

**COLLEGE OF
HEALTH AND
BIOMEDICINE
HANDBOOK 2019**

DISCLAIMER

The information contained in Victoria University's 2019 College of Health and Biomedicine was current at 19 November 2018

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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HOW TO USE THIS HANDBOOK

Victoria University's 2019 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 2019.

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 2019.

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 2019.

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 a minor (four related units of study) in Social Sciences or Health Sciences. Minors in Health Sciences include Interpersonal and Organisation Skills, Health and Nutrition and Health. Social Science minors include Gender Studies, History and Sociology. Through completion of the accredited psychology major, students will gain a strong theoretical and applied understanding of human behaviour, cognition and emotions. Combining the psychology major with a minor in Social Sciences or Health Sciences will foster students' critical analysis of broader systemic factors underpinning human behaviour and wellbeing. As part of this course, students complete a fieldwork placement unit, which provides students with the opportunity to consolidate and apply the knowledge and skills gained in their studies.

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

1. Elucidate and apply a broad knowledge of psychological theory and social research methods;
2. Exercise skills in independent research, theoretical analysis and critical evaluation in psychology and health;
3. Critically reflect on how broader systemic factors have an impact on and help inform human behaviour and wellbeing;
4. Exhibit advanced interpersonal and collaborative skills, consistent with professional, ethical and culturally sensitive practice, when working with people from diverse backgrounds;
5. Interpret and coherently communicate knowledge and ideas using a range of media; and
6. Demonstrate independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits.

Careers: Graduates of the Bachelor of Psychological Studies will be equipped with the knowledge and skills that will allow them to undertake a variety of roles in a range of employment settings. Expected career outcomes include careers in health and community services (for example, child protection), policy development, social, health and market research, human resources and related service provision using multi-disciplinary approaches to client services. Students successfully completing this course are eligible to apply for further study in psychology, for example Honours in Psychology. Subsequent to completion of an accredited Fourth Year Psychology degree, students may pursue postgraduate studies in psychology. In addition to pursuing postgraduate study in psychology, students may undertake further study in cognate areas such as human resources, counselling and teaching.

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 Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Human or Health Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

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

- 96 credit points (equivalent to 8 units) of Core First Year studies;
- 120 credit points (equivalent to 10 units) of Core Psychology studies;
- 24 credit points (equivalent to 2 units) of Psychology Elective studies, and;
- 48 credit points (equivalent to 4 units) of Minor 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

Plus		
12 credit points (equivalent to one unit) of Minor studies		
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 Minor studies		
Year 3		
Semester 1:		
APP3028	Fieldwork	12
APP3035	Research Methods in Psychology	12
APP3034	History, Theories and Practice of Psychology	12
Plus		
12 credit points (equivalent to one unit) of Minor studies		
Semester 2:		
APP3023	Psychological Issues in the Workplace	12
APP3037	Clinical Aspects of Psychology	12
Plus		
12 credit points (equivalent to one unit) of Psychology Elective studies		
12 credit points (equivalent to one unit) of Minor studies		
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
APP3026	Cognitive Psychology	12
Minors		
AMGEN	Gender Studies	

AMIHIS	History
AMISLY	Sociology
HMIHNU	Health and Nutrition
HMIHLT	Health
HMIOS	Interpersonal Organisation Skills

Bachelor of Psychological Studies/Bachelor of Business

Course Code: AB PB

Campus: Footscray Park.

About this course: This double degree combines studies in Psychology with a Business major. Through completion of the accredited psychology major students will gain a strong theoretical, research, and applied understanding of human behaviour, cognition and emotions. Combining this major with a Business major will foster students' critical analysis of factors underpinning human behaviour and wellbeing and lead to the development of skills and knowledge which will enable them to work in a variety of roles and organisational settings. Completion of a work integrated placement unit will provide students with the opportunity to consolidate and apply the knowledge and skills gained in their degree and further enhance their career opportunities.

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

1. Elucidate and apply a broad knowledge of psychological theory and social research methods;
2. Exhibit skills in independent research, theoretical analysis and critical evaluation in psychology and business fields;
3. Analyse and reflect upon the application of psychological and business theory in addressing contemporary challenges at an individual, interpersonal and organisational level;
4. Interpret and coherently communicate knowledge and ideas using a range of media;
5. Employ advanced interpersonal and collaborative skills, consistent with professional, culturally appropriate and ethical practice when working with people from diverse backgrounds;
6. Demonstrate independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits.

Careers: Completion of a double degree provides a competitive edge in terms of career outcomes. Graduates of this course will be equipped with analytical and problem solving skills that will allow them to undertake a range of roles in business, health care and welfare systems. Expected career outcomes include careers in health and community services (child protection worker), policy development and related service provision using multi-disciplinary approaches to client services. Subsequent to completion of an accredited Fourth Year Psychology degree, students may pursue postgraduate studies in Psychology. Additional career outcomes are contingent on the Business major undertaken as part of this degree. These career outcomes include management, human resources, marketing and events, tourism and hospitality management, accounting and trade, supply chain and logistics. Students successfully completing this course are eligible to apply for further study in psychology, for example, Honours in Psychology.

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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Human or Health Services, Business, Commerce or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

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;
- 48 credit points of Core Business studies;
- 96 credit points of specialised studies selected from one of the Business Majors;
- 12 credit points of Work Integrated Learning studies (APP3028 Fieldwork or BBB3100 Business Integrated Learning).

Core First Year Units:

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1016	Foundations of Psychological Research	12
ASX1003	Foundations of Social Science Research	12
BCO1102	Information Systems for Business	12
BE01105	Economic Principles	12
BMO1102	Management and Organisation Behaviour	12
BPD1100	Integrated Business Challenge	12
Year 2		
APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
APP2101	Intercultural and Developmental Issues in Psychology	12
BAO1101	Accounting for Decision Making	12

BE01106	Business Statistics	12
BHO1171	Introduction to Marketing	12
BLO1105	Business Law	12
Plus		
12 credit points (equivalent to 1 unit) of Psychology Elective studies		
Year 3		
APP3034	History, Theories and Practice of Psychology	12
APP3037	Clinical Aspects of Psychology	12
APS2030	Qualitative Social Research Methods 1	12
APS2040	Quantitative Social Research Methods 1	12
Plus		
48 credit points (equivalent to 4 units) of Business Major studies		
Year 4		
APP3023	Psychological Issues in the Workplace	12
APP3035	Research Methods in Psychology	12
Plus		
APP3028	Fieldwork	12
OR		
BBB3100	Business Integrated Learning	12
12 credit points (equivalent to 1 unit) of Psychology Elective studies		
48 credit points (equivalent to 4 units) of Business Major studies		
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
APP3026	Cognitive Psychology	12
Majors		
BMAACT	Accounting	

BMAEVT	Event Management
BMAHRM	Human Resource Management
BMAITD	International Trade
BMAMAI	Management and Innovation
BMAMRK	Marketing
BMASCL	Supply Chain and Logistics Management
BMATHM	Tourism and Hospitality Management

Bachelor of Psychology (Honours)

Course Code: ABPC

Campus: Footscray Park.

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.

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

1. Elucidate an advanced knowledge and application of psychological theory and social research methods;
2. Demonstrate proficiency in theoretical analysis and critical evaluation in psychology;
3. Exemplify skills in designing, executing and reporting a research study with some independence;
4. Exhibit advanced cognitive, research and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
5. Critically reflect upon the nature of psychology as a profession and the ethical and legal responsibilities of individuals practising the profession;
6. Exhibit advanced communication and interpersonal skills, consistent with professional and culturally sensitive practice, when working with people from diverse backgrounds;
7. Demonstrate independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits, and;
8. Critically reflect on how broader systemic factors have an impact on and help inform human behaviour and wellbeing.

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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English. OR: Completion of an Australian Advanced Diploma of 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). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent).

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;
- 204 credit points (equivalent to 17 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, and;
- 12 credit points (equivalent to 1 unit) of Honours Psychology 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 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	APP3016	Group Behaviour	12
APP2101	Intercultural and Developmental Issues in Psychology	12	APP3018	Organisations and Work	12
APS2030	Qualitative Social Research Methods 1	12	APP3019	Psychobiology	12
APP2023	Interpersonal Skills 2	12	APP3020	Psychoanalysis	12
Year 2, Semester 2			APP3021	Psychology of Adjustment	12
APP2014	Psychology 2B	12	APP3026	Cognitive Psychology	12
APP2024	Organisational Skills 2	12	Honours Psychology Electives:		
APS2040	Quantitative Social Research Methods 1	12	APH4019	Domestic Violence and Sexual Assault	12
12 credit points (equivalent to one unit) of Psychology Elective studies			APH4061	Principles and Practice of Cognitive Behaviour	12
Year 3, Semester 1			Bachelor of Psychological Studies/ Bachelor of Business (Human Resource Management)		
APP3028	Fieldwork	12	Course Code: ABPR		
APP3035	Research Methods in Psychology	12	Campus: Footscray Park.		
APP3034	History, Theories and Practice of Psychology	12	This course is for Continuing students only.		
APS3030	Social Research Methods	12	About this course: The changing nature of the workforce and demands on managers requires that they have a broader view and understanding of their roles. This has led to a demand for well trained managers with a range of skills who can manage high quality and appropriate staff, programs, training, and services to a cross-section of users.		
Year 3, Semester 2			Course Objectives: The combined Bachelor of Psychology/Bachelor of Business (Human Resource Management) degree aims to provide a thorough educational experience to students. It exposes them to the psychological and managerial forces that have shaped and continue to shape, Australia's institutions, 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. The course focuses on management, psychological and research competencies with particular emphasis on human resource issues.		
APP3037	Clinical Aspects of Psychology	12	Careers: Graduates will be in demand for work in human resource departments, community service organisations, marketing research agencies and government departments. A variety of professions are available to graduates as the degree is accredited by the Australian Psychological Society and also counts as five years credit towards the mandatory eight-year chartered membership of the Australian Human Resources Institute.		
APP3023	Psychological Issues in the Workplace	12	Course Duration: 4 years		
APS3040	Independent Research Project	12	Admission Requirements: VCE with minimum study score of 20 in English units 3 and 4 (any).		
PLUS			Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.		
12 credit points (equivalent to one unit) of Psychology Elective Studies			Admission Requirements VET: Applicants with relevant VET study may be considered		
Year 4, Semester 1			COURSE STRUCTURE		
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					
12 credit points (equivalent to one unit) of Honours Psychology Elective Studies					
Psychology Electives:					
APP3015	Counselling Theory and Practice	12			

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

- 144 credit points (equivalent to 12 units) of Core Psychological studies;
- 192 credit points (equivalent to 16 units) of Core Business studies, and;
- 48 credit points (equivalent to 4 units) of Elective studies.

Core Psychology Units:

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1016	Foundations of Psychological Research	12
APP2013	Psychology 2A	12
APP2101	Intercultural and Developmental Issues in Psychology	12
APP2014	Psychology 2B	12
APP3023	Psychological Issues in the Workplace	12
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
APP3037	Clinical Aspects of Psychology	12
APS2030	Qualitative Social Research Methods 1	12
APS2040	Quantitative Social Research Methods 1	12

Core Business Units:

BA01101	Accounting for Decision Making	12
BBB3100	Business Integrated Learning	12
BCO1102	Information Systems for Business	12
BE01105	Economic Principles	12
BE01106	Business Statistics	12
BHO1171	Introduction to Marketing	12
BLO1105	Business Law	12
BMO1102	Management and Organisation Behaviour	12
BMO2000	Human Resource Management	12
BMO2001	International Human Resource Management	12
BMO2003	Human Resource Development	12
BMO3323	Employee Relations Management	12
BMO3332	Managing Organisational Change	12

BMO3420	Human Resource Information Systems	12
BPD1100	Integrated Business Challenge	12
BPD2100	International Business Challenge	12

PLUS 24 credit points (equivalent to two units) from the following recommended units:

ASX1003	Foundations of Social Science Research	12
APP3028	Fieldwork	12
BBB3100	Business Integrated Learning	12

PLUS 24 credit points (equivalent to two units) of Psychology Electives from the list below:

- only a selection of these units are offered each year.

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
APP3026	Cognitive Psychology	12

Bachelor of Science (Psychology)

Course Code:ABPY

Campus:St Albans.

This course is for Continuing students only.

About this course:The Bachelor of Science (Psychology) is an undergraduate course for those who want to study psychology and social research methods in combination with the study of science units. PROFESSIONAL RECOGNITION Australian Psychology Accreditation Council (APAC) accredited. Successful completion of a fourth year of study will enable graduates of this course to receive associate membership with the Australian Psychological Society (APS), and will meet the academic requirements for professional accreditation with the Psychology Board of Australia (PBA).

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

1. Demonstrate a broad knowledge and critical awareness of theories and principles underlying science and psychology, which will prepare students for work in professional scientific or human services contexts, or entry into a fourth year of study in either science or psychology;
2. Apply skills to review, analyse, consolidate, and synthesise knowledge and research in the science and psychology disciplines;
3. Apply cognitive, technical, and problem solving skills in planning and executing scientific and social research (under appropriate supervision);
4. Use communication skills that enable a clear, coherent, and independent presentation and evaluation of knowledge and ideas;
5. Adapt knowledge and skills with initiative and judgment in planning, problem solving, and decision making within diverse work contexts, including practical scientific or human services settings; and

6. Demonstrate communication and interpersonal skills when working with others in an environmentally, socially, and culturally sensitive and responsible manner.

Careers: This is a three-year undergraduate course in psychology accredited by the Australian Psychology Accreditation Council (APAC). Graduates of this course can apply for the fourth year program in psychology (Honours or Graduate Diploma in Psychology) or in science (Honours).

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 Science (any).

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). 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 Science (Psychology), students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 108 credit points (equivalent to 9 units) of Core Psychology studies;
- 12 credit points (equivalent to 1 unit) of Psychology Elective studies;
- Social Research Methods units APS2030 and APS2040 (to be completed in 2nd year);
- 48 credit points (equivalent to 4 units) of Core Science studies (completed in 1st year);
- 96 credit points (equivalent to 8 units) of Elective Science units (24 credit points completed each in 1st and 2nd year, 48 credit points in 3rd year).

Students may wish to consult their course coordinator regarding their choice of science electives if they wish to focus on a particular area of science.

Year 1, Semester 1

APP1012 Psychology 1A 12

RBF1310 Biology 1 12

RBM1518 Human Physiology 1 12

Plus

12 credit points (equivalent to 1 unit) of first year Science Elective studies

Year 1, Semester 2

APP1013 Psychology 1B 12

RBF1320 Biology 2 12

RBM1528 Human Physiology 2 12

Plus

12 credit points (equivalent to 1 unit) first year science elective

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 1 unit) second year science elective

Year 2, Semester 2

APP2014 Psychology 2B 12

APS2040 Quantitative Social Research Methods 1 12

Plus

12 credit points (equivalent to 1 unit) second year science elective

12 credit points (equivalent to 1 unit) psychology elective

Year 3, Semester 1

APP3034 History, Theories and Practice of Psychology 12

APP3035 Research Methods in Psychology 12

Plus

24 credit points (equivalent to 2 units) third year science elective

Year 3, Semester 2

APP3023 Psychological Issues in the Workplace 12

APP3037 Clinical Aspects of Psychology 12

Plus

24 credit points (equivalent to 2 units) third year science elective

PSYCHOLOGY ELECTIVE STUDIES

All electives are Year 2 or 3 - they may be available St Albans or Footscray Park.

Only a selection of these units are offered each year.

APP3015 Counselling Theory and Practice 12

APP3016 Group Behaviour 12

APP3018 Organisations and Work 12

APP3019	Psychobiology	12	RBM2800	Cardiorespiratory and Renal Physiology	12
APP3020	Psychoanalysis	12	RCM2611	Linear Statistical Models	12
APP3021	Psychology of Adjustment	12	RCM2713	Modelling for Decision Making	12
APP3026	Cognitive Psychology	12	THIRD YEAR SCIENCE ELECTIVE STUDIES		
FIRST YEAR SCIENCE ELECTIVE STUDIES			APS3030	Social Research Methods	12
NEF1102	Engineering Physics 1	12	APS3040	Independent Research Project	12
NEF1202	Engineering Physics 2	12	HBM3105	Research Project	12
NEM1001	Algebra and Calculus	12	HBM3205	Clinical Genetics and Cellular Basis of Disease	12
NEM1002	Statistics for Decision Making	12	RBF3620	Conservation and Sustainability	12
RBF1140	Introduction to Food, Nutrition and Health 1	12	RBM3264	Advanced Nerve and Muscle Physiology	12
RBF1150	Global Environmental Issues	12	RBM3590	Advanced Experimental Techniques	12
RBM1100	Functional Anatomy of the Trunk	12	RBM3640	Advanced Neurosciences	12
RBM1110	Nutritional Biochemistry 1	12	RBM3720	Immunology	12
RBM1200	Functional Anatomy of the Limbs	12	RBM3800	Pharmacology	12
RBM1820	Nutrition, Society and Communication	12	RBM3810	Wellness 1	12
RCS1601	Chemistry 1A	12	RBM3820	Wellness 2	12
RCS1602	Chemistry 1B	12	RBM3960	Nutritional Frontiers	12
SECOND YEAR SCIENCE ELECTIVE STUDIES			Bachelor of Social Work		
HBM2103	Digestion, Nutrition and Metabolism	12	Course Code: ABSW		
HBM2105	Medical Microbiology and Immunity	12	Campus: Footscray Nicholson.		
HBM2106	Human Genetics	12	About this course: Social workers play a crucial role in facilitating social change and work with people to enhance the quality of their lives. This program prepares students for real world contemporary social work practice. Students graduate with the knowledge and skills needed to be critically reflective agents of change with individuals, families, groups and communities in complex and diverse settings. The study of human development, human rights, principles of social justice, theories of social work, and skills for practice is underpinned by a respect for diversities and a commitment to enhancing social equity. In the final two years of the program students complete 1000 hours of supervised professional practice (work integrated learning) in a range of settings including interpersonal, group, organisational, community and policy contexts. The Bachelor of Social Work course is accredited by the Australian Association of Social Workers (AASW). Successful graduates are eligible for membership of the AASW; there is an additional English requirement for International students to be eligible for membership of the Australian Association of Social Workers (AASW).		
HBM3101	Research Methods	12			
RBF2610	Fundamentals of Ecology	12			
RBF2620	Australian Plants	12			
RBF2640	Australian Animals	12			
RBM2100	Rehabilitation Anatomy	12			
RBM2133	Cell and Molecular Biology	12			
RBM2200	Functional Anatomy of the Head and Back	12			
RBM2530	Pathophysiology 1	12			
RBM2540	Pathophysiology 2	12			
RBM2560	Medical Biochemistry	12	Course Objectives: On successful completion of this course, students will be able to: 1. Demonstrate cultural humility, value diversity among peoples and engage in decolonising practices that acknowledge Aboriginal and Torres Strait Islanders as Traditional Owners of Australian lands; 2. Articulate a comprehensive understanding of contemporary social work practice and its contribution to the		

creation and maintenance of a more just and equitable society which respects the inherent dignity, worth and autonomy of every person and community; 3. Appraise knowledge and understanding of social welfare and social policy in the Australian context emphasising origins, functions, ideological bases and power relations.; 4. Critique, synthesise and apply theories, knowledge and values of social work and related bodies of knowledge with a particular emphasis on critical social work and the goal of social change; 5. Apply social work knowledge, values, research and intervention skills to intervene and respond to the needs of diverse individuals, groups and communities; 6. Demonstrate ethical and critically reflective professional conduct using skills, knowledge, power, and professional authority in ways that serve humanity; 7. Demonstrate readiness for beginning social work practice and display collaborative and inclusive professional work and learning behaviours.

Careers: Social Workers are in increasing demand. This social work degree opens the door to careers in government, non-government, health, welfare and community-based organisations. The different roles graduates are eligible for include social worker, case manager, counsellor, youth worker, support worker, child protection worker, housing support worker and policy officer.

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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or 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). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

To attain the Bachelor of Social Work, students will be required to complete:

- 384 credit points of Core studies.

First Year

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
ASW2103	Human Development in Social Context	12
ASW2104	Critical Social Work Theories	12
ASW2090	Groupwork Theory and Practice	12
ASW2202	Social Work Theories	12
ASW3097	Social Work and Trauma Informed Care	12
ASW3101	Skills for Social Work Direct Practice	12
ASW3103	Social Work Practice: Legal Context	12
Year 3		
ASW2013	Introduction to Social Policy	12
ASW3002	Professional Practice	48
ASW3300	Working With Individuals and Families	12
ASW3901	Social Research 2	12
AYW2001	Young People with All Abilities	12
Year 4		
ASW3096	Understanding and Responding to Family Violence	12
ASW3104	Health and Mental Health: Practice and Policy	12
ASW3105	Community Development	12
ASW4901	Social Policy Analysis: Current Issues	12
ASW4002	Advanced Professional Practice	48

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: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline. AND Suitability for the profession of counselling as determined at an interview.

Admission Requirements Other: An 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

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

Graduate Diploma in Psychology

Course Code:AGPS

Campus:Footscray Nicholson.

This course is for Continuing students only.

About this course:The Graduate Diploma in Psychology provides an integrated and comprehensive education within the discipline of Psychology. It provides a fourth year that is recognised by the Australian Psychological Society. In addition, students who complete this course are eligible to become Probationary Psychologists with the Victorian Psychologists' Registration Board. In this Graduate Diploma, students can pursue an advanced level of theoretical study and applied aspects within Psychology and receive advanced research training. **PROFESSIONAL RECOGNITION** This course is accredited by the Australian Psychological Society as an approved fourth year in Psychology.

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

COURSE STRUCTURE

To qualify for the award Graduate Diploma in Psychology, students must complete a total of 96 credit points.

Year 1, Semester 1

CORE UNITS

APA4019	Field Research	24
APH4018	Social Research Methods in Context	12
APH4071	Professional Orientation (Psychological Assessment)	12

Note that in some years APH4071 may be offered in Semester 2 instead of Semester 1. In this case, students must complete APH4013 in Semester 1 and APH4071 in Semester 2.

Year 1, Semester 2

CORE UNITS:

APA4020	Extended Field Research	24
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APH4013	Psychology in Practice	12
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Note that in some years APH4013 may be offered in Semester 1 instead of Semester 2. In this case, students must complete APH4013 in Semester 1 and APH4071 in Semester 2.

Plus ONE elective selected from the following:

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

Note that not all electives are available every year.

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 the APAC-accredited undergraduate Psychology major within Bachelor level degrees.

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. Implement 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 this course are eligible to register as a provisional psychologist with the Psychology Board of Australia. 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:Applicants with a cognate (same discipline) Australian Bachelor Degree (AQF7) not more than 10 years old and with a weighted average mark in all level 3 units of 70% (Distinction); as well as the completion of an APAC accredited major in psychology, will be considered for admission to the course. Equivalence of international degrees to an accredited 3-year sequence in psychology in Australia must be formally assessed and confirmed by the Australian Psychological Society (APS). PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age:The minimum requirements for entry to Honours in Psychology are the completion of all requirements for a Bachelor degree (AQF7) conferred by Victoria University; the completion of an APAC-accredited major in psychology; and 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 3 units) of Core studies;
- 2 x 24 credit points (equivalent to 2 units) of Core Thesis studies, and;
- 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

PLUS

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

Psychology Electives:

APH4019	Domestic Violence and Sexual Assault	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:Completion of Bachelor Honours degree (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 75 in fourth-year sequence). OR Completion of an Australian Graduate Diploma (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 75).

Admission Requirements International:Completion of Bachelor Honours degree (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 75 in fourth-year sequence). OR Completion of an Australian Graduate Diploma (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 75). PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking) Applicants would need to have their relevant studies formally assessed by Australian Psychological Accreditation Council (APAC) for equivalency.

Admission Requirements Other:Applicants will also be required to: Submit a completed VU supplementary information form. Provide two referee statements (one personal and one academic) submitted via Australian Psychology Postgraduate Reference System at <https://www.psychologyreference.org/> Attend an interview (short listed applicants only) Obtain a Working with Children Check prior to being placed in a work placement setting, in accordance with the accreditation

requirements and the Department of Justice. Applicants with qualifications obtained overseas have their qualifications assessed by the Australian Psychological Society (APS).

COURSE STRUCTURE

To attain the Master of Applied Psychology (Community Psychology) students are required to complete:

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

Year 1, Semester 1

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APC6088	Psychopathology and Diagnosis	12

Year 1, Semester 2

APC6089	Research Methods	12
APC6091	Interventions 1 - Introduction to CBT	12
APM6013	Psychology of Community Health	12
APM6014	Practicum 1	12

Year 2, Semester 1

APC7901	Thesis 1	12
APM6010	Foundations of Community Psychology	12
APM7004	Intercultural Approaches to Community Psychology	12
APM7005	Practicum 2	12

Year 2, Semester 2

APC7902	Thesis 2	12
APM7003	Community Psychology Interventions	12
APM7006	Psychology Practice	12
APM7007	Practicum 3	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:Completion of Bachelor Honours degree (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 75 in fourth-year sequence). OR Completion of an Australian Graduate Diploma (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 75).

Admission Requirements Other:Applicants will also be required to: Submit a completed VU supplementary information form. Provide two referee statements (one personal and one academic) submitted via Australian Psychology Postgraduate Reference System at <https://www.psychologyreference.org/> Attend an interview (short listed applicants only) Obtain a Working with Children Check prior to being placed in a work placement setting, in accordance with the accreditation requirements and the Department of Justice. Applicants with qualifications obtained overseas have their qualifications assessed by the Australian Psychological Society (APS).

COURSE STRUCTURE

To attain the Master of Applied Psychology (Clinical Psychology) students will be required to complete:

- 192 credit points of Core studies.

Core Units

APC6085	Foundations of Psychotherapy	12
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APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APC6088	Psychopathology and Diagnosis	12
APC6089	Research Methods	12
HCP6001	Clinic Experience	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 Applied Psychology (Community Psychology)

Course Code:AMPC

Campus:Footscray Nicholson.

This course is for Continuing students only.

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 thesis. 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. Analyse social and psychological problems from multiple perspectives and at multiple levels and with sensitivity to the cultural and experiential forces that have impacts on such problems;
 2. Apply skills in intervention strategies which are appropriate to multiple levels of analysis of problems, from the individual level to broader community contexts;
 3. Critically apply intervention skills to a variety of contexts, such as program and policy design, implementation and evaluation, organisation and facilitation of groups, and development of social support networks;
 4. Select and apply appropriate research methodologies and independent research skills to identify, analyse and resolve complex problems in a practice setting via a research project which they will design, plan, conduct and report on;
 5. Utilise

advanced communication, research and cognitive skills to present study implications and emphasise future directions for research on the issue;
 6. Assess and evaluate the various ethical and professional conduct issues that will be faced as practising psychologists;
 7. Apply for General Registration through Psychology Board of Australia, and an Area of Practice Endorsement through Psychology Board of Australia,
 8. Apply for membership of Australian Psychological Society (APS) College of Community Psychologists.

Careers:In community mental health; organisational, applied social, environmental, ecological and health psychology; community psychology and related areas.

Course Duration: 2 years

COURSE STRUCTURE

To attain the Master of Applied Psychology (Community Psychology) students are required to complete 192 credit points.

Year 1, Semester 1

APM5001	Foundations of Community Psychology	8
APM5010	Psychological Practice 1: Ethics and Professional Practice	8
APM5018	Psychological Practice 2: Psychological Assessment	8
APM6030	Thesis Research	12
APC6089	Research Methods	12

Year 1, Semester 2

APM5021	Practicum 1	8
APM6009	Psychological Practice 3: Counselling Theories, Skills and Interventions	8
APM6030	Thesis Research	12
APM6060	Psychology of Community Health	8
APC6091	Interventions 1 - Introduction to CBT	12

Year 2, Semester 1

APM6002	Community Psychology Interventions	8
APM6021	Practicum 2	16
APM6070	Extended Thesis Research	12

Plus one Elective Unit*

Year 2, Semester 2

APM6040	Psychological Practice 4C	8
APM6070	Extended Thesis Research	12
APM6050	Practicum 3	16

plus one Elective Unit*

*Students may select 12 credit points (equivalent to 1 unit) of postgraduate studies, as approved by the Course Chair

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:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline. AND Suitability for the profession of counselling as determined at an interview.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline. AND Suitability for the profession of counselling as determined at an interview. PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

Admission Requirements 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
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
APT6013	Minor Thesis (Part A)	24
APT6014	Minor Thesis (Part B)	24

Master of Psychology (Clinical Psychology)

Course Code:AMPL

Campus:Footscray Nicholson.

This course is for Continuing students only.

About this course:Next intake 2017 - intake every two years The Master of Psychology program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.

Course Objectives:The founding philosophy of Victoria University is to embody theoretical and research activities which inform, in a direct and progressive way, the application of theory and research to practical use in the community at large. It is conceived as a forward thinking and proactive institution, both with respect to

knowledge and understanding that is pursued, and with respect to its relationship with Australian society at all levels. In this overall context, the College of Health and Biomedicine has a firm commitment to extending the horizons of applied psychology from a consolidated base of academic excellence. Its mission includes the provision of courses in psychology and allied disciplines which respond to the identified and anticipated needs of the general community. The active development of theoretical, research and practical approaches within psychology that will promote creative growth in the profession itself is also part of this mission. In the context of these aims, the postgraduate courses are viewed as an enriching contribution to both the wider community and to the scientific discipline of psychology.

Careers:Specialist professional psychologist in the area of Clinical Psychology.

Course Duration: 2 years

COURSE STRUCTURE

The coursework program for the Master of Psychology (Clinical) degree is conducted on an intensive full-time basis over two years or part-time equivalence. The course is comprised of three interlocking strands of theoretical/ knowledge-based units, research units (including an independent project and minor thesis) and a clinical practice strand.

Year 1, Semester 1

APC5201	Research Project 1	12
APC5203	Clinical Experience 1	6
APC5204	Professional Practice Issues	6
APC5206	Child and Adolescent Psychopathology	6
APC5207	Adult Psychopathology	6
APC5211	Interventions 1	6
APC5216	Clinical Psychology Assessment 1	6

Year 1, Semester 2

APC5208	Research Project 2	12
APC5210	Clinical Experience 2	6
APC5213	Research Methods	6
APC5217	Clinical Psychology Assessment 2	6
APC5218	External Placement 1	6
APC6206	Interventions 2	6
APC6207	Interventions 3	6

Year 2, Semester 1

APC6204	Clinical Experience 3	6
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APC6205	Clinical Health Psychology 1	6
APC5215	Child and Family Interventions	6
APC6216	Advanced Assessment and Clinical Skills	6
APC6214	Interventions 4	6
APC6217	External Placement 2	6

PLUS one of the following two options:

Students who are completing their study at masters level should enrol in the following unit:

APC6201	Research Project 3A	12
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or

Students who have been accepted as doctoral candidates should enrol in the following unit:

APC6202	Research Project 3B	12
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Year 2, Semester 2

APC5205	Group Process	6
APC6211	Neuropsychology Disorders and Psychopharmacology	6
APC6212	Clinical Experience 4	6
APC6213	Clinical Health Psychology 2	6
APC6218	External Placement 3	12

PLUS one of the following two options:

Students who are completing their study at masters level should enrol in the following unit:

APC6209	Research Project 4A	12
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or

Students who have been accepted as doctoral candidates should enrol in the following unit:

APC6210	Research Project 4B	12
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Master of Applied Psychology (Sport Psychology)

Course Code:AMPS

Campus:Footscray Park.

This course is for Continuing students only.

About this course:This course provides students with a solid background in the research and theory behind the delivery of psychological services to athletes, coaches and teams. Through lectures, class discussions, role plays and demonstrations, students explore a range of theoretical and applied psychological frameworks and are instructed in the associated psychological methods and techniques aimed at helping athletes to enjoy and achieve in sport and other aspects of their lives. A strong

emphasis is placed on understanding the interpersonal dynamics of psychologist-client interactions and how therapeutic relationships develop. Sport Psychology students are also provided with opportunities to acquire skills in related areas (eg general psychology practice, rehabilitation psychology) in order to market their services more broadly. Currently, the course has an intake every two years and the intake is limited to 10-12 students to provide an intensive and collaborative learning experience to students and preserve the intimacy of the learning environments.

PROFESSIONAL RECOGNITION The Masters Course is accredited by the Australian Psychological Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in Psychology.

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

1. Utilise technical, communication and cognitive skills and knowledge of sport psychology to inform practice and engender a broad perspective of professional work;
2. Apply critical knowledge and applied skills, methods and techniques in sport psychology to facilitate the highest level of professional service;
3. Demonstrate high levels of expert judgment and ethical behaviours in order to operate according to the highest standards of professional practice;
4. Adapt learning to a range of practice settings through discussion and supervision with peers and professionals;
5. Employ evaluative and reflective practice techniques to facilitate the highest level of professional service and development;
6. Select and apply appropriate research methodologies and independent research skills to identify, analyse and resolve complex problems in a practice setting;
7. Utilise advanced communication, research and cognitive skills to present study implications to a broad audience and generate future directions for research on the issue;
8. Apply for specialist APS College membership in sport psychology.

Careers: Sport psychology, sport science and related areas.

Course Duration: 2 years

COURSE STRUCTURE

To attain the Master of Applied Psychology (Sport Psychology) students are required to complete 192 credit points.

Year 1, Semester 1

APM5005	Current Issues in Sport Psychology	8
APM5010	Psychological Practice 1: Ethics and Professional Practice	8
APM5018	Psychological Practice 2: Psychological Assessment	8
APC6089	Research Methods	12
APM6030	Thesis Research	12

Year 1, Semester 2

APM5008	Applied Sport and Exercise Psychology	8
APM5021	Practicum 1	8
APM6009	Psychological Practice 3: Counselling Theories, Skills and Interventions	8

APC6091	Interventions 1 - Introduction to CBT	12
APM6030	Thesis Research	12

Year 2, Semester 1

APM6003	Professional Practice in Applied Sport Psychology	8
APM6021	Practicum 2	16
APM6070	Extended Thesis Research	12

Plus elective unit below

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
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Year 2, Semester 2

APM6045	Psychological Practice 4S	8
APM6050	Practicum 3	16
APM6070	Extended Thesis Research	12

Plus elective unit below

SCL6201	Psychology for Rehabilitation	12
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AREA OF SPECIALISATION - SPORT, EXERCISE AND ACTIVE LIVING One of seven designated University Research Centres at Victoria University, ISEAL (Institute of Sport, Exercise and Active Living) is the largest of the University Research Centres and through research and consultancy, aims to promote the health and wellbeing of the entire community via the medium of physical activity. It does this by pure and applied research and consultancy work in each of the three areas of exercise science, sport science, and active living: * Exercise Science - exercise and chronic disease, metabolism and cellular function, neuromuscular function and fatigue; * Sport Science - nature and nurture, preparation and training, the winning edge, the business of sport; and * Active Living - moderators of physical activity, sport culture and participation. ISEAL aims to develop and extend partnerships with government, industry and other institutions in order to conduct mutually beneficial research and consultancy. In carrying out its mission of promoting the health and wellbeing of the entire community through the application of science to sport and exercise science and active living, ISEAL generates programs, consultancy services and opportunities for collaborative research with industry and community groups.

Doctor of Psychology (Clinical Psychology)

Course Code: AZPC

Campus: St Albans.

This course is for Continuing students only.

About this course: The Doctor of Psychology (Clinical Psychology) program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psycho-dynamic perspective.

Course Objectives: The Doctor of Psychology (Clinical Psychology) program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology.

Careers:-

Course Duration:3 years

COURSE STRUCTURE

The coursework program is conducted on an intensive full-time basis. The course is comprised of three interlocking strands of theoretical/ knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand.

Year 1, Semester 1

APC5101	Research Project 1	12
APC5103	Clinical Skills 1	6
APC5105	Clinical Experience and Practicum 1	12
APC5107	Professional Practice Issues 1	6
APC5109	Group Process	6
APC5111	Introduction to Clinical Psychopathology and Neuropsychology	6

Year 1, Semester 2

APC5102	Research Project 2	12
APC5104	Clinical Skills 2	6
APC5106	Clinical Experience and Practicum 2	12
APC5108	Professional Practice Issues 2	6
APC5110	Observational Method 1	6
APC5112	Clinical Theories 1	6

Year 2, Semester 1

APC6103	Research Project 3B	12
APC6105	Clinical Theories 2	6
APC6107	Observational Method 2 - Childhood	6
APC6109	Clinical Experience and Practicum 3	12
APC6111	Clinical Psychology Skills 1	6
APC6113	Professional Practice Issues 3	6

Year 2, Semester 2

APC6104	Research Project 4B	12
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APC6110	Clinical Experience and Practicum 4	12
APC6106	Clinical Theories 3	6
APC6108	Observational Method 3: Adolescence and Adulthood	6
APC6114	Professional Practice Issues 4	6
APC6112	Clinical Psychology Skills 2	6

Year 3, Semester 1

APC7101	Research Project 5	24
APC7103	Clinical Experience and Practicum 5	12
APC7107	Advanced Clinical Psychology Theory and Practice 1	12

Year 3, Semester 2

APC7102	Research Project 6	24
APC7104	Clinic Experience and Practicum 6	12
APC7108	Advanced Clinical Psychology Theory and Practice 2	12

Doctor of Applied Psychology (Sport Psychology)

Course Code:AZPY

Campus:Footscray Park.

This course is for Continuing students only.

About this course:The focus of this course will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology, specialising in the area of sport psychology.

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

1. Utilise technical, communication and cognitive skills and knowledge of sport psychology to inform practice and engender a broad perspective of professional work;
2. Apply critical knowledge and applied skills, methods and techniques in sport psychology to facilitate the highest level of professional service;
3. Demonstrate high levels of expert judgment and ethical behaviours in order to operate according to the highest standards of professional practice;
4. Adapt learning to a range of practice settings through discussion and supervision with peers and professionals;
5. Employ evaluative and reflective practice techniques to facilitate the highest level of professional service and development;
6. Select and apply appropriate research methodologies and independent research skills to identify, analyse and resolve complex problems in a practice setting;
7. Utilise advanced communication, research and cognitive skills to present study implications to a broad audience and generate future directions for research on the issue.

Careers:Psychologist in specific fields such as sports psychologist, health psychologist, and community psychologist.

Course Duration:3 years

COURSE STRUCTURE

The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from AMPS Master of Applied Psychology (Sport Psychology).

Years 1 and 2

Students complete the requirements of AMPS Master of Applied Psychology (Sport Psychology)

Year 3 Semester 1

APM6075	Practicum 4	16
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APM6080	Advanced Reading Unit	8
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APM6090	Doctoral Thesis (Research)	24
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Year 3 Semester 2

APM6076	Advanced Reading Unit B	8
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APM6085	Practicum 5	16
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APM6090	Doctoral Thesis (Research)	24
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Bachelor of Applied Science

Course Code: HBAS

Campus: Footscray Park, St Albans.

This course is for Continuing students only.

About this course: The Bachelor of Applied Science is a three year course which offers majors in Applied Human Nutrition, Food Service and Food Science. Students are offered opportunities to take several different majors/minors to broaden and enrich their learning and diversify employment opportunities. The Bachelor of Applied Science commences with a broad discipline base that is extended in subsequent years and provides a context for the acquisition of further specialist knowledge and skills, enabling graduates to successfully compete in professional settings within the public health sector, community nutrition and food service and food science areas and/or pursue post-graduate study. Graduates seeking to become Accredited Practising Dietitians, registered with the Dietitians Association of Australia are required to complete an accredited Masters degree. While entry requirements into accredited Masters degrees may vary between different institutions, students will be required to complete at least the major in Applied Human Nutrition and the minor in Biomedical Nutrition.

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

1. Critically review selected anthropometric, dietary, and biochemical techniques and approaches to assessing the nutritional status of populations and individuals across the lifespan;
2. Evaluate and justify the use of evidence-informed methods to investigate and propose solutions to contemporary, emerging and future-oriented issues in human health and disease;
3. Apply a broad and coherent knowledge base and skills to analyse predictable, unpredictable, and sometimes complex problems that reflect the multi-faceted nature of nutrition-related health, well-being and disease;
4. Conceptually map the role of culture, values, ethics, economic, social, regulatory, and environmental factors in human health and disease
5. Critically review and interrogate the research literature in human nutrition;
6. Critically review selected technologies used in food processing, product development,

preservation and safety and explain their roles in both local and global food industry contexts;

7. Evaluate and justify the use of evidence-informed methods and technologies to investigate and propose solutions to contemporary, emerging and future-oriented issues in the global food supply;
8. Apply a broad and coherent knowledge base and a solid foundation in scientific design and experimental methods to analyse predictable, unpredictable, and sometimes complex problems involved in the global trade and supply of food products and components within differing regulatory environments;
9. Conceptually map the role of culture, values, ethics, economic and social factors in developing a more equitable and sustainable global food supply.

Careers: The Bachelor of Applied Science offers Majors and Minors including Applied Human Nutrition, Public Health Nutrition, Food Service and Food Science. Students are offered opportunities to take several different majors/minors to broaden and enrich their learning and diversify employment opportunities. The Bachelor of Applied Science commences with a broad discipline base that is extended in subsequent years and provides a context for the acquisition of further specialist knowledge and skills, enabling graduates to successfully enter professional settings within the public health sector, community nutrition and food service and food science sectors and/or pursue post-graduate study. Graduates of the Bachelor of Applied Science will have experienced a range of educational settings and curricula and be equipped for entry into a constantly changing local and global workforce requiring intellectual, analytical, organisational, personal and interpersonal skills. Graduates completing the Food science major will be equipped to work in a range of occupations where knowledge of the food industry, food composition, food safety, food quality assurance, and processing are required. Graduates are expected to find employment in food processing industries, education and research institutes, government food laboratories, food wholesale and retail industries, food safety and regulation bodies, product marketing and food quality assurance. Graduates completing the Applied Human Nutrition major will be equipped to work in a range of community settings where knowledge of nutrition is required. Graduates seeking to become Accredited Practising Dietitians, registered with the Dietitians Association of Australia are required to complete an accredited Masters degree. To meet the entry requirements of accredited Masters degrees, students complete the major in Applied Human Nutrition and the minor in Biomedical Nutrition. Accredited Practising Dietitians (APDs) typically work in clinical settings (hospitals), community settings (outpatients or non-for-profit agencies), food service (managing hospital food service systems), government (FSANZ), not-for-profit organisations (e.g., Heart & Stroke Foundations), or may be self-employed (e.g., sports dietitians). Graduates completing the Public Health Nutrition major will develop careers relating to humanitarian assistance and international development work. Graduates will be prepared for the Master of Public Health (Global Nutrition and Active Living) following the Bachelor of Applied Science. Graduates from the Food Service major will be uniquely prepared for work in food service systems, including hospital settings and aged care residences, where they may be diet monitors, food service assistants and advance to take on supervisory roles. Students will be prepared for subsequent postgraduate study in fields such as Hospital Administration, Quality Assurance, Management and Aged Care.

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 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 Applied 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 of the following: Option A:

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

Option B:

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

Students that complete the first year of Core studies can graduate with the following double Majors (Option A):

- Applied Human Nutrition / Food Science, or
- Applied Human Nutrition / Food Service.

Students that complete the first year of Core studies with their chosen Major, can graduate with two minors to complement their Major studies (Option B), as follows:

- HMACH Analytical Chemistry;
- HMAHN Applied Human Nutrition;
- HMBNU Biomedical Nutrition;
- HMFSC Food Science;
- HMPHN Public Health Nutrition;
- AMTEM Entrepreneurship (Breadth Minor).

Year 1

HHH1000	Interpersonal Skills and Communication	12
HPC1000	Introduction to Human Nutrition and Food	12
HPC1001	Food Components	12

RBM1518	Human Physiology 1	12
RBM1528	Human Physiology 2	12
RBM1820	Nutrition, Society and Communication	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Majors

HMAFSC	Food Science
HMAFSE	Food Service
HMAAHN	Applied Human Nutrition

Minors

HMFSC	Food Science
HMAHN	Applied Human Nutrition
HMPHN	Public Health Nutrition
HMBNU	Biomedical Nutrition
HMACH	Analytical Chemistry
AMTEM	The Entrepreneurial Mindset

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: 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: A study score of at least 25 in two of the following: Biology, Chemistry, Physics or any Mathematics.

Admission Requirements International: 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 (or equivalent). PLUS: A study score of at least 25 in two of the following: Biology, Chemistry, and any Physics or Mathematics (or equivalent) OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 7.0 (with no band less than 6.5 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). AND: A study score of at least 25 in two of the following: Biology, Chemistry, Physics or any Mathematics (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent) in Health Sciences.

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		
RBM2133	Cell and Molecular Biology	12
RBM2530	Pathophysiology 1	12
RBM2560	Medical Biochemistry	12
RBM2200	Functional Anatomy of the Head and Neck	12
RBM2540	Pathophysiology 2	12
RBM2800	Cardiorespiratory and Renal Physiology	12

24 credit points (equivalent to two units) from the selected Minor

Year 3

HBM3106	Reproductive and Developmental Biology	12
HBM3104	Exercise Is Medicine	12
HBM3101	Research Methods	12
HBM3105	Research Project	12
HBM3205	Clinical Genetics and Cellular Basis of Disease	12
RBM3640	Advanced Neurosciences	12

24 credit points (equivalent to two units) from the selected Minor

Minors

HMIHNU	Health and Nutrition
HMIPH	Integrative Physiology
HMIMM	Immunopharmacology
AMITEM	The Entrepreneurial Mindset

Bachelor of Nursing

Course Code: HBBN

Campus: St Albans.

This course is for Continuing students only.

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: To prepare work-ready graduates as beginning practitioners who meet requirements for registration as Division 1 nurses with the Nurses Board of Victoria. Through their program of study, graduates will have been enabled to:

- take a lifespan and developmental approach to providing culturally sensitive nursing care to the diverse Australian community;
- provide quality nursing care in a range of healthcare settings;
- apply a health promotion and educational focus to their work;
- undertake a team based and multidisciplinary approach to care;
- have well-developed clinical decision-making skills; and
- adopt a lifelong approach to learning.

Careers:Registration as a Division 1 Nurse.

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 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 biology, chemistry, health and human development, mathematics (any), physics or psychology. OR 2. be 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 may be admitted directly into the second year of the course. Selection Criteria Year 12 ATAR and two-stage process with a middle band of approximately 20%. Enrolled Nurses and Non-Year 12 Academic record, VTAC Pi (Personal Information) form.

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 with an overall band score of at least 6.5, with no band less than 6.5 (or equivalent test result) is required. An IELTS test result is required at the time of application. Applications received that do not include an IELTS (or equivalent) test will not be assessed until the test result is received. Packaging of an English course with this degree is not available. Applicants must meet the language entry requirement at the time of application. 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 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

The course is offered over three years on a full-time basis.

Year 1, Semester 1

RBM1102	Bioscience 1: Human Body Structure and Function	12
ASE1101	Health & Diversity in a Global Context	12
APT1311	Psychology Across the Lifespan	12
HNB1101	Frameworks for Nursing Practice	12

Year 1, Semester 2

RBM1203	Bioscience 2: Human Body Structure & Function	12
HNB1201	Working With Families	12
HNB1202	Health Priorities & Nursing 1	12
HNB1203	Clinical Practicum 1	12

Year 2, Semester 1

RBM2104	Pathophysiology & Quality Use of Medicines 1	12
HNB2101	Working With Evidence in Practice	12
HNB2102	Health Priorities & Nursing 2	12
HNB2103	Clinical Practicum 2	12

Year 2, Semester 2

RBM2205	Pathophysiology & Quality Use of Medicines 2	12
HNB2202	Health Priorities & Nursing 3	12
HNB2203	Clinical Practicum 3	12
HNB2204	Health Priorities & Nursing 4	12

Year 3, Semester 1

HNB3117	Health Priorities & Nursing 5	12
HNB3118	Nursing and Complex Care	12
HNB3119	Clinical Practicum 4	12
HNB3120	Issues in Professional Practice	12

Year 3, Semester 2

HNB3205	Nursing Specific Populations	12
HNB3206	Clinical Practicum 5	24
AND		
ONE (1) Elective Unit from the list below or any 12 credit point elective within the University approved by the Course Coordinator.		
HNB3200	Neonatal Nursing	12
HNB3208	Directed Studies for Nursing	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 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.

6. 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: 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. PLUS: A study score of 20 of one of the following: Biology, Chemistry, Health and Human Development, any Mathematics or Physical Education.

Admission Requirements International: 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 (or equivalent). PLUS: A study score of 20 of one of the following: Biology, Chemistry, Health and Human Development, any Mathematics or Physical Education. OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Health Sciences or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). AND: A study score of 20 of one of the following: Biology, Chemistry, Health and Human Development, any Mathematics or Physical Education (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

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
HMAAPP	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: 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 Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Health Sciences or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

Admission Requirements Other: 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 are required to complete 384 credit points consisting of:

- 96 credit points of First Year Core units;
- 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

AEK1203	Indigenous Health and Wellbeing	12
HBD1201	Introduction to Dermal Sciences	12
HBD1202	Communication and Dermal Services	12
HBM1001	Anatomy and Physiology 1	12
HBM1202	Anatomy and Physiology 2	12
HHB1104	Introduction to Public Health and Wellness	12
HPC1000	Introduction to Human Nutrition and Food	12
HRE1000	Evidence and Research	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
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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 20 in any other English. PLUS: A study score of at least 20 in two of the following: Biology, Chemistry, Health & Human Development, any Mathematics or Physical Education.

Admission Requirements International: 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 (or equivalent). AND: A study score of at least 20 in two of the following: Biology, Chemistry, Health & Human Development, any Mathematics or Physical Education. OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). AND: A study score of

at least 20 in two of the following: Biology, Chemistry, Health & Human Development, any Mathematics or Physical Education (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent) in Health or Human Services, Training & Development, Community Sports or similar.

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
RBM2100	Rehabilitation Anatomy	12
RBM2530	Pathophysiology 1	12
RBM2560	Medical Biochemistry	12

Year 2, Semester 2

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

Year 3, Semester 1

HBM3104	Exercise Is Medicine	12
AHE3100	Advanced Exercise Physiology	12
HBM3101	Research Methods	12

RBM3264	Advanced Nerve and Muscle Physiology	12
Year 3, Semester 2		
AHE3126	Motor Control	12
HBM3105	Research Project	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12
SCL3003	Corrective Exercise Prescription and Injury Management	12

Bachelor of Health Science

Course Code: HBHL

Campus: St Abans.

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 Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Health Sciences or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

Admission Requirements 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 (HMIIND);
- Health (Sport Science Minor) (SMIHEA);

- Health and Nutrition (HMHNU), 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

SMIHEA	Health (Sport Science Minor)
HMHNU	Health and Nutrition
HMIND	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 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics.

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). AND: Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics.

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent) in Health Science or Nursing.

Admission Requirements 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			Year 4		
Semester 1:			Semester 1:		
HBM1001	Anatomy and Physiology 1	12	HMB4101	Supporting Maternal and Newborn Wellbeing	12
HNB1103	Professional Studies 1	12	HMB4102	Midwifery Professional Practice 3	12
HNB1104	Foundations of Nursing and Midwifery 1	24	HMB4104	Professional Studies 2	12
Semester 2:			Semester 2:		
ASE1201	Population Health	12	HNB3141	Nursing and Complex Care	12
HBM1202	Anatomy and Physiology 2	12	HMB4201	Midwifery Professional Practice 4	12
HNB1204	Foundations of Nursing and Midwifery 2	24	HNB3209	Nursing and the Community	24
Year 2			HNB4201 Nursing Professional Practice 4 12		
Semester 1:			Bachelor of Midwifery		
AEK1203	Indigenous Health and Wellbeing	12	Course Code: HB/MW		
HNB2104	Nursing and Acute Care 1	12	Campus: St Albans.		
HNB2107	Nursing Professional Practice 1	12	This course is for Continuing students only.		
RBM2101	Pathophysiology & Quality Use of Medicines 1	12	About this course: The Bachelor of Midwifery is a 3 year full-time undergraduate degree which prepares students to register to practise as midwives with the Nursing & Midwifery Board of Australia on completion. It comprises theoretical hours integrated with clinical practice to gain the necessary experience to prepare for practice.		
Semester 2:			Course Objectives: On successful completion of this course, students will be able to:		
HMB2201	Complex Midwifery 1	12	1. practice competently and confidently at a beginning level in a variety of maternity settings and demonstrate practice which is evidence-informed; 2. demonstrate practice that reflects cultural safety and sensitivity with woman; 3. reflect attitudes which are congruent with the philosophy of being woman-centred with woman aiming for continuity of care within professional relationships; 4. work both as a primary carer and in collaboration with other healthcare professionals in providing comprehensive care through women's reproductive lives and experiences; and, 5. achieve employment in a variety of maternity care settings.		
HMB2202	Midwifery Professional Practice 1	12	Careers: The Bachelor of Midwifery will prepare graduate midwives with a thorough knowledge of contemporary midwifery who are able to practise competently and confidently at a beginning practitioner level and demonstrate practice which is evidence-informed. Furthermore, graduates of the course will be 'marketable' in a wide variety of maternity settings. These settings can include both public and private maternity and women's health care settings.		
HNB3123	Working With Evidence	12	Course Duration: 3 years		
RBM2202	Pathophysiology & Quality Use of Medicines 2	12	Admission Requirements: Units 1 and 2: satisfactory completion in two units (any study combination) 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.		
Year 3			Admission Requirements Mature Age: Non-Year 12 applicants are selected into the course using the criteria as set out in the VTAC guide.		
Semester 1:			Admission Requirements VET: Pathway from Diploma of Nursing under consideration.		
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			

Admission Requirements Other: Aboriginal and Torres Strait Islander applicants: Persons of Aboriginal or Torres Strait Islander descent are encouraged to apply for admission. Applicants will be assessed on an individual basis to determine the suitability and potential for success in the course. Portfolio Partnerships Program: Victoria University is committed to strengthening partnerships with schools and communities in its local region. The Portfolio Partnership Program is an alternative entry scheme available to students in participating secondary schools in Western metropolitan, Sunbury and Macedon regions. Recognition of Prior Learning: Applicants who have undertaken part of a Bachelor of Midwifery degree or a nursing degree may be given advanced standard according to the University's 'Recognition of Prior Learning (RPL)' policy. Each case is dealt with on an individual basis. This is carried out through the College's RPL Committee (convened under University guidelines).

COURSE STRUCTURE

Course duration: The course is 6 semesters in length and is offered to fulltime students over three years. The University has a maximum length of course policy that for three year degree units, stipulates that the maximum time a student can take to complete a course of that length is 10 years unless a shorter time is stipulated. Apart from the clinical practicum units, all units are currently offered in an 'on campus' mode, however there are online components to some units. In the future more use may be made of this teaching medium with some units being offered in 'off campus' or 'mixed' mode. The University recognises its responsibility to notify the Australian Nursing and Midwifery Accreditation Council (ANMAC) of any changes to the course before they can be implemented. Brief outline of the course: Year 1: Lays the foundations for the following years with foundational studies in both professional topics and normal midwifery theory and skills, supported by psychology, sociology and anatomy & physiology. The study of midwifery theory commences with a focus on normal pregnancy, labour and birth and early parenting. This includes introduction to medications. The philosophy of 'with woman' is emphasised with the students commencing follow-throughs with women through formulation of professional relationships within the Continuity of Care program. Year 2: With a focus on the pathophysiology of childbearing, students are introduced to the theory and skills related to childbearing complications and women's health across the lifespan with a focus on consolidating clinical skills and medication management learnt thus far. Working with women from diverse backgrounds will also be highlighted. Students will have further opportunities to facilitate follow-through relationships with women. Year 3: Childbearing complications theory and skills will be examined further supported by additional studies in medication management. The role of the midwife will encompass the development of skills used for enhanced practice to provide a basis for students as graduates to practice within midwife-led models of care. Students will also undertake studies related to babies needing extra care. A consolidation unit will also be undertaken to prepare students for the world of professional midwifery practice.

Year 1, Semester 1

RBM1121	Anatomy & Physiology 1	12
HMB1101	Foundations in Midwifery	12
HMB1102	Midwifery Practice 1	12
APT1310	Psychology 1	12

Year 1, Semester 2

RBM1222	Anatomy & Physiology 2	12
ASE1325	Sociology of Indigenous Health	12
HMB1203	Supporting Women Becoming Mothers	12
HMB1204	Midwifery Practice 2	12

Year 2, Semester 1

HMB2105	Working as a Professional 1	12
RBM2123	Pathophysiology in Midwifery	12
HMB2106	Complex Pregnancy and Birth 1	12
HMB2107	Midwifery Practice 3	12

Year 2, Semester 2

HMB2208	Quality Use of Medicines for Midwifery 1	12
HMB2209	Diversity in Midwifery Practice	12
HMB2210	Women's Health	12
HMB2211	Midwifery Practice 4	12

Year 3, Semester 1

HMB3112	Quality Use of Medicines for Midwifery 2	12
HMB3113	Complex Pregnancy and Birth 2	12
HMB3114	Midwifery Practice 5	12
HMB3115	Working as a Professional 2	12

Year 3, Semester 2

HMB3216	Working with Evidence in Midwifery Practice	12
HMB3217	Complications of the Newborn	12
HMB3218	Midwifery Practice 6	12
HMB3219	Midwifery Practice 7: Consolidation	12

Bachelor of Nursing

Course Code: HB NB

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: 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 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics.

Admission Requirements International: 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 (or equivalent). AND: Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics. OR: Completion of an Australian Advanced Diploma of Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.5 (with no band less than 6.5 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Health Services or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). AND: Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics.

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

Admission Requirements 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 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

35

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
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
HNB3217	Cardiac Nursing	12
HNB3218	Paediatric Nursing	12

HNB3219	Perioperative Nursing	12
HNB3224	Mental Health and Illness	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 aspects of Human Nutrition and Food Science (for students commencing by 2018 only) or Exercise and Nutrition (for students commencing 2019 onwards). In final year students acquire further specialist knowledge and skills in Human Nutrition, and students commencing by 2018 have the option of studying a minor in Biomedical Nutrition or Public Health Nutrition or a minor in Analytical Chemistry. Students commencing from 2019 will have the options of an additional minor in Public Health or Biomedical Nutrition. 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 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 opportunities to take several different minors to broaden and enrich their learning and diversify employment opportunities. Graduates are able to seek employment in areas such as, but not limited to: community nutrition, and the sports nutrition industry. 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 sports nutrition. 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. PLUS: 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 Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). PLUS: A study score of at least 20 in one of the following: Biology, Chemistry, Health & Human Development, Mathematics (any) or Physical Education. OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Health Services, Training & Development or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: 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 VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

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

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

Option A: (Only available to students who commenced the course by 2018)

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

OR Option B:

- 48 credit points of Food Science Minor OR Sport and Exercise Nutrition Minor;
- 48 credit points of Minor studies (listed below).

Note: If undertaking HMFSC Food Science Minor, students are advised to choose the following units to complete the Professional Core: AHE2006 Exercise Interventions for Healthy Populations instead of HFS2001 Properties of Food. SLC3001 Exercise, Health and Disease instead of HBM2105 Medical Microbiology and Immunity.

College Core Units

RBM1518	Human Physiology 1	12
RBM1528	Human Physiology 2	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Professional Core Units

HBM2105	Medical Microbiology and Immunity	12
HBM3101	Research Methods	12
HBM3105	Research Project	12
HFS2001	Properties of Food	12
HHH1000	Interpersonal Skills and Communication	12
HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2402	Diet & Disease	12
HHN3502	Community & Public Health Nutrition	12
HHN3601	Nutrition Communication & Education	12
HPC1000	Introduction to Human Nutrition and Food	12
HPC1001	Food Components	12
RBM1820	Nutrition, Society and Communication	12

Majors

HMAFSC	Food Science
HMAFSE	Food Service

Minors

HMFSC	Food Science
HMPHN	Public Health Nutrition
HMBNU	Biomedical Nutrition
HMACH	Analytical Chemistry
HMIENT	Exercise and Nutrition

Bachelor of Science (Clinical Sciences)

Course Code: HBOP

Campus: City Flinders, This course is based at City Campus (Flinders Lane), but students are required to attend St Albans campus one day a week to attend Anatomy laboratories..

This course is for Continuing students only.

About this course: This degree prepares graduates for entry into the workforce or post graduate programs, including the Master of Health Science - Osteopathy. To be eligible to register and practice as an Osteopath, graduates must also complete the Master of Health Science (Osteopathy). Core studies include anatomy, osteopathic science, biosciences and medical sciences. Students also complete a clinical practicum, which includes fieldwork and clinical practice visits.

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

1. Critically review, consolidate and synthesise broad and coherent knowledge in the

areas of biology, anatomy, biomechanics, physiology, medicine, psychology and sociology to inform future professional clinical practice in diverse contexts; 2. Apply both this knowledge base and their developing practical skills to the analysis of both simulated and authentic scenarios in the clinical sciences (osteopathy) which reflect the multi-faceted nature of individuals' lived experience of health, well-being and disease; 3. Exhibit intellectual independence in their judgement of evidence based methods and technologies to propose solutions to contemporary and emerging issues in future clinical management (osteopathy); 4. Communicate with specialist and non-specialist audiences (but particularly patients) in a clinical setting using established protocols related to osteopathic clinical care and management; 5. Conceptually map key ethical, legal and professional development components of their planned career trajectory within the domain of osteopathy; 6. Undertake postgraduate level study to pursue professional practice (osteopathy) or further scholarship.

Careers: Students may exit the course after completing the Bachelor of Science (Clinical Sciences). They are eligible to apply for a variety of post graduate professional programs or enter the workforce in a variety of fields including human resources, workplace insurance companies or science laboratories. If students meet the minimum requirement of satisfactory completion of Bachelor of Science (Clinical Sciences) with a grade point average of 5 or greater, they may continue into the Master of Health Sciences (Osteopathy) after the completion of which, they are eligible to register as an Osteopath. Once registered the following career options are available

- Osteopath in private practice;
- Osteopath working in Insurance Companies (Claims manager, Injury Managers);
- Education – VU Osteopathic graduates continue to be in demand to work at University and Private Colleges as lecturers, tutors and in clinical roles;
- Osteopaths from VU can apply to register in New Zealand and the United Kingdom.

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 English other than EAL; 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. SEAS: Applicants who have experienced educational disadvantage are encouraged to submit a SEAS application. Subject Bonus: A study score of 30 in Chemistry, any English or any Mathematics equals 5 aggregate points per study. A study score of 20 in Biology equals 5 aggregate points. Overall maximum of 20 points.

Admission Requirements Mature Age: Academic record including GPA, VTAC Pi form. Year 12 prerequisites or equivalent studies also applies for non-school leavers.

Admission Requirements Other: Some applicants may be required to attend an interview (an alternative may be provided if you cannot physically attend an interview).

COURSE STRUCTURE

Course is offered over 3 years (6 semesters) on a full-time basis only. To qualify for the award of BSc (Clinical Sciences) a total of 288 credit points should be completed.

Year 1, Semester 1

HHA1171	Anatomy 1	12
RBM1180	Biochemistry	12
HHP1170	Cell Physiology	6
HHO1170	Osteopathic Science 1	12
HHL1171	Academic Skills	6

Year 1, Semester 2

HHA1272	Anatomy 2	12
HHP1272	Clinical Physiology 1	6
HHO1271	Osteopathic Science 2	12
HHO1271	Clinical Diagnosis & Management 1	6
HHY1271	Pathology 1	6
HHU1270	Clinical Practicum 1	6

Year 2, Semester 1

HHA2171	Anatomy 3	12
HHC2171	Biomechanics 1	6
HHO2172	Clinical Diagnosis & Management 2	6
HHO2171	Osteopathic Science 3	12
HHY2172	Pathology 2	6
HHP2171	Clinical Physiology 2	6

Year 2, Semester 2

HHA2272	Anatomy 4	6
HHC2272	Biomechanics 2	6
HHO2273	Clinical Diagnosis & Management 3	6
HHO2272	Osteopathic Science 4	12
HHU2271	Clinical Practicum 2	6
HHY2273	Pathology 3	6
HHP2272	Clinical Physiology 3	6

Year 3, Semester 1

HHA3175	Anatomy 5 (Clinical Neurology)	12
HHC3173	Biomechanics 3	6
HHS3174	Understanding Pain	6
HHU3173	Clinical Practicum 3	12
HHO3174	Osteopathic Science 5	6
HHO3174	Professional Ethics	6

Year 3, Semester 2

HHA3276	Anatomy 6 (Clinical and Radiology)	6
HHO3275	Clinical Diagnosis and Management 4 (Neurology)	6
HHO3275	Osteopathic Science 6	6
HHS3275	Psychosocial Determinants of Health	6
HHP3274	Introduction to Rehabilitation	6
HHU3274	Clinical Practicum 4	12
HHY3274	Pathology 4 (Neuropathology)	6

Bachelor of Health Science (Paramedic) (Conversion Degree)

Course Code:HBPA

Campus:Online.

This course is for Continuing students only.

About this course:This course is designed as a professional development program for currently employed or experienced ambulance paramedics. The aim is to provide a route to a Bachelor degree qualification for those who hold paramedic Diploma level qualifications and who have an appropriate level of experience in working in an emergency patient transport environment. This course is not intended as a basic training programme for employment with an emergency ambulance service. Applicants will have a paramedic qualification at the Diploma level or equivalent plus a minimum of one year in the emergency patient transport (ambulance) industry. Recognizing equivalency allows the qualifications of overseas students to be recognised. Overseas students may have qualifications with different titles but mapping the requirements of their qualifications can identify that (the requirements of) those qualifications align with Australian Diploma level qualifications. The intention of this course is to build on the qualifications and experience of paramedics to bring their qualifications up to the currently required professional level, develop professional thinking and behaviours and to enable them to function more effectively in their role.

Course Objectives:On successful completion of this course, students will be able to:
1. Apply and integrate new knowledge to their professional paramedic practice in the workplace in order to address the issues arising from an expanding scope of practice and the associated changing context of paramedic work. This will be achieved through learning activities that promote the ability to identify, anticipate and solve problems that range in complexity and, most importantly for the paramedic context, to enhance the capacity for making decisions;
2. Reflect on, and evaluate their practice and its impact in order to develop the capacity to make informed and

reasonable decisions about how best to respond to the needs of their patients. This is achieved through learning activities that develop the capacity to access, evaluate and analyse information as well as the capacity to plan and organize themselves and others;

3. Evaluate and use research evidence as it relates to paramedic practice in the paramedic's local context through the application of evidence based principles. This is accomplished through learning activities that promote the development of the abilities to identify, anticipate and solve a range of multifarious problems, the abilities to access, assess and evaluate information, the understanding of how to develop and implement new ideas and the ability to make decisions that meet the needs of the patient in their social context;

4. Assess and critique the social context in which paramedics practice and its impact of the health status and current condition of their patients. This learning outcome is achieved through developing the ability to solve a range of problems as well as developing intercultural understanding and the capacity to contribute to their local community, in particular, in addition to the general global community;

5. Demonstrate the capacity to work autonomously. This outcome is attained through providing opportunities to develop the ability to solve a range of problems, communicate effectively and think critically as well as the enduring facility to engage in lifelong learning to achieve personal and work goals;

6. Develop and maintain professional relationships. This outcome is achieved through the provision of opportunities to develop effective communication and interpersonal skills in addition to the using new ideas, planning and organising and making decisions; and

7. Communicate effectively with fellow professionals and other members of the health care system. This outcome is also achieved through the provision of opportunities to develop effective communication and interpersonal skills as well as to develop the ability to use and implement ideas and organisational proficiency.

Careers: Most graduates are already working as paramedics and this course enables them to pursue career objectives within the ambulance industry or provides a pathway that leads to other professions. Graduates can also obtain employment in the natural resources industry both in Australia and world-wide. This course also provides the potential to move into post graduate studies.

Course Duration: 1 year

Admission Requirements Mature Age: Applicants for the course are qualified and experienced paramedics and must meet the requirements listed below. To qualify for admission to the course, applicants must: - have an Associate Diploma of Health Science (Ambulance Officer), Diploma of Health Science (Paramedic), or equivalent; - be eligible for registration as a paramedic by the relevant Government recognised body within the applicant's state or country of residence OR hold a Certificate or Authority to Practice issued by a recognised Government authority AND the requirements for registration or practice must be equivalent to those required for practice in the State of Victoria, Australia; and - have a verifiable minimum of one-year post-qualification experience in the emergency response (patient transport) ambulance industry or equivalent.

Admission Requirements Other: In general, to qualify for admission to the course, applicants must meet the following criteria: - have an Associate Diploma of Health Science (Ambulance Officer), Diploma of Health Science (Paramedic), or equivalent; - be eligible for registration as a paramedic by the relevant Government recognised body within the applicant's state or country of residence OR hold a Certificate or Authority to Practice issued by a recognised Government authority AND the requirements for registration or practice must be equivalent to those required for practice in the State of Victoria, Australia; and - have a verifiable minimum of one-

year post-qualification experience in the emergency response (patient transport) ambulance industry or equivalent.

COURSE STRUCTURE

This course is offered over one year on a full-time basis or part-time equivalent, as demand requires. Students are required to successfully complete eight (8) units of study (a total of 96 credit points), which must include seven (7) Core Units and one (1) Elective Unit, in order to meet graduation requirements. Students are encouraged to contact the Course Co-ordinators, David Dawson or Shaunagh Darroch, prior to the selection of Core and Elective units.

YEAR 1, SEMESTER 1

Core Units:

HFB2232	Paramedic Clinical Science 2 (Trauma)	12
HHB2000	Social Epidemiology	12
ASW3103	Social Work Practice: Legal Context	12

SEMESTER 2

Core Units:

HFB2121	Paramedic Clinical Science 1 (Medical Emergencies 1)	12
HFB3225	Research in Paramedic Practice	12
HFB2234	Evidence Based Practice	12
HFB2233	Paramedic Clinical Science 3 (Medical Emergencies 2)	12

Plus ONE Elective Unit (12 credit points) from the General Electives Units list

OR

Students may choose an Online Elective Unit (12 credit points) from any other higher education course within the College of Health and Biomedicine, subject to the approval of the Course Coordinator.

GENERAL ELECTIVES

SEMESTER 1:

RBM3800	Pharmacology	12
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SEMESTER 2:

HFB3226	Major Incidents	12
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Recognition of Prior Learning/Credits/Units of Study Exemptions No recognition of prior learning is permissible.

Course Regulations

The following should be read in conjunction with the College Regulations detailed earlier in this Handbook, and the University Statutes and Regulations.

Student Assessment and Progress

For information regarding the University's Student Assessment and Progress Policy, please refer to the information prepared by the Student Advocacy Service 2014 available on the Victoria University website.

General Electives

Students may choose an elective from any other higher education course within the College of Health and Biomedicine, subject to the approval of the Course Co-ordinator. Elective contact hours may be greater than three (3) contact hours and may be available in either semester. Choice of electives may be limited by online availability.

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 20 in any other English.

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

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English. AND: Provide a Personal Statement.

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate III in Non-Emergency Patient Transport. PLUS: Three years (minimum) work/life experience in Health Sciences of similar. AND: Provide a Personal Statement.

Admission Requirements Other: Police check: Students must complete an annual National Police Check prior to undertaking placements. Working with Children Check: Students must complete a Working with Children Check prior to undertaking placements. Health status: Students must be prepared to declare their fitness for practice, immunisation status and serology reports annually.

COURSE STRUCTURE

To attain HBPD 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
OR:		
HIP3001	Interprofessional Practice	12
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
OR:		
HIP3001	Interprofessional Practice	12

Bachelor of Health Science (Paramedic)

Course Code: HBPX

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.

This course is for Continuing students only.

About this course: HBPX Bachelor of Health Science (Paramedic) is a pre-service training degree. 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. identify, 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 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 in 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. examine current research and 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 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: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements 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. Students enrolled in the Bachelor of Health Science degree will be required to undergo a Victoria Police Check, a medical check and a physical capacity test before commencing placement units. Annual police 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 may restrict access to clinical placements necessary for graduation.

COURSE STRUCTURE

To attain the Bachelor of Health Science (Paramedic), students will be required to complete 288 credit points (equivalent to twenty-four (24) units).

Year 1, Semester 1:

HFB1111	Professional Practice 1	12
HFB1112	Paramedic Clinical Practice 1	12
HFB1113	Pre-Hospital Ethical and Legal Issues	12
RBM1107	Bioscience for Paramedics 1	12

Semester 2:

HFB1212	Professional Practice 2	12
HFB1213	Paramedic Clinical Practice 2	12
RBM1208	Bioscience for Paramedics 2	12
RBM1209	Exercise Physiology & Nutrition for Paramedics	12

Year 2, Semester 3:

HFB2113	Paramedic Clinical Science 1	12
HFB2117	Clinical Practice 3	12
HFB2120	Applied Pharmacology	12
RBM2109	Bioscience for Paramedics 3	12

Semester 4:

HFB2216	Paramedic Clinical Science 2	12
HFB2219	Special Populations	12
HFB2221	Health Care Organisations	12
HFB2223	Clinical Practice 4	12

Year 3, Semester 5:

HFB3133	Mental Health & Mental Illness	12
HFB3131	Paramedic Clinical Science 3	12
HFB3132	Mental Health & Wellbeing for Paramedics	12
HFB3134	Paramedic Clinical Practice 5	12

Semester 6:

HFB3225	Research in Paramedic Practice	12
HFB3231	Paramedic Science 4	12
HFB3226	Major Incidents	12

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: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. PLUS: A study score of at least 20 in one of Biology, Chemistry, any Mathematics or Physics.

Admission Requirements International: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 (or equivalent). PLUS: A study score of at least 20 in one of Biology, Chemistry, any Mathematics or Physics. OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

Admission Requirements Mature Age:Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). AND: A study score of at least 20 in one of Biology, Chemistry, any Mathematics or Physics.

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent) in Health Sciences or similar.

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

HBO1001	Biomedical Science for Osteopathy 1	12
HBO1002	Biomedical Science for Osteopathy 2	12
HBO1003	Biomedical Science for Osteopathy 3	12
HBO1004	Biomedical Science for Osteopathy 4	12
HBS1104	Clinical Skills 1	12
HBS1204	Clinical Skills 2	12
HRE1000	Evidence and Research	12
HCM1000	Professional Communication	12

Year 2

Semester 1:

HBO2005	Biomedical Science for Osteopathy 5	12
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HBO2006	Biomedical Science for Osteopathy 6	12
HBS2003	Patient and Health System 1	12
HBS2304	Clinical Skills 3	12

Semester 2:

HBO2007	Biomedical Science for Osteopathy 7	12
HBS2001	Evidence Based Practice for Osteopathy	12
HBS2002	Clinical Skills 4A	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

Bachelor of Health Science (Dermal Therapies)

Course Code:HBTD

Campus:City Queen, This course has Online study components which includes mandatory attendance on-campus intensive practicum at the City Queen Campus.. This course is for Continuing students only.

About this course:The Bachelor of Health Science (Dermal Therapies) HBTD is a four (4) year program which includes the Diploma of Beauty Therapy. The Higher Education component of this four (4) year program is three (3) years. HBTD has two (2) entry points and the entry requirements for each of these is as follows: Entry point 1: for all applicants including school leavers, mature age, international students onshore and offshore without previous studies in Beauty Therapy or Dermal Therapies. Entry Point 2: for all applicants who have already completed Diploma of Beauty Therapy (SIB50110) or equivalent. The Bachelor of Health Science (Dermal Therapies) can be completed in either the full time mode or part time equivalent, as well as being offered on-campus (face to face) and online. Online study includes mandatory attendance on-campus intensive practicum.

- Provide an education so graduates have the knowledge and skills to safely and effectively participate in Dermal therapies practice.
- Prepare graduates for entry into the Graduate Certificate, Graduate Diploma and Masters of Dermal Science

- Provide an education which contributes to the individual's personal, professional and intellectual growth.

Course Objectives: The area of dermal therapies, although relatively new, is expanding at a considerable rate. Recent global and western trends indicate that the beauty and dermal therapies areas are second only to the areas of hospitality and foods. Not only is there an increasing demand for services, but an increasing demand by industry, including from recent VU graduates, to improve the quality and quantity of trained graduates in the field. In addition, the interdisciplinary links amongst dermal therapists and those in the established basic sciences and health disciplines are strengthening sufficiently that the number of research publications in refereed journals in dermal therapies is also increasing. All these factors will ensure that dermal therapies will continue to grow as a professional field its own right. The course in existence was originally developed about nine years ago. Over the years, technological advances in equipment and cosmetic products have been extensive and consumer demand (from an increasingly articulate client base for both services and training) is on the increase.

Careers: Graduates 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 International: Successful completion of the Diploma of Beauty Therapy (SIB50110) or equivalent. Achieve an IELTS (Academic Module) result with an overall score of 6 or equivalent (no band less than 6).

Admission Requirements Mature Age: Successful completion of the Diploma of Beauty Therapy (SIB50110) or equivalent. Applicants may also be required to attend an interview and complete an entrance test.

Admission Requirements VET: Successful completion of the Diploma of Beauty Therapy (SIB50110) or equivalent. Applicants may also be required to attend an interview and complete an entrance test.

COURSE STRUCTURE

The entire course is a four year program which includes the Diploma of Beauty Therapy. The Higher Education component of this four year program is three years. Those who have already completed a Diploma of Beauty Therapy or equivalent need only to complete the three year Higher Education component of the program. The course can be completed in full time mode or part time equivalent. The first semester in the fourth year of the course, also gives students the option of choosing one of three elective options. This allows students a choice of electives that will best prepare them for their chosen career pathways.

Year 2, Semester 1

HHD21 12	Dermal Science 1	12
HHD21 13	Health Research and Dermal Studies	12
HHD21 15	Permanent Hair Removal	12
HHD21 16	Industry Experience 1	12

Year 2, Semester 2

HHD22 12	Dermal Science 2	12
HHD22 13	Dermal Workplace Issues	12
HHD22 15	Laser Fundamentals and Safety	12
HHD22 16	Industry Experience 2	12

Year 3, Semester 1

HHD3 112	Light Based Hair Reduction	12
HHD3 113	Nutrition for Dermal Therapies	12
HHD3 115	Wound Care for Dermal Practice	12
HHD3 116	Lymph and Adipose Biology	12

Year 3, Semester 2

HHD3 212	Dermal Science 3	12
HHD3 213	Electrotherapy	12
HHD3 215	Advanced Health Research	12
HHD3 216	Dermal Professional Practice	12

Year 4, Semester 1

HHD4 1 12	Resurfacing Science	12
HHD4 1 13	Advanced Laser and Light 1	12
HHD4 1 44	Independent Research 1	12

One Elective from the list below:

HHD4 1 11	Cosmetic Chemistry	12
HHD4 1 16	Human Biology	12

Year 4, Semester 2

HHD4 2 12	Plastic and Reconstructive Procedures	12
HHD4 2 13	Dermal Clinical Practicum	12
HHD4 2 15	Advanced Laser and Light 2	12
HHD4 2 44	Independent Research 2	12

Master of Health Science (Osteopathy)

Course Code:HMHO

Campus:City Flinders.

About this course:The Master of Health Science (Osteopathy) equips you with the diagnostic skills and graduate capabilities for Osteopathic practice required by primary healthcare practitioners. You will also have the ability to formulate and prescribe a suitable and safe treatment program. Graduates who successfully complete this course (in conjunction with the Bachelor of Science (Osteopathy)) will be eligible for:

- registration with the Osteopathy Board of Australia
- registration as an Osteopath in all other Australian states
- membership with Osteopathy Australia.

The Master of Health Science (Osteopathy) is accredited by the Australian and New Zealand Osteopathic Council (ANZOC). For further information about registration requirements for health practitioners, please visit the Australian Health Practitioner Regulation Agency (AHPRA).

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

1. Justify their philosophical position as an osteopath within the profession and broader Australian healthcare system;
2. Critically appraise and apply scholarly literature related to osteopathic philosophy and practice, as well as the broader healthcare field/area;
3. Design a patient-specific and evidence informed management plan based on the interpretation of physical, neurological, orthopaedic and osteopathic examination findings and clinical experience;
4. Resolve patient concerns as a flexible, reflective and consultative practitioner;
5. Implement osteopathic manual techniques to specialised patient populations (E.G. elderly, adolescents, athletes) as well as patient groups with specific cultural and religious needs;
6. Engage patients and the community by promoting health through effective communication, education and appropriate management based on evidence from osteopathic and public health principles;
7. Evaluate patient progress using standardised outcome measures, and modify treatment accordingly considering current available evidence and when indicated, explore new treatment approaches;
8. Design a research project relevant to their own professional practice, drawing on current evidence and study design protocols;
9. Critically reflect on theoretical concepts, practical activities and personal and clinical experiences to inform practice and embrace lifelong learning as an osteopath.

Careers:This dual-qualification beginning with the three-year Bachelor of 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 osteopathy 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 City Flinders and Werribee Campuses ensures you have extensive clinical experience with patients.

Course Duration: 1.5 years

Admission Requirements:Completion of an Australian Bachelor degree (or equivalent) in the same discipline.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in the same discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

Admission Requirements Other:First Aid: Before enrolling in this degree students must have successfully completed a Level 2 First Aid Certificate update. Working with Children (WWC): Before enrolling in this degree students must have a current working with children check. Applicants may also be required to attend a selection interview during which their suitability for entry into the course will be further assessed.

COURSE STRUCTURE

To attain the Master of Health Science (Osteopathy), students will be required to complete 144 credit points in total consisting of Core Studies.

Year 1

Semester 1:

HMH7101	Patient, Practitioner and Health System 7	12
HMH7901	Evidence for Practice 7	12
HMH7104	Advanced Clinical Theory and Skills 1	12
HMH7105	Clinical Practice 1	12

Semester 2:

HMH7201	Patient, Practitioner and Health System 8	12
HMH7902	Evidence for Practice 8	12
HMH7204	Advanced Clinical Theory and Skills 2	12
HMH7205	Clinical Practice 2	12

Year 2

Semester 1:

HMH7301	Patient, Practitioner and Health System 9	12
HMH7903	Evidence for Practice 9	12
HMH7304	Advanced Clinical Theory and Skills 3	12
HMH7305	Clinical Practice 3	12

Master of Health Science (Osteopathy)

Course Code:HMOP

Campus:City Flinders.

This course is for Continuing students only.

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:Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Bachelor Honours degree (or equivalent) in a similar discipline.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Bachelor Honours degree (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

Admission Requirements Other:Applicants may also be required to attend a selection interview during which their suitability for entry into the course will be further assessed. National 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. First Aid: Before enrolling ALL students require a current Level 2 first Aid certificate in order to participate in their clinical placement in the VU Osteopathic teaching clinics.

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

HMH7101	Patient, Practitioner and Health System 7	12
HMH7104	Advanced Clinical Theory and Skills 1	12
HMH7105	Clinical Practice 1	12
HMH7901	Evidence for Practice 7	12

Year 1, Semester 2

HMH7201	Patient, Practitioner and Health System 8	12
HMH7204	Advanced Clinical Theory and Skills 2	12
HMH7205	Clinical Practice 2	12
HMH7902	Evidence for Practice 8	12

Year 2, Semester 1

HHD5287	PBL-Gerontology	12
HMM5182	Pharmacology 2	6
HHO5183	Osteopathic Science 9	6
HHU5187	Clinical Practicum 7	12
HHL7901	Research Project 1	12

Year 2, Semester 2

HH05188	PBL (Obstetrics/Pediatrics/Psychiatry)	12	<ul style="list-style-type: none"> • 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
HH05280	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

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:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

To attain the Master of Public Health (Global Nutrition and Active Living), students will be required to complete 192 credit points consisting of:

- 168 credit points core units
- 24 credit point of either Profession Project or Minor Thesis

Year 1, Semester 1

HMG7100	Foundations of Public Health	12
HMG7110	Epidemiology	12
HMG7120	Global Challenge - Non-Communicable Disease	12
HMG7130	Nutrition for Global Health	12

Year 1, Semester 2

HMG7200	Public Health in Practice	12
HMG7210	Biostatistics	12
HMG7220	Culture and Society in Public Health	12
HMG7230	Global Food Systems and Food Security	12

Year 2, Semester 1

HMG7310	Nutrition Assessment and Program Management	12
HMG7320	Migration and Health	12
HMG7950	Research Methods in Public Health	12
SMG7240	Behavioural Aspects of Active Living	12

Year 2, Semester 2

HMG7410	Concepts in Humanitarian Assistance	12
HMG7420	Nutrition in Emergencies	12

and ONE of the following two units:

HMG7400	Professional Project	24
HMG7430	Minor Thesis	24

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 Bachelor Honours degree (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 70 in fourth-year sequence). OR Completion of an Australian Graduate Diploma (or equivalent) in the same discipline (accredited by the Australian Psychological Accreditation Council, completed within the last 10 years, with a minimum average of at least 70).

Admission Requirements Other:Applicants will also be required to: Submit a completed VU supplementary information form. Provide two referee statements (one personal and one academic) submitted via Australian Psychology Postgraduate Reference System at <https://www.psychologyreference.org/> Attend an interview (short listed applicants only) Obtain a Working with Children Check prior to being placed in a work placement setting, in accordance with the accreditation requirements and the Department of Justice. Applicants with qualifications obtained overseas have their qualifications assessed by the Australian Psychological Society (APS).

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

Bachelor of Science (Biomedical Sciences)

Course Code:SBBS

Campus:St Albans.

This course is for Continuing students only.

About this course:This degree provides students with an in-depth knowledge of human physiology combined with skills in critical analysis and communication. Science studies, such as functional anatomy, nutrition, pathophysiology, immunology and clinical genetics, can be combined with electives.

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. Apply a broad and coherent knowledge base to analyse complex problems in health and disease; 3. 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 Biomedical Science; 4. Conceptually map key ethical and professional components within the domain of Biomedical Science.

Careers: Medical and clinical research, laboratory/hospital, forensic science, teaching, lifestyle management, scientific journalism, pharmaceuticals, corporate health, preparation for postgraduate studies, graduate medicine or other allied health related courses.

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 English other than EAL; and a study score of at least 20 in one of Biology, Chemistry, Health And Human Development, any Mathematics or Physical Education.

Admission Requirements International: Applicants must have achieved (a) an IELTS (Academic Module) result with an overall score of 6 (no band less than 6) or equivalent and (b) have completed a secondary school qualification equivalent to Australia's year 12 or VCE qualification.

COURSE STRUCTURE

To attain the Bachelor of Science (Biomedical 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;
- 192 credit points (equivalent to 16 units) of Specialisation studies.

First Year Core Units

HBM1003	Applied Mathematics and Biostatistics	12
RBM1100	Functional Anatomy of the Trunk	12
RBM1200	Functional Anatomy of the Limbs	12
RBM1518	Human Physiology 1	12
RBM1501	Foundations in Biomedical Science A	12
RBM1528	Human Physiology 2	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Year 2

Semester 1:

Core Units:

HBM2103	Digestion, Nutrition and Metabolism	12
RBM2133	Cell and Molecular Biology	12
RBM2530	Pathophysiology 1	12

Electives:

Choose ONE (1) of the following Electives (If a first year elective is chosen, only ONE (1) unit can count towards 2nd year):

APP2013	Psychology 2A	12
RBM2100	Rehabilitation Anatomy	12
RBM2560	Medical Biochemistry	12

Semester 2:

Core Units:

RBM2540	Pathophysiology 2	12
RBM2800	Cardiorespiratory and Renal Physiology	12

Electives:

Choose TWO (2) of the following Electives (If a first year elective is chosen, only ONE (1) unit can count towards 2nd year):

APP2014	Psychology 2B	12
HBM2105	Medical Microbiology and Immunity	12
RBM2200	Functional Anatomy of the Head and Back	12

Year 3

Semester 1:

Core Units:

For each Semester, choose either FOUR (4) Core Units or THREE (3) Core Units plus ONE (1) Elective Unit from the list below. (If a 2nd year unit is selected, only ONE (1) unit can be counted towards 3rd year):

RBM3264	Advanced Nerve and Muscle Physiology	12
HBM3106	Reproductive and Developmental Biology	12
HBM3202	Applied Biomedical Science	12
RBM3720	Immunology	12

Electives:

APP2013	Psychology 2A	12
HBM2105	Medical Microbiology and Immunity	12
HBM3104	Exercise Is Medicine	12

RBM2100	Rehabilitation Anatomy	12
RBM2560	Medical Biochemistry	12
Semester 2:		
Core Units:		
HBM3105	Research Project	12
HBM3205	Clinical Genetics and Cellular Basis of Disease	12
RBM3640	Advanced Neurosciences	12
RBM3800	Pharmacology	12
Electives:		
APP2014	Psychology 2B	12
RBM2133	Cell and Molecular Biology	12
RBM2200	Functional Anatomy of the Head and Back	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12
RBM3960	Nutritional Frontiers	12

Bachelor of Science (Biomedical and Exercise Science)

Course Code:SBEX

Campus:Footscray Park, St Albans.

This course is for Continuing students only.

About this course:This course integrates two fields of study, biomedical science and exercise science and physiology into a compelling new area of study which covers how the structure and function of the body influences and is impacted by exercise. In this integrated program students will have the opportunity to gain a solid foundation in designing and critically analyzing research methodologies and findings, as well as participating in active research as a team member. The application of the fundamentals of biomedical and exercise science analytical techniques to a range of practical scenarios including workplaces and community settings will offer students a blend of theoretical and experiential learning.

Course Objectives:Upon completion of the course, students will have the knowledge and skills to demonstrate: A broad knowledge of the fundamentals of biomedical science, exercise science and physiology; The ability to apply this theoretical knowledge to practical situations in the laboratory simulated learning environments, and community and industry settings, sometimes as part of a research team; The capability to independently design and develop a research proposal that: demonstrates an understanding of the principles of scientific research, experiment design and project design. develops skills in accessing, selecting, recording, reviewing and managing research data and research information. critically analyses and synthesises research data and other information. considers social, cultural, and environmental issues in the research design. adopts ethical practice including preparing an application for ethics approval. communicates information in oral and written forms to a range of associates including supervisors, peers, research teams; community and industry partners. 4. Reflection of own learning and career goals and the development of strategies for achieving them.

Careers:Students may exit the course after completing the Bachelor of Science (Biomedical and Exercise Sciences). They are eligible to apply for a variety of post-graduate programs or enter the workforce as researchers in a variety of fields including biomedical science, exercise science, high-performance coaching, medical and diagnostic application services and science consulting laboratories.

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

COURSE STRUCTURE

This is a three year full time degree, totalling 288 credit points. It is mapped with specifically determined year 1 and year 2 units. It incorporates a 3rd year research project unit and two Third Year elective options for flexibility of training during the final year.

Year 1, Semester 1

RBM1518	Human Physiology 1	12
RCS1601	Chemistry 1A	12
AHE1101	Structural Kinesiology	12
SCL1003	Exercise and Sport Psychology	12

Year 1, Semester 2

RBM1528	Human Physiology 2	12
RCS1602	Chemistry 1B	12
AHE1202	Biomechanics	12
AHE2202	Functional Kinesiology	12

Year 2, Semester 1

RBM2530	Pathophysiology 1	12
HBM2103	Digestion, Nutrition and Metabolism	12
AHE2006	Exercise Interventions for Healthy Populations	12
SHE1002	Growth Development and Ageing	12

Year 2, Semester 2

RBM2540	Pathophysiology 2	12
RBM2800	Cardiorespiratory and Renal Physiology	12

AHE2127	Motor Learning	12
AHE3126	Motor Control	12
Year 3, Semester 1		
RBM2560	Medical Biochemistry	12
RBM3264	Advanced Nerve and Muscle Physiology	12
AHE3100	Advanced Exercise Physiology	12
AHE2102	Sports Biomechanics	12

Year 3, Semester 2

HBM3101	Research Methods	12
HBM3105	Research Project	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12

AND

Select ONE (1) Elective Unit (12 credit points) from the following:

Elective Units:

AHE1112	Resistance Training	12
AHE3101	Advanced Biomechanics	12

Bachelor of Science (Nutritional Therapy)

Course Code: SBNT

Campus: St Albans.

This course is for Continuing students only.

About this course: Nutritional Therapy is founded in medical science and on peer-reviewed evidence-based research. Nutritional Therapists use manipulation of food and diet for therapeutic purposes. Often a patient's condition can be improved by suitably matching food intake to their condition, together with nutraceutical prescription and appropriate lifestyle advice. The graduates from this course will not be Dietitians, but will be able to treat chronic non-life threatening conditions. This course is modelled on the highly successful BSc Nutritional Therapy courses offered in Europe. At present this is the only similar course in Nutritional Therapy in Australia.

Course Objectives: The Bachelor of Science in Nutritional Therapy will provide an alternative education and training program for those wishing to apply their knowledge of Nutrition to the treatment of a range of clients by high-quality nutrition care and therapy. The objectives of the course are to produce Graduates able to function independently as Nutritional Therapists. At the end of the course, Graduates will be able to; evaluate and process requests for nutritional therapy; assess the client and formulate an appropriate course of nutritional therapy; educate the client in self-care therapy, and evaluate the client's response to the course of treatment. The Graduates of this course will be able to make a valuable contribution to society as Nutritional Therapists in private practice, as Nutrition Consultants to the healthcare and fitness industries, and as practitioners in integrated health centres. They can also articulate to other courses that will lead to careers in education, research and dietetics.

Careers: Nutritional therapists in private practice, nutrition consultants to the healthcare and fitness industries, practitioners in integrated health centres, education and research.

Course Duration: 3 years

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

Admission Requirements Mature Age: 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.

Admission Requirements VET: Applicants who have a Certificate IV TAFE qualification are eligible to apply. Applications with a Certificate III TAFE qualification and experience related to nutrition will also be considered.

Admission Requirements Other: 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

Three years fulltime or part-time equivalent.

Year 1

Semester 1:

RBM1518	Human Physiology 1	12
RBM1820	Nutrition, Society and Communication	12
RCS1123	Foundations of Food Chemistry	12
RBF1140	Introduction to Food, Nutrition and Health 1	12

Semester 2:

RBF2410	Food Components	12
RBM1830	Diet Therapy 1	12
RBM1110	Nutritional Biochemistry 1	12
RBM1528	Human Physiology 2	12

Year 2		
Semester 1:		
RBM2141	Pharmacology and Nutrition	12
RBM2260	Diet and Nutrition	12
RBM2530	Pathophysiology 1	12
RBM2850	Nutritional Therapeutics A	12
Semester 2		
RBM2540	Pathophysiology 2	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12
RBM2855	Nutritional Therapeutics B	12
HHN0021	Counselling Skills for Natural Medicine Practitioners	12
Year 3		
Semester 1:		
HBM3106	Reproductive and Developmental Biology	12
RBM3850	Nutritional Therapeutics C	12
RBM3950	Nutritional Therapy in Practice 1	12
Plus		
Select 12 credit points (equivalent to one unit) from the list of Elective studies		
Semester 2:		
RBM3855	Nutritional Therapeutics D	12
RBM3955	Nutritional Therapy in Practice 2	12
RBM3960	Nutritional Frontiers	12
RBM3970	Operating a Clinical Practice	12
Year 3		
Elective Units:		
RBM2560	Medical Biochemistry	12
HBM3105	Research Project	12

Bachelor of Science/Bachelor of Psychological Studies

Course Code:SBPL

Campus:Footscray Park, St Albans.

This course is for Continuing students only.

About this course:This degree enables students to study a range of science programs, such as: behavioural studies, counselling, physiology, pharmacology and human genetics linked with major studies in psychology.

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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 Science and/or 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 Science/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 would also be qualified to find employment in scientific areas such medical research or sales. Other possible areas of employment are scientific officers, welfare, community services and human resources, 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. PLUS Units 3 and 4 with a study score of at least 20 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).

COURSE STRUCTURE

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

- 276 credit points (equivalent to 23 units) of Core Biomedical and Psychological studies;
- 24 credit points (equivalent to 2 units) of Arts and Education Electives;
- 36 credit points (equivalent to 3 units) of Psychology Electives, and;
- 48 credit points (equivalent to 4 units) of Biomedical Electives.

Year 1, Semester 1

APP1012	Psychology 1A	12
RBM1100	Functional Anatomy of the Trunk	12
RBM1518	Human Physiology 1	12

Plus

12 credit points (equivalent to one unit) of Arts and Education elective studies

Year 1, Semester 2

APP1013	Psychology 1B	12
RBM1528	Human Physiology 2	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12

Plus

12 credit points (equivalent to one unit) of Arts and Education elective studies

Year 2, Semester 1

APP2013 Psychology 2A 12

APP2101 Intercultural and Developmental Issues in Psychology 12

RBM1110 Nutritional Biochemistry 1 12

RBM2530 Pathophysiology 1 12

Year 2, Semester 2

APP2014 Psychology 2B 12

APS2040 Quantitative Social Research Methods 1 12

RBM2540 Pathophysiology 2 12

RBM3265 Exercise Biochemistry and Integrated Metabolism 12

Year 3, Semester 1

APP3035 Research Methods in Psychology 12

APS2030 Qualitative Social Research Methods 1 12

HBM2103 Digestion, Nutrition and Metabolism 12

RBM2560 Medical Biochemistry 12

Year 3, Semester 2

APP3037 Clinical Aspects of Psychology 12

HBM3202 Applied Biomedical Science 12

RBM2800 Cardiorespiratory and Renal Physiology 12

Plus

12 credit points (equivalent to one unit) of third year Psychology elective studies

Year 4, Semester 1

APP3023 Psychological Issues in the Workplace 12

APP3034 History, Theories and Practice of Psychology 12

Plus

24 credit points (equivalent to two units) of third-year Biomedical Science elective studies

Year 4, Semester 2

24 credit points (equivalent to two units) of third-year Biomedical Science elective studies

24 credit points (equivalent to two units) of third-year Psychology elective studies

Third-Year Biomedical Science Elective Studies

HBM3105 Research Project 12

RBM3264 Advanced Nerve and Muscle Physiology 12

RBM3265 Exercise Biochemistry and Integrated Metabolism 12

RBM3640 Advanced Neurosciences 12

RBM3720 Immunology 12

RBM3800 Pharmacology 12

RBM3960 Nutritional Frontiers 12

Third-Year Psychology Elective Studies

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

APP3026 Cognitive Psychology 12

Arts and Education Elective Units

ABA1003 Introduction to Sociology 12

ACC2004 Culture and Communication 12

ACL2001 Reading Contemporary Fiction 12

ACP1055 Story: Transforming the Blank Page 12

ACW2020 Sex and Gender 12

ACW2026 Gender in Popular Culture 12

AEK1105 Aboriginal Traditions and Policy 12

ASS2004 Sociology of Social Control 12

ASX1003 Foundations of Social Science Research 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

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

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
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RBM4011	Science Honours (Part Time)	24
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Semester 2

RBM4002	Science Honours 2	48
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RBM4011	Science Honours (Part Time)	24
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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
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods 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
APP3026	Cognitive Psychology	12

ASPPSY Psychology

Locations: Footscray Park, St Albans

The Psychology specialisation is designed to prepare students for entry to a fourth year of studies which will enable graduates to receive associate membership with the Australian Psychological Society and which will meet the academic requirements for professional accreditation with the Victorian Psychologists' Registration Board. Graduates with this specialisation may also move onto postgraduate studies in courses leading to professional accreditation as teachers, social workers or personnel officers, or to staff development work and marketing research. Alternatively, graduates may find employment in welfare and community services.

SPECIALISATION REQUIREMENTS This specialisation is not available to students taking Option A. Students are required to complete TEN units including the two first-year units. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Only

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

Second and/or Third Year

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
APP2101	Intercultural and Developmental Issues in Psychology	12
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
APP3037	Clinical Aspects of Psychology	12

PSYCHOLOGY ELECTIVES - Students select two

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
APP3026	Cognitive Psychology	12

Part-time students should undertake APP2014 prior to, or concurrent with, psychology electives.

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
HFS2001	Properties of Food	12
HHN2402	Diet & Disease	12
HHN3502	Community & Public Health Nutrition	12
HHN3601	Nutrition Communication & Education	12
HHN3605	Nutrition Challenges	12
HBM3105	Research Project	12
RBM3960	Nutritional Frontiers	12

HMAFSC Food Science

Locations:Werribee, Footscray Nicholson, Footscray Park

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.

RBM2530	Pathophysiology 1	12
HFS2001	Properties of Food	12
HHN2003	Food Safety and Quality Assurance	12
HBM2105	Medical Microbiology and Immunity	12
HHN3002	Sport and Exercise Nutrition	12
HFS3001	Food Processing	12
RBF3256	Food Product Development	12
RBM2540	Pathophysiology 2	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
HHN2003	Food Safety and Quality Assurance	12
HBM2105	Medical Microbiology and Immunity	12
HHN3503	Introduction to Food Service	12
HHN3602	Food Service Systems	12
HHN3604	Food Service Challenges	24
HHN3002	Sport and Exercise Nutrition	12

HMAHPH Human Physiology

Locations:St Albans

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 Albans

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 multidisciplinary 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
HBM3105	Research Project	12

HMMACB Molecular Cell Biology

Locations: St Albans

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 Albans

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.

ASW3105	Community Development	12
HFB3200	Pinnacle Venture	12
HHB2301	Health Promotion	12
HHB2000	Social Epidemiology	12
HFB3136	Career and Professional Development	12
HHB2402	Health Program Planning and Evaluation	12
HFB2104	Introduction to Research Methods	12
SHE3001	Social Bases of Health: Global Perspectives	12
Or alternative unit for students undertaking SMIHEA Health (Sport Science Minor):		
SHE1002	Growth Development and Ageing	12

HMIACH 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

HMIAHN 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
HHN2402	Diet & Disease	12
HFS2001	Properties of Food	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.

HBM3101 Research Methods 12

HBM3105 Research Project 12

HBM3106 Reproductive and Developmental Biology 12

RBM3265 Exercise Biochemistry and Integrated Metabolism 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

RBM3265 Exercise Biochemistry and Integrated Metabolism 12

HMIENT Exercise and Nutrition

Locations: Footscray Park

After developing a solid grounding in science, this minor allows students to develop knowledge and skills relevant to Exercise and Nutrition. Students will learn fundamentals of recreation program planning, development and implementation, the design and delivery of exercise and physical activity services for apparently healthy individuals, as well as the relationship between regular physical activity (or lack

thereof) and the incidence and severity of lifestyle related diseases and an understanding of the nutritional requirements for sport and exercise performance. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences.

SSM2104 Programming for Sport Development and Community Action 12

AHE2006 Exercise Interventions for Healthy Populations 12

HHN3002 Sport and Exercise Nutrition 12

SCL3001 Exercise, Health and Disease 12

HMIFSC 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.

HHN2003 Food Safety and Quality Assurance 12

HHN3002 Sport and Exercise Nutrition 12

HFS2001 Properties of Food 12

HBM2105 Medical Microbiology and Immunity 12

HMIHLT Health

Locations: St Albans

The Health minor provides an integrated group of units in the area of Global Health and Health Promotion. It covers disciplinary knowledge in promoting health with a focus on contemporary challenges relating to principles and practices from social and behavioural science, to develop, implement and evaluate programs and policies that promote optimal health and population 'health and well-being'. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences.

HHB2301 Health Promotion 12

HHB2402 Health Program Planning and Evaluation 12

HFB3136 Career and Professional Development 12

SHE3001 Social Bases of Health: Global Perspectives 12

HMIHNU 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	AEK1204	Aboriginal History and Political Movements	12
HHN2402	Diet & Disease	12	AEK2203	Indigenous Perspectives On Sustainability	12
RBM3960	Nutritional Frontiers	12	AEK3103	Aboriginal Literacies	12

HMHPH Anatomy & Integrated Physiology

Locations: St Abans

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 Abans

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.

HBM2105	Medical Microbiology and Immunity	12
RBM2100	Rehabilitation Anatomy	12
RBM3720	Immunology	12
RBM3800	Pharmacology	12

HMIIND Indigenous Health

Locations: St Abans

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
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HMIOS Interpersonal Organisation Skills

Locations: Footscray Park

The Interpersonal Organisation Skills minor consists of a set of applied psychology and skills-based units. Students will gain an understanding of interpersonal and communication, counselling, and organisational psychology theories. The focus will be on the integration of this theoretical knowledge with experiential skills based activities. In this minor students will be provided with opportunities to enhance their self-awareness, foster their skills in working with individuals, develop effective group membership skills and understand how organisational processes impact on the well being of individuals. Completion of this minor provides experience and knowledge in a range of applied skills which assist students in applying their learning directly to the problems and challenges they will find working with individuals, groups and organisations in their professional lives.

APP2023	Interpersonal Skills 2	12
APP2024	Organisational Skills 2	12
APP3015	Counselling Theory and Practice	12
APP3018	Organisations and Work	12

HMIIPH Integrative Physiology

Locations: St Abans

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.

HBM2103	Digestion, Nutrition and Metabolism	12
HHN2402	Diet & Disease	12
RBM3264	Advanced Nerve and Muscle Physiology	12
RBM3265	Exercise Biochemistry and Integrated Metabolism	12

HMIIMCB Molecular Cell Biology

Locations: St Abans

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

HMPHN 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.

SSM2104	Programming for Sport Development and Community Action	12
HHB2301	Health Promotion	12
HHB2402	Health Program Planning and Evaluation	12
ASW3105	Community Development	12

UNITS

APC6085 Foundations of Psychotherapy

Locations: 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.

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 2.0 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 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

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, Digital 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 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:Seminar2.0 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:Seminar2.0 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%.

APC6091 Interventions 1 - Introduction to CBT

Locations: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:Seminar2.0 hrs

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

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.

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: Case Study, Analysis of a Case Study, including formulation of a diagnosis and treatment plan., 30%. Examination, Short and essay answer format exam demonstrating knowledge acquisition (2 hours)., 30%. Review, Critical review of a psychotherapy session to demonstrate dynamics and intervention suitability (Indicative word length 4000 words), 40%.

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.

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.

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. 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 case 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, making them more confident and effective in their psychodynamic work. 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. A number of seminars are devoted to child and adolescent psychotherapy and the use of relevant personality and projective tests to aid diagnosis, case formulation and treatment planning. 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.

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 with adults and children;
2. Explicate the principles of short-term psychodynamic therapy and how this differs from more open-ended/longer term treatment;
3. Demonstrate knowledge of personality assessment instruments and measures for diagnosis, formulation and treatment planning purposes;
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. (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: Students are required to complete a total of 1000 hours of practical placement, divided across four units. APC7005 represents one of the four placements and students will complete 333 hours of placement in a specialist psychological practice, external to VU.

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 the 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 a 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. & Stedman, 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: Students are required to complete a total of 1000 hours of practical placement, divided across four units. APC7008 represents one of the four placements and students will complete 333 hours of placement in a specialist psychological practice, external to VU.

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.

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: Regular 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 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 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 (2500 words), 30%. Examination, Short answer and multiple choice exam - Evidence-based approaches to psychological intervention (1.5 hours), 30%.

Examination, Short answer and multiple choice exam - Professional ethics (2 hours), 40%.

APH4015 Extended Research Thesis

Locations: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 the theory, findings and conclusions drawn from research undertaken.

Class Contact:No scheduled classes.

Required Reading:To be advised by lecturer.

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

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%.

APH4019 Domestic Violence and Sexual Assault

Locations: Footscray Park.

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 practitioner 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 practitioner'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 topics, and for the related topics, the readings for students will be made available on VU Collaborate.

Assessment: Essay, Essay (1500 words), 20%. Literature Review, Literature Review (2500 words), 40%. Project, Case Study (2500 words), 40%.

APH4061 Principles and Practice of Cognitive Behaviour

Locations: Footscray Nicholson, 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., Brown, G.K., Thase, M.E. and Ramirez Basco, M. (2017) 2nd ed. Learning cognitive behaviour therapy: An illustrated guide Washington, DC: American Psychiatric Publishing

Assessment: Assignment, Reflection on recorded CBT intervention., 20%. Literature Review, Review of professional literature that examines CBT intervention relevant to

provided case study (1000 words), 40%. Case Study, Practical assignment: Recorded session of CBT intervention., 40%.

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 4.0 hrs Total of 24 hours, consisting of a 4 hour workshop for weeks 1 - 6 of the semester.

Required Reading: Groth-Mamat, G. & Wright, A. J., (2016) 6th ed. Handbook of psychological assessment Hoboken, New Jersey: John Wiley & Sons

Assessment: Test, Testing knowledge of assessment techniques and report writing (1 hour), 35%. Assignment, Assessment report based on psychological testing (Approximately 2500 words), 45%. Exercise, Assessment exercise (Approximately 1500 words), 20%.

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%.

APM6013 Psychology of Community Health

Locations: 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: Seminar 2.0 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: Seminar 2.0 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: 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, 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.

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.

APM6070 Extended Thesis Research

Locations:Footscray Nicholson.

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.

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.

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 one's own leadership style;
5. Critically reflect on the appropriate use of generalist and specialist skills in the placement setting;

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.

APP2013 Psychology 2A

Locations: Footscray Park.

Prerequisites: APP1012 - Psychology 1A APP1013 - 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 psychology component aims to extend students' knowledge of learning and cognition, perception and brain-behaviour relationships. The basic principles and methods of psychological assessment will also be examined. The research methods component provides students with training in quantitative research methods including theory and application. Students will 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. Contextualise and critique core concepts, perspectives and common experimental paradigms in cognition, cognitive assessment and perception;
2. Deliberate on brain-behaviour relationships in the context of brain structure;
3. Evaluate and apply a variety of research methods including statistical procedures

Class Contact: Class 3.0 hrs Lab 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr class and 3x2hr lab Week 4: 2x3hr class and 3x2hr lab

Required Reading: Field, A., (2018) 5th ed. revised *Discovering Statistics using IBM SPSS statistics* London. Sage. Pallant, J., (2016) 6th ed. *SPSS Survival manual* Sydney: Allen and Unwin Francis, G. & Neath, I latest edition *CogLab online version* Belmont, CA: Wadsworth

Assessment: Journal, Critique of journal article that demonstrates understanding of research design principles and theoretical issues (500 words), 20%. Report, Laboratory report that demonstrates application of theoretical content and statistical methods (2000 words), 30%. Test, In class test (3 hours). This will be completed in two phases across the block., 50%.

APP2014 Psychology 2B

Locations: Footscray Park.

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 the pre-requisite unit 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. Authenticate understanding and application of quantitative research methods; and
4. Collect, critically analyse and report on quantitative data.

Class Contact: Class 2.0 hrs Lab 1.0 hr Contact time 33 hours: Weeks 1-3: 3x2hr class and 3x1hr lab Week 4: 2x2hr class and 2x1hr lab

Required Reading: Gravetter, F & Wallnau, L., (2016) 10th ed. Statistics for the behavioral sciences Belmont, CA: Wadsworth Pallant, J., (2016) 6th ed. SPSS survival manual Sydney: Allen and Unwin Pearson (Ed.) Psychology 2B Customised text Pearson

Assessment: Project, Social psychology research project and presentation (1200 - 1500 words), 30%. Report, Personality discussion paper (700 words), 20%. Examination, Exam on research methods (2 hours), 20%. Examination, Exam on personality and social psychology (2 hours), 30%.

APP2023 Interpersonal Skills 2

Locations: Footscray Park.

Prerequisites: 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: Class 2.0 hrs Contact time 22 hours: Weeks 1-3: 3x2hr class Week 4: 2x2hr class

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: Class 2.0 hrs Contact time 22 hours: Weeks 1-3: 3x2hr class Week 4: 2x2hr class

Required Reading: Recommended readings will be listed on VU 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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4:

2x3hr class

Required Reading: Recommended texts to be advised by the Lecturer.

Assessment: Test, Test on intercultural psychology content (1 hour), 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%. Test, Test on developmental psychology content (1 hour), 20%.

APP3015 Counselling Theory and Practice

Locations: 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 theoretical paradigms; 2. Articulate counselling skills common to most therapeutic interventions; 3. Conceptually map 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: Class 2.0 hrs Contact time 22 hours: Weeks 1-3: 3x2hr class Week 4: 2x2hr class

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, Multiple-choice and short answer examination (2 hours), 40%.

APP3016 Group Behaviour

Locations: 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: Class 2.0 hrs Contact time 22 hours: Weeks 1-3: 3x2hr class Week 4: 2x2hr class

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., (2017) 7th 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 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 ed. 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: Class 2.0 hrs Contact time 22 hours: Weeks 1-3: 3x2hr class Week 4: 2x2hr class

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, Test on theoretical concepts (90 minutes), 40%.

APP3021 Psychology of Adjustment

Locations: Footscray Park.

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 adaptation, 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: Seminar 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Essay preparation report (500 words), 10%. Research Paper, Written paper and interview transcript or archival records (2000 words), 40%. Examination, Examination on theoretical content (90 minutes), 50%.

APP3023 Psychological Issues in the Workplace

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A APP2014 - 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: Workshop 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Job application exercise (1000 words), 15%. Presentation, Seminar presentation and discussion (30 minutes), 25%. Essay, Essay on contemporary topic in work psychology (1800 words), 50%. Journal, Reflective journal on four seminar presentations (800 words), 10%.

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 reflect on conceptual 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: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Additional readings will be made available via the unit VU Collaborate site. Goldstein, E.B., (2014) 4th ed. Cognitive psychology Belmont, CA: Wadsworth Francis, G. & Neath, L., (latest edition) CogLab online version Belmont, CA: Wadsworth

Assessment: Test, In-class test (1 hour), 20%. Report, Laboratory report (2000 words), 30%. Journal, Journal relating to research papers (600 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 mandatory fieldwork placement, consisting of 60 hours during the semester, which requires students to apply their knowledge and use their interpersonal, communication and teamwork skills. 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. Elucidate fieldwork related issues and propose solutions; and
4. Critically review how theory and skills can be applied to work issues, professional roles and settings.

Class Contact: Workshop 2.0 hrs In addition to the weekly 2 hour Workshops, students undertake sixty (60) hours of mandatory Fieldwork placement via external placement at an approved site.

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 fieldwork 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%.

APP3034 History, Theories and Practice of Psychology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2AAPP2014 - Psychology 2BAPP2101 - Intercultural and Developmental Issues in Psychology

Description: This unit examines historical and current psychological theories and practices. Positivist, social constructionist, and critical theory approaches are explored.

This unit will also offer a critical examination of the relative merits and limitations of schools of psychology such as; psychoanalysis, behaviourism, cognitivism, biological psychology and critical psychology. The evolution of psychological theory and practice will be explored, with a particular emphasis on what constitutes ethical, culturally appropriate, and evidence-based assessment and intervention practice.

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. Critique the tenets and methods of inquiry within particular schools of psychology;
3. Critically reflect upon what constitutes ethical and culturally appropriate assessment practice;
4. Critically evaluate the scientific evidence base for psychological interventions; and
5. Elucidate their preferred theoretical approach to psychology.

Class Contact: Lecture 1.0 hr Seminar 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Essay, Reflective critical essay on theories of psychology (2000 words), 30%. Presentation, Presentation of psychological survey (1000 words equivalent) and submission of powerpoint slides (15 minute presentation), 30%. Test, Test on theoretical content (1.5 hours), 40%.

APP3035 Research Methods in Psychology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2AAPP2014 - Psychology 2BAPP2101 - 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., (2017) 5th ed. 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 2AAPP2014 - Psychology 2BAPP2101 - 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 hr Tutorial 1.0 hr

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Essay, Critical use of history in understanding contemporary objects of psychological inquiry (1750 words), 30%. Essay, Reflective Critical Essay: Student preferred theoretical approach to psychology built on knowledge of history and theories of psychology (2000 words), 40%. Examination, Multiple Choice Exam (1 hour), 30%.

APP3037 Clinical Aspects of Psychology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A APP2014 - Psychology 2B APP2101 - 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 hr Tutorial 1.0 hr Two 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 presented in this unit 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. Appraise the values, principles and assumptions that underpin different forms of research;
2. Elucidate understanding of 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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Willig, C., (2013) 3rd ed. *Introducing qualitative methods in psychology* London: Open University Press.

Assessment: Project, Group Project Report Plan and Interview Transcripts (1000 words), 10%. Report, Small group qualitative research project/report (4000 words), 50%. Test, Test (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. Authenticate theoretical knowledge of quantitative research methods;
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: Lab 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Gravetter, F & Wallnau, L.B., (2016) 10th ed. *Statistics for the behavioral sciences* Belmont, CA: Wadsworth.

Assessment: Laboratory Work, Responses to a series of questions relating to statistical analysis (600 words), 10%. Laboratory Work, Responses to a series of questions relating to statistical analyses (2000 words), 40%. Examination, Multiple choice examination (90 minutes), 50%.

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:Seminar2.0 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%.

APS3030 Social Research Methods

Locations:Footscray Park.

Prerequisites:APS2030 - Qualitative Social Research Methods 1APS2040 - Quantitative Social Research Methods 1

Description:This unit further develops students' knowledge and skills in investigating research questions in psychology. Specifically this unit develops students' understanding of assumptions and methods in qualitative, quantitative, and mixed methods research paradigms. Students will further develop their knowledge of major qualitative methodologies and methods and ethical considerations when using qualitative methods. Students will also gain skills in the use of and application of advanced quantitative techniques such as factor analysis, moderation and mediation.

Credit Points: 12

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

1. Elucidate knowledge of key assumptions and methods in qualitative, quantitative and mixed methods research paradigms;
2. Critically assess and reflect upon the use of advanced qualitative approaches in contemporary social research;
3. Critique ethical issues related to the use of qualitative and quantitative research methods;
4. Elucidate knowledge of advanced quantitative research methods; and
5. Exercise critical thinking and judgment in identifying and conducting appropriate statistical techniques.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Field, A., (2017) 5th ed. Discovering statistics using SPSS London: SAGE Publications

Assessment:Examination, Examination on theoretical content (1.5 hours), 25%. Report, Lab report (2000 words), 50%. Examination, Lab based quantitative examination (1.5 hours), 25%.

APS3040 Independent Research Project

Locations:Footscray Park.

Prerequisites:APS3030 - Social Research Methods

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:Seminar3.0 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%.

APT5005 Domestic Violence and Sexual Assault

Locations: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:Seminar2.0 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:Essay, Essay (1500 words), 20%. Literature Review, Literature Review (2500 words), 40%. Project, Case Study (2500 words), 40%.

APT5010 Applied Techniques of Grief Counselling

Locations:City Flinders.

Prerequisites:APT5035 - Theories and Techniques of CounsellingAPT5037 - Child and Adolescent: Theories and Techniques of CounsellingStudents 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 incident 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: 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 provide an introduction to counselling skills and theories. There will be discussion of settings in which counselling occurs, an introduction to basic counselling skills, and understanding of how to use these skills in counselling sessions. Several counselling theories will be introduced. Through role-plays and class activities, students will be encouraged to develop basic counselling skills and begin to understand links between theory and practice.

Credit Points: 12

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

1. Exhibit a foundation level of competence in a range of basic counselling skills, including appropriate use of engagement skills, open and closed questions, reflective listening, paraphrasing and summarising, clarifying and silence;
2. Analyse and assess the fundamental theory and intervention practices of the therapeutic paradigms covered in this unit;
3. Exhibit a foundation level of competence in formulating counselling-based assessment and intervention plans.

Class Contact: Seminar 2.0 hrs

Required Reading: Geldard, D. and Geldard, K (2018) 9th ed *Basic Personal Counselling - A Training Manual for Counsellors* Cengage Learning Australia

Assessment: Assignment, Video of Counselling Demonstration., 30%. Assignment, Counselling demonstration and reflection (2000 words), 40%. Assignment, Counselling assessment and intervention plan (1500 words), 30%.

APT5037 Child and Adolescent: Theories and Techniques of Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide an introduction to skills and theories for counselling children and adolescents. There will be discussion of settings in which counselling of children and adolescents occurs, an introduction to basic counselling skills, and understanding of how to use these skills in counselling sessions. Several counselling theories will be introduced. Through the use of case studies, students will learn basic counselling skills and begin to understand links between theory and practice.

Credit Points: 12

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

1. Exhibit a foundation level of competence in a range of basic counselling skills for working with children and adolescents, including appropriate use of engagement skills, open and closed questions, reflective listening, paraphrasing and summarising, clarifying and silence;
2. Analyse and assess the fundamental theory and intervention practices of the therapeutic paradigms covered in this unit; and
3. Exhibit a foundation level of competence in formulating counselling-based assessment and intervention plans when working with children and adolescents.

Class Contact: Seminar 2.0 hrs

Required Reading: Thompson, C. L., and Henderson, D. A., (2016) *9th Counselling Children USA*: Cengage. Geldard, K., and Geldard D. (2018) *9th Counselling Children: A Practical Introduction* London: Sage Publications

Assessment: Assignment, Video of Counselling Demonstration., 30%. Assignment, Counselling demonstration and reflection (2000 words), 40%. Assignment, Counselling assessment and intervention plan (1500 words), 30%.

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: Seminar 2.0 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: City Flinders.

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 subject is designed to provide students with an understanding of child and adolescent counselling models and strategies available to the counsellor working in a variety of settings and with diverse client groups. The applied basis of relevant counselling practice and strategies within the child and adolescent population will be the central focus of this subject. The subject aims to introduce students to various models of counselling and intervention strategies and provide students with the opportunity to practice and develop skills in 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 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: Seminar 2.0 hrs

Required Reading: Thompson, C.L., and Henderson, D.A., (2016) 9th Counselling Children 8th USA: Cengage Geldard, K., and Geldard D. (2018) 9th Counselling Children: A Practical Introduction London: Sage Publications

Assessment: 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: 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: Seminar 2.0 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 APT 5060/5062) 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. Conceptually map and adapt the application of psychological practice and relevant evidence based theories for/to complex presenting psychological issues;
2. Critically reflect upon a complex presenting issue and implement an evidence based psychological intervention; and
3. Exhibit an advanced level of competence in a range of counselling skills.

Class Contact: Seminar 2.0 hrs

Required Reading: Emerson, G. (2006) Advanced skills and interventions in therapeutic counselling UK, USA: Crown House Publishing Nathan, P.E., & Gorman, J.M. (2015) (4th Ed) A guide to treatments that work Oxford, New York: Oxford University Press

Assessment: Assignment, Case Formulation (1500 words), 30%. Assignment, Treatment plan and Intervention (2000 words), 40%. Assignment, Demonstration of counselling intervention., 30%.

APT6001 Practicum 1

Locations: 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: 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: 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 Adolescents) 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 a range of teaching methods, including didactic instruction, in class activities, counselling role play and demonstration.

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: City Flinders.

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 literatur
- 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: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 2.0 hrs This unit consists of 120 hours of supervised external placement including 24 hours of class contact, conducted at the University.

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: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 2.0 hrs This unit consists of 120 hours of supervised external placement including 24 hours of class contact, conducted at the University.

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. .

APT6013 Minor Thesis (Part A)

Locations:City Flinders.

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 from within their placement and develop an evidence based intervention program. Students will identify a target problem within the population related to their counselling placement and to research intervention approaches for this target problem. This involves researching evidence based/established intervention approaches in the literature. Based on the literature review, students will be required to develop and implement an intervention program with the identified target group, typically over a 4-6 week period depending on what the literature recommends. Following the implementation of the intervention program, students will conduct an evaluation of the intervention program. Based on this evaluation, students will discuss the implications and limitations of the intervention program and make recommendations for future intervention 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 an intervention program based around a defined research area;
3. Evaluate the implementation of an implemented intervention 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 APT6014 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:City Flinders.

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 from within their placement and develop an evidence based intervention program. Students will identify a target problem within the population related to their counselling placement and to research intervention approaches for

this target problem. This involves researching evidence based/established intervention approaches in the literature. Based on the literature review, students will be required to develop and implement an intervention program with the identified target group, typically over a 4-6 week period depending on what the literature recommends. Following the implementation of the intervention program, students will conduct an evaluation of the intervention program. Based on this evaluation, students will discuss the implications and limitations of the intervention program and make recommendations for future intervention 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 an intervention program based around a defined research area; 3. Evaluate the implementation of an implemented intervention 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.

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: Test, Quiz (1 hour), 25%. Assignment, Critical Reflection (800 words), 30%. Essay, Identify and analyse a social policy issue (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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: The following text is prescribed for the unit Group work theory and practice. Lindsay, T. & Oton, 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%.

ASW2102 Social Welfare: History and Current Context

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit introduces students to key concepts of Australian social welfare systems and provision, including 'need', 'equality', 'equity', 'oppression', 'welfare', and the 'state'. The unit explores the history of the Australian welfare state with reference to particular communities and implications for individuals. Welfare systems are exemplified through class, gender, disability and race and discussed in the context of current debates. The unit also facilitates student application of this knowledge for practice by developing their analytical and collaborative practice skills.

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, highlighting institutional, economic, cultural and political influences and global context; 2. Analyse key theoretical and philosophical perspectives about the concept of welfare and how they inform welfare systems provision in Australia; 3. Review the implications, impacts and effects of Australia's welfare provision on the social, cultural, economic, psychological wellbeing of individuals; and 4. Collaborate with peers to extend practical skills, including written and verbal communication, teamwork and self-reflection.

Class Contact: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Required readings will be made available by the unit coordinator

Assessment: Review, Interactive reading review (800 words), 25%. Presentation, Group presentation (1000 words), 30%. Report, Welfare briefing note and in-class activity (2000 words), 45%.

ASW2103 Human Development in Social Context

Locations:Footscray Nicholson.

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:Class3.0 hrsContact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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 (1000 word equivalent), 25%. Presentation, Class presentation (1,300 word equivalent), 35%. Essay, Critical analysis of selected topic - submitted in four (4) stages (1,700 word equivalent), 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:Class3.0 hrsContact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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 (800-1,000words), 25%. Project, 'Whiteness' Inventory and reflection (800-1,000words), 35%. Essay, Film Study/Essay and Creative Project (1800words), 40%.

ASW2202 Social Work Theories

Locations:Footscray Nicholson.

Prerequisites:ASW1001 - Introduction to Social WorkNil

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:Class3.0 hrsContact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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%.

ASW3002 Professional Practice

Locations: Footscray Nicholson.

Prerequisites: 192 credit points of ABSW (first and second year units).

Description: This unit enables students to participate in a structured and supervised field education placement and the broad aim 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. 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 the Australian Association of Social Workers (ASWEAS) guidelines. The field education program is overseen by the Academic Leader, Field Education. The seminars provided at the university assist students with the integration of theory and practice.

Credit Points: 48

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

1. Enact social work values and ethics in practice;
2. Appraise the placement organisation's legal and political context within the human services field;
3. Analyse how legislation and social policies influence practice in the field placement context;
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. Critically reflect on practice in field placement and in professional supervision;
7. Exhibit and apply a range of specific social work assessment, intervention and referral skills and knowledge appropriate to the particular placement context;
8. Locate and critically analyse research knowledge, methods and application appropriate to social work practice and field placement setting; and
9. Exemplify culturally sensitive and responsive practice in the placement context.

Class Contact: Contact time 522 hours: 500 hours of supervised field education, 12 hours of compulsory student attendance and participation in theory-practice integration seminars, and 10 hours of a pre-placement two day intensive, as timetabled and conducted at the University. Where circumstances exist so that a student cannot attend in person (e.g. rural/regional placement), engagement in the seminars will be by negotiation with the Unit Convenor.

Required Reading: Cleak, H.M. & Wilson, J. (2018) 4th ed. Making the most of field placement Cengage Learning Australia, South Melbourne Victoria University 2019 Social Work Education Field Manual. Access to the Field Education Manual will be provided on the VU Collaborate site for this unit. The following texts are Recommended Reading only: Gardner, F. (2014) Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke. Gardner, F., Theobald, J., Long, N. & Hickson, H. (2018) Field Education: Creating successful placement, Oxford University Press, Australia.

Assessment: Exercise, Learning plan, Pass/Fail. Practicum, Mid placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

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 multi-disciplinary, 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 practice 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 knowledge about trauma and its influence on human development, contextual influences on people's experiences, trauma-informed practice and intervention with individuals, groups and communities, and reflection on the use of self as a social worker in responding to trauma.

Credit Points: 12

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

1. Develop an understanding of trauma and critically analyse theories of trauma;
2. Critically apply the theories of trauma for informing professional practice;
3. Identify and analyse the broader contexts in which trauma can occur and implications for practice;
4. Identify and apply interventions and strategies for engagement with individuals, groups and communities;
5. Critically reflect on the use of self as a social worker in responding to trauma.

Class Contact: Class 2.0 hrs Contact time 22 hours: Weeks 1-3: 3x2hr class Week 4: 2x2hr class

Required Reading: Clark, C., Classen, C., Fourn, A. and Shetty, M., (2014) Treating the Trauma Survivor: An Essential Guide to Trauma-Informed Care Taylor and Francis, NY

Assessment: Review, Short answer responses to set questions (1500 words), 35%. Journal, Critical reflection journal (1500 words) and Presentation (10 minutes), 25%. Report, Professional Social Work Report drawing on client data provided in Seminars (3000 words), 40%.

ASW3101 Skills for Social Work Direct Practice

Locations: Footscray Nicholson.

Prerequisites: ASW2104 - Critical Social Work Theories ASW2202 - Social Work Theories HHH1000 - Interpersonal Skills and Communication

Description: This unit of study builds on skills developed from Interpersonal Skills and Communication, 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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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 knowledge about health and mental health policies, services and treatment. It is also analytical, exploring socially constructed notions of health and ill health. 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 health and mental health services, treatment and policy options;
3. Demonstrate a clear understanding of 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 ed. Social work practice in mental health: an introduction, Crows Nest NSW: Allen & Unwin.

Assessment: Presentation, Analysis and critique of recommended readings (1000 words), 25%. Test, Quiz (2 hours, 2000 words), 35%. Essay, Analysis of Mental Health Practice (2000 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. Kenny, S. (2017) 5th ed. Developing communities for the future Cengage Learning, South Melbourne

Assessment: Report, Critical reflection on reading material (1,000 words), 30%. Presentation, Community Analysis (1500 words), 30%. Report, Community Project Brief (2000 words), 40%.

ASW3106 Schools and Student Wellbeing

Locations: 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 Twenty-four (24) hours for one semester consisting of 12 hours of lectures and 12 hours of tutorials, delivered in burst mode.

Required Reading: AASW (2011) Guidelines for school social workers AASW Students will also have access to articles and other resources uploaded to VU Collaborate. Recommended Text: Bottrell & Goodwin, (2011) Schools, communities and social inclusion. MS&E Australia,

Assessment: ICT (Wiki, Web sites), Discussion board entries and engagement in class discussion (500 words), 15%. Presentation, Group presentation : Analysis case study (1000 words), 40%. Assignment, Theoretical analysis of literature (1500 words), 45%.

ASW3108 Professional Practice Seminar

Locations: Footscray Nicholson.

Prerequisites: Nil.

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%.

ASW3205 Field Education 1

Locations: Footscray Nicholson.

Prerequisites: ASW2104 - Critical Social Work Theories ASW2202 - Social Work Theories ASW3101 - 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 beyond 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 12 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

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: Seminar 3.0 hrs This unit consists of 500 hours of supervised field education, including 12 hours of compulsory student attendance and participation in theory-practice integration seminars, as timetabled and conducted at the University. Where circumstances exist so that a student cannot attend in person (e.g. rural/regional placement), engagement in the seminars will be by negotiation with the Unit Convenor.

Required Reading: Cleak, H.M. & Wilson, J. (2013) 3rd ed. Making the most of field placement Cengage Learning Australia, South Melbourne Victoria University 2018 Social Work Education Field Manual. Access to the Field Education Manual will be provided on the VU Collaborate site for this unit. The following text is Recommended Reading only: Gardner, F. (2014) Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke.

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.

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 14 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: Seminar 2.0 hrs This unit consists of 500 hours of supervised field education including 14 hours of compulsory student attendance and participation in theory-practice integration seminars, conducted at the University.

Required Reading: Cleak, H. & Wilson, J. (2013) 3rd ed. Making the most of field placement Cengage Learning Australia, South Melbourne Victoria University 2018 Social Work Education Field Manual See note below Access to the Field Manual will be provided on the VU Collaborate site for this unit. The following text is Recommended Reading only: Gardner, F. (2014) Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke

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. Arney, F & Scott, D. (2014) 2nd ed. Working with vulnerable families: A partnership approach Cambridge University Press

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;
5. Analyse qualitative data and 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 ed. 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 and qualitative data analysis test (1,000 words equivalent), 30%.

ASW4002 Advanced Professional Practice

Locations: Footscray Nicholson.

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 14 hours of seminars provided at the university assist students with the integration of theory and practice.

Credit Points: 48

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: Seminar 2.0 hrs This unit consists of 500 hours of supervised field education including 14 hours of compulsory student attendance and participation in theory-practice integration seminars, conducted at the University.

Required Reading: Cleak, H. & Wilson, J. (2013) 3rd ed. Making the most of field placement Gengage Learning Australia, South Melbourne Victoria University 2018 Social Work Education Field Manual See note below Access to the Field Manual will be provided on the VU Collaborate site for this unit. The following text is Recommended Reading only: Gardner, F. (2014) Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke

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.

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 in-depth 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 ed. Qualitative Research Methods Oxford University Press, South Melbourne Recommended Reading: Maxwell, J., (2013) Qualitative research design, 3rd ed, Sage, Thousand Oaks, CA.

Assessment: Literature Review, Research topic identified by the student relevant to Social work and review relevant literature (1,500 words approx.), 40%.

Presentation, Class Presentation of the research proposal (20 minutes), 20%. Thesis, Research proposal comprising the first three chapters of the Honours thesis (6,000 words approx.), 40%.

ASW4903 Social Work Honours Thesis

Locations: 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:Class3.0 hrsContact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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 a 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

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:Class3.0 hrsLab1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr lab Week 4: 2x3hr class and 2x1hr lab

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 SciencesHBD1202 - 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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

Required Reading:Readings and reference materials will be available on the WU 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 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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

Required Reading:Kumar, V., Abbas, A.K., Fausto, N., & Mitchell, R.N. (2017) 10th ed. Robbins Basic Pathology Philadelphia, PA: Saunders Elsevier. Tortora, G.J., & Derrickson, B. (2016) 15th ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment:Test, Ten (10) Online Tests (12 minutes duration each), 20%. Exercise, Exercise workbook of activities related to the major topic areas (1500 words total), 40%. 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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Standards Australia/Standards New Zealand (2018) (AS/NZS 4173:2018) Safe use of lasers and intense light sources in health care 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: Class 3.0 hrs Tutorial 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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 - Electrology 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 and effectively where appropriate;
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 36 hours of simulation are required for this unit and will be delivered in one of the following ways: 3 hours per week face-to-face within the Victoria University Dermal Therapies Teaching Clinic 2 x 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 3HBD3102 - 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 Students will also undertake a mandatory 6 hours of external placement with wound care health professionals with external placement partners.

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) 4th 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 to 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 professional 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:Lecture 2.0 hrs Tutorial 1.0 hr Students will also undertake a mandatory external placement with health professionals with external placement partners for 6 hours. 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: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. (2013) 2nd ed. Laser dermatology Heideberg, Springer

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 - Electrology HBD3101 - Hair Reduction Procedures HBD3102 - Clinical Skin Analysis HBD3201 - Applied Electrotherapy HBD3202 - Wound Biology and Management HBD3203 - Lymphatic Biology and Management HBD3204 - 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: Tutorial 1.0 hr In 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 of mandatory 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. Kerzner, H. (2013) 11th ed. Project management: a systems approach to planning, scheduling, and controlling Hoboken, New Jersey: John Wiley & Sons, Inc. Gargill, 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 3 HBD3202 - Wound Biology and Management HBD3204 - Dermal Sciences 4

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 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 holistic 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: Lecture 2.0 hrs Tutorial 1.0 hr Students will also undertake a mandatory external placement with a focus on observing plastic surgery, and client management pre and post operatively for six (6) hours.

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: In 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 holistic 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, one hundred (100) hours of practicum for this unit will involve thirty (30) hours delivered face-to-face within the Victoria University Dermal Clinic, and seventy (70) hours in mandatory 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%.

HBM2103 Digestion, Nutrition and Metabolism

Locations: St Abans.

Prerequisites: RBM1528 - Human Physiology 2 RBM1174 - Human Physiology RBM1103 - Bioscience 1: Body Structure & Function RBM1202 - Bioscience 2: Body Structure & Function SCL1002 - Exercise Physiology RBM1528 applies to HBBM students RBM1103 and RBM1202 applies to HBHL students. RBM1174 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: Class 3.0 hrs Lab 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr lab Week 4: 2x3hr class and 2x1hr lab

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.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2800 - Cardiorespiratory and Renal Physiology RBM2540 for HBBM RBM2800 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: Lecture 3.0 hrs Workshop 2.0 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 Abans.

Prerequisites: RBM1528 - Human Physiology 2 RBF1310 - Biology 1 RBM1528 (biomed students) OR RBF1310 (science students)

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: Class 3.0 hrs Lab 1.5 hrs Contact time 49.5 hours: Week 1-3: 3x3hr class and 3x1.5hr lab Week 4: 2x3hr class and 2x1.5hr lab

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 RBF1320 - Biology 2 HBM1002 (biomed students) OR RBF1320 (science students)

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: Class 3.0 hrs Lab 3.0 hrs Contact time 54 hours: Weeks 1-3: 3x3hr class and 2x3hr lab Week 4: 2x3hr class and 1x3hr lab

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%.

HBM3101 Research Methods

Locations: Footscray Park.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2800 - Cardiorespiratory and Renal Physiology RBM2540 for HB BM RBM2800 for HBBS

Description: This unit of study introduces students to the core processes and strategies of modern biomedical research. Students will explore 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 research 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 the requirement for the active management of intellectual property issues, scientific integrity and conflict of interest in a contemporary biomedical research context.

Class Contact: Lecture 3.0 hrs Workshop 2.0 hrs

Required Reading: As recommended by lecturer in class or VU Collaborate.

Assessment: Test, Workshop/class-based Tests (1500 words), 30%. Assignment, Ethics Proposal (1500 words), 20%. Examination, Final Exam (2 hours), 50%.

HBM3102 Medical Imaging

Locations: 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 hrs Tutorial 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: St Abans.

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: St Abans.

Prerequisites: HBM3101 - Research Methods HBM3101 applies only for HBBM and HBES students. RBM2133 or RBM2800 applies to SBBS, SBEX and 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 Abans.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2133 - Cell and Molecular Biology HBM2106 - Human Genetics RBM2540 OR RBM2133 and HBM2106

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%.

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: 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: St Albans.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2560 - Medical Biochemistry RBM2133 - Cell and Molecular Biology RBM2540, RBM2560 and RBM2133 apply to ABPY, HBBM and SBBS students only. RBM2560 and RBM2133 apply to NBSC students.

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%.

HBO2005 Biomedical Science for Osteopathy 5

Locations: City Flinders.

Prerequisites: HBS1203 - Scientific Basis for Osteopathy 2

Description: Biomedical Science for Osteopathy 5 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 anatomy and biomechanics of the head, neck and lumbar spine that can be related to osteopathic treatment 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. Integrate biomechanical principles to spinal movements and to the temporomandibular joint
3. Propose appropriate management for common musculoskeletal conditions affecting the cervical and lumbar spine

Class Contact: Class 3.0 hrs Lab 3.0 hrs Contact time 45 hours: Weeks 1-3: 3x3hr class and 1x3hr lab Week 4: 1x3hr class and 2x3hr lab

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. (2018) 8th ed. Clinically oriented anatomy Philadelphia : Wolters Kluwer 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 : Wolters Kluwer

Assessment: Case Study, Case-based learning Worksheet, 15%. Practicum, Anatomy Practical Demonstration: viva, 25%. Test, Theory Paper: Week 1 Content (computer based), 20%. Test, Theory Paper: Final (computer based), 40%. 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, 2 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. .

HBO2006 Biomedical Science for Osteopathy 6

Locations: City Flinders.

Prerequisites: HBO2005 - Biomedical Science for Osteopathy 5

Description: Biomedical Science for Osteopathy 6 expands the students' knowledge of biomedical sciences through application of fundamental principles to the brain, cranial nerves and spinal cord. Patients presenting in osteopathic practice tend to seek care for pain and neurological disturbances, so an understanding of pain processing and neurology is essential. Students are able to strengthen their knowledge of management strategies for neurological and musculoskeletal conditions through case based learning of patients with pain and neurological complaints.

Credit Points: 12

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

1. Relate the physiological processes of the brain, cranial nerves and spinal cord, including their involvement in pain and relevant pharmacological interventions;
2. Exhibit and interpret a physical examination of the neurological system
3. Interpret common medical tests that may be used in diagnosis and management of conditions of the neurological system, eyes and ENT
4. Exemplify clinical reasoning for common conditions of the neurological system

Class Contact: Class 3.0 hrs Lab 3.0 hrs Contact time 45 hours: Weeks 1-3: 3x3hr class and 1x3hr lab Week 4: 1x3hr class and 2x3hr lab

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. (2018) 8th ed. Clinically oriented anatomy Philadelphia : Wolters Kluwer 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 : Wolters Kluwer

Assessment: Case Study, CBL Worksheet, 15%. Practicum, Anatomy Practical Demonstration: viva, 25%. Test, Theory Paper: Week 1 Content (computer based), 20%. Test, Theory Paper: Final (computer based), 40%. 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, 2 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. .

HBO2007 Biomedical Science for Osteopathy 7

Locations: City Flinders.

Prerequisites: HBO2006 - Biomedical Science for Osteopathy 6

Description: HBO2007 Biomedical Science for Osteopathy 7 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 Biomedical Science for 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
6. Propose relevant pharmacological interventions for conditions affecting thorax

Class Contact: Class 3.0 hrs Lab 3.0 hrs Contact time 45 hours: Weeks 1-3: 3x3hr class and 1x3hr lab Week 4: 1x3hr class and 2x3hr lab

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: Case Study, CBL Worksheet, 15%. Practicum, Anatomy Practical Demonstration: viva, 25%. Test, Theory Paper: Week 1 Content (computer based), 20%. Test, Theory Paper: Final (computer based), 40%. 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.

HBS2001 Evidence Based Practice for Osteopathy

Locations: City Flinders.

Prerequisites: HRE1000 - Evidence and Research

Description: Evidence Based Practice for Osteopathy 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. Compare quantitative and qualitative research approaches for manual therapy
2. Review quantitative research designs for manual therapy
3. Report on the ethical considerations of research in manual therapy
4. Discriminate sources of bias that confound the interpretation of study outcomes
5. Contrast the levels of evidence used to justify healthcare interventions

Class Contact: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Straus S et al. (2018) 5th Evidence-Based Medicine. How to Practice and Teach EBM. London: Elsevier Hulley SB et al. (2013) 4th Designing Clinical Research Philadelphia: Lippincott, William & Wilkins Stone J (2002) 1st An ethical framework for complementary and alternative therapists London: Routledge.

Assessment: Presentation, Ten minute presentation on research design and key features of a paper, 15%. Presentation, Ten minute presentation on ethics in research, 15%. Report, Report on sources of bias in a paper, 20%. Examination, Written examination (computer based), 50%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program as part of accreditation requirements. 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.

HBS2002 Clinical Skills 4A

Locations: City Flinders.

Prerequisites: HBS2404 - Clinical Skills 4

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 will further develop psychomotor skills in spinal manipulation therapy. Students will be able to develop 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. Exhibit and explain osteopathic manual techniques of the thorax

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 63 hours: Weeks 1-3: 3x3hr workshop and 3x3hr lab Week 4: 3x3hr lab

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 - In-class peer examination (history taking, examination and treatment simulation) - Contribution to CBL group Test, Theory paper (computer based), 25%. Project, Video of history taking with reflective journal (10 minutes) (equivalent to 1,500 words), 25%. Practicum, Practical examination of technique (20 minutes) and examination (20 minutes) (hurdle requirement), 50%. 90% attendance is required at tutorials, CBL and practical workshop classes in the osteopathic program as part of accreditation requirements. 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.

HBS2003 Patient and Health System 1

Locations: City Flinders.

Prerequisites: Nil.

Description: Patient and Health System 1 extend students' knowledge of the Australian healthcare system with an emphasis on the health professional services available to patients. Students consider determinants of health, building on students developing knowledge of health, illness and disease affecting the Australian public. Health enhancing and risk behaviours are related to common diseases and students will reflect on the role of various health professions in delivering healthcare to patients. Students explore the impact of psychosocial factors on health and consider ethical issues in practice.

Credit Points: 12

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

1. Relate the health enhancing and health risk behaviours to common diseases in Australia
2. Review the current approaches to health education, health promotion

and disease prevention; 3. Reflect on psychosocial and environmental factors impacting health & well-being 4. Debate the importance and relevance of ethical considerations for health practice

Class Contact: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

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: Assignment, Worksheets - health enhancing and health risk behaviours, health education and promotion, 30%. Case Study, Psychosocial factors in health, 30%. Presentation, Group presentation - Ethics in healthcare, 20%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester (1000 words), 20%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program as a requirement of the accreditation documentation. 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 hr Tutorial 2.0 hrs Workshop 1.0 hr Fortnightly 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 hr Lecture 2.0 hrs Tutorial 3.0 hrs Workshop 1.0 hr Weekly 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. & Agur, A. M. (2018) 8th ed.

Clinically oriented anatomy Philadelphia : Wolters Kluwer 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 : Wolters Kluwer

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, 2 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: Lab 3.0 hrs Workshop 3.0 hrs Contact time 63 hours: Weeks 1-3: 3x3hr workshop and 3x3hr lab Week 4: 3x3hr lab

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 be 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: Lab 3.0 hrs Workshop 3.0 hrs Contact time 63 hours: Weeks 1-3: 3x3hr workshop and 3x3hr lab Week 4: 3x3hr lab

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 hrTutorial 1.0 hrWorkshop 2.0 hrsThe 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 hrTutorial 2.0 hrsWorkshop 1.0 hrWorkshop 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 hrLecture 2.0 hrsTutorial 2.0 hrsWorkshop 1.0 hrThe 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 of 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 hrWorkshop 4.0 hrsWorkshops 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. & Szilagyi, 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:This unit 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 to treat members of the public under supervision in the student led osteopathic clinics at Victoria University. To facilitate their preparation for 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. Formulate osteopathic management plans for patients with a variety of health complaints; 2. Quantify patient health status using outcome measures; 3. Reflect on the operational requirements for management of a successful osteopathic practice; 4. Contextualise the legal and regulatory requirements impacting Australian osteopathic practice; and 5. Summarise and classify the contributors to the patient's pain experience.

Class Contact:Lecture 1.0 hrTutorial 1.0 hrWorkshop 1.0 hrThe Workshops (2 hours) are held fortnightly in the Osteopathy Technique Laboratory.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:The formative assessments for this unit are: - In class, peer reviewed activities Assignment, Reflect on the operational and regulatory requirements impacting osteopathic practice (1500 words), 30%. Portfolio, Evidence piece (1500 words), 30%. Examination, 2 hour Written examination, 40%. Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). The tutorial sessions for this unit are aligned with clinical placement and students will be able to consolidate their developing professional skills which are essential for their contribution to the osteopathy student clinic. The written examination is a hurdle requirement for this unit as it assesses content relating to legal and regulatory requirements of osteopathic practice as well as other important content for students to be prepared to enter their post graduate degree and commence treating patients in the clinic. A passing grade of 50% in this assessment is required to satisfactorily complete the unit overall.

HBS3602 Evidence for Practice 6

Locations:City Flinders.

Prerequisites:HBS3502 - Evidence for Practice 5

Description:Evidence for Practice 6 provides students' with the opportunity to further extend their developing skills in searching, locating and reviewing literature relevant to osteopathic practice by introducing them to the process of critical appraisal. Students will work collaboratively with student peers on a systematic search and review group assignment that requires them to conduct and justify the process and their findings of qualitative/qualitative systematic literature search on a topic relevant to osteopathy. This unit consolidates the students knowledge of scholarly literature, research processes and evidence relevant to their chosen profession osteopathy, preparing them for entry into the HMHO Master of Health Science (Osteopathy), particularly in units HMH7901 Evidence for Practice 7, HMH7902 Evidence for Practice 8 and HMH7903 Evidence for Practice 9.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critique qualitative and quantitative literature using critical appraisal tools; 2. Compare the process and outcomes of qualitative and quantitative systematic reviews; 3. Collaborate with peers on development, conduct and reporting of a

systematic search relevant to osteopathy; 4. Justify and critically appraise the results of a systematic search; and 5. Exhibit professional presentation skills.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrsWorkshop 1.0 hrLectures and Tutorials are held weekly (weeks 1 - 12) and Workshops are held on weeks 3, 5, 7, 9 and 11 only (5 sessions).

Required Reading:There are no required texts for this unit. Readings will be made available to students through the learning module in VU collaborate.

Assessment:The formative assessments for this unit are: - Individual presentation on chosen topic - Practice group presentation on specified topic Test, 120 minute mid semester test on critical appraisal and systematic reviews (held in class), 30%. Presentation, 30 minute group presentation of process and results of systematic search and critical appraisal, 50%. Portfolio, Portfolio (1000 words), 20%. The group presentation is a hurdle requirement as students must pass L05 to ensure they are prepared for their Master by Coursework degree HMHO Master of Health Science (Osteopathy). Students need to have established skills in oral presentations to facilitate success in their post graduate studies.

HBS3603 Scientific Basis for Osteopathy 6

Locations:City Flinders.

Prerequisites:HBS3503 - Scientific Basis for Osteopathy 5

Description:This unit amalgamates the biomedical science theory introduced in previous semesters HBS1103 Scientific Basis for Osteopathy 1, HBS1203 Scientific Basis for Osteopathy 2, HBS2303 Scientific Basis for Osteopathy 3, HBS2403 Scientific Basis for Osteopathy 4 and HBS3503 Scientific Basis for Osteopathy 5. A key focus of this semester is to prepare students for a transition in clinical roles in the student-led clinic. Upon successful completion of the Bachelor Degree (HBSO), students shall be permitted to treat members of the public under the supervision of a registered osteopath. To facilitate their preparation for this advanced role, students consider patient cases with more than one painful site as these presentations are more reflective of those encountered in osteopathic practice. Students have the opportunity to apply the specialized knowledge developed in HBS3603 in both the clinical setting and in case based learning classes. To further consolidate the relationships between anatomy and common neuromuscular pathologies, students will design and implement a targeted, cadaveric dissection. In addition, the aim is to introduce students to critical concepts in pain science. Such knowledge is essential for the effective assessment and management of pain in the clinical setting. The concepts introduced in this unit, set the foundation for a deeper exploration of pain in the Master's program HMHO Master of Health Science (Osteopathy).

Credit Points: 12

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

1. Explain the neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitization
2. Classify and discuss the pain mechanisms influencing common presentations in osteopathic practice;
3. Reconstruct the pathoanatomy, pathophysiology, clinical presentation and biomechanical implications of common neuro-musculoskeletal conditions;
4. Manage common musculoskeletal conditions by applying the osteopathic principles to their practice; and
5. Design, synthesise and present an anatomical prosection

Class Contact:Lab 1.5 hrsLecture 2.0 hrsTutorial 2.0 hrsWorkshop 1.0 hrTotal of sixty (60) hours comprising of weekly lectures (2 hour lectures), weekly labs (1.5 hours), fortnightly workshops (1 hour) and fortnightly case based learning (2 hours).

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. (2018) 8th ed.

Clinically oriented anatomy Philadelphia: Wolters Kluwer. Destefano, L. A. (2017) 5th ed. Greenman's principles of manual medicine Philadelphia: Wolters Kluwer.

Assessment:The formative assessments tasks for this unit are: - Online Quizzes - Contribution to CBL group Report, Implementation plan of proposed prosection (500 words), 10%. Presentation, Oral presentation of completed prosection (15 minutes), 15%. Test, 3 x 30 minute Online Quiz, 30%. Examination, 2 hour Written Examination, 45%. Participation in lab, workshop and CBL sessions with at least 90% attendance, unless well-documented acceptable reasons are provided (hurdle requirement). These sessions are critical in preparing students for their assessments particularly the lab sessions where students are working on their prosection. The examination in this unit is a hurdle requirement and as such a minimum pass grade is required to satisfactorily complete the unit overall. The exam assesses students knowledge of essential content and satisfactory completion is required to prepare students to enter their post graduate studies in osteopathy. .

HBS3604 Clinical Skills 6

Locations:City Flinders.

Prerequisites:HBS3504 - Clinical Skills 5

Description:This unit 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 amalgamate the practical skills in previous semesters HBS1104 Clinical Skills 1, HBS1204 Clinical Skills 2, HBS2304 Clinical Skills 3, HBS2404 Clinical Skills 4 and HBS3504 Clinical Skills 5. To facilitate their preparation for 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;
5. Commentate on the principles osteopathic management, including a range of osteopathic manual techniques; and
6. Summarise and classify the contributors and mechanisms of pain to the patient's presenting complaint.

Class Contact:Lecture 1.0 hrWorkshop 4.0 hrsTotal of six (6) hours of Lectures and forty-eight (48) hours of workshops, plus thirty-five (35) hours of clinical placement conducted at the VU Clinic.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system. Bickley, L.S. & Szilagyi, P.G. (2017) 12th ed. Bates' guide to

physical examination and history taking Philadelphia: Wolters Kluwer. Destefano, L. A. (2017) 5th ed. Greenman's principles of manual medicine Philadelphia: Wolters Kluwer Brukner, P. & Khan, K. (2012) 4th ed. Brukner and Kahns Clinical Sports Medicine Sydney, Australia: McGraw Hill. Austin, P. (2017) Chronic pain: A resource for effective manual therapy. Edinburgh: Handspring Publishing Limited.

Assessment:The formative assessments tasks for this unit are: Peer assessment practical examination Mini CEX (peer assessed formative) Practicum, Two x 10 minute Mini Clinical examination (CEX) assessments (one peer and one examiner assessed), 15%. Examination, 30 minute practical exam (Osteopathic Management), 35%. Examination, 1.5 hour Written Examination, 50%. 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 clinical placement and practical sessions are essential in students professional development as an osteopath. Successful completion (>50% of the grade) for the written exam is a hurdle requirement as this written paper assesses the student's knowledge of critical information for their post graduate studies (Master degree) and their treatment of patients under supervision in the osteopathic clinic. .

HCP6001 Clinic Experience

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit will introduce students to a range of professional activities undertaken by clinical psychologists. Students will complete a placement at the Victoria University Psychology Clinic, undertaking activities including individual and group therapy, cognitive and behavioural assessments, clinical observation of other psychologist's work, and participation in the activities of a psychology practice. Students will receive close supervision by a clinical psychologist, learn about ethical, legal and organisational practice issues, and experience professional contact with a range of health professionals.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Exemplify stage-appropriate professional competencies expected of provisional psychologists in a clinical setting; 2. Implement professional record maintenance skills in relation to log-books, progress notes and clinic files; 3. Synthesise and integrate clinical and other information to arrive at formulation and diagnosis of psychopathology and bio-psycho-social disturbance; 4. Demonstrate stage-appropriate skills in therapeutic interventions with clients; 5. Communicate effectively, both orally and in writing, reports of psychological assessments.

Class Contact:A total of two hundred and fifty-four (254) hours will consist of students completing placement at the Victoria University Psychology Clinic.

Required Reading:Nil required texts for this unit.

Assessment:Practicum, Successful completion of placement as evidenced by a supervisor's evaluation form and the Clinic Director's authorisation for completion, Pass/Fail. Journal, Submission of a placement experience – reflective piece, Pass/Fail. Presentation, Presentation of a clinical case study relevant to the placement context as per guidelines in the VUPC Manual, Pass/Fail.

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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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.

HFB2117 Clinical Practice 3

Locations:St Abans.

Prerequisites:HBM1202 - Anatomy and Physiology 2HFB1204 - Australian Health and Social Care Systems and PolicyHFB1207 - Principles of Drug Actions for Health ProfessionalsHFB1213 - Paramedic Clinical Practice 2

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:Lab3.0 hrsPlacementTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr lab and 3x1hr tutorial Week 4: 2x3hr lab and 2x1hr tutorial Placement - Eighty (80) hours minimum: 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, such as: Ambulance Victoria, Clinical Work Instructions, Ambulance Victoria, Melbourne, Australia.

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.

HFB2121 Paramedic Clinical Science 1 (Medical Emergencies 1)

Locations: St Abans.

Prerequisites: HBM1202 - Anatomy and Physiology 2/HFB1207 - Principles of Drug Actions for Health Professionals. Pre-requisites not applicable for HBPA students.

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: Class 3.0 hrs Tutorial 2.0 hrs Contact time 5.5 hours: Weeks 1-3: 3x3hr class and 3x2hr tutorial Week 4: 2x3hr class and 2x2hr tutorial

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. .

HFB2223 Clinical Practice 4

Locations: St Abans.

Prerequisites: HFB2117 - Clinical Practice 3/HFB2121 - Paramedic Clinical Science 1 (Medical Emergencies 1)

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 Placement Tutorial 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr lab and 3x1hr tutorial Week 4: 2x3hr lab and 2x1hr tutorial Placement - Sixty (60) hours minimum: 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 Abans.

Prerequisites: HBM1202 - Anatomy and Physiology 2/HFB1207 - Principles of Drug Actions for Health Professionals. Pre-requisites not applicable for HBPA students.

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:Class3.0 hrsTutorial2.0 hrsContact time 55 hours: Weeks 1-3: 3x3hr class and 3x2hr tutorial Week 4: 2x3hr class and 2x2hr tutorial

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 Lois 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 Abans.

Prerequisites:HB M1202 - Anatomy and Physiology 2HFB 1207 - Principles of Drug Actions for Health ProfessionalsPre-requisite not applicable for HBPA students.

Description:This unit will discuss the pathophysiology and pre-hospital management of selected medical and other 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 other 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 other conditions and demonstrate advanced clinical decision making skills.

Class Contact:Class3.0 hrsTutorial2.0 hrsContact time 55 hours: Weeks 1-3: 3x3hr class and 3x2hr tutorial Week 4: 2x3hr class and 2x2hr tutorial

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 Lois 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 Abans.

Prerequisites:HFB2104 - Introduction to Research MethodsPre-requisite not applicable for HBPA students.

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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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.

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 4HFB2216 - Paramedic Clinical Science 2HFB2219 - Special PopulationsRBM2109 - Bioscience for Paramedics 3

Description:This unit will introduce students to the pathophysiology of medical

conditions relating to gastro-intestinal, endocrine, renal and haematological emergencies. Pre-hospital assessment and management of these patient conditions will be explored.

Credit Points: 12

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

1. Describe the pathophysiology, presentation, assessment and management of selected endocrine, renal, gastro-intestinal, haematological emergencies and communicable diseases.
2. Describe the pathophysiology of immunity.

Class Contact:Lecture2.0 hrsForty 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 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. (20014) 4th ed. Textbook of adult emergency medicine Sydney: Churchill Livingstone

Assessment:Examination, End of Semester Theory Exam (2 hours) 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 biopsychosocial 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 biopsychosocial 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:Lecture4.0 hrsTutorial2.0 hrsForty-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 PharmacologyRB/M2109 - 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 will be able to:

1. Describe what is meant by the term 'Mental Health' discuss the history of psychiatry and psychology as it is related to mental health disorders;
2. Describe and discuss how psychosocial, lifestyle and cultural factors influence societal perceptions of mental health disorders;
3. Describe the classification systems used to define mental health disorders;
4. Discuss the general state of mental health and the epidemiology of mental health disorders in Australia;
5. Detail the pathophysiology of various mental health disorders, such as mood disorders, anxiety disorders, substance abuse; schizophrenia and psychosis; and eating disorders;
6. Discuss the approach, assessment and management strategies that can be utilised by Paramedics in various behavioural emergencies and for different mental health patients, including the use of physical and chemical restraints in behavioural emergencies;
7. Explain the approach, assessment and management strategies that can be used by Paramedics and other health professionals in managing various behavioural emergencies;
8. Discuss the therapeutic and pharmacological management of a range of mental health disorders; and
9. 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 hrsForty-eight (48) hours over one semester, comprising of lectures, tutorials and group discussions supported by e-learning

Required Reading:Barkway, P., Muir-Cochrane, E. & Nizette, D. (2014). 2nd ed. Mosby's pocket book of mental health Sydney, Australia: Elsevier.

Assessment:Assignment, Written Assignment Plan (500 words), 10%. Assignment, Written Assignment (3000 words), 40%. Examination, Final Examination (2 hours), 50%.

HFB3134 Paramedic Clinical Practice 5

Locations:St Abans.

Prerequisites:HFB2219 - Special PopulationsHFB2223 - Clinical Practice 4HFB2232 - Paramedic Clinical Science 2 (Trauma)HFB2234 - Evidence Based PracticeHFB2233 - Paramedic Clinical Science 3 (Medical Emergencies 2)HFB2221 - Health Care OrganisationsHFB2216 - Paramedic Clinical Science 2For 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 hrsLecture 2.0 hrsForty-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 4HFB2121 - 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:McCance., K.I. and Huether, S.E. (2014) 7th ed. The Biologic Basis for Disease in Adults and Children St Louis, MO: Mosby Cameron, P., Jelinek, G., Kelly, A., Brown, A.F.T and Little, M. (2014) 4th ed. Textbook of Adult Emergency Medicine Sydney: Churchill Livingstone

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-psycho-social 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-psycho-social 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%.

HFB3225 Research in Paramedic Practice

Locations:St Albans.

Prerequisites:HFB3131 - Paramedic Clinical Science 3HFB3134 - Paramedic Clinical Practice 5Pre-requisites not applicable for HBPA students.

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, establishing the rigour of a research process, methods of data collection and analysis and reporting on research data;
4. Retrieve appropriate research articles and critically appraise content;
5. Assess aspects of ethical consideration in research including consent and confidentiality.

Class Contact:Lecture2.0 hrsForty eight hours (48) or equivalent for one semester comprising lectures, flipped classes, workshops and self directed 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, Test (In-class, 30 minutes + 10 minutes reading time), 15%. Examination, Exam (60 minutes + 15 minutes reading time), 30%. Poster, Poster (1500 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. 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.

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 HBPX 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:Lecture 2.0 hrs Tutorial 3.0 hrs Lectures and Tutorials commence weeks 1-8 and week 12 of the Semester. Clinical Block Placement with Ambulance Victoria (60 hours) commences weeks 9-11 of the Semester.

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 are 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 HBPX 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 3 HFB3134 - 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. Articulate 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. Integrate in-hospital diagnosis with the 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. Select and apply clinical tests, imaging techniques and laboratory tests used in diagnosis and assessment of patients with selected medical and trauma conditions; and 7. Substantiate the application of advanced clinical decision making skills.

Class Contact:Lecture 2.0 hrs Forty-eight (48) hours over one semester of mixed mode lectures and tutorials

Required Reading:Additional audio/visual material developed and supplied by the Paramedic Science Unit, College of Health and Biomedicine, will support the below text. 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.

Assessment:Knowledge, skills and values developed in this unit will be assessed through case-based problem solving exercises. The case study will be submitted by week 5 of the semester in order for students to receive feedback on their performance, that can be used as a guide to support their learning through the unit. Test, In-Class supervised test (1 hour, with 10 minutes reading time), 20%. Test, In-Class supervised test (1 hour, with 10 minutes reading time), 20%. Case Study, Written Case Study 1: Interpretation of Medical Images or tests (1500 words or equivalent), 30%. Case Study, Written Case Study 2: Interpretation of Medical Images or tests (1500 words or equivalent), 30%.

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 HBPX: prerequisites are HFB3134, HFB3132, HFB3131, HFB3133 For HBPD: 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 3.0 hrs Lecture 2.0 hrs Lectures and Labs commence weeks 1-8 and week 12 of the Semester. Clinical Block Placement with Ambulance Victoria (60 hours) commences weeks 9-11 of the Semester.

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.

HFS2001 Properties of Food

Locations: Footscray Nicholson.

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: Class 3.0 hrs Lab 3.0 hrs Contact time 63 hours: Weeks 1-3: 3x3hr class and 3x3hr lab Week 4: 2x3hr class and 1x3hr lab

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 Park.

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: Werribee.

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%.

HFS3001 Food Processing

Locations: Footscray Park.

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%.

HFB2000 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: Class 3.0 hrs Tutorial 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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.

HFB2301 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%.

HFB2302 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:Lecture4.0 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 Abans.

Prerequisites:Nil.

Description:The focus of this unit will be skill development and acquisition in implementing health behaviour change in both the individual and the community. Models of health behaviour and factors influencing health behaviour in the individual and the community shall be explored along with the influence of body, mind, soul and intrinsic health issues. Strategies for behaviour change, predicting health behaviour, and implementing behaviour change shall be examined in conjunction with policies on health promotion and government initiatives to promote individual and community health and wellbeing.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Investigate the incidence of chronic illness occurrence and distribution across different population groups; 2. Debate and apply strategies, that support the individual, families and communities in relation to health behaviour; 3. Analyse policy initiatives and programs directed at addressing health behaviour in the community.

Class Contact:Lecture2.0 hrsTutorial2.0 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. & Greedy, 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 on health behaviour change intervention(1,500 words), 40%. Assignment, Written assignment on, planning implementing and evaluation of a behaviour change program(2,000 words), 60%.

HHB2402 Health Program Planning and Evaluation

Locations:St Abans.

Prerequisites:HHB2301 - Health Promotion

Description:The aim of the unit is to integrate the theoretical and practical component of Health Promotion and to provide students with the opportunity to enhance their understanding and developing skills in Health Promotion in a community setting. The

external placement provides an opportunity for engagement with community and industry sectors. The unit reinforces concepts of Needs assessment, Program Planning, Implementation and evaluation. It fosters the development of interpersonal skills and Professional communication skills as well as reflective evidence based practice and core competencies required of a Health Promotion Practitioner.

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. Ascertain 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.

Class Contact:Lecture2.0 hrsTutorial2.0 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 Community Placement sessions (150 words each), 30%. Assignment, Written Report- Evaluation of program data and written report for Community Partners (2000 words), 50%.

HHB3502 Health Research

Locations:St Abans.

Prerequisites:HHB1104 - Introduction to Public Health and Wellness
HHB1105 - Evidence and Health
HHB1104 pre-requisite for students enrolled in HBHN.
HHB1105 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:Lecture2.0 hrsTutorial2.0 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.
Ross, T., (2012) *A Survival Guide for Health Research Methods* McGraw-Hill Education, UK

Assessment:Test, Tests x 5 (1000 words), 30%. Assignment, Written Research Design/Proposal (1000 words), 20%. Examination, Exam (2 hours), 50%.

HHB3602 Global Health

Locations:Footscray Park, St Albans.

Prerequisites:HHB 1104 - Introduction to Public Health and WellnessHHB2302 - 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 HIV/AIDS, nutritional and chronic disease and injury prevention.

Class Contact:Lecture2.0 hrsTutorial2.0 hrs

Required Reading:Skolnik, Richard L. (2015) 3rd ed. Global health 101 Jones & Bartlett Learning, VitaBook file 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.

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 HH1271 and other systems examination in HH2172 and HH2273. 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:Lecture1.0 hrWorkshop1.0 hr

Required Reading:Kiotos, J. (2013), 2013 HH3275 Clinical Diagnosis and Management 6 Lecture Manual. Jim Kiotos 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.

HH4111 Cosmetic Chemistry

Locations:City Queen.

Prerequisites:Nil.

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:Lab1.0 hrOnline2.0 hrsTutorial1.0 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%.

HH4112 Resurfacing Science

Locations:City Queen.

Prerequisites:Nil.

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 units: Dermal Science 1, Dermal Science 2, Dermal Science 3 and 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 adaptation of theoretical knowledge to clinical practice; and
7. Report on resurfacing procedures by documenting case information to meet professional and legal requirements.

Class Contact: 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: Nil.

Description: This unit builds on and consolidates knowledge and techniques covered in the units: Laser Fundamentals and Safety and 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 the Australian/New Zealand Standard - AS/NZS 4173:2004;
2. Explain the processes, including the physics, associated with laser and light based treatments for dermatological

3. Perform treatments techniques as appropriate for phototherapy;
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 Online Sixty-six hours for one semester comprising thirty-six hours of online lectures and tutorials and thirty 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.

Required Reading: Online Journal articles are determined by the Unit Convenor. 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.

HHD4144 Independent Research 1

Locations: Online, City Queen.

Prerequisites: Nil.

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 30 mins 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.

HHD4212 Plastic and Reconstructive Procedures

Locations:City Queen.

Prerequisites:Nil.

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: 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: Online 1.5 hrs Tutorial 1.5 hrs Online Thirty-six (36) hours for one semester comprising online lectures and tutorials and 1 - 2 days external placement in an approved healthcare, plastic surgery, cosmetic surgery or dermal therapy practice.

Required Reading: This is an ebook available from the Victoria University Library Seimionow, 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, Six Online Tests (each test 15 minute duration), 20%. Journal, Written Journal (750 Words), 10%.

HHD4213 Dermal Clinical Practicum

Locations:City Queen.

Prerequisites:Nil.

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: Lecture 3.0 hrs On 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. 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 Queen.

Prerequisites:Nil.

Description: In this unit students will build on and consolidates knowledge and techniques covered in units: Laser Principles and Safety, Hair Reduction Procedures and 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/New Zealand 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

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/Pediatrics/Psychiatry)

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit 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: 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. Students will locate relevant readings for each case.

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%.

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:Tutorial2.0 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:HMH7901 - Evidence for Practice 7HMH7902 - Evidence for Practice 8

Description:In Research Project 1, students 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:Tutorial2.0 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 this unit 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:Tutorial2.0 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.

HMH4281 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: Nil.

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 hr Tutorial 1.0 hr Workshop 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).

HHN2001 Family Health and Nutrition Through the Lifespan

Locations: Footscray Park.

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: Class 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Rolfes, S.R., Cameron-Smith, D., Walsh, A., Crowe, 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%.

HHN2003 Food Safety and Quality Assurance

Locations:Footscray Nicholson.

Prerequisites:HPC1001 - Food ComponentsHPC1000 - Introduction to Human Nutrition and Food

Description:This unit provides basic concepts and principles in food safety and quality assurance, Australian food legislation and standards applied to food production. The importance of quality assurance principles and International food standards codes will be emphasized. The impact of the various preservation techniques on product safety, quality and nutritional value of food will be discussed. Students will also be introduced to the basic concept and principles of Hazard Analysis Critical Control Point (HACCP) in food safety methodology that ensures the production of safe, clean and hygienic food. The unit will rigorously evaluate the cleaning and sanitation practices in the food, beverage, and hospitality industries, including retail. It will focus importantly on potential consequences of inadequate food quality control, poor food safety management and the ethical dilemmas resulting from food recalls, foodborne illness outbreaks and deaths. The unit will further provide an introduction to concepts and principles of food quality evaluation assurance, sensory and objective evaluation of foods and relevant testing methods. It will explore the concept of quality from sensory, scientific, regulatory and legal perspectives, including the concepts of total quality control (TQC) and total quality management (TQM).

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. 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;
2. Apply and integrate the principles and practices of food safety management to preparation, production, preservation, storage and distribution of food;
3. Develop preparation and production techniques using the HACCP approach to ensure the production of safe, clean and hygienic food;
4. Review and apply principles of quality assurance and quality management systems in food manufacturing, distribution and services;
5. 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:Class3.0 hrsLab1.0 hrContact time 39 hours: Weeks 1-2: 3x3hr class Week 3: 3x3hr class and 1x3hr lab Week 4: 2x3hr class and 1x3hr lab

Required Reading:Links to relevant documents and resources will be available for students via VU Collaborate.

Assessment:Test, Three Quizzes (30 minutes each), 30%. Presentation, Team Oral presentation (15 min), 20%. Laboratory Work, Sensory Evaluation lab report (3 hours, 1000 words), 20%. Assignment, Case Study of Sensory Evaluation (500 words), 30%.

HHN2402 Diet & Disease

Locations:Footscray Park.

Prerequisites:HHN2001 - Family Health and Nutrition Through the LifespanHBM2103 - Digestion, Nutrition and MetabolismHHN2001 OR HBM2103

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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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.

HHN3002 Sport and Exercise Nutrition

Locations:Footscray Park.

Prerequisites:HHN2001 - Family Health and Nutrition Through the Lifespan

Description:This unit will provide students with an understanding of the nutritional requirements for sport and exercise performance. Students will develop an understanding of the nutritional management to support physical activity and training programs undertaken by children, adolescents and adult recreational, sub-elite and/or elite athletes. Students will develop skills and the understanding of the assessment/provision of such topic areas as: Hydration, training and competition diets, diets to aid recovery, sports supplements and ergogenic aids, and various methods for assessing energy expenditure and body composition.

Credit Points: 12

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

1. Describe physiological and metabolic processes involved in different physical activities;
2. Contextualise different diet-related strategies to enhance training and performance in athletes;
3. Demonstrate an understanding of recovery requirements in various population groups and competitive levels;
4. Critically review commonly used ergogenic aids and the scientific research to support these;
5. Articulate the practical considerations in the provision of dietary management strategies for athletes;
6. Critique and interpret various methods for assessing energy expenditure and body composition.

Class Contact:Class3.0 hrsContact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading:Links to relevant documents and resources will be available for students and these will be provided via VU Collaborate.

Assessment:Test, Two (2) short tests of one (1) hour duration each, 30%.

Assignment, Design, plan and justify a seven (7) day training diet for an athlete (1000 words)., 30%. Examination, Final Exam (2 hours), 40%.

HHN3502 Community & Public Health Nutrition

Locations:St Albans, Partnered WIL at various off-site locations.

Prerequisites:HHN3601 - Nutrition Communication & EducationHHN3601 does not apply to students from the Major HMAIND Indigenous Health.

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.

Prerequisites: HHN2402 - Diet & Disease HFS2001 - Properties of Food

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 RBM3960 - Nutritional Frontiers HFS2001 - Properties of Food

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.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan HHN2402 - Diet & Disease HFS2001 - Properties of Food

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%.

HHN3604 Food Service Challenges

Locations: Footscray Park.

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 RBM3960 - Nutritional Frontiers HFS2001 - Properties of Food AHE2006 - Exercise Interventions for Healthy Populations HFS2001 OR AHE2006

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: Lecture 2.0 hrs Tutorial 2.0 hrs A total of twelve (12) hours of lectures and twelve (12) hours of tutorials in the first six weeks plus thirty-six (36) hrs of independent work per semester. 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 dieticians 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%.

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 hr Workshop 3.0 hrs Forty-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.

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 discreet population groups whilst creating concepts to communicate their proposed management plan with these

discreet 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: HMH7204 - Advanced Clinical Theory and Skills 2HMH7205 - Clinical Practice 2

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:
Lossing, 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 practical 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.

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 practical 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:Nil.

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 hrTutorial 1.0 hr

Required Reading:Brunker, 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%. 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 hrWorkshop 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 socioeconomics 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 hrTutorial 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.

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: City Flinders.

Prerequisites: Nil.

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.

HHU4286 Clinical Practicum 6

Locations: City Flinders.

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: City Flinders.

Prerequisites: HMH7105 - Clinical Practice 1

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 to 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: City Flinders.

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.

HHX4282 Diagnostic Imaging 2

Locations: City Flinders.

Prerequisites: HHX4181 - Diagnostic Imaging 1, HHD4186 - 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 hr Lecture 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.

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 hr Tutorial 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.

HIP3001 Interprofessional Practice

Locations: St Albans.

Prerequisites: HMB3101 - Complex Midwifery 2 HMB3102 - Midwifery Professional Practice 2 HNB2106 - Professional Practice 2 HNB2205 - Nursing and Acute Care 2 HNB2206 - Nursing and Mental Health 2 HNB2207 - Professional Practice 3 HNB3102 - Nursing Professional Practice 2 HFB2223 - Clinical Practice 4 Prerequisites 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: City Queen.

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., Goodsman, 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%.

HMB2201 Complex Midwifery 1

Locations: St Albans.

Prerequisites: RBM2101 - 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: Class 3.0 hrs Lab 2.0 hrs Contact time 55 hours: Weeks 1-3: 3x3hr class and 3x2hr lab Week 4: 2x3hr class and 2x2hr lab

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 Albans.

Prerequisites: RBM2101 - 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.

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: Placement - One hundred and sixty (160) hours: Supervised clinical practice in an external maternity setting.

Required Reading: To be advised by lecturer.

Assessment: Practicum, Interim Professional Practice Performance Appraisal, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Report, Continuity of Care Report, Pass/Fail. 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. .

HMB3101 Complex Midwifery 2

Locations: St Albans.

Prerequisites: HMB2201 - Complex Midwifery 1 HMB2202 - Midwifery Professional

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, cardiocography) 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 1HMB2202 - Midwifery Professional Practice 1RBM2202 - 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:PlacementIn 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, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Report, Continuity of Care Report, Pass/Fail. To gain an overall pass in this unit, students must achieve a 'Pass' 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:Nil.

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:Lecture2.0 hrsTutorial1.0 hrSixty (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:Nil.

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., Keise, 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: Nil.

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 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, 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 Nursing & Midwifery Board of Australia (2010) National Competency Standards for the Midwife.

HMB3115 Working as a Professional 2

Locations: St Abans.

Prerequisites: Nil.

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: Lab 4.0 hrs Tutorial 2.0 hrs Workshop 4.0 hrs Fifty (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 Abaris.

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 Abaris.

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: Lecture 1.0 hr Tutorial 1.0 hr Fifty (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 Abaris.

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 promote the wellbeing of the baby and family; 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 4HMB3112 - Quality Use of Medicines for Midwifery 2HMB3113 - Complex Pregnancy and Birth 2HMB3114 - Midwifery Practice 5HMB3115 - 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 Newborn HMB3102 - 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: Placement 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 confirmed.

Assessment: Practicum, Interim Professional Practice Performance Appraisal, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Report, Continuity of Care Report (1000 words), Pass/Fail. To gain an overall pass in this unit, students must achieve a 'Pass' 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 Newborn HMB3102 - Nursing Professional Practice 2 HMB3229 - Nursing Professional Practice 3 - Mental Health HMB3227 - Mental Health and Nursing HMB2205 - 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 Abans.

Prerequisites: HMB4101 - Supporting Maternal and Newborn Wellbeing HMB4102 - Midwifery Professional Practice 3 HMB4104 - 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, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Report, Continuity of Care Report, Pass/Fail. Students must attain the grade 'Pass' 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 Abans.

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: Tutorial 3.0 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 Abans.

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; and 5. Report and critique the findings of epidemiological studies in a format accessible to both technical and lay audiences.

Class Contact: Seminar 3.0 hrs The 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 Abans.

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: Nil.

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

2. promotion and locate these within contemporary debates in the field;
3. Interrogate a range of approaches and methods for promoting health and exemplify how they are used in health promotion programs;
4. Critically appraise models of health behaviour and behaviour change;
5. 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
6. 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 (1,000 words), 20%. Project, Development of a health promotion Project Plan (4,000 words), 50%. Presentation, Three (3) minutes scripted health promotion video related to health promotion project (1,000 words), 30%.

HMG7210 Biostatistics

Locations: St Albans.

Prerequisites: Nil.

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., (2015) 2nd ed. Basic biostatistics: Statistics for public health practice Burlington, MA: Jones & Bartlett Learning

Assessment: Test, Quizzes throughout unit (1,500 words equivalent), 20%. Assignment, Written assignment (2,000 words), 30%. Examination, Final Exam (2 hours), 50%.

HMG7220 Culture and Society in Public Health

Locations: St Albans.

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: Liampittong, 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%.

HMG7230 Global Food Systems and Food Security

Locations: St Albans.

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.

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 Albans.

Prerequisites: Nil.

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 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 Albans.

Prerequisites: HMG7100 - Foundations of Public Health HMG7200 - Public Health in Practice HMG7220 - 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: Lecture 3.0 hrs

Required Reading: Schenker, 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 through work on professional project in public health. Students are required to participate in a number of key phases and activities of a public health program or project and write a major report that outlines the processes and outcomes of the project. The project requires the application and integration of students with accumulated knowledge and skills acquired within the HMPG Master of Public Health. The major report draws particularly on models and methods of scientific inquiry provided in HMPG Master of Public Health.

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 specialisations and conventions around the practice of public health.

Class Contact: The students are expected to work the equivalent of 150 hours on a public health project.

Required Reading: To be advised by supervisor.

Assessment: Project, Log of hours and list of tasks worked on the project signed by the supervisor (1000 words), 10%. Journal, Learning journal involving a minimum of fifteen substantive entries (1000 words), 10%. Performance, End-of-project evaluation of student's performance by the project supervisor using a proficiency-

based 'pro-forma', 15%. Presentation, End-of-project (2000 words), 15%. Report, Professional Project Report (7,000 words), 50%. The total word equivalence of combined assessment tasks is 11,000 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: Seminar 3.0 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 Health HMG7310 - 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: Seminar 3.0 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 Albans.

Prerequisites: HMG7950 - Research Methods in Public Health Students are required to achieve a Distinction or above in HMG7950.

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, as appropriate. Students will draw upon preliminary work already completed in the pre-requisite unit Research Methods in Public Health.

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 Albans.

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 burst mode.

Required Reading: Guest G. & Namey E., (2014) Public Health Research Methods. SAGE Thousand Oaks ISBN 13: 9781452241333 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.

HMH7101 Patient, Practitioner and Health System 7

Locations: City Flinders.

Prerequisites: Successful completion of the HBSO Bachelor of Science (Clinical Sciences) course

Description: This unit, Patient, Practitioner and Health system 7, focuses on ensuring students have the skills and knowledge to elucidate the presence of psychosocial issue during patient consultations and relate this to the epidemiology of common chronic health complaints in Australia and an ageing population. Students are able to apply knowledge developed in previous Patient, practitioner and the health system units by using outcome measures in their problem-based learning (PBL) classes and the clinical environment.

Credit Points: 12

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

1. Investigate psychosocial, environmental, systemic and ethical factors impacting osteopathic practice 2. Elucidate the epidemiology of common chronic health complaints in the aging population and management of these conditions in the Australian healthcare system 3. Assess physiological, anatomical, functional and psychosocial changes in the aging patient 4. Propose suitable management and monitoring strategies of patients with chronic pain diagnosis 5. Debate the contribution of osteopathy in team based patient care

Class Contact: Lecture 1.0 hr Tutorial 3.0 hrs Total of 30 hours consisting of: 12 x 1 hour lecture plus 6 x 3 hour PBL (tutorials). PBL classes run weeks 2, 3, 4 and 6, 7 and 8.

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: Performance, Contribution to PBL discussions and group collaboration (equivalent to 2000 words), 20%. Presentation, PBL presentation (equivalent to 2000 words), 20%. Assignment, Case study: Management and monitoring strategies for chronic pain patient (equivalent to 3000 words), 30%. Test, Two Online Quizzes (1 hour each), 30%.

HM7104 Advanced Clinical Theory and Skills 1

Locations:City Flinders.

Prerequisites:Nil.

Description: In this unit students will be exposed to principles of exercise rehabilitation and commence their application of this additional patient management strategy to patient cases. Students continue to develop their hands-on skills through refined manual technique, in particular indirect techniques. Chronic pain theory and practice are revisited with students extending their knowledge of pain mechanisms relevant to osteopathic practice.

Credit Points: 12

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

1. Explore the principles of rehabilitation programs and evaluate their role in preventative and rehabilitative care of the patient
2. Formulate and interpret exercise management programs to support the rehabilitation of patient complaints with a focus to the upper and lower limb
3. Contextualise indirect osteopathic techniques to the upper and lower limb
4. Extrapolate the neurological mechanisms involved in patients with chronic pain
5. Propose appropriate pharmacological agents for treatment and management of patients with chronic pain
6. Elucidate the mechanisms of action of pharmacological agents that are likely to be used as treatments for patients presenting to osteopaths

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Workshop 2.5 hrs Total of 54 hours per semester, consisting of workshops, lectures and tutorials.

Required Reading: There are no required texts for this unit

Assessment: Test, Two Online Quizzes (1 hour each), 20%. Examination, Written examination (1.5 hours), 30%. Examination, Practical examination rehabilitation and indirect technique (30 minutes per student), 50%.

HM7105 Clinical Practice 1

Locations:City Flinders.

Prerequisites:Nil.

Description: This unit is a clinical placement unit and provides students with osteopathic workplace experience through their clinical placement hours in the student led osteopathic clinics. Students will be treating members of the public under the supervision of osteopathic clinical educators and will contribute to clinical operations. The clinical placement hours within this unit develop students' capacity for teamwork, collaboration with peers and supervisors and communication with patients, and provides the 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. Formulate differential diagnoses for patient presenting complaints
2. Formulate and implement appropriate clinical assessment of the patient in the clinical environment including medical and osteopathic assessment
3. Prescribe and implement an appropriate osteopathic manual treatment plan and monitor patient outcomes
4. Contextualise effective communication skills in the clinical environment

Class Contact: Lecture 6.0 hrs Including 90 hours of clinical placement.

Required Reading: There are no required texts for this unit.

Assessment: Portfolio, Clinic portfolio reporting completion of hours, patient consultations, clinical activities, clinical record assessment, Pass/Fail. Examination, 20 minutes of practical assessment (2 x mini-clinical examination), Pass/Fail. Examination, Clinical Skills competency examination: end of semester practical examination demonstrating clinical examination and management strategies, Pass/Fail.

HM7201 Patient, Practitioner and Health System 8

Locations:City Flinders.

Prerequisites:HM7101 - Patient, Practitioner and Health System 7

Description: This unit, Patient, practitioner and health system 2, continues to focus on the application of their skills and knowledge to different patient populations with a focus on pregnancy, the adolescent and young patient. Students will consider psychopathologies relevant to osteopathic practice by identifying the common conditions affecting the Australian population. In this unit students will also investigate patients expectations and experiences of osteopathic care.

Credit Points: 12

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

1. Evaluate the physiological, anatomical, functional and psychosocial changes of the paediatric, adolescent, and obstetric patient.
2. Appraise the symptoms of the most prevalent psychopathologies affecting the Australian population
3. Investigate patient expectations, access and experience of osteopathic care

Class Contact: Lecture 1.0 hr Tutorial 3.0 hrs Total of 30 hours consisting of: 12 x 1 hour lecture plus 6 x 3 hour PBL (tutorials). PBL classes run weeks 2, 3, 4 and 6, 7 and 8.

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: Assignment, Identify the symptoms of the most prevalent psychopathologies affecting the Australian population (equivalent to 3000 words), 30%. Test, Two Quizzes (1 hour each), 30%. Performance, Contribution and group collaboration in problem based learning classes (equivalent to 2000 words), 20%. Presentation, Problem based learning presentation (equivalent to 2000 words), 20%.

HM7204 Advanced Clinical Theory and Skills 2

Locations:City Flinders.

Prerequisites:Nil.

Description: In this unit students continue to develop their hands on and patient management skills through refined manual technique, application of nutrition principles to patient cases, and examination and interpretation of diagnostic images. Students will improve their indirect manual technique application with a focus on the spine and pelvis and progress their knowledge of rehabilitation exercises focusing on the spine region.

Credit Points: 12

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

1. Formulate and interpret exercise management programs to support the rehabilitation of patient complaints with a focus on the spinal column
2. Contextualise indirect osteopathic techniques to the spine and pelvis
3. Adapt principles of nutrition to the management of osteopathy patients
4. Formulate likely diagnosis based on findings from diagnostic images
5. Accurately interpret spinal diagnostic images and recommend appropriate management strategies for the conclusions of images
6. Conceptually map the presentations and management of rheumatological conditions commonly seen in osteopathic practice

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Workshop 2.5 hrs Total of 54 hours per semester, consisting of workshops, lectures and tutorials.

Required Reading: There are no required texts for this unit.

Assessment: Test, Two Online Quizzes (1 hour each), 20%. Examination, Written Examination (1.5 hours), 30%. Examination, Practical examination rehabilitation and indirect (30 minutes per student), 50%.

HM7205 Clinical Practice 2

Locations:City Flinders.

Prerequisites:Nil.

Description:Clinical Practice 2 unit 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 and community sector. 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 provides the 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. Demonstrate appropriate clinical assessment of the patient in the clinical environment including medical and osteopathic assessment
2. Formulate differential diagnoses, working diagnosis, and prognoses for the patient
3. Implement appropriate biopsychosocial treatment plan to meet the needs of diverse patient populations
4. Demonstrate effective communication skills to meet the needs of diverse patient populations
5. Exhibit professional behaviours in all clinical settings
6. When appropriate, coordinate patient referral and access to relevant health and community services

Class Contact: 150 hours of Clinical Placement, supported on-site at the VU Osteopathic Clinic.

Required Reading:There are no required texts for the unit

Assessment:Portfolio, Clinical portfolio reporting completion of hours and patient treatments, clinical activities, clinical records assessment, Pass/Fail. Examination, 2 hour written paper on safety and reasoning for clinical practice, Pass/Fail. Performance, 30 minutes of practical assessment (3 x mini-clinical examination), Pass/Fail. Portfolio, One evidence piece for portfolio, Pass/Fail.

HM7301 Patient, Practitioner and Health System 9

Locations:City Flinders.

Prerequisites:HM7201 - Patient, Practitioner and Health System 8

Description:This unit, Patient, practitioner and the health system 9, ensures students are confident in their professional identify as an osteopath and are ready to graduate as a health professional and make a positive contribution to the Australian health system. Students will continue to reflect on their care provided for members of the general public in the student-led osteopathy clinics and reflect on their transition to practice. Further, students will be able to discuss evidence-informed and cost-effective management plans for patients, drawing on their experiences from the student clinic.

Credit Points: 12

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

1. Relate the principles of evidence-informed, ethical and effective osteopathy to professional practice;
2. Critically reflect on professional development as an osteopath, identifying personal knowledge and skill gaps and designing strategies for future learning;
3. Formulate a plan for the transition to professional practice;
4. Articulate the historical and contemporary contribution of manual therapy to the healthcare system.

Class Contact:Seminar6.0 hrsTotal of 24 hours consisting of 4 x 6 hours burst mode.

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:Assignment, Historical and contemporary contribution of manual therapy to the healthcare system (equivalent to 3000 words), 30%. Presentation, Justify

evidence informed, ethical and effective osteopathic practice (equivalent to 2000 words), 30%. Assignment, Transition to practice plan (equivalent to 3000 words), 40%.

HM7901 Evidence for Practice 7

Locations:City Flinders.

Prerequisites:Successful completion of the HBSO Bachelor of Science (Clinical Sciences) course

Description:This unit, Evidence for practice 7, allows the student to draw on the skills and knowledge from previous evidence for practice units to plan a project in an area of interest to them and is also relevant to the osteopathic profession. This unit is the first of the three units comprising of the project component of students masters by course work degree. Further, students will be able to discuss the application of contemporary statistical techniques relevant to manual therapy.

Credit Points: 12

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

1. Apply and interpret advanced statistical techniques relevant to manual therapy research
2. Devise a project relevant to osteopathic practice in Australia that is informed by background literature
3. Critically evaluate peer project plans with students and academic staff
4. Identify and critically appraise the ethical and methodological issues related to the conduct of the proposed project plan

Class Contact:Lecture1.0 hrTutorial2.0 hrsTotal of 24 hours per semester, consisting of Lectures and Tutorials (held fortnightly).

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:Project, Project plan, 40%. Examination, Statistics and osteopathy research, 35%. Presentation, Presentation of project proposal, 25%.

HM7902 Evidence for Practice 8

Locations:City Flinders.

Prerequisites:HM7901 - Evidence for Practice 7

Description:This unit, Evidence for practice 8, provides students the opportunity to draw on their established literature searching skills to conduct a scoping/literature review related to their project topic. Students will commence data collection and analysis and prepare preliminary report. This unit is the second of the three units comprising of the 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. Conduct and write up a review/scoping of literature for major project
2. Initiate project plan by commencing data collection
3. Analyse project data drawing on relevant statistical processes and/or theoretical frameworks
4. Reflect on the process of undertaking a major project

Class Contact:Lecture1.0 hrTutorial2.0 hrsTotal of 24 hours per semester, consisting of Lectures and Tutorials (held fortnightly).

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:Presentation, Reflection on data collection and analysis of project phase, 20%. Project, Scoping review of literature, 40%. Report, Data collection and analysis preliminary report, 40%.

HM7903 Evidence for Practice 9

Locations:City Flinders.

Prerequisites:HM7902 - Evidence for Practice 8

Description:In this unit, Evidence for practice 9, students prepare their final project report and prepare their final formal presentation to their peers and academic staff.

Students will consolidate their established oral and verbal presentation skills and be prepared to justify their project findings in their written and oral assessment pieces. This unit is the third and final unit comprising of the 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. Synthesize and interpret data from the investigation to create a project report
2. Debate findings and conclusions from major project to peers and academic staff
3. Contextualize and transmit new knowledge to an audience in oral and written format

Class Contact: Seminar 6.0 hrs Total of 24 hours per semester, consisting of 4 x 6 hours (burst mode) of Seminars.

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: Report, Draft project report, 20%. Report, Final project report, 40%. Presentation, Project presentation, 40%.

HNB2104 Nursing and Acute Care 1

Locations: St Abans.

Prerequisites: HBM1202 - Anatomy and Physiology 2 HNB1204 - Foundations of Nursing and Midwifery 2 HNB1205 - Foundations in Nursing 2 HNB1206 - Professional Practice 1 RBM1202 - Bioscience 2: Body Structure & Function HBNB require HNB1205, HNB1206 and RBM1202 only. HBMA require HBM1202 and HNB1204 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: Class 2.0 hrs Lab 2.0 hrs Contact time 44 hours: Weeks 1-3: 3x2hr class and 3x2hr lab Week 4: 2x2hr class and 2x2hr lab

Required Reading: Farrell, M., & Dempsey, J. (2017) 4th ed. Smeltzer & Bare's Textbook of medical surgical nursing, Lippincott, Williams and Wilkins, Sydney. Tollefson, J., & Hillman, J. (2016) 6th ed. 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: HNB1205 - Foundations in Nursing 2 HNB1206 - Professional Practice 1 RBM1202 - 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: Class 2.0 hrs Lab 2.0 hrs Contact time 38 hours: Weeks 1-3: 3x2hr class and 3x2hr lab Week 4: 1x2hr class

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: HNB1206 - Professional Practice 1 HNB1205 - 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:Placement - One hundred and sixty (160) hours: Supervised clinical practice 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 College of Health and Biomedicine Clinical Rules. Practicum, Summative Assessment Australian Nursing Standards Assessment Tool (ANSAT), Pass/Fail. Students must achieve a Satisfactory Standard in the summative assessment (a score of 3 across the assessable items) on the Australian Nursing Standards Assessment Tool (ANSAT) and complete 160 hours of professional practice in order to pass this unit. The ANSAT assesses learning outcomes 1 to 7 as required standards for nursing practice. Learning outcome 8 is a specific for acute care nursing practice. Whilst learning outcomes 9 to 11 are mental health practice specific.

HNB2107 Nursing Professional Practice 1

Locations:St Abans.

Prerequisites:HBM1202 - Anatomy and Physiology 2HNB1204 - 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:Placement - One hundred and sixty (160) hours: Supervised clinical practice in an external acute care setting.

Required Reading:To be confirmed.

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Students must achieve the grade 'Pass' on their Final Professional Practice Performance Appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HNB2205 Nursing and Acute Care 2

Locations:St Abans.

Prerequisites:HNB2104 - Nursing and Acute Care 1HNB2107 - Nursing Professional Practice 1RBM2101 - Pathophysiology & Quality Use of Medicines 1RBM2202 - Pathophysiology & Quality Use of Medicines 2HBNB 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 compliments '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:Class 2.0 hrsLab 2.0 hrsSim (Simulation) 2.0 hrsContact time 44 hours: Weeks 1-3: 3x2hr class and 2x2hr lab and 1x2hr simulation Week 4: 2x2hr class and 2x2hr lab

Required Reading:Required textbooks will be prescribed by the Lecturer.

Assessment:Assignment, Written assessment (1000 words), 15%. Examination, OSCA (Objective, Subjective Clinical Assessment) (30 minutes), 15%. Examination, Written examination (2 hours), 70%. Other, Medication Calculation Assessment - (30 minutes), 0%. 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 2 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 (to align to ANMAC accreditation requirements of the course) and achieve an aggregate score of 50%. There will be no supplementary assessments for this unit. .

HNB2206 Nursing and Mental Health 2

Locations:St Abans.

Prerequisites:HNB2105 - Nursing and Mental Health 1

Description:This unit builds on the unit 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:Class2.0 hrsLab2.0 hrsContact time 44 hours: Weeks 1-3: 3x2hr class and 3x2hr lab Week 4: 2x2hr class and 2x2hr lab

Required Reading:Elder, R., Evans, K. & Nizette, D. (2017) 4th 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 1HNB2104 - Nursing and Acute Care 1HNB2105 - 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.

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:PlacementPlacement - One hundred and sixty (160) hours: Supervised clinical practice in a clinical environment.

Required Reading:Required textbooks will be prescribed by the UoS coordinator.

Assessment:Practicum, Summative Assessment Australian Nursing Standards Assessment Tool (ANSAT), Pass/Fail. Students must achieve a Satisfactory Standard in the summative assessment (a score of 3 across the assessable items) on the Australian Nursing Standards Assessment Tool (ANSAT) and complete 160 hours of professional practice in order to pass this unit. The clinical appraisal process assesses learning outcomes 1 to 7 as generic competencies for nursing practice. The ANSAT assesses learning outcome 8 as required standards for nursing practice and 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.

HNB3102 Nursing Professional Practice 2

Locations:St Abans.

Prerequisites:RBM2202 - Pathophysiology & Quality Use of Medicines 2HNB2104 - 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:h this 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, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Students must achieve the grade 'Pass' on their final professional practice appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HNB3123 Working With Evidence

Locations: St Albans.

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: Class 3.0 hrs Tutorial 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

Required Reading: Richardson-Tench, M., Taylor, B., Kermode, S., & Roberts, K. (2014) 5th ed. Research in nursing: Evidence for best practice Cengage Learning Australia: South Melbourne

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 Albans.

Prerequisites: HNB2106 - 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 life span. 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, Summative Assessment Australian Nursing Standards Assessment Tool (ANSAT), Pass/Fail. Students must achieve a Satisfactory Standard in the summative assessment (a score of 3 across the assessable items) on the Australian Nursing Standards Assessment Tool (ANSAT) and complete 120 hours of professional practice in order to pass this unit.

HNB3140 Professional Studies 2 & Interprofessional Practice

Locations: St Albans.

Prerequisites: HNB2106 - 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 HNB1103 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: Lecture 2.0 hrs Sim (Simulation) 2.0 hrs Tutorial 2.0 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:HNB3102 - 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 hrsLecture 2.0 hrsTutorial 2.0 hrsA 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. Bratto, 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 2RBM2202 - 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 hrsA 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% . .

HNB3209 Nursing and the Community

Locations:St Abans.

Prerequisites:HNB3141 - Nursing and Complex CareHNB3123 - Working With EvidencePlus 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 Summative Assessment, 0%. To gain an overall pass in this unit students must achieve an aggregate score of 50% and pass the Professional Practice Summative Assessment with a score of 3 across the assessable items on the Australian Nursing Standards Assessment Tool (ANSAT) and complete 80 hours of professional practice.

HNB3210 Professional Practice 5

Locations: St Abans.

Prerequisites: HNB3140 - 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: Sim (Simulation) 4.0 hrs 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 a score of 3 across the assessable items on the ANSAT on their summative assessment and complete 160 hours of professional practice in order to pass this unit. Professional practice enrolment, placement allocation and academic progress will be managed according to the College of Health and Biomedicine Clinical Rules. Practicum, Summative Assessment Australian Nursing Standards Assessment Tool (ANSAT), Pass/Fail.

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: HNB2205 - 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%.

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% .

HNB3227 Mental Health and Nursing

Locations:St Abans.

Prerequisites:HNB2107 - Nursing Professional Practice 1HNB1204 - Foundations of Nursing and Midwifery 2RBM2202 - 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:Lab1.0 hrLecture2.0 hrsTutorial2.0 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 Abans.

Prerequisites:HNB2107 - Nursing Professional Practice 1HNB1204 - 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:h 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, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Students must achieve the grade 'Pass' on their final Professional Practice Performance Appraisal to pass this unit. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HNB4201 Nursing Professional Practice 4

Locations:St Albans.

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: In this professional practice unit, students will have one hundred and sixty (160) hours in an acute care healthcare setting.

Required Reading:Nil

Assessment:Practicum, Interim Professional Practice Performance Appraisal, Pass/Fail. Practicum, Final Professional Practice Performance Appraisal, Pass/Fail. Students must achieve the grade 'Pass' 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 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 practising 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:Seminar 2.0 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 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:Placement 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 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 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 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.

RBF3256 Food Product Development

Locations: Footscray Nicholson.

Prerequisites: Nil.

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%.

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: Class 3.0 hrs Tutorial 2.0 hrs Contact time 55 hours: Weeks 1-3: 3x3hr class and 3x2hr tutorial Week 4: 2x3hr class and 2x2hr tutorial

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 Albans.

Prerequisites: HBM1202 - Anatomy and Physiology 2HNB1204 - Foundations of Nursing and Midwifery 2HNB1205 - Foundations in Nursing 2HNB1206 - Professional Practice 1RBM1202 - Bioscience 2: Body Structure & Function HBNB require HNB1205, HNB1206 and RBM1202 only. HBMA require HBM1202 and HNB1204 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: Class 3.0 hrs Tutorial 1.0 hr Contact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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

McKenna, L. & Lim, A.G (2014) 2nd ed. McKenna's Pharmacology for nursing and health professionals Sydney, NSW: Lippincott Williams & Wilkins

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).

RBM2133 Cell and Molecular Biology

Locations:St Abans.

Prerequisites:RBM1528 - Human Physiology 2RBF1310 - Biology 1RBM1528 (biomed students) OR RBF1310 (science students)

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:Class3.0 hrsTutorial2.0 hrsContact time 55 hours: Weeks 1-3: 3x3hr class and 3x2hr tutorial Week 4: 2x3hr class and 2x2hr tutorial

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, 300words), 10%. Examination, Written Exam (2 hours) consisting of multiple choice questions and short answer questions (equivalent to 2000 words), 50%.

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:Class3.0 hrsLab2.0 hrsContact time 55 hours: Weeks 1-3: 3x3hr class and 3x2hr lab Week 4: 2x3hr class and 2x2hr lab

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:Class3.0 hrsTutorial1.0 hrContact time 44 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial Week 4: 2x3hr class and 2x1hr tutorial

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.

RBM2530 Pathophysiology 1

Locations:Footscray Park.

Prerequisites:RBM1518 - Human Physiology 1RBM1528 - Human Physiology 2OR: 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: Class 3.0 hrs Lab 2.0 hrs Tutorial 1.0 hr Contact time 66 hours: Weeks 1-3: 3x3hr class and 3x1hr tutorial and 3x2hr lab Week 4: 2x3hr class and 2x1hr tutorial and 2x2hr lab

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.

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: Class 3.0 hrs Lab 3.0 hrs Contact time 66 hours: Weeks 1-3: 3x3hr class and 3x3hr lab Week 4: 2x3hr class and 2x3hr lab

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: Footscray Park, St Albans.

Prerequisites: RBM1528 - Human Physiology 2 RBF1310 - Biology 1 RCS1602 - Chemistry 1 BRCS1602 AND RBM1528 (biomed students) OR RBF1310 (science students)

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: Class 3.0 hrs Lab 3.0 hrs Contact time 66 hours: Weeks 1-3: 3x3hr class and 3x3hr lab Week 4: 2x3hr class and 2x3hr lab

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: 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: Class 3.0 hrs Lab 3.0 hrs Contact time 66 hours: Weeks 1-3: 3x3hr class and 3x3hr lab Week 4: 2x3hr class and 2x3hr lab

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%.

RBM3264 Advanced Nerve and Muscle Physiology

Locations: 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: 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%.

RBM3640 Advanced Neurosciences

Locations: St Abans.

Prerequisites: RBM2100 - Rehabilitation Anatomy RBM2540 - Pathophysiology 2 RBM2800 - Cardiorespiratory and Renal Physiology Any one of the following units RBM2100 or RBM2540 or RBM2800.

Description: This unit provides advanced series of lectures in specialised areas of Neuroscience. In this unit students will study neuroanatomy, neurophysiology and pathophysiology of nervous system disorders. Students will enhance knowledge of fundamentals of the nervous system and learn the neurophysiology of memory, learning and cognition, language, behaviour and emotions, addiction, circadian rhythms and sleep. Students will study brain regulation of motor, sensory and autonomic functions, pathways, disorders and the latest research related to specific disorders.

Credit Points: 12

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

1. Attain advanced knowledge of the nervous system structure and functioning, including the neurophysiology of higher human brain functions: memory, learning, cognition, behaviour, emotions, language;
2. Explore mechanisms of addiction and sleep disorders; elucidate brain regulation of muscle functions, neuronal pathways from brain centres to effector organs, pathophysiological mechanisms underlying disorders of neuromuscular transmission;
3. Evaluate sensory pathways from the special sense organs (visual, auditory, smell, taste), and from somatic sensory receptors (touch, pressure, pain) to cortical centres; interpret the regulation of autonomic functions by the central and peripheral nervous system; mechanisms underlying dysfunctions of the autonomic nervous system including enteric nervous system and brain-gut disorders;
4. Demonstrate effective communication and interpersonal skills through oral presentations regarding neurological disorders; integrate information on the latest studies in Neuroscience, diagnostic methods and novel treatments for the nervous system diseases.

Class Contact: Lecture 3.0 hrs Tutorial 1.0 hr Forty-eight (48) hours per semester of lectures and tutorials. It is estimated that each student will need to spend an additional six (6) hours per week engaged in independent learning tasks relating to the outcomes of the subject.

Required Reading: Purves, D., et al. (2012) 5th ed. Neuroscience Sinauer Associates, Sunderland, MA, USA. Siegel Allan, Sapru Hreday N. (2011) Essential Neuroscience Lippincott Williams & Wilkins, USA Nolte John (2007) Elsevier's integrated neuroscience Philadelphia : Mosby / Elsevier 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 2 HBM2105 - Medical Microbiology and Immunity RBM2540 apply to HBBM students. HBM2105 apply to HBBS and NBSC students.

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: Lab 3.0 hrs Lecture 3.0 hrs Tutorial 1.0 hr Fifty-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 Albans.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2560 - Medical Biochemistry RBM2800 - Cardiorespiratory and Renal Physiology RBM2540 and RBM2560 for HBBM; RBM2560 and RBM2800 for HBBS. Pre-requisites not applicable for HBPA students.

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: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 1.0 hr Sixty (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%.

RBM3960 Nutritional Frontiers

Locations: Footscray Park.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan RBM1528 - Human Physiology 2 HBM2103 - Digestion, Nutrition and Metabolism HHN2001 for all students; RBM1528 for HBAS and HBNT students only; HBM2103 for all HBHL, HBBM, ABHF, ABHG, SBSA, SBFI 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

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%.

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.

