait Islanders with mental illness.

Class Contact: Lecture 2.0 hrs Sim (Simulation) 2.0 hrs Tutorial 2.0 hrs

Required Reading: Elder, R., Evans, K. & Nizette, D. (2013) 3rd ed. Psychiatric and mental health nursing Chatswood, NSW: Mosby. Fortinash, K. M., & Holoday-Worret, P. A. (2007) 5th ed. Psychiatric nursing care plans St Louis: Mosby.

Assessment: Examination, Practical Skills Testing (1 hour), 20%. Assignment, Written Assessment (1000 words), 20%. Examination, Written Examination (2 hours), 60%. To gain an overall pass in this unit, students must achieve an aggregate score of 50% and pass the written examination. The written examination assesses critical knowledge which further informs mental health practice.

HNB2207 Professional Practice 3

Locations: St Abans.

Prerequisites: RBM2101 - Pathophysiology & Quality Use of Medicines 1 HNB2104 - Nursing and Acute Care 1 HNB2105 - Nursing and Mental Health 1

Description: The aim of this unit is to provide students with the opportunity to apply the acute medical surgical and mental health knowledge and skills developed in HNB2104 Nursing and Acute Care 1, HNB2105 Nursing and Mental Health 1 and RBM2101 Pathophysiology and Quality Use of Medicines 1 in either a medical/surgical or mental health setting. Students are required to complete 160 hours in a medical/surgical or mental health setting. Students placed in HNB2106 Professional Practice 2 in a mental health setting will be placed in a medical/surgical setting in semester 2. Students placed in HNB2106 Professional Practice 2 to a medical/surgical setting will be placed in a mental health care setting in semester 2 (this unit).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify their current scope of practice and work within this;
2. Apply relevant knowledge and skills and utilise a problem solving approach to the nursing management of individuals across various contexts of care;
3. Explain the legislative and ethical foundations of relevant health care and treatment, in particular the roles and responsibilities of the registered nurse;
4. Assess, plan, implement and evaluate nursing care for individuals and families in consultation with the nursing team;
5. Demonstrate health assessment knowledge and skills in physical assessment;
6. Demonstrate skills in the practice of medication management (including drug calculation, knowledge of medication used, medication orders etc.);
7. Utilise culturally appropriate communication, assessment and intervention strategies.
8. Describe the clinical manifestations and collaborative management of common acute health disorders (Acute Care placement)
9. Describe the clinical manifestations and collaborative management of common psychiatric disorders (Mental Health placement)
10. Perform a mental health status examination (Mental Health placement);
11. Utilise psychotherapeutic communication skills in mental health nursing (Mental Health placement);
12. Demonstrate assessment skills in mental health risk assessment and crisis (Mental Health placement).

Class Contact: Students will complete one hundred and sixty (160) hours in the clinical environment.

Required Reading: Required textbooks will be prescribed by the UoS coordinator.

Assessment: Students must achieve the grade 'competent' on their final clinical appraisal and complete the required number of 'Employer Competencies' to pass this unit. The clinical appraisal process assesses learning outcomes 1 to 7 as generic competencies for nursing practice. Learning outcome 8 is a specific competency for acute care nursing practice. Whilst learning outcomes 9 to 12 are mental health specific competencies in relation to nursing practice. Practicum, Interim Clinical Appraisal, Yes/No. Practicum, Final Clinical Appraisal, Yes/No. Clinical appraisal assesses learning outcomes 1-12 and graduate capabilities 1, 2, and 3.

HNB3102 Nursing Professional Practice 2

Locations: St Abans.

Prerequisites: RBM2202 - Pathophysiology & Quality Use of Medicines 2 HNB2104 -

Nursing and Acute Care 1HNB2107 - Nursing Professional Practice 1

Description:The aim of this unit is to provide students with the opportunity to apply acute medical/surgical knowledge and skills developed in 'HNB2104 Nursing and Acute Care 1' and 'RBM2202 Pathophysiology and Quality Use of Medicines 2' in an acute or specialised healthcare setting.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify their current scope of practice and work within this.
2. Apply relevant knowledge and skills and utilise a problem solving approach to the nursing management of individuals across various contexts of care.
3. Explain the legislative and ethical foundations of relevant health care and treatment, in particular the roles and responsibilities of the registered nurse.
4. Assess, plan, implement and evaluate nursing care for individuals and families in consultation with the nursing team.
5. Demonstrate health assessment knowledge and skills in physical assessment.
6. Exhibit skills in the safe practice of medication management (including drug calculation, knowledge of medication used, medication orders etc.).
7. Utilise culturally appropriate communication, assessment and intervention strategies.
8. Describe the clinical manifestations and collaborative management of common acute health disorders.

Class Contact:This is a professional practice unit. Students will complete 120 hours in an acute or specialised healthcare setting.

Required Reading:To be confirmed.

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Students must achieve the grade 'competent' on their final professional practice appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HNB3117 Health Priorities & Nursing 5

Locations:St Albans.

Prerequisites:HNB 2202 - Health Priorities & Nursing 3HNB2203 - Clinical Practicum 3HNB2204 - Health Priorities & Nursing 4

Description:This unit builds on Health Priorities and Nursing 3 and assists students to develop further knowledge, skills and attitudes towards the promotion of mental health.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate more advanced skills in caring for consumers who are receiving treatment and care for their mental illness;
2. Discuss the clinical manifestations of psychiatric disorders across the lifespan;
3. Demonstrate more advanced skills in mental status examination;
4. Demonstrate the ability to plan, implement and evaluate mental health care for individuals and families;
5. Discuss common therapeutic modalities, including psychopharmacology, group and family therapy and motivational interviewing;
6. Demonstrate culturally appropriate skills in assessment and intervention of individuals from various cultural groups including Aboriginal and Torres Strait Islanders;
7. Discuss contemporary research relevant to mental health and illness nursing;
8. Examine mental health prevention, early intervention, and promotion;
9. Examine specialist mental health services; and
10. Demonstrate integration of communication skills and interview technique at a beginning practitioner level.

Class Contact:Lab 1.5 hrsLecture 1.5 hrsSim (Simulation) 1.0 hrClass contact hours per week may vary according to clinical placement allocation.

Required Reading:Elder, R Evans, K & Nizette, D 2004 3rd edition Psychiatric mental health nursing Mosby, Sydney Fortinash, KM & Hobday Worret, PA 2007 5th

edition Psychiatric nursing care plans Mosby, St Louis Kneisl, CR Wilson, HS & Trigoboff, E 2004 Contemporary psychiatric-mental health nursing Prentice Hall, New Jersey Stein-Parbury, J 2005 3rd edition Patient and person Churchill Livingstone, London Usher, K Foster, K & Bullock, S 2009 Psychopharmacology for health professionals Mosby, Sydney.

Assessment:Assignment, Written assessment (1000 words), 35%. Examination, Written examination (2 hours) Exam period, 65%. Students must achieve an aggregate score of 50% and pass the written examination to pass this unit of study. Assignment covers Learning Outcomes 2,4,5,7,9,10 and Graduate Capabilities 1,2,3,4,5 and LiWC. Examination covers Learning Outcomes 1,2,3,5,6,7,8 and Graduate Capabilities 1,2,3,5,6 .

HNB3118 Nursing and Complex Care

Locations:St Albans.

Prerequisites:HNB 2202 - Health Priorities & Nursing 3HNB2204 - Health Priorities & Nursing 4HNB2203 - Clinical Practicum 3RBM2205 - Pathophysiology & Quality Use of Medicines 2

Description:This unit integrates and builds upon the knowledge and skills gained in previous units of study. Students gain a deeper knowledge of health conditions of the health needs of the local community and other conditions not previously studied. Students also gain a greater understanding of the social-cultural aspects of the person and how these impact on their health and the illness experience. The unit seeks to facilitate individual and family management skills through the application of higher-level knowledge and skills in clinical decision making. This unit aims to promote the ability of students to influence decisions affecting care outcomes.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Consolidate knowledge and clinical decision making through the completion of problem based learning packages;
2. Discuss the legal and ethical issues surrounding refusal of treatment and end of life decisions;
3. Assess, plan, implement and evaluate the care of complex patients in case based scenarios;
4. Discuss interventions for complex patients
5. Discuss and appreciate the requirements for the safe practice of complex medication regimes (including drug calculation, knowledge of medication used, medication orders etc.);
6. Have an appreciation for time management skills when caring for patients with complex needs;
7. Demonstrate a commitment to work as a member of a team collaboratively planning care for patients; and
8. Discuss the needs for beginning delegation and supervision skills.

Class Contact:Lecture 3.0 hrsTutorial 2.0 hrsClass contact hours per week may vary according to clinical placement allocation.

Required Reading:RN Competency Standards August 2008

<http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx> Code of Ethics for Nurses August 2008 <http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx> Code of Professional Conduct for Nurses August 2008 <http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx> LeMone, P et al 2011 Medical-Surgical Nursing: critical thinking in client care. Upper Saddle River NJ, Pearson Professional Boundaries for Nurses - March 2010 <http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx> Bullock, S. Manias, E., & Galbraith, A. (2010). Fundamentals of pharmacology (5th ed.). Australia: Frenchs Forest: Pearson Education. Health Professions Registration Act 2005 Act No. 97/2005 (incorporating amendments as at 2006) (Available at <http://www.dms.dpc.vic.gov.au>) Weber, J & Kelley J. (2007) Health Assessment in Nursing (3rd ed.). Philadelphia: Lippincott Williams & Wilkins. August 2008 RN Competency Standards <http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx>

Guidelines.aspx August 2008 Code of Ethics for Nurses

<http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx> August

2008 Code of Professional Conduct for Nurses

<http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelines.aspx> Bullock, S

Manias, E & Galbraith, A 2010 5th Fundamentals of Pharmacology Australia: Frenchs

forest. Pearson LeMone, P et al 2011 1st Medical-Surgical Nursing: critical thinking

in client care Upper Saddle River NJ Pearson Weber, J & Kelley 2007 3rd health

Assessment in Nursing Philadelphia. Lippincott Williams & Wilkins

Assessment: Students are required to sit a mathematics mastery test as a diagnostic tool. Any student not achieving 100% mastery will be required to undertake remedial work in mathematics skills. Assignment, Written assessment (1000 words) Week 6, 30%. Examination, Written examination (2 hours) Exam period, 70%. To gain an overall pass in this unit students must achieve an aggregate score of 50% and gain a pass in the written examination. Students will normally be granted a supplementary assessment if they achieve a grade of 45 to 49%. Students must achieve at least 50% in the supplementary assessment to be granted a P 50% as a final grade for the unit. Students who do not achieve a pass in the written examination but who achieve an aggregate of 50% or greater will have a M (ungraded fail) grade awarded as their final result.

HNB3119 Clinical Practicum 4

Locations: St Abans.

Prerequisites: HNB2202 - Health Priorities & Nursing 3HNB2204 - Health Priorities & Nursing 4HNB2203 - Clinical Practicum 3RBM2205 - Pathophysiology & Quality Use of Medicines 2 Current POLICE CHECK; Current WORKING WITH CHILDREN'S CHECK; Student Declaration Form. All clinical practicum units of study have a special requirement for the provision of Mandatory Documentation see School of Nursing & Midwifery Clinical Practicum Rules.

Description: This unit integrates and builds upon the knowledge and skills gained in previous units of study. Students apply the knowledge and skills gained in Nursing & Complex Care to the clinical setting specifically focussing on the health needs of the local community. Students also consider how the social-cultural aspects of clients in their care impact on their health and the illness experience. Students apply the higher-level knowledge and skills gained in Nursing & Complex Care in clinical decision making, enabling more independent decision making and skills to engage in collaborative practice in a range of contexts across the lifespan. This unit aims to promote the ability of students to influence decisions affecting care outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify their current scope of practice and work within this;
2. Discuss quality measures used to evaluate healthcare delivery performance;
3. Utilise communication strategies to enhance disciplinary and interdisciplinary teamwork;
4. Demonstrate problem solving, time management and decision-making strategies that support successful outcomes in patient care;
5. Demonstrate comprehensive risk management in patient care;
6. Demonstrate the ability to provide patient care in a changing health care environment;
7. Demonstrate effective presentation and report writing skills;
8. Demonstrate consolidation of knowledge and clinical decision making through discussion of patient care with preceptors/educators;
9. Demonstrate the ability to assess, plan and implement the care for and evaluate the care of complex patients
10. Demonstrate the ability to safely undertake complex interventions;
11. Demonstrate skills in the safe practice of complex medication regimes (including drug calculation, knowledge of medication used, medication orders etc.);
12. Demonstrate time management skills;
13. Demonstrate the ability to work as a member of the multidisciplinary team collaboratively planning

care for patients; 14. Demonstrate professional communication skills in interactions with patients, carers and health professionals; and 15. Continue entering clinical achievements into their personal professional practice portfolio.

Class Contact: This is a 160 hour acute care clinical placement subject which aligns with the theory subject Nursing and Complex Care.

Required Reading: Tollefson, J 2010 4th edn. Clinical Psychomotor Skills: Assessment Tools for Nursing Students Cengage Learning Australia LeMone, P et al, 2011 1st Medical Surgical Nursing: Critical Thinking in Client Care Pearson, Sydney Bullock, S Manias, E Galbraith, A 2010 5th Fundamentals of Pharmacology Pearson, Sydney
Assessment: Practicum, Interim Clinical Appraisal - midway, Pass/Fail. Practicum, Final Clinical Appraisal - completion, Pass/Fail. Students must meet the minimum standards identified on the Clinical Appraisal Tool on their clinical appraisal to gain a pass in this unit. Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the School of Nursing & Midwifery Clinical Rules. Practicum assessment 1 & 2 assesses all graduate capabilities 1 to 6 and all learning outcomes 1 to 15. Assessment (100%) is linked to LiWC.

HNB3120 Issues in Professional Practice

Locations: St Abans.

Prerequisites: HNB2202 - Health Priorities & Nursing 3HNB2204 - Health Priorities & Nursing 4HNB2203 - Clinical Practicum 3RBM2205 - Pathophysiology & Quality Use of Medicines 2

Description: The aim of this unit is for students to further consider the concept of professional practice. Professional practice will be explored in the context of the healthcare system and with a practical insight into the processes of transition from student to beginning practitioner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Determine best practice services in the health care industry;
2. Describe quality measures used to evaluate healthcare delivery performance;
3. Discern and utilise communication strategies to enhance disciplinary and interdisciplinary teamwork (including conflict resolution, and grievance procedures);
4. Compare leadership styles and determine how teamwork can be fostered to achieve an effective work and care environment;
5. Analyse critical pathways as a modality of patient care;
6. Examine problem solving, time management and decision-making strategies that support successful outcomes in patient care;
7. Explain comprehensive risk management in patient care;
8. Clearly identify the role of the Division 1 nurse;
9. Discuss employer expectations of the Division 1 nurse;
10. Discuss the realities of providing patient care in a dynamic and challenging health care environment;
11. Demonstrate effective presentation and report writing skills;
12. Finalise their Personal-Professional practice portfolio including their reflective journal, record of in-service education, SDL, short courses, voluntary work, student reps, awards and appraisals; and
13. Appraise their own self-wellness and psychological resilience.

Class Contact: Lecture 1.5 hrs Sim (Simulation) 1.0 hr Tutorial 1.5 hrs

Required Reading: Chang, E., & Daly, J. (Ed.) (2012) 3e Transitions in nursing: preparing for professional practice Sydney: Churchill Livingstone, Elsevier Health Practitioner Regulation National Law Act 2009 Available from <http://www.ahpra.gov.au/Legislation-and-Publications/Legislation.aspx>

Assessment: To gain an overall pass in this unit students must achieve an aggregate score of 50% for the unit. Assignment, Written assessment (500 words), 15%. Assignment, Written assessment (2000 words), 70%. Other, Oral presentation on written assessment topic (10 minutes) Weeks 9-12, 15%.

HNB3123 Working With Evidence

Locations:St Abans.

Prerequisites:Nil.

Description:This unit aims to prepare students to be consumers of research. The contribution of research knowledge to the provision of evidence based health care will be evaluated. Different research methodologies used in healthcare will assist students to develop the critical appraisal skills necessary for evidence based practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the origins and development of evidence based healthcare practice;
2. Critically examine the relationship between research and improvement in healthcare outcomes;
3. Frame a research question in a structured and focused manner;
4. Search for evidence using bibliographic data bases;
5. Demonstrate an understanding of qualitative and quantitative research methodologies;
6. Critically appraise a peer reviewed journal article using an appropriate appraisal tool;
7. Examine the ethical principles of research;
8. Evaluate research papers including systematic reviews on aspects of clinical practice.

Class Contact:Lecture2.0 hrsTutorial2.0 hrs

Required Reading:There is no Required Text for this Unit.

Assessment:Assignment, Written Assessment (500 words), 10%. Assignment, Written Assignment (1200 words), 30%. Examination, Written Examination (2 hours), 60%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB3124 Professional Practice 4

Locations:St Abans.

Prerequisites:HNB 2106 - Professional Practice 2RBM2202 - Pathophysiology & Quality Use of Medicines 2HNB2205 - Nursing and Acute Care 2HNB2206 - Nursing and Mental Health 2HNB2207 - Professional Practice 3

Description:This unit integrates and builds upon the knowledge and skills gained in previous units of study. Students apply the knowledge and skills gained in HNB3141 Nursing & Complex Care to the clinical setting specifically focussing on the health needs of the local community. Students also consider how the social-cultural aspects of clients in their care impact on their health and the illness experience. Students apply the higher-level knowledge and skills gained in HNB3141 Nursing & Complex Care in clinical decision making, enabling more independent decision making and skills to engage in collaborative practice in a range of contexts across the lifespan. This unit aims to promote the ability of students to influence decisions affecting care outcomes.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Examine their current scope of practice and work within this;
2. Apply quality measures to evaluate healthcare delivery performance;
3. Articulate communication strategies to enhance disciplinary and interdisciplinary teamwork
4. Demonstrate problem solving, time management and decision-making strategies that support successful outcomes in patient care;
5. Utilise comprehensive risk management in patient care
6. Demonstrate the ability to provide patient care in a changing health care environment
7. Explain knowledge and defend clinical decisions in patient care with preceptors/educators;
8. Exhibit the ability to assess, plan and implement care for and evaluate the care of complex patients;
9. Demonstrate effective presentation and report writing skills;
10. Safely perform complex nursing interventions

Class Contact:Students to complete one hundred and twenty (120) hours in a clinical environment.

Required Reading:Required textbooks will be prescribed by the UoS coordinator.

Assessment:Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the Bachelor of Nursing Professional Practice Guidelines. Practicum, Interim Clinical Appraisal, Yes/No. Practicum, Final clinical appraisal, Yes/No. Students must achieve the grade 'competent' on their final clinical appraisal and complete the required number of "Employer Competencies" to pass this unit.

HNB3140 Professional Studies 2 & Interprofessional Practice

Locations:St Abans.

Prerequisites:HNB 2106 - Professional Practice 2HNB2207 - Professional Practice 3HNB2205 - Nursing and Acute Care 2HNB2206 - Nursing and Mental Health 2RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description:This unit builds on HNB 1103 Professional Studies 1 and enables students to further develop their skills and knowledge in the area of professional and interprofessional practice (IPP). The unit is focused on assisting students with transition from student nurse to registered graduate nurse. The role and responsibilities of registered nurses and working within IPP will be expanded upon. Students will be taught the knowledge and skills required to apply for registration and gain a graduate year position. Leadership roles and responsibilities within nursing will also be critically discussed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Produce a curriculum vitae and application letter appropriate for applying for a Graduate Year position;
2. Demonstrate skills in interview techniques relevant to Graduate Year applications;
3. Describe the process for registration with the Australian Health Practitioner Regulation Authority (AHPRA);
4. Further examine the roles and scope of practice of healthcare professionals;
5. Demonstrate knowledge and skills in appropriate delegation;
6. Demonstrate an understanding of Crisis Resource Management (CRM) and situational awareness in relation to healthcare practices;
7. Discuss conflict resolution and performance management in the healthcare setting;
8. Apply appropriate knowledge and skills in professional and interprofessional communication and teamwork within a simulated setting.

Class Contact:Lecture2.0 hrsSim (Simulation)2.0 hrsTutorial2.0 hrs

Required Reading:No specific text is required for this unit. Contemporary references will be used and given in the unit outline

Assessment:The assessment tasks link the learning outcomes and graduate capabilities. The first task will link to communication for future employment and require critical thinking and planning. The group presentation will critically reflect capstone knowledge and link this to future employment and understanding of the registered Nurse standards. The final assignment will draw together the collaborative work of the group and that of the individual to produce a reflective and knowledge based assignment Assignment, Written assessment (1000 words), 25%. Presentation, Group class presentation, 25%. Assignment, Written assessment (2000 words), 50%.

HNB3141 Nursing and Complex Care

Locations:St Abans.

Prerequisites:HNB 3102 - Midwifery Professional Practice 2HNB2106 - Professional Practice 2HNB2205 - Nursing and Acute Care 2HNB2207 - Professional Practice 3HNB3227 - Mental Health and NursingHNB3229 - Nursing Professional Practice 3 - Mental HealthRBM2202 - Pathophysiology & Quality Use of Medicines 2HNB require HNB2106, HNB2205, HNB2207 and RBM2202 only. HBMA require

HNB3102, HNB2205, HNB3227 and HNB3229 only.

Description: This unit builds upon and integrates knowledge and skills gained in previous units of study. Students gain a deeper knowledge of the healthcare needs of culturally diverse communities of people with acute and chronic conditions as they transition through the healthcare system from home to hospital to the community and home. Students take a holistic, problem solving approach to nursing the person with complex healthcare needs. They are encouraged to apply higher-level knowledge and skills in clinical decision making. Taking an interdisciplinary approach this unit aims to promote the ability of students to influence decisions affecting care outcomes working collaboratively with other members of the healthcare team in a range of settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Further expand knowledge and clinical decision making through the completion of problem based scenarios in relation to patients with a range of complex problems related to shock and other conditions;
2. Integrate previous knowledge about pathophysiology and pharmacology to utilise a problem based approach in decision making about complex patients with acute and chronic illnesses;
3. Demonstrate an integrated interprofessional approach to the assessment and delivery of nursing and medical interventions to people with complex care requirements via simulations and in the laboratory;
4. Explain the need for safe practice for the preparation and administration of medications for people with complex conditions in a range of settings;
5. Examine previous knowledge and skills that will encourage an understanding of how to take an interdisciplinary approach to care planning for patients;
6. Consolidate previous knowledge about shock management and the perioperative patient experience and integrate into the care of patients having planned or emergency surgery in the perioperative and critical care environments;
7. Demonstrate mastery in complex drug calculations;
8. Demonstrate knowledge, critical thinking and skills in complex psychomotor nursing interventions.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs A total of fifty-four (54) hours comprising of on-line, mixed mode and/or face-to-face lectures, tutorials, clinical laboratories and simulation.

Required Reading: Students are strongly encouraged to have access to the following texts. Brotto, V. & Rafferty, K. (2015) 2nd Clinical dosage calculation for Australia and New Zealand Melbourne. Cengage Farrell, M. & Dempsey, J. (2013) 3rd Smeltzer & Bare's Textbook of medical surgical nursing, Sydney. Williams and Wilkins Tollefson, J. & Hillman, E. (2016) 6th Clinical psychomotor skills: Assessment tools for nurses Melbourne, Cengage

Assessment: Other, Participation in online activities (1000 words), 20%. Other, OSCA (skill testing) (10 minutes), 10%. Examination, Written Examination (2 hours), 70%. Test, Drug Calculation Mastery - 20 minutes, 0%. Non Weighted Hurdle: Medication Calculation Assessment. Students must achieve 100% to pass. Students will be eligible for a maximum of 3 attempts for the medication calculation assessment. To gain an overall pass in this unit, students must attend all laboratory classes (or provide evidence to unit of study coordinator for consideration) and submit all assessment items. Students must achieve an aggregate score of 50%. There will be no supplementary assessments for this unit.

HNB3200 Neonatal Nursing

Locations: St Abans.

Prerequisites: HNB2205 - Nursing and Acute Care 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: This unit enables students to explore the speciality of neonatal nursing at an advanced undergraduate level. The content within the unit will expose students to

principles of neonatal nursing and critically explore the skills and knowledge required to provide care for neonatal patients and their families across a range of common complications associated with neonates and prematurity. The unit will include use of evidence based practice, ethics, critical thinking and analysis

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain a range of common neonatal conditions across the neonatal period;
2. Examine evidence based care of neonatal patients and their families;
3. Articulate the assessment, diagnosis and collaborative management of neonatal conditions including rationales;
4. Illustrate knowledge and understanding of medication management of neonatal conditions;
5. Provide evidence of reflective practice, problem solving and critical thinking in group discussions;
6. Demonstrate advanced knowledge and skills in information literacy and academic writing.

Class Contact: Lecture 2.0 hrs A total of forty-eight (48) hours of content will be delivered either online or in a blended learning format.

Required Reading: Nil texts required for this unit. The unit will utilise current evidence based journals to support content.

Assessment: Test, Four (4) Online Tests (30 minutes each), 40%. Assignment, Written assessment (2000 words), 60%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB3205 Nursing Specific Populations

Locations: St Abans.

Prerequisites: HNB3118 - Nursing and Complex Care HNB3117 - Health Priorities & Nursing 5 HNB3119 - Clinical Practicum 4

Description: In this unit, students further develop their knowledge and understanding of unique health issues affecting specific individuals and patient populations cared for across diverse and contemporary practice contexts. The unit explores contemporary models of nursing practice, inter-professional care and primary health care designed to address the health care needs of specific populations. Examples of specific health issues addressed in this unit may include: communicable diseases, men's and women's health, child/adolescent health, disaster nursing, refugee health, sexual health and bariatrics. The contemporary and expanding role of nurses will be explored across diverse contexts such as practice nursing, community nursing, school nursing, case management and the nurse practitioner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically discuss health care issues related to specific populations;
2. Demonstrate the ability to assess, plan, implement and evaluate care of specific populations using case based scenarios;
3. Demonstrate problem solving and critical thinking skills to adjust care and priorities in changing simulation situations;
4. Demonstrate inter-professional communication skills and clinical decision making skills during related clinical situations;
5. Utilise research findings to support or improve current practice;
6. Demonstrate mastery of complex drug calculations;
7. Analyse the legal and ethical issues surrounding caring for specific populations; and
8. Examine the challenges of providing appropriate care to specific populations within varied and contemporary practice contexts.

Class Contact: Lecture 2.0 hrs Sim (Simulation) 1.0 hr Tutorial 1.0 hr Class contact hours per week may vary according to clinical placement allocation.

Required Reading: Nil.

Assessment: To gain an overall pass in this unit the student must achieve an aggregate score of 50%, achieve 100% in the drug calculations mastery test and successfully complete three of the four on-line simulations, and attend and participate in the two face to face simulations. Assignment, Written assignment (1500 words),

40%. Assignment, Written assignment (2000 words), 60%. Hurdle 1: The student must achieve 100% in the drug calculations mastery test. Hurdle 2: Successful completion of three of the four on-line simulations and attendance and participation in the face to face simulations. Assignment 1 and 2 assesses Graduate Capabilities P5, I5, C5, W5, S6, CD4 and Learning Outcomes 1, 3, 4, 5, 6 & 7 Hurdle 1 assesses Graduate Capabilities P4, & I5 and Learning Outcome 6 Hurdle 2 assesses the entire LiWC component (25%), Graduate Capabilities P4, I5, C5, W4, S4, & CD5 and Learning Outcomes 1, 2, 3 & 8 Assignment 1 and 2 assesses Graduate Capabilities P5, I5, C5, W5, S6, CD4 and Learning Outcomes 1, 3, 4, 5, 6 & 7.

HNB3206 Clinical Practicum 5

Locations: St Abans.

Prerequisites: HNB3118 - Nursing and Complex Care HNB3119 - Clinical Practicum 4 HNB3117 - Health Priorities & Nursing 5 Current POLICE CHECK; Current WORKING WITH CHILDREN'S CHECK; Student Declaration Form. All clinical practicum units of study have a special requirement for the provision of Mandatory Documentation see School of Nursing & Midwifery Clinical Practicum Rules.

Description: Consolidation and clinical application of the knowledge and skills gained in previous nursing and bioscience subjects as indicated in the learning outcomes. Students will be supported and supervised in their clinical placements by preceptors and / or clinical teachers.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify their current scope of practice and work within this;
2. Professionally identify and solve complex clinical problems;
3. Demonstrate the ability to comprehensively assess, plan, implement and evaluate care for a patient load similar to that of a graduate nurse;
4. Demonstrate the ability to adjust care and priorities in changing situations;
5. Demonstrate professional communication skills in interactions with patients, significant others and health professionals;
6. Demonstrate beginning delegation and supervision skills in the clinical environment; and
7. Use research findings to support or improve current practice.

Class Contact: This is a 240 hour clinical placement unit - 160 hours will be dedicated to an acute care placement and 80 hours will be dedicated to a community health rotation. This unit aligns with the theory units Nursing Specific Populations and Nursing Complex Care; and incorporates 15 hours of simulation laboratory work over the semester.

Required Reading: Required readings are relevant to all clinical placement areas used in the unit. Further readings relevant to particular clinical placement areas will be made available via the unit's e-learning system. LeMone, P., Burke, K., Dwyer, T., Levett-Jones, T., Moxham, L., Reid-Searl, K., ... Raymond, D. (2011). *Medical-surgical nursing: critical thinking in client care*. Upper Saddle River, NJ: Pearson. Bullock, S., Manias, E., & Gabraith, A. (2010). (5th ed.). *Fundamentals of pharmacology*. Frenchs Forest, Australia: Pearson. Tollefson, J. (2010). (4th ed.). *Clinical psychomotor skills: assessment tools for nursing students*. Sydney: Cengage Learning.

Assessment: Students must meet the minimum standards identified on the Clinical Appraisal Tool on their clinical appraisal to gain a pass in this unit. Hurdle assessment 1: Reflective e-portfolio exercise in relation to the community health rotation. Hurdle assessment 2: Completion of all simulation exercises. In order to pass this unit of study, students must complete all hurdle requirements and achieve a pass grade on final clinical appraisal. Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the School of Nursing & Midwifery Clinical Rules. Practicum, Interim Clinical Appraisal - midway point of acute care component of placement, Pass/Fail. Practicum, Final Clinical Appraisal - completion

point of acute care component of placement, Pass/Fail. Students must meet the minimum standards identified on the Clinical Appraisal Tool on their clinical appraisal to gain a pass in this unit. Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the School of Nursing & Midwifery Clinical Rules. Practicum assessment 1 & 2 assesses all graduate capabilities 1 to 6 and all learning outcomes 1 to 7. Assessment (100%) is linked to LiWC.

HNB3208 Directed Studies for Nursing

Locations: St Abans.

Prerequisites: Nil.

Description: This unit enables students to negotiate an individual learning contract relevant to the study of healthcare with the Unit coordinator. Topics equivalent to other third year 12 credit point units and relevant to the discipline area will be developed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and describe the key elements of the negotiated study area associated with their selected area of study;
2. Locate and describe the relevant underpinning theory in relation to the negotiated study area;
3. Relate the appropriate assessments, and investigative techniques where applicable to the negotiated study area; and
4. Reflect upon the negotiated area of study as outlined in the learning contract and identify the elements of new or enriched learning encountered.

Class Contact: Students are expected to undertake six (6) hours per week of on-line or equivalent activity over eight (8) weeks. Students will also undergo a combination of lectures, tutorials and laboratories equivalent to forty-five (45) hours.

Required Reading: The content of this unit of study will vary according to the specific needs of the students undertaking it. The required reading will depend upon the content area of the studies undertaken. Students are expected to access a range of readings (ie the literature) from peer reviewed and professional sources.

Assessment: Test, Four (4) On-line Tests, 40%. Assignment, Written Assignment (2000 words), 60%. Assignment tasks will be negotiated with defined groups of students with similar learning contracts. .

HNB3209 Nursing and the Community

Locations: St Abans.

Prerequisites: HNB3141 - Nursing and Complex Care HNB3123 - Working With Evidence Plus HNB3124 Professional Practice 4 or HNB4104 Professional Studies 2

Description: This advanced practice unit will provide students with the opportunity to apply and integrate their knowledge and skills for the delivery of person-centred care in non-acute and community settings. Students will review, observe and participate in models of care delivery which includes collaborative and autonomous models of nursing practice, multidisciplinary and interprofessional partnerships with patients, families and supporting services. Key concepts and issues impacting on quality improvement approaches in healthcare and their effect on health outcomes, compliance and chronic disease management will be critically examined. Students will have the opportunity to undertake two weeks of supervised professional practice in a community setting.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse the scope of community nursing (acute, non-acute, chronic and palliative care) and interprofessional practice in Australia;
2. Appraise advances in and limitations of Primary Health Care (PHC) in Australia and globally;
3. Compare and contrast major community health needs of vulnerable families and patients in local, national and global regions and relate these to the national and global health

priorities; 4. Demonstrate knowledge and skills in the assessment, planning, implementation and evaluation of care of patients, families or communities within community settings; 5. Examine issues associated with community based program delivery; 6. Analyse issues related to health outcomes, compliance and chronic disease management; 7. Integrate the principles of occupational health and safety, risk assessment and nursing practice within community settings; 8. Demonstrate knowledge and skills required to practice community nursing in a variety of community settings; 9. Prepare a practice portfolio based on their community professional practice experience.

Class Contact:Online 2.0 hrs Tutorial 4.0 hrs A total of forty-eight (48) theoretical hours per semester comprising of lectures, on-line activities and tutorials. Lectures are provided online via VU Collaborate and are not face-to-face. In addition students will undertake eighty (80) hours of professional practice placement in a community setting.

Required Reading:Required textbooks will be prescribed by the Lecturer.

Assessment:Examination, Online tests - 15 mins x 2 (5% each), 30 mins x 1 (10%), 20%. Assignment, Written assessment (2000 words), 30%. Portfolio, Community practice portfolio (3000 words), 50%. Practicum, Professional Practice Performance Appraisal, 0%. To gain an overall pass in this unit students must achieve an aggregate score of 50% and pass the Professional Practice Performance Appraisal.

HNB3210 Professional Practice 5

Locations:St Abans.

Prerequisites:HNB 3140 - Professional Studies 2 & Interprofessional Practice HNB3141 - Nursing and Complex Care HNB3124 - Professional Practice 4

Description:Student will be expected to consolidate and apply the knowledge and skills gained in previous nursing and bioscience subjects as indicated in the learning outcomes. Students will be supported and supervised in their professional practice placements by preceptors and / or clinical teachers.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify their current scope of practice and work within this; 2. Professionally identify and solve complex clinical problems; 3. Demonstrate the ability to comprehensively assess, plan, implement and evaluate care for a patient load similar to that of a graduate nurse; 4. Demonstrate the ability to adjust care and priorities in changing situations; 5. Demonstrate professional communication skills in interactions with patients, and their significant others and health professionals; 6. Demonstrate beginning delegation and supervision skills in the clinical environment; and 7. Apply research findings to support or improve current practice.

Class Contact:Students are to complete four (4) hours of simulation in the semester. In addition students are required to complete a total of one-hundred and sixty (160) hours of professional practice.

Required Reading:Texts required for Nursing and Acute Care 1 & 2 (HNB2104 & HNB2205) and Nursing and Complex Care (HNB3141)

Assessment:Students must achieve the grade 'competent' on their final clinical appraisal, complete the required number of Employer competencies, submitted the simulation requirements and have completed the unit 160 hours of clinical placement to pass this unit. Professional practice enrolment, placement allocation and academic progress will be managed according to the School of Nursing & Midwifery Clinical Rules. Practicum, Interim Clinical Appraisal, Yes/No. Practicum, Final Clinical Appraisal, Yes/No.

HNB3217 Cardiac Nursing

Locations:St Abans.

Prerequisites:HNB2205 - Nursing and Acute Care 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description:This unit enables students to explore the speciality of cardiac nursing at an advanced undergraduate level. The content within the unit will expose students to advanced practice principles of cardiac nursing critically exploring the skills and knowledge required to provide care for cardiac patients across a range of conditions. Students will consolidate and build upon previous cardiac nursing knowledge provided in years one and two of the degree. The unit will include use of evidence base practice, ethics, critical thinking and analysis.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Consolidate knowledge of cardiac patients and evidence based care provided;
2. Demonstrate understanding of common interventions in the diagnosis of cardiac conditions;
3. Demonstrate understanding of cardiac interventions with rationales;
4. Consolidate medication knowledge of cardiac management and patient care;
5. Explain cardiac conditions across the life span;
6. Provide evidence of reflective practice in group discussions;
7. Demonstrate knowledge and skills in information literacy and academic writing.

Class Contact:Lecture 2.0 hrs A total of forty-eight (48) hours per semester of content will be delivered either online or in a blended learning format.

Required Reading:Nil

Assessment:Test, Four (4) Online tests (30 mins each), 40%. Assignment, Written Assessment (2000 words), 60%. To gain an overall pass in this unit, students must achieve an aggregate score of 50% . .

HNB3218 Paediatric Nursing

Locations:St Abans.

Prerequisites:HNB 2205 - Nursing and Acute Care 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description:This unit enables students to explore the speciality of paediatric nursing at an advanced undergraduate level. The content within the unit will expose students to advanced practice principles of paediatric nursing critically exploring the skills and knowledge required to provide care for paediatric patients across a range of conditions. Students will consolidate and build upon previous paediatric nursing knowledge provided in years one and two of the degree. The unit will include use of evidence base practice, ethics, critical thinking and analysis.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Consolidate knowledge of paediatric patients and evidence based care provided;
2. Demonstrate understanding of common interventions in the diagnosis of paediatric conditions;
3. Demonstrate understanding of paediatric interventions with rationales;
4. Consolidate medication knowledge of paediatric management and care;
5. Explain a range of common paediatric conditions across the paediatric life span;
6. Provide evidence of reflective practice in group discussions;
7. Demonstrate knowledge and skills in information literacy and academic writing.

Class Contact:Lecture 2.0 hrs Forty-eight (48) hours per semester consisting of a total of six (6) hours of content per week over eight (8) weeks, which will be delivered either online or in a blended learning format.

Required Reading:Nil

Assessment:Test, Four (4) Online Tests (30 mins each), 40%. Assignment, Written Assessment (2000 words), 60%. To gain an overall pass in this unit, students must achieve an aggregate score of 50% . .

HNB3219 Perioperative Nursing

Locations:Online.

Prerequisites:HNB3141 - Nursing and Complex CareHNB3140 - Professional Studies 2 & Interprofessional Practice

Description:Students are provided with a wide variety of learning options with which to interact in the unit. Issues around professional Perioperative Nursing and the different contemporary surgical and nursing specialities are explored in detail as students are taken on the patient's surgical journey from the decision to have surgery to the resolution of surgical sequelae. This unit enables students to explore areas of interest as well as building on foundational knowledge. It is designed to be interactive using multi media as well as providing students with the latest information and resources in contemporary surgical and nursing trends.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify the role of the perioperative nurse and differentiate between the nursing roles in perioperative settings;
2. Explain the role of the perioperative nurse in caring for people undergoing surgical and anaesthetic intervention in a variety of settings;
3. Consolidate previous knowledge about surgery and anaesthesia and integrate into the care of people requiring a diversity of specialist surgical procedures;
4. Explain the need for aseptic techniques in surgery;
5. Identify the risks for patients and staff in the perioperative setting;
6. Discuss the history and the professional growth of perioperative nursing;
7. Recognise and explore perioperative nursing practice and identify areas for knowledge enrichment.

Class Contact:Students are expected to interact with a diversity of learning materials that are designed so they can self-pace through the unit. There are four specifically designed learning modules that make up the unit. They are designed so that students have 6-8 hours of online activities per week over 8 weeks.

Required Reading:Students are directed to resources as appropriate for each speciality area

Assessment:Test, Four (4) Online Tests (30 minutes each), 40%. Assignment, Assignment (2,000 words), 60%. To pass this unit students require an aggregate score of 50%.

HNB3220 International Project

Locations:St Abans.

Prerequisites:RB M1103 - Bioscience 1: Body Structure & FunctionHNB1103 - Professional Studies 1HNB1102 - Foundations in Nursing 1

Description:This unit is designed for students that want to experience living and observing health care in another country. It is designed to build on foundational knowledge and develop students awareness and understanding of the issues and challenges of the health care system in a country other than Australia as well as enable students to critically reflect on the Australian health care system from a global perspective.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Summarise and provide an analysis of the current key issues for the health system in the destination country;
2. Explain the differences between public and private health care systems and urban and rural access to health care;
3. Discuss the role of nurses and other members of the health team in the destination country;
4. Discuss the concept of transnational nursing;
5. Reflect and evaluate on the strengths and weaknesses of health care delivery systems in other countries;
6. Compare and contrast cultural differences and assess how these affect consumer attitudes towards nurses and health.

Class Contact:Contact hours will vary from student to student but it is expected that

students will have a minimum of 2 weeks intensive guided experience in the delivery of health care while in another country. Students will be exposed to another culture and will have 40-50 hours of information sessions and experiential learning over 2 weeks. As required by ANMAC there is a compulsory face to face information session, supported by an online cultural orientation programme to be completed pre departure as well as a debrief session on return to Australia.

Required Reading:Muennig, P., & Su, C. (2013). (1st ed.) Introducing global health: Practice, policy, and solutions. USA: John Wiley & Sons Waltham, G. (2011). (1st ed.) Health and poverty: Global health problems and solutions. UK: Taylor and Francis Purnell, L. (2012). (4th ed.) Transcultural health care: A culturally competent approach, USA :FA Davis Company

Assessment:Portfolio, The portfolio consists of a daily reflective journal completed on tour, photos, video evidence and written work on key issues in global health care., 100%. To pass this unit students must obtain a cumulative mark of 50%.

HNB3224 Mental Health and Illness

Locations:St Abans.

Prerequisites:HNB2206 - Nursing and Mental Health 2RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description:This elective unit is designed to develop students' knowledge, skills and attitudes in order to promote mental health and to meet the needs of people with altered mental health status in inpatient and community settings. To consolidate and expand on previously acquired knowledge in mental health nursing.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Examine the experience and treatment of individuals presenting with mental illness;
2. Analyse the ethical and legal requirements for mental health care;
3. Explore the standards of practice for mental health nurses;
4. Identify and discuss psychopharmacology in relation to the treatment of an acutely agitated consumer;
5. Further develop knowledge and administration skills in psychotropic medications;
6. Recognise and explore the relationship between metabolic syndrome and mental illness;
7. Explore current psychiatric advanced directives;
8. Examine the nurse practitioner model and its application in mental health.

Class Contact:Lecture4.0 hrsStudents are expected to interact with a diversity of learning materials that are designed so they can self-pace through the unit. There are four specifically designed learning modules that make up the unit. They are designed so that students have 6-8 hours of activities per week over 8 weeks.

Required Reading:There are nil required texts for this unit. The unit coordinator will provide a list of readings and resources for students, if applicable.

Assessment:Test, Online test for 30 minutes. Each test is worth 10% (4 tests), 40%. Assignment, 2000 words, 60%. To pass this unit, students required to achieve a cumulative mark of 50% .

HNB3225 History of Nursing

Locations:St Abans.

Prerequisites:RB M1103 - Bioscience 1: Body Structure & FunctionAEK1203 - Indigenous Health and WellbeingHNB1102 - Foundations in Nursing 1HNB1103 - Professional Studies 1

Description:Students are provided with a variety of multi-media options with which to interact. This unit builds on knowledge about the history of nursing as a profession gained in previous units of study. Students gain a deeper knowledge about the development of nursing beyond Nightingale and in particular about those that have contributed to the development of nursing transnationally and in Australia. Students will gain beginning research skills in historical methods as they interact with the

materials to gain insight into the experiences of Australian nurses at war and on the international stage.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Examine the impact of Florence Nightingale on the development of nursing in Australia;
2. Evaluate the development of the professions focusing on the professions of midwifery and nursing in Australia;
3. Identify eminent nurses that have shaped the development of nursing in Australia as well as internationally;
4. Consolidate knowledge about the beginning of nursing in Australia and its development into a profession;
5. Explain the major events that have shaped the development of the nursing profession in Australia;
6. Explore methods used for historical research;
7. Locate sources for historical research in Australia and in other countries.

Class Contact: Students are expected to interact with a diversity of learning materials that are specifically designed so they can self-pace through each of the four learning modules. They are designed so that students have 6-8 hours of online activities per week over 8 weeks. The materials are interactive and designed with the learning activities to trigger group discussion and motivate students.

Required Reading: Bassett, J. (1997). (2nd ed.) *Guns and brooches : Australian army nursing from the Boer War to the Gulf War*. Melbourne: Oxford University Press
Nelson, S., & Rafferty, AM. (2010). (1st ed.) *Notes on Nightingale: The influence and legacy of a nursing icon*. USA: Cornell University Press

Assessment: Test, Four (4) Online Tests (30 minutes each), 40%. Assignment, Assignment (2,000 words), 60%. To pass this unit students are required to achieve a cumulative mark of 50%.

HNB3227 Mental Health and Nursing

Locations: St Albans.

Prerequisites: HNB2107 - Nursing Professional Practice 1 HNB1204 - Foundations of Nursing and Midwifery 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: This unit introduces students to Psychology, Mental Health and Illness. It aims to build on the communication and assessment skills developed in previous units of study. In addition, the objective is to develop students' knowledge, skills and attitudes in the promotion of mental health. The unit provides the knowledge and skills students require to meet the needs of people with altered mental health status in hospital and community settings. It also complements the information provided in 'RBM2202 Pathophysiology & Quality Use of Medicines 2.'

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Outline major theories of human development.
2. Authenticate the importance of professional practice including confidentiality and patient privacy associated with the provision of foundational nursing and midwifery care.
3. Describe the theoretical bases of mental health nursing and the delivery of mental health services in Australia.
4. Articulate knowledge of determinants of mental illness, clinical manifestations and psychopathology.
5. Interrogate the legislative and ethical foundations of mental health care and treatment, in particular the roles and responsibilities of the nurse under the Victorian Mental Health Act.
6. Discuss mental health nursing care for individuals and families with anxiety, mood and psychotic disorders.
7. Appraise common therapeutic modalities, including psychopharmacology.

Class Contact: Lab 1.0 hr Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: To be confirmed.

Assessment: Test, Three (3) online tests (15 minutes each), 15%. Assignment,

Written assessment (1000 words), 25%. Examination, Written examination (2 hours), 60%.

HNB3229 Nursing Professional Practice 3 - Mental Health

Locations: St Albans.

Prerequisites: HNB2107 - Nursing Professional Practice 1 HNB1204 - Foundations of Nursing and Midwifery 2

Description: The aim of this unit is to provide students with the opportunity to apply the mental health knowledge and skills developed in 'HNB3227 Mental Health and Nursing' in a mental health setting. Students are required to complete 160 hours in a mental health setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply relevant knowledge and skills and utilise a problem solving approach to the nursing management of individuals with mental health issues.
2. Advocate the legislative and ethical foundations of mental health care and treatment.
3. Exhibit safe medication administration.
4. Utilise culturally appropriate psychotherapeutic communication, assessment and intervention strategies in the mental health setting and during crisis.

Class Contact: In this professional practice unit, students will have one hundred and sixty (160) hours of professional practice experience in an external mental health setting.

Required Reading: To be confirmed.

Assessment: Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Students must achieve the grade 'competent' on their final Professional Practice Performance Appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HNB3253 Interprofessional Practice

Locations: St Albans.

Prerequisites: HNB2205 - Nursing and Acute Care 2 HNB2206 - Nursing and Mental Health 2 HNB2207 - Professional Practice 3 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: Students will be provided with an opportunity to apply Interprofessional Education (IPE) and Interprofessional Practice (IPP) principles embedded throughout the HBNB curriculum in a practice environment. Students will engage in IPP with students and health care professionals from other health disciplines to provide client centred care that aligns with principles of IPP. Students will experience IPP in specifically developed Interprofessional clinics at VU. This unit allows students to experience interprofessional care delivery, consolidate their understanding of different roles and scopes of various health disciplines and enhance their communication skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically analyse approaches to enhance Interprofessional Practice;
2. Demonstrate Interprofessional teamwork;
3. Differentiate other disciplines and their roles and identities;
4. Demonstrate communication skills and strategies to navigate potential or actual conflict related to Interprofessional Practice;
5. Examine patient assessment within an Interprofessional Practice clinic;
6. Provide critical reflective and actively participate in group discussions.

Class Contact: Total of eighty (80) hours of Professional Experience within an Interprofessional Practice Clinic at VUIC.

Required Reading: Nil

Assessment: Portfolio, Portfolio which includes IPPA, reflections and case study,

Yes/No. To gain an overall pass in this unit, students must achieve a competent grading in the Interprofessional Practice Performance Assessment and must complete the required 80 hours of placement.

HNB4201 Nursing Professional Practice 4

Locations:St Abans.

Prerequisites:HMB4104 - Professional Studies 2HNB3141 - Nursing and Complex Care

Description:This capstone professional practice unit prepares students for transition to practice as a graduate nurse. Students will be expected to apply theoretical principles, evidence-based knowledge and nursing practice skills, at an increased level of complexity and independence.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Implement evidence based comprehensive and individualised quality nursing care.
2. Apply legal and ethical principles in delivery of nursing care.
3. Participate in reflective practice through documentation, discussion, and self-evaluation.
4. Exhibit effective communication skills in interactions with patients, significant others and health professionals.
5. Demonstrate the ability to adjust care and priorities in changing situations, and identify and manage the deteriorating patient.

Class Contact:This professional practice unit includes one hundred and sixty (160) hours in an acute care healthcare setting.

Required Reading:Nil

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Yes/No. Practicum, Final Professional Practice Performance Appraisal, Yes/No. Students must achieve the grade 'competent' on their final Professional Practice Performance Appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal. .

HPP7000 Evidence Based Practice for Psychologists

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:The goal of this unit is to provide students with an understanding of aspects of the theory and practice of psychology research most relevant for practicing psychologists. Topics covered include: evidence-based practice and research-practice integration; research ethics; research design and statistical analysis, including the application of these to quantitative, qualitative and mixed-methods research. The focus is on practical aspects of the design, conduct and reporting of psychology research. Through a mixture of workshops and independent and group activities and assignments, students are provided with the tools to design, conduct and report findings from applied research and to critically review relevant published research.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Elucidate an advanced understanding of evidence-based practice and the relationship between theory and practice;
2. Critically evaluate and review psychological literature and research design;
3. Reflect and apply ethical considerations in research and practice;
4. Exemplify and apply advanced theoretical knowledge related to qualitative, quantitative, and mixed methods research;
5. Exhibit a developing ability to understand and apply research based intervention to psychological practice.

Class Contact:Seminar2.0 hrs

Required Reading:Journal articles and recommended texts will be advised by the unit coordinator.

Assessment:Test, In-Class Test (60 minutes), 30%. Case Study, Theoretical and evidence based case study (4,000 words), 70%.

HPP7001 Practicum 1

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit is designed to provide students with a structured practicum in a University-based clinic in which appropriate psychological skills can be developed. The focus of this practicum is on conducting structured clinical assessments consistent with ethical standards. Students will be encouraged to approach applied problems and skill based learning from a hypothesis based assessment perspective consistent with a scientist-practitioner model. The emphasis is on skill development in a supervised, structured environment. Expert feedback on performance is seen as an essential feature of the learning process and strong emphasis is placed on skill development under adequate supervision. HPP7001 Practicum 1 and HPP7002 Practicum 2 have been designed to be completed sequentially as skills will be developed incrementally across both units.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exemplify stage-appropriate clinical assessment skills expected of provisional psychologists;
2. Exhibit a developing ability to carry out professional psychology activities in a professional manner, with due appreciation of the legal and ethical issues involved;
3. Implement professional record maintenance skills in relation to log-books, progress notes and clinic files in a professional agency;
4. Exhibit familiarity with the organisational context and professional network in which the psychology practice is embedded.

Class Contact:Placement7.5 hrsVU Psychology Clinic: please note the clinic placement operates for at least 300 hours across HPP7001 Practicum 1 and HPP7002 Practicum 2. The 300 hours of placement is an accreditation requirement.

Required Reading:Allan, A. & Love, A., (2011) Ethical Practice in Psychology: Reflections from the creators of the APS Code of Ethics Wiley

Assessment:Journal, Reflective Journal on placement experiences (2,000 words), Pass/Fail. Case Study, Submission of a case study including assessment report (3,000 words), Pass/Fail. Report, Successful completion of placement evidenced by the clinical supervisor's evaluation report., Pass/Fail.

HPP7002 Practicum 2

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit provides students with a structured situation in which to develop knowledge and skills within the psychology field. While the objectives are similar to Practicum 1, the level of independent practice further challenges the student to broaden their responsibilities beyond those of the first placement. They will be expected to consider therapeutic issues and apply techniques to a more advanced level than their first placement. This will be reflected in their interaction with clients, standard of case formulations, and sensitivity to therapeutic process and case management issues. HPP7001 Practicum 2 has been designed to follow HPP7001 as skills will be developed incrementally across both units.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Exemplify the stage-appropriate therapeutic skills expected of provisional psychologists;
2. Implement professional record maintenance skills in relation to log-books, progress notes and clinic files in a professional agency;
3. Exhibit familiarity with the organisational context and professional network in which the

psychology practice is embedded 4. Exhibit a developing ability to carry out professional psychology activities in a professional manner, with due appreciation of the legal and ethical issues involved.

Class Contact: Placement 7.5 hrs VU Psychology Clinic, please note the clinic placement operates for at least 300 hours across HPP7001 Practicum 1 and HPP7002 Practicum 2. The 300 hours of placement is an accreditation requirement.

Required Reading: Allan, A. & Love, A., (2011) *Ethical Practice in Psychology: Reflections from the creators of the APS Code of Ethics* Wiley

Assessment: Journal, Reflective Journal on placement experiences (2,000 words), Pass/Fail. Case Study, Submission of a case study including intervention plan (3,000 words), Pass/Fail. Report, Successful completion of placement evidenced by the clinical supervisor's evaluation report., Pass/Fail.

RBF1140 Introduction to Food, Nutrition and Health 1

Locations: St Albans.

Prerequisites: Nil.

Description: This unit provides students with an introduction to nutrition and food science. The unit comprises an introduction to the food industry, its components and organisation, both in Australia and internationally; the composition of foods, food processing and food safety; introduction to the preservation and processing of fruits and vegetables, grains and oilseeds, dairy products, meat, poultry, fish and beverages.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the food industry in Australia and overseas; 2. Discuss the composition of foods, including food composition data; 3. Explain the basic principles of food processing and the importance of food safety; and 4. Explain at an introductory level, preservation techniques for various food commodity groups.

Class Contact: Forty-eight (48) hours or equivalent for one semester comprising lectures and tutorial/demonstrations.

Required Reading: Parker, R. (2003). *Introduction to food science*. Albany, USA: Delmar, Thomson Learning Inc.

Assessment: In order to obtain a pass or higher in this graded unit, normally all components of assessment must be passed. Assignment, Two assignments, 40%. Examination, one 3-hour written paper, 50%. Tutorial Participation, Tutorial exercises, 10%.

RBF2210 Nutrition and Food Analysis 1

Locations: Werribee, St Albans.

Prerequisites: RBF1140 - Introduction to Food, Nutrition and Health 1 RBF2410 - Food Components

Description: This unit emphasises experimental techniques as applied to nutrition and food studies and the rationale for the various experimental procedures used in foods and nutrition. Topics will include: classifiable and instrumental methods of food analysis; principles and procedures for analysis of foods using HPLC, GC, UV/Vis, IR; statistical analysis in food analysis; analysis of macro and micronutrients of foods, method selection and development; food composition labelling; and analysis of colour, flavour and texture of foods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss and evaluate the principles of and procedures for food analysis and labelling; 2. Compare and evaluate different methods used in the analysis of foods; 3. Distinguish amongst various methods used in quality control and in rapid screening techniques; 4. Estimate accuracy and reproducibility in food analysis;

and 5. Propose, design and establish novel methods of food analysis.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials, laboratories and site visits.

Required Reading: Nielsen, S. S. (2003). (3rd ed.). *Food analysis* Gaithersburg, MD: Aspen Publishing. Pomeranz, Y., & Meloan, C. E. (2000). (3rd ed.). *Food analysis: Theory and practice* Gaithersburg, MD: Aspen Publishing. Wolstad, R. E. (Ed.), Acree, T. E. (Ed.), Decker, E. A. (Ed.), Penner, M. H. (Ed.), Reid, D. S. (Ed.), Schwartz, S. J. (Ed.), et al. (2004). *Handbook of food analytical chemistry*. Hoboken, NJ: John Wiley & Sons.

Assessment: Assignment, One assignment, 20%. Practicum, Practical work, 30%. Examination, One 2 hour written examination, 50%.

RBF2215 Nutrition and Food Analysis 2

Locations: Werribee, St Albans.

Prerequisites: RBF1140 - Introduction to Food, Nutrition and Health 1

Description: This unit concentrates on the rationale for analytical procedures used in nutrition as well as experimental designs and statistical analyses appropriate to nutrition and foods. Topics will include: design, planning and evaluation of diet analysis; nutritional epidemiology; anthropometry; biochemical markers; feeding trials; N balance studies; amino acid score, digestibility of food, nutritional survey and data collection, dietary instrument design, energy measurement of nutrients; analysis of nutritive value of foods and use of analysis software; pitfalls and complications encountered in human nutrition experimentation and strategies commonly used to overcome these.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss the advantages and disadvantages of a range of techniques used in nutritional research; 2. Select experimental methods appropriate to particular research objectives and designs; 3. Identify the limitations of presently-available experimental methods in nutrition; 4. Describe the important design strategies of nutritional epidemiological studies; 5. Discuss the correct procedures for interpretation of data; and 6. Undertake a critical analysis of the design and implementation of intervention projects and statistical analysis of data sets.

Class Contact: Forty-eight (48) hours for one semester comprising lectures and practical laboratories.

Required Reading: Margetts, B. M., & Nelson, M. (Eds.) (1997). (2nd ed.). *Design in nutritional epidemiology* New York: Oxford University Press.

Assessment: Assignment, One assignment (2000 words), 20%. Practicum, Practical work and 6 laboratory reports, 30%. Examination, One 2.5 hour written examination, 50%.

RBF2218 Nutrition and Community Health

Locations: Werribee.

Prerequisites: Nil.

Description: Importance of community nutrition in public health promotion. Nutrition data: type, collection, analysis. Health behaviour theories. Food security. Community nutrition throughout the lifespan (breastfeeding promotion; childhood and adolescence; adults and chronic disease prevention; nutrition-related problems in the elderly). Development of effective communication programs. Education and intervention programs in locating public health data and health epidemiology. Cultural competency and international nutrition.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss the concept of community, community nutrition practice, social and

economic trends for community nutrition, the community needs assessment; 2. Assess the nutritional status for given target populations; 3. Explain the basic principles of epidemiology; 4. Discuss current standards of assessment of nutrition; 5. Comment on nutrition intervention programs, public health policy, program planning, evaluation and implementation of community nutrition projects and national nutrition priority areas; and 6. Explain the importance of nutrition throughout the life cycle, and marketing nutrition in the community.

Class Contact: Forty-eight (48) hours for one semester comprising lectures, tutorials and practical sessions.

Required Reading: Boyle, M. A., & Holben, D. H. (2006). Community nutrition in action. An entrepreneurial approach (4th ed.). Thomson Wadsworth Publication.

Assessment: Assignment, Two assignments (2000 words each) (20% each), 40%. Examination, One 2.5 hour written examination, 60%.

RBF2242 Food Preservation

Locations: Werribee, St Albans.

Prerequisites: RBF1140 - Introduction to Food, Nutrition and Health 1
Introduction to Food, Nutrition and Health 1

Description: This unit introduces the basic principles in food preservation and food packaging. Food can be preserved by controlling moisture, controlling temperature (heating, pasteurizing, sterilizing, canning, chilling, freezing), using chemicals and irradiation, and modified atmospheres. The impact of the various preservation techniques on the product safety, quality and nutritional value of food will be discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate different methods of spoilage of various food groups; 2. Analyse different methods of preservation and fermentation, explaining the 'pros' and 'cons' of each method; 3. Propose appropriate methods of preservation, including the concept of hurdles to control a given deterioration; and 4. Elaborate on the role of food packaging in food preservation.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs St Albans: lectures and tutorials Werribee: practicals

Required Reading: Gould, G. W (Ed.) 2012 New methods for food preservation London: Springer Publishing

Assessment: In order to obtain a pass or higher in this graded unit, normally all components of assessment must be passed. Assignment, Team case study assignment (approx. equal to 1000 words each student), 40%. Presentation, Oral presentation by team of final project (approximately equal to 1000 words per student), 20%. Examination, Final Examination (2 hours), 40%. Combined individual assessment task equate to approximately 4,000 words.

RBF2410 Food Components

Locations: Werribee, St Albans.

Prerequisites: RBF1140 - Introduction to Food, Nutrition and Health 1

Description: This unit will introduce students to food constituents; water; structure, chemistry, stability and functional properties of proteins, carbohydrates, fats and oils, vitamins and minerals; Food colour, texture and flavour. Reactions leading to deterioration of foods: oxidative deterioration and rancidity, anti-oxidants, browning reactions; food additives, natural and synthetic colorants and flavouring agents; gels, colloids, foams and emulsions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe and assess the structural and compositional features of food

macromolecules; 2. Predict the functional properties of food molecules based on their chemical properties; 3. Recognise and evaluate the key chemical features of food systems; and 4. Develop novel food systems based on complex interactions of their main macromolecules.

Class Contact: Forty-eight (48) hours for one semester comprising lectures, tutorials and practical sessions.

Required Reading: Coultrate, T.P. (2009). 5th ed. Food: The chemistry of its components Cambridge: RCS Publishing.

Assessment: Assignment, Written assignment (2000 words), 45%. Examination, Written Examination (2.5 hours), 55%. Total combined assessment word equivalence is approximately 4000 words.

RBF3151 Food Quality Assurance

Locations: Footscray Nicholson, St Albans.

Prerequisites: HPC1001 - Food Components HFS2003 - Food Microbiology

Description: The aim of this unit is to provide an introduction to the concepts and principles of food quality evaluation assurance, food legislation, food standards, sensory and objective evaluation of foods and relevant testing methods. It explores the concept of quality from sensory, scientific, regulatory and legal perspectives, including the concepts of total quality control (TQC) and total quality management (TQM). The importance of quality assurance principles and systems and both Australian and International food standards codes are emphasized.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review and apply principles of quality assurance and quality management systems in food manufacturing, distribution and services; 2. Interpret Australian and International food legislations and food standard codes with respect to quality assurance of a food in the food manufacturing and services sectors; 3. Assess principle statistical control techniques to assure the quality of a food; 4. Identify and create particular sensory tests for evaluation of a food of interest with respect to quality assurance of that particular food within food production and services divisions.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Observation excursions to industrial food processors may be arranged as appropriate.

Required Reading: Hubbard, M. R. (2012) 3rd ed. Statistical quality control for the food industry. NY: Chapman and Hall Lyon, D.H., Francombe, M.A., Terry A. Hasdell, T.A. (2012) 2nd ed. Guidelines for sensory Analysis in Food Product Development and Quality Control NY: Springer Publishers

Assessment: Report, Laboratory Report on testing food quality (1000 words), 15%. Assignment, Written Assignment (1500 words), 25%. Presentation, Oral Presentation based on the assignment topic (500 words equivalent), 10%. Examination, Final Written Examination (2 hours, 2000 words equivalent), 50%.

RBF3252 Food Safety

Locations: Werribee, St Albans.

Prerequisites: RBF3730 - Food Microbiology

Description: This unit provides basic concepts and principles of food safety, food legislation, food standards as applied to production of clean and hygienic food. Students will be introduced to the principles of HACCP to ensure the production of clean and hygienic food, and will rigorously evaluate the cleaning and sanitation practices in the food, beverage, and hospitality industries, including retail and industrial food production settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply and integrate the principles and practices of food safety management to the

production, preservation, storage and distribution of food; 2. Develop production and processing techniques using the HACCP approach to ensure the production of clean and hygienic food; 3. Critically evaluate production processes in order to determine practical approaches to food microbiology and food safety; and 4. Plan and design innovative food safety procedures for food retail businesses and industrial processors.

Class Contact: Forty-eight (48) hours for one semester comprising lectures, tutorials and workshops.

Required Reading: The following textbooks are recommended but not required: Cramer, M., 2013 2nd Edition Food Plant Sanitation: Design, Maintenance, and Good Manufacturing Practices CRC Press Ortega-Rivas, 2009 Processing Effects on the Safety and Quality of Foods CRC Press Newslaw, D. 2013 Food Safety Management Programs: Applications, Best Practices and Compliance CRC Press

Assessment: Report, Written assignment on practices to prevent a food safety problem (foodborne illness) (2000 words), 40%. Assignment, Written assignment on HACCP (1000 words), 20%. Examination, One 2 hour written examination, 40%. Individual assessment tasks combined equate to a total of approximately 5000 words.

RBF3256 Food Product Development

Locations: Footscray Nicholson, Werribee, Footscray Park, St Albans.

Prerequisites: RBF3151 - Food Quality Assurance

Description: This unit prepares students for the workplace realities of developing new food products, beginning with generating a new product idea, then developing the concept, testing the formulation, devising the processing techniques and product specifications, creating a marketing strategy, through to marketing trials with consumers. Students will learn packaging and labelling requirements, product costing and pricing, how to scale up production, and how to market the product and plan a product launch. Food science students will be well-prepared for the workforce challenges of creating innovative food products to meet market demand.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appraise the main features and trends of a specific food product within an appropriate market setting;
2. Critically assess the development cycle of a food product and review relevant principles of marketing theory;
3. Apply knowledge of consumers' food choices to the design and development of a prototype food product at laboratory and pilot scale;
4. Develop and justify technical specifications for the new product; and
5. Conduct testing in an appropriate market and evaluate consumers' responses.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: Earle, M., Earle, R., & Anderson, A. (2009) 4th ed. Food product development Boca Raton: CRC Press

Assessment: Test, Class test, 10%. Assignment, Assignment (2000 words per student), 30%. Presentation, Oral presentation by team of final project (30 minutes), 20%. Examination, Final examination (2 hours), 40%.

RBF3730 Food Microbiology

Locations: Werribee, St Albans.

Prerequisites: Nil

Description: Food-borne disease is an important problem in today's world, resulting in illness and possibly death for consumers, and financial ruin for the food industry. The aim of this subject is to develop an knowledge and skills in microbiology with particular reference to the role of micro-organisms in food processing, food spoilage and food-borne disease. Students will gain an appreciation of the local and global

consequences, both positive and negative of microbial growth and fermentation in foods. The role of legislation and standards in the control and prevention of food-borne disease, including hygiene, sanitation and waste treatment, will also be covered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and describe the differences among main groups of microorganisms, including bacteria, viruses, and fungi;
2. Conceptually map the transmission of disease-causing microorganisms in food products;
3. Articulate the conditions under which microbial growth flourishes and is inhibited in food; and
4. Critically review food processing techniques and agents used to control and prevent food-borne disease.

Class Contact: Lecture 3.0 hrs 3 hour laboratory: Weeks 2-8 of semester (21 hours) 1 hour tutorial: Weeks 9-11 (3 hours).

Required Reading: Jay, J.M., Loessner, M.J., Golden, D.A., 2005 7th Edition Modern Food Microbiology Aspen Publishers Inc.

Assessment: Assignment, Written research report (1000 words), 25%. Other, Practical work - 2 lab reports (each approx. 500 words), 25%. Examination, Final examination (2 hours), 50%. Individual assessment tasks in combination total approximately 4,000 words equivalent (year 2 unit).

RBF3900 Project

Locations: Footscray Nicholson, Werribee, Footscray Park.

Prerequisites: Nil

Description: The Research Project unit of study is an individual program of supervised research in which the student, in consultation with the supervisor, conceptualizes, designs, conducts and disseminates the outcomes of a specific food science project. Research placements enable students to undertake a structured work experience program as an integral part of their degree course. Gaining practical experience in their chosen field enables food science students to test their interest and ability in these areas. The project will be, as far as is possible, concerned with a real problem in food science, such as the production of off-flavours during milk processing, the encapsulation of micronutrients to be added to a food product, or the development of a new functional food with desirable sensory qualities. The outcomes will be a written report and oral presentation of the project to the VU Food Science community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate the scientific literature in food analysis, processes, production and other areas of food science;
2. Assess problems and design experiments to test hypotheses relevant to the discipline of food science;
3. Plan, design and conduct a food science experiment, both independently and with guidance from a supervisor;
4. Report on an individual research project using appropriate scientific writing; and
5. Disseminate research findings to peers and the VU Food Science community using effective communication skills.

Class Contact: Students will complete six (6) hours of lecture/project presentations as part of this project.

Required Reading: Selected material as advised by the project supervisor. The supervisor will suggest appropriate journal papers to commence the students reading on the research topic, which will be sought by the student.

Assessment: Assignment, Written project proposal (1000 words), 15%. Presentation, Oral (15 minutes), 15%. Report, Written Research Report (4000 words), 70%. In consultation with the Unit Coordinator students will choose a research project. The Research Project will be assessed by: the written research report (70%) of ~4000

words due at the end of semester; an oral presentation (10 mins + 5 mins question time) due towards the end of semester during a research seminar organised by the unit coordinator (15%); and the supervisor's assessment of research competence, based upon the student's contributions to the project design and completion (15%).

RBM1102 Bioscience 1: Human Body Structure and Function

Locations:St Abans.

Prerequisites:Nil.

Description: In this unit, human anatomy and physiology will be introduced and placed in context with nursing in an integrated fashion. The subject begins with an overview of the organisation of the human body. Basic concepts in chemistry and biochemistry are presented as essential background for understanding pharmacology and the structure and function of cells and tissues. Students are introduced to microbiology and the importance of infection control. After these fundamental concepts have been covered, students will study the structure and function of the skeletal and muscular systems, the nervous system, and the endocrine system.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: * use appropriate anatomical terminology; * describe basic principles of chemistry and biochemistry; * describe the structure of the cell and state cell function; * describe the structure, function and location of epithelial and connective tissues; * describe the structure, function and importance of the integumentary system; * describe the fundamentals of microbiology and infection control; * appreciate the relevance of microbiology in the work of health professionals; * describe the basic anatomy of the central and peripheral nervous systems; * explain the basic principles of neurophysiology; * describe the structure of various bones, joints, and muscles; * describe the major functions of bone, joints, and muscles; and * describe how physiological homeostasis is maintained; * describe the role of the neuro-endocrine system in regulating body functions.

Class Contact: A total of 60 hours for the semester, or 5 hrs class contact per week comprising 2 hrs lecture, 1 hr tutorial and 2 hrs practical, or equivalent.

Required Reading: Marieb, E.N., & Hoehn, K. (2007). Human Anatomy and Physiology. (7th ed.). California, USA: Pearson Benjamin Cummings. Marieb, E.N., & Hoehn, K. (2007), 7th Edition Human Anatomy and Physiology Pearson Benjamin Cummings, California, USA

Assessment: In order to obtain a pass or higher in this graded unit, normally all components of assessment must be submitted and an aggregate mark of at least 50% must be attained. Practical sessions have a hurdle requirement of at least 80% attendance. Supplementary assessment in the form of a supplementary theory exam will normally be offered to students achieving an N (45-49%) grade and have completed / submitted all other assessment tasks. Students must achieve at least 50% on the supplementary exam to be granted a P 50 as a final grade for the unit. Test, Theory Test 1, 10%. Test, Theory Test 1, 10%. Examination, Practical during examination period., 30%. Examination, Theory (2.5 hr.) during examination period., 50%.

RBM1107 Bioscience for Paramedics 1

Locations:St Abans.

Prerequisites:Nil.

Description: In this unit, human anatomy and physiology will be introduced and placed in context with paramedic science in an integrated fashion. The subject begins with an overview of the organisation of the human body. Basic concepts in chemistry and biochemistry are presented as essential background for an understanding of the structure and function of cells and tissues. Students are introduced to microbiology

and the importance of infection control. After these fundamental concepts have been covered, students will study the structure and function of the cardiovascular system and nervous system. Topics in this unit can be exchanged with topics in units RBM1208 and RBM2109.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the chemical, cellular and tissue levels of the human organism; 2. Describe the anatomy and physiology of the integumentary, nervous and cardiovascular systems; and 3. Explain the importance of infection control in a paramedic setting.

Class Contact: Lab 2.0 hrs Lecture 1.0 hr Tutorial 1.0 hr Practical sessions will be provided subject to clinical placements. Practical sessions are compulsory.

Required Reading: Marieb, E.N. & Hoehn, K (2013) 9th Edition Human Anatomy and Physiology Pearson

Assessment: Please note: Submission of 80% of the pre-tutorial activities is a hurdle requirement for RBM1107. Each of the quizzes will revise themes and content of that week's lecture in advance of the tutorial the next week. Students are required to complete these quizzes for allocation of team submission grades for respective weeks. In order to obtain a pass or higher in this graded unit, students must have: - successfully completed 8/10 pre-tutorial online activities; AND - scored 50% total for all assessment tasks Laboratory Work, Laboratory Worksheet (700 words), 10%. Test, Guided Inquiry Team Worksheets (500 words), 10%. Test, Quizzes x 2 (10% each), 25%. Examination, Final Exam (2 hours), 55%. Total combined assessment word count is approximately 3,000 words.

RBM1110 Nutritional Biochemistry 1

Locations:St Abans.

Prerequisites:Nil.

Description: This unit emphasizes on the principles of biochemistry and provides an understanding in relation to nutritional biochemistry. Topics on chemical bonding, water and buffers; nutritional importance of essential amino acids and lipids; the role of biomolecules, structure-function relationships of macromolecules, including carbohydrates, proteins, lipids; biomembranes; introduction to major metabolic pathways; storage and conversion of energy processes; protein synthesis and information flow, will be discussed. It will focus and provide an insight to biochemical events as they occur in the human body in both normal and disease state.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the basic chemistry of macronutrients; 2. Identify elements, compounds and mixtures; 3. Explain the transport and storage of energy in the human body; 4. Describe moles, percent mass and molar composition; 5. Describe structure and function relationship for macronutrients; and 6. Describe protein synthesis and introduce the basic metabolic pathways of macronutrients.

Class Contact: Forty-eight (48) hours for one semester comprising lectures and tutorials/practicals.

Required Reading: Tymoczko, J. L., Berg, J. M., & Stryer, L 2nd Biochemistry. A short course Freeman, NY Bettelheim, F.A., Brown, W.H., Campbell, M.K., & Farrell, S.O. (2013) 10th Introduction to general, organic and biochemistry Centage Brain

Assessment: Assignment, Individual Assignment (750 words), 35%. Test, Topic test, multiple choice (equivalent to 250 words), 15%. Examination, Final Examination (2 hours), 50%. Individual assessment tasks combined total, approximately equivalent to 3000 words.

RBM1121 Anatomy & Physiology 1

Locations:St Abans.

Prerequisites:Nil.

Description:The structure and function of the human body is introduced and placed in an integrated fashion within the context of midwifery. Following a brief overview of the organisation of the human body, students are introduced to the structure and function of cells and various types of tissues. Basic concepts in chemistry and biochemistry are covered in relation to the human body and students are introduced to microbiology within the context of infection control. The bones, joints and muscles of the body are taught in an integrated way using a regional approach. The nervous system and endocrine system are discussed to highlight their regulatory role for control, co-ordination and communication. The importance of homeostasis and the role of the neuro-endocrine system in maintaining equilibrium within the human body are emphasised. This is followed by a discussion of the special senses, in particular sight, hearing and balance. The integumentary system is covered to emphasise the importance of, for example, skin colour, temperature and sensation relevant to midwifery. Information presented in this unit will be useful in the clinical context.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Outline the structures and functions of human cells and tissues;
2. Explain the basic concepts of chemistry, biochemistry, microbiology and infection control in relation to the human body;
3. Describe the structures and functions of the integumentary, musculo-skeletal, endocrine and nervous systems; and
4. Explain homeostasis and the role of the neuro-endocrine system in regulating body functions.

Class Contact:Lab2.0 hrsLecture2.0 hrsTutorial2.0 hrs

Required Reading:Marieb, E.N. & Hoehn, K. (2010). 8th edition Human Anatomy and Physiology International, Benjamin Cummings Publishing

Assessment:Test, MCQs, 20%. Other, Class assessment & 1.5 hrs exam on laboratories, 40%. Examination, 2.5 hrs written exam, 40%.

RBM1203 Bioscience 2: Human Body Structure & Function

Locations:St Abans.

Prerequisites:RBM1102 - Bioscience 1: Human Body Structure and Function

Description:The aim of this unit is to build upon the anatomy and physiology introduced in Bioscience 1. The structure and function of the cardiovascular, respiratory, urinary, gastrointestinal, immune, and reproductive systems will be covered. The neuro-endocrine regulation of these systems will be presented to provide an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, acid-base balance, and fluid and electrolyte balance. Students will also be introduced to basic concepts of inheritance, nutrition, and metabolism.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students are expected to be able to: * describe the composition of blood and state the various functions of blood; * describe the role of erythrocytes, thrombocytes, and leukocytes; * describe the structure of, and explain the function of the lymphatic system; * describe the structure of the heart, and how it works; * describe the anatomy of arteries, veins, and capillaries; * explain how the cardiovascular system maintains homeostasis of blood pressure and blood flow; * describe the anatomy of the respiratory system and explain the mechanics of breathing; * explain how the respiratory system maintains homeostasis of blood gases and pH; * describe the structure of the renal system; * explain how the kidney maintains fluid & electrolyte balance; * describe the anatomy of the organs comprising the digestive system and the function of each; * describe the structure and the function of the male and female reproductive

systems; * explain the basic principles of human genetics; and * describe basic metabolism and nutrition.

Class Contact:5 hours per week; comprising of 2 hours of lectures, 2 hours of practical and 1 hour of tutorial or equivalent. Class contact hours per week may vary according to clinical placement allocations.

Required Reading:Marieb, E.N. & Hoehn, K. (2007). Human Anatomy and Physiology. (7th ed.). California, USA: Pearson Benjamin Cummings.

Assessment:In order to obtain a pass or higher in this graded unit, normally all components of assessment must be submitted and an aggregate mark of at least 50% must be attained. Supplementary assessment in the form of a supplementary theory exam will normally be offered to students achieving an N (45-49%) grade and have completed /submitted all other assessment tasks. Students must achieve at least 50% on the supplementary exam to be granted a P 50 as a final grade for the unit. Test, Theory - Test 1, 10%. Test, Theory - Test 2, 10%. Examination, Practical - During Examination Period., 30%. Examination, Theory - During Examination Period., 50%.

RBM1208 Bioscience for Paramedics 2

Locations:St Abans.

Prerequisites:RBM1107 BIOSCIENCE FOR PARAMEDICS 1; or equivalent.

Description:This unit will cover structure and function of organs systems which includes study of endocrine system, lymphatic and immune system, nervous system, special senses, fluid/electrolyte and acid base balance, renal system and genetics.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the structural features of the endocrine, lymphatic/immune, nervous, special senses, fluid/electrolyte and acid base balance, renal and genetic systems;
2. Demonstrate understanding of the role of the endocrine, lymphatic/immune, nervous, special senses, fluid/electrolyte and acid base balance, renal and genetic systems in body maintenance and physiological regulation; and
3. Apply knowledge and understanding of human structure and function of these organ systems to clinical scenarios using guided inquiry learning.

Class Contact:Lecture3.0 hrsTutorial1.0 hr

Required Reading:Marieb, E. N., & Hoehn, K. (2013). Human anatomy and physiology (9th ed.). USA: Pearson Benjamin Cummings.

Assessment:Report, Guided inquiry team worksheets (10% total, 11 tutorials, one (1) worksheet per tutorial, (500 words), 10%. Test, 2 multiple choice tests (15% each, approximately 1000words), 30%. Examination, 2.0 hours written (1500 words), 60%. In order to obtain a pass or higher in this graded unit, students must have: - successfully completed 8/10 pre-tutorial online quizzes (hurdle requirement); AND - achieve an aggregate score of 50% for all assessment tasks. The total combined assessment word equivalence is approximately 3000 words.

RBM1209 Exercise Physiology & Nutrition for Paramedics

Locations:St Abans.

Prerequisites:RBM1107 - Bioscience for Paramedics 1

Description:This unit is a practitioner health unit and delivers all aspects of practitioner health required for paramedics for optimising good health. This includes an introduction to the back to basics (manual handling) program and concepts of resilience and coping mechanisms to deal with stress and shift work. This unit also explores fundamentals of exercise physiology and nutrition at an introductory level. The major topic areas covered with respect to exercise physiology are exercise metabolism, physiology of the cardiovascular, neuromuscular and respiratory systems. Topic areas covered with respect to nutrition include key concepts of

metabolism, diet and the shift worker and lifelong nutrition choices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the key concepts and definitions related to exercise and nutrition for the paramedic;
2. Demonstrate proper manual handling techniques for paramedics within the workshop;
3. Explain the concept of stress and its effects on the mind and body and apply key techniques to help reduce and manage the impact of stress; and
4. Describe and apply a model of resilience to a case study.

Class Contact: Lecture 2.0 hrs Workshop 2.0 hrs

Required Reading: A McGraw-Hill Custom Publication (2013) 1st ed RBM1209 Exercise Physiology and Nutrition for paramedics McGraw-Hill Education A custom eBook Exercise Physiology and Nutrition for Paramedics will be available for purchase. Please refer to VU Collaborate.

Assessment: Test, Two (2) multiple choice tests (20% each, approximately 1000 words), 40%. Examination, Final Exam (2 hour written exam, approximately 2000 words), 60%. The total combined assessment word equivalence is approximately 3000 words. In order to obtain a pass or higher in this graded unit, students will need to achieve an aggregate score of 50% for all assessment tasks, and it is highly recommended that students attend 80% of workshops.

RBM1222 Anatomy & Physiology 2

Locations: St Albans.

Prerequisites: RBM1121 - Anatomy & Physiology 1

Description: This unit continues the study of the structure and function of the human body, using homeostatic regulation of the internal environment as the ongoing theme. The cardiovascular, respiratory, urinary, gastrointestinal and reproductive systems are placed in context with their overall regulation and co-ordination via the neuro-endocrine system. This provides an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, fluid and electrolyte balance and acid-base balance. The provision of nutrients to the body by the gastrointestinal system is integrated with the study of biochemistry and metabolism. An introduction to basic concepts of inheritance is followed by the study of the male and female reproductive systems

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the structure and function of the cardiovascular, respiratory, urinary, gastrointestinal and reproductive systems in the human body;
2. Explain how the homeostatic mechanisms regulate the blood pressure, blood gas status, fluid and electrolyte balance and acid-base balance; and
3. Explain the basic principles of normal human genetics.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Marieb, e.N., & Hoehn, K. (2010). 8th ed. Human Anatomy and Physiology Benjamin Cummings Publishing

Assessment: Test, MCQs, 20%. Other, Class assessment & 1.5 hrs exam on laboratories, 40%. Examination, 2.5 hrs written exam, 40%.

RBM1501 Foundations in Biomedical Science A

Locations: St Albans.

Prerequisites: Nil.

Description: This unit has been designed to provide students with the fundamental skills necessary for the successful completion of the biomedical sciences course. A series of lectures and workshops will provide students with an introduction to communication theory and professional practice. This will cover communication skills of summarising, synthesising, note taking, laboratory report and essay writing,

researching and referencing. Students will be encouraged to develop critical thinking and self-editing skills. Oral presentation techniques such as formal talks, impromptu presentations and small group presentations will be developed. During laboratory classes students will gain an understanding of the scientific method and will become familiar with some career options in the biomedical sciences. An important outcome of the laboratory component is that students develop fundamental laboratory and problem solving skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate skills in researching, summarising, synthesizing and referencing for scientific writing purposes;
2. Exhibit sound and effective oral presentation techniques;
3. List and elaborate potential career options in the field of biomedicine;
4. Identify and demonstrate fundamental laboratory skills;
5. Demonstrate skills in participating in group work and preparing collaborative assessments; and
6. Develop an e-portfolio as a basis for further learning plans, strategies and reflection.
7. Demonstrate maths and statistical analysis skills.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs PC Lab 2.0 hrs Tutorial 2.0 hrs Sixty (60) hours per semester comprising lectures, workshops/tutorials and laboratories.

Required Reading: Iain Hay, Dianne Bochner, Gil Blacket, Carol Dungey (2012) 4th Making the grade: a guide to successful communication and study Australia Oxford University Press

Assessment: Report, One Written Report (300 words), 10%. Test, Two tests, each approximately 30 minutes, 20%. Laboratory Work, Laboratory worksheets (4) each approximately 300 words, 20%. Project, Group Project (1000 words) and Oral Presentation, 50%.

RBM1830 Diet Therapy 1

Locations: St Albans.

Prerequisites: Nil.

Description: Dietary assessment techniques, case history taking to assess the dietary habits of clients, dietary nutrient requirements for a balanced and healthy diet, basic counselling skills with respect to the assessment and evaluation of dietary habits and the communication of corrective strategies to clients, codes of ethical practice in dealing with clients.

Credit Points: 12

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr

Required Reading: Colbin A (1996) Food and Healing, 2nd edition, USA, Ballantine. Thomas B, (2001) The Manual of Dietetic Practice, 3rd Ed, Oxford Blackwell Science.

Assessment: Examination (3 hour), 50%; Clinic observation journal, 50%.

RBM2100 Rehabilitation Anatomy

Locations: St Albans.

Prerequisites: RBM1200 - Functional Anatomy of the Limbs AHE1101 - Structural Kinesiology AHE2202 - Functional Kinesiology Students will need to satisfactorily complete either RBM1200 or both AHE1101 and AHE2202

Description: This unit will highlight the relevance of functional and clinical anatomy to health and healing will be highlighted through a detailed study of the mechanics and muscles affecting the movement of joints in the body. This information will be presented and highlighted to students through the study of a number of different areas including kinesiology, biomechanics, gait analysis, posture, massage, muscle testing, exercise, stretching, basic soft tissue techniques, and awareness through movement and posture. There will be a particular emphasis on muscle testing and surface anatomy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the anatomical principles and theory behind spinal and orthopaedic injury;
2. Perform clinical tests on muscles and joints of the spine, trunk and extremities and interpret results;
3. Perform clinical tests of the hip, knee and shoulder joints and interpret results.

Class Contact: Lab 2.0 hrs Lecture 3.0 hrs

Required Reading: Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell (2015) 3rd ed. Gray's Anatomy for Students Churchill Livingstone Elsevier, USA

Assessment: Examination, Practical Examination (1000 words), 20%. Assignment, Written Assignment (1000 words), 25%. Examination, Theory Examination (2000 words), 55%.

RBM2101 Pathophysiology & Quality Use of Medicines 1

Locations: St Abars.

Prerequisites: HBM1202 - Anatomy and Physiology 2 HNB 1204 - Foundations of Nursing and Midwifery 2 HNB 1205 - Foundations in Nursing 2 HNB 1206 - Professional Practice 1 RBM1202 - Bioscience 2: Body Structure & Function HNB require HNB 1205, HNB 1206 and RBM1202 only. HBMA require HBM1202 and HNB 1204 only.

Description: The aim of this unit is to present major concepts and principles of pathophysiology, illustrating their relationship to a range of common/important acute and chronic illnesses. This unit supports the topics in concurrent nursing units by: providing a scientific basis for understanding disease processes such as cellular injury, inflammation, infection, and shock; by elucidating the underlying mechanisms which result in clinical manifestations; and by presenting the rationale for therapeutic interventions. In particular, students will be introduced to pharmacokinetics, pharmacodynamics and pharmacological interventions related to the pathophysiology studied. Microbiology will also be discussed with reference to the growth and physiology of micro-organisms, their pathogenic potential, infection control and antibiotic treatment. In this unit, major disorders of the cardiovascular, respiratory, renal and nervous systems will be examined, as well as fluid and electrolyte imbalances, acid/base imbalances and shock. The pathophysiological principles underlying disorders of major body systems and subsystems will also be discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe the fundamentals of microbiology and the importance of infection control and its relevance in the work of health professionals;
2. Describe the major pathophysiological concepts, processes, progression, and complications of cardiovascular, respiratory, renal, nervous, acid base and fluid and electrolyte diseases/conditions;
3. Identify the environmental influences, which contribute to various pathophysiological processes, and relate these to disease prevention as well as pathogenesis;
4. Discuss the principles of pharmacodynamics and pharmacokinetics as they apply to specific drugs or drug classifications;
5. Discuss medication administration and nursing management of the client receiving medications including legal and ethical issues.

Class Contact: Online 2.0 hrs Tutorial 2.0 hrs

Required Reading: McCance, K.L., & Huether, S.E. (2014) 7th ed. Pathophysiology: The Biologic Basis for Disease in Adults and Children St Louis, Missouri: Elsevier

Assessment: Test, Two (2) Tests (30 minutes each), 20%. Test, Pharmacology Test, 30%. Examination, Written Assessment (2 hours), 50%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%, and attain a score of 50% for the Pharmacology Test (Hurdle).

RBM2104 Pathophysiology & Quality Use of Medicines 1

Locations: St Abars.

Prerequisites: RBM1203 - Bioscience 2: Human Body Structure & Function HNB 1202 - Health Priorities & Nursing 1 HNB 1203 - Clinical Practicum 1

Description: The aim of this unit is to present major concepts and principles of pathophysiology, illustrating their relationship to a range of common/important acute and chronic illnesses. This unit supports the topics in concurrent nursing units by: providing a scientific basis for understanding disease processes such as cellular injury, inflammation, infection, and shock; by elucidating the underlying mechanisms which result in clinical manifestations; and by presenting the rationale for therapeutic interventions. In particular, students will be introduced to pharmacokinetics, pharmacodynamics and pharmacological interventions related to the pathophysiology studied. Microbiology will also be discussed with reference to the growth and physiology of micro-organisms, their pathogenic potential, infection control and antibiotic treatment. In this unit, major disorders of the cardiovascular, respiratory, renal and nervous systems will be examined, as well as fluid and electrolyte imbalances, acid/base imbalances and shock. The pathophysiological principles underlying disorders of major body systems and subsystems will also be discussed - for example, in cardiovascular pathophysiology, hypertension and atherosclerosis will be examined. However, specific systems in this subject may be interchanged with those in the fourth semester subject based on the relevant National Health Priorities studied in the associated nursing unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the fundamentals of microbiology and infection control;
2. Explain the relevance of microbiology in the work of health professionals;
3. Describe the major pathophysiological processes, which underlie commonly encountered diseases/conditions;
4. Describe the major pathophysiological concepts of disease and how diseases progress such as: aetiology, risk factors;
5. Identify the environmental influences, which contribute to various pathophysiological processes, and relate these to disease prevention as well as pathogenesis;
6. Describe severe and life-threatening complications, which may develop in particular disease conditions;
7. Describe the scientific basis for preventative interventions, diagnosis and management of important pathophysiological conditions;
8. Apply all of the above concepts to commonly encountered diseases/conditions of the: cardiovascular system, respiratory system, renal system, nervous system and acid/base imbalances and fluid/electrolyte imbalances;
9. Discuss the principles of pharmacodynamics and pharmacokinetics as they apply to specific drugs or drug classifications;
10. Discuss medication administration and nursing management of the client receiving medications including legal and ethical issues;
11. Accurately calculate drug dosages; and
12. Demonstrate skills in the safe practice of medication management.

Class Contact: Sixty (60) hours for one semester comprising lectures, tutorials and laboratories.

Required Reading: Australian Government Department of Health and Ageing. (2005). National Medicines Policy: Quality use of medicines. Canberra: Author. (<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/nmp-quality.htm>) McCance, K.L., & Huether, S.E. (2009). (6th ed.). Pathophysiology: The Biologic Basis for Disease in Adults and Children Missouri, Mosby. Shane Bullock and Elizabeth Manias (2010) 6th ed Fundamentals of Pharmacology Pearson Australia McKenna, L, Mirkov L (2010) 5th ed Nursing and Midwifery Drug Handbook Australia & New Zealand

Assessment: Students must achieve an aggregate score of 50% and pass the assignment (Pharmacology 1000 words) in order to pass this unit. Test, 2 Tests 10

% each based on lectures and laboratory work, 20%. Assignment, Pharmacology (1000 words), 30%. Examination, 3 hour written final examination, 50%.

RBM2109 Bioscience for Paramedics 3

Locations:St Abans.

Prerequisites:RBM1208 - Bioscience for Paramedics 2

Description:This unit continues on from Bioscience 1 & 2 and covers the anatomy and physiology of the musculoskeletal, digestive, male and female reproductive systems. Additionally, major physiological processes including the following, will be introduced: pregnancy/birth, cellular response to injury, inflammation, wound healing, neoplasia and immunopathology.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the anatomy and physiology of the musculoskeletal system;
2. Describe the anatomy and physiology of the digestive system;
3. Explain the processes of inflammation and neoplasia;
4. Explain the anatomy and physiology of the reproductive systems, pregnancy and human development;
5. Describe cellular changes in response to injury, wound healing and immunopathological processes; and
6. Discuss basic pathophysiological processes within each system listed above and their relationship to paramedic practice.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr Forty-eight (48) hours for one semester comprising lectures and tutorials.

Required Reading:Marieb, E., and K. Hoehn (2013). (9th ed.) Human anatomy and physiology. Benjamin Cummings

Assessment:Test, Three (3) multiple choice tests (10% each, approximately 1000 words), 30%. Report, Two (2) tutorial worksheets, approximately 500 words each, 10%. Examination, Multiple choice & written, 2.5 hrs (approximately 2000 words), 60%. The total combined assessment word equivalence is approximately 4000 words. To pass this unit, students must achieve an aggregate score of 50%.

RBM2123 Pathophysiology in Midwifery

Locations:St Abans.

Prerequisites:RBM1121 - Anatomy & Physiology 1 RBM1222 - Anatomy & Physiology 2

Description:This unit of study will introduce pathophysiological concepts, principles and disease processes, illustrating their relationship to a range of common and important acute and chronic disease conditions, relevant to midwifery practice. The aims of the unit are: to provide a scientific basis for understanding disease processes such as cellular injury, inflammation and neoplasia; to elucidate the underlying mechanisms which result in clinical manifestation; and to present the rationales for therapeutic interventions. Microbiology will be discussed with reference to the pathogenic potential and infection control of microorganisms. The pathophysiological principles underlying disorders of body systems will be discussed with an emphasis on midwifery; for example, in cardiovascular pathophysiology: hypertensive disorders of pregnancy and shock associated with blood loss will be examined. Other topics to be covered will include disorders of: blood (eg. anemias) and body defences (eg. incompatibilities), the renal system, fluid and electrolytes, the reproductive system (eg. sexually transmitted diseases, infertility), labour, endocrinology, metabolism (eg. diabetes) and nutrition associated with pregnancy. Genetic and developmental abnormalities of the foetus will also be examined.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the pathogenic potential and infection control of micro-organisms;
2. Demonstrate knowledge and understanding of normal embryonic and fetal

- development;
3. Demonstrate knowledge and understanding of abnormal embryonic and foetal development, including genetic and developmental abnormalities and causes of foetal distress and death;
4. Discuss metabolic disorders especially gestational diabetes;
5. Explain disorders of blood and immunity such as anaemia and blood group incompatibility;
6. Describe cardiovascular changes and abnormalities such as hypertension;
7. Describe disorders of fluid and electrolyte balance including pre-eclampsia and eclampsia;
8. Describe abnormalities of placental and membrane development and function;
9. Identify the problems encountered during labour and apply knowledge and understanding of labour in a practical setting.

Class Contact:Lab 2.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs Sixty (60) hours for one semester comprising lectures, laboratories and tutorials.

Required Reading:Stables, D and Rankin, J, 2010 3rd ed. Physiology in Childbearing with Anatomy and related Biosciences Elsevier

Assessment:Test, Written, 15%. Report, Laboratory, 15%. Examination, 3 hour written theory, 70%. Assessment 1- Test- assessors learning outcomes-1, 2,3,4,8,9 Graduate Capabilities- 4-6 Assessment 2- Report- Learning Outcomes-1 Graduate Capabilities- 4-6 Assessment 3- Final Exam-Learning Outcomes-1-9 Graduate Capabilities- 1-6.

RBM2133 Cell and Molecular Biology

Locations:St Abans.

Prerequisites:RBM1528 - Human Physiology 2

Description:This unit focuses on the investigation of the human body at the molecular and cellular levels. It builds on notions and concepts previously explored in foundation physiology units. The unit considers the components of cells, how they are regulated, where they are located and how they interact to produce an entity that can live and reproduce with a particular focus on biomedicine. The lecture series will cover topics such as the molecular structure, organisation and functioning of the eukaryotic cell and make explicit links to the molecular basis of health and disease - particularly as it emerges in contemporary medical research.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the components of a cell, their organization and their significance to the normal functioning of eukaryotic cells;
2. Critically review and analyse current scientific literature relating to cell and molecular biology;
3. Identify and explain potential molecular alterations that occur within the cell that contribute to human disease;
4. Conceptually map experimental approaches, both current and historical, to examining cell and molecular biology in both normal and diseased cells.

Class Contact:Lecture 1.0 hr PC Lab 1.0 hr Tutorial 1.0 hr Workshop 1.0 hr Seventy-two (72) hours per semester, consisting of three (3) hours of lectures each week and three (3) hours of tutorials/workshops/practical's/self-directed learning each week for one semester. Students should expect to spend three to four (3-4) hours in additional independent study each week.

Required Reading:Alberts, B., Johnson, A., Lewis, J., Morgan, D., Raff, M., Roberts, K., & Walter, P. (2015). 6th ed. Molecular biology of the cell New York: Garland Science

Assessment:Assignment, Part A Summary (500 words), 10%. Assignment, Part B Assignment (1300 words), 30%. Test, Mid Semester Topic Test - Multiple Choice Questions (45 min, 300 words), 10%. Examination, Written Exam (2 hours) consisting of multiple choice questions and short answer questions (equivalent to 2000 words), 50%.

RBM2141 Pharmacology and Nutrition

Locations:St Abans.

Prerequisites:Nil.

Description:This unit covers the nutritional roles of functional foods; the classification of prescription drugs and their therapeutic uses and contra-indications; pharmacodynamics; polypharmacy; psychonutrition; drug-nutrient interactions.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Recall the functional foods commonly encountered in foodstuffs, and their nutritional roles;
2. Recall the major classes of prescription drugs, their therapeutic roles and contra-indications;
3. Explain the principles of pharmacodynamics;
4. Be aware of the potential for specific drug-nutrient interactions and be able to demonstrate ability to retrieve such published information;
5. Be aware of the potential effects of polypharmacy; and
6. Recall the effects of selected psychonutrients.

Class Contact:3 hrs/wk, made up of lectures, and tutorials/workshops

Required Reading:Bryant B, Knights K; Pharmacology for Health Professionals.2007. 2nd ed. Elsevier, NSW

Assessment:Exam 60% assignments (2) 40%

RBM2200 Functional Anatomy of the Head and Back

Locations:St Abans.

Prerequisites:RBM1100 - Functional Anatomy of the TrunkRBM1200 - Functional Anatomy of the Limbs

Description:Students study gross and histological anatomy of the head, neck and back. The following regions are studied in detail: skull and cranial cavity; brain; scalp and face; eye and ear; nasal and oral cavities; arteries, veins, lymphatics, nerves and major structures of the neck; vertebral column; back muscles; and spinal cord and nerves. The relevance of anatomy to medicine is highlighted via common clinical scenarios. Practical classes involve exposure to bones, models and human cadaver dissected/prosected specimens.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate anatomical literacy and relate structures to basic anatomical principles;
2. Identify the bones and bony markings of the head, neck and back;
3. Explain movements of the joints and muscles of the head, neck and back;
4. Appraise the role of the arteries, veins and lymphatics of the head, neck and back;
5. Examine and integrate the visceral and somatic nerve supply of the head, neck and back;
6. Outline the gross and histological structure of the viscera of the head, neck and back;
7. Demonstrate observational and descriptive skills in relation to histological slides, anatomical models, and human cadaver specimens.

Class Contact:Lab2.0 hrsLecture1.0 hrSixty (60) hours per semester, five (5) hours per week comprising of three (3) hour lectures two (2) hour tutorial/practical and five (5) hours independent study.

Required Reading:Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell 3rd ed. Gray's Anatomy for Students (2015) Churchill Livingstone Elsevier, USA

Assessment:Test, Two (2) Semester Tests- Multiple Choice (10 minutes each), 10%. Examination, Theory Examination (3 hours), 45%. Examination, Final Practical Flag Examination (2 hours), 45%.

RBM2202 Pathophysiology & Quality Use of Medicines 2

Locations:St Abans.

Prerequisites:RBM2101 - Pathophysiology & Quality Use of Medicines 1

Description:This unit furthers student's understanding of pathophysiological principles

and disease processes introduced in RBM2101 Pathophysiology & Quality Use of Medicines 1 and supports components in concurrent nursing units. Topics will include neoplasia, disorders of the endocrine, musculoskeletal and haematological systems and the gastrointestinal tract and the quality use of medicines. Disorders of the reproductive tract including infertility will be presented. Genetic disorders and their modes of inheritance will also be examined. Students will further develop their knowledge of pharmacology in clients with a mental illness, diabetes mellitus, cancer, arthritis and musculoskeletal conditions and related co-morbidities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the major pathophysiological concepts, processes, progression and complications of endocrine, musculoskeletal, haematological, gastrointestinal, neoplastic, genetic and reproductive diseases/conditions;
2. Identify the environmental influences, which contribute to various pathophysiological processes, and relate these to disease prevention as well as pathogenesis;
3. Discuss the principles of pharmacodynamics and pharmacokinetics as they apply to specific drugs or drug classifications;
4. Discuss medication administration and nursing management of the client receiving medications including legal and ethical issues.

Class Contact:Lecture2.0 hrsTutorial2.0 hrsForty-eight (48) hours for the semester comprising of lectures, on-line activities, tutorials and practical laboratories.

Required Reading:McCance, K.L., & Huether, S.E. (2014) (7th ed.)

Pathophysiology: The Biologic Basis for Disease in Adults and Children St Louis, Missouri, US: Elsevier Bullock, S., & Manias, E. (2014) (7th ed.) Fundamentals of Pharmacology Frenchs Forest, NSW: Pearson Australia OR McKenzie, G., Page, R., Pleunik, S., Reiss, B., Broyles, B., Evans, M. (2012) (1st ed.) Pharmacology in Nursing Melbourne, VIC: Cengage Learning Australia

Assessment:Test, Two (2) tests (30 minutes each), 20%. Test, One test (pharmacology, one hour), 30%. Examination, Written examination (2 hours), 50%. Students must achieve an aggregate score of 50% and pass the pharmacology test (Hurdle) in order to pass this unit.

RBM2205 Pathophysiology & Quality Use of Medicines 2

Locations:St Abans.

Prerequisites:RBM2104 - Pathophysiology & Quality Use of Medicines 1

Description:This unit furthers the understanding of pathophysiological principles and disease processes introduced in Pathophysiology & Quality Use of Medicine 1 and supports the content in concurrent nursing units. Topics will include neoplasia, disorders of the endocrine, musculoskeletal and haematological systems and the gastrointestinal tract and the quality use of medicines. Disorders of the reproductive tract including infertility will be presented. Important genetic disorders and their modes of inheritance will also be examined. Specific systems in this subject may be interchanged with those in the third semester subject based on the relevant National Health Priorities studied in the associated nursing unit Students will further develop their knowledge of medications, their administration and management with a particular focus on drugs used in clients with a mental illness, diabetes mellitus, cancer, arthritis and musculoskeletal conditions and related co-morbidities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Understand the fundamentals of microbiology and infection control;
2. Appreciate the relevance of microbiology in the work of health professionals;
3. Describe the major pathophysiological processes, which underlie commonly encountered diseases/conditions;
4. Understand the major pathophysiological concepts of disease and how diseases progress such as: aetiology, risk factors; pathogenesis, acute and chronic conditions, and complications;
5. Identify the

environmental influences, which contribute to various pathophysiological processes, and relate these to disease prevention as well as pathogenesis; 6. Discuss severe and life-threatening complications, which may develop in particular disease conditions; 7. Discuss the scientific basis for preventative interventions, diagnosis and management of important pathophysiological conditions; 8. Apply all of the above concepts to commonly encountered diseases/conditions of the: cardiovascular system, respiratory system, renal system, nervous system and acid/base imbalances and fluid/electrolyte imbalances; 9. Discuss the principles of pharmacodynamics and pharmacokinetics as they apply to specific drugs or drug classifications; 10. Discuss medication administration and nursing management of the client receiving medications including legal and ethical issues; 11. Accurately calculate drug dosages; and 12. Demonstrate skills in the safe practice of medication management.

Class Contact: A total of 60 hours; comprising 3-4 hours of lectures (total = 40 hours) and 1-2 hours of tutorial/laboratory or equivalent (total = 20 hours). Class contact hours per week may vary according to clinical placement allocations.

Required Reading: Australian Government Department of Health and Ageing. (2005). National Medicines Policy: Quality use of medicines. Canberra: Author. (<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/nmp-quality.htm>) McCance, K.L., & Huether, S.E. (2005). Pathophysiology: The Biologic Basis for Disease in Adults and Children (5th ed.). Missouri, Mosby. Prosser, S., Worster, B. & Dewar, K. (2000) Applied Pharmacology for Nurses and Other Health Care Professionals. Sydney: Mosby

Assessment: 1. Written test (10%) Week 4 or 5 2. Written test (10%) Week 8 or 9 3. Written assessment (1000 words) (30%) Week 12 4. Written examination (2.5 hours) (50%) Exam period Students must achieve an aggregate score of 50% and pass the written assessment to pass this subject. Supplementary assessment in the form of a supplementary theory exam will normally be offered to students achieving an N (45-49%) grade where they have also scored at least 40% for the end of semester theory exam and 50% for the written assessment. Students must achieve at least 50% on the supplementary exam to be granted a pass (P 50) as a final grade for the unit. Students who achieve a grade of 40 to 44% will be allocated L (not yet assessed) until after the supplementary exam period is over, when the grade will be converted to N (fail).

RBM2260 Diet and Nutrition

Locations: St Albans.

Prerequisites: RBM1528 - Human Physiology 2

Description: This unit will demonstrate the relationships between gastrointestinal function, diet, nutrition and human health. The unit examines the gastrointestinal structure and function; chemical nature of the nutrients, and their roles in body structure and function; energy intake and regulation; body composition and anthropometry; metabolism of nutrients; nutritional requirements under various environmental and physiological states; diet and disease; dietary guidelines; vitamins as antioxidants; nutrition and prevention of disease.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate different classes of nutrients, e.g. carbohydrates, lipids, proteins, vitamins and minerals; 2. Examine the composition and role of these nutrients within a range of different diets, and impact and regulation within the body; 3. Analyse the experimental data and discuss the results; and 4. Recommend and emphasize the importance of digestion, metabolism, nutrition and energy balance to the wellbeing of an individual.

Class Contact: Lab 2.0 hrs Lecture 3.0 hrs PC Lab 2.0 hrs Sixty (60) hours (five (5)

hours per week) for one semester comprising lectures and labs.

Required Reading: Whitney, E., Rolles, S.R., Crowe, T., Cameron-Smith, D., & Walsh, A. (2013) 2nd Understanding Nutrition, Australian and New Zealand Cengage Learning

Assessment: Test, Mid-Semester Test, MCQ's (300 words, 30 minutes), 10%. Laboratory Work, Laboratory/LiWC work and 3 x Lab Reports (up to 500 words each), 30%. Examination, Theory Exam (2,500 words, 2.5 hours), 60%.

RBM2530 Pathophysiology 1

Locations: Footscray Park, St Albans.

Prerequisites: RBM1518 - Human Physiology 1 RBM1528 - Human Physiology 2 OR: RBM1174 Human Physiology and SCL1002 Exercise Physiology for students enrolled in the Clinical Exercise stream of the Human Movement and Education degree or equivalent. OR: RBM1103 Bioscience 1 and RBM1202 Bioscience 2 for students enrolled in HBHL Bachelor of Health Science.

Description: This unit provides students with an understanding of the control and co-ordination of body systems and the effects of disturbances to body functions. The mental status and some psychosocial factors associated with these processes will be discussed. Students are introduced to major pathologic processes which may affect all parts of the body. Topics include tissue injury, inflammation and repair, normal immune function and deviations from normal, cancer from the molecular level to the whole person, neural and endocrine dysfunction including impaired cognition such as dementia and impaired co-ordination and control. In the laboratory, students will be introduced to basic laboratory techniques and apply scientific principles to the assessment of dysfunction in humans. Students are also introduced to the research literature, research techniques and the communication of scientific information by a series of presentations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate the ability to locate and critically analyse scientific data relevant to pathophysiology utilising a range of materials and report findings effectively in oral and written formats;
2. Explain how homeostatic imbalances may progress to disease;
3. Describe and explain a range of pathologic processes including injury, inflammation and immunopathology, neoplasia, genetic, endocrine and neurological disorders;
4. Utilise knowledge of pathophysiology to solve problems and analyse case studies of disease;
5. Discuss the scientific basis for preventative interventions and management of important pathophysiological conditions; and
6. Apply basic scientific principles in the laboratory investigation of disease, analysis of laboratory data or case reports.

Class Contact: Lab 2.0 hrs Lecture 3.0 hrs Online 1.0 hr Tutorial 1.0 hr Seventy-two (72) hours per semester, comprising three (3) hours of lectures per week and the equivalent of three (3) hours of workshops per week comprising tutorials and online learning activities. Laboratory practicums are conducted from week 3 to week 12.

Required Reading: McCance, K.L. and Huether, S.E., (2014) 7th ed.

Pathophysiology: the biologic basis for disease in adults and children Mosby Elsevier, Maryland heights, Missouri Strayer, D. and Rubin, E., (2014) 7th ed. Rubin's Pathology: clinicopathologic foundations of medicine Wolters Kluwer / Lippincott Williams and Wilkins, Philadelphia NOTE: Students require only ONE of the above texts.

Assessment: Presentation, Oral presentation (five (5) minutes, 400 words), 5%. Laboratory Work, Lab reports (800 words), 20%. Examination, Multiple choice and SA test (1.0 hours, 800 words), 25%. Examination, Multiple choice and SA exam (2.5 hours, 2000 words), 50%. Students must attend a minimum of 80% of all labs to pass the unit; Acquisition of laboratory skills is an integral part of the learning

outcomes for this unit and for students to achieve GC1, in terms, of working collaboratively with others.

RBM2540 Pathophysiology 2

Locations: Footscray Park, St Albans.

Prerequisites: RBM2530 - Pathophysiology 1

Description: Pathophysiology involves the study of disordered physiological processes associated with disease or injury and can therefore be considered core to any degree in biomedicine or health science. This unit examines the effects of dysfunction in particular human body systems, building on students' knowledge of basic pathological processes and overall regulation of the human body (Pathophysiology 1). Overall organ and system dysfunction such as hepatic, renal, cardiovascular and respiratory failure will be covered as well as specific disorders of the following systems: cardiovascular, renal, respiratory, blood, reproductive, gastrointestinal and musculoskeletal. Major disease types and processes such as circulatory shock, atherosclerosis, disorders of acid-base balance, sexually transmitted diseases and the psychosocial effects of such disorders will be addressed. Students are introduced to techniques for assessment of disorders, which may include physical assessments, spirometry, electrocardiography and various biochemical analyses. There will be an integration of topic material relating to specific body systems between Pathophysiology 1 and Pathophysiology 2 and the specific diseases chosen to illustrate major processes may vary to reflect facilitator sub-discipline expertise. Students will have the opportunity to investigate and apply their knowledge of pathophysiology in professional and community situations; this will be exemplified by the WIL group project where students will study the pathophysiology of a disease in consultation with health professionals and patients to gain a holistic understanding of the public health system.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate the ability to locate and critically analyse a range of peer reviewed literature including case studies, reviews and primary research articles
2. Critically assess the main types of physical examination and laboratory tests employed to investigate the causes of disease and articulate the scientific basis for preventative interventions
3. Compare and contrast a range of disease processes with reference to specific organ systems and their interplay
4. Utilise and apply scientific principles and protocols to the investigation of pathological conditions, especially with respect to appropriate controls and accurate measurement of physiological parameters
5. Utilise knowledge of pathophysiology to solve moderately complex problems and analyse case studies of disease including writing a case study based on patient and health practitioners perspectives
6. Determine how psychosocial, social and cultural issues may contribute to disease processes, and apply this knowledge to understand how different strategies may be necessary to prevent the development or worsening of disease in a context of social diversity
7. Critically reflect on and analyse processes and data collected with peers in a laboratory setting.

Class Contact: Lab 3.0 hrs Lecture 3.0 hrs Tutorial 1.0 hr Seventy (70 hours) per semester, comprising of lectures, laboratory sessions and formal tutorials, as follows: Three (3) hours of lectures each week; Eight (8) Laboratory sessions of three (3) hours duration each and; Ten (10) hours of formal tutorials. Students are expected to undertake ten (10) hours of independent study per week which should be sub-divided as follows: WIL project data collection and research (4 hours), tutorial and pre-lab exercises (3 hours), and weekly revision of lecture notes and reading of the textbook (3 hours).

Required Reading: Students will need either Pathophysiology by McCance et al

(2015) OR Rubin's Pathology et al (2015) McCance. K.L and Huether, S.E., (2015) 7th ed. Pathophysiology: the Biologic Basis for Disease in Adults and Children Maryland Heights, Missouri, Mosby Elsevier Rubin, R., Strayer, D. and Rubin, E., (2015) 7th ed. Pathology: Clinicopathologic Foundations of Medicine Philadelphia, Wolters Kluwer / Lippincott Williams and Wilkins

Assessment: Test, Mid semester test (1 hour, MCQ only), 20%. Assignment, WIL team project- Assignment (2000 words), 20%. Presentation, WIL team project - Oral Presentation (10 minutes, 300 words), 10%. Examination, Final Exam (3 hours, MCQ only), 50%. Laboratory attendance is compulsory and is a hurdle requirement. In order to complete laboratory based learning outcomes students must attend a minimum 80% of labs to pass the subject because lab skills are an essential part of the unit and overall course given that industry expects science graduates to have basic laboratory and analytical skills. This unit is also a pre-requisite for several 3rd year units where students will need to have learnt these basic lab skills to scaffold their learning into more advanced laboratory skills.

RBM2560 Medical Biochemistry

Locations: St Albans.

Prerequisites: RBM1528 - Human Physiology 2 Plus RCS1120 Chemistry for Biological Sciences B or RCS1602 Chemistry 1B

Description: The aim of this unit is to provide a foundation in biochemical principles with special emphasis on medical and nutritional applications. Firstly, foundations of biochemistry will be covered, including biological buffers and structures of biological macromolecules such as proteins, carbohydrates, lipids and nucleic acids. Other topics covered include enzymes, bioenergetics, carbohydrate metabolism pathways, the molecular basis of gene expression, protein synthesis and modification. The clinical significance of various metabolic disorders will be discussed from a biochemical perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit knowledge through examination of biochemical fundamentals including the structure and function of biological macromolecules and how buffers work;
2. Discriminate between the various levels of structure in proteins and describe the processes by which proteins are purified and analysed;
3. Identify and analyse the nature and behaviour of enzymes, mechanisms including the clinical applications of enzymes;
4. Articulate the principles and mechanisms of bioenergetics;
5. Explain the molecular basis of gene expression and regulation;
6. Identify and explain the biochemical bases of diseases caused by various defects.

Class Contact: Lab 3.0 hrs Lecture 3.0 hrs Tutorial 1.0 hr Workshop 1.0 hr Seventy-two (72) hours for one (1) semester comprising of lectures, practicals (even weeks), workshops (odd weeks), and tutorials.

Required Reading: One of the following texts may be purchased and the other used as a reference. Baynes, J.W. & Dominiczak, M.H., (2014) 4th ed. Medical Biochemistry Saunders Nelson, D.L., & Cox, M.M., (2012) 6th ed. Lehninger Principles of Biochemistry W.H. Freeman.

Assessment: Workshop, Formative assessment: in-class workshops with review and online questions (500 words), 10%. Test, Mid-semester Test (500 words), 10%. Laboratory Work, Reports on practicals and answers to workshop questions (1000 words), 30%. Examination, Final Examination (2 hours), 50%.

RBM2800 Cardiorespiratory and Renal Physiology

Locations: Footscray Park, St Albans.

Prerequisites: RBM1518 Human Physiology 1 and RBM1528 Human Physiology 2.

Description: This unit aims to provide students with an understanding of the function,

control and co-ordination of the cardiovascular, respiratory and renal systems. Students will examine cardiac, pulmonary and renal function and normal circulatory, respiratory and renal dynamics. An overview of the co-ordination of these systems will be achieved through an examination of the mechanisms involved in maintaining fluid, electrolyte, and acid-base balance, and the integration of neural and endocrine function in the control of cardiovascular, respiratory and renal systems. Homeostatic control of the cardiac, pulmonary and renal systems will also be examined by investigating their responses to stresses, including exercise, high altitude, and increased temperature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on cardiac function and predict changes in ECG, cardiac work and the pulse pressure wave in order to understand physiological responses to exercise;
2. Evaluate the characteristics of obstructive and restrictive diseases and interpret how these alter lung volumes;
3. Interrogate kidney control and feedback mechanisms, including molecular transport in each nephron segment, in order to forecast fluid, electrolyte and acid-base imbalance;
4. Interpret cardiorespiratory responses to exercise and outline exercise limitation in normal and extreme environments;
5. Evaluate and analyse data from human participants to illustrate basic properties of cardiorespiratory and renal function;
6. Appraise results of experimental procedures and report in a clear and concise scientific manner consistent with discipline expectations.

Class Contact: Lab 3.0 hrs Lecture 1.0 hr Sixty (60) hours per semester comprising of lectures, practical and/or tutorials per week.

Required Reading: Beachey, W. (2013) 3rd ed, Respiratory Care Anatomy and Physiology: Foundations for a Clinical Practice Mosby Silverthorn, D.U. (2016) 7th ed, Human Physiology: An Integrated Approach Pearson Powers, S.K., & Howley, E.T. (2015) 9th ed, Exercise Physiology McGraw-Hill

Assessment: Laboratory Work, Laboratory Reports (four (4) reports, 1000 words total), 20%. Test, Two (2) Online Tests (800 words total), 20%. Test, Two (2) Mid-semester tests (500 words total), 10%. Examination, End of semester Examination (2.5 hours), 50%.

RBM2850 Nutritional Therapeutics A

Locations: St Albans.

Prerequisites: RBM1110 - Nutritional Biochemistry 1 RBM1820 - Nutrition, Society and Communication RBM1830 - Diet Therapy 1

Description: Students will be introduced to normal gastrointestinal (GIT) function; signs and pathophysiology of GIT dysfunction; lifestyle effects on normal function; effects of stress on function; pathogenesis of untreated signs and symptoms; nutritional support of liver function; clinical evaluation of GIT; nutrients required for normal GIT function; contraindications to the use of food supplements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe normal and abnormal signs of GIT function;
2. Explain abnormal GIT function from a pathophysiological perspective;
3. Discuss normal and abnormal liver function;
4. Describe nutrient requirements and dietary supplementation for support of normal GIT function; and
5. Discuss contraindications to the use of food supplements.

Class Contact: Total of 34 hours for the semester (12 x 1 hour lectures, 11 x 2 hour tutorials)

Required Reading: Whitney (2014). 2nd Understanding Nutrition. Centage Learning

Assessment: Assignment, Lit review & patient education pamphlet; 2000 words,

50%. Examination, Final exam (2 hrs), 50%. Total word count = 4,000 words (approximate).

RBM2855 Nutritional Therapeutics B

Locations: St Albans.

Prerequisites: RBM1830 - Diet Therapy 1 RBM2850 - Nutritional Therapeutics ARB M1830 Diet Therapy 1; RBM 2850 Nutritional Therapeutics A

Description: This unit provides students with the knowledge and skills needed to conduct the three major types of nutrition assessment: dietary, biochemical and anthropometric assessments. Students will learn how to use the most recent Nutrient Reference Values and Australian Dietary Guidelines (including the Australian Guide to Healthy Eating), and the FoodWorks dietary assessment computer program. In addition, students will learn these skills in the context of cultural competency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe how to conduct basic anthropometry (i.e. weights, height, length, girths, skinfolds) and apply these measurements to known reference ranges and growth charts;
2. Describe the strengths and limitations of commonly used anthropometric, biochemical, clinical and dietary assessment tools;
3. Demonstrate basic skills in conducting diet and recipe analyses in FoodWorks;
4. List and explain the most common pathology tests and how to use them in the assessment of patient health; and
5. Articulate how to develop Nutrition Management Goals and Objectives in the Nutrition Care Process.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs A total of 46 hrs comprised of lectures (2 hrs x 12 weeks) and tutorials (2 hrs x 11 weeks).

Required Reading: Gibson, R.S. (2005). 2nd ed. Principles of Nutritional Assessment. Melbourne: Oxford University Press.

Assessment: Case Study, Maltese Recipe Modification (2,000 words), 50%. Examination, Final Examination (2 hrs; approx. equal to 2,000 words), 50%. Total word count 4,000 words (approximate).

RBM3264 Advanced Nerve and Muscle Physiology

Locations: Footscray Park, St Albans.

Prerequisites: RBM2800 - Cardiorespiratory and Renal Physiology

Description: This unit examines in detail the mechanisms of nerve and muscle function, including behaviour of excitable cells; mechanisms of muscle contraction; muscle fibre types; metabolic processes in active muscle; neuromuscular fatigue; and muscle plasticity. Students are also introduced to current research techniques in nerve and muscle physiology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on the experimental evidence describing ionic movement, the action potential and its synaptic transmission at the neuromuscular junction;
2. Interpret the basic chemical and mechanical steps of muscle contraction, including the concepts of twitch, recruitment and tetanus, and the force-velocity relationship;
3. Discriminate between the structural and functional properties of skeletal, cardiac and smooth muscles;
4. Interrogate the regulation of intracellular calcium and its effects on muscle fatigue and damage processes;
5. Investigate muscle fibre types, metabolism and fatigue with different exercise intensities;
6. Analyse the immense plasticity of skeletal muscle and produce a coherent scientific argument on a current topic of interest in skeletal muscle in health, disease and ageing; and
7. Experiment according to ethical protocols on both animal tissue and human subjects to illustrate basic properties of nerve/muscle function.

Class Contact: Lab 4.0 hrs Tutorial 1.0 hr Sixty (60) hours in total per semester,

consisting of two (2) hours of lectures, one (1) hour tutorial and two (2) hours of practical work each week.

Required Reading: Nerve and muscle physiology sections of any basic physiology textbook. MacIntosh, B.R., Gardiner, P.F., & McComas, A.J. (2006) 2nd Edition, Skeletal Muscle: Form and Function Human Kinetics Jones, D., Round, J.M., & De Haan, A. (2004) 1st Edition, Skeletal Muscle: From Molecules to Movements Churchill Livingstone

Assessment: Laboratory Work, Laboratory reports (Five (5) reports - 1000 words total), 24%. Assignment, Question of current interest in neuromuscular physiology (2000 words), 15%. Other, Pre-submission of a tutorial question each week for discussion (500 words in total), 16%. Examination, End of Semester Examination (3 hours), 45%.

RBM3265 Exercise Biochemistry and Integrated Metabolism

Locations: Footscray Park, St Albans.

Prerequisites: RBM2800 - Cardiorespiratory and Renal Physiology RBM2560 - Medical Biochemistry

Description: This Capstone unit further expands students understanding of biochemical and molecular changes in the human system in response to various models of exercise stress. The integrated nature of the biochemical, molecular and physiological responses of different organs and systems in homeostatic responses to exercise will be examined. Students will also be introduced to aspects of current research literature in exercise metabolism which are also assisting with positive clinical and general health benefits. Current research literature in the area will be analysed and human research and evaluation will be presented throughout the series of lectures. A practical component will be delivered to expand on basic concepts of metabolism via indirect testing methods and to expose the students to a variety of modern testing techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate and explain changes in physiological systems with different and varied exercise challenges;
2. Critically review and explain the physiological and biochemical interaction between the muscle and other tissues following different and varied exercise challenges;
3. Conceptually map the biochemical events in the muscle during different and varied exercise conditions and the interpretation of such events via direct and indirect scientific techniques;
4. Design, develop and draft a scientific literature review relevant to exercise metabolism; and
5. Exhibit a satisfactory level of competency in administering practical exercise and metabolic testing.

Class Contact: Lab 3.0 hrs Lecture 2.0 hrs Tutorial 2.0 hrs Forty-eight (48) hours for one semester comprising lectures, tutorials and practicals.

Required Reading: Mougios, V. (2006) Human Kinetics Champaign, IL, US

Assessment: Assignment, Assignment (2000 words), 30%. Test, Test (50 minutes), 20%. Examination, Final Examination (2.5 hours), 50%.

RBM3590 Advanced Experimental Techniques

Locations: St Albans.

Prerequisites: RBM2800 - Cardiorespiratory and Renal Physiology

Description: The aim of this unit is to teach students how to think and perform as a scientist. It introduces students to a variety of experimental techniques and the role they play in medical research. There will be a particular emphasis on students receiving practical skills in a laboratory setting. Students will obtain skills in scientific thought; experimental design; animal surgery; sterile technique; tissue preparation and staining; immunohistochemistry; electrophoresis; PCR; and

measurement of cell, organelle and molecular functions. This unit is recommended for students wishing to complete a laboratory based RBM3910 Project in Semester 2 and a laboratory based RBM4000 Honours project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically analyse scientific literature;
2. Design novel experiments to test scientific questions;
3. Collect and statistically analyse and interpret data;
4. Plan and skilfully perform a sterile operation on a rat;
5. Generate good quality data using a range of laboratory techniques (e.g. PCR);
6. Actively participate in group work; and
7. Present information both visually and orally.

Class Contact: Lab 6.0 hrs Lecture 2.0 hrs PC Lab 3.0 hrs Seminar 10.0 hrs Forty-eight (48) hours for one semester comprising lectures, tutorials and practicals.

Required Reading: A selection of readings compiled by the lecturer.

Assessment: Semester Competency/Reports/Assignments and Tests: Total 100% Laboratory Work, Competency, 20%. Other, Grant Application, 20%. Journal, Article, 20%. Assignment, Test, 20%. Report, Laboratory Report/Test, 20%. Word equivalence: 5000.

RBM3640 Advanced Neurosciences

Locations: St Albans.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2800 - Cardiorespiratory and Renal Physiology RBM2100 - Rehabilitation Anatomy Any of the above is suitable.

Description: In this unit, students will build on fundamental endocrine and nervous system knowledge and learn about the neurophysiology of memory, learning and cognition, language, behaviour and emotions, addiction, circadian rhythms, sleep and principles of endocrine function. Students will study brain regulation of motor, sensory and autonomic functions, pathways, disorders and the latest research related to specific disorders. This subject provides an advanced series of lectures in specialised areas of neuroscience research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss the nervous system structure and functioning, understand the neurophysiology of higher human brain functions: memory, learning, cognition, behaviour, emotions, language;
2. Examine the major disorders of the nervous system including neurodegenerative diseases, mechanisms of addiction and sleep disorders;
3. Evaluate brain regulation of muscle functions, neuronal pathways from brain centers to effector organs, pathophysiological mechanisms underlying disorders of neuromuscular transmission;
4. Describe the neuronal sensory pathways from the special sense organs (visual, auditory, smell, taste), and from somatic sensory receptors (touch, pressure, pain) to cortical centers;
5. Interpret the regulation of autonomic functions by the central and peripheral nervous system; mechanisms underlying dysfunctions of the autonomic nervous system;
6. Explain principles of endocrinology and understand the mechanisms underlying endocrine disorders;
7. Demonstrate effective communication and interpersonal skills through oral presentations.

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr Forty-eight (48) hours per semester of lectures and tutorials/workshops; It is estimated that each student will need to spend an additional six (6) hours per week engaged in independent learning tasks relating to outcomes of the subject.

Required Reading: Purves, D., et al. (2012) 5th ed. Neuroscience Sinauer Associates, Sunderland, MA, USA. A range of text references, journal articles, and other material will be provided by lecturing staff throughout the semester.

Assessment: Test, Two (2) Multiple Choice Tests (10% each and 1000 words total),

20%. Presentation, Presentation (15 minutes) (1500 words), 25%. Examination, End of Semester Theory Examination (2 hours), 55%.

RBM3720 Immunology

Locations:St Abans.

Prerequisites:RBM2540 - Pathophysiology 2HBM2105 - Medical Microbiology and ImmunityRBM2540 (Pathophysiology 2)- for HBBM degree HBM2105 Medical Microbiology and Immunity- for HBBS degree

Description:The aim of this unit is to provide students with an understanding of the theoretical and practical knowledge of immunology. Students will learn of the importance of the immune system in maintaining good health and preventing disease. Subject topics include: innate and adaptive immunity, the immune response to viruses and bacteria, T and B lymphocyte development, cytokines, biology of hypersensitivities (allergies and autoimmunity), tumour immunology, transplantation immunology and molecular diagnostics including the use of monoclonal antibodies. The subject will be explored as a basic science with applications in the pharmaceutical industry, agriculture industry, food science, environmental science, medical science and as a preparatory course for pathology and haematology careers.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review the importance of the immune system in the maintenance of good health and disease prevention;
2. Describe and appraise the innate and adaptive immune response to various pathogens;
3. Conceptually map all stages of the immune response from infection to immunity with a focus on explaining the function of T lymphocytes and antibodies;
4. Apply scientific processes to the investigation of immunological disorders especially with respect to hypersensitivities;
5. Collaborate in group tasks and reflect critically on processes, specifically in the context of laboratory exercises where data is collected and analysed.

Class Contact:Lab3.0 hrsLecture3.0 hrsTutorial1.0 hrFifty-six (56) contact hours in total, per semester. Average contact hours will be 4.67 hours per week comprising of: Twelve (12) weeks of lectures (3 hours per week); Five (5) lab sessions (3 hours per lab), and; Five (5) tutorial sessions (1 hour per tutorial). Students are expected to undertake at least five (5) hours of independent study per week.

Required Reading:Abbas, A.K., Lichtman, A.H., & Pillai, S. (2016) 5th ed. Basic Immunology Elsevier

Assessment:Laboratory Work, Proforma (Four (4) proformas, 150 words each), 10%. Test, Mid semester MCQ test (1 hour), 20%. Examination, Practical examination (1.5 hours, 1500 words), 20%. Examination, Final Examination (2 hours, 2000 words), 50%. Students must attend a minimum of 80% of all labs to pass the unit; Acquisition of laboratory skills is an integral part of the learning outcomes for this unit and for students to achieve GC1, in terms, of working collaboratively with others.

RBM3800 Pharmacology

Locations:St Abans.

Prerequisites:RBM2540 - Pathophysiology 2RBM2560 - Medical BiochemistryRBM2540 and RBM2560 for HBBM; RBM2560 and RBM2800 for HBBS

Description:The unit begins with an introduction to the general principles of pharmacokinetics and pharmacodynamics. A wide range of drug groups will then be studied with attention focused on the pharmacokinetics, pharmacodynamics, clinical uses, and side effects of each drug. Aspects relating to medicinal chemistry, toxicity testing, clinical trials and requirements for the admission of new drugs are covered in topics that relate to new drug development. Pharmacokinetics, pharmacogenetics,

sensitivity and resistance to drug therapies are further topics that address variation in drug outcomes. Social drug abuse and types of drug dependence are also discussed in this unit.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Describe the general principles of pharmacokinetics and pharmacodynamics;
2. Identify the major drug groups used to target the autonomic nervous system and cardiorespiratory system, and analyse the mechanism of action;
3. Review the major drug groups used to target the blood, kidney, gastrointestinal system, and endocrine system, and explain the mechanism of action;
4. List and elaborate the major groups of chemotherapeutic agents and anti-microbials and describe the mechanism of action;
5. Articulate and apply the principles of psychopharmacology;
6. Elaborate on the mechanism of action of anaesthetics, analgesics, and anti-inflammatory drugs and provide relevant examples; and
7. Conceptually map the processes involved in new drug development and requirements for the admission of new drugs.

Class Contact:Lab2.0 hrsLecture2.0 hrsPC Lab1.0 hrSixty (60) hours or equivalent for one (1) semester, comprising of lectures and laboratories.

Required Reading:Bullock, S., & Manias, E. (2013) 7th ed. Fundamentals of Pharmacology Pearson Education Australia

Assessment:Review, Mini Review (1000 words), 10%. Test, Five (5) Theory and One (1) Practical Test (1500 words), 40%. Examination, End of semester examination (2.5 hours, 2500 words), 50%.

RBM3810 Wellness 1

Locations:St Abans.

Prerequisites:RBM2530 - Pathophysiology 1RBM2540 - Pathophysiology 2RBM2800 - Cardiorespiratory and Renal Physiology

Description:Module A: This unit introduces the concepts of mind, body and spirit. These areas are explored from psychological, physiological, philosophical and sociological perspectives. Current literature will be used to introduce the areas of psychophysiology and psychoneuroimmunology and their connections to the mind/body/spirit paradigm. The ethics of human research and evaluation will be discussed throughout the series of lectures. In addition, students will be introduced to basic methods of information gathering with respect to the mind-body-spirit paradigm including the evaluation of its status in individuals. Further, aspects of psychophysiology and psychoneuroimmunology such as stress and disease, sexuality and the impact of environment on the health of the mind, body and spirit are examined. Current research literature in the area will be analysed.Module B: Students will be introduced to fundamental concepts of health and wellness. The difference between professional/scientific concepts and lay concepts will be explored. Wellness promotion will be presented primarily in the context of established public health approaches utilised in health education, promotion and prevention including medical, behavioural, educational, social and empowerment strategies. Some of the dilemmas and pitfalls in health promotion will be canvassed. Students will also be introduced to base concepts of occupational health and safety and workplace health promotion. Risk assessment, material safety, manual handling and relevant legislation will be discussed. Context will be provided by guest speakers from relevant organisations.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Compare and contrast what is understood by 'wellness', including its various dimensions (physical, emotional/psychological, spiritual, environmental, social, occupational), from a range of perspectives (eg. individual, community, national);

2. Describe the complex interaction of factors that impact on the health of individuals including biology, genetics, diet, environmental conditions and social factors; 3. Contribute creative ideas and apply problem-solving skills to a major global problem that will impact on wellness of communities, that of climate change; 4. Describe the social determinants of health and wellness, including socioeconomic status, education, and employment; 5. Critically appraise published literature, including scientific literature, relating to wellness and argue the evidence-base upon which concepts of 'wellness' are based; 6. Define how wellness is measured at international, national, community and individual levels and critically evaluate the advantages and limitations of these; 7. Apply a range of perspectives to identify and examine the relationships between mind, body and spirit; 8. Describe the basic elements of a safe working environment including the individual's right to a safe working environment, how Occupational Health and Safety risk is measured, managed and legislated, and how disease surveillance is conducted in particular occupations; 9. Evaluate various models upon which public health promotion and disease prevention activities are based (including models of behavioural change), using illustrative examples of successful public health campaigns locally and internationally; 10. Plan, execute, present and document an activity or strategy that promotes wellness, including justifying the approach taken and describing any ethical issues that need to be considered; and 11. Critically reflect on issues that arise when working within teams, and appraise self and others' engagement in teamwork.

Class Contact: Seventy-two (72) hours for one semester comprising lectures, tutorials and project work.

Required Reading: Journal articles related to the topics will be provided via the University's Learning Management System.

Assessment: Assignment, written assignment (1500 words), 50%. Project, group written report (2000 words) and oral presentation (10 minutes), 50%. Assignment will assess Learning Outcomes: 1,2,3,5,6,7,8 Project will assess Learning Outcomes: 4,5,6,8,9,10,11 Assignment will assess Graduate Capabilities: 1, 2, 3, 4 Project will assess Graduate Capabilities: 1, 2, 3, 4, 5, 6 LWCC is linked to the Project (50% of assessment for unit).

RBM3820 Wellness 2

Locations: St Albans.

Prerequisites: RBM3810 Wellness 1.

Description: Module A: The unit extends the material covered with respect to Mind, Body and Spirit, and explores complementary therapies, techniques, treatments and strategies that are used to promote and maintain health and well-being as well as treat disease. Module B: Students will be introduced to the systematic planning of health and wellness education and promotion. Examples and discussion will be provided in the context of relevant issues, for example, community participation, the role of professionals, young people and STD's/AIDs, alcohol use, and the role of the media in health. Guest speakers from health-promoting organisations will be provided to explore health education and promotion issues. Examples include the local government planning process/healthy cities approach, Alzheimers Disease, Eating disorders and the Quit campaign. Other relevant speakers/issues may be discussed as appropriate. An individual health promotion project within the unit requires students to assess their own health/wellness needs, then design, implement and evaluate an appropriate program for themselves over the semester. Students are further strongly encouraged to take the third year project in conjunction with this unit, and to apply their skills to the development of the project as a health promotion and education exercise oriented to the workplace or conducted within an organisation that promotes health.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Describe complementary and alternative medicine (CAM) approaches, therapies and techniques used to improve and/or maintain health and well-being;
2. Compare and contrast the principles and foundations upon which a range of complementary and alternative health therapies and modalities are based;
3. Critically analyse and evaluate evidence in the literature including research evidence about CAM therapies and modalities used to improve and/or maintain health and well-being;
4. Reflect on your own a personal approach to wellness gained through group and individual inquiry into forms of CAM;
5. Describe and apply the approaches and interventions employed to prevent illness and promote health at the individual, workplace and community level;
6. Apply and evaluate strategies relating to issues of social and cultural diversity in health promotion;
7. Develop, implement and evaluate a personal health promotion program;
8. Individually, and in conjunction with peers, reflect in depth on processes used in health promotion and on methods of evaluation; and
9. Synthesise complex material from the literature relating to health and health promotion and communicate at a novice professional level.

Class Contact: Module A: Three hours per week for one semester, comprising lectures and tutorials. Module B: Three hours per week for one semester comprising of lectures and tutorials.

Required Reading: To be advised by lecturers.

Assessment: Examination, Written Examination (1.5 hours), 40%. Assignment, Written assignment Module A (equivalent to 1000 words), 30%. Assignment, Written assignment Module B (1500 words), 30%. Written examination assesses Learning Outcomes 1-3, 5, 6, 9 and Graduate Capabilities 1-4. Written assignment Module A assesses Learning Outcomes 1-4 and Graduate Capabilities 1-4. Written assignment Module B assesses Learning Outcomes 7,8,9 and Graduate Capabilities 1-4. Graduate Capabilities This unit will focus on the development of Graduate Capability 1- Problem solving in a range of settings; Graduate Capability 2- locate, critically evaluate, manage and use written, numeric and electronic information; Graduate Capability 3: communicate in a variety of contexts and modes, and Graduate Capability 4: work both autonomously and collaboratively, all at Matrix level 5. .

RBM3960 Nutritional Frontiers

Locations: Footscray Park, St Albans.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan RBM1528 - Human Physiology 2HBM2103 - Digestion, Nutrition and Metabolism HHN2001 for all students; RBM1528 for HBAS and HBNT students only; HBM2103 for all HBHL, HBBM, ABHF, ABHG, SBSA, SBF1 and SBHS students only

Description: Students will examine advances in nutrition research in selected topics, including cardiovascular, metabolic, mental, reproductive health, public health, cancer, infectious disease and nutrigenomics. Evidence for and against the effectiveness of various therapies and non-invasive solutions will be evaluated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate recent research in the area of nutrition;
2. Examine nutritional therapies in a clinical setting;
3. Evaluate the roles of micronutrients in biochemical signalling;
4. Justify the importance of perinatal nutrition on adult health; and
5. Extrapolate the role of nutrition in metabolic and other disease states.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Forty-eight (48) hours per semester, comprising of a total of four (4) hours per week: - Two (2) hours of lectures, and; - Two (2) hours of tutorials/seminars.

Required Reading: There are no required texts. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Critique of directed reading on selected nutrition topic (1200 words), 20%. Literature Review, Literature review on selected nutrition topic (1800 words), 30%. Examination, Final Exam (2 hours), 50%.

RBM3970 Operating a Clinical Practice

Locations: St Albans.

Prerequisites: Nil.

Description: Factors in establishing and operating a clinical practice; legal, professional and insurance issues, including personal and professional indemnity and OHS regulations; business banking and accountancy, including taxation laws and essential business record keeping and reporting requirements; basic marketing techniques; codes of ethics and practice; using media in practice; to find appropriate employment.

Credit Points: 12

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Four hours per week for one semester comprising two hours lecture, two hours workshop.

Required Reading: Jones, G., 1999, How to Start Business from Home, 4th edn, How To Books. Brown, R. and Barrow, C., 2001, The Business Plan Workbook, 4th edn, Kogan Page, London.

Assessment: Examination (3 hours), 40%; assignment 2500 words each, 40%; written application and interview, 20%.

RBM4002 Science Honours 2

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: Nil.

Description: The Honours program consists of a research project and coursework. The research project will be undertaken in one of the research areas of the School of Biomedical and Health Sciences and may, subject to approval, be undertaken at an external location. The coursework components cover a range of information including advanced areas of medical research, literature analysis and critical appraisal, ethics in research, scientific writing, oral presentation, methodological techniques, research design, statistics and data analysis, computer applications and software data presentation. The literature review will provide the scientific background and rationale for the research project, while the design will inform the methodology to be applied in the research project. Students will conduct a research project under supervision. The project will comprise a novel scientific investigation in an area of expertise of the approved supervisor(s). The results of the project will be reported in an oral presentation and a written thesis.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Plan, implement, conduct and communicate a research project; 2. Critically evaluate research papers; 3. Interpret a body of knowledge leading to innovative research questions and testable hypotheses; 4. Design an appropriate research project and undertake appropriate data analyses; 5. Conduct research sufficient to obtain a substantial body of work; 6. Produce a written research thesis; 7. Critically evaluate one's own findings and their impact on current knowledge; 8. Demonstrate clear, concise and precise communication, both oral and written; and 9. Demonstrate aptitude and ability to work without close supervision and with a high degree of responsibility.

Class Contact: The normal full-time load is a minimum of 20 (twenty) hours per week for each of the two semesters and will be determined in negotiation with the supervisor. Regular meetings with the student's approved supervisor are required and

will be determined by negotiation with that supervisor.

Required Reading: To be advised by the supervisor and searched by student as part of research training

Assessment: The nature of the coursework assessment will vary and may be based on written assignments, seminar presentations and a written statistics or research design examination. The research project assessment will consist of a written literature review, submission of a research design, and the quality of the research and its presentation in the written thesis as well as the ability to answer questions regarding the research work undertaken. Assignment, Statistics and Research Design, 10%. Other, Research Plan (not more than 10 pages), 5%. Literature Review, Literature Review (not more than 6,000 words), 15%. Presentation, Oral Presentation, 5%. Research Thesis, Research Thesis (not more than 12,000 words), 55%. Presentation, Oral Presentation and Thesis Defence, 10%. The Honours course is a one year (full-time) course in which the students receive one final mark and grade for the whole year. Thus, students will submit/undertake items 1 - 4 in their 1st semester of enrolment, and submit/undertake items 5 - 6 in their 2nd semester of enrolment, after which a single, final mark and grade will be awarded.

RBM4011 Science Honours (Part Time)

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: Nil.

Description: The Honours program consists of a research project and coursework. The research project will be undertaken in one of the research areas of the School of Biomedical and Health Sciences and may, subject to approval, be undertaken at an external location. The coursework components cover a range of information including advanced areas of medical research, literature analysis and critical appraisal, ethics in research, scientific writing, oral presentation, methodological techniques, research design, statistics and data analysis, computer applications and software data presentation. The literature review will provide the scientific background and rationale for the research project, while the design will inform the methodology to be applied in the research project. Students will conduct a research project under supervision. The project will comprise a novel scientific investigation in an area of expertise of the approved supervisor(s). The results of the project will be reported in an oral presentation and a written thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Plan, implement, conduct and communicate a research project; 2. Critically evaluate research papers; 3. Interpret a body of knowledge leading to innovative research questions and testable hypotheses; 4. Design an appropriate research project and undertake appropriate data analyses; 5. Conduct research sufficient to obtain a substantial body of work; 6. Produce a written research thesis; 7. Critically evaluate one's own findings and their impact on current knowledge; 8. Demonstrate clear, concise and precise communication, both oral and written; and 9. Demonstrate aptitude and ability to work without close supervision and with a high degree of responsibility.

Class Contact: The normal part-time load is a minimum of 10 (ten) hours per week for each of the four semesters and will be determined in negotiation with the supervisor. Regular meetings with the student's approved supervisor are required and will be determined by negotiation with that supervisor.

Required Reading: To be advised by the supervisor and searched by student as part of research training

Assessment: The nature of the coursework assessment will vary and may be based on written assignments, seminar presentations and a written statistics or research design examination. The research project assessment will consist of a written literature

review, submission of a research design, and the quality of the research and its presentation in the written thesis as well as the ability to answer questions regarding the research work undertaken. Assignment, Statistics and Research Design, 10%. Other, Research Plan (not more than 10 pages), 5%. Literature Review, Literature Review (not more than 6,000 words), 15%. Presentation, Oral Presentation, 5%. Research Thesis, Research Thesis (not more than 12,000 words), 55%. Presentation, Oral Presentation and Thesis Defence, 10%. The Honours course is a two year (part-time) course in which the students receive one final mark and grade. Thus, students will submit/undertake items 1 - 2 in their 1st semester of enrolment, items 3 - 4 in their 2nd semester of enrolment, and submit/undertake items 5 - 6 after their 3rd and 4th semesters of enrolment, after which a single, final mark and grade will be awarded.

RNH2110 Disease and Health

Locations:Werribee, St Albans.

Prerequisites:There are no pre-requisites for this unit.

Description:The unit will study inflammatory and immune responses and pathogenic processes of common disorders. Inflammatory and immune responses, essentials of the pathologic process of the common disorders with nutritional involvement, including; anaemia, alimentary dysfunction, cardiovascular disease, cancer, obesity, diabetes, inborn errors of metabolism and well as diagnostic and therapeutic modalities will be examined.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Explain what is disease, terminology, classifications of disease and how diseases are diagnosed;
2. Indicate how disturbances cause the clinical manifestations of the various diseases;
3. Describe diseases of the gastrointestinal (GI) tract, their pathology and treatment;
4. Explain what disturbances can occur in the accessory organs of the GI tract such as the liver and pancreas;
5. Discuss the pathologic processes of common disorders with nutritional involvement and strategies for their diagnosis and treatment;
6. Describe haematopoietic system disorders such as the various types of anaemias that can occur as well as their underlying bases;
7. Describe the inflammatory and immune responses and disturbances thereof;
8. Describe how genetic abnormalities can lead to disease and inborn errors of metabolism;
9. Demonstrate an understanding of various types of benign and malignant tumours and leukemias, their underlying causes and treatment strategies; and
10. Describe various types of cardiovascular diseases and their treatment.

Class Contact:Forty-eight (48) hours for one semester comprising lectures, tutorials and workshops.

Required Reading:Crowley, L. V. (8th edition). An introduction to human disease: Pathology and pathophysiology correlations Boston: MA: Jones and Bartlett Publishers. 2010.

Assessment:Tutorial Participation, Contribution of answers and participation in discussions., 20%. Test, 2 x online tests, 20%. Examination, 3-hour final examination, 60%.

