

**COLLEGE OF
HEALTH AND
BIOMEDICINE
HANDBOOK 2021**

DISCLAIMER

The information contained in Victoria University's 2021 College of Health and Biomedicine was current at 01 December 2020

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 2021 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 2021.

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 2021.

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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UNITS

College of Health and Biomedicine

Below are details of courses offered by the College of Health and Biomedicine in 2021.

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, consisting of:

- 96 credit points of Core First Year studies;
- 120 credit points of Core Psychology studies;
- 24 credit points of Psychology Elective studies, and;
- 48 credit points 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
APS2030	Qualitative Social Research Methods 1	12
HPP2001	Developmental Psychology	12

Plus

12 credit points of Minor studies

Semester 2:

APP2014 Psychology 2B 12

APS2040 Quantitative Social Research Methods 1 12

Plus

12 credit points of Psychology Elective studies

12 credit points 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 of Minor studies

Semester 2:

APP3023 Psychological Issues in the Workplace 12

APP3037 Clinical Aspects of Psychology 12

Plus

12 credit points of Psychology Elective studies

12 credit points 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

APP3026 Cognitive Psychology 12

APP3027 Relationship and Family Wellbeing 12

Minors

AMGEN Gender Studies

AMIHIS History

AMISLY Sociology

HMHLT Health

HMIOS Interpersonal Organisation Skills

HMATN Applied Health Nutrition

Bachelor of Psychological Studies/Bachelor of Business

Course Code: ABPB

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
BAO1101	Accounting for Decision Making	12
BE01106	Business Statistics	12

BH01171	Introduction to Marketing	12
BLO1105	Business Law	12
HPP2001	Developmental Psychology	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
APP3026	Cognitive Psychology	12
APP3027	Relationship and Family Wellbeing	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 interpersonal skills and interventions, consistent with pre-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;
- 216 credit points (equivalent to 18 units) of Core Psychology studies;
- 2 x 24 credit points (equivalent to 2 units) of Core Thesis studies; and
- 24 credit points (equivalent to 2 units) of 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

APP2023	Interpersonal Skills 2	12	APP3019	Psychobiology	12
APS2030	Qualitative Social Research Methods 1	12	APP3020	Psychoanalysis	12
HPP2001	Developmental Psychology	12	APP3026	Cognitive Psychology	12
Year 2, Semester 2			APP3027	Relationship and Family Wellbeing	12
APP2014	Psychology 2B	12	Bachelor of Social Work		
APP2024	Organisational Skills 2	12	Course Code: ABSW		
APS2040	Quantitative Social Research Methods 1	12	Campus: Footscray Nicholson.		
12 credit points of Psychology Elective studies			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).		
Year 3, Semester 1			Course Objectives: On successful completion of this course, students will be able to:		
APP3028	Fieldwork	12	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;		
APP3035	Research Methods in Psychology	12	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;		
APP3034	History, Theories and Practice of Psychology	12	3. Appraise knowledge and understanding of social welfare and social policy in the Australian context emphasising origins, functions, ideological bases and power relations.;		
APS3030	Social Research Methods	12	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;		
Year 3, Semester 2			5. Apply social work knowledge, values, research and intervention skills to intervene and respond to the needs of diverse individuals, groups and communities;		
APP3037	Clinical Aspects of Psychology	12	6. Demonstrate ethical and critically reflective professional conduct using skills, knowledge, power, and professional authority in ways that serve humanity;		
APP3023	Psychological Issues in the Workplace	12	7. Demonstrate readiness for beginning social work practice and display collaborative and inclusive professional work and learning behaviours.		
APS3040	Independent Research Project	12	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.		
PLUS			Course Duration: 4 years		
12 credit points of Psychology Elective Studies					
Year 4, Semester 1					
APH4012	Research Thesis	24			
APH4018	Social Research Methods in Context	12			
APH4071	Professional Orientation (Psychological Assessment)	12			
Year 4, Semester 2					
APH4001	Psychological Interventions	12			
APH4013	Psychology in Practice	12			
APH4015	Extended Research Thesis	24			
Psychology Electives:					
APP3015	Counselling Theory and Practice	12			
APP3016	Group Behaviour	12			
APP3018	Organisations and Work	12			

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 7.0 (with no band less than 7.0 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).

Admission Requirements Other: A Clinical Placement fee applies in all situations where the student is enrolled in a unit with a clinical placement component and/or has been provided with a clinical placement opportunity and fails to meet minimum standards for external placement, this can include late cancellations, failure to attend, student and professional misconduct, failure to provide mandatory documentation, regardless if the student discontinues prior to the enrolled Census Date. For placement fee details relevant to your course refer to <https://www.vu.edu.au/current-students/your-course/fees/additional-fees-charges>

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
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
HHB1104	Introduction to Public Health and Wellness	12
HHH1000	Interpersonal Skills and Communication	12

Year 2

ASW2090	Groupwork Theory and Practice	12
ASW2102	Social Welfare: History and Current Context	12

ASW2103	Human Development in Social Context	12
ASW2104	Critical Social Work Theories	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		
AEK3203	Working Ethically in Aboriginal Community	12
APS2030	Qualitative Social Research Methods 1	12
ASW2013	Introduction to Social Policy	12
ASW3002	Professional Practice	48
ASW3300	Working With Individuals and Families	12
Year 4		
ASW3096	Understanding and Responding to Family Violence	12
ASW3104	Health and Mental Health: Practice and Policy	12
ASW4002	Advanced Professional Practice	48
ASW4003	Social Work Advocacy: Scope, Research and Design	12
ASW4004	Social Work Advocacy: Social Change in Action	12

Graduate Diploma in Counselling

Course Code:AGPD

Campus:City Flinders.

About this course: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. The practicum units require daytime placement in a community or counselling agency. Students of this Graduate Diploma program may apply to enter the Masters program with advanced standing given for the shared units completed at AQF8 level. Students will also be given credit for the practicum hours already completed in the Graduate Diploma, which constitute equivalence to Practicum 3 in the Masters program. Professional accreditation of this course by the Australian Counselling Association is current.

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

1. Critically review counselling theories and contemporary professional literature to apply evidence-based practice to counselling interventions;
2. Investigate cultural and systemic elements relevant to counselling practice including inter-professional relations;
3. Appraise psychological theories and therapeutic approaches offered by helping professionals in relationship to the role of the counsellor;
4. Formulate evidence-based intervention plans for a range of counselling presentations addressing psychosocial issues;
5. Critically evaluate core ethical and professional conduct issues that are likely to be encountered by practising counsellors; and
- 6.

Demonstrate appropriate and responsive counselling practice in a professional workplace setting.

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 is required for applicants to this course.

COURSE STRUCTURE

To attain the Graduate Diploma in Counselling students will be required to complete:

- 96 credit points of Core studies

APT6016 Foundations of Counselling 12

OR

APT6019 Foundations of Child and Adolescent Counselling 12

APT6017 Counselling Theories and Interventions 12

APT6018 Counselling across the Lifespan 12

APT6020 Ethics and Professional Practice for Counsellors 12

APT6001 Practicum 1 12

APT6021 Supervision and Reflection Practice for Counsellors 12

APT6023 Working with Diversity in Counselling 12

APT6002 Practicum 2 12

Bachelor of Psychological Studies (Honours)

Course Code: AHPA

Campus: Footscray Park.

About this course: The Honours program provides a course of advanced study in Psychology at fourth year level which builds on the knowledge developed in 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) and with a minimum third-year weighted average mark (WAM) of 70%; 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).

COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 units) of Core studies; and
- 2 x 24 credit points (equivalent to 2 units) of Core Thesis 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

APH4001 Psychological Interventions 12

APH4015 Extended Research Thesis 24

APH4071 Professional Orientation (Psychological Assessment) 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, including other health care professionals;
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. Deconstruct 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.

CORE UNITS

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APC6088	Psychopathology and Diagnosis	12
APC6089	Research Methods	12
APC6091	Interventions 1 - Introduction to CBT	12
APC7901	Thesis 1	12
APC7902	Thesis 2	12
APM6010	Foundations of Community Psychology	12
APM6013	Psychology of Community Health	12
APM6014	Practicum 1	12
APM7003	Community Psychology Interventions	12
APM7004	Intercultural Approaches to Community Psychology	12
APM7005	Practicum 2	12
APM7006	Psychology Practice	12
APM7007	Practicum 3	12

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
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 Counselling

Course Code: AMPE

Campus: 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 counselling field. Students learn to analyse and evaluate counselling frameworks 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 an ACA accredited course.

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

1. Critically review counselling theories and contemporary professional literature to apply evidence-based practice to counselling interventions;
2. Investigate cultural and systemic elements relevant to counselling practice including inter-professional relations;
3. Appraise psychological theories and therapeutic approaches offered by helping professionals in relationship to the role of the counsellor;
4. Formulate evidence-based intervention plans for a range of counselling presentations addressing psychosocial issues;
5. Conduct a professional project through the application of evaluation and research principles applicable to the field of counselling;
6. Critically evaluate core ethical and professional conduct issues that are likely to be

encountered by practising counsellors; and 7. Demonstrate appropriate and responsive counselling practice in a professional workplace setting.

Careers: Graduates typically work in a range of counselling based/human services roles. These include school counselling, community mental health, family support, youth work 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 7.0 (with no band less than 6.5 in Reading & Writing and 7.5 in Speaking & Listening)

Admission Requirements Other: Applicants must be able to provide academic and professional references and are required to attend a selection interview.

COURSE STRUCTURE

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

- 192 credit points of Core studies.

Year 1

APT6016	Foundations of Counselling	12
APT6017	Counselling Theories and Interventions	12
APT6018	Counselling across the Lifespan	12
APT6019	Foundations of Child and Adolescent Counselling	12
APT6020	Ethics and Professional Practice for Counsellors	12
APT6021	Supervision and Reflection Practice for Counsellors	12
APT6022	Evaluation and Research for Counselling Interventions	12
APT6023	Working with Diversity in Counselling	12

Year 2

APT7001	Working with Systems in Counselling	12
APT7002	Professional Counselling Project A	12
APT6010	Practicum 3	12
APT6000	Advanced Counselling Interventions	12
APT5006	Trauma-informed Counselling	12

APT6005	Counselling for Addictions	12
APT6011	Practicum 4	12
APT7003	Professional Counselling Project B	12

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 or 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 Back	12
RBM2540	Pathophysiology 2	12
RBM2800	Cardiorespiratory and Renal Physiology	12

24 credit points from the selected Minor

Year 3

HBM3106	Reproductive and Developmental Biology	12
HBM3104	Exercise Is Medicine	12

HBM3101	Research Methods	12
HBM3205	Clinical Genetics and Cellular Basis of Disease	12
RBM3640	Advanced Neurosciences	12
HBM3105	Research Project	12

OR

HBM3204	Biomolecular Mechanisms of Disease	12
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24 credit points from the selected Minor

Minors

HMHNU	Health and Nutrition
HMIPH	Integrative Physiology
HMIIMM	Immunopharmacology
AMITEM	The Entrepreneurial Mindset

Bachelor of Biomedical Science

Course Code: HBBS

Campus: St Albans.

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

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

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

Conceptually map key ethical and professional components within the domain of Biomedical Science; 7. Effectively and analytically communicate complex ideas in Biomedical science in both written and oral formats to both professional and lay audiences including supervisors, peers, research teams, community and industry partners.

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

Course Duration:3 years

Admission Requirements: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:City Queen, Online.

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.

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		
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
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		
HBD3001	Dermal Skills 1	12
HBD3002	Dermal Clinic 1	12
HBD3003	Skin Management 1	12
HBD3004	Dermal Skills 2	12
HBD3005	Dermal Clinic 2	12
HBD3103	Chemistry for Dermal Sciences	12

HBD3104	Dermal Sciences 3	12
HBD3204	Dermal Sciences 4	12
Year 4		
HBD4001	Skin Management 2	12
HBD4002	Dermal Skills 3	12
HBD4003	Dermal Clinic 3	12
HBD4004	Skin Management 3	12
HBD4005	Dermal Skills 4	12
HBD4006	Dermal Clinic 4	12
HBD4104	Independent Project and Group Research 1	12
HBD4204	Independent Project and Group Research 2	12

Bachelor of Biomedical and Exercise Science

Course Code: HBES

Campus: Footscray Park, St Albans.

About this course: Be part of a growing demand for graduates with training in the field of exercise and biomedical sciences. Victoria University's Bachelor of Biomedical and Exercise Science is a dual disciplinary degree. It integrates biomedical science and exercise science into a compelling new area of study covering the fundamentals of anatomy and physiology, pathophysiology, biochemistry, biomechanics, kinesiology and psychology in the environment of physical activity, sport, and health research. You will learn to apply theoretical knowledge and analytical techniques to a range of practical and clinical scenarios including learning in the Workplace and Community projects in industry and community settings. You will also gain experience and develop a solid foundation in designing research methodologies, and performing analytical research by participating in interdisciplinary research as a team member. Victoria University is equipped with new medical research facilities at Sunshine Hospital, and exercise and sport science facilities at the Footscray Park campus. The course is closely linked with:

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

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

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

1. Apply a broad and coherent knowledge of the fundamentals of anatomy, physiology, kinesiology, biomechanics, psychology to investigate health and disease, nutrition and exercise science; 2. Apply theoretical knowledge to practical situations in laboratory simulated learning environments, and community and industry settings, independently and as part of a research team; 3. Critically review the principles of scientific research, experiment design and project design and consider social, cultural, and environmental issues; 4. Critically analyse and

synthesise biomedical and exercise science literature and data; 5. Elucidate written and oral knowledge to a range of associates including supervisors, peers, research teams; community and industry partners; 6. Reflect on own learning and career goals and the development of strategies for achieving them.

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

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 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		
AHE2102	Sports Biomechanics	12
AHE2127	Motor Learning	12
RBM2540	Pathophysiology 2	12
RBM2800	Cardiorespiratory and Renal Physiology	12
Year 3, Semester 1		
AHE3100	Advanced Exercise Physiology	12
HBM3101	Research Methods	12
HBM3104	Exercise Is Medicine	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 Albans.

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

Course Objectives: On successful completion of this course, students will be able to:
1. Critically review selected social, biological, economic, political and environmental determinants of health, well-being and disease and explain how they manifest in

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

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

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including 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 consisting of:

- 96 credit points of First Year Core studies;
- 96 credit points of Public Health Major studies;

Plus One of the following: Option A:

- 96 credit points of Indigenous Health Major studies;

Option B:

- 96 credit points 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
HBM1001	Anatomy and Physiology 1	12
HBM1202	Anatomy and Physiology 2	12
HCM1000	Professional Communication	12
HHB1104	Introduction to Public Health and Wellness	12
HHB1105	Evidence and Health 1	12
HHB1204	Australian Health and Social Care Systems and Policy	12
HPC1000	Introduction to Human Nutrition and Food	12

Compulsory Majors

HMAPBH Public Health

Majors

HMAIND Indigenous Health

Minors

SMIHEA Health (Sport Science Minor)

HMHNU Health and Nutrition

HMIIND 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 Nursing 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.

Entry to the Bachelor of Midwifery/Bachelor of Nursing is competitive. All applicants will be ranked on ATAR or ATAR-equivalent for non-year 12's as determined by their educational background.

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 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English other than EAL. PLUS: Units 3 and 4: a study score of at least 20 in one of Biology, Chemistry, Health and Human Development or Psychology. Please ALSO refer to ADDITIONAL INFORMATION section regarding English language skills registration standard for domestic students.

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in English (or equivalent) other than EAL. AND: Units 3 and 4: a study score of at least 20 in one of Biology, Chemistry, Health and Human Development or Psychology. Please ALSO refer to ADDITIONAL INFORMATION section regarding English language skills registration standard for domestic students.

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent) in Health Science or Nursing. Please ALSO refer to ADDITIONAL INFORMATION section regarding English language skills registration standard for domestic students.

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. A Clinical Placement fee applies in all situations where the student is enrolled in a unit with a clinical placement component and/or has been provided with a clinical placement opportunity and fails to meet minimum standards for external placement, this can include late cancellations, failure to attend, student and professional misconduct, failure to provide mandatory documentation, regardless if the student discontinues prior to the enrolled Census Date. For placement fee details relevant to your course refer to <https://www.vu.edu.au/currentstudents/your-course/fees/additional-fees-charges>. ADDITIONAL INFORMATION FOR ALL DOMESTIC STUDENTS ON NURSING AND MIDWIFERY BOARD OF AUSTRALIA (NMBA) ENGLISH LANGUAGE SKILLS REGISTRATION STANDARDS Applicants must be able to demonstrate that they meet the requirements of the NMBA English language skills registration standard. Proof of this English language competency can be achieved via ONE of the following three pathways: Primary Language Pathway Applicants must be able to demonstrate that their primary language is English and they have satisfactorily completed at least six years of primary and secondary education taught and assessed in English in either Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States of America, including at least two years between years 7 and 12. Extended Education Pathway Applicants must be able to demonstrate that they have satisfactorily completed three years (full-time equivalent) of education taught and assessed in English, in either Australia, Canada, New Zealand, Republic of Ireland,

South Africa, United Kingdom or United States of America. Note: It is a requirement of the NMBA English language skills registration standard, for registration as an Enrolled Nurse via this pathway, that five years (full-time equivalent) continuous education in total is completed. English Language Test Pathway Applicants must be able to demonstrate that they have achieved the required minimum scores in one of the following English language tests and meet the requirements for test results specified in NMBA's English language skills registration standard: • IELTS (Academic): minimum overall band of 7.0 (with no individual band less than 7.0); OR • OET: minimum score of B in each of the four bands; OR • TOEFL iBT: minimum overall score of 94 (with minimum score of 24 in listening and reading, 27 in writing and 23 in speaking) OR • PTE (A): minimum score of 65 (with no communication band less

COURSE STRUCTURE

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

Year 1

Semester 1:

HBM1001	Anatomy and Physiology 1	12
HNB1103	Professional Studies 1	12
HNB1104	Foundations of Nursing and Midwifery 1	24

Semester 2:

ASE1201	Population Health	12
HBM1202	Anatomy and Physiology 2	12
HNB1204	Foundations of Nursing and Midwifery 2	24

Year 2

Semester 1:

AEK1203	Indigenous Health and Wellbeing	12
HNB2104	Nursing and Acute Care 1	12
HNB2107	Nursing Professional Practice 1	12
RBM2101	Pathophysiology & Quality Use of Medicines 1	12

Semester 2:

HMB2201	Complex Midwifery 1	12
HMB2202	Midwifery Professional Practice 1	12
HNB3123	Working With Evidence	12
RBM2202	Pathophysiology & Quality Use of Medicines 2	12

Year 3

Semester 1:		
HMB3101	Complex Midwifery 2	12
HMB3102	Midwifery Professional Practice 2	12
HNB2205	Nursing and Acute Care 2	12
HNB3102	Nursing Professional Practice 2	12
Semester 2:		
HIP3001	Interprofessional Practice	12
HMB3201	Complications of the Newborn	12
HNB3227	Mental Health and Nursing	12
HNB3229	Nursing Professional Practice 3- Mental Health	12

Year 4

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

Bachelor of Nursing

Course Code: HBNB

Campus: St Albans.

About this course: Follow your interest to be a health care professional. The Bachelor of Nursing prepares graduates for respectful patient-centred care in the dynamic Australian healthcare sector. The evolving scope of nursing practice requires an understanding of digital health, culturally diverse communities and safety of the public. Our focus on simulation and case based learning prepares you to take advantage of professional experience placements with clinical partners during each year of the course. We will teach you the necessary hands on and communication skills in our purpose built simulation laboratories whilst your theoretical knowledge will be developed through a case based learning approach to both nursing and scientific content. 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. Exhibit values, behaviours, attributes and professional knowledge congruent with quality, safe, ethical, legal and culturally appropriate provision of nursing practice in a

range of health care settings across the domains of physical health, mental health and aged care to meet the Registered Nurse Standards of Practice; 2. Integrate knowledge of anatomy and physiology with scientific concepts underpinning nursing practice using clinical reasoning and problem-solving skills; 3. Contextualise comprehensive health assessment techniques to evaluate physical, psychosocial, sociological, spiritual, cultural and age appropriate elements taking a person-centred approach within an interprofessional framework whilst exhibiting accountability consistent with own nursing scope of practice; 4. Plan, implement and evaluate contemporary nursing practice within the context of evidence-based recommendations across the lifespan in primary, secondary and tertiary contexts in response to regional, national and global health priorities; 5. Exemplify cultural responsiveness, sensitivity and inclusive practice and promote the rights of Aboriginal and Torres Strait Islander peoples and culturally diverse communities; 6. Exemplify therapeutic and interpersonal skills using face-to-face and digital health communication within professional nursing practice; and 7. Critically reflect on own nursing practice to identify professional needs and opportunities, to inform development, and support evaluation of self-directed and lifelong learning.

Careers: The course prepares students to graduate with a Bachelor of Nursing degree. This enables students to be able to register as a Registered Nurse with the Nursing Midwifery Board of Australia (NMBA) and as such, meet the professional standards in order to practise in Australia. The professional standards define the practice and behaviour of nurses and midwives and include: code of conduct, standards of practice and code of ethics.

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. AND Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics AND Successful completion of a non-academic attributes assessment, for example, the CASPer test or equivalent. CASPer is an online test designed to assess an applicant's personal and professional attributes to support admission to health and medicine disciplines. Please ALSO refer to ADDITIONAL INFORMATION section regarding English language skills registration standard for domestic students. Police check: Students must complete a National Police Records or Fit-2-Work check on admission to the course and on an annual basis. Working with Children Check: Students must complete a Working with Children Check on admission to the course. Specified DoH Immunisations with serology testing valid for completion of course. Flu vax to be completed yearly. Fitness for Practice: Students must be prepared to declare their fitness for practice on admission and prior to undertaking hospital/agency placements by completing the Fitness for Practice Declaration Form on inPlace. The University has a duty of care to ensure that students who undertake professional experience placements are both physically and mentally able, in a sustained manner, to engage in the experience. Early identification of fitness to practice concerns allows the University to discuss with students potential reasonable adjustments to assist them to undertake their placement. Any agreed adjustments must not compromise the safety and wellbeing of the student and must ensure safety of the public. For further information refer to the Nursing Inherent Requirements.

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 or Diploma (or equivalent) in Nursing, Health Sciences or similar. ADDITIONAL INFORMATION FOR ALL INTERNATIONAL STUDENTS ON NURSING AND MIDWIFERY BOARD OF AUSTRALIA (NMBA) ENGLISH LANGUAGE SKILLS REGISTRATION STANDARDS Applicants must be able to demonstrate that they meet the Nursing and Midwifery Board of Australia (NMBA) English language skills registration standard. Applicants can obtain further information about the Standard and sitting requirements for the English Language Tests at:

<http://www.nursingmidwiferyboard.gov.au/Registration-Standards/English-language-skills.aspx> As part of this standard, applicants must be able to demonstrate that they have evidence of completing: • At least 5 years (full time equivalent) continuous education taught and assessed in English, in any of the recognised countries (Australia, Canada, New Zealand, South Africa, United States of America, Canada, Republic of Ireland, United Kingdom). OR • IELTS with a minimum IELTS (academic module) overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking). OR • OET with a minimum score of B in each of the four components (listening, reading, writing and speaking). OR • PTE Academic with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking). OR • TOEFL iBT with a minimum total score of 94 and the following minimum score in each section of the test: 24 for listening, 24 for reading, 27 for writing, and 23 for speaking.

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate more than two years ago including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English. AND Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics. AND Successful completion of a non-academic attributes assessment, for example, the CASPer test or equivalent. CASPer is an online test designed to assess an applicant's personal and professional attributes to support admission to health and medicine disciplines. Please ALSO refer to ADDITIONAL INFORMATION section regarding English language skills registration standard for domestic students.

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent) in Nursing, Health Sciences or similar. AND Successful completion of a non-academic attributes assessment, for example, the CASPer test or equivalent. CASPer is an online test designed to assess an applicant's personal and professional attributes to support admission to health and medicine disciplines. Please ALSO refer to ADDITIONAL INFORMATION section regarding English language skills registration standard for domestic students.

Admission Requirements Other: ADDITIONAL INFORMATION FOR ALL DOMESTIC STUDENTS ON NURSING AND MIDWIFERY BOARD OF AUSTRALIA (NMBA) ENGLISH LANGUAGE SKILLS REGISTRATION STANDARDS Applicants must be able to demonstrate that they meet the requirements of the Nursing and Midwifery Board of Australia's (NMBA) English language skills registration standard. Proof of this English language competency can be achieved via ONE of the following three pathways: Primary Language Pathway Applicants must be able to demonstrate that their primary language is English and they have satisfactorily completed at least six years of primary and secondary education taught and assessed in English in either Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States of America, including at least two years between years 7 and 12. Extended Education Pathway Applicants must be able to demonstrate that they have

satisfactorily completed three years (full-time equivalent) of education taught and assessed in English, in either Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States of America. Note: It is a requirement of the NMBA English language skills registration standard, for registration as an Enrolled Nurse via this pathway, that five years (full-time equivalent) continuous education in total is completed. English Language Test Pathway Applicants must be able to demonstrate that they have achieved the required minimum scores in one of the following English language tests and meet the requirements for test results specified in NMBA's English language skills registration standard: • IELTS (Academic): minimum overall band of 7.0 (with no individual band less than 7.0); OR • OET: minimum score of B in each of the four bands; OR • TOEFL iBT: minimum overall score of 94 (with minimum score of 24 in listening and reading, 27 in writing and 23 in speaking) OR • PTE (A): minimum score of 65 (with no communication band less than 65) Applicants can obtain further information about the Standard at: <http://www.nursingmidwiferyboard.gov.au/Registration-Standards/English-language-skills.aspx>

COURSE STRUCTURE

To attain the Bachelor of Nursing students will be required to complete:

- 288 credit points of Core studies.

Year 1, Semester 1

HNB1001	Professional Nurse or Midwife	12
HBM1001	Anatomy and Physiology 1	12
HNB1102	Foundations in Nursing 1	12
AEK1203	Indigenous Health and Wellbeing	12

Year 1, Semester 2

HBM1202	Anatomy and Physiology 2	12
HNB1205	Foundations in Nursing 2	12
HNB1002	Primary Health Care Across the Lifespan	12
HNB1003	Professional Experience Placement 1 Nursing	12

Year 2, Semester 1

HNB2001	Contemporary Nursing A	12
HNB2002	Contemporary Nursing and Mental Health A	12
HNB2003	Contemporary Nursing B	12
HNB2004	Professional Experience Placement 2 Nursing	12

Year 2, Semester 2

HNB2005	Contemporary Nursing and Mental Health B	12
HNB2006	Professional Experience Placement 3 Nursing Mental Health	12

HNB2007	Research and Evidence Based Practice	12
HNB2008	Contemporary Nursing C	12
Year 3, Semester 1		
HNB3001	Nursing in Specialty Areas	12
HNB3002	Professional Experience Placement 4 Nursing	12
HNB3003	Transition to Nursing Practice	12
HNB3141	Nursing and Complex Care	12
Year 3, Semester 2		
HNB3004	Nursing for Chronic Illness and Continuing Care	12
HIP3001	Interprofessional Practice	12
HNB3005	Consolidation of Nursing Practice	24

Bachelor of Human Nutrition

Course Code: HBNT

Campus: Footscray Park.

About this course: The Bachelor of Human Nutrition commences with a broad discipline base of 8 core units in nutrition, food and related sciences. This underpins year 2 subjects that specialise in aspects of Human Nutrition, along with the option to study a minor in Public Health Nutrition or Exercise and Nutrition. In the final year students acquire further specialist knowledge and skills in Human Nutrition, and have the option of studying a second minor in Public Health Nutrition, Exercise and Nutrition 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. The Bachelor of Human Nutrition also offers a route into the Bachelor of Nutritional Science /Master of Dietetics. Bachelor of Human Nutrition students meeting the stipulated requirements on completion of the first year, can apply for entry to the second year of the Bachelor of Nutritional Science /Master of Dietetics. Selection at this point will be competitively assessed as places are limited. Students selecting the appropriate minors within the Bachelor of Human Nutrition will also be eligible, upon graduation, to apply for entry to the Master of Dietetics which will be competitively assessed against other applicants and available spaces.

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 technology-based 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 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 public health 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. Graduates seeking to become Accredited Practising Dietitians are required to complete a post-graduate program accredited by Dietitians 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).

Admission Requirements Other: All students will be required to obtain a 'Working With Children Check' prior to commencing the 2nd year of the course.

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 (2 x minors) from the list below.

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

Minors

HMPHN	Public Health Nutrition
HMBNU	Biomedical Nutrition
HMENT	Exercise and Nutrition

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 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: 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. Students choosing the unit, HNB2402 Health Program Planning and Evaluation, may be required to obtain a 'Working With Children Check' prior to undertaking the unit. 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 HHB2301 Health Promotion, HFB3136 Career and Professional Development or HFB3200 Pinnacle Venture in Semester 1, AND HHB2402 Health Program, Planning and Evaluation, HFB3136 Career and Professional Development, HFB3200 Pinnacle Venture or HIP3001 Interprofessional Practice in Semester 2.

First Year Core units

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

Year 2

Semester 1:

HFB2104	Introduction to Research Methods	12
HFB2117	Clinical Practice 3	12
HFB2121	Paramedic Clinical Science 1 (Medical Emergencies 1)	12
HHB2000	Social Epidemiology	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
HFB3135	Paramedic Clinical Science 5 (Special Populations)	12

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

HHB2301	Health Promotion	12
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OR

HFB3136	Career and Professional Development	12
HFB3200	Pinnacle Venture	12

Semester 2:

HFB3202	Paramedic Health and Wellbeing	12
HFB3226	Major Incidents	12
HFB3234	Paramedic Clinical Practice 6 - Extended Practice	12

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

HHB2402	Health Program Planning and Evaluation	12
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OR

HFB3136	Career and Professional Development	12
HFB3200	Pinnacle Venture	12
HIP3001	Interprofessional Practice	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. Search, retrieve and critically appraise scholarly literature related to osteopathic philosophy and practice, as well as the broader healthcare

field; 3. Interrogate the physical, socio-economic, psychological and cultural factors contributing to a patient's presenting complaint; 4. Synthesise biomedical science knowledge and apply to patient presentations; 5. Formulate diagnoses of musculoskeletal disorders based on interpretation of physical, neurological, orthopaedic, osteopathic examination findings and clinical evidence; 6. Adapt osteopathic manual techniques, rehabilitation exercises, patient education and preventative health approaches to presentations; 7. Exhibit professionalism and effective communication when interacting with the patient community, peers and colleagues; and 8. Integrate osteopathic principles, biomedical science and research evidence for practice to inform the rationale of osteopathic treatment;

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 Werribee 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.

Admission Requirements Other: Students choosing the units, HBS3504 Clinical Skills 5 and HBS3604 Clinical Skills 6, may be required to obtain a 'Working With Children Check' and 'Police Check' prior to undertaking the unit.

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
HCM1000	Professional Communication	12
HRE1000	Evidence and Research	12

Year 2

Semester 1:

HBO2005	Biomedical Science for Osteopathy 5	12
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:

HBO3008	Biomedical Science for Osteopathy 8	12
HBS3002	Evidence Based Practice for Osteopathy 2	12
HBS3004	Patient and Health System 2	12
HBS3504	Clinical Skills 5	12

Semester 2:

HBO3009	Biomedical Science for Osteopathy 9	12
HBS3003	Evidence Based Practice for Osteopathy 3	12
HBS3005	Introduction to Clinical Practice	12
HBS3604	Clinical Skills 6	12

Bachelor of Nutritional Science / Master of Dietetics

Course Code:HCND

Campus:Footscray Park.

About this course:A graduate of a program accredited by Dietitians Australia (DA) is eligible to become a DA member with dietetics qualifications, and to join the Accredited Practising Dietitian (APD) Program. APDs are required to undertake prescribed levels of professional development each year and comply with the DAA Code of Professional Conduct and Statement of Ethical Practice. Eligibility for APD status, or current APD status is a prerequisite of many dietetic positions in Australia. APD status is required for a Medicare or Department of Veterans' Affairs provider number and for provider status with many private health insurers.

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

1. Demonstrate safe, effective and professional practice in line with the Dietetic National Competency Standards, and within ethical and legal frameworks including the Dietetic Code of Professional Conduct, and Statement of Ethical Practice;
2. Apply an evidence-based and highly developed knowledge of human biosciences, food and nutrition science, health and disease, food and food preparation methods to develop and deliver, client-centred strategies and recommendations to improve health and food choices of individuals, groups and/or populations across a range of practice settings;
3. Apply the principles of scientific inquiry and critical evaluation to review the literature, obtain and apply information for effective evidence-based dietetic practice;
4. Apply appropriate methodologies in research, evaluation and quality improvement to undertake a project relevant to nutrition and dietetics, and disseminate the results;
5. Collaborate with and empower clients and stakeholders, using a range of communication and other interpersonal skills necessary for effective dietetic practice and the translation of scientific research on nutrition, health and disease into practical advice for clients and colleagues;
6. Demonstrate the ability to build relationships and work collaboratively with colleagues within and across disciplines in a range of settings, acting as a resource and promoting the profession of nutrition and dietetics; and
7. Demonstrate reflection on, and learning from practice, and recognise the need for continued professional development.

Careers:On graduation students will be eligible to apply for Accredited Practising Dietitian status with the Dietitians Australia (DA). They will be able to practice as Dietitians in private and public health care, health promotion, teaching and research positions.

Course Duration: 4.5 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, Health & Human Development, Mathematics (any) or Physical Education.

Admission Requirements Mature Age: Applicants that completed an Australian Senior Secondary Certificate more than two years ago 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, Health & Human Development, Mathematics (any) or Physical Education.

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

Admission Requirements Other: Students will be required to complete a National Police Records check prior to practice placements, and on an annual basis thereafter. All students must also have a Working with Children check prior to placements. Students must be prepared to declare their fitness to practice which will include physical and psychological health and have relevant immunisations prior to commencing placements. Students must notify the university immediately of any changes to their status in relation to these.

COURSE STRUCTURE

To attain the double award of Bachelor of Nutritional Science / Master of Dietetics students will be required to complete:

- 432 credit points of core studies

Year 1, Semester 1

RBM1820	Nutrition, Society and Communication	12
RCS1601	Chemistry 1A	12
HHH1000	Interpersonal Skills and Communication	12
RBM1518	Human Physiology 1	12

Year 1, Semester 2

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

Year 2, Semester 1

RBM2530	Pathophysiology 1	12
HHN2001	Family Health and Nutrition Through the Lifespan	12
HFS2001	Properties of Food	12
RBM2560	Medical Biochemistry	12

Year 2, Semester 2

RBM2540	Pathophysiology 2	12
HHN2402	Diet & Disease	12

RBM3265	Exercise Biochemistry and Integrated Metabolism	12
HHN3002	Sport and Exercise Nutrition	12
Year 3, Semester 1		
AHE2006	Exercise Interventions for Healthy Populations	12
HPT2002	Evidence Based Practice for Health Professionals	12
HHB2301	Health Promotion	12
HHN3601	Nutrition Communication & Education	12
Year 3, Semester 2		
HHN4001	Professional Communication and Behaviour Change Skill	12
HHN4002	Medical Nutritional Therapy 1	12
HHN4003	Public Health Nutrition	12
HHN4004	Food Service Systems and Management	12
Year 4, Semester 1		
HHN6001	Medical Nutritional Therapy 2	12
HHN6002	Medical Nutritional Therapy 3	12
HHN6003	Professional and Leadership Skills in Nutrition and Dietetics	12
HHN6901	Research Planning and Statistics	12
Year 4, Semester 2		
HHN7001	Medical Nutritional Therapy Placement	36
HHN7002	Food Service Systems for Dietitians Placement	12
Year 5, Semester 1		
HHN7003	Community and Public Health Nutrition Placement	24
HHN7901	Research Project	24

Bachelor of Science (Osteopathy)/Master of Health Science (Osteopathy)

Course Code: HCOP

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.

- Justify their professional, ethical and legal position as an osteopath within the osteopathic field and broader Australian healthcare system;
- Critically appraise and apply scholarly literature related to osteopathic philosophy and practice, as well as the broader healthcare field/area;
- Design a patient-centred and evidence-informed management plan based on the interpretation of physical, psycho-social, neurological, orthopaedic and osteopathic examination findings;
- Exemplify relevant leadership and appropriate communication within a clinical setting including peers, inter-professional colleagues, supervisors, and patients;
- Implement osteopathic management to specialised patient populations (e.g., elderly, adolescents, athletes) as well as patient groups with specific cultural and religious needs, appropriately resolving patient concerns;
- Engage patients and the community by promoting health through effective communication, collaborative practice, inter-professional practice, education and evidence-based management;
- Evaluate patient progress using standardised outcome measures, and document and appropriately communicate information about patient care;
- Design and undertake a scholarly piece of work related to the osteopathic profession or their own professional practice;
- Critically reflect on theoretical concepts, professional benchmarks, and personal and clinical experiences to inform practice and embrace lifelong learning and self-care.

Course Objectives:

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

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.

Admission Requirements Other: Students choosing the units, HBS3504 Clinical Skills 5 and HBS3604 Clinical Skills 6, may be required to obtain a 'Working With Children Check' and 'Police Check' prior to undertaking the unit.

COURSE STRUCTURE

To attain the double award of Bachelor of Health Science (Osteopathy) / Master of Health Science (Osteopathy) students will be required to complete:

- 432 credit points of core studies

Year 1, Semester 1

HRE1000	Evidence and Research	12
HBO1001	Biomedical Science for Osteopathy 1	12
HBO1002	Biomedical Science for Osteopathy 2	12
HBS1104	Clinical Skills 1	12

Year 1, Semester 2

HCM1000	Professional Communication	12
HBO1003	Biomedical Science for Osteopathy 3	12
HBO1004	Biomedical Science for Osteopathy 4	12
HBS1204	Clinical Skills 2	12

Year 2, Semester 1

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

Year 2, Semester 2

HBS2404	Clinical Skills 4	12
HBO2007	Biomedical Science for Osteopathy 7	12
HBS2002	Clinical Skills 4A	12
HBS2001	Evidence Based Practice for Osteopathy	12

Year 3, Semester 1

HBS3004	Patient and Health System 2	12
HBO3008	Biomedical Science for Osteopathy 8	12
HBS3504	Clinical Skills 5	12
HBS3002	Evidence Based Practice for Osteopathy 2	12

Year 3, Semester 2

HBO3009	Biomedical Science for Osteopathy 9	12
HBS3604	Clinical Skills 6	12
HBS3003	Evidence Based Practice for Osteopathy 3	12
HBS3005	Introduction to Clinical Practice	12

Year 4, Semester 1

HMO7001	Applied Clinical Theory and Skills 1	12
HMO7002	Applied Clinical Theory and Skills 2	12
HMH7105	Clinical Practice 1	12
HMO7007	Project and Scholarship 1	12

Year 4, Semester 2

HMO7003	Applied Clinical Theory and Skills 3	12
HMH7205	Clinical Practice 2	12
HMO7004	Applied Clinical Theory and Skills 4	12
HMO7008	Project and Scholarship 2	12

Year 5, Semester 1

HMH7305	Clinical Practice 3	12
HMO7005	Applied Clinical Theory and Skills 5	12
HMO7006	Applied Clinical Theory and Skills 6	12
HMO7009	Project and Scholarship 3	12

Bachelor of Applied Movement Sciences/Master of Physiotherapy

Course Code: HCPT

Campus: Footscray Park.

About this course: Physiotherapists work to improve movement, enhance function and promote health in all people regardless of age or physical ability. They play a crucial role in maximising wellness to enhance quality of life. This dual degree prepares students for real world contemporary Physiotherapy practice. Students study with expert physiotherapists and world leading researchers to graduate with the knowledge and skills needed to be critical thinkers and develop the clinical reasoning skills necessary for managing complex situations concerning individuals, families and communities in complex and diverse settings. The study of human structure and function, exercise physiology, indigenous health, population health and wellness,

human psychology and applied clinical skills for evidence based practice is underpinned by a respect for cultural diversity and a commitment to person centred care. Self-care and reflective practice are key features of this course, encouraging students to practice mindfulness and adopt healthy work-life habits. Students complete supervised professional practice (work integrated learning) in a range of settings including elite sports and private practice, acute and rehabilitation settings, and aged and community care. The Master of Physiotherapy is accredited by the Australian Physiotherapy Council. Successful graduates are eligible for membership of the Physiotherapy Board of Australia enabling them to practice in Australia.

- Apply foundation knowledge from biomedical, exercise and social sciences, including determinants of health, to plan and deliver safe and effective physiotherapy services;
- Practise as a physiotherapist autonomously and as a collaborative member of an interprofessional team to provide professional, ethical, person-centred and culturally responsive management across diverse health populations, settings and environments;
- Demonstrate critical thinking and clinical reasoning skills to safely, effectively and creatively provide physiotherapy services for clients with cardiorespiratory, musculoskeletal, neurological and other conditions across the lifespan;
- Provide high quality person-centred management by basing practice decisions on the best available research evidence including translational research, available resources and clinical expertise, ethical considerations and with careful consideration of the clients' preferences, values and cultural and spiritual beliefs;
- Effectively function as a champion of health and facilitator of client self-management for the enhancement of physical and emotional health and wellness across the lifespan;
- Communicate and interrelate effectively and collaboratively with clients, families, the community, other health professionals and the public appropriate to the context;
- Maintain and improve knowledge and skills through self-reflective practice, peer assisted learning, commitment to lifelong learning, self-care strategies, work-life balance and career planning;
- Manage time, workload, resources and priorities effectively, responsibly and ethically;
- Demonstrate and role model effective leadership, management and education skills within relevant clinical and professional frameworks;
- Demonstrate culturally responsive practice, value diversity among peoples and engage in decolonising practices that acknowledge Aboriginal and Torres Strait Islanders as Traditional Owners of Australian lands; and
- Demonstrate readiness for entry level Physiotherapy practice in Australia and articulate the ability to contribute to advancing the future of the Physiotherapy profession in Australia.

Course Objectives:

Careers: Upon successful completion of the Bachelor of Applied Movement Sciences and Master of Physiotherapy the graduate will be eligible to register with the Physiotherapy Board of Australia and, once registered, to practice as a Physiotherapist.

Course Duration: 4.5 years

Admission Requirements: Year 12: 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 one of Biology, Chemistry or Physics, Mathematical Methods (any) or Specialist Mathematics.

Admission Requirements Mature Age: Applicants that completed an Australian Senior Secondary Certificate more than two years ago, 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 one of Biology, Chemistry or Physics, Mathematical Methods (any) or Specialist Mathematics.

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

Admission Requirements Other: Students are notified at enrolment of professional practice requirements including: appropriate uniform/attire, equipment, travel, 'Police Check' and 'Working with Children Check', record of immunization, First Aid and CPR certification, and a signed agreement to nominate oneself as fit for practice. Students must be registered with the Physiotherapy Board of Australia to be eligible to undertake clinical placements and must pass essential pre-requisite units before undertaking clinical placements.

COURSE STRUCTURE

To attain the Bachelor of Applied Movement Sciences and Master of Physiotherapy, students must successfully complete 432 credit points in total, consisting of:

- 288 credit points in the Bachelor of Applied Movement Sciences
- 144 credit points, in the Master of Physiotherapy (4 additional units "nested" within the final 4 units of the Bachelor of Applied Movement Sciences)

Year 1, Semester 1

HPT1001	Introduction to the Health Profession (Physiotherapy)	12
SCL1003	Exercise and Sport Psychology	12
RBM1518	Human Physiology 1	12
RBM1100	Functional Anatomy of the Trunk	12

Year 1, Semester 2

AHE1107	Human Growth and Lifespan Development	12
HHB1104	Introduction to Public Health and Wellness	12
RBM1528	Human Physiology 2	12
RBM1200	Functional Anatomy of the Limbs	12

Year 2, Semester 1

HPT2001	Biomechanics in Physiotherapy	12
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HPT2002	Evidence Based Practice for Health Professionals	12
HHB2301	Health Promotion	12
RBM2530	Pathophysiology 1	12
Year 2, Semester 2		
RBM2540	Pathophysiology 2	12
AEK1203	Indigenous Health and Wellbeing	12
RBM2200	Functional Anatomy of the Head and Back	12
SCL1002	Exercise Physiology	12
Year 3, Semester 1		
AHE3125	Applied Exercise Psychology	12
HPT3001	Pharmacology for Physiotherapy	12
HPT3002	Advanced Evidence Based Practice for Health Professionals	12
RBM3640	Advanced Neurosciences	12
Year 3, Semester 2		
HPT4001	Physiotherapy in Musculoskeletal Practice	12
HPT4002	Physiotherapy in Cardiorespiratory Practice	12
HPT4003	Physiotherapy in Neurological Practice	12
HPT4004	Physiotherapy in Rehabilitation and Community Practice	12
Year 4, Semester 1		
HPT6001	Integrated Practice 1	12
HPT6002	Integrated Practice 2	12
HPT6003	Integrated Practice 3	12
HPT6004	Diversity in Practice	12
Year 4, Semester 2		
HPT7001	Clinical Practice 1	12
HPT7002	Clinical Practice 2	12
HPT7003	Clinical Practice 3	12
HPT7004	Clinical Practice 4	12
Year 5, Semester 1		
HPT7005	Clinical Practice 5	12
HPT7006	Clinical Practice 6	12

HPT7007	Work Ready Practice	12
HPT7008	Seminars in Health	12

Bachelor of Speech and Language Sciences/Master of Speech Pathology

Course Code:HCSP

Campus:Double Qualification, sourced from single degrees.

About this course:Speech Pathologists work with people who have communication and/or swallowing difficulties problems, their families and where appropriate, their broader communities. They play a crucial role in enabling communication and swallowing within these groups to enhance the quality of their lives. This dual degree prepares students for real world contemporary speech pathology 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 communication and swallowing disorders, human development, human rights, principles of social justice, and skills for practice is underpinned by a respect for diversities and a commitment to enhancing social equity. Students complete supervised professional practice (work integrated learning) in a range of settings including education, health and community contexts. The course has been designed to meet the accreditation standards of Speech Pathology Australia (SPA) and is currently in the qualifying phase of accreditation. VU will seek accreditation of the award courses prior to the first cohort of students graduating to enable graduates to be eligible for membership with Speech Pathology Australia, in line with the SPA accreditation process for new courses.

Course Objectives:Course Learning Outcomes for the Bachelor of Speech and Language Sciences:

- Elucidate the interaction between communication and swallowing skills and determinants such as physical, social, culture, emotional and psychological factors;
- Conceptually map the impact of communication and swallowing difficulties for individuals and their communities and the community at large;
- Exercise critical thinking skills to identify a problem, accumulate, evaluate and synthesise relevant evidence to propose a solution;
- Demonstrate cultural responsivity, value diversity among peoples and engage in decolonising practices that acknowledge Aboriginal and Torres Strait Islanders as Traditional Owners of Australian lands;
- Exhibit the expected communication conventions that the context demands, and the flexibility to change them as appropriate in diverse contexts
- Demonstrate professional behaviour that includes adherence to principles of ethics, regulatory and professional standards, and the need for reflection.

Course Learning Outcomes for the Master of Speech Pathology:

- Demonstrate readiness for entry level speech pathology practice in Australia and articulate how they can contribute to advancing the Speech Pathology Australia vision, detailed in the document Speech Pathology 2030;
- Demonstrate a comprehensive, multidimensional understanding of the reciprocal impact of communication and swallowing difficulties for

individuals and their families, friends, colleagues, and communities; as well as institutions and society at large, in terms of day-to-day activities; and participation in educational, vocational and recreational pursuits;

- Expound a complex and multifaceted understanding of the interaction between communication and swallowing skills and the various determinants such as physical, linguistic, social, culture, spiritual, emotional and psychological factors; the physical and built environment and economic conditions;
- Demonstrate knowledge about the learning needs of people with communication and/ or swallowing disorders with respect to facilitating their goals and advancing their communication and/ or swallowing skills;
- Demonstrate a complex and multifaceted understanding of professionalism-ethics, adherence to regulatory and professional standards, the need to reflect on performance, lifelong learning-evidenced in accurate delivery of a range of speech pathology practices as appropriate and relevant to the context;
- Demonstrate the cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different contexts evinced in evidence-based practice;
- Demonstrate cultural responsiveness, value diversity among peoples and engage in decolonising practices that acknowledge Aboriginal and Torres Strait Islanders as Traditional Owners of Australian lands; and
- Communicate and interrelate effectively in diverse contexts by exhibiting the expected communicative conventions that the context demands and the flexibility to change the communication conventions as the context changes.

Careers:Speech Pathologists are in increasing demand. This degree opens the door to careers in government, non-government, education, health, disability welfare and community-based organisations.

Course Duration: 4.5 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 at least 25 in any other English. PLUS A study score of at least 20 in two of Biology, Chemistry, Physics, Mathematics (any), Psychology, Sociology, Texts and Traditions, Health and Human Development, or LOTE (any).

Admission Requirements Mature Age:Applicants that completed an Australian Senior Secondary Certificate more than two years ago including Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in any other English. PLUS A study score of at least 20 in two of Biology, Chemistry, Physics, Mathematics (any), Psychology, Sociology, Texts and Traditions, Health and Human Development, or LOTE (any).

Admission Requirements VET: Completion of a relevant Australian Advanced Diploma or Diploma (or equivalent) in the Health, and /or Community Services pathways or similar.

Admission Requirements Other:Students are notified at enrolment of professional practice requirements, including: appropriate uniform/attire, equipment, travel, 'Police Check' and 'Working with Children Check', First Aid certificate, record of

immunization, and a signed agreement to nominate oneself as fit for practice. Students must pass essential pre-requisite units before undertaking clinical placements.

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 health-care 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 in Osteopathy.

Admission Requirements International: Completion of an Australian Bachelor degree in Osteopathy. 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

HMO7001	Applied Clinical Theory and Skills 1	12
HMO7002	Applied Clinical Theory and Skills 2	12
HMH7105	Clinical Practice 1	12
HMO7007	Project and Scholarship 1	12

Year 1, Semester 2

HMO7003	Applied Clinical Theory and Skills 3	12
HMH7205	Clinical Practice 2	12
HMO7004	Applied Clinical Theory and Skills 4	12
HMO7008	Project and Scholarship 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 Nursing

Course Code:HMNG

Campus:Victoria University Online.

About this course:The Master of Nursing, with specialisations in Chronic Disease and Aged Care and Leadership, is designed for registered nurses to transform the delivery of health care services in Australia. It prepares students for the challenges of clinical leadership, research and advanced practice roles in their chosen specialisation. The program is delivered 100% online giving students the flexibility to fit study around their busy home and professional lives. Whether you're a registered nurse or midwife who desires a Graduate Diploma or Master's degree to further enhance your years of experience, our post graduate courses help you achieve your career aspirations and become 21st century problem-solvers empowered to challenge, reform, improve and transform Australian healthcare to achieve better patient outcomes.

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

1. Assess and apply current WHO and Australian Health priorities and cultural competency principles to promote community health;
2. Formulate and lead quality and safety innovations for improved patient outcomes;
3. Assume leadership for complex care coordination for clients;
4. Provide leadership in informatics and its applications to digital healthcare;
5. Contribute to advancing nursing knowledge, practice and design through the evaluation of research;
6. Develop, implement and assess professional development programs for clinical settings;
7. Lead or influence nursing care in a chosen specialty area; and
8. Design and undertake primary research in a specialist area.

Careers:Health care reforms in Australia drive the agenda of health policy makers to ensure nurses and midwives are prepared for the health care challenges of 21st century. Because Australia requires registered nurses with advanced knowledge, skills and competencies to provide advanced practice and guidance to drive the transformation of the Australian health care system, Victoria University's post-graduate courses provide high quality and engaging career-based nursing education. A Graduate Certificate or Graduate Diploma will further develop nurses' skills to translate years of experience in direct care, training, professional development management and implementing change, into the credentials needed to progress into management and leadership in a specialist area. Masters level preparation will assist nurses in becoming a leader in one of three specialist areas: Chronic Disease and Ageing, Leadership or Palliative Care through demonstrating best practice in working collaboratively in interdisciplinary teams to promote better patient outcomes.

Course Duration: 2 years

Admission Requirements:Completed an AQF Level 7 Bachelor of Nursing, or equivalent qualification AND Current Registration as a Registered Nurse (Division 1) OR Registered Midwife with the Australian Health Practitioner Regulation Agency (AHPRA) OR equivalent registration with the relevant registering authority for applicants outside of Australia AND Completed a minimum of one year of full-time clinical experience, or the part-time equivalent, as a registered nurse. OR Applicants without an AQF 7 Bachelor Degree of Nursing or above who also hold current Registration as a Registered Nurse (Division 1) or Registered Midwife with the Australian Practitioner Regulation Agency (APHRA), or applicants without sufficient clinical work experience will be considered for the Graduate Certificate in Nursing. Upon successful completion of the Graduate Certificate, applicants will be eligible for admission to this course with credit granted for completed units.

COURSE STRUCTURE

To attain the Master of Nursing students will be required to complete 144 credit points in total consisting of:

- 96 credit points of Core studies
- 48 credit points of One (1) Specialisation

HNO6001	Promoting Cultural Competence and Community Health	12
HNO6002	Care Coordination in Practice	12
HNO6003	Leading Improvement and Innovation	12
HNO6004	Evidence and Research for Practice	12
HNO6005	Complex Care Coordination	12
HNO6006	Nursing Informatics	12
HNO6007	Professional Development in Practice	12
HNO6008	Mental Health Nursing	12

Specialisations

HSPLEA	Leadership
HSPCHR	Chronic Disease and Ageing

Master of Public Health (Global Nutrition and Active Living)

Course Code:HMPG

Campus:St Abans.

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

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

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

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

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

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

Course Duration: 2 years

Admission Requirements: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 Park, Footscray Nicholson.

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 to ensure protection of the public; 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

Master of Public Health

Course Code:HMPT

Campus:Victoria University Online.

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. Victoria University (VU) Online's Master in Public Health with a specialisation in Global Health Leadership 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. 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. Delivered by student-focused and industry-connected academics, this course features eight core units and four specialist units of study. Each of these units has been designed to foster the key skills required of today's emerging public health leader, from epidemiology and biostatistics to systems thinking in public health and practice and public health program management. Students enjoy the benefits of a 100% online learning environment including flexible study options, with student support available 7 days a week and 24/7, anytime-anywhere access via our intuitive and immersive online learning environment. The Master of Public Health has been designed using the Council of Academic Public Health Institutions Australia' (CAPHIA) Foundation Competences for Master of Public Health Graduates in Australia and the six Aboriginal and Torres Strait Islander Public Health Core Competencies, as well as the World Health Organization's Global Charter for the Public's Health. In taking this course students will learn the core academic content and practical skills needed to deliver public health in local, community, state, national and global settings.

Course Objectives:On successful completion of this course, students will be able to:
 1. Exemplify knowledge of public health theories to address existing and emergent health problems in global contexts;
 2. Evaluate the uses of epidemiology and biostatistics to identify and investigate factors associated with health conditions and to enhance population health;
 3. Propose appropriate methods and approaches to operationalise public health programs, including in the context of Aboriginal and Torres Strait Islander public health;
 4. Advocate for inclusive public health policies and implementation strategies which promote equity in health systems;
 5. Design and evaluate innovative, sustainable, evidence-based public health interventions which take into account divergent and complex ethnicities, societies and cultures;
 6. Advocate 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;
 7. Lead or influence public health in a chosen specialty area; and
 8. Plan and execute primary research in a public health specialist area.

Careers:With significant global changes in public health, there is a need for professionals with the high-level knowledge and skills to respond to these changes.

Graduates of this course will be well-equipped for a diverse and rewarding career in areas such as:

- global health
- community development work in health
- delivering health programs in response to emergencies
- health in policy development
- program planning, development and evaluation
- specific population focused health interventions (e.g. older adults, culturally and linguistically diverse communities, chronically diseased populations)

You may 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-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 Certificate with five years of approved work experience. Upon completion of the Graduate Certificate, graduates will be eligible for admission to this course with credit granted for completed units.

COURSE STRUCTURE

To attain the award of Master of Public Health students will be required to complete 144 credit points comprising of:

- 96 credit points of Core studies
- 48 credit points of any One Specialisation listed below.

HPO6001	Epidemiology and Biostatistics 1	12
HMG7100	Foundations of Public Health	12
HMG7200	Public Health in Practice	12
HMG7220	Culture and Society in Public Health	12
HPO6002	Epidemiology and Biostatistics 2	12
HPO6003	Promoting Health in Policy	12
HPO6004	Systems Thinking in Public Health	12
HPO6005	Public Health Program Management	12
Specialisations		
HSPGHL	Global Health Leadership	

Graduate Certificate in Nursing

Course Code:HTNG

Campus:Victoria University Online.

About this course:The Graduate Certificate in Nursing is designed for registered Nurses to transform the delivery of health care services in Australia. It prepares nurses for the challenges of clinical leadership, research and advanced practice roles. The program is delivered 100% online giving you the flexibility to fit study around your busy home and professional life. Whether you're a registered nurse or midwife who desires a Graduate Certificate in Nursing degree to further enhance your years of experience or career advancement, our post graduate course helps you achieve your career aspirations and become 21st century problem-solvers empowered to challenge, reform, improve and transform Australian healthcare to achieve better patient outcomes.

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

1. Assess and apply current WHO and Australian Health priorities and cultural competency principles to promote community health;
2. Formulate and lead quality and safety innovations for improved patient outcomes;
3. Assume leadership for complex care coordination for clients;
4. Provide leadership in informatics and its applications to digital healthcare;
5. To contribute to advancing nursing knowledge, practice and design through the evaluation of research;

Careers:Health care reforms in Australia drive the agenda of health policy makers to ensure nurses and midwives are prepared for the health care challenges of 21st century. Because Australia requires registered nurses with advanced knowledge, skills and competencies to provide advanced practice and guidance to drive the transformation of the Australian health care system, Victoria University's post graduate courses provide high quality and engaging career-based nursing education. A Graduate Certificate will further develop nurses' skills to translate years of experience in direct care, training, professional development management and implementing change, into the credentials needed to progress into management and leadership in a specialist area.

Course Duration: 8 months

Admission Requirements:Completed an AQF Level 7 Bachelor of Nursing, or equivalent qualification AND Current Registration as a Registered Nurse (Division 1) or Registered Midwife with the Australian Health Practitioner Regulation Agency (AHPRA) OR equivalent registration with the relevant registering authority for applicants outside of Australia OR Applicants without an AQF 7 Bachelor Degree of Nursing or above but hold an alternative qualification in nursing AND current Registration as a Registered Nurse (Division 1) or Registered Midwife with the Australian Practitioner Regulation Agency (APHRA) will also be considered.

COURSE STRUCTURE

To attain the Graduate Certificate in Nursing students will be required to complete:

- 48 credit points of Core studies

HNO6001 Promoting Cultural Competence and Community Health 12

HNO6002 Care Coordination in Practice 12

HNO6003 Leading Improvement and Innovation 12

HNO6004 Evidence and Research for Practice 12

Graduate Certificate in Public Health

Course Code:HTPT

Campus:Victoria University Online.

About this course:Victoria University (VU) Online's Graduate Certificate in Public Health offers a pathway towards our highly respected and industry-recognised Master of Public Health course with specialisations in Sustainable Development and Global Health Leadership. Delivered by student-focused and industry-connected academics from the internationally College of Health and Biomedicine, this course features four specialist units of study. Each of these units has been designed to foster the key skills required of today's emerging public health leader, from epidemiology and biostatistics to public health interventions and practice and disaster and emergency preparedness and response. Students enjoy the benefits of a 100% online learning environment including flexible study options, with student support available 7 days a week and 24/7, anytime-anywhere access via our intuitive and immersive online learning environment. The Graduate Certificate in Public Health has been designed using the Council of Academic Public Health Institutions Australia' (CAPHIA) Foundation Competences for Master of Public Health Graduates in Australia and the six Aboriginal and Torres Strait Islander Public Health Core Competencies, as well as the World Health Organization's Global Charter for the Public's Health. In taking this course students will learn the core academic content and practical skills needed to deliver public health in local, community, state, national and global settings.

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

1. Articulate knowledge of public health theories to address existing and emergent health problems in global contexts;
2. Evaluate the uses of epidemiology and biostatistics to identify and investigate factors associated with health conditions and to enhance population health;
3. Propose appropriate methods and approaches to operationalise public health programs, including in the context of Aboriginal and Torres Strait Islander public health;
4. Advocate for inclusive public health policies and implementation strategies which promote equity in health systems; and
5. Design and evaluate innovative, sustainable, evidence-based public health interventions which take into account divergent and complex ethnicities, societies and cultures.

Careers:With significant global changes in public health, there is a need for professionals with the high-level knowledge and skills to respond to these changes. Graduates of this course will be well-equipped for a diverse and rewarding career in areas such as:

- global health
- community development work in health
- health in policy development

You may 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-profit organisations
- academic institutions and research institutions

Course Duration: 8 months

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline. OR Five years of approved work experience.

COURSE STRUCTURE

To attain the award of Graduate Certificate of Public Health students will be required to complete:

- 48 credit points of Core studies

HMG7100	Foundations of Public Health	12
HPO6001	Epidemiology and Biostatistics 1	12
HMG7200	Public Health in Practice	12
HMG7220	Culture and Society in Public Health	12

Bachelor of Science (Honours) (Biomedical Sciences)

Course Code: SHBM

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

About this course: 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. With an emphasis on project work, this course provides study at a fourth-year level which builds on the knowledge and skills developed at degree level. It prepares you for postgraduate research by developing skills in:

- working independently
- critical review of literature and analysis of data
- problem-solving and resilience
- devising, designing and conducting substantial experimental work
- written and oral communication.

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

Course Objectives: On successful completion of this course, students will be able to:
1. Devise a novel research project and postulate testable hypotheses; 2. Interrogate and critically review relevant research papers; 3. Design experiments to generate novel data and conduct qualitative and/or quantitative analysis and data interpretation to deduce conclusions; 4. Plan, implement and articulate an independent and critical investigation of a science research topic; and 5. Contextualise research findings and argue and defend research process and outcomes to a professional audience using advanced oral communication skills.

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

Course Duration: 1 year

Admission Requirements International: Completion of a Science related Australian Bachelor degree (or equivalent) with an average grade of Credit (or equivalent) in the final year or across the degree. PLUS Demonstrate English competency sufficient

for study at Honours level by providing evidence of one or more of the following: • completion of one or more degrees with English as the language of instruction and assessment, undertaken in a predominantly English-speaking context (within the last two years) • IELTS (or equivalent) overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking) • a score of not less than 92 with no section score less than 22 in the internet-based Teaching of English Foreign Language (TOEFL) test, or English proficiency equivalent • other documented proof of English proficiency equivalent to the above.

COURSE STRUCTURE

The Honours course is a one year (full-time) commitment. Students enrol and complete RBM4003 (48cp) and RBM4002 (48cp), receiving a single, final mark and grade at the completion of the course. Students will receive a GPA grade after completion of both Science Honours 1 and Science Honours 2 with the grade allocated to the unit Science Honours 2. Science Honours 1 will be weighted 35% and Science Honours 2 will be weighted 65% of the GPA grade for the Science Honours course. This weighting reflects the whole of year nature of the Honours degree and allows development of higher level written, oral and analysis skills, using feedback from assessors and their supervisor during the year, thus placing the bulk of the marks associated with the final thesis when all AQF level 8 skills have been obtained. This is also necessary for application and entry to many doctoral programs which require the thesis to form more than 50% of the grade.

Year 1, Semester 1

RBM4003	Science Honours 1	48
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Year 1, Semester 2

RBM4002	Science Honours 2	48
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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
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
APP3037	Clinical Aspects of Psychology	12
HPP2001	Developmental 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
APP3026	Cognitive Psychology	12
APP3027	Relationship and Family Wellbeing	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
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
APP3037	Clinical Aspects of Psychology	12
HPP2001	Developmental 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
APP3026	Cognitive Psychology	12
APP3027	Relationship and Family Wellbeing	12

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

HMAAHN Applied Human Nutrition

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

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.

HBM3101	Research Methods	12
HBM3105	Research Project	12
HFS2001	Properties of Food	12
HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2402	Diet & Disease	12
HHN3002	Sport and Exercise Nutrition	12
HHN3502	Community & Public Health Nutrition	12
HHN3601	Nutrition Communication & Education	12

HMAFSC Food Science

Locations:Footscray Park, Footscray Nicholson, Werribee

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:Footscray Park, Footscray Nicholson, Werribee

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:Footscray Park

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 Australian Aboriginal populations. Students explore, analyse and deconstruct disciplinary and lived perspectives, impacts and outcomes for Australian Aboriginal 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 through an inter-disciplinary unit

set, and how these influence and impact the health outcomes of Australian Aboriginal populations and communities. In addition to this students may explore contemporary health and community interventions used by Aboriginal organisations and communities and their relationship to the conventional western medicine construct and mainstream service provision. A group research project will be presented in relation to Australian Aboriginal health, representing discipline and multi-disciplinary approaches through detailed action plans.

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12
AEK2203	Indigenous Perspectives On Sustainability	12
AEK2205	Politics of Aboriginal Art	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12
HBM3105	Research Project	12
SHE3002	Health Policy and Promotion	12

HMAMCB 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. Students choosing the minor, HMAPBH Public Health, may be required to obtain a 'Working With Children Check' prior to undertaking the unit, HHB2402 Health Program Planning and Evaluation.

ASW2103	Human Development in Social Context	12
HFB2104	Introduction to Research Methods	12
HFB3136	Career and Professional Development	12
HFB3200	Pinnacle Venture	12
HHB2000	Social Epidemiology	12
HHB2301	Health Promotion	12
HHB2402	Health Program Planning and Evaluation	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
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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.

HFS2001	Properties of Food	12
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HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2402	Diet & Disease	12
HHN3002	Sport and Exercise Nutrition	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

HMIATN Applied Health Nutrition

Locations: Footscray Park

This minor uses student-centred learning activities to develop an interdisciplinary knowledge of nutrition as related to health, wellness and illness and their determinants. Through the use of case-based learning opportunities, students gain practical skills related to application and interpretation of evidence-based nutrition knowledge within the scope of practice in their chosen career.

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2402	Diet & Disease	12
HHN3002	Sport and Exercise Nutrition	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. Students choosing the minor, HMIHLT Health, may be required to obtain a 'Working With Children Check' prior to undertaking the unit, HHB2402 Health Program Planning and Evaluation.

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 Abans

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

HBM2103	Digestion, Nutrition and Metabolism	12
HHN2001	Family Health and Nutrition Through the Lifespan	12
HHN2402	Diet & Disease	12
HHN3002	Sport and Exercise Nutrition	12

HMIHPH 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: Footscray Park

In the Indigenous Health Minor, students explore, analyse and deconstruct disciplinary and lived perspectives, impacts and outcomes for Australian Aboriginal 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 through a series of multi-disciplinary units and how these influence and impact the health outcomes of Australian Aboriginal populations and communities. In addition to this students will explore contemporary community interventions used by Australian Aboriginal organisations and communities and their relationship to the conventional western medicine construct and mainstream service provision.

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

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

HMIMCB Molecular Cell Biology

Locations:St Albans

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

HBM2105	Medical Microbiology and Immunity	12
HBM2106	Human Genetics	12
RBM2133	Cell and Molecular Biology	12
RBM2560	Medical Biochemistry	12

HMIPHN Public Health Nutrition

Locations:Footscray Park, St Albans

This minor provides an integrated group of units in Public Health Nutrition. It covers disciplinary knowledge in Public Health Nutrition with a focus on contemporary challenges relating to principles and practices from social and behavioral science to develop, implement and evaluation of programs and policies that promote optimal nutrition and population health and well-being. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences. Assessment tasks across the minor include short exercises, group projects, oral presentations, essays, and formal examinations. Students choosing the minor, HMIPHN Public Health Nutrition, may be required to obtain a 'Working With Children Check' prior to undertaking the unit, HHB2402 Health Program Planning and Evaluation.

HHB2000	Social Epidemiology	12
HHB2301	Health Promotion	12
HHB2402	Health Program Planning and Evaluation	12
SHE3001	Social Bases of Health: Global Perspectives	12

HSPCHR Chronic Disease and Ageing

Locations:Victoria University Online

Students will identify and recommend evidence-based practice solutions for improving quality health care in the specialist nursing practice area of Chronic Disease and Ageing. Students will gain a high level of knowledge and confidence to apply to their specialisation. During the specialisation units, students will study and research chronic disease management and supportive care for age-related changes and maintaining well-being for physical, psychological and social health.

HNO7002	Innovation in Aged Care Practice	12
HNO7003	Ageing and Chronic Disease	12
HNO7004	Health and Wellbeing for the Older Person	12
HNO7901	Research Project	12

HSPGHL Global Health Leadership

Locations:Victoria University Online

The Global Health Leadership specialisation readies students to lead responses to the public health challenges that face an increasingly globalised world. Graduates are equipped with the capability to lead, manage, and consult on public health projects across different contexts and apply principles of public health practice to complex real-world and emerging issues. Specialising in Global Health Leadership also ingrains students with the ability to apply broad systems thinking to global perspectives and explore the intersectionality across not only social and behavioural determinants of health, but also health systems and policies across cultures and borders.

HPO7001	Global Health Leadership	12
HPO7002	Global Health Systems and Decision Making	12
HPO7003	Global Health Economics and Finance	12
HPO7004	Professional Project	12

HSPHPM Health Promotion

Locations:Victoria University Online

The health promotion specialisation explores how effective health promotion works to understand and act on factors that cause poor health, and those that create and sustain good health. Within this specialisation, students will build an in-depth understanding of health policies, sociological implications, and global health concerns, and gain the skills required to address contemporary health issues affecting both individual and community-based approaches. Students will acquire the skills to inspire people and communities to act in regards to their own health and create physical, social economic environments that are supportive and encourage good health.

HPO7008	Innovative and Evidence-Based Health Promotion	12
HPO7009	Social Media and Social Marketing Approaches to Health Promotion	12
HPO7010	Global Contexts of Health Promotion Practice with Diverse Populations	12
HPO7004	Professional Project	12

HSPLEA Leadership

Locations:Victoria University Online

The registered nurse will identify and recommend evidence-based practice solutions for improving quality health care in the specialist area. Students will gain a high level of knowledge, confidence and competence in their specialisation. During the specialisation units, students will study and research the evidence-based practice needed to lead teams and shape the development and delivery of continuing professional development for nurses across health care services. They will also develop skills in finance and budgeting.

HN07005	Nursing Management	12
HN07006	Nursing Leadership and Management	12
HN07007	Financial Management for Nurses	12
HN07901	Research Project	12

UNITS

APC6085 Foundations of Psychotherapy

Locations: Footscray Nicholson.

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 and demonstrate awareness of relevant cultural issues; 4. Assess and communicate risk in relation to self-harm and suicidality. 5. Exhibit skills pertaining to the ethical behaviour of registered psychologists, as outlined in the Australian Psychological Society Code of Ethics

Required Reading: Geldard, D., Geldard, K., & Yin Foo, R., (2017) 8th ed. Basic Personal Counselling: A Training Manual for Counsellors Cengage Learning, Australia

Assessment: Exercise, Simulated therapy role play demonstrating interviewing and non-specific therapy skills (Indicative word count: 1,500 words), 20%. Exercise, Simulated role play demonstrating suicide risk assessment and management plan (Indicative word count: 1,500 words), 20%. Case Study, Submission of two (2) written reflective pieces related to the simulated demonstrations (indicative word count 3,000 words), 40%. Test, Completion of 50 item multiple choice ethics quiz, 20%.

APC6086 Clinical Assessment

Locations: Footscray Nicholson.

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 the role of culture in assessment; 2. Exhibit competence in clinical assessment skills including interviewing, observation and mental status examination, commensurate with level of training; 3. Administer and score intelligence, achievement, memory and personality tests; 4. Interpret, integrate and analyse the findings of a clinical

assessment including interview, observations and the results of intelligence, achievement, memory and personality tests, commensurate with level of training; 5. Formulate and articulate clinical assessment results both verbally and in a written report for a variety of audiences and purposes, including diagnosis.

Required Reading: Groth-Mamat, G. & Wright, J.A., (2016) 6th ed. Handbook of Psychological Assessment Hoboken, New Jersey: John Wiley & Sons. Pastal, 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, Objective Structured Clinical Examination (OSCE) 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.

Required Reading: Allen, A. & Love, A.W. (2010). Ethical Practice in Psychology Chichester, UK, Wiley-Blackwell Australian Psychological Society 2007, Code of ethics, Melbourne, Australia. Australian Psychological Society 2008, 8th edn, Ethical guidelines, Melbourne, Australia.

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

APC6088 Psychopathology and Diagnosis

Locations: Footscray Nicholson.

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.

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: Examination, Objective structured clinical examination (OSCE), 30%. Examination, Examination (120 minutes), 70%.

APC6089 Research Methods

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: The aims of this unit are: to provide students with the requisite knowledge to comprehend and critically appraise research frameworks and qualitative and quantitative research studies relevant to the field of clinical or community psychology (critical research literacy); to introduce students to some of the current controversies in the fields of clinical or community 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 approach and method. This unit will equip students with the requisite skills to be critical consumers of clinical or community psychology research, as well as develop and refine the skills necessary to conduct research in an ethically and methodologically sound way.

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 or community psychology; 2. Review and critique the values, principles and assumptions that underpin qualitative and quantitative research designs and methods; 3. Develop appropriate research questions for various research approaches and justify appropriate design and data gathering strategies for a clinical or community psychology project; and 4. Critically discuss evidence-based and other psychological interventions within the broader context of knowledge production in psychology.

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: Review, Critically review the methodology, methods, and conclusions of selected research papers (Word length: 2000), 30%. Report, Research report detailing the investigation of a practice-related topic (Word length: 3000), 70%.

APC6091 Interventions 1 - Introduction to CBT

Locations: Footscray Nicholson.

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.

Required Reading: Wright, J.H., Basco, M.R., Thase, M.E., & Brown, G.K. (2017). Learning cognitive behaviour therapy: An illustrated guide (2nd Ed.). Washington, DC: American Psychiatric Publishing. Beck, J. (2012). Cognitive therapy: Basics and beyond (2nd Ed.). New York: Guilford Press

Assessment: Case Study, Case formulation and evidence based treatment plan using a cognitive-behavioural approach, based on a set case study (indicative: 1500 words), 30%. Exercise, Demonstration of CBT intervention in simulated therapy exercise and reflection (indicative: 1500 words; Intervention: 20%. Reflection: 10%), 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.

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: Nil.

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.

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.

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 by further developing students' skills in the assessment, formulation, and treatment of adult and childhood disorders using cognitive and behavioural therapies. The unit furthers student competencies in the VU dual-stream 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.

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 regard to provision of CBT interventions.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Case Formulation (1500 words), 25%. Assignment, a) Treatment Plan and Intervention (2000 words) (30%) b) Peer feedback on treatment plan (1000 words) (20%), 50%. Assignment, Demonstration of and written reflection on video recorded CBT intervention (1000 words), 25%.

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.

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.

Required Reading: Victoria University Placement Manual

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

APC7006 Health Psychology

Locations: Footscray Nicholson.

Prerequisites: Nil.

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

Credit Points: 12

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

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

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

APC7007 Psychopharmacology and Reflective Practice

Locations: Footscray Nicholson.

Prerequisites: Nil.

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

psychological progress. The systematic use of outcome measures will provide empirical evidence of any psychological change over the course of treatment, and students' critical reflection on the therapeutic process will demonstrate their knowledge of reflective practice models and principles. The case study will build on evidence based practice knowledge acquired in the Research Methods unit, and be conducted as a stand-alone mini-research project. Consequently, students' research skills will also be extended in the completion of this assessment task.

Credit Points: 12

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

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

Assessment: Test, 25 item multiple choice test assessing knowledge of psychopharmacology, 20%. Case Study, Systematic case study addressing psychotherapy outcome and putative change mechanisms in a VU Clinic client (5000 words), 80%.

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.

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 and a research ethics application.

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 substantial research proposal and research ethics application.

Required Reading:Nil.

Assessment:Presentation, Presentation of a draft research proposal (Duration: 15 minutes), Pass/Fail. Other, Submission of a full thesis proposal (Word length: 1500), Pass/Fail. Other, Submission of a VU ethics application, 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 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.

Required Reading:Nil

Assessment:Report, Submission of a Thesis in the form of an article suitable for submission to a reputable peer reviewed journal (8,000 words), 100%. The Thesis will be assessed by two independent markers.

APH4001 Psychological Interventions

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study develops students' knowledge base and conceptual abilities in the principles and practice of key psychological interventions. The unit focusses on the application of psychological intervention, and how it is used in the formulation of psychological problems. The unit places a special emphasis on the cultural appropriateness of interviewing and intervention strategies.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Appraise the principles that underpin psychological interventions; 2.Demonstrate

interpersonal communication and interview skills at a pre-professional competency level; 3.Identify and critique a range of professional literature that examines psychological intervention in various cultural contexts; and 4.Critically review the application of a chosen intervention in a counselling role play.

Required Reading:Hayes, S. C. & Hofmann, S. G. (2018) Process-Based CBT: The Science and Core Clinical Competencies of Cognitive Behavioural Therapy New Harbinger. NY This will be enriched with additional sources per session (e.g. articles and case studies).

Assessment:Test, Quiz on the students' ability to identify cultural differences underpinning interventions. (30mins), 15%. Literature Review, Review of professional literature that examines psychological intervention in a range of contexts. (1800 words), 30%. Presentation, Group presentation on psychoeducation program including demonstration of interview skills. (20mins), 30%. Report, Individually prepare pamphlet on the psychoeducation program presentation. (2 A4 pages), 25%.

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.

Required Reading:To be advised by supervisor.

Assessment:Literature Review, Research Thesis Literature Review, Pass/Fail.

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:Students will investigate the diverse nature of the profession, its various functions, roles and duties performed by psychologists. They will also explore the ethical and professional conduct required of them as psychologists demonstrating appropriate interpersonal communication and interview skills relevant to a variety of psychological practices.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Conceptualise the various functions, roles and duties performed by psychologists across diverse contexts and emerging environments; 2.Reflect on and critically apply the principles of ethical and professional conduct required in psychological practice; 3.Implement appropriate interpersonal communication and interview skills relevant to a range of contexts and practices; and 4.Give and receive actionable and

professionally appropriate feedback.

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

Assessment:Test, Multiple-choice test, 25%. Assignment, Reflection on interview role play (2000 words), 45%. Test, Short answer and multiple choice test on ethics (1.5 hours), 30%.

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 theory, findings and conclusions drawn from research undertaken.

Required Reading:To be advised by lecturer.

Assessment:Thesis, Independent research (Research thesis of approximately 10,000 to 12,000 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. This unit also links to the research thesis component of the Honours course, in that students both give an individual oral presentation and submit a written assignment on their proposal for their thesis project.

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 meaningful way.

Required Reading:Field, A. (2018) 5th 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 (2018) and the qualitative stream uses Willig (2013).

Assessment:Presentation, Individual research proposal presentation (15-20 minutes), 30%. Assignment, Individual research plan; 2 parts - 25% each (2000 words), 50%. Test, Final Test (1.5 hours), 20%.

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.

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 or APT5037 - Child and Adolescent: Theories and Techniques of Counselling

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

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, conducting a clinical-assessment interview, formal assessment techniques, principles of test selection and report-writing. Students will explore 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.Interpret and report the results of 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.

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

Assessment:Exercise, Assessment exercise, Part A: WAIS Results B: WISC results (Approx 1500 words), 20%. Assignment, Assessment report based on psychological testing, 60%. Test, Test (1hour), 20%. Assignment - (Approximately 2500 words) Part A: Background & MSE (20%) and Part B: Materials, Remaining Results Formulation & Recommendations (40%).

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.Clarity 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.

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 Nicholson.

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. Other factors such as various medical conditions (including chronic, acute and psychosomatic), psychosocial determinants of health (violence against women, child sexual assault, socioeconomic status, indigenous background), and life stages (e.g. paediatric, adolescent, adult and aged) are considered. 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 including Aboriginal and Torres Strait Islander communities; 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.

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 (1000 words), 30%. Report, Major Report (3,000 words), 50%. Report, Written reflection on their own learning on the indigenous health topic (indicative 1000 words), 20%.

APM6014 Practicum 1

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit will introduce students to a range of professional activities undertaken by community psychologists. Students will complete a placement at the Victoria University Psychology Clinic, undertaking activities including individual therapy and group interventions, cognitive and behavioural assessments, observation of the work of other psychologists and participation in the activities of a psychology practice. Students will learn about ethical, legal and organisational practice issues, and experience professional contact with a range of health professionals. Supervision will allow students to reflect on their applied practice. 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.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.Communicate effectively, both orally and in writing, reports of psychological assessments; 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, including in the context of other health professionals in which the psychology practice is embedded.

Required Reading:Students will be directed to readings via VU Collaborate.

Assessment:Journal, Submission of a placement experience - reflective piece (indicative 1000 words), Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail.

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.

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.

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.

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.

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; and 4. Critically reflect on community intervention approaches and/or frameworks.

Required Reading: Selected readings to be uploaded into VU Collaborate.

Assessment: Report, Agency report on community intervention strategies (800 words), 20%. Assignment, Critical reflection on community psychology intervention strategy frameworks (1000 words), 30%. Assignment, Community psychology intervention plan (3000 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; and 5. Critically analyse issues and problems related to dimensions of human diversity applying the matrix of power.

Required Reading: RECOMMENDED TEXTS: Hodgetts, D. J., Stolte, O., Sonn, C., Drew, N., Carr, S., & Nikora, L. (2020). Social psychology and everyday life (2nd ed.). London, UK: MacMillan Mignolo, W. D., & Walsh, C. (2018). On decoloniality: Concepts, analytics, praxis, Durham, Duke University Press.

Assessment: Presentation, Seminar presentation in small groups (20 minutes) and

submission of powerpoint., 25%. Report, Case study report (1500 words), 25%. Assignment, Toolkit to promote social and cultural justice (3000 words), 50%.

APM7005 Practicum 2

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed to provide students with support in their field experience in a specialist setting. Supervision will focus 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 and determining the appropriate use of specialist and generalist 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 the capacity to reflect on ones own leadership style; and 5. Critically reflect on the appropriate use of generalist and specialist skills in the placement setting in the context of other professional services.

Required Reading: Students will be advised of readings via VU Collaborate.

Assessment: Journal, Submission of a Placement Experience - Reflective Piece (indicative 1000 words), Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, 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.

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: Nil.

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 and will offer opportunities to learn about ethical, legal and organisational planning used in community psychology settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect on one's 'place' as a professional psychologist, including in the context of other health professionals in which the psychology practice is embedded; 2. Exemplify the stage-appropriate professional competencies expected of provisional psychologists in a community setting; 3. Synthesise and integrate psychological theories with issues that arise in agency settings; 4. Exemplify reflective practice and implement ethical principles and decision making processes to community psychology work in the agency setting; and challenges in psychological practice settings and in the context of other professional services; and 5. Critically reflect on the appropriate use of generalist and specialist skills in the placement setting; and in the context of other professional services.

Required Reading: Students will be directed to readings.

Assessment: Journal, Submission of a Placement Experience - Reflective Piece (indicative 1000 words), Pass/Fail. Report, Placement Report, Pass/Fail. Report, Supervisor's Report, 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

Required Reading: Field, A., (2018) 5th ed. revised Discovering Statistics using IBM SPSS statistics London. Sage. Goldstein, E.B. (2019) 5th ed. Cognitive psychology: Connecting mind, research and everyday experience Boston: Cengage Learning
RECOMMENDED TEXTS: Pallant, J., (2016) SPSS Survival manual 6th ed. Sydney: Allen and Unwin.

Assessment: Journal, Critique of journal article (800 words), 30%. Report, Laboratory report (1500 words), 50%. Test, In class test (2 hours)., 20%.

APP2014 Psychology 2B

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: This unit of study focuses on personality and social psychology, and includes further training in research methods to build upon the knowledge and skills

developed in APP2013 Psychology 2A. The aim of the personality and social psychology content 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, and to explain how social phenomena are cognitively represented by the individual. The unit also focuses on contemporary personality theory and research, and introduces issues of personality assessment and measurement. Students are also introduced to more advanced statistical techniques than those covered in Psychology 2A, and these are presented in the context of research methods typically employed in personality and social psychology.

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. Evaluate and apply a variety of advanced quantitative methods; and 4. Collect, analyse and report on quantitative data.

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 These texts are used in two other 2nd year units, one 3rd year unit, and one 4th year unit.

Assessment: Report, Personality discussion paper (850 words), 25%. Test, Online tests x 2 (45mins each), 20%. Project, Social psychology group research project and presentation (1300 words, 20mins for presentation plus Powerpoint slides), 55%.

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. Respond appropriately to 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.

Required Reading: Fisher, W. & Ury, R. (2012). *Getting to yes: Negotiating an agreement without giving in*. New York: Random House. In addition you will be referring to the text from your pre-requisite unit.: Geldard, D. & Geldard, K. (2016). *Basic personal counselling: a training manual for counsellors*, 8th edn, Frenchs Forrest NSW: Pearson.

Assessment: Test, Activity Quizzes (2), 20%. Exercise, Skills Based, Solution Focused Exercise (1000 words equivalent), 45%. Presentation, Group Presentation: Critique of Solution-Focused Exercise (20 minutes), 35%.

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. Reflect on intra and inter-group processes including communication, decision-making, conflict and co-operation and the use and abuse of power; 2. Review 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.

Required Reading: Recommended readings will be listed on VU Collaborate.

Assessment: Presentation, Group presentation on volunteering at an organisation (20 minutes) and A4 flyer, 30%. Journal, Reflective journal on group presentation and seminars (Two parts, 800 words in total), 20%. Report, Report on organisational skills topic that includes gaining an employee's perspective on the topic. (Two parts, 1800 words in total), 50%.

APP2101 Intercultural and Developmental Issues in Psychology

Locations: Footscray Park.

Prerequisites: APP1012 - Psychology 1A APP1013 - Psychology 1B

Description: The aim of this unit is to enhance students' understanding of human psychological development across the lifespan and within a cultural context. This includes a study of perspectives and research relating to physical, cognitive, social and emotional development from conception to late adulthood. Cultural influences will be applied to the study of all aspects of development, and at all life stages.

Credit Points: 12

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

1. Contextualise psychological perspectives of developmental issues and interventions; 2. Critically reflect upon and discuss issues related to the cultural influences on development; 3. Articulate key features of physical, cognitive, social, and emotional development across the lifespan; and 4. Critique major developmental theories and research.

Required Reading: Arnett, J., Chapin, L., & Brownlow, C 2019 3rd ed *Human development: A cultural approach*. Melbourne/ Pearson Australia

Assessment: Case Study, Assessment of a community issue using developmental psychology (800 words), 20%. Test, Test on content covered in first half of unit (1 hour), 20%. Essay, Essay on current developmental psychology issue (1500 words), 40%. Test, Test on content covered in second half of unit (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. Contextualise the application of the main counselling theoretical paradigms to a range of psychological problems; 2. Conceptually map therapeutic techniques aligned to particular psychotherapies and identify common skills; and 3. Critique counselling theories/therapies in relationship to key assumptions, goals, strengths and limitations.

Required Reading: Corey, G., (2016) 10th ed. Theory and practice of counselling and psychotherapy Belmont: Brooks/Cole

Assessment: Case Study, Structured Case Study (800 words), 30%. Essay, Comparative essay on two counselling theories/therapies (2000 words), 50%. Test, MCQ Online Test (1 hour), 20%.

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). 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. Analyse and 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.

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

Assessment: Journal, Reflective Journal (3 submissions) (1000 words), 30%. Presentation, Seminar Presentation (30 minutes in pairs), 30%. 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, training and development.

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.

Required Reading: Riggio, R., (2017) 7th edn. Introduction to industrial/organizational psychology New Jersey: Prentice Hall.

Assessment: Assignment, Report plan and interview schedule (800 words), 20%. Report, Report explores the link between theory and practice in organisational

psychology (2,000 words submitted in 2 parts), 60%. Test, Final Test (1.5 hour), 20%.

APP3019 Psychobiology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: The aim of this unit is to extend student 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 ingestive behaviour and the brain-gut axis; neuro-endocrine systems (hormones); homeostasis, somatisation and pain; 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.

Required Reading: Recommended Texts: Pinel, J., & Bames, S., (2017) Biopsychology 10th ed. Essex: Pearson.

Assessment: Test, Online multiple-choice, in class (1 hour), 10%. Exercise, Critical debate and Annotated bibliography, 50%. Essay, Identify and critically evaluate an issue or theory in psychobiology (1500 words), 30%. Test, Multiple-choice test (1 hour), 10%.

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. Evaluate and critically review key psychoanalytic theories and concepts; 2. Use psychoanalytic concepts to develop plausible interpretations of psychological case material; 3. Advance logical, well-structured and coherent arguments relating to psychoanalytic topics.

Required Reading: Readings to be advised via VU Collaborate.

Assessment: Report, Case study report - 2 parts, one part due by the end of Session 1 (1500 words), 30%. Essay, Essay on a psychoanalysis topic (1500 words), 30%. Test, Test on theoretical concepts (45 minutes), 20%. Test, Test on theoretical concepts (45 minutes), 20%.

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.

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 capstone unit aims to help students consolidate skills and accompanying psychological knowledge acquired in previously completed psychology units. Students will be asked to complete a major project where they will plan, research and deliver a professional development workshop on a relevant workplace issue (e.g. conflict, workplace diversity). Adult learning principles (i.e. self-direction, drawing on prior experience and knowledge, goal-orientation, relevancy-orientation, practicality and respect) will be applied to the learning process in this unit. Students will be further prepared for their transition into the workforce at the end of their degree, by looking for current positions which might be of interest to graduates of the course, and responding in writing to the key selection criteria for one of these positions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Further student knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs; 2. Collaborate in critiquing and commenting on psychological issues pertinent to work and work settings; 3. Critically reflect on workplace psychological issues; 4. Develop and deliver a professional development workshop on a relevant workplace issue; and 5. Provide professional feedback to colleagues.

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

Assessment: Assignment, Job application - cover letter, curriculum vitae and responses to key selection criteria (1,200 words), 20%. Project, Part A: Project Group Brief (20% - 500 words) Part B: Infographic (20%-500 words) Part C: Prof development workshop (30% - 45 mins Group Presentation, 70%. Other, Professional feedback forum (Feedback to other groups), 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.

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%.

APP3027 Relationship and Family Wellbeing

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A

Description: This unit will examine relationship and family wellbeing within broader community and social contexts. It will examine transitions and challenges that couples and families may face, which may include family formation, transition to parenthood, experience of migration, and family conflict and divorce. It will also explore factors that promote resilience when experiencing these challenges. It encourages students to consider possible responses to family and relationship challenges, and ways to reduce these challenges in the future.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Appraise a range of psychological experiences associated with certain family life transitions and challenges; 2. Critique theoretical perspectives on family transitions and challenges, coping and family resilience; 3. Critically review initiatives that promote relationship and family wellbeing; and 4. Contextualise relationship and family challenges within an ecological framework.

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

Assessment: Report, Mini-report on In-class Exercises (500 words), 20%. Assignment, Written assignment on a topic of relevance using a family systems or ecological framework (1200 words), 30%. Presentation, Group presentation that critiques a family or relationship issue within a prevention framework, 30%. Test, End of the unit test (90mins), 20%.

APP3028 Fieldwork

Locations: Footscray Park.

Prerequisites: APP2014 - Psychology 2B

Description: In this unit you will undertake a mandatory fieldwork placement, consisting of 30 hours placement or the Fieldwork Placement Alternative Project*, and in-class course work. Fieldwork requires you to apply your knowledge and use your interpersonal, communication and teamwork skills. In the workshops you will investigate your fieldwork experiences in the light of psychological theory. Assignments take this process further by asking you to apply psychological frameworks to the real-life work issues arising from your fieldwork experiences. All placement activities (Fieldwork Placement Alternative Projects) for this unit must be pre-approved and authorised by the Undergraduate Psychology Placement Officer. Credit will not be applied retrospectively for unauthorised activities. Students may be required to complete a proportion of the placement hours before undertaking the unit. Further information to help you prepare for APP3028 Fieldwork unit, as well as details on the criteria and procedures for enrolment and successful completion of this unit can be found at: <https://www.vu.edu.au/current-students/careers->

opportunities/placements-work-integrated-learning/psychology-fieldwork

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.

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, 2-part Reflective journal: (Two journal entries: 1000 words each), 40%. Report, Link between fieldwork exp and theory. Part A: 5 minute individual presentation (PowerPoint slides with notes - 800 words) & Part B: 500 words report, 40%.

APP3034 History, Theories and Practice of Psychology

Locations: Footscray Park.

Prerequisites: APP2014 - Psychology 2B and HPP2001 - Developmental Psychology

Description: This unit examines historical and current psychological theories and practices. It will also critically examine 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 the evolution 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.

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

Assessment: Test, Tests on theoretical content (2 Tests - 1 hour and worth 10% each), 20%. Presentation, Group (2-3) presentation critically evaluates a psychological survey (15 minutes) and submission of powerpoint slides & individual presentation notes, 40%. Essay, Reflective critical essay on paradigms of psychology (1500 words), 40%.

APP3035 Research Methods in Psychology

Locations: Footscray Park.

Prerequisites: APP2014 - Psychology 2B and APP2101 - Intercultural and Developmental Issues in Psychology or HPP2001 - Developmental 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 and effect sizes. 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; 4. Critically review literature relevant to research report; and 5. Conceptualise, undertake and write up a psychological research project

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

Assessment: Presentation, Group oral presentation of research proposal, 20%. Report, Individual research project that demonstrates application of appropriate statistical methods, description and discussion of findings (1800 words), 60%. Test, Two in-class tests (Test 1: 1.5 hours worth 10%; Test 2: 1.5 hours worth 10%), 20%.

APP3037 Clinical Aspects of Psychology

Locations: Footscray Park.

Prerequisites: APP2013 - Psychology 2A APP2014 - Psychology 2B HPP2001 - Developmental Psychology

Description: The aim of this unit is to present the key areas of clinical practice in psychology and the implications of neuropsychological and psychological disorders. This unit provides an overview of human neuropsychology and neuropsychological syndromes, brain injury and recovery of function after brain damage. It also provides an overview of the concepts of psychopathology and diagnostic classification.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Elucidate conceptual and methodological approaches to human neuropsychology and psychopathology; 2. Appraise knowledge of clinical psychology and neuropsychology presentations for a selection of child and adult disorders; 3. Elucidate the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives; and 4. Critically review and analyse information about clinical aspects of psychology.

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, Online Test (20 minutes), 5%. Case Study, Psychopathology Case Study (1200 words), 40%. Case Study, Neuropsychology Case Study (1200 words), 40%. Test, Online Test (60 mins), 15%.

APS2030 Qualitative Social Research Methods 1

Locations: Footscray Park.

Prerequisites: APP1013 - Psychology 1B ABSW students undertaking this unit must have completed 192 credit points of core ABSW Year 1 and Year 2 units.

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. Differentiate between theoretical frameworks and methods used in

qualitative research; 3. Collaborate in designing and conducting, a small scale qualitative research project in an ethical and professional manner; and 4. Critically review literature and discuss research project findings in relation to literature base.

Required Reading: A range of resources will be available via VU Collaborate. There are no required texts for this unit.

Assessment: Project, Project Proposal (Group project idea; Individual submission of proposal - 1200 words), 25%. Report, Group small scale qualitative research report (3500 words) Submission in 2 parts: Part 1-20%, Part 2-35%, 55%. Test, Test (1 hour), 20%.

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 analyses of variance and regression procedures, analyse data, and interpret and communicate outcomes collected from both univariate and multivariate research designs. Students will apply a range of standard SPSS analysis techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discriminate between and identify appropriate statistical techniques for different social research designs and data; 2. Formulate and articulate appropriate statistically testable hypotheses; 3. Demonstrate use of SPSS to accurately compute statistical analyses; 4. Interpret statistical output from SPSS and evaluate output in relation to formulated statistical hypotheses; and 5. Summarise and report statistical findings (in accordance with APA reporting guidelines) to demonstrate analytic skills in solving quantitative research questions.

Required Reading: Field, A. P. (2018) 5th ed. Discovering statistics using IBM SPSS statistics London Thousand Oaks, California SAGE Publications Pallant, J. (2016) 6th ed SPSS survival manual Sydney: Allen & Unwin

Assessment: Test, In-class online theoretical test (20 mins), 5%. Exercise, In-class online practical exercise (60 mins), 20%. Report, Quantitative research report (1,800 words), 60%. Test, In-class online theoretical test (60 mins), 15%.

APS3030 Social Research Methods

Locations: Footscray Park.

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

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.

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

Assessment: Test, Tests on theoretical content x 2 (2 hours), 20%. Assignment, Group-based assignment (1500 words per student), 40%. Report, Quantitative Data Report (1500 word equivalent), 40%.

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. Develop research strategies for data gathering and analysis; 3. Apply knowledge gained in research methods to design and undertake a qualitative and/or quantitative research study; and 4. Competently present and defend the research project.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Research Paper, Research report (quantitative or qualitative): 4,000 words – Part A (Week 1): 1000 words (20%); Part B (Week 3): 3000 words (50%), 70%. Presentation, Oral presentation of completed report (Week 4: 10mins), 30%.

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.

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%.

APT5006 Trauma-informed Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide a framework for trauma informed counselling with specific reference to family violence and sexual assault. While the focus is on survivors of trauma related events, consideration is also given to the societal context in which family violence and sexual assault occur. Theories of trauma are covered as part of understanding ways to work therapeutically with survivors of traumatic events. Emphasis is placed on developing the self-awareness of the counsellor in response to indicators of family violence and sexual assault and the impact of working with trauma-related issues. This unit has a focus on practical learning that can be applied in workplace, community and placement settings. In addition to presentations and discussion regarding the application of knowledge and skills, a range of prevention, assessment and intervention skills will be introduced. Students will be able to demonstrate awareness of the political, social, family and personal contexts in which violence and sexual assault occur, understanding of the impact of family violence and sexual assault, key underpinnings of trauma-focused counselling for survivors and strategies for prevention and skills for responding to violence in the community.

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 trauma; 2. Investigate social and cultural attitudes towards stigmatised traumatic experiences, such as family violence and sexual abuse/assault; and 3. Appraise theories and frameworks relevant to trauma-informed counselling practice.

Required Reading: There is no set text for this unit. Links to readings will be posted on VU Collaborate.

Assessment: Annotated Bibliography, Individual review of 5 articles relating to trauma informed practice (1000 words), 30%. Report, Individual written report on trauma service providers (1500 words), 30%. Case Study, Individual submission, 40%. Case study - Individual submission to include presenting issues, assessment, considerations for treatment and a plan for therapy in the context of a trauma informed framework (1500 words).

APT5010 Applied Techniques of Grief Counselling

Locations: City Flinders.

Prerequisites: APT5035 - Theories and Techniques of Counselling or APT5037 - Child and Adolescent: Theories and Techniques of Counselling

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.

Required Reading: Thompson, N., (2011) Grief and its Challenges. United Kingdom: 61

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.

Required Reading: Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Project, Johari Window - self reflective written assignment where students examine areas of themselves that impact on their counselling work (1000-1500 words), Pass/Fail. Presentation, Genogram - class presentation (30 minutes), Pass/Fail. Essay, Genogram - self-reflective piece where students examine family history to gain an awareness of factors that impact counselling (1500 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.

Required Reading: Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Assignment, Video of Counselling Demonstration., 25%. Assignment, Critical reflection on counselling demonstration (1000 words), 25%. Assignment, Counselling assessment and intervention plan (2000 words), 50%.

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.Implement and reflect upon 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.

Required Reading:Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment:Essay, Essay about counselling and child development (2000 words), 30%. Assignment, Report about 30-minute interview with child and/or adolescent counsellor/counselling service (1500 words), 40%. Presentation, Class presentation on one of the semester topics and application to specific child/adolescent issue (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 supervised counselling practice, both during class and outside of class with peers, 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 presenting problems across the lifespan, different ways of techniques for working across the lifespan.

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.

Required Reading:Geldard, D. and Geldard, K. (2012) 7th Basic Personal Counselling – A Training Manual for Counsellors Pearson Education Australia.

Assessment:Assignment, Case Formulation (1000 words), 20%. Assignment, Treatment Plan and Intervention (2000 words), 40%. Assignment, Reflection on interview role play (2000 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 practise. 4.Plan and implement ethical decision-making in the assessment counselling work.

Required Reading:Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment:Presentation, Class presentation on an ethical dilemma (15mins), 20%. Essay, Ethical self-reflection - challenges and barriers to being an ethical counsellor (2000 words), 30%. Test, Multiple-choice ethical knowledge test - 90mins duration, 50%.

APT6000 Advanced Counselling Interventions

Locations:City Flinders.

Prerequisites:Nil.

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 (APT6016 and APT6017) 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 apply relevant evidence-based counselling theories regarding a range of presenting problems; 2.Critically reflect upon complex presenting issues and implement an evidence-based counselling intervention; and 3.Apply knowledge of complex case formulation and process-oriented therapy approaches to a range of presenting problems.

Required Reading:Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment:Case Study, Apply a detailed and comprehensive case formulation based on a presentation of a counselling client with complex needs (1500 words), 30%. Assignment, Based on the completed case formulation, create treatment plan & Intervention for the same counselling client presenting with complex needs(2000words), 40%. Assignment, Video demonstration of a counselling intervention (10mins)., 30%.

APT6001 Practicum 1

Locations:City Flinders.

Prerequisites:Nil.

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.

Required Reading: Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Journal, Reflective journal entries on theory, research and placement experiences (1000 words), Pass/Fail. Presentation, In-class case presentation (15mins), Pass/Fail. Other, Learning Goals Statement (200 words), Pass/Fail. Report, Agency Overview (500 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

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: Nil.

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 (APT6016, APT6017) 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, gambling and internet addiction. 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. It is anticipated that successful completion of the unit will enable students the skills to work effectively with clients presenting with addictive/substance use disorders.

Credit Points: 12

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

1. Critically review the varying schools of psychological orientation and their approach to the assessment and treatment of addictions;
2. Critically analyse the different types of addictive behaviours across a variety of contexts; and
3. Apply evidence-based models of addiction in the formulation of intervention plans.

Required Reading: Selected readings will be made available on VU Collaborate.

Assessment: Annotated Bibliography, Research and review 5 peer reviewed journal articles in relation to counselling of an addiction (1500 words), 25%. Case Study, Critical reflection on role play video of counselling session (1500 words), 25%. Report, Critically analyse counselling theories and strategies to formulate a response to the case study (3000 words), 50%.

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 literature
5. Students will design a methodology to evaluate an intervention and communicate their planned evaluation via a written program evaluation proposal.

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 (2000 words), 40%. Thesis, Program and evaluation proposal (2000 words), 40%. Test, Research methods test, 20%.

APT6010 Practicum 3

Locations: City Flinders.

Prerequisites: Nil.

Description: Students will undertake an external placement, involving activities such as individual and group counselling and participation in the activities of their placement organisation. Students will receive regular supervision onsite by a

counselling supervisor, learn about ethical, organisational, and practice issues, and experience professional contact with a range of health professionals. To gain a pass in this unit, students are required to pass all assessment requirements.

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. Implement counselling theory and practice in counselling cases and client contact whilst on field placement;
3. Critically reflect on the research, ethical, legal, and other frameworks relevant to their field placement practice;
4. Develop reflective practice skills, including the capacity to seek advice on problems and challenges arising in the placement setting and engage in onsite supervision process for all client-related matters; and
5. Critically reflect on the inter-professional relations and collaboration in the placement setting in the context of service delivery.

Required Reading: Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Other, Learning goals relevant to counselling placement, Pass/Fail. Journal, Reflective piece (1000 words), Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, 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. Students will continue to undertake an external placement, involving activities such as individual and group counselling and participation in the activities of their placement organisation. Students will receive regular supervision onsite by a counselling supervisor, learn about ethical, organisational, and practice issues, and experience professional contact with a range of health professionals. To gain a pass in this unit, students are required to pass all assessment requirements.

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. Implement counselling theory and practice in counselling cases and client contact whilst on field placement;
3. Critically reflect on the research, ethical, legal, and other frameworks relevant to their field placement practice;
4. Develop reflective practice skills, including the capacity to seek advice on problems and challenges arising in the placement setting and engage in onsite supervision process for all client-related matters; and
5. Critically reflect on the inter-professional relations and collaboration in the placement setting in the context of service delivery.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Other, Learning goals relevant to counselling placement, Pass/Fail. Journal, Reflective piece (1000 words), Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, 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.

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; and
3. Implement the evidence based counselling intervention program.

Required Reading: N/A

Assessment: Literature Review, Literature review (2500 words), 30%. Project, Description and Implementation of intervention program (3500 words), 70%. 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 12,000 words.

APT6014 Minor Thesis (Part B)

Locations: City Flinders.

Prerequisites: APT6013 - Minor Thesis (Part A)

Description: This unit of study requires students to have completed APT6013 Minor Thesis (Part A), and to execute a part of the counselling research project that they have designed in APT6013 Minor Thesis (Part A) to the class. Following the presentation and implementation of a part 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. Conceptually map the intervention program completed in APT6013 Minor Thesis (Part A);
2. Evaluate the implementation of the intervention program; and
3. Analyse the implementation of the program and identify relevant implications and limitations.

Required Reading: N/A

Assessment: Presentation, Presentation and implementation of a part of the intervention program to the class (20 minutes), 40%. Project, Evaluation of intervention program (2000 words), 30%. Review, Review of the intervention program including implications (2000 words), 30%. The successful completion of APT6014 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 12,000 words.

APT6016 Foundations of Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide a foundation of counselling micro skills. 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 assessment and intervention plans. Through role-plays and class activities, students will be encouraged to practice counselling micro skills and begin development of case formulations.

Credit Points: 12

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

1. Exhibit a foundational level of competence in a range of counselling micro skills;
2. Develop and articulate a foundation level of competence in counselling-based assessment and intervention plans; and
3. Formulate basic counselling based assessment and intervention for a range of presenting issues.

Required Reading: Geldard, D., Geldard, K., Foo, R. Y. (2017) 8th ed. Basic personal counselling: a training manual for counsellors Cengage Publishing. ISBN: 9780170278607

Assessment: Report, Identify the application of micro skills in a counselling demonstration (40mins 1000 words), 30%. Exercise, Role-play a counselling demonstration demonstrating counselling micro skills (40 minutes), 30%. Report, Document a basic counselling assessment and intervention plan (1500 words), 40%.

APT6017 Counselling Theories and Interventions

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will focus on fundamental theory and intervention practices of a range of therapeutic paradigms relevant to counselling. Students will enhance their counselling skills and strengthen case formulation skills through in class supervised counselling practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the fundamental theory and intervention practices of a range of therapeutic paradigms relevant to counselling; 2. Conceptually map counselling strategies for a range of presenting problems; and 3. Demonstrate the ability to link counselling theory and practice through application of theories to client issues and presentations.

Required Reading: Information about required readings will be made available on VU Collaborate.

Assessment: Test, In class short answer test on interview role play, 30%. Review, Counselling assessment and intervention plan according to three therapeutic paradigms (1500 words), 40%. Report, Case formulation (1000 words), 30%.

APT6018 Counselling across the Lifespan

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will investigate individual functioning across the lifespan, and apply this theoretical knowledge in counselling assessment, formulation and intervention. In particular, the role of social and cultural contexts across the lifespan will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise the role of life-span in individual functioning; 2. Critically review the implications of life-span including the social and cultural relevance to the individual; and 3. Apply theoretical knowledge of life-span in counselling assessment, formulation and intervention.

Required Reading: Information about required readings will be made available on VU Collaborate.

Assessment: Test, Multiple choice and short answer test on life-span stages and individual development (30mins), 20%. Report, Use the presentation topic*, 50%. Presentation, In a group, select a contemporary issue and describe how it impacts across the life-span and implications for counselling (30mins), 30%. Report - Use the presentation topic to discuss and expand upon the implications of development across the life-span according to social, emotional, physical or cognitive aspects in an individual report (1500 words).

APT6019 Foundations of Child and Adolescent Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide a foundation of counselling micro skills when counselling children and adolescents. 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 assessment and intervention plans. Through role-plays and class activities, students will be encouraged to practice counselling micro skills and begin development of case formulations specific to children and adolescents.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Implement and reflect upon a range of basic counselling skills for working with children and adolescents; 2. Exhibit a foundation level of competence in formulating counselling-based assessment and intervention plans when working with children and adolescents; and 3. Analyse and apply the fundamental theory and intervention practices of the therapeutic paradigms for working with children and adolescents.

Required Reading: Geldard, K., and Geldard, D. (2018) 5th ed. Counselling Children: A practical introduction London: Sage Publications.

Assessment: Annotated Bibliography, Present evidence-based literature relating to counselling intervention approaches and their relevance to children's developmental stages (1000 words), 30%. Case Study, Submit a case formulation with attention to issues relating to development phase, & evidence supporting a specific counselling approach intervention, 30%. Presentation, Individual class presentation*, 40%. Case study - 1000 words. Presentation - Individual class presentation on a topic and application to a specific child/adolescent issue with reference to evidence based literature from annotated bibliography (20mins).

APT6020 Ethics and Professional Practice for Counsellors

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine the ethical factors relevant to counselling. The unit will 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. Analyse and formulate ethical responses to dilemmas which may arise in counselling practice; 2. Plan and implement ethical decision-making in counselling; and 3. Investigate a range of ethical codes of conduct and apply ethical principles relevant to the ACA Professional Code of Ethics.

Required Reading: Corey, G., Corey, M. S., & Corey, C. (2019). 10th ed Issues & ethics in the helping professions. South Melbourne, Victoria: Cengage Learning. ISBN: 9781337406291

Assessment: Report, Ethical self-reflection — identify and discuss one potential challenge and barrier to being an ethical counsellor. (1000 words), 25%. Exercise, In-class group role-play and student-facilitated discussion on an ethical dilemma to a counselling scenario drawing on theory relevant codes of ethics, 35%. Test, Multiple-choice test on codes of conduct and ethics applications relevant to a counselling context (90 mins), 40%.

APT6021 Supervision and Reflection Practice for Counsellors

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine the roles of reflective practice and of supervision relevant to providing effective counselling. The unit will address issues relating to how the self of the therapist and one's personal history influences the

counselling relationship, the purpose of supervision in counselling and the various methods and roles that supervision can be applied in professional settings.

Credit Points: 12

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

1. Critically reflect on how the self of the therapist influences the counselling relationship; 2. Critically evaluate the impact of one's personal history in the role of being a counsellor; and 3. Appraise the purpose, roles and methods that supervision brings to the role of counselling.

Required Reading: Students will also be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Exercise, Johari Window, a self-reflection exercise examining how aspects of oneself impacts on counselling work (1500 words), 30%. Assignment, Genogram - self-reflective piece examining family history to gain awareness of factors that impact counselling (1500 words), 30%. Report, Report on role and practice of supervision requirements for counsellors (2000 words), 40%.

APT6022 Evaluation and Research for Counselling Interventions

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides students with knowledge and techniques in the design of evaluation and research in the counselling field. The topics explored include introduction to the paradigms, methodologies 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 professional project proposal.

Credit Points: 12

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

1. Investigate evaluation techniques and research methods that are relevant to counselling practice; 2. Critically review literature relating to evidence-based counselling interventions and programs; and 3. Conceptually map a program and evaluation proposal.

Required Reading: Students will be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Annotated Bibliography, Review of peer-reviewed research articles regarding a chosen counselling intervention (1500 words), 30%. Report, Submit an individual report of a group designed counselling related project proposal with support of evidence-based literature. (1500 words), 30%. Test, In class multiple-choice quiz to test knowledge of research and evaluation methods relevant to counselling research (90 mins), 40%.

APT6023 Working with Diversity in Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit provides opportunity for students to develop competency in working with diversity through a combination of reflection, analysis and in class discussion. A significant component of the unit will be devoted to issues relevant to counselling standards and practice frameworks for working with individuals from a range of diverse backgrounds and to developing cultural competence in the form of knowledge, skills and understanding essential to working with Aboriginal and Torres Strait Islander peoples and communities.

Credit Points: 12

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

1. Analyse and challenge one's own values, cultural assumptions and cultural position; 2. Elucidate specific counselling related issues relevant to working with clients from diverse backgrounds; 3. Develop cultural competence and principles of practice related to working with Aboriginal and Torres Strait Islander peoples and communities; and 4. Critically reflect upon and apply skills in counselling diverse clients.

Required Reading: Students will also be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Case Study, Individual presentation of a case study and case formulation for a specific culturally diverse client group. (20mins), 25%. Assignment, Discuss principles of practice and rationale for cultural competence in the context of counselling with Indigenous Australians (2000 words), 40%. Journal, Reflective journal incorporating the readings, lectures & class discussions pertaining to the notion of working with diversity as the unit progresses, 35%. Journal - 1500 words.

APT7001 Working with Systems in Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine the theory and intervention practices for working with systems relevant to counselling. The unit will address issues relating to working with families, couples, groups and/or people with disability, including learning about roles and methods for developing effective inter-professional relations when working as a counsellor.

Credit Points: 12

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

1. Analyse and assess the fundamental theory and intervention practices for working with systems; 2. Demonstrate a competency in formulating counselling-based assessment and intervention plans in the context of working with families, couples, groups and/or people with disability; and 3. Critically reflect on the various professional roles, responsibilities, and boundaries of inter-professional collaboration as they impact on counselling.

Required Reading: Students will also be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Case Study, Create a case formulation & counselling intervention plan for a family, couple and/or individual presenting with complex psychosocial issue (1000 words), 30%. Report, Create an intervention plan that includes a systems approach (1000 words), 30%. Presentation, Presentation*, 40%. Presentation - Conduct an interview with a mental health service about their inter-professional collaboration, analyse the effectiveness of such collaboration and present findings to the class (20 minutes).

APT7002 Professional Counselling Project A

Locations: City Flinders.

Prerequisites: APT6022 - Evaluation and Research for Counselling Interventions

Description: This unit of study is one of two units that combine to provide students the opportunity to gain experience in researching and implementing a counselling related professional project. Each student will be required to identify an independent topic with a counselling focus from within their placement and in consultation with their field supervisor. Students will research evidence-based approaches in the literature to support the project proposal and based on the literature review, produce a counselling related project proposal.

Credit Points: 12

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

1. Implement academic learning and knowledge to identify and design a viable project; 2. Critically review and evaluate the literature associated with the professional

project; and 3. Produce and present a substantial project proposal based on identified need from field placement agency.

Required Reading: Students will also be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Presentation, Individual presentation the project proposal (10 minutes), 20%. Literature Review, Prepare a literature review based on the project proposal (2000 words), 40%. Assignment, Create a viable project proposal linked to the field placement (1500 words), 40%.

APT7003 Professional Counselling Project B

Locations: City Flinders.

Prerequisites: APT7002 - Professional Counselling Project A

Description: This unit of study requires students to have completed APT7002 Professional Counselling Project A, and to execute the project proposal that they have designed in that class. Following the implementation of the project, students will evaluate and discuss the outcomes, and submit a professional report to the field agency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Implement appropriate methods to conduct the project; 2. Evaluate and discuss the project outcomes; and 3. Produce a professional report suitable for submission to the field placement agency.

Required Reading: Students will also be directed to current texts and journal articles in the relevant areas by the Unit Convenor.

Assessment: Presentation, Individual in-class presentation on the project execution (20 mins), 30%. Report, Final individual project report including introduction, methodology, outcomes and conclusions (5,000 words), 70%.

ASW2013 Introduction to Social Policy

Locations: Footscray Nicholson.

Prerequisites: 192 Credit Points (Core ABSW Year 1 and Year 2)

Description: Social policy influences individuals and communities in all aspects of everyday life and is indicative of how the state addresses social problems and social need. This unit of study introduces students to the identification and construction of social problems; contemporary Australian social policy, and theoretical frameworks that inform policymaking, implementation and review. Social policy is a key intervention used in social work for facilitating social change with regard to income security, employment, housing, education, health and community services, and the social effects of climate change. Students use skills in research and critical thinking to identify and analyse contemporary public debates about social issues/problems, and present these debates in ways that promote social inclusion, equality and empowerment in social work practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate and analyse the role of social policy in addressing social problems and social change; 2. Synthesise and apply knowledge about the Australian social policy cycle with reference to contemporary social issues; 3. Critically analyse contemporary Australian social policies using theoretical frameworks; and 4. Articulate the links between social issues, social policy and social change from a social work perspective.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Test, Structured questions on theory of a policy (1 hour), 20%. Report, Writing a policy brief (2,500 words), 50%. Presentation, Group oral presentation (1,500 words), 30%. To gain a pass in this unit students must attain a minimum overall grade of 50% and attempt and submit all assessment tasks, as each

assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course. .

ASW2090 Groupwork Theory and Practice

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units.

Description: Human service workers work in groups across all fields of practice from staff teams to social action and therapeutic groups. Students will be introduced to and experience group work theories, processes and skills. 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. Review and decode 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. Discriminate between the different contexts of groupwork practice and the implications for practice; 4. Critique the issues of power and oppression in the group work contexts; and 5. Demonstrate initiative and judgement in applying foundational group facilitation skills.

Required Reading: The following text is prescribed for the unit and will be referred to in other units and useful for professional practice. Lindsay, T. & Orton, S. (2014) 3rd ed. Groupwork practice in social work Learning Matters Ltd, Sage Publications

Assessment: Test, Quizzes (5 x 10 minutes on-line quizzes completed in class each worth 5%), 25%. Presentation, Brochure (complementary to Project, one submission per group of five students), 2 A4 sheets (1,200 word equivalent), 25%. Project, Group presentation (15 min) and individual submission of presentation summary (500 words). This is a combined 2,000 word equivalent per individual., 50%. To gain a pass in this unit students must meet the attendance requirements described below, attain a minimum overall grade of 50%, attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course. Attendance requirements AASW accreditation standards require students to complete a minimum of 140 hours (20 days) face-to-face classroom-based learning, the focus of which is professional practice skills. To meet this standard, attendance in this unit is compulsory. Students attending less than 90% of classes in this unit, will be awarded a fail grade and required to repeat the unit. A minimum attendance requirement of 80% is acceptable in situations where a student has been granted special consideration for class absences.

ASW2102 Social Welfare: History and Current Context

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units.

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.

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 (1500 words), 45%.

ASW2103 Human Development in Social Context

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units. For HBSD students only - 96 credit points of First Year core HBSD units.

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.

Required Reading: Nicolson, Paula. (2014) 1st ed. A critical approach to human growth and development Basingstoke: Palgrave Macmillan.

Assessment: Test, Quizzes (900 word equivalent) (2x15mins), 20%. Presentation, Group presentation (15mins), 35%. Essay, Critical analysis of selected topic - submitted in two (2) stages (1,800 word equivalent), 45%. To gain a pass in this unit students must attain a minimum overall grade of 50% and attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course.

ASW2104 Critical Social Work Theories

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units.

Description: This unit of study requires students to review and critically reflect in depth on social work theory and practice. 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 knowledge and

practice skills will be explored in the current debates about social work's efficacy and its future role in the helping professions.

Credit Points: 12

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

1. Contextualise key critical theoretical perspectives and place these in settings such as historical, cultural, political, economic and social environments;
2. Critique a range of critical social work theories and analyse their efficacy in social work practice contexts;
3. Discuss critically, the complexities, ambiguities, uncertainties and challenges of the contemporary social structures that impact on clients' lives and the implications for social work practice; and
4. Contextualise a critical practice framework to a specific situation to demonstrate professional-appropriate reflexivity.

Required Reading: Morley, C., Macfarlane, S & Ablett, P., (2019) 2nd ed. Engaging with Social Work Cambridge University Press, Port Melbourne This textbook will be used in other units, including field work (ASW4002 and ASW4004) and the course capstone unit. This textbook will be used in other units including those related to field work and the course capstone unit. Additional reading materials are documented in the Unit Guide and provided on VU Collaborate.

Assessment: Review, Review of readings linked to current issue (1,000 words), 30%. Project, 'Whiteness' Inventory and reflection: 10 examples of social practices that convey 'white is the norm' or 'white is superior' (1,800 words), 45%. Presentation, Group film study (12-minute presentation), 1000 word equivalent), 25%. To gain a pass in this unit students must attain a minimum overall grade of 50% and attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course.

ASW2202 Social Work Theories

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units.

Description: This unit of study teaches what theory is and why theory is essential in social work. Through reading and discussion you will develop an understanding of social work theories and their historical origins. Key social work theories, including different theoretical perspectives, explanations and approaches are examined, along with the links between these theories and the broader social work knowledge base. You are introduced to tools for applying theory to contemporary practice scenarios using case studies.

Credit Points: 12

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

1. Investigate social work theories within the historical context of social work practice;
2. Demonstrate an understanding of different theoretical approaches, including key features and implications for practice; ;
3. Differentially apply selected theories for contemporary social work practice.

Required Reading: There is no one specific required text for this unit. Students will be able to access all readings and resources via Collaborate and the VU Library. Additional information regarding required and recommended reading is provided in the Unit Guide and through VU Collaborate.

Assessment: Review, Reading Review (1000 words), 30%. Report, Theory analysis (1300 words), 45%. Presentation, Part A: Group presentation applying theory to practice (10 minutes, 10%) Part B: Individual student statement of learning (500 words, 15%), 25%. To gain a pass in this unit students must attain a minimum overall grade of 50% and attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course.

ASW3002 Professional Practice

Locations: Footscray Park, Footscray Nicholson.

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

Description: In this unit you will work alongside professional colleagues engaged in the provision of human services. This work based learning experience consists of a structured and supervised University organised field education placement where you will link and apply theory with social work practice. To best prepare and support you in your first placement, 10 hours of attendance in a pre-placement two-day intensive is required. The placement experience is enhanced by participation in University based seminars.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Negotiate and validate a plan for professional learning consistent with the placement context of practice and aligned to AASW Graduate Practice Standards and Attributes (2019);
2. Apply social work knowledge, values and ethics to a particular field of practice in accordance with the AASW Code of Ethics (2010) and AASW Graduate Practice Standards and Attributes (2019);
3. Demonstrate cultural responsiveness, sensitivity and inclusive practice that promotes the rights of Aboriginal and Torres Strait Islander peoples and their cultures;
4. Establish respectful and accountable professional relationships and communications with a diverse range of individuals, groups, colleagues and communities; and
5. Effectively demonstrate use of social work theories and methods informed by a critically reflective approach to practice.

Required Reading: The following texts are Recommended Reading only: Cleak, H.M. & Wilson, J. (2018) *Making the most of field placement* 4th ed. Cengage Learning Australia, South Melbourne (ebook) 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 placements*, Oxford University Press, Australia.

Assessment: Assessment in this unit is aligned with the Practice Standards outlined in the Australian Association of Social Workers Accreditation Standards (ASWEAS, 2019). Performance on field placement is assessed in relation to your individual professional learning plan, as detailed in the Social Work Field Education Manual. Exercise, Plan for professional learning, Pass/Fail. Practicum, Mid placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail. Students are required to attend a minimum of 500 hours of supervised field education, which includes 12 hours of attendance and participation in theory-practice integration seminars. In the event of illness, students are required to make up missed placement hours. Where circumstances exist so that a student cannot attend the pre-placement intensive and integration seminars in person (e.g. rural/regional placement), engagement in the seminars will be by negotiation with the Unit Convenor.

ASW3096 Understanding and Responding to Family Violence

Locations: Footscray Nicholson.

Prerequisites: 288 credit points (First, Second and Third years) of core ABSW Bachelor of Social Work.

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 and perpetrators 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 assessment, casework, group work, counselling, research, 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. Students are supported to develop their ability to identify and assess for risk for the whole family and demonstrate professional report writing skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Articulate and apply a clear understanding of the dynamics and impacts of family violence on individuals and families in their communities;
2. Identify and critique personal beliefs, values and cultural traditions within contemporary political and societal understandings of family violence; and
3. Critically analyse and discuss the roles of social workers in responding to and preventing family violence.

Required Reading: Readings will be made available through VU Collaborate.

Assessment: Review, Reading review (1500 words), 30%. Report, Assessment of Risk Report (2000 words), 45%. Poster, Poster and written reflection (1,000 words), 25%. To gain a pass in this unit, students must meet the attendance requirements described below, attain a minimum overall grade of 50% and attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of social work course. Attendance requirements AASW accreditation standards require students to complete a minimum of 140 hours (20 days) face-to-face classroom-based learning, the focus of which is professional practice skills. To meet this standard, attendance in this unit is compulsory. Students attending less than 90% of classes in this unit, will be awarded a fail grade and required to repeat the unit. A minimum attendance requirement of 80% is acceptable in situations where a student has been granted special consideration for class absences.

ASW3097 Social Work and Trauma Informed Care

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units.

Description: In all practice contexts, social workers use knowledge about trauma and its effects on human development, wellbeing and agency with individuals, groups and communities. This unit acquaints students with this knowledge and as such students are encouraged to develop foundations for trauma informed practice. Current inter-professional practice frameworks and guidelines will be utilised to inform students developing abilities to recognise the prevalence of trauma, identify the multidimensional effects of trauma, and be able to apply knowledge and skills to respond with sensitivity and efficacy. Implications for use of self in practice will also be explored by encouraging students to reflect on their own relevant life experiences within a professional practice context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Apply knowledge of trauma to demonstrate its potential effect on human development, wellbeing and agency;
2. Demonstrate trauma informed approaches with individuals, families, groups and communities;
3. Apply a systems perspective to understanding the impact and experience of trauma for individuals, groups and communities; and
4. Reflect on social work use of self when responding to trauma.

Required Reading: There is no one specific required text for this unit. Students will be able to access all readings and resources via VU Collaborate and the VU Library.

Assessment: Test, Written Review (800 words), 20%. Other, Practice scenario, including team consultation (15 mins) and individual written student statement of learning responding to set questions (1000 words), 50%. Portfolio, Trauma-Informed Practice Portfolio (1500 words), 30%. To gain a pass in this unit students must attain a minimum overall grade of 50% and attempt and submit all assessment

tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course.

ASW3101 Skills for Social Work Direct Practice

Locations: Footscray Nicholson.

Prerequisites: 96 credit points of first year core ABSW units.

Description: Social workers engage with individuals, groups and communities to promote wellbeing, advocate for social change and create a just and equitable society for all. This unit facilitates student development of a basic awareness of self as this relates to social work direct practice and practice knowledge; and a beginning level of understanding of relevant theoretical frameworks informing direct practice including strength-based and eco-systemic traditions. This subject is practice based. Students engage in experiential learning activities using scenarios drawn from contemporary social work with individuals, families and groups across a range of human service contexts. These include both statutory and non-statutory examples. The focus of student learning is on the use of self in practice, and the demonstration and application of skills for engagement, assessment and intervention.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain various models and frameworks for social work practice with individuals from diverse cultural backgrounds and in diverse contexts; 2. Reflect on the influence of personal values, professional values and ethics in social work practice with individuals; 3. Demonstrate relevant social work practice skills in engagement, assessment, planning, intervention and review; 4. Demonstrate effective written, verbal and non-verbal interpersonal communication skills with individuals from diverse cultural backgrounds and in diverse contexts.

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

Assessment: Exercise, Video recording (3 min), 15%. Assignment, Social work assessment & Case Note (1400 words), 35%. Case Study, Process Recording (1600 words), 40%. Presentation, Reflection journal about self-in-practice (400 words), 10%. To gain a pass in this unit students must meet the attendance requirements described below, attain a minimum overall grade of 50%, attempt and submit all assessment tasks, and achieve a pass grade in the case study/process recording task. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course. Attendance requirements AASW accreditation standards require students to complete a minimum of 140 hours (20 days) face-to-face classroom-based learning, the focus of which is professional practice skills. To meet this standard, attendance in this unit is compulsory. Students attending less than 90% of classes in this unit, will be awarded a fail grade and required to repeat the unit. A minimum attendance requirement of 80% is acceptable in situations where a student has been granted special consideration for class absences.

ASW3103 Social Work Practice: Legal Context

Locations: Footscray Park.

Prerequisites: 96 credit points of first year core ABSW units.

Description: For a community or society to function, there needs to be a range of structures around power, rights and responsibilities and processes that help define how individuals, communities and organisations behave and are regulated. Wherever social workers practice, they should have a good appreciation of the legal system and how it will impact on their clients as well as their professional practice. In this unit, students will be introduced to the fundamental features of the Australian and Victorian legal system and will interrogate critically reflect upon and analyse the roles and responsibilities of the social worker within these legislative, judicial and administrative contexts. Students will also research and analyse the various systems

that are available to support people with legal issues and how the principles of social justice and human rights are applied. In addition, students will demonstrate their working knowledge of the Australian legal system and the importance of legal knowledge to competent social work practice through the preparation of report writing. Students will also consider the Australian Association of Social Workers Professional Practice Standards and Code of Ethics that guide professional behaviour in a range of social work scenarios.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the principles and functions of the law as relevant to the social work context; 2. Identify and apply relevant legal frameworks in context and respond using appropriate professional communication skills; 3. Interrogate and analyse the legal, ethical and practice considerations and dilemmas confronting social workers when complying with their statutory obligations to the law; and 4. Critically review the role of legal systems in the context of social justice, human rights and cultural diversity.

Required Reading: There are no required texts for this unit; a range of resources will be available via VU Collaborate.

Assessment: Test, Open-book knowledge audit (30 minutes), 10%. Report, Case summary and critical commentary (750w), 20%. Assignment, Critical analysis of frameworks guiding social work practice (1500w), 50%. Presentation, 15 minute group presentation and individual submission, 20%. Recommended word allocation for this unit is purposefully at the lower end of expectations for a unit at this level because brevity, clarity and accuracy are key requirements of professional social work writing. The Analysis and Reflective Case Study provides students with the opportunity to demonstrate these developing skills. The previous assessment task provides the necessary scaffolding.

ASW3104 Health and Mental Health: Practice and Policy

Locations: Footscray Nicholson.

Prerequisites: 288 credit points (First, Second and Third years) of core ABSW Bachelor of Social Work.

Description: This unit investigates social work practice in health and mental health. In this unit you will explore the construction of health and wellbeing by engaging with various perspectives and knowledge bases. Through independent and collaborative learning, you will further develop your knowledge of mental health issues and skills for social work practice within diverse work settings. The approach in this unit is specific and practice oriented, providing knowledge about health and mental health policies, services, frameworks and interventions. In the tradition of critical social work practice, this unit recognises the layers of oppression often present for people who have been, or are at risk of marginalisation due to their experiences, 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. Investigate structural and intersectional factors that shape what is meant by good health and mental wellbeing; 2. Evaluate a range of policies and frameworks that influence the provision of and access to health and mental health services; 3. Analyse health and mental health issues from a variety of perspectives including practitioners, service-users, families, and care-givers; and 4. Integrate knowledge of social work practice frameworks and approaches that are consistent with contemporary, interdisciplinary health and mental health service expectations.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Constructing a Social Work Referral (300 words), 15%. Review, Reading Review (1800 words), 35%. Report, Practice Frameworks and Intervention Report (1500 words), 40%. Assignment, In-Class Group Discussion & Feedback (20mins), 10%. To gain a pass in this unit students must attain a

minimum overall grade of 50% and attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course.

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.

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%.

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.

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 Park, 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 critically upon their use and application;
5. Exemplify the interpersonal and communication skills required to communicate and work effectively with others;
6. Plan and present a learning plan in accordance with the AASW Practice Standards for application within the particular field of placement;
7. Critically reflect on practice while engaged in field placement and in professional supervision;
8. Exhibit and apply a range of specific social work assessment, intervention and referral skills and knowledge appropriate to the particular field of placement;
9. Locate and critically analyse research knowledge, methods and application appropriate to social work practice and field placement setting; and
10. Interpret and adapt knowledge of cultural diversity in order to work in a culturally responsive and inclusive manner in a social work context.

Required Reading: Cleak, H.M. & Wilson, J. (2013) 3rd ed. Making the most of field placement Cengage Learning Australia, South Melbourne (ebook) Victoria University 2020 Social Work Education Field Manual . 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 placements, Oxford University Press, Australia.

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

ASW3206 Field Education 2

Locations: Footscray Park, 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.

Required Reading: Cleak, H. & Wilson, J. (2013) 3rd ed. Making the most of field placement Cengage Learning Australia, South Melbourne (ebook) Victoria University 2020 Social Work Education Field Manual See note below 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 placements, Oxford University Press, Australia.

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: 192 Credit points (Core year 1 and 2)

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. Classes include both theoretical and social work practice with individuals and families. 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 teaching staff, 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.

Required Reading: AASW Latest edition AASW Practice standards AASW, Canberra
AASW Latest edition AASW Code of ethics AASW, Canberra

Assessment: Assignment, Cultural Genogram and critical reflection, 30%. Assignment, Advanced Care Plan and critical reflection, 30%. Other, Wyndham Community Network (critical reflection), 40%. To gain a pass in this unit students must meet the attendance requirements described below, attain a minimum overall grade of 50% and attempt and submit all assessment tasks. Each assessment task covers discrete areas of knowledge and skill required for the successful completion of social work course. Attendance requirements AASW accreditation standards require students to complete a minimum of 140 hours (20 days) face-to-face classroom-based learning, the focus of which is professional practice skills. To meet this standard, attendance in this unit is compulsory. Students attending less than 90% of classes in this unit, will be awarded a fail grade and required to repeat the unit. A minimum attendance requirement of 80% is acceptable in situations where a student has been granted special consideration for class absences.

ASW3901 Social Research 2

Locations: Footscray Nicholson.

Prerequisites: 192 Credit points (Core ABSW Year 1 and Year 2)

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.

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 quantitative data analysis test (1,000 words equivalent), 30%.

ASW4002 Advanced Professional Practice

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: 288 credit points of core ABSW Bachelor of Social Work (first, second and third year units).

Description: This unit builds directly upon the work based learning gained in ASW3002 Professional Practice and provides you with a final structured and supervised University organised placement in a different field of social work practice. Your placement experience is enhanced by participation in University based seminars. Upon successful completion you will demonstrate your ability to work ethically, critically, professionally and inclusively. This unit helps to prepare you as an emerging graduate for entry into the social work profession, and informs the work you will complete in your second semester capstone units: ASW4003 Social Work Advocacy: Scope, Research, Design and ASW4004 Social Work Advocacy: Social Change in Action.

Credit Points: 48

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

1. Negotiate and validate a plan for professional learning consistent with the placement context of practice and aligned to AASW Graduate Practice Standards and Attributes (2019);
2. Practice according to social work values, ethics and knowledge in alignment with the AASW Code of Ethics (2010) and AASW Graduate Practice Standards and Attributes (2019);
3. Exemplify cultural responsiveness, sensitivity and inclusive practice and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures;
4. Use a broad range of professional communication skills to build and foster collaborative, inclusive and respectful relationships with a diverse range of individuals, groups, colleagues and communities;
5. Demonstrate intellectual independence through the application of critical thought and judgement in social work practice;
6. Identify and effectively engage with ethical dilemmas and issues arising in practice; and
7. Demonstrate an understanding of the role of research and evaluation in generating new knowledge for practice.

Required Reading: The following texts are Recommended Reading only: Cleak, H. & Wilson, J. (2018) Making the most of field placement 4th ed. Cengage Learning Australia, South Melbourne (ebook) 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 placements, Oxford University Press, Australia.

Assessment: Assessment of this unit aligns with the Practice Standards outlined in the Australian Association of Social Workers Accreditation Standards (ASWEAS, 2019). Performance on field placement is assessed in relation to your individual professional learning plan, as detailed in the Social Work Field Education Manual. Exercise, Plan

for professional learning, Pass/Fail. Practicum, Mid-placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail. Students are required to attend a minimum of 500 hours of supervised field education, which includes 12 hours of attendance and participation in theory-practice integration seminars. In addition, 5 hours of attendance in a pre-placement one-day intensive is required. This requirement is in accordance with the Australian Social Work Education Accreditation Standards (ASWEAS 2019) and the Victoria University Assessment for Learning Standards for Assessment Procedure. In the event of illness, students are required to make up missed placement hours. Where circumstances exist so that a student cannot attend the pre-placement intensive and integration seminars in person (e.g. rural/regional/international placement), engagement in the seminars will be by negotiation with the Unit Convenor.

ASW4003 Social Work Advocacy: Scope, Research and Design

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: ASW4002 - Advanced Professional Practice

Description: This unit is the first component of a 24-credit point social work capstone experience. It enables students to develop a proposal aimed at addressing a real-world health and/or welfare problem. Students will utilise a range of macro practice approaches, to scope, research, and design their proposal. Learning activities will emphasise engagement with the profession and require both independent and collaborative learning. Students will be encouraged to draw together learning from the theoretical, practical and conceptual components of the whole social work course. Students will take responsibility to organise, plan and carry out the various tasks required for successful completion of the unit. They will have the opportunity to further develop their ideas in the final component of the 24 credit point capstone experience: ASW4004 Social Work Advocacy: Social Change in Action.

Credit Points: 12

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

1. Identify, scope and plan social work interventions for real world problems by effectively using a range of methods of practice including individual, group, community, policy analysis and research;
2. Identify and critique personal beliefs, values, and cultural traditions and integrate these with formal knowledge and professional values and ethics to ensure authentic practice;
3. Demonstrate cultural humility, a valuing of diversity, and respect for the culture, knowledge and traditions of Aboriginal and Torres Strait Islanders as the Traditional Owners of Australian lands through context specific projects; and
4. Work independently and collaboratively with colleagues and others in planning and developing social work interventions for real world problems.

Required Reading: Required readings and references will be provided on the VU Collaborate site.

Assessment: Assignment, Persuasive written report (500 words) and oral presentation (500 word equivalence) justifying investigation into real world problem., 25%. Literature Review, Analysis of literature relevant to real world problem (2,500 words), 40%. Assignment, Written Proposal (1,500 words) and Oral presentation (500 words), 35%. To gain a pass in this unit students must attain a minimum overall grade of 50% and attempt and submit all assessment tasks, as each assessment task covers discrete areas of knowledge and skill required for the successful completion of the social work course. Students enrolled in this unit will investigate and address issues of significance to the social work discipline via a self-identified or local agency "real world problem". This real world problem will be used as the basis for student assessment.

ASW4004 Social Work Advocacy: Social Change in Action

Locations: Footscray Park, Footscray Nicholson.

Prerequisites:ASW4003 - Social Work Advocacy: Scope, Research and Design

Description:This final unit in the 24 credit point capstone experience supports student's evolving understanding of the complex factors that impact the human condition. Building directly on student knowledge and skills developed in the pre-requisite unit ASW4003 it provides students with the opportunity to demonstrate their contribution to a more equitable and sustainable society through their intervention addressing a real world problem. Making such a contribution requires personal and professional courage and resilience in the face of opposing ideologies and practices. Students will incorporate understanding of power, ethics and culture in addressing real world problems.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Articulate and exemplify social work values and ethics, and the distinctive role and contribution of critical social work in addressing real world problems encountered in professional practice; 2.Apply critical social work knowledge, values, research and intervention skills to appropriately respond to the needs of diverse individuals, groups and communities; and 3.Demonstrate cultural humility, a valuing of diversity, and respect for the culture, knowledge and traditions of Aboriginal and Torres Strait Islanders as the Traditional Owners of Australian lands through context specific projects.

Required Reading:Required readings and references will be provided on the VU Collaborate site.

Assessment:Assignment, Peer discussion, 5%. Presentation, Addressing a real world problem (20min - 2000 word equivalent), 40%. Report, Critical analysis (2,000 words), 55%. Total word equivalence is 4,500 words.

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.

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.

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.

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:City Queen, Online.

Prerequisites:HBD1201 - Introduction to Dermal SciencesHBD1201 Introduction to Dermal Sciences OR 96 credit points of first year.

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 inter-professional 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. Exemplify academic writing that follows formal conventions and is expressed clearly, persuasively and effectively in the area of Dermal Science; 4. Exhibit effective collaborative skills in an ethical and responsible manner in the achievement of group outcomes; 5. Strategise when to refer to the appropriate professionals, and how to best work with them from an inter-professional perspective.

Required Reading: N/A

Assessment: Other, Group Debate (20 mins), 30%. Presentation, Presentation of the portfolio (5 mins), 35%. Portfolio, Written reflection plus evidence of completion of independent learning module (1000 words), 35%.

HBD2102 Dermal Sciences 1

Locations: City Queen, Online.

Prerequisites: HBD1201 - Introduction to Dermal Sciences or 96 credit points of first year.

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 relate this to the cell division cycle in maintenance of the integument; 2. Explain the most common tissue types encountered when discussing the skin, and be able to explain how the structure of these tissue types relate to their primary functions. 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. 5. Discuss the general structure and function of the circulatory system, craniofacial vasculature and microvasculature of the skin, using correct anatomical terminology;

Required Reading: Tortora, G.J., & Derrickson, B. (2018) 2nd Asia-Pacific ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment: Test, Online tests (3x30mins each), 20%. Assignment, Answer a series of workbook questions, 40%. Presentation, Poster presentations with Q&A in groups of 4-5 students, 40%.

HBD2103 Occupational Health and Safety in Dermal Practice

Locations: City Queen, Online.

Prerequisites: HBD1201 - Introduction to Dermal Sciences HBD1202 - Communication and Dermal Services HBD1201 Introduction to Dermal Sciences, HBD1202

Communication and Dermal Services OR 96 credit points of first year

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. Articulate 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. Investigate appropriate first aid procedures for use within a dermal therapies setting.

Required Reading: A list of readings and reference materials as required for each topic will be provided in 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, Three (3) Tests (30 minutes each), 20%. Case Study, Group report based on a case study of a clinical setting (1500 words), 45%. Presentation, Practical demonstration (10 mins), 35%.

HBD2104 Cognition in the Dermal Workplace

Locations: City Queen, Online.

Prerequisites: HBD1202 - Communication and Dermal Services or 96 credit points of first year.

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.

Required Reading: Readings and resources will be advised in the VU Collaborate space.

Assessment: Journal, Reflective Journal (500 words), 30%. Test, Ten mini quizzes (10 x 5 minute quizzes each worth 2%), 20%. Assignment, Protocol Handbook: In pairs prepare standard protocols to address issues in the workplace setting (1500 words), 50%.

HBD2201 Dermal Research Methods

Locations: 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 related to the aesthetics industry;
2. Critique dermal research study designs to design a group investigative project;
3. Apply data collection methods for both quantitative and qualitative information in a controlled manner; and
4. Analyse basic statistical data from the group project and report on research findings.

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Test, Ten (10) x 5 minute online quizzes. (500 words equivalent), 20%. Assignment, Transcription of interview related to the research project in groups of 3 (2000 words equivalent), 30%. Report, Investigative report: research theory will be applied to a class research project in groups of 3 (2000 words), 50%.

HBD2202 Dermal Sciences 2

Locations: City Queen, Online.

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 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.

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. (2018) 2nd Asia-Pacific ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment: Test, Three Online Tests (30mins each), 20%. Project, Multimedia project report (equivalent to 400 words), 30%. Presentation, Group Presentation (In groups of up to 5 students, 15mins duration), 50%.

HBD2203 Laser Principles and Safety

Locations: City Queen, Online.

Prerequisites: HBD2103 - Occupational Health and Safety in Dermal Practice

Description: This unit provides students with knowledge regarding the fundamental concepts of laser and Intense Light Source (ILS) devices used in dermal therapies including basic physics, the properties of light, biological effects of light on tissues and processes that are associated with laser and ILS procedures. Students are educated regarding relevant state legislation and Australian Standards that are applicable to cosmetic laser and ILS 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 ILS devices. Upon successful completion of this unit students will be able to assess for and control hazards in the workplace associated with laser and ILS 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 ILS procedures in dermal therapies;
2. Compare the different types of laser and ILS systems;
3. Discuss the biological effect of light and its interaction with tissue;
4. Apply knowledge of relevant Australian Standards to determine the Dermal Clinician's responsibilities for laser safety, the role of the laser safety officer and the formation of a laser safety committee;
5. Design a laser-safe environment; and
6. Discuss legislative requirements for the operation of laser and ILS devices in Australia.

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, Three (3) online tests (each test 30 minutes duration), 20%. Case Study, Written case study (600 words), 40%. Presentation, Group Presentation (groups of 5 students, 20mins total duration), 40%.

HBD2204 Legal and Ethical Dermal Practice

Locations: 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 ethical issues as applied to dermal practice. 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. Investigate the major components of our legal system and how it functions especially in relation to health law and legal dermal practice;
3. Identify basic business processes required as part of successful dermal practice.

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit.

Assessment: Test, 1 X online test on the workshop material (30 mins), 20%. Test, 2 X online test on the workshop material (30 mins each), 40%. Presentation, Students work in groups of 4-5 and record a 15 minute presentation on a set topic related to an ethical issue, 40%.

HBD3001 Dermal Skills 1

Locations: City Queen.

Prerequisites: HBD2202 - Dermal Sciences 2HBD2203 - Laser Principles and Safety

Description: Students will undertake activities of applied and problem-based learning to develop stage appropriate competency in a range of dermal science and therapy skills and techniques; including client/skin and hair assessment, determining parameters of skin and hair health, developing and performing a range of techniques to manage skin and hair conditions in a safe and effective manner. Students will consolidate knowledge of the scientific basis and mechanism of treatments as well as patient health status and skin and hair tissue interactions or appropriate clinical endpoints in order to evaluate risks and manage complications. Students will develop skills and competency as evidence based clinical dermal practitioners. Students are required to have a Dermal Clinic Uniform pack, PPE packs including protective eye wear for lasers and have met the clinical learning requirements including police check, working with children, Hep B immunisation and privacy disclosure.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply theory and practice of skin and hair assessment and referral when required if conditions present outside the scope of the dermal clinician; 2. Apply techniques to evaluate parameters of skin and hair health and efficacy of treatment strategies; 3. Demonstrate competency in performing a range of foundation dermal skills and techniques; 4. Interrogate and apply knowledge of the scientific basis and mechanism of treatments to practice; and 5. Evaluate risks and manage complications associated with foundational dermal procedures.

Required Reading: Lallas, A. (Ed) (2019) Dermoscopy in general dermatology Boca Raton: CRC Press

Assessment: Practicum, Logbook of hours and 3 X practical milestone tests - OSCEs (60mins), 30%. Practicum, 1 x Practical Test - OSCE (60mins), 30%. Project, Project consisting of two parts: i) development of an algorithm (1000 words) and ii) presentation of a consultation tool and justification (15mins), 40%.

HBD3002 Dermal Clinic 1

Locations: City Queen.

Prerequisites: HBD3001 - Dermal Skills 1

Description: Students will complete a placement at the Victoria University Dermal Science and Therapy Clinic. During this placement students will undertake activities including client assessment and treatments for a broad range of skin conditions. Students will observe other Dermal Clinicians' work and participate in the business activities of a dermal practice. Students will receive close supervision by a qualified Dermal Clinician, learn and apply knowledge of ethical, legal and organisational practice issues, and experience professional contact with a range of health professionals. During this placement students will consolidate theory and practice to demonstrate competencies for clinical practice. Students are required to have a Dermal Clinic Uniform pack, PPE packs including protective eye wear for lasers and have met the clinical learning requirements including police check, working with children, Hep B immunisation and privacy disclosure.

Credit Points: 12

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

1. Exemplify stage-appropriate professional competencies expected of Student Dermal Clinicians 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 assess the skin in health and disease to formulate appropriate care plans; 4. Demonstrate stage-appropriate skills in therapeutic interventions with clients within the scope of the Dermal Clinician; and 5. Communicate effectively, both orally and in writing, reports of dermal therapy assessment and treatment.

Required Reading: Pagano, M.P. (2017) Health Communication for Health Care Professionals: An Applied Approach New York: Springer Lebwohl, M. G., Heymann, W.R., Berth-Jones, J., & Coulson, I.H. (Eds) (2018) 5th ed. Treatment of skin disease: comprehensive therapeutic strategies Philadelphia, PA: Elsevier.

Assessment: Portfolio, Demonstration of case management & reflective practice for a range of dermal skin conditions & concerns, utilising a range of techniques. (2500 words), Pass/Fail. Practicum, Successful completion of placement as evidenced by a supervisor's evaluation form and the Clinic Director's authorisation for completion., Pass/Fail.

HBD3003 Skin Management 1

Locations: City Queen.

Prerequisites: HBD3103 - Chemistry for Dermal Sciences HBD3104 - Dermal Sciences 3HBD3001 - Dermal Skills 1

Description: This unit will explore scientific principles, evidence and best practice management of skin health, skin repair and regeneration. Students will utilise a problem based learning approach to contextualise the role of the Dermal Clinician in the management of skin health, repair and regeneration utilising a range of stage appropriate assessment and management strategies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate mechanisms and biology of skin injury, repair and regeneration and contextualise this with Dermal Science and Therapy; 2. Interrogate scientific principles for treatment modalities and interventions used to maintain skin health and in skin repair and regeneration; 3. Evaluate current evidence and best practice in managing skin health, repair and regeneration; 4. Reflect on the role of the Dermal Clinician in the interprofessional management of skin health, repair and regeneration; 5. Examine problem based scenarios and propose evidence based strategies.

Required Reading: Sussman, C., & Bates-Jensen, B.M. (2012) 4th ed. Wound care: a collaborative practice manual for health professionals. Philadelphia: Wolters Kluwer health/Lippincott Williams & Wilkins. Watson, T. (2008) 12th ed. Electrotherapy: Evidence based practice London: Elsevier Lee, B-B., Rockson, S.G., & Bergan, J. (2018) 2nd ed. Lymphedema: a concise compendium of theory and practice Cham, Switzerland: Springer

Assessment: Case Study, Analysis of a case study x 3 (20mins each), 30%. Report, Written analysis of a research topic paper (1000 words), 30%. Presentation, Group Oral Presentation focused on patient education (20mins duration), 40%.

HBD3004 Dermal Skills 2

Locations: City Queen.

Prerequisites: HBD3001 - Dermal Skills 1 HBD3002 - Dermal Clinic 1 HBD3003 - Skin Management 1

Description: This unit will provide students with the opportunity to develop stage appropriate competency in a range of dermal science and therapy skills and techniques; including client/skin assessment, determining parameters of skin health, developing and performing a range of techniques to manage skin conditions in safe and effective manner. Students will consolidate knowledge of the scientific basis and

mechanism of treatments as well as patient health status and skin tissue interactions in order to evaluate risks and manage complications. Students will develop skills and competency as evidence based clinical dermal practitioners.

Credit Points: 12

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

1. Apply theory and practice of skin assessment and referral when required if skin conditions present outside the scope of the dermal clinician; 2. Apply techniques to evaluate parameters of skin health and efficacy of treatment strategies; 3. Develop stage appropriate competency in performing a range of intermediate dermal skills and techniques; and 4. Interrogate and apply knowledge of the scientific basis and mechanism of treatments to practice;

Required Reading: Cabo, H., & Lallas, A. (2019) *Comprehensive Atlas of Dermatoscopy Cases* Springer Nature Lee, B-B., Rockson, S.G., & Bergan, J. (2018) 2nd ed. *Lymphedema: a concise compendium of theory and practice* Cham, Switzerland: Springer Sussman, C., & Bates-Jensen, B.M. (2012) 4th ed. *Wound care: a collaborative practice manual for health professionals* Philadelphia: Wolters Kluwer health/Lippincott Williams & Wilkins

Assessment: Practicum, Practical Test OSCE (60mins), 30%. Practicum, Practical Test OSCE (60mins), 30%. Presentation, Problem based case study presentation (In groups of up to 5 students, 20mins), 40%.

HBD3005 Dermal Clinic 2

Locations: City Queen.

Prerequisites: HBD3004 - Dermal Skills 2

Description: Students will complete a placement at the Victoria University Dermal Science and Therapy Clinic. During this placement students will undertake activities including client assessment and treatments for a broad range of skin conditions. Students will observe other Dermal Clinicians' work and participate in the business activities of a dermal practice. Students will receive close supervision by a qualified Dermal Clinician, learn about ethical, legal and organisational practice issues, and experience professional contact with a range of health professionals. During this placement students will consolidate theory and practice to demonstrate competencies for clinical practice.

Credit Points: 12

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

1. Exemplify stage-appropriate professional competencies expected of Student Dermal Clinicians 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 assess the skin in health and disease to formulate appropriate care plans; 4. Demonstrate stage-appropriate skills in therapeutic interventions with clients within the scope of the Dermal Clinician; and 5. Communicate effectively, both orally and in writing, reports of dermal therapy assessment and treatment.

Required Reading: Pagano, M.P. (2017) *Health Communication for Health Care Professionals: An Applied Approach* New York: Springer Lebwohl, M. G., Heymann, W.R., Berth-Jones, J., & Coulson, I.H. (Eds) (2018) 5th ed. *Treatment of skin disease: comprehensive therapeutic strategies* Philadelphia, PA: Elsevier.

Assessment: Journal, Submission of a placement experience - reflective piece (equivalent to 1000 words), Pass/Fail. Portfolio, Demonstration of case management of range of dermal skin conditions and concerns utilising a broad range of techniques., Pass/Fail. Practicum, Successful completion of placement as evidenced by a supervisor's evaluation form and the Clinic Director's authorisation for completion. , Pass/Fail.

HBD3101 Hair Reduction Procedures

Locations: City Queen, Online.

Prerequisites: Nil.

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.

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: City Queen, Online.

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.

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: City Queen, Online.

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 cosmetic formulations in preparation for later skills-based units.

Credit Points: 12

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

1. Investigate the basic principles of inorganic and organic chemistry relevant to dermal science; 2. Apply knowledge of the chemistry and function of cosmetic formulations; 3. Assess issues of toxicity, skin irritation and formulation stability in regard to cosmetic formulations; and 4. Formulate, produce and critique cosmetic formulations.

Required Reading: Tortora, G.J., & Derrickson, B. (2017) 15th ed. Principles of Anatomy and Physiology Hoboken, NJ: Wiley and Sons

Assessment: Test, Three Online Tests (30 minutes duration per test), 20%. Report, Create a stable cosmetic formulation and report/reflection on process (group task), 50%. Report, Short written task (300 words), 30%.

HBD3104 Dermal Sciences 3

Locations: City Queen, Online.

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. 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.

Credit Points: 12

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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.

Required Reading: Weller, R., Hunter, J., Savin, J., & Dahl, M. (2014) 5th ed. Clinical Dermatology Malden, MA: Blackwell Publishing

Assessment: Test, Online quizzes (3) (30mins), 20%. Project, Writing and building a book chapter (2500 words) (Group), 50%. Case Study, In-class written case study exercise (online), 30%.

HBD3201 Applied Electrotherapy

Locations: City Queen, Online.

Prerequisites: Nil.

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.

Required Reading: Watson, T. (2008) Electrotherapy [electronic resource]: evidence-based practice London: Elsevier Health Sciences UK, 2008.

Assessment: Assignment, Written Assignment- Report (2000 words), 25%. Practicum, Practical Assessments (1 hour in total for a range of modalities that will be assessed), 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: City Queen, Online.

Prerequisites: Nil.

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.

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: City Queen, Online.

Prerequisites: Nil.

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.

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

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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: City Queen, Online.

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.

Required Reading: McDonald, R. (2019) Biology of Ageing Connecticut, USA: Taylor and Francis

Assessment: Test, Online Quizzes – 3 x(30 minutes duration per quiz) (Quiz 1&2 - 5% each, Quiz 3 - 10%), 20%. Assignment, Written education resource (Group work - 2000 words equivalent), 30%. Presentation, Presentation using education resource (15 minutes), 20%. Journal, Reflective journal (Part A – 250 words, Part B - 250 words), 30%.

HBD4001 Skin Management 2

Locations: City Queen.

Prerequisites: HBD3204 - Dermal Sciences 4 HBD3004 - Dermal Skills 2

Description: This unit will explore scientific principles, evidence and best practice management of skin conditions and disorders. Students will utilise a problem based learning approach to contextualise the role of the Dermal Clinician in the management of skin conditions and disorders utilising a range of stage appropriate assessment and management strategies. Students are required to have a Dermal Clinic Uniform pack, PPE packs including protective eye wear for lasers and have met the clinical learning requirements including police check, working with children, Hep B immunisation and privacy disclosure.

Credit Points: 12

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

1. Interrogate scientific principles for treatment modalities and interventions used to manage pathophysiology of common skin conditions and disorders;
2. Evaluate current evidence and best practice in managing skin conditions and disorders;
3. Interrogate treatment options and justify selection of appropriate treatment strategies; and
4. Propose evidence based strategies for the holistic management of

common skin conditions and disorders.

Required Reading: Lebowitz, M. G., Heymann, W. R., Berth-Jones, J., & Coulson, I. (2017) 5th ed Treatment of skin disease: comprehensive therapeutic strategies Philadelphia, PA: Mosby Elsevier.

Assessment: Test, Online Tests x3 (30mins each), 20%. Workshop, Student facilitated, educational workshop (group task, 30mins), 40%. Report, Written problem-based report (group task, 2000 words), 40%.

HBD4002 Dermal Skills 3

Locations: City Queen.

Prerequisites: HBD3005 - Dermal Clinic 2/HBD4001 - Skin Management 2

Description: This unit will provide students with the opportunity to develop stage appropriate competency in a range of dermal science and therapy skills and techniques; including client/skin assessment, determining parameters of skin health, developing and performing a range of techniques to manage skin conditions in a safe and effective manner. Students will consolidate knowledge of the scientific basis and mechanism of treatments as well as patient health status and skin tissue interactions in order to evaluate risks and manage complications. Students will develop skills and competency as evidence based clinical dermal practitioners.

Credit Points: 12

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

1. Perform appropriate assessment of skin health in order to determine patient suitability for advanced treatments within the scope of the Dermal Clinician;
2. Develop proficiency in performing a variety of advanced dermal techniques and skills;
3. Analyse parameters affecting treatment in order to achieve effective clinical endpoints and treatment outcomes in the ongoing management of skin conditions and disorders;
4. Apply knowledge of the scientific basis and mechanism of advanced treatments to practice; and
5. Evaluate risks and manage complications associated with advanced dermal procedures.

Required Reading: Lebowitz, M.G., Heymann, W.R., Berth-Jones, J., & Coulson, I. (2017) 5th ed. Treatment of skin disease: comprehensive therapeutic strategies Philadelphia, PA: Mosby Elsevier Other required readings will be made available on VU Collaborate as relevant.

Assessment: Practicum, Practical Test OSCE (60mins), 30%. Practicum, Practical-based assessment (60mins), 30%. Exercise, Team debate on treatment modalities (30mins), 40%.

HBD4003 Dermal Clinic 3

Locations: City Queen.

Prerequisites: HBD4002 - Dermal Skills 3

Description: Students will complete a placement at the Victoria University Dermal Science and Therapy Clinic. During this placement students will undertake activities including client assessment and treatments for a broad range of skin conditions. Students will observe other Dermal Clinicians' work and participate in the business activities of a dermal practice. Students will receive close supervision by a qualified Dermal Clinician, learn about ethical, legal and organisational practice issues, and experience professional contact with a range of health professionals. During this placement students will consolidate theory and practice to demonstrate competencies for clinical practice.

Credit Points: 12

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

1. Exemplify stage-appropriate professional competencies expected of Student Dermal Clinicians 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 assess the skin in health and disease to formulate

4. Demonstrate stage-appropriate skills in therapeutic interventions with clients within the scope of the Dermal Clinician; and
5. Communicate effectively, both orally and in writing, reports of dermal therapy assessment and treatment.

Required Reading: Pagano, M.P. (2017) Health Communication for Health Care Professionals: An Applied Approach New York: Springer Lebowitz, M. G., Heymann, W.R., Berth-Jones, J., & Coulson, I.H. (Eds) (2018) 5th ed. Treatment of skin disease: comprehensive therapeutic strategies Philadelphia, PA: Elsevier.

Assessment: Journal, Submission of a placement experience - reflective piece (1000 words), Pass/Fail. Portfolio, Demonstration of case management of range of dermal skin conditions and concerns utilising a broad range of techniques., Pass/Fail. Practicum, Successful completion of placement as evidenced by a supervisor's evaluation form and the Clinic Director's authorisation for completion. , Pass/Fail.

HBD4004 Skin Management 3

Locations: City Queen.

Prerequisites: HBD4002 - Dermal Skills 3

Description: This unit will explore scientific principles, evidence and best practice management of complex and dermatological issues related to population wide, chronic health problems. Students will utilise a problem based learning approach to contextualise the role of the Dermal Clinician in the management these issues utilising a range of stage appropriate assessment and management strategies.

Credit Points: 12

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

1. Evaluate the impact of medications and comorbid conditions effecting skin integrity;
2. Investigate and critically review cosmetic and reconstructive procedures with regard to indications, benefit and risks; and
3. Negotiate and defend the role that the Dermal Clinician has in the management of complex health issues.

Required Reading: Croker, A., Higgs, J., & Trede, F. (2016) Collaborating in Healthcare: Reinterpreting Therapeutic Relationships Rotterdam: Brill | Sense. Janis, J. E. (2014) Essentials of plastic surgery Quality Medical Publishing, Inc.; Boca Raton, FL: CRC Press/Taylor & Francis Group.

Assessment: Case Study, Case Study analysis x3 (20mins each duration), 30%. Presentation, Group Oral Presentation (20mins duration), 40%. Project, Evidence Summary (equivalent to 2000 words), 30%. Total word equivalence is 3,500 words.

HBD4005 Dermal Skills 4

Locations: City Queen.

Prerequisites: HBD4003 - Dermal Clinic 3/HBD4004 - Skin Management 3

Description: This unit will provide students with the opportunity to develop stage appropriate competency in a range of dermal science and therapy skills and techniques; including client/skin assessment, determining parameters of skin health, developing and performing a range of techniques to manage skin conditions in safe and effective manner. Students will consolidate knowledge of the scientific basis and mechanism of treatments as well as patient health status and skin tissue interactions in order to evaluate risks and manage complications. Students will develop skills and competency as evidence based clinical dermal practitioners.

Credit Points: 12

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

1. Perform appropriate assessment of skin health in order to determine patient suitability within the scope of the Dermal Clinician;
2. Develop proficiency in performing a variety of advanced dermal techniques and skills to a standard appropriate for professional clinical practice;
3. Analyse parameters effecting treatment in order to achieve effective clinical endpoints and treatment outcomes in

the ongoing management of skin conditions and disorders; 4. Interrogate and apply knowledge of the scientific basis and mechanism of treatments to practice to a standard appropriate for professional clinical practice; and 5. Evaluate risks and manage complications associated with advanced dermal procedures to a standard appropriate for professional clinical practice.

Required Reading: Cabo, H., & Lallas, A. (2019) *Comprehensive Atlas of Dermatoscopy Cases* Springer Nature

Assessment:Practicum, Practical Test OSCE (60mins), 30%. Practicum, Practical Test OSCE (60mins), 30%. Presentation, Poster presentation (In groups of up to 5 students, 15mins duration), 40%.

HBD4006 Dermal Clinic 4

Locations:City Queen.

Prerequisites:HBD4005 - Dermal Skills 4

Description:Students will complete a placement at the Victoria University Dermal Science and Therapy Clinic. During this placement students will undertake activities including client assessment and treatments for a broad range of skin conditions. Students will observe other Dermal Clinicians' work and participate in the business activities of a dermal practice. Students will receive close supervision by a qualified Dermal Clinician, learn about ethical, legal and organisational practice issues, and experience professional contact with a range of health professionals. During this placement students will consolidate theory and practice to demonstrate competencies for clinical practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Exemplify stage-appropriate professional competencies expected of Student Dermal Clinicians 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 assess the skin in health and disease to formulate appropriate care plans; 4.Demonstrate stage-appropriate skills in therapeutic interventions with clients within the scope of the Dermal Clinician; and 5.Communicate effectively, both orally and in writing, reports of dermal therapy assessment and treatment.

Required Reading:Pagano, M.P. (2017) *Health Communication for Health Care Professionals: An Applied Approach* New York: Spinger Lebowhl, M. G., Heymann, W.R., Berth-Jones, J., & Coulson, I.H.(Eds) (2018) 5th ed. *Treatment of skin disease: comprehensive therapeutic strategies* Philadelphia, PA: Elsevier.

Assessment:Journal, Submission of a placement experience - reflective piece (equivalent to 1000 words), Pass/Fail. Portfolio, Demonstration of case management of range of dermal skin conditions and concerns utilising a broad range of techniques., Pass/Fail. Practicum, Successful completion of placement as evidenced by a supervisor's evaluation form and the Clinic Director's authorisation for completion. , Pass/Fail.

HBD4101 Resurfacing Science: Theory and Practice

Locations:City Queen, Online.

Prerequisites:Nil.

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.

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 (1000 words), 20%. Practicum, Practical Exam (1.5 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:City Queen, Online.

Prerequisites:Nil.

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 various skin conditions using light based modalities. Practical application of techniques utilising Class 3b, Class 4 lasers and intense light sources (ILS) 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.Evaluate light-tissue interactions to optimise light-based treatment outcomes and manage risks; 2.Devise light based treatment plans for a range of skin conditions in accordance with the principles of evidence-based practice; 3.Demonstrate the use of light based modalities to treat a range of skin conditions; and 4.Analyse the outcomes of treatments to map the ongoing management of a range of skin conditions.

Required Reading:Goldberg, D. (2013) 2nd ed. *Laser dermatology* Heidelberg, Springer

Assessment:Assignment, Written Assignment (1000 words), 30%. Examination, Written Examination (2 hours), 30%. Examination, Practical Examination (1 hour) Hurdle, 40%. To pass this unit, students must achieve an aggregate score of 50%, and pass the practical assessment. Practical skills are a critical part of the Learning Outcomes of this Unit and therefore students MUST pass the practical component in

order to pass the Unit. The practical component of this Unit has a minimum attendance requirement of 90% and students who fail to meet the minimum attendance requirements may wish to submit a Special Consideration application to the Unit Convenor.

HBD4103 Clinical Dermal Practicum 1

Locations:City Queen, Online.

Prerequisites:Nil.

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.

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:City Queen, Online.

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 design an individual project whereby they will develop reflective work practices, self-management and project management skills, to be completed as part of HBD4204.

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Credit Points: 12

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

- 1.Critically evaluate a research proposal;
- 2.Design appropriate research proposals including relevant methodology;
- 3.Identify ethical issues and considerations related to research;
- 4.Plan an independent project aligned to dermal professional contexts;
- and 5.Demonstrate ability to self-manage tasks and participate effectively within a group.

Required Reading:Please note, some of these titles are available online from the library and do not need to be purchased. Kerzner, H. (2017) 12th ed. Project management: a systems approach to planning, scheduling, and controlling 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., 20%. Assignment, Group ethics application on a research project and peer/self-evaluation., 60%. Presentation, Individual project plan presentation, 20%.

HBD4201 Plastics: Aesthetics and Reconstructive Procedures

Locations:City Queen, Online.

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 and after surgery such as co-morbidities and medications. Students will bring together knowledge from units including Dermal Science, Wound Care for Dermal Practice and Dermal Therapy practical units such as Resurfacing Science, Lymph and Adipose Biology, Electrotherapy and Skin Variations and Transitions in order to develop wholistic patient care plans to optimise surgical and non-surgical outcomes.

Credit Points: 12

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

1. Investigate and critically review cosmetic and reconstructive procedures with regard to indications, benefit and risks;
2. Interrogate risk and prescribe management strategies to prevent infection and adverse wound healing outcomes pre, and post operatively;
3. Evaluate the impact of medications, diseases/disorders and other conditions on wound repair after plastics procedures and present management strategies;
4. Negotiate and defend the role that the Dermal Clinician has in patient care pre and post operatively;
5. Justify dermal therapy treatment plans demonstrating evidence based practice.

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:City Queen, Online.

Prerequisites:Nil.

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.

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: City Queen, Online.

Prerequisites: Nil.

Description: The aim of this unit is to integrate the theoretical and practical components of dermal therapies and to provide students the opportunity to enhance their understanding by applying their skills in the clinical setting. Students will be required to complete internal placement at VU Dermal Therapies clinics and external placement venues. These internal and external placements will assist in transitioning students into professional clinical practice. External placements provide opportunities to engage with community and industry sectors in approved healthcare, plastic and cosmetic surgery practices or dermal therapy clinics. The unit reinforces aspects of aseptic procedures, history taking, principles of diagnosis, treatment protocols, the range of treatment skills covered in the course thus far, legal issues and interpersonal and professional communication skills as well as reflective and evidence based practices.

Credit Points: 12

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

1. Negotiate the role of the dermal clinician in the scope of the interprofessional team in client centered care;
2. Devise wholistic patient care plans demonstrating best and evidence based practice in a variety of professional healthcare settings including, community, hospital and private practice;
3. Adapt and implement patient skin education programmes
4. Plan and perform a range of treatments within the scope of the dermal clinician to address concerns around skin management and integrity in health and disease;
5. Reflect on current clinical practices and apply evidence based practice to dermal clinical therapies.

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: City Queen, Online.

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 independent project outcomes via a 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; and
4. Individually present project outcomes via a presentation.

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: Report, Group work review (1000 words), 10%. Research Paper, Thesis (6000 words per group), 40%. Presentation, Presentation of independent project (10 minutes), 50%.

HBM2103 Digestion, Nutrition and Metabolism

Locations: St Abans.

Prerequisites: RBM1528 - Human Physiology 2 or RBM1174 - Human Physiology or HBM1202 - Anatomy and Physiology 2

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. Integrate gastrointestinal physiology with nutrition and metabolism;
2. Evaluate 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. Contextualise 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 in the area of digestion and nutrition both independently and collaboratively.

Required Reading: Whitney, E., Rolfes, S.R., Crowe, T., & Walsh, A. (2016) Australian and New Zealand 3rd Edition Understanding Nutrition Cengage Learning
RECOMMENDED TEXT Silverthorn, D.U. (2016) Human Physiology: An Integrated Approach 7th ed. Pearson

Assessment: Test, Two (2) Topic Tests (30 minutes each), 20%. Report, Two (2) Laboratory Reports (800 words each), 35%. Case Study, Case Study (1.5 hours), 45%.

HBM2105 Medical Microbiology and Immunity

Locations: St Albans.

Prerequisites: RBM1528 - Human Physiology 2RBF1310 - Biology 1RBM1528 (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.

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), 30%. Presentation, Small group topic presentation (10mins), 20%. Exercise, Case Study (1200 word equivalent), 30%.

HBM2106 Human Genetics

Locations: St Albans.

Prerequisites: HBM1002 - Biological Systems RBF1320 - Biology 2HBM1002 (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. Analyse the structure of the human genome and determine the function of its various components; 2. Interpret the molecular processes involved in gene expression, including epigenetics; 3. Articulate 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. Assess methods used to detect mutations and diagnose genetic diseases.

Required Reading: Lewis, R., (2017) 12th ed. Human Genetics Concepts and Applications McGraw-Hill. NY, USA.

Assessment: Exercise, Group worksheets (250 words), 5%. Laboratory Work, Laboratory work and reports (1500 words), 30%. Test, Two (2) Tests (10% each, 30 minutes per test), 20%. Assignment, Case studies (1500 words), 45%.

HBM3101 Research Methods

Locations: Footscray Park.

Prerequisites: RBM2540 - Pathophysiology 2RBM2800 - Cardiorespiratory and Renal Physiology HHN2402 - Diet & Disease and HBM2105 - Medical Microbiology and Immunity

Description: This unit of study introduces students to the core processes and strategies of modern health research. We will explore the principles of quantitative and qualitative research, critical analysis of scientific literature and data interpretation, and hypothesis formulation and testing of a topic of interest. 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. 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 relevant health literature in the context of experimental design; 2. Apply and interpret a range of statistical methods to relevant data sets; 3. Formulate a testable hypothesis and conceptually map a robust experimental design; 4. 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; and 5. Interpret issues of scientific integrity and conflict of interest in a contemporary health research context.

Required Reading: None

Assessment: Test, Test 1 (40mins), 20%. Exercise, Research Design and Case Study, 30%. Presentation, Group Presentation (20mins), 15%. Assignment, Project Proposal (2000 words), 35%.

HBM3104 Exercise Is Medicine

Locations: Footscray Park, St Albans.

Prerequisites: RBM2560 - Medical Biochemistry RBM2800 - Cardiorespiratory and Renal Physiology

Description: Exercise is Medicine is a Capstone unit within the HBES and HBBM degree. Students will build upon their broad and coherent knowledge of the pathophysiology of chronic diseases and apply their learning in the formulation and management of evidence-based, safe, targeted and innovative exercise intervention programs. These non-pharmacological intervention strategies will be designed to managing aging and falls, cancer, cardiovascular disease, diabetes and obesity, improve mental health and cognitive function and promote active and healthy living.

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, as well as 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 appropriate evidence-based exercise prescriptions for a range of chronic conditions in accordance with relevant professional guidelines; and 5. Incorporate behaviour-change principles into physical activity programs to suit a diverse range of individuals and groups.

Required Reading: There are no required text books for this unit. Resources will be provided in VU Collaborate.

Assessment: Presentation, Three-part Presentation of Case Study with peer review (2000 words, 10 min) Part 1 submitted at the end of Week 1 (Session 3)., 30%. Exercise, Exercise prescription for a specific chronic disease with one-page fact sheet (1500 words), 35%. Laboratory Work, Group Laboratory report on exercise-based measurements and analysis (approx. 1500 words per group member), 35%.

HBM3105 Research Project

Locations: St Albans.

Prerequisites: HBM3101 - Research Methods

Description: The Research Project unit of study is an individual program of supervised research in which the student, in consultation with the project 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 research project; 2. Work independently or part of a team with minimal supervision on a research-based work 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 Medical Sciences/Public Health community.

Required Reading: Selected material as advised by the project supervisor

Assessment: Practicum, Supervisor assessment of work performance, 15%. Report, Research project report (3000 words), 55%. Presentation, Oral poster presentation (5mins + 5mins questions), 30%.

HBM3106 Reproductive and Developmental Biology

Locations: St Albans.

Prerequisites: RBM2540 - Pathophysiology 2 RBM2133 - Cell and Molecular Biology HBM2106 - Human Genetics RBM2540 - For HBBM students. RBM2133 and HBM2106 - For HBBS students.

Description: In this unit of study, students will develop a detailed understanding of the physiological and biochemical events that regulate reproduction, conception and subsequently the development of specialised cells, tissues and organs during the embryonic and foetal periods. Tissue interactions, pattern formation and the continuous development of physiological systems throughout the foetal and neonatal periods will be examined alongside the determination of pathological outcomes. In addition, the processes involved in parturition and the maternal adaptations during pregnancy will be featured. Students will be exposed to a range of scientific techniques and develop an understanding of clinical applications in maternal and neonatal care.

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 and the transitional adaptations that must occur at birth in the neonate; 2. Critically review the body of research that has led to our fundamental understanding of developmental biology with particular emphasis on the embryonic and foetal stages; 3. Interpret the maternal adaptations and changes associated with pregnancy; 4. Recognise sonographic, biochemical and/or symptomatic anomalies in the foetus and mother evaluate the impact on future development and recommend potential treatments; and 5. Investigate the process of parturition and critically evaluate the theories underpinning its initiation.

Required Reading: Moore, K. L., Persaud, T.V.N., & Torchia, M.G. (2016) 9th ed. Before we are born: essentials of embryology and birth defects Philadelphia, PA: Elsevier.

Assessment: Laboratory Work, Laboratory work and models (1000 words equivalence), 20%. Test, Test (30 minutes), 15%. Assignment, Case study poster (1000 words or equivalent), 25%. Exercise, Case Study (1500 words equivalent), 40%.

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. Through this Capstone unit students will develop 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.

Required Reading: Students will have access to articles from primary scientific literature and recommended readings via VU Collaborate.

Assessment: Exercise, Practical Application Scenario (1000 words), 15%. Case Study, Case study report (1,500 words), 35%. Report, Two (2) Workshop Reports (1000 words each), 40%. Exercise, Lab Observation and Workflow Exercise (500 words), 10%.

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. 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 experimental techniques and understand their limitations in the design and outcome of experiments; and 4. Use quantitative analysis skills to evaluate physiological problems.

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

Assessment: Report, Conference Blog (500 words), 10%. Report, Poster Abstract (500 words), 10%. Laboratory Work, Group Journal Article (1000 words each), 20%. Poster, Conference Poster and peer assessment (3000 words equivalent), 60%.

HBM3204 Biomolecular Mechanisms of Disease

Locations: St Albans.

Prerequisites: RBM2133 - Cell and Molecular Biology/HBM2106 - Human Genetics/HBM3104 - Exercise Is Medicine

Description: In this 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 investigative practices in molecular biomedicine will underpin this unit. Students will develop 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. Critically review ethical considerations associated with novel molecular methodologies; and 4. Collaborate constructively within small groups in the planning, development and implementation of teamwork tasks;

Required Reading: RECOMMENDED TEXTS: Coleman, W.B., & Tsongalis, G.J., (2018) *Molecular Pathology: The Molecular Basis of Human Disease* 2nd ed. Elsevier In addition to the above texts, students will utilize articles from primary scientific literature and recommended online readings.

Assessment: Test, Topic Test (45 mins), 15%. Report, Case Reports (2) (1200 words total), 25%. Presentation, Group presentation (1000 word equivalent), 20%. Report, Open-book report on a selected disease, 40%.

HBM3205 Clinical Genetics and Cellular Basis of Disease

Locations: St Albans.

Prerequisites: RBM2540 - Pathophysiology 2RBM2560 - Medical Biochemistry/RBM2133 - Cell and Molecular Biology

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 explored. Most importantly for biomedicine, the unit investigates 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptualise the structure of the human genome, the functional significance of its various components and how gene expression is regulated; 2. Scrutinise the various types of inheritance patterns, including 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. Analyse 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.

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

Assessment: Case Study, Case study and short answer activities, 15%. Assignment, Infographic (scientific), 25%. ICT (Wiki, Web sites), Podcast - information resource for patient population, 30%. Case Study, Genetic counselling session, 30%.

HBO2005 Biomedical Science for Osteopathy 5

Locations: City Flinders.

Prerequisites: HBO1003 - Biomedical Science for Osteopathy 3/HBO1004 - Biomedical Science for Osteopathy 4

Description: Biomedical Science for Osteopathy 5 expands the students' knowledge of biomedical sciences through application of fundamental principles to the head and 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 the clinical presentation of common musculoskeletal conditions affecting the head, neck and lower back.

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, cervical and lumbar spine; 2. Integrate biomechanical principles to spinal movements and to the temporomandibular joint; and 3. Discuss common musculoskeletal conditions affecting the head, cervical and lumbar spine.

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 Marieb, E. N & Hoehn, K (2018) 11th ed. *Human Anatomy and Physiology USA*: Pearson Higher Ed Marieb, E.N & Brito, S (2017) 12th ed. *Anatomy and Physiology Coloring Workbook Great Britain*: Pearson Education Limited

Assessment: Case Study, Common conditions Presentation, 20%. Practicum, Multi Station Practical Examination: 15 mins), 40%. Test, Theory test: Session 3 (online),

10%. Test, Theory test: Session 6 (online), 15%. Test, Theory test: Session 9 (online), 15%. The computer based tests will be held in class during the third, sixth and ninth workshop. They will consist of multiple choice questions. The Common Conditions Presentation is due in week 4. The Multi Station Practical Examination will be held in the anatomy laboratory in week 4. 90% attendance is required at laboratory sessions and workshop classes in the osteopathic program (hurdle requirement). The 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.

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.

Credit Points: 12

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

1.Outline the gross and microscopic anatomy of the brain, cranial nerves & spinal cord; 2.Explain the key physiological mechanisms underpinning the function of the Central Nervous System and Peripheral Nervous System, including relevant pain and pharmacological considerations; and 3.Conceptually map the epidemiology, patho-anatomy, pathophysiology, and clinical presentation of common neurological conditions.

Required Reading: Moore, K.L., Dalley, A.F. & Agur, A.M.R (2017) 8th ed Clinically oriented anatomy Philadelphia, US: Lippincott Williams & Wilkins Craft, J.A (ed), Gordon, C., Huether, S., McCance, K., Brashers, V., Rote, N (2019) 3rd ed Understanding pathophysiology Australian and NZ edition St Louis, Missouri: Elsevier Marieb, E.N. & Hoehn, K (2018) 11th ed Human Anatomy and Physiology USA: Pearson Higher ed Marieb, E.N. & Brito, S (2017) 12th ed Anatomy and Physiology Coloring Workbook Great Britain: Pearson Education Limited

Assessment:Test, Test (online), 10%. Presentation, Group Presentation, 20%. Case Study, Case study analysis, 35%. Exercise, Simulated lab exercise, 35%. 80% attendance is required at practical and workshop classes in the osteopathic program (hurdle requirement). The workshops and lab 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.

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.Summarise 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 6.Outline relevant pharmacological interventions for selected cardiovascular and respiratory conditions.

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 Marieb, E.N & Hoehn, K (2018) 11th ed. Human Anatomy and Physiology USA: Pearson Higher Ed Marieb, E.N & Brito, S (2017) 12th ed. Anatomy and Physiology Coloring Workbook Great Britain: Pearson Education Limited

Assessment:Assignment, Written task based on researching a common condition (500 words), 20%. Test, Online Test (45mins), 20%. Test, Online Test (1hr), 30%. Practicum, Multi-station practical laboratory exam (1hr), 30%. 80% attendance is required for practical workshop classes in the osteopathic program (hurdle requirement) as outlined in the AOAC accreditation documentation. The 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.

HBO3008 Biomedical Science for Osteopathy 8

Locations:City Flinders.

Prerequisites:HBO2007 - Biomedical Science for Osteopathy 7

Description:This unit 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 anatomy, physiology, histology and embryology and discuss the relevance for conditions affecting the abdomen.

Credit Points: 12

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

1. Identify and conceptually map the anatomy, histology and embryology of the abdomen and pelvis; 2. Report on the physiological processes of the viscera of the abdomen and pelvis; and 3. Analyse selected common and red flag conditions affecting the abdominal viscera.

Required Reading:Further readings will be made available via the VU Collaborate system as required. Moore, K. L., Dalley, A. F. & Agur, A.M.R. (2017) 8th ed Clinically oriented anatomy Philadelphia, US: Lippincott Williams & Wilkins Craft, J.A. (ed), Gordon, C., Huether, S., McCance, K., Brashers, V., Rote, N. (2019) 3rd ed. Australian and NZ edition Understanding pathophysiology St Louis, Missouri: Elsevier. Marieb, E.N. & Hoehn, K (2018) 11th ed. Human Anatomy and Physiology USA: Pearson Higher Ed Marieb, E.N. & Brito, S (2017) 12th ed. Anatomy and Physiology Coloring Workbook Great Britain: Pearson Education Limited

Assessment:Other, Mind map and relevance statement, 20%. Exercise, Simulated lab exercise, 35%. Test, Test, 10%. Case Study, Case study analysis, 35%. 90% attendance is required at practical and workshop classes in the osteopathic program (hurdle requirement). The workshops and lab 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.

HBO3009 Biomedical Science for Osteopathy 9

Locations:City Flinders.

Prerequisites:HBO3008 - Biomedical Science for Osteopathy 8

Description:This unit further strengthens students' ability to recognize the relevant biomedical science concepts for presenting complaints by exploring the common musculoskeletal conditions and appraising the neurological pain mechanisms involved. 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. Appraise peripheral and central mechanisms contributing to common presentations of pain; 2. Elaborate upon common musculoskeletal conditions presenting in osteopathic practice; and 3. Design, synthesise and present an anatomical prosection.

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 Brukner, P., et al. (2017) 5th ed. Brukner & Khan's Clinical sports medicine McGraw Hill Murtagh, J. (2018) 7th ed. Murtagh's General Practice Sydney: McGraw Hill

Assessment: Report, Implementation plan of proposed prosection (500 words), 15%. Presentation, Oral presentation of completed prosection (15 minutes), 30%. Test, Online Quiz (MCQ and SAQ), 20%. Test, Test (on campus) (MCQ and SAQ), 35%. 80% attendance is required at practical and workshop classes in the osteopathic program (hurdle requirement). The workshops and lab 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.

HBS2001 Evidence Based Practice for Osteopathy

Locations: City Flinders.

Prerequisites: HCM1000 - Professional Communication HRE1000 - Evidence and Research

Description: Evidence Based Practice for Osteopathy aims to contextualize the role of evidence and research in osteopathy. Students are able to investigate the applicability of qualitative and quantitative research approaches through examination of biases and confounders. Ethical considerations are explored through various osteopathic research design scenarios.

Credit Points: 12

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

1. Appraise quantitative and qualitative research approaches for osteopathy; 2. Report on the ethical considerations of research in osteopathy; 3. Review sources of bias and confounders and their impact on study designs; and 4. Contrast the levels of evidence used to justify healthcare interventions.

Required Reading: RECOMMENDED TEXTS: Hoffman, T., Bennett, S., & Del Mar, C. (2013) Evidence-Based Practice across the health professions - e-book Elsevier Health Sciences

Assessment: Test, Online Quiz (30mins), 10%. Report, Report on sources of bias, confounders and levels of evidence in a journal article (1000 words), 40%. Test, Online quiz (30mins), 10%. Presentation, Group presentation on ethical considerations and sources of bias in research (15mins), 40%. 80% attendance is required at workshops 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 and cranial nerves. With this unit, students will further develop psychomotor skills in high-velocity low-amplitude (HVLA) spinal manipulation. Students will be able to develop their psychomotor skills in HVLA 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 6. Conduct a clinical examination of the cranial nerves.

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.

RECOMMENDED TEXTS: Bickley, L. S. (2017) Bates' guide to physical examination and history taking. 12th ed. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment: Test, Online Quiz (30min) (equivalent to 500 words), 15%. Test, Online Quiz (50min) (equivalent to 1000 words), 25%. Presentation, Group presentation based on a case vignette, 10%. Practicum, Practical assessment of medical examination (15 minutes) and osteopathic technique (15 minutes) (hurdle requirements), 50%. 90% attendance is required for Clinical Skills classes in the osteopathic program (hurdle requirement) as outlined in the AOAC accreditation documentation. The classes in this unit are interactive and develop students' manual and examination skills for work as an osteopath. Students are able to seek feedback from the teachers on meeting the learning outcomes and planning for assessment tasks.

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 status and health behaviours.

Credit Points: 12

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

1. Reflect on the position of Osteopathy in the broader health system; 2. Relate the health enhancing and health risk behaviours to common diseases in Australia; 3. Review the current approaches to health education, health promotion and disease prevention; 4. Reflect on psychological, social and environmental factors impacting health & well-being; and 5. Identify outcome measures used for patient assessment in Osteopathic practice.

Required Reading: RECOMMENDED TEXTS: A list of readings, websites and reference

materials as required for each session topic will be provided in the VU Collaborate space for this unit. Delany, Clare, (editor.) & Molloy, Elizabeth, (editor.) (2009). Clinical education in the health professions. Churchill Livingstone/Elsevier, Chatswood, NSW Green, J. et.al. ((2019) Health promotion: Planning and strategies. 4th Edition. Sage, London.

Assessment:Test, 2 online quizzes (MCQ) assessing the physical, environmental, social and psychological risks observed in a video of a simulated patient, 20%. Assignment, Worksheet on current approaches to health education, health promotion and disease prevention (in class), 40%. Presentation, Group presentation - Outcome measures in healthcare, 40%. 80% attendance is required at tutorial, practical and workshop classes in the osteopathic program as a requirement of the accreditation documentation. The workshop activities in this unit are online. Interactive workshops will enable students to discuss LO, assessments and activities in a group forum. Students are able to access learning material online on VU Collaborate unit platform. Online discussion forums will be available to clarify assessment issues and assist students in achieving their learning outcomes.

HBS2304 Clinical Skills 3

Locations:City Flinders.

Prerequisites:HBS1204 - Clinical Skills 2

Description:This unit introduces students to clinical examination and osteopathic management, including manual techniques relevant to the cervical spine. Students will continue to develop history taking and communication skills specifically for spinal conditions. Students will be introduced to HVLA spinal manipulation of the cervical spine and the safety issues and procedures relevant for these techniques. Clinical reasoning continues to be developed in this unit with a focus on patient presentations affecting the head and cervical spine.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Demonstrate an ability to ask key history taking questions related to the head and neck; 2.Exhibit and interpret a physical examination of the head and neck;
3.Interpret common medical tests and diagnostic imaging that may be used in diagnosis and management of conditions of the head and neck; and 4.Exhibit and explain osteopathic manual techniques and management strategies of the head and neck.

Required Reading:RECOMMENDED TEXTS: Destefano, L (2017) Greenmans Principles of Manual Medicine 5th ed. Philadelphia, US: Lippincott Williams Wilkins. Magee, D (2014) Orthopedic Physical Assessment. 6th ed. St Louis, US: Elsevier. Bickley, L. S. (2017) Bates' guide to physical examination and history taking. 12th ed. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment:Test, Online in-class Quiz on cervical history taking, common conditions, and assessment and treatment procedures. (30mins duration, 500 words equivalent), 15%. Test, Online in-class Quiz (45 minutes duration, equivalent to 750 words), 20%. Presentation, Group Presentation (500 words), 15%. Practicum, Practical examination (30 minutes plus reading) (hurdle requirement) (equivalent to 2000 words), 50%. 80% attendance is required at Clinical Skills classes in the osteopathic program (hurdle requirement) as outlined in the AOAC accreditation documentation. The classes 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.

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 relevant to the conditions affecting the lumbopelvic region. With this unit, students continue to develop psychomotor skills in spinal manipulation therapy (SMT). Students 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 low back and 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.Demonstrate an understanding of the history taking process and record key components of a presenting complaint relating to the lumbopelvic region; 2.Exhibit and interpret a clinical examination of the lumbopelvic region; 3.Interpret common medical tests and diagnostic imaging that may be used in diagnosis and management of conditions of the lumbopelvic region; 4.Exemplify clinical reasoning for analysing common conditions of the spine; and 5.Exhibit and explain osteopathic manual techniques and management strategies of the lumbopelvic region including spinal manipulation therapy (SMT) and relevant safety considerations.

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.

RECOMMENDED TEXTS: Bickley, L. S. (2017) Bates' guide to physical examination and history taking. 12th ed. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment:Test, Online Quiz (30 mins, equivalent to 500 words), 15%. Test, Online Quiz (45 mins, equivalent to 1000 words), 25%. Presentation, Group presentation (15mins, 500 words), 10%. Practicum, Practical examination (30 mins) (hurdle requirement) (equivalent to 2000 words), 50%. 90% attendance is required for Clinical Skills classes in the osteopathic program (hurdle requirement) as outlined in the AOAC accreditation documentation. The classes 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.

HBS3002 Evidence Based Practice for Osteopathy 2

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit extends students' skills in statistical techniques developed in Evidence Based Practice for Osteopathy 1. Qualitative data collection methods and analysis are further explored. Student skills in locating, retrieving and reviewing peer reviewed journal articles are enhanced by application to specific osteopathic patient cases. This unit will prepare them for their group research 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.Apply basic statistical concepts commonly used in health sciences research;
2.Review qualitative research data collection and analysis methods; 3.Demonstrate skills and knowledge of the systematic literature search process; and 4.Interrogate the literature to support clinical decision making in preparation for clinical practice.

Required Reading:RECOMMENDED TEXTS: Resources will be made available via the VU Collaborate system. The following supplementary texts are referred to regularly. Straus, S., et al. (2018) Evidence-Based Medicine. How to Practice and Teach EBM 5th ed. London: Elsevier Hulley, S.B., et al. (2013) Designing Clinical Research 4th

ed. Philadelphia: Lippincott, William & Wilkins Aron, A., Coups, E. & Aron, E. (2013) *Statistics for Psychology*, 6th ed New York: Pearson

Assessment: Test, Two-30 minute, computer based quizzes (10% each) about quantitative and qualitative research techniques., 20%. Report, Group report on a systematic literature search and interrogate the literature to support clinical decision making. (1500 word essay), 40%. Exercise, Two in-class problem based activities (20% each) assessing qualitative and quantitative methods., 40%. 80% attendance is required at workshops in the osteopathic program as part of accreditation requirements. The 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.

HBS3003 Evidence Based Practice for Osteopathy 3

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit 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 literature review assignment that requires them to conduct and justify the process and their findings of qualitative/quantitative systematic literature search on a topic relevant to osteopathy. Students will appraise statistical methods used in the health sciences to further develop their understanding of the critical appraisal process. 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 Master of Health Science (Osteopathy).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise statistical analysis techniques used in healthcare research; 2. Justify critical appraisal tools to systematically evaluate the validity, strengths, and weaknesses of the available evidence and select the best available evidence to inform practice; 3. Synthesise the results of a systematic search; and 4. Exhibit professional communication skills when presenting literature review findings.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Straus, S., et al. (2018) 5th ed *Evidence-Based Medicine. How to Practice and Teach BM* London: Elsevier

Assessment: Test, Online Quiz (45mins), 10%. Report, Report on a paper using critical appraisal tools (1500 words), 30%. Other, Infographic: Statistical methods in healthcare (1500 words), 30%. Presentation, Group presentation of critical appraisal of the results of a systematic search (15mins), 30%. 80% attendance is required at workshop classes in the osteopathic program as part of accreditation requirements.

HBS3004 Patient and Health System 2

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit aims to develop students' specialized knowledge of being an Osteopath in the Australian healthcare system. To facilitate their preparation for undertaking osteopathic clinical placement, students consider legal, ethical and regulatory requirements of osteopathic practice. Students are able to apply knowledge developed in previous units by using outcome measures for patient assessment and management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review and analyse osteopathic workforce data and common practices; 2. Interpret

knowledge of practices required for osteopathic clinical placements; 3. Contextualise the ethical considerations and legal and regulatory requirements impacting Australian osteopathic practice; and 4. Apply outcome measures for patient assessment and management.

Required Reading: RECOMMENDED TEXTS: A list of readings, websites and reference materials as required for each topic will be provided in the VU Collaborate space for this unit. Stone, J. (2002) *An ethical framework for complementary and alternative therapists* 1st ed. London: Routledge.

Assessment: Exercise, Group exercise, 10%. Assignment, Concept map exploring outcome measures, including written rationale., 40%. Presentation, Group presentation - ethical considerations for health practice., 30%. Test, Test (online), 20%. 80% attendance is required at workshops in the osteopathic program (hurdle requirement).

HBS3005 Introduction to Clinical Practice

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit aims to prepare students to be ready as a treating practitioner under supervision in the VU Teaching Clinics for the Clinical Practice units of the HMHO Masters. It aims to integrate the skills and knowledge developed in the previous Clinical Skills, Biomedical Science for Osteopathy, Evidence Based Practice for Osteopathy, and Patient & Health System units using Case Based Learning and patient simulation. Students will also be observing and reflecting on clinical practice in the VU Teaching Clinics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exhibit clinical reasoning for patient management that draws on an understanding of clinical skills, evidence for practice, biomedical sciences and the biopsychosocial factors influencing a case presentation; 2. Appraise biopsychosocial determinants of health and pain experience to integrate suitable screening procedures into patient management; 3. Articulate the Clinical Practice Guidelines pertinent to Osteopathic clinical practice; and 4. Formulate osteopathic management plans for patients with a variety of health complaints.

Required Reading: RECOMMENDED TEXTS: Students will be provided with readings via the VU Collaborate system. Brukner, P., Khan, K., & Brukner, P. (2017). *Brukner & Khan's Clinical Sports Medicine*, 5th ed. Sydney: McGraw-Hill.

Assessment: Case Study, Case-based learning worksheet and presentation (group work), 20%. Test, Clinical guidelines online test, 10%. Practicum, Clinical entrance practical exam (30mins), 50%. Report, Completed clinical observation workbook with written reflection on patient observations (hurdle), 20%. 80% attendance is required in units with practical and workshop classes in the osteopathic program as part of AOAC accreditation requirements. This unit requires 40 hours of clinical observation in the College Teaching Clinics undertaken over the calendar year. The activities in this unit are interactive and students are able to seek feedback from the instructor on meeting the learning outcomes and planning for assessment tasks. A pass in the Clinical entrance practical exam is a hurdle requirement.

HBS3504 Clinical Skills 5

Locations: City Flinders.

Prerequisites: HBS2002 - Clinical Skills 4A

Description: Clinical Skills 5 introduces students to case history-taking, clinical examination, osteopathic manual techniques, and medical tests relevant to the abdomen. It further develops students' skills in examination, treatment and management of conditions of the spine with a focus on HVLA techniques for junctional regions.

Credit Points: 12**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the history taking process and record key components of a presenting complaint relating to the abdomen; 2. Exhibit and interpret a physical examination of the spine, abdomen and selected viscera; 3. Identify common and serious abdominal conditions and determine medical tests that may be used to diagnose them; and 4. Exhibit osteopathic manual techniques and management strategies for conditions of the spine and visceral complaints.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. DeStefano, L. A. (2017) 5th ed. Greenman's principles of manual medicine Philadelphia, PA : Wolters Kluwer. Bickley, L. S. & Szilagy, P.G. (2017) 12th ed. Bates' guide to physical examination and history taking Philadelphia, PA. : Wolters Kluwer, Gibbons, P., & Tehan, P. (2016) 4th ed. Manipulation of the spine, thorax and pelvis: An osteopathic perspective Australia: Elsevier.

Assessment: Practicum, Abdominal examination (hurdle requirement) (20 mins, in-class), 15%. Exercise, History-taking activity (500 words, 45 mins in-class), 15%. Test, Quiz - Multiple Choice (90 mins in-class), 30%. Examination, Practical examination (hurdle requirement) (45 mins), 40%. 90% attendance is required for classes in the osteopathic program (hurdle requirement) as outlined in the AOAC accreditation documentation. The practical examinations are a hurdle requirement and as such a minimum pass grade for these assessments is required to satisfactorily complete the unit overall. .

HBS3604 Clinical Skills 6**Locations:** City Flinders.**Prerequisites:** HBS3504 - Clinical Skills 5 HBS3009 - Biomedical Science for Osteopathy 9

Description: Clinical Skills 6 develops clinical reasoning and critical thinking for osteopathic practice. It further develops students' skills in case-history taking, clinical examination, osteopathic manual techniques and management of common conditions presenting in osteopathic practice. There is a focus on High Velocity Low Amplitude (HVLA) techniques for junctional and peripheral regions.

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. Integrate clinical reasoning with practical skills to justify diagnosis and management of common conditions presenting in osteopathic practice; 3. Exhibit osteopathic manual techniques and management strategies for conditions of the spine and peripheral joints; and 4. Justify the contributors and mechanisms of pain to patient management.

Required Reading: Gibbons, P., & Tehan, P. (2016) 4th ed. Manipulation of the spine, thorax and pelvis: An osteopathic perspective Australia: Elsevier Brukner, P., & Khan, K. (2016) 5th ed. Vol 1. Brukner and Khan's Clinical Sports Medicine Sydney, Australia: McGraw Hill RECOMMENDED TEXTS Students will be provided with an up-to-date reading list via the VU Collaborate system. Bickley, L.S. & Szilagy, P.G. (2017) Bates' guide to physical examination and history taking 12th ed. Philadelphia: Wolters Kluwer. DeStefano, L. A. (2017) Greenman's principles of manual medicine 5th ed. Philadelphia: Wolters Kluwer.

Assessment: Exercise, Clinical reasoning group task (500 words, 45 mins in-class), 10%. Other, History taking reflection task (600 words), 20%. Case Study, Written report (1000 words, 75 mins in-class), 30%. Examination, Practical exam (hurdle requirement) (45 mins), 40%. 80% attendance is required for classes in the osteopathic program (hurdle requirement) as outlined in the AOAC accreditation documentation. The practical examinations are a hurdle requirement and as such a

minimum pass grade for these assessments is required to satisfactorily complete the unit overall.

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.

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 HHB1104 - Introduction to Public Health and Wellness HFB1110 - For Paramedicine Students only. HHB1104 - For HBHL students only.

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. Identify and explain the elements of research and relevant terminology; 2. Evaluate the appropriateness of qualitative and quantitative research methodologies; 3. Investigate research protocol design, methods of data collection, analysis, reporting and interpretation; 4. Retrieve and appraise appropriate research articles; and 5. Assess aspects of ethical consideration in research including consent and confidentiality.

Required Reading: Polgar S, Thomas SA (2013) 6th ed. Introduction to Research in the Health Sciences Churchill Livingstone. Elsevier

Assessment: Test, MCQ test (30 mins), 15%. Examination, MCQ and short answer

Exam (60 mins), 30%. Assignment, Assignment (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. Feedback about performance of the tests will be provided in order to guide and support students in their future learning in the unit.

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 2HFB2121 - Paramedic Clinical Science 1 (Medical Emergencies 1)

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 endocrine environmental disorders and conditions; 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 endocrine environmental disorders and conditions; 4. Use reflective strategies to identify opportunities for improvement in clinical reasoning and patient management.

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, Two (2) tests (40 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 workshops require at least 80% attendance and clinical placement sessions require 100% attendance (80 hours), 2. Achieving a minimum score of 50% in each of the 2 tests, 3. Passing the clinical skills assessment and clinical scenario examination, 4. Submitting a completed clinical workbook and logbook. 5. 100% attendance of clinical placement (minimum of 80 hours) and submit a completed clinical placement logbook. The practical sessions enable students to acquire the essential skills and knowledge expected in paramedic practice. Ambulance Victoria requires students to engage with clinical placement and not undertake other university commitments at this time.

HFB2121 Paramedic Clinical Science 1 (Medical Emergencies 1)

Locations:St Abans.

Prerequisites:HBM1202 - Anatomy and Physiology 2HFB1207 - Principles of Drug Actions for Health ProfessionalsHFB1213 - Paramedic Clinical Practice 2HBM1202 and HFB1207 not applicable for HLT51015 - Diploma of Paramedical Science 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 cardiac, neurological, respiratory and 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 respiratory and cardiovascular disorders; 2. Articulate knowledge of and describe the appropriate pre-hospital assessment and management of patients presenting with selected endocrine, neurological, microbiological disorders; 3. Justify the use of and discuss the mechanism of action and correct administration of the various pharmacological agents related to the management of selected medical conditions; and 4. Demonstrate reflective and analytical strategies to identify opportunities for improvement in clinical reasoning and patient management.

Required Reading:McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2018) 8th 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) 4th ed. Textbook of Adult Emergency Medicine Sydney: Churchill Livingstone. Bryant, B. Knights, K., Daroch, S., & Rowland, A. (2018) 5th ed. Pharmacology for health professionals Elsevier RECOMMENDED TEXTS: Cohn, E. G. (2012) Flip and See ECG 4th ed. St Louis: Elsevier

Assessment:Case Study, Part 1 Team Diagnosis, 15%. Case Study, Part 2 Group research paper (1400 words), 35%. Test, Online tests x 2 (10% each), 20%. Case Study, Individual case study analysis (2), 30%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the examinations, and achieve an overall accumulative mark of at least 50%. The examinations encompass critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students.

HFB2223 Clinical Practice 4

Locations:St Abans.

Prerequisites:HFB2117 - Clinical Practice 3HFB2121 - Paramedic Clinical Science 1 (Medical Emergencies 1)HFB2232 - Paramedic Clinical Science 2 (Trauma)

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 time criticality, traumatic cardiac arrest, soft tissue injuries, burns and ballistics, head and facial trauma, spinal and back injuries, thoracic and abdominal trauma, crush/compartment syndrome, envenomation, diving and anaphylaxis emergencies.

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. Identify and assess patient conditions such as traumatic cardiac arrest, traumatic injuries and other emergency conditions; 3. Demonstrate the practical application of appropriate pre-hospital management of patients with traumatic cardiac arrest, traumatic injuries and other emergency conditions; 4. Reflect on strategies to identify opportunities for improvement in clinical reasoning and patient management.

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, Two (2) tests (40 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. 2. Achieving a minimum score of 50% in each of the 2 tests. 3. Passing the clinical skills assessment and clinical scenario examination. 4. Submitting a completed workbook. 5. 100% attendance of clinical placement (minimum of 60 hours) and submit a completed clinical placement logbook. The clinical placements enable students to acquire the essential skills and knowledge expected in paramedic practice. The practical sessions and practicum assessments enable students to acquire the essential skills and knowledge required for paramedic practice and course accreditation. Ambulance Victoria requires students to engage with clinical placement and not undertake other university commitments at this time.

HFB2232 Paramedic Clinical Science 2 (Trauma)

Locations: St Albans.

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

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. Apply the pathophysiology of trauma cases to the clinical and pharmacological management of patients; 2. Articulate knowledge of the pathophysiology of patients presenting with pain of traumas, haemorrhage and shock, soft tissue, burns, head and facial, spinal, thoracic, abdominal and musculoskeletal trauma; 3. Articulate the mechanism of action and the correct administration of the various pharmacological agents related to trauma; 4. Discuss the management for various toxicological emergencies and environmental traumas; 5. Appraise and recommend trauma scales used in the pre-hospital setting; and 6. Demonstrate reflective and analytical strategies to identify opportunities for improvement in clinical reasoning and patient management.

Required Reading: McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2018) 8th 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) 4th ed. Textbook of Adult Emergency Medicine Sydney: Churchill Livingstone Bryant, B., Knights, K., Darroch, S., & Rowland, A. (2018) 5th ed. Pharmacology for health professionals. Elsevier

Assessment: Test, Part a / Part b Test (60 min), 20%. Presentation, Group poster (1000 words), 50%. Case Study, Part a / Part b (60 min each), 30%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the case study assessments combined and achieve an overall accumulative mark of at least 50%. The assessments encompass 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 Albans.

Prerequisites: HBM1202 - Anatomy and Physiology 2/HFB1207 - Principles of Drug Actions for Health Professionals/HFB2121 - Paramedic Clinical Science 1 (Medical

Emergencies 1)/HBM1202 and HFB1207 not applicable for HLT51015 - Diploma of Paramedical Science 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 and communicable 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 and communicable 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.

Required Reading: McCance, K.L., Huether, S.E., Brashers, V.L., & Rote, N.S. (2018). 8th ed. Pathophysiology: The biologic basis for disease in adults and children. St Louis MO: Elsevier Cameron, P., Jelinek, G., Kelly, A., Murray, L. and Heyworth, J. (2014). 4th ed. Textbook of Adult Emergency Medicine. Sydney: Churchill Livingstone. Bryant, B., Knights, K., Darroch, S., & Rowland, A. (2018). 5th ed. Pharmacology for health professionals. Sydney

Assessment: Presentation, Proposal and contract for group presentation, 10%. Presentation, Group presentation of research project (1500 words), 40%. Journal, Collaborative Written Forum (800 words), 30%. Test, Online test MCQ quiz (45min), 20%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater combined result in the Journal and the Test (hurdle), and achieve an overall accumulative mark of at least 50%. The exam encompasses critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students.

HFB2234 Evidence Based Practice

Locations: St Albans.

Prerequisites: HFB2104 - Introduction to Research Methods

Description: This unit extends the development of the foundational knowledge acquired in the unit HFB2104 Introduction to research methods. The basis of clinical practice is explored through the principles and application of evidence-based practice fundamentals in the Paramedicine setting. Students are encouraged to develop their capacity for enquiry, research, critical thought, critical appraisal and analysis through the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate and contrast the historical and contemporary principles of evidence-based practice; 2. Apply the skills and knowledge of evidence based practice to evaluate their work as an emergency paramedic; 3. Critically examine current policies and clinical practice guidelines and how they support or inhibit the clinical decision

making process; and 4. Critically appraise evidence and discriminate the sources of bias that confound the interpretation of study outcomes.

Required Reading: Hoffmann, T., Bennett, S., & Del Mar, C. (2017). (3rd ed.). Evidence-based practice: Across the health professions. Chatswood, N.S.W.: Elsevier.

Assessment: Assignment, Group Assignment Part 1 (1000 words) This is an individual completion by each student., 30%. Assignment, Group Assignment Part 2 (2000 words), 40%. Test, Test (20 mins)., 10%. Presentation, Group Assignment Part 3 - Presentation (15 mins), 20%.

HFB3130 Paramedic Clinical Science 4 (Mental Health and Mental Illness)

Locations: St Albans.

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. Contextualise the mental health profile and epidemiology of the Australian population; 3. Analyse and assess how psychosocial, lifestyle and cultural factors influence societal perceptions and potential treatment of mental health disorders; 4. Articulate the aetiology, pathophysiology, therapeutic and pharmacological management of common mental health disorders; and 5. Argue the approach, assessment and management strategies that can be utilised by paramedics and other health professionals for various mental health conditions informed by relevant legislation, regulations and/or policies.

Required Reading: Hungerford, C., Hodgson, D., Bostwick, R., Clancy, R., Murphy, G., de Jong, G., & Ngune, I. (2018) 3rd ed. Mental health Care Wiley: Australia
RECOMMENDED TEXTS: Cameron, P., Jelinek, G., Kelly, A-M., Brown, A., Little, M. (2014) Textbook of Adult Emergency Medicine 4th ed. Elsevier, Australia

Assessment: The assessment tasks focus on developing basic knowledge of mental health disorders and applying these to case-based activities within a regulatory framework. The tests examine fundamental pathophysiology knowledge for paramedic application. The written assessment is a case study where students are given an opportunity to demonstrate how they would approach a patient in a given scenario. The written examination requires students to draw on knowledge developed in multiple streams of the unit to demonstrate knowledge and respond to various cases and scenarios. Exam conditions are used to ensure students develop confidence and immediacy in their application of knowledge. Test, Test (30mins), 10%. Test, Test (30mins), 10%. Case Study, Case Study in class, 40%. Presentation, In class Group Presentation (20mins per group), 40%. Students are expected to attempt all pieces of assessment and must obtain a total aggregate score of 50% or greater to pass the unit.

HFB3134 Paramedic Clinical Practice 5

Locations: St Albans.

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Prerequisites: HFB2223 - Clinical Practice 4 HFB2232 - Paramedic Clinical Science 2 (Trauma) HFB2234 - Evidence Based Practice HFB2233 - Paramedic Clinical Science 3 (Medical Emergencies 2) HFB3135 - Paramedic Clinical Science 5 (Special Populations)

Description: This unit allows the student the opportunity to apply, integrate, consolidate and extend their theoretical knowledge and practical skills gained from earlier years, in relation to complex yet commonly experienced patient conditions. This unit will further student knowledge and understanding of respiratory and airway conditions, obstetric, newborn, paediatric emergencies, advanced cardiology and ECGs. The unit will focus on pre-hospital through to hospital procedures and management including pathophysiology and pharmacotherapies with respect to advanced cardiac and airway management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exemplify clinical reasoning, assessment and management of advanced airway and respiratory/ventilation, Obstetric newborn and paediatric patient and Patients presenting with advanced cardiac emergencies; and 2. Analyse and interpret advanced ECG's including the aetiology, clinical significance and pre-hospital management.

Required Reading: Resources will be referred to in VU Collaborate.

Assessment: Test, Test 1: Short answer questions (40mins), 10%. Test, Test 2: Short answer questions (40mins), 10%. Case Study, Case study (1000 words), 30%. Practicum, Scenario practicum - clinical interview (30mins), 50%. A range of strategies will be utilised including flipped online practical classes complemented with self-directed learning and scenario practice. Practical classes will provide extensive learning opportunities to develop, integrate and consolidate theoretical knowledge and clinical skills. This unit may incorporate clinical placements where students will be exposed to a variety of patient conditions. Where clinical placements occur, students will be supported by experienced qualified staff and are required to communicate effectively and collaborate with peers, staff, and most importantly, the patients. The first 2 Assessment tasks use short answer questions to formatively (tests 1 and 2) and The third assessment will be a case study assessment. As this is a practical unit, the primary assessment is a scenario exam - clinical interview, the passing of which is a hurdle. In this assessment, the student will verbally assess and manage a simulated patient. The student will be required to demonstrate an understanding of the simulated patient's pathophysiology, and provide good clinical rationale for safe and effective management used within an industry based standard timeframe.

HFB3135 Paramedic Clinical Science 5 (Special Populations)

Locations: St Albans.

Prerequisites: HFB2223 - Clinical Practice 4 HFB2121 - Paramedic Clinical Science 1 (Medical Emergencies 1) HFB2232 - Paramedic Clinical Science 2 (Trauma) HFB2233 - Paramedic Clinical Science 3 (Medical Emergencies 2)

Description: This unit will focus on physiological, anatomical and psychosocial development and aging over the lifespan, focusing on special cohorts within the population, including the indigenous population, and how they need to be considered from a paramedic treatment and management perspective. It will cover aspects of lifespan development from biopsychosocial approach and key pathophysiological conditions that may affect different life stage cohorts. Specific populations to be investigated include paediatric and adolescence through to, and including, senescence and the geriatric populations. Specific areas to be covered include obstetrics and parturition, gynaecology, male reproductive system and the impact of normal and abnormal age related changes on the body.

Credit Points: 12

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

1. Articulate a physiological and anatomical overview of pregnancy including embryological through to fetal development, parturition, labour and delivery and common obstetrics pathologies and emergencies; 2. Indicate the general physiological, anatomical and psychosocial principles specific to paediatrics and adolescents, including the common pathophysiological conditions, their assessment and management; 3. Substantiate the pathophysiology of selected non-traumatic and traumatic gynaecological and male reproductive disorders including the common causes of subfertility in the population and the current medical treatments; 4. Delineate the psychosocial, physiological and anatomical changes related to normal and abnormal ageing including the general principles of prehospital management of older adults.

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: Presentation, Group proposal (5%) (500 words) and Presentation (10mins) (15%), 30%. Test, Test (1 hour), 20%. Other, Clinical Interview, 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.

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)HHB2000 - Social EpidemiologyHFB2104 - Introduction to Research Methods

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 their specific fields of employment inclusive of any regulatory or registration bodies. Continuing education and career opportunities in relevant fields will also be explored.

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. Establish significant knowledge and understanding of potential career options; and 4. Communicate your achievements and self-market in a professional manner suitable for employment.

Required Reading: Readings and references and/or their links will be provided in the VU Collaborate site.

Assessment: Presentation, Group Career Exploration (500 words), 10%. Assignment, Personal Resume (total equivalent 1500 words), 30%. Report, Group Interview and Analysis (2500 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.

HFB3200 Pinnacle Venture

Locations: St Abans.

Prerequisites: HFB2223 - Clinical Practice 4HFB3136 - Career and Professional DevelopmentHHB2301 - Health Promotion

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. 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 producing an artefact that demonstrates 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.

Required Reading: Required readings and reference will be provided on the VU Collaborate site.

Assessment: Project, Project proposal and presentation (750 words), 20%. Project, Final project artefact (2500 words), 60%. Presentation, Final project presentation (750 words), 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 will be due for submission in week 1. 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 Block.

HFB3202 Paramedic Health and Wellbeing

Locations: St Abans.

Prerequisites: HFB2223 - Clinical Practice 4

Description: This unit aims to provide students with the resources to help them manage and optimise their own physical and mental health. Content includes research findings on the mental health and physical health of Paramedics and how it compares with the general population and other occupational groups. The content of this unit also includes the bio-psychosocial model of health and how it might be utilized in the understanding of mental health issues. The physical and psychological health effects of shift work and effects on sleep are covered as well as aspects of sleep hygiene. Topic areas covered with respect to nutrition and exercise include key concepts of metabolism, diet and the shift worker and lifelong health supporting choices. Other topics include depression, anxiety, stress, health behaviours, substance use and abuse, psychosocial modifiers of stress, suicidality, and the basics of cognitive behavioural approaches. The culture of the ambulance service will also be explored. A model of resilience is introduced as a framework to provide the tools to help students to manage their reactions to demanding events and situations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Elucidate the research evidence on paramedic mental health and how it compares with the general population; 2. Analyse the key concepts and definitions related to exercise and nutrition for the paramedic; 3. Extrapolate the bio-psychosocial model of health to an individual's health status; 4. Assess reactions to a demanding situation using a model of resilience and appropriately modify those reactions; 5. Formulate a view on how social contexts, including that of the ambulance service, influence mental and physical health; 6. Adapt knowledge of sleep hygiene and knowledge of factors promoting sleep to mitigate the health effects of shift work; 7. Determine which cognitive behavioural approaches might best be used to optimize their own mental health.

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, Test (25mins), 5%. Assignment, Group Assignment (2000 words), 40%. Case Study, Case Study (2500 words equivalent), 40%. Test, Test (70mins), 15%. Students are expected to attempt all pieces of assessment and must obtain a total aggregate score of 50% or greater to pass the unit.

HFB3226 Major Incidents

Locations: St Albans, Online.

Prerequisites: HFB3134 - Paramedic Clinical Practice 5

Description: This unit focuses on the theory and practice of major incident management and recovery and provides students with the opportunity to apply and integrate knowledge and skills gained from earlier years. Students will work autonomously and in teams to research, plan and execute several simulated incidents culminating in a major incident event. 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate principles of command and control, the Incident Command System (ICS) and triage of patients, and apply to major incident management principles; 2. Critically review and apply the main elements of state, national and international major incident and disaster policies, and the emergency services response to a major incident; 3. Conceptually map medical service major incident planning, risk-assessment, preparation, response, coordination and recovery in the context of a multi-disciplinary and multi-agency major incident response; and 4. Predict and formulate strategies for addressing prevalent major psychological and sociological effects following a major incident including survival, bereavement, and post-traumatic stress.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Test, Test (45mins), 10%. Assignment, Group assignment (2000 words), 40%. Case Study, Final Online Case Study Assessment (2hours), 50%. 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.

HFB3234 Paramedic Clinical Practice 6 - Extended Practice

Locations: St Albans.

Prerequisites: HFB3134 - Paramedic Clinical Practice 5/HFB3135 - Paramedic Clinical

Science 5 (Special Populations)/HFB3130 - Paramedic Clinical Science 4 (Mental Health and Mental Illness)

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. Evaluate extended scopes of clinical ambulance practice beyond the Ambulance Victoria Advanced Life Support level in order to extend employability to other international and interstate jurisdictions; 2. Evaluate community care Paramedic approaches and assess how community care is employed in other jurisdictions; 3. Articulate and demonstrate the current scope of paramedic clinical care for mental health and acute paediatric presentations; 4. Discuss the patient journey from ambulance handover to hospital/definitive care; and 5. Articulate a basic understanding of advanced wound and fracture management beyond traditional scopes of paramedic practice, such as suturing and plastering.

Required Reading: Refer to the Required Web Sites for the required text. Additional readings will be advised in VU Collaborate.

Assessment: Test, Test (1 hour duration), 10%. Research Paper, Individual Research Essay, 20%. Presentation, Group Presentation (10min) and Peer Review, 20%. Practicum, Placements and completed Logbook, 0%. Examination, Scenario Exam - Clinical Interview (30mins), 50%. To obtain a Pass or higher all components of assessment must be completed and an aggregate mark of 50% must be attained. Additional hurdle requirements include satisfactory completion of the scenario exam - Clinical Interview, 60 hours of placements (clinical, simulation or equivalent) and satisfactory completed logbook and 80% attendance of practical class (laboratories) (online). These hurdle requirements enable students to acquire the essential skills and knowledge expected in graduate paramedic practice and to meet 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 understanding formal sensory evaluation of foods using all the sensory attributes. This core knowledge will underpin future learning for all aspects of 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

to advise innovative and creative combinations for complex dietary situations; 2. Illustrate functional properties of food groups 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; and 6. Demonstrate an understanding of the safety issues in operating equipment used in the analysis, production and preservation of food products.

Required Reading: There are no required textbooks for this unit. Readings will be available on VU Collaborate.

Assessment: Presentation, Small Group Presentations (5-7mins each) (3), 30%. Test, In-class Test (2), 20%. Report, Laboratory Reports (3) based on Video demonstrations, 30%. Presentation, Individual Poster Presentation, 20%.

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.

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%.

HHB2000 Social Epidemiology

Locations: St Albans.

Prerequisites: HFB1110 - Foundations of Professional Paramedic Practice HFB1104 - Introduction to Public Health and Wellness HFB1204 - Australian Health and Social Care Systems and Policy

Description: The unit introduces students to the social determinants of health and their influence on the distribution of health and disease patterns in national, and global contexts. Social epidemiology seeks to understand the ways in which social, psychological, political, cultural, indigenous and economic circumstances influence our chances for a healthy life. It examines the connections between social factors, health and health patterns in individuals and communities. 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. This unit explores social factors that affect the health of individuals and communities and how to address health needs in a more holistic manner.

Credit Points: 12

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

1. Understand the historical framework for social epidemiology;
2. Identify the 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.

Required Reading: Berkman, L.F., Kawachi, I. & Glymour, M. (2014) 2nd ed. Social Epidemiology New York, Oxford University Press

Assessment: Assignment, Three (3) Worksheets (1500 words total), 30%. Project, Interview and Group presentation (2000 words and 10mins presentation), 50%. Test, Test (1 hour), 20%.

HHB2001 Evidence Based Practice for Speech Pathology

Locations: Footscray Park.

Prerequisites: APP1012 - Psychology 1A For HBSL students only - 96 credit points of First Year core HBSL units including APP1012.

Description: As competency in evidence-based practice is a requirement for entry into health professions such as speech pathology, this unit facilitates students adapting their knowledge about the research enterprise to evaluate the scientific literature. Using case studies, students will apply the principles of evidence based practice to determine the suitability and applicability of studies to clinical scenarios as well as communicate the findings and their implications.

Credit Points: 12

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

1. Formulate an answerable discipline-related research question that incorporates ethical considerations;
2. Demonstrate the skills of retrieving relevant data from searching data base(s);
3. Critically and systematically appraise the research literature, and communicate the findings and relate them to clinical practice; and
4. Demonstrate understanding of human research ethics as they relate to clinical research.

Required Reading: TBA

Assessment: Assignment, Part 1 of a brief literature review outlining the introduction, question, search strategy and its justification (750 words), 25%. Test, Quality assessment of a clinical trial (1.5hrs); read a paper or clinical guideline; apply the relevant quality assessment tool e.g. PEDro answer set, 25%. Assignment, Assignment Part 2 of a brief literature review that addresses the results and discussion, relating the study to clinical practice (750 words), 25%. Presentation, A 2-minute presentation succinctly justifying the subject safety to an ethics committee., 25%.

HHB2301 Health Promotion

Locations: Footscray Park, St Albans.

Prerequisites: HHB2000 - Social Epidemiology HFB2104 - Introduction to Research Methods HPT3002 - Advanced Evidence Based Practice for Health Professionals

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. Apply relevant knowledge of health promotion principles and frameworks;
3. Determine and analyse the elements of successful health promotion projects and programs; and
4. Critically review and

apply key health behaviour models to the practice of health promotion.

Required Reading: Naidoo, J., Wills, J. (2016) 4th ed. Foundations for Health Promotion London: Bailliere Tindal/Elsevier Talbot, L., & Verrinder, G. (2017) 6th 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: Presentation, Preliminary presentation of Group Health Promotion Activity (5 minutes), 10%. Case Study, Health promotion program analysis Part A and Part B (total 2000 words), 50%. Presentation, 1. Group Health Promotion Activity, resource and presentation (15 mins/1500 words equivalent) 2. Individual Reflection (250 words), 40%.

HHB2402 Health Program Planning and Evaluation

Locations: St Albans.

Prerequisites: HHB2000 - Social Epidemiology

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 to use in a community setting. 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; and 4. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.

Required Reading: McKenzie, J., Neiger, B., Thackeray, R. (2013) 6th ed. Planning, Implementation and evaluating health promotion programs: a primer Pearson Education Naidoo, J., & Wills, J. (2013) 3rd ed. Foundations for Health Promotion Elsevier

Assessment: Assignment, Quizzes/Worksheets on key concepts (x3), 25%. Report, Written Report - Health Needs Assessment (1,000 words), 25%. Review, Critical review and application of a planning model (1,000 words), 25%. Report, Evaluation of program data and written report for Community Partners (1,000 words), 25%.

HHB3002 Phonetics and Phonology

Locations: Footscray Park.

Prerequisites: EDT1002 - Grammar and Linguistics for Language Teachers EEC4102 - Literacy Across the Continuum 2 And 96 credit points of core first year HBSL units.

Description: Cognisance of how people perceive, form and use speech sounds when communicating is foundational knowledge for speech pathologists. By transcribing normal speech, students will learn and apply the International Phonetic Alphabet. This will also enable them to learn about phonetics —the science of speech— which involves acoustics and exploration of how the vocal tract relates to the different speech sounds. This will also enable them to learn about phonology; the domain of linguistics devoted to speech sounds and their patterns, within and across languages. Students will also explore relevant branches of linguistics, such as sociolinguistics, to understand the influence of development, culture and place on the sound patterns of languages in the Australian context, including Australian Aboriginal English. Students will reflect on speech as a cultural phenomenon and their own associated personal

values.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discriminate between all consonant and vowel sounds in terms of articulatory and acoustic phonetics; 2. Execute on-line transcriptions of speech sounds in isolation, words, phrases and discourse using the International Phonetic Alphabet symbols and conventions, as relevant to the Australian context to entry level standard, as defined by the professional standards of Speech Pathology Australia; 3. Elucidate the difference between phonetics and phonology; 4. Differentiate between and explain why differences occur in speech sounds patterns across groups; and 5. Determine personal values in relation to speech as a cultural phenomenon.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Other, Transcriptions of spoken speech sounds (1hr), 30%. Test, Quiz on content covered in first half of unit (30mins), 15%. Presentation, Group presentation explaining the sound usage of an allocated case (10mins), 25%. Test, Test on content covered in second half of unit (1hr), 30%. Total word equivalence is 3000-4000 words.

HHB3004 Communication and Swallowing Across the Lifespan

Locations: Footscray Park.

Prerequisites: HHB3002 - Phonetics and Phonology

Description: Knowledge about typical communication and swallowing development and functions across the lifespan is a foundational platform speech pathologists use when working with people with atypical and disrupted life courses in these areas. Students will learn about the changes, continuity and growth that occur in human oral and written communication and swallowing development, from infancy to older age, through varied teaching and learning activities, including measuring communication and swallowing skills. Students will explore the association between communication and swallowing and influential factors such as biological, sensory, physical, psycho-social, cognitive, cultural, language background and contextual ones. The implications of life course development issues for health professional practice will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interrogate the changes of typical communication over the life span relating to a range of dimensions such as vocal quality, fluency of speech, speech sounds, and oral and written language and distil the impacts of influential factors on developmental trajectories; 2. Describe the changes in aspects of typical swallowing over the life span, and hypothesise the reasons for these changes and their impact on peoples' quality of life; 3. Differentiate between and explain the different patterns of communication and swallowing apparent within and across different groups and populations of people; 4. Differentiate between the different Englishes that are used in Australia and forecast the implications of these differences for individuals, their communities and the community at large; and 5. Commentate on how these changes in communication and swallowing development across the lifespan related to the speech pathology discipline.

Required Reading: Students will be directed to relevant scientific literature in texts and journals.

Assessment: Test, Quiz on content covered in first half of unit (30mins), 15%. Presentation, Group presentations of case study in 4 parts presented weekly on one allocated aspect of communication and swallowing development (1500 words a group), 40%. Case Study, Group summary of a case (500 words per group), 20%. Examination, Based on the unit content (1hr), 25%. Total word equivalence is 4,000 words.

HHB4001 Speech Pathology Assessment Practices 1

Locations:Footscray Park.

Prerequisites:HHB3004 - Communication and Swallowing Across the LifespanHHB3004 OR successful entry into the Graduate entry Master of Speech pathology

Description:This unit orientates students to foundational principles and methods of assessment within the speech pathology profession. The unit focuses on exploration and development of transferable knowledge and skills that underlie assessment practices across practice areas of speech pathology in working with clients across the lifespan and from diverse backgrounds including Aboriginal and Torres Strait Islander peoples and cultures. Students will engage with content via inquiry, case-based, simulation and reflective learning activities with reference to practice areas and professional engagement. Assessment practices will also be considered in the broader professional, regulatory, ethical and legal contexts in which speech pathology practice occurs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Execute and evaluate the accuracy of written transcriptions of spoken and non-spoken communication; 2.Apply the discipline knowledge to plan and justify speech pathology assessment that enables evaluation of communication and/or swallowing difficulties; 3.Exemplify professional and effective interview and observation skills for the purpose of gathering speech pathology assessment data; 4.Apply the discipline skills to competently administer standardised speech pathology assessment procedures and collect accurate clinical data in a mock situation; and 5.Report on outcomes of speech pathology assessment procedures as they relate to administrative procedures.

Required Reading:Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment:Other, Two (2) written transcriptions of spoken communication with commentary on transcription processes (2000 words), 30%. Case Study, Written plan with rationales for initial assessment for newly referred client with speech/language concerns (2000 words), 30%. Practicum, OSCE assessing interviewing skills, administration of standardised assessment and reporting of assessment outcomes (1.5 hours), 40%.

HHB4002 Speech Pathology Assessment Practices 2

Locations:Footscray Park.

Prerequisites:HHB4001 - Speech Pathology Assessment Practices 1

Description:This unit builds on Speech Pathology Assessment Practices 1 by examining knowledge and skills related to the analysis of quantitative and qualitative data gathered through speech pathology assessment. Data analysis will be explored with reference to practice areas and professional engagement within the broader professional, regulatory, ethical and legal frameworks in which speech pathology practice occurs. Students will apply these frameworks within inquiry, case based, simulation and reflective learning activities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Apply the discipline skills to analyse client responses across a range of assessment procedures with reference to appropriate concepts and frameworks; 2.Judge and select the appropriate data reduction and collation methods to use, implement and report on them accurately in the context of speech pathology assessment practices; 3.Evaluate reliability and validity of analytical methods in the context of speech pathology assessment; and 4.Apply culturally responsive speech pathology practices to the analysis of data gathered from clients of Aboriginal and Torres Strait Islander

backgrounds.

Required Reading:Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment:Report, Two (2) draft written reports detailing the analysis of speech pathology assessment data (2000 words), 30%. Report, One (1) final written report detailing assessment procedures and analysis of speech pathology assessment data (1500 words), 20%. Examination, Three (3) hour exam focusing on analysis of unseen data and knowledge of issues relating to data analysis, which will include MCQ, SAQ & coding data, 50%.

HHB4003 Speech Pathology Assessment Practices 3

Locations:Footscray Park.

Prerequisites:HHB4002 - Speech Pathology Assessment Practices 2

Description:This unit builds further on Speech Pathology Assessment Practices 1 and 2 by focusing on the interpretation of data gathered through speech pathology assessment. The unit will draw on various biopsychosocial frameworks that support the clinical diagnosis of communication and/or swallowing disorders and the description of their impact on the individual, their family, and communities they participate in. This will be explored with reference to practice areas and professional engagement within the broader professional, regulatory, ethical and legal frameworks in which speech pathology practice occurs. Students will apply these frameworks within inquiry, case based, simulation and reflective learning activities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Synthesise analysis of data and interpret findings in relation to appropriate biopsychosocial models and frameworks; 2.Evaluate prognostic factors associated with a case using appropriate scientific evidence; 3.Identify gaps in assessment information and select and justify methods for gathering further information to inform clinical decision making; and 4.Justify appropriate recommendations as to client candidacy for further speech pathology management and interventions and/or other services as appropriate.

Required Reading:Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment:Report, Two (2) draft reports providing diagnostic interpretations of speech pathology assessment data (2000 words), 30%. Examination, 2 x case-based oral exams involving presentation and response to questions of analysis & interpretation of speech pathology assessment data (2x15mins), 40%. Report, One (1) final written assessment report for one client detailing client background, assessment processes, analysis and recommendations, 30%.

HHB4004 Speech Pathology Assessment Practices 4

Locations:Footscray Park.

Prerequisites:HHB4003 - Speech Pathology Assessment Practices 3

Description:This final unit in the sequence on Speech Pathology Assessment Practices focuses on the integration, transfer and adaptation of this knowledge and skills to an expanded range of speech pathology practice areas. This unit will involve completion of 4 days clinical practicum including authentic and/or simulated learning experiences under the supervision of speech pathology clinical educators.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Demonstrate developing clinical reasoning and competency in speech pathology assessment to a standard equivalent of 'novice level' as defined by the professional standards for speech pathology in Australia; 2.Critically reflect on own performance and derive measurable goals to guide future development of knowledge and skills related to assessment practices; and 3.Demonstrate the initiative and judgement to

adapt the discipline assessment and prognostic knowledge and skills to diverse contexts.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Practicum, Clinical placement of four (4) days assessed using a modified COMPASS[®], 0%. Practicum, OSCE/simulation of clinical swallowing assessment including case history interview (1 hour), 50%. Portfolio, Portfolio of evidence with critical reflections on learnings related to speech pathology assessment practices (2000 words), 50%. Students are required to attend and pass 28 hours of supervised field education. This requirement is in accord with the Speech Pathology Australia Accreditation Standards and the Victoria University Assessment for Learning- Standards for Assessment Procedure. In the event of illness, students are required to make up missed placement hours. .

HHB6001 Speech Pathology Intervention Practices 1

Locations: Footscray Park.

Prerequisites: HHB4004 - Speech Pathology Assessment Practices 4

Description: This unit begins a sequence of units exploring speech pathology practices related to intervention. This unit will focus on exploring foundational principles, methods and rationales for different approaches to intervention applicable across the speech pathology range of practice in working with clients across the lifespan and from diverse backgrounds including Aboriginal and Torres Strait Islander peoples and cultures. Students will engage with content via inquiry, case-based, simulation and reflective learning activities with reference to practice areas and professional engagement. Intervention practices will also be considered in the broader professional, regulatory, ethical and legal contexts in which speech pathology practice occurs.

Credit Points: 12

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

1. Extrapolate relevant and evidence-informed goals to guide planning and implementation of speech pathology intervention across a range of practice areas;
2. Evaluate a range of different approaches to speech pathology intervention and select an approach or combination of approaches that aligns with client goals;
3. Critically evaluate the influence of service delivery factors on planning and implementation of speech pathology interventions; and
4. Critically appraise speech pathology intervention practices in the context of working with clients of Aboriginal and Torres Strait Islander backgrounds.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Case Study, Two (2) written case studies focusing on written presentation and justification of intervention goals (1000 words each), 30%. Presentation, Oral presentation focused on evaluation of a specific service delivery factor and discussion of how this may influence planning intervention (20mins), 30%. Literature Review, Review addressing a given topic/question related to evaluation of SP intervention practices in the context of working with Aboriginal and TSIs., 40%.

HHB6002 Speech Pathology Intervention Practices 2

Locations: Footscray Park.

Prerequisites: HHB6001 - Speech Pathology Intervention Practices 1

Description: This unit builds on Speech Pathology Intervention Practices 1 by exploring a range of impairment informed speech pathology interventions across the speech pathology range of practice in working with clients across the lifespan and from diverse backgrounds including Aboriginal and Torres Strait Islander peoples and cultures. This unit will particularly focus on exploring of principles and components

related to planning speech pathology interventions and measurement of communication and/or swallowing outcomes during and following interventions. Students will engage with content via inquiry, case-based, simulation and reflective learning activities with reference to practice areas and professional engagement. Intervention practices will also be considered in the broader professional, regulatory, ethical and legal contexts in which speech pathology practice occurs.

Credit Points: 12

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

1. Critically appraise the scientific evidence for the purpose of planning speech pathology interventions;
2. Select and justify speech pathology interventions targeting enhancement in body structure, body function, and/or activity for clients with a range of communication and/or swallowing difficulties;
3. Plan and justify appropriate methods for measuring performance-based outcomes following implementation of speech pathology interventions;
4. Exemplify professional and accurate implementation of speech intervention techniques in a simulated setting; and
5. Hypothesise typical client responses within speech pathology interventions and formulate appropriate modifications to speech pathology to maintain maximal outcomes.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Presentation, Oral presentation with accompanying handout/poster focused on the evaluation of a given speech pathology intervention with description and evaluation., 30%. Assignment, Video recording of student groups demonstrating intervention techniques with a simulated client and providing accompanying justification & commentary., 40%. Case Study, One (1) written case study focused on planning speech pathology interventions for a given client., 30%. Presentation is for a small group (10-15mins). Assignment is on Two (2) intervention techniques (20mins).

HHB6003 Speech Pathology Intervention Practices 3

Locations: Footscray Park.

Prerequisites: HHB6002 - Speech Pathology Intervention Practices 2

Description: This unit builds on Speech Pathology Intervention Practices 1 and 2 by exploring a range of indirect, consultancy, and advocacy-based speech pathology interventions across the speech pathology range of practice in working with clients across the lifespan and from diverse backgrounds including Aboriginal and Torres Strait Islander peoples and cultures. This unit will continue to explore issues and methods related to measurement of efficacy and effectiveness of interventions in an increasingly holistic context. Students will engage with content via inquiry, case-based, simulation and reflective learning activities with reference to practice areas and professional engagement. Intervention practices will also be considered in the broader professional, regulatory, ethical and legal contexts in which speech pathology practice occurs.

Credit Points: 12

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

1. Select and justify speech pathology interventions targeting enhancement of client participation, communication partner skills, environmental modifications, and perceived quality of life for clients with a range of communication and/or swallowing difficulties; and
2. Plan and implement speech pathology interventions focused on education and/or advocacy for those with communication and/or swallowing difficulties.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Presentation, Planning and delivery of an 'education session' for a

targeted audience focused on barriers and enablers (45mins), 30%. Case Study, Two (2) written case studies focused on planning speech pathology interventions with a given client. (1500 words each), 40%. Examination, Written exam focused on planning and implementation of speech pathology interventions (2 hours), 30%.

HHB6004 Speech Pathology Intervention Practices 4

Locations: Footscray Park.

Prerequisites: HHB6003 - Speech Pathology Intervention Practices 3

Description: This unit ends the sequence of units solely about Speech Pathology Intervention Practices and focuses on the integration of knowledge and skills related to both assessment and intervention in an authentic setting. This unit will involve 8 days of clinical practicum which may take place in a variety of settings undertaken under the supervision of speech pathology clinical educators.

Credit Points: 12

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

1. Demonstrate developing clinical reasoning and competency in speech pathology assessment and intervention to a standard equivalent of 'intermediate level' as defined by the professional standards for speech pathology in Australia; 2. Compile a portfolio of evidence to exemplify clinical competencies in speech pathology intervention practices across a range of practice areas; and 3. Critically reflect on own performance and derive measurable goals to guide future development of knowledge and skills related to intervention practices.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Practicum, Clinical placement of eight (8) days assessed by the Clinical Educator using COMPASS®, 0%. Portfolio, Portfolio of evidence with critical reflections on learnings related to speech pathology intervention practices (3000 words) assessed by Uni staff, 100%. Students are required to attend and pass 60 hours of supervised field education, and the pre- and post-placement workshops. This requirement is in accord with the Speech Pathology Australia Accreditation Standards and the Victoria University Assessment for Learning- Standards for Assessment Procedure. In the event of illness, students are required to make up missed placement hours. Where circumstances exist so that a student cannot attend in person (e.g. rural/regional placement), engagement in the pre- and post-placement workshops will be by negotiation with the Unit Convenor.

HHB7001 Speech Pathology Cases 1

Locations: Footscray Park.

Prerequisites: HHB6004 - Speech Pathology Intervention Practices 4

Description: This unit encourages students to integrate existing knowledge and skills and expand on these in new situations across a range of practice areas related to the speech pathology management of communication and swallowing disorders across the lifespan. The unit will explore speech pathology case studies necessitating consideration and interrogation of a range of professional and ethical issues and the role of the speech pathologist alongside that of other professionals in client care. The unit will support development of a range of clinical skills through simulated and authentic experiential learning opportunities.

Credit Points: 12

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

1. Formulate speech pathology assessment plans to investigate function, activity, and participation in situations where clients may present with a range of concomitant communication and/or swallowing difficulties; 2. Exemplify holistic analysis and integration of assessment data in situations where clients may present with a range of concomitant communication and/or swallowing difficulties 3. Formulate and justify speech pathology intervention plans in situations where clients may present with a

range of concomitant communication and/or swallowing difficulties; 4. Contextualise the role and scope of practice of speech pathology against those of other professionals in working with clients with concomitant impairments to function; and 5. Demonstrate clinical techniques relating to assessment and implementing intervention relevant to situations where clients may present with a range of communication and/or swallowing difficulties.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Report, Two (2) written reports detailing speech pathology assessment, analysis & intervention of communication and/or swallowing impairments (1500 words each), 50%. Case Study, Two (2) written intervention plans demonstrating application of evidence-based practice (3000 words), 50%. Practicum, OSCE of clinical skills (30 minutes) (hurdle), 0%.

HHB7002 Speech Pathology Cases 2

Locations: Footscray Park.

Prerequisites: HHB7001 - Speech Pathology Cases 1

Description: This unit builds on Speech Pathology Cases 1 by further exploring speech pathology practice in a range of new situations with integration of factors that introduce clinical complexity to the management of communication and swallowing disorders. Students will engage with content via inquiry, case-based, and reflective learning activities with reference to practice areas and professional engagement. Clinical case studies will also be considered in the broader professional, regulatory, ethical and legal contexts in which speech pathology practice occurs. The unit will further support development of a range of clinical skills through simulated and authentic experiential learning opportunities.

Credit Points: 12

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

1. Formulate speech pathology assessment plans to investigate function, activity, and participation in situations where communicative participation is impacted by intellectual and/or physical disability; 2. Exemplify holistic analysis and integration of assessment data in situations where function is impacted by intellectual and/or physical disability; 3. Formulate and justify speech pathology intervention plans in situations where function is impacted by intellectual and/or physical disability; 4. Investigate communication from a multimodal perspective and hypothesise how modifications to preferred communication modalities may impact communicative participation; and 5. Demonstrate innovative methods to support communicative participation with clients impacted by intellectual and/or physical disability through principles of multimodality of communication.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Literature Review, Review of communication and/or swallowing difficulties and the role of speech pathology (2000 words), 30%. Report, One (1) written report detailing assessment and intervention planning for a client with communication and/or swallowing difficulties (2500 words), 40%. Presentation, Presentation exemplifying and critiquing one multimodal intervention approach for clients with communication and/or swallowing difficulties (20mins), 30%.

HHB7003 Speech Pathology Cases 3

Locations: Footscray Park.

Prerequisites: HHB7002 - Speech Pathology Cases 2

Description: This unit builds on Speech Pathology Cases 2 by exploring the full range of practice of speech pathology in Australia. This unit focuses on supporting students in managing with newly encountered conditions and situations as part of preparing students with authentic clinical working. Students will engage with content via

inquiry, case-based, and reflective learning activities with reference to practice areas and professional engagement. Clinical case studies will also be considered in the broader professional, regulatory, ethical and legal contexts in which speech pathology practice occurs. The unit will further support development of a range of clinical skills through simulated and authentic experiential learning opportunities.

Credit Points: 12

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

1. Abstract, adapt and expand on existing knowledge of speech pathology assessment practices in working with newly encountered conditions and situations;
2. Abstract, adapt and expand on existing knowledge of speech pathology intervention practices in working with newly encountered conditions and situations;
- and 3. Exhibit application of research methods and principles of evidence-based practice in encountering newly encountered conditions and situations as a lifelong learner.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Case Study, One (1) written case study documenting assessment and intervention for a client with communication and/or swallowing difficulties (3000 words), 40%. Examination, Oral case-based exam/viva exploring assessment and intervention relating to a newly experienced situation (30 minutes), 40%.

Assignment, Reflection of learning and action plan in guiding preparations for upcoming clinical placement (1500 words), 20%.

HHB7004 Speech Pathology Clinical Practice 1

Locations: Footscray Park.

Prerequisites: HHB7003 - Speech Pathology Cases 3

Description: In this unit, students apply their knowledge and skills to clinical practice. This unit involves 16 days of clinical practicum which may take place in a variety of settings undertaken under the supervision of speech pathology clinical educators.

Credit Points: 12

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

1. Demonstrate clinical reasoning and competency in speech pathology assessment and intervention to a standard 'beyond intermediate level' as defined by the professional standards for speech pathology in Australia; and
2. Critically reflect on own performance against established standards and determine measurable goals to guide future development towards a standard equivalent of 'entry level' as defined by the professional standards for speech pathology in Australia.

Required Reading: Students will be directed to relevant professional and clinical guidelines as well as scientific literature in texts and journals.

Assessment: Practicum, 16 day clinical practicum assessed by the clinical educator using COMPASS®. This includes 2 parts; a mid- and final placement assessment, 0%.

Presentation, Case reporting how students have implemented principles of evidence-based practice in working with a client during their clinical practicum (15mins), 60%.

Assignment, Critical reflection of learning during practicum with goals and action plans to support development of knowledge and skills prior to future placements, 40%. Presentation to a Clinical Educator. Assignment is for 1000 words. Students are required to attend and pass 16 days of supervised field education, and the pre- and post-placement workshops. This requirement is in accord with the Speech Pathology Australia Accreditation Standards and the Victoria University Assessment for Learning- Standards for Assessment Procedure. In the event of illness, students are required to make up missed placement hours. Where circumstances exist so that a student cannot attend in person (e.g. rural/regional placement), engagement in the pre- and post-placement workshops will be by negotiation with the Unit Convenor.

HHB7005 Speech Pathology Clinical Practice 2

Locations: Footscray Park.

Prerequisites: HHB7004 - Speech Pathology Clinical Practice 1

Description: This unit is the first of two capstone units. This unit enables students to integrate their research and clinical knowledge and skills by enabling them to develop a project whilst engaged in a 30-day clinical practicum. Students will design a research project to address a novel research question of clinical relevance in an area of their own choosing. The practicum is assessed at 'entry level' across all professional competencies as defined by the professional standards for speech pathology in Australia. This placement may take place in a variety of settings completed under the supervision of speech pathology clinical educators. Placements will involve working in services predominantly focused on providing services to child or adult clients and their families and will typically involve working alongside professionals from other services, such as allied health, welfare and/or education.

Credit Points: 24

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

1. Demonstrate clinical reasoning and competency in speech pathology assessment and intervention to a standard equivalent of 'entry level' in a predominantly adult or child focused clinical context as defined by the professional standards for speech pathology in Australia;
2. Critically review the scientific literature related to a contemporary issue in speech pathology practice in Australia;
3. Formulate research questions and present evidence-informed hypotheses related to said research questions;
4. Design a research method with planned data analysis procedures for investigating proposed research question with appropriate consideration of research ethics and participant beneficence and non-maleficence;
5. Quantify and justify timelines and cost for a research project; and
6. Articulate how this project relates to the Speech Pathology Australia vision, detailed in the document Speech Pathology 2030.

Required Reading: Students will be encouraged to locate resources relevant to their placement and project with the guidance of their clinical educator as necessary.

Assessment: Practicum, 30 day practicum assessed using COMPASS®, 0%.

Presentation, Case presentation related to one client student has worked with during placement (30 mins) presented to and assessed by the Clinical Educator., 40%.

Assignment, Draft research question and proposal outline posted to online discussion board (500 words), 10%.

Assignment, Research proposal including scientific and clinical background, research questions, method, projected timelines and costs, risk mitigation strategies, 30%.

Assignment, Research ethics application (2000 words), 20%. Total word equivalence is 10,000 words plus practicum. Students are required to attend and pass 30 days of supervised field education. This requirement is in

accord with the Speech Pathology Australia Accreditation Standards and the Victoria University Assessment for Learning- Standards for Assessment Procedure. In the event of illness, students are required to make up missed placement hours. .

HHB7006 Speech Pathology Clinical Practice 3

Locations: Footscray Park.

Prerequisites: HHB7005 - Speech Pathology Clinical Practice 2

Description: This unit is the second capstone and final unit for the Master of Speech Pathology. It continues on from Speech Pathology Clinical Practice 2, enabling students to extend the application of research skills within the context of standard clinical practice whilst on a 30 day placement for the purpose of improving speech pathology service delivery. Students will collaborate with their clinical educators during their placement in Speech Pathology Clinical Practice 3 to identify an aspect of service delivery in need of development and students will plan a service improvement project, develop necessary resources, and plan evaluation methods. This unit will also

involve content designed to support students to transition to professional practice post-graduation. This placement may take place in a variety of settings completed under the supervision of speech pathology clinical educators. Placements will involve working in services predominantly focused on providing services to child or adult clients and their families and will typically involve working alongside professionals from other services, such as allied health, welfare and/or education.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate clinical reasoning and competency in speech pathology assessment and intervention to a standard equivalent of 'entry level' in a predominantly child or adult focused clinical context as defined by the professional standards for speech pathology in Australia; 2. Propose and justify a need to evaluate and/or improve aspects of service delivery in a specific clinical context; 3. Design and implement a method for evaluating and/or improving aspects of service delivery in a specific clinical context drawing on appropriate research skills and methodologies; 4. Design a method to measure the outcomes of the impact of methods for improving aspects of service delivery in a specific clinical context; 5. Articulate how this project relates to the Speech Pathology Australia vision, detailed in the document Speech Pathology 2030; and 6. Advocate for own knowledge, skills, and beliefs in contemporary speech pathology practices to potential employers.

Required Reading: Students will be encouraged to locate resources relevant to their placement and project with the guidance of their clinical educator as necessary.

Assessment: Practicum, 30 day practicum assessed by the Clinical Educator using COMPASS® (hurdle), 0%. Presentation, Case presentation related to one client student has worked with during placement (30 minutes), 50%. Report, Written report detailing rationale, methods, and planned evaluation of a clinical improvement project (5000 words), 35%. Other, Simulated job interview for a speech pathology position (30 minutes), 15%. Total word equivalence is 10,000 words plus practicum. Students are required to attend and pass 30 days of supervised field education, and the post-placement seminar. This requirement is in accord with the Speech Pathology Australia Accreditation Standards and the Victoria University Assessment for Learning- Standards for Assessment Procedure. In the event of illness, students are required to make up missed placement hours. Where circumstances exist so that a student cannot attend in person (e.g. rural/regional placement), engagement in the post-placement workshops will be by negotiation with the Unit Convenor.

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.

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.

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%.

HHL7901 Research Project 1

Locations: City Flinders.

Prerequisites: HML7901 - Evidence for Practice 7HML7902 - 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.

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.

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.

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.

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: Report, Professional letter (1500 words), 30%. Test, 30 MCQ test (1000 words equivalent), 20%. Examination, 60 MCQ exam (2000 words equivalent), 50%. 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.

HHN2001 Family Health and Nutrition Through the Lifespan

Locations: Footscray Park.

Prerequisites: HPC1000 - Introduction to Human Nutrition and Food

Description: 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 problem-based learning and case studies exercises, 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. Investigate the evidence base associated with the Australian Guide for Healthy Eating and the practical application of this across the lifespan; 2. Apply the dietary requirements for the maintenance of growth, development and health across each stage of the lifespan; 3. Elaborate on how the physical, biological, social, behavioural and environmental factors change the dietary requirements across the lifespan; and 4. Critically review and evaluate the literature on health across the lifespan, and justify their selection of scientific evidence to support nutrition solutions

Required Reading: There are no required texts for this unit, however if students wish to purchase a text, the following is recommended for nutrition students. Whitney E, Rolfes, S.R., Crowe, T., Cameron-Smith, D., Walsh, A. (2017) 3rd ed. Understanding Nutrition (Australian Edition) Australia: Cengage.

Assessment: Review, Critical review. Peer-reviewed journal article (600 words), 15%. Poster, Poster (for public audience), 40%. Case Study, 2-Part Team case study Group report (30%, 1000 words per student) and Oral presentation (15%) for professional audience, 45%.

HHN2003 Food Safety and Quality Assurance

Locations: Footscray Nicholson.

Prerequisites: HPC1001 - Food Components HPC1000 - 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 assurance and relevant testing methods. It will explore the concept of quality from scientific, regulatory and legal perspectives, including total quality control (TQC), total quality management (TQM), statistical sampling and control charts used in Food Processing.

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;

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

Assessment: Test, Quiz 1 (30mins) - 10%; 10%. Test, Two Quizzes Quiz 2 (45mins) - 15%; Quiz 3 (30mins) - 10%; 25%. Report, Organisational case study (1,500 words), 35%. Presentation, Team Oral presentation (15 min) and Peer-review, 30%.

HHN2402 Diet & Disease

Locations: Footscray Park.

Prerequisites: RBM1528 - Human Physiology 2 or HHN2001 - Family Health and Nutrition Through the Lifespan or HBM2103 - Digestion, Nutrition and Metabolism

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, respiratory disease 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. Relate the risk factors, prevalence and consequences of chronic diseases to individuals and the wider community; 2. Interpret, translate and critically review diet, health and lifestyle factors that may assist in preventing chronic diseases; and 3. Interrogate selected nutritional problems from the perspective of both the individual and the wider community.

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

Assessment: Test, 2 MCQ Tests (session 3, 20mins, 5%; session 11, 50mins, 15%), 20%. Case Study, Case study on selected topic (1000 words), 40%. Presentation, Group Presentation and defence of a scientific poster (10 minutes; 20%) with individual 300-word abstract (20%), 40%.

HHN3002 Sport and Exercise Nutrition

Locations: Footscray Park.

Prerequisites: HHN2001 - Family Health and Nutrition Through the Lifespan or HBM2103 - Digestion, Nutrition and Metabolism

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. Adapt and justify different diet-related strategies to enhance training and performance in athletes and critically review the scientific research to support these strategies; 3. Investigate and justify recovery requirements in various population groups and competitive levels; 4. Articulate the practical considerations in the provision of dietary management strategies for athletes; and 5. Critique and interpret various methods for assessing energy expenditure and body composition.

Required Reading: Maughan, R. J., (2014) Sports Nutrition: An IOC Medical Commission Publication Chichester, West Sussex: Wiley.

Assessment: Test, Test 1 (20mins), 10%. Exercise, Case study based assessment (45mins), 20%. Assignment, Design, plan and justify a training diet for an athlete (1000 words), 45%. Exercise, Case study based assessment (1.5hrs), 25%.

HHN3502 Community & Public Health Nutrition

Locations: Footscray Park, Partnered WIL at various off-site locations..

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

Description:This capstone unit will build on HHN3601 considering the principles and practice of designing, implementing, managing and evaluating health promotion programs/interventions in the community. Underpinning theory and frameworks for health program and intervention planning and evaluation will be explored and applied to the practical experience in the delivery of nutrition education. Students will work in teams to plan, deliver and evaluate community food and nutrition education interventions.

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 appropriate nutrition education intervention for specific target populations, drawing on published policies and strategies;
- 3.Evaluate and reflect on the implemented intervention using evidence based public health nutrition approaches; and
- 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.

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

Assessment:Assignment, Develop a Food and Nutrition intervention Plan (800 words), 30%. Practicum, Food and nutrition intervention (group) (22 hours), 35%. Assignment, Intervention Evaluation (1000 words equivalent), 35%. The practicum is a hurdle requirement and students must actively participate in a minimum of 75% of the intervention activities with community groups. Professional interactions with peers and the general public are assessed only in this task.

HHN3503 Introduction to Food Service

Locations:Footscray Nicholson.

Prerequisites:HHN2402 - Diet & DiseaseHFS2001 - 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.

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, Werribee.

Prerequisites:HHN2402 - Diet & DiseaseHFS2001 - Properties of FoodRBM2540 - Pathophysiology 2

Description:This unit will provide students with the communication skills and basic theory about education, learning and behaviour change, to enable them to deliver effective nutrition and health education for the general public/consumers. The unit requires students to work in groups to adapt and deliver group education and cooking skills to community groups covering a range of food and nutrition topics.

Credit Points: 12

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

- 1.Critically reflect on and apply the current theories of adult learning and behaviour change in relation to nutritional health promotion;
- 2.Exemplify the principles of effective communication through a variety of media, accounting for barriers when working with the general public;
- 3.Adapt and deliver evidence based nutritional health promotion messages to the general public using a variety of approaches; and
- 4.Exemplify professional, technical, cultural and interpersonal knowledge and skills for successful collaboration with peers and interaction with the general public.

Required Reading:Suggested readings will be made available via VU Collaborate.

Assessment:Other, Individual written reflection on learning (500 words), 10%. Assignment, Development of a Nutrition Education resource with supporting evidence base (1000 words), 35%. Practicum, Nutrition Education Intervention (5.5 hours x 4 sessions), 35%. Other, Individual written reflection on learning (1000 words), 20%. The practicum is a hurdle requirement and students must attend a minimum of 75% of the placement sessions with community groups. Professional interactions with peers and the general public are assessed only in this task.

HHN3602 Food Service Systems

Locations:Footscray Nicholson.

Prerequisites:HHN2001 - Family Health and Nutrition Through the LifespanHHN2402 - Diet & DiseaseHFS2001 - 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 as 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.

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 ServiceHHN3602 - 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.

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.

HHN4001 Professional Communication and Behaviour Change Skill

Locations:Footscray Park.

Prerequisites:240 credits from Bachelor of Nutritional Science OR Appropriate Bachelor degree for graduate entry students.

Description:Core skills for a diettitian include the ability to communicate effectively and to promote positive behaviour changes in clients. This unit explores the theories of effective communication and behaviour change, as they apply to healthcare practice, with specific focus on motivational interviewing techniques and promotion of behaviour change in clients. Students will develop professional approaches to verbal and non-verbal communication with clients and other professional. They will explore and develop, through scenarios, role plays and case studies, strategies for effective interviewing, active listening and goal setting with clients. Students will also develop skills in recording and communicating written information appropriately and professionally to clients and other professionals

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically review and articulate theories of behaviour change and their application to dietetic practice; 2.Exemplify good practice in professional communication with both clients and other professionals; and 3.Justify strategies of communication and behaviour change used in dietetic practice.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate

Assessment:Test, Online Test MCQ (30mins), 15%. Presentation, Group case study presentation (15mins), 25%. Report, Case study report (1500 words), 30%. Other, Individual client interview (20mins), 30%. Individual Client Interview assessment task is a hurdle requirement and 50% constitutes a pass in this assessment.

HHN4002 Medical Nutritional Therapy 1

Locations:Footscray Park.

Prerequisites:240 credits from Bachelor of Nutritional Science OR Appropriate Bachelor degree for graduate entry students.

Description:Dietitians play an integral role in the prevention and management of chronic disease. This unit will allow students to develop knowledge and skills in the management of chronic disease, including, but not limited to, obesity, cardiovascular diseases, diabetes, cancer, respiratory and muscular-skeletal disorders. The pathophysiology, medical and surgical management will be explored along with the role of diet. Utilising case studies, scenarios and role plays, and through application of the Nutrition Care Process, students will develop skills in dietetic assessment, the identification and diagnosis of nutritional problems and set goals for the management of these. Patient-centred, interdisciplinary care planning skills will be developed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically review and articulate the pathophysiology and clinical management of chronic diseases; 2.Assess and diagnose nutritional problems related to chronic disease through the application of the nutrition care process (NCP); 3.Formulate and justify management goals and strategies for chronic diseases that are integrated with an overall patient care-plan; and 4.Articulate and record relevant information for dietetic care planning in relation to chronic diseases.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Test, Online test (2) (30mins each), 20%. Presentation, Individual case study presentation (5mins), 15%. Report, Case study report (1500 words), 30%. Examination, OSCE (30mins) (hurdle), 35%.

HHN4003 Public Health Nutrition

Locations:Footscray Park.

Prerequisites:HHN4001 - Professional Communication and Behaviour Change Skill

Description:Dietitians have a key role in the promotion of health, and specifically nutritional health, to the public. This unit explores how the practice of public health nutrition is informed by public health theories, principles and values. The origins and purpose of health promotion and public health nutrition will be examined along with the potential to positively influence the determinants of health and reduce health inequalities, including health and food literacy. Students will gain knowledge and skills in a range of practical approaches and methods for promoting health and nutrition. Using a project management cycle they will assess needs, set priorities for action and plan and manage interventions that promote health and nutrition.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Define and critically evaluate the key theories and concepts which inform health promotion and public health nutrition; 2.Interrogate a range of approaches and methods for promoting health and nutrition, exemplifying their use in practice; 3.Design and justify an evidence-based nutritional health promotion intervention for a specific community; and 4.Evaluate and interpret evidence to inform program evaluation and management.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Test, Online test (60mins), 25%. Report, Develop a nutritional health promotion plan (3000 words), 50%. Presentation, Individual video presentation of nutritional health promotion plan (5mins), 25%.

HHN4004 Food Service Systems and Management

Locations:Footscray Park.

Prerequisites:HHN4002 - Medical Nutritional Therapy 1

Description:Dietitians can play an integral role in the planning and management of food service provision. This unit will allow students to develop knowledge and skills in analysing recipes and menus for nutritional content using relevant software programs. Menu processing and management systems that accommodate menu variation will be explored. Students will be introduced to systems used to manage menu orders, meal assembly and nutritional analysis. Students will explore food service systems used in health care food services. Issues of 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.

Credit Points: 12

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

1.Devise, analyse and evaluate menus utilized within the healthcare sectors, identifying modifications and costs associated with therapeutic diets; 2.Articulate and critically reflect on food safety and quality systems, including regulation and accreditation requirements; and 3.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.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Test, Online Test (2) (30mins each), 30%. Report, Case study report (2500 words), 40%. Presentation, Individual case study presentation (5mins), 15%. Assignment, Reflective report on workplace visit (500 words), 15%.

HHN6001 Medical Nutritional Therapy 2

Locations:Footscray Park.

Prerequisites:HHN4002 - Medical Nutritional Therapy 1

Description:Dietitians play an integral role in the treatment and management of acute and chronic illness. This unit will allow students to develop knowledge and skills in the management of conditions, including, but not limited to, gastrointestinal diseases, kidney disease, immunological diseases, critical care and neurological conditions. The pathophysiology, medical and surgical management will be explored along with the role of diet. Utilising case studies, scenarios and role plays, and through application of the Nutrition Care Process, students will develop skills in dietetic assessment, the identification and diagnosis of nutritional problems and set goals for the management of these conditions. The identification and treatment of disease related malnutrition, refeeding syndrome and nutrition support practices will also be addressed.

Credit Points: 12

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

1.Critically review and articulate the pathophysiology and clinical management of diseases, wounds and trauma, including the impact of disease related malnutrition; 2.Assess and diagnose nutritional problems related to disease and trauma through the application of the nutrition care process (NCP); 3.Formulate and justify management goals and strategies for illness, trauma and disease related malnutrition

that are integrated with an overall patient care-plan; and 4.Articulate and record relevant information for dietetic care planning in relation to illness, trauma and disease related malnutrition.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Test, Online test (2) (30mins each), 20%. Presentation, Individual case study presentation (5mins), 15%. Report, Case study report (2000 words), 30%. Examination, OSCE (30mins) (hurdle), 35%.

HHN6002 Medical Nutritional Therapy 3

Locations:Footscray Park.

Prerequisites:HHN6001 - Medical Nutritional Therapy 2

Description:Dietitians work with clients in a number of specialised populations. These include, but are not limited to, neonatal and paediatric clients, elderly clients, military and sports professionals. Within these groups individual nutritional counselling and group education may be utilised to illicit change in dietary intakes for medical or performance related outcomes. This unit will explore some of the specific nutritional challenges presenting in these groups. Students will develop skills in specialised aspects of assessment and management of disease and trauma within these groups as well as an insight to the additional challenges and opportunities that they present. Case studies and scenarios will allow the students to undertake enquiry-based learning.

Credit Points: 12

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

1.Critically review and articulate the pathophysiology and clinical management of disease and illness in specific client groups; 2.Assess and diagnose nutritional problems related to disease and illness in specific client groups through the application of the nutrition care process (NCP); 3.Formulate and justify management goals and strategies for disease and illness in specific client groups, that are integrated with an overall patient care-plan; and 4.Articulate and record relevant information for dietetic care planning in relation to disease and illness, for specific client groups.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Case Study, Case study reports (3) (1000 words each), 45%. Presentation, Individual case study presentation (5mins), 15%. Examination, OSCE (30mins) (hurdle), 40%.

HHN6003 Professional and Leadership Skills in Nutrition and Dietetics

Locations:Footscray Park.

Prerequisites:HHN4001 - Professional Communication and Behaviour Change Skill

Description:This unit will introduce the theory underpinning professional, leadership, business and entrepreneurial skills to support innovative practice in dietetics. Students will build on knowledge of professional practice within the scope of the National Dietetics Competency Standards, the Statement of Ethical Practice and Code of Professional Conduct. They will develop knowledge and skills in relation to leadership and management appropriate to their scope of practice. Students will build on knowledge and skills in medical nutritional management and public health, developing confidence to become innovative and future ready practitioners.

Credit Points: 12

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

1.Articulate the scope of dietetic practice and professionalism within the framework of the National Dietetic Competency Standards, the Statement of Ethical Practice and Code of Professional Conduct; 2.Contextualise theories and practices related to leadership and business skills as they apply to dietetic practice; 3.Formulate business

and marketing plans to support entrepreneurial approaches to dietetic practice; and 4. Exemplify leadership strategies appropriate to dietetic practice.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Test, Online test (30mins), 15%. Report, Reflection on Workplace visit (1000 words), 20%. Presentation, Groups presentation of an innovation business and marketing plan (15mins), 25%. Report, Group written business plan for an innovative dietetic practice (2000 words per student), 40%.

HHN6901 Research Planning and Statistics

Locations:Footscray Park.

Prerequisites:240 credits from Bachelor of Nutritional Science OR Appropriate Bachelor degree for graduate entry students.

Description:Research and evaluation skills are used by dietitians in all aspects of their role. This unit builds on the students' understanding of the research process and provides practical training in research skills relevant to undertaking research in the health sciences. Within this unit students will be introduced to aspects of planning a specific research project, developing methodology (qualitative and quantitative), analysing results and reporting of data. It also addresses research approaches, ethical and economic considerations, technical writing skills, information retrieval skills and methods of communicating research data for health science research. This unit will also introduce students to common statistical techniques and statistical analysis software packages.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Articulate the research process including design, ethical issues and evidence-based practice; 2. Investigate a nutrition and dietetic related topic through critical review of the literature; 3. Recommend and interpret appropriate statistical approaches for the analysis of qualitative and quantitative data and evaluate results to draw conclusions; and 4. Exemplify scientific writing skills.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Test, Online test (2) (30mins each), 20%. Report, Project proposal (750 words), 25%. Literature Review, Literature review of a nutrition related topic (2500 words), 40%. Presentation, Presentation of project proposal and literature review (10mins), 15%.

HHN7001 Medical Nutritional Therapy Placement

Locations:Footscray Park.

Prerequisites:336 credits of study within the Bachelor of Nutritional Science/ Masters of Dietetics OR 96 credits of student within the Masters of Dietetics.

Description:To meet the accreditation requirements of the Dietitians Association of Australia (DAA) and their accrediting body the Australian Dietetic Council (ADC), students are required to complete a minimum of 100 days professional practice placement. This unit will consist of 50 days, providing individual medical nutritional therapy in acute and ambulatory settings to enable exposure to a variety of clinical conditions affecting different body systems. In addition to these days students will be required to attend orientation and presentation sessions. This unit is designed to provide students with practical placement learning in the nutritional assessment, diagnosis, treatment and review of patients across a wide variety of morbidities. Students will consolidate knowledge and skills in relation to patient care, record keeping, communication and team working within the frameworks of the National Dietetics Competency Standards, the Dietetics Statement of Ethical Practice and the Dietetic Code of Conduct.

Credit Points:36

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

1. Exemplify the consolidation of dietetics knowledge and experience to support effective dietetics practice in line with the National Dietetic Competency Standard, the Dietetic Statement of Ethics and the Dietetic Code of Conduct requirements; 2. Gather and evaluate evidence and information from a wide range of sources and draw reasoned conclusions or reach sustainable judgements for dietetic diagnosis with service users; 3. Apply clinical reasoning and evidence based practice to plan, monitor and change dietetic treatment according to the needs of service users; 4. Practice safely and effectively as an autonomous professional within a multi-professional team; 5. Use a range of communication and interpersonal skills effectively to establish working relationship within teams and with the service users; and 6. Reflect on practice and demonstrate reflection in action.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Practicum, Professional Practice Placement assessment of competency in relevant domain elements of the National Dietetic Competency Standards, Pass/Fail. Portfolio, Portfolio of learning, demonstrating attainment of relevant competencies (4500 words), Pass/Fail. Case Study, Presentation of a dietetic case study (15mins), Pass/Fail. Other, Reflective learning summary (500 words), Pass/Fail. All assessments must be passed to pass this unit (Hurdle Requirement).

HHN7002 Food Service Systems for Dietitians Placement

Locations:Footscray Park.

Prerequisites:336 credits of study within the Bachelor of Nutritional Science/ Masters of Dietetics OR 96 credits of student within the Masters of Dietetics.

Description:This unit will consist of 20 days undertaken in a food service setting providing food to nutritionally dependent and/or vulnerable populations, where medical nutritional therapy underpins requirements and delivery. In addition to these placement days, students will be required to attend orientation and presentation sessions. This unit is designed to provide students with practical placement learning in the design, delivery and evaluation of meals within a health or care setting. Students will consolidate knowledge and skills in relation to food service management including food safety standards and audit requirements, food and nutrition policies and guidelines, menu planning, production and recipe standardisation at an institutional level. This unit will provide students with the opportunity to understand the application of the National Dietetics Competency Standards, the Dietetics Statement of Ethical Practice and the Dietetic Code of Conduct within a food service context.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Exemplify the consolidation of dietetics knowledge and experience to support effective dietetics practice in food service provision, in line with the National Dietetic Competency Standard, the Dietetic Statement of Ethics and the Dietetic Code of Conduct requirements; 2. Evaluate and critically reflect on the policies, provision and management of food services in a health care setting and these might be improved; 3. Advocate for interventions that support delivery of quality nutrition and food standards within a food service environment; and 4. Reflect on practice and demonstrate reflection in action.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Practicum, Professional Practice Placement assessment of competency in relevant domain elements of the National Dietetic Competency Standards, Pass/Fail. Report, Report evaluating food service practices (4000 words), Pass/Fail. Case Study, Presentation of a food service evaluation (10mins), Pass/Fail. Other,

Reflective learning summary (500 words), Pass/Fail. All assessments must be passed to pass the unit (Hurdle requirement).

HHN7003 Community and Public Health Nutrition Placement

Locations:Footscray Park.

Prerequisites:336 credits of study within the Bachelor of Nutritional Science/ Masters of Dietetics OR 96 credits of student within the Masters of Dietetics.

Description:This unit will consist of 35 days undertaken in a placement that provides public health nutrition experiences. This placement will allow student to apply their understanding of the interrelationship between food, nutrition and health at a community and/or population level. In addition to these placement days students will be required to attend orientation and presentation sessions. This unit is designed to provide students with practical placement learning in the design, delivery and evaluation of public health nutrition interventions. Students will consolidate knowledge and skills in relation to planning and evaluation, communication and team working within the frameworks of the National Dietetics Competency Standards, the Dietetics Statement of Ethical Practice and the Dietetic Code of Conduct.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Exemplify the consolidation of dietetics knowledge and experience to support effective dietetics practice in public health nutrition, in line with the National Dietetic Competency Standard, the Dietetic Statement of Ethics and the Dietetic Code of Conduct requirements; 2.Apply appropriate theory, frameworks and evidence base to the planning, design, delivery and evaluation of a public health nutrition intervention for a community/population group; 3.Demonstrate the application of effective communication, cultural competency, and health and food literacy awareness, with a variety of community/population groups; 4.Apply appropriate documentation and dissemination methods for a community/public health workplace; and 5.Reflect on practice and demonstrate reflection in action.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Practicum, Professional Practice Placement assessment of competency in relevant domain elements of the National Dietetic Competency Standards, Pass/Fail. Report, Report summarising the planning and evaluation of public health nutrition interventions (4000 words), Pass/Fail. Case Study, Presentation of a public health nutrition plan and evaluation (10mins), Pass/Fail. Other, Reflective learning summary (500 words), Pass/Fail. All assessments must be passed to pass this unit (Hurdle Requirement).

HHN7901 Research Project

Locations:Footscray Park.

Prerequisites:336 credits of study within the Bachelor of Nutritional Science/ Masters of Dietetics OR 96 credits of student within the Masters of Dietetics.

Description:Research is core to safe and innovative dietetic practice. This unit will support students to develop skills in research project management, as well as data collection, analysis, interpretation and dissemination. Students will be supported to develop and undertake a research project relevant to dietetic practice. This will include consideration of funding and ethical aspects of the project, as well as the development and justification of a research methodology. Students will conduct their project, analyse and interpret the results and develop skills in dissemination of findings through written and oral media.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Articulate all considerations in the planning and conduct of a research project

relevant to dietetic practice; 2.Devise and undertake a research project relevant to dietetic practice; 3.Exemplify academic writing skills for publication; and 4.Defend and translate research finding for a variety of audiences.

Required Reading:No required text. Required reading materials from key academic journals and text books will be identified and linked through VU Collaborate.

Assessment:Practicum, Professional Practice Placement assessment of competency in relevant domain elements of the National Dietetic Competency Standards, 10%. Report, Project proposal (750 words), 15%. Research Paper, Presentation of research project in the form of a journal manuscript (4000 words), 60%. Poster, Individual poster presentation and defence of research project (10mins), 15%. All assessments must be passed to pass the unit (Hurdle requirements).

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

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.

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.

HHU5187 Clinical Practicum 7

Locations: City Flinders.

Prerequisites: HHU4286 - Clinical Practicum 6

Description: The aim of this unit is to build on students experience of osteopathic practice achieved in HHU4185 and HHU4286 through continual clinical placement in the student led osteopathic teaching clinic. Students increase from one session of clinical placement to two sessions per week in this unit which provides greater opportunity to implement their advanced knowledge and practical skills of management of musculoskeletal conditions. This unit provides students with opportunity to lead the operational aspects of the clinic (reception and customer service) which is a reflection of the nature of osteopathic practice students will encounter after graduation. A key priority in this unit is preparing students for their clinic exit examination held in the middle of the year.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise their own patient-centred communication skills and that of their peers; 2. Exemplify evidence informed patient management strategies in the student-led, on-campus clinic; 3. Argue a patient-centred management plan and prognosis that sets short, medium and long term goals and takes into account all aspects of the patient's profile including lifestyle factors; 4. Evaluate patient outcomes using a range of outcome measures; and 5. Commentate on the skills to manage the student-led, patient centred, evidence informed on-campus clinic and external clinics.

Required Reading: Reading material will be negotiated in consultation with the unit coordinator and will be appropriate to the topic under investigation. Students are expected to search the literature to inform their management plans of patients.

Assessment: Participation in practical sessions with at least 90% attendance unless well-documented acceptable reasons are provided (hurdle requirement). This unit is clinical placement and students need to ensure they meet hour requirements for the unit. All summative assessments are hurdle requirements as they directly correlate to the nature of osteopathic practice. The assessment for this unit is not graded due to the professionalism nature of the learning outcomes and teaching and learning strategies. The focus of clinical practicum units is on developing competency in the clinical domain of osteopathy, which students develop at varying rates across the program. The assessments in this unit are designed to ensure students are deemed safe to continue their progression to subsequent clinical units and preparation for osteopathic practice. A student fails if they do not achieve the minimum expected level of competence for a fourth year osteopathic student. Examination, 120 minute Practical assessment (Clinic exit exam) - equivalent to 2000 words, Pass/Fail. Portfolio, Clinical portfolio reporting completion of hours and patient treatments, clinical activities, clinical records assessment (equivalent to 3000 words), Pass/Fail. Practicum, 20 minutes of practical assessment (3 x mini-clinical examination) - equivalent to 500 words, Pass/Fail. Portfolio, One evidence piece for portfolio (equivalent of 1500 words), Pass/Fail. The total word equivalence of the combined assessment tasks equates to 7000 words. Whilst professionalism is not formally assessed within this unit, students are expected to maintain a level of professionalism in all their clinical activities. A demerit point system applies in all clinical units. The demerit point system has been introduced to record incidences of unprofessional behaviour in the clinical setting and applies in all clinical units. Attainment of more than 20 demerit points within the one semester will result in a fail grade.

HHU5288 Clinical Practicum 8

Locations: 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

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. .

HIP3001 Interprofessional Practice

Locations: St Albans.

Prerequisites: HMB3101 - Complex Midwifery 2 and HMB3102 - Midwifery Professional Practice 2 and HNB3001 - Nursing in Specialty Areas HNB2007 - Research and Evidence Based Practice

Description: This unit of study integrates the capabilities that students have developed earlier in their courses and prepares student health professionals for practice in an interprofessional setting. This unit 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptualise the role of 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. Consult with other professionals in an interprofessional team setting to critically evaluate priorities and articulate key issues in solving complex health problems; 3. Advise 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; and 5. Critically reflect upon their own performance and that of their team members,

informed by theoretical perspectives of interprofessional practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. In the first task students will work in a group to complete a case study. In the second assessment, students will complete a report informed by their exposure to interprofessional practice and using critical reflection. In the final assessment, students will synthesize the information gained from the formative work and create and present a group Poster Presentation that will critically assess their own performance and that of their team members. Case Study, Written group assessment (500 words per student), 20%. Report, Reflective report informed by theory (1000 words), 40%. Presentation, Group presentation and peer assessment (15mins/1000 words), 40%. To gain an overall pass in this unit, students must attend 100% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor and alternative simulation sessions completed.

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.

Required Reading: Hammick, M., Freeth, D., Copperman, J., Goodson, D., (2009) Being interprofessional Cambridge: Polity Press. World Health Organization (2010) Framework for action on interprofessional education & collaborative practice Geneva: WHO

Assessment: Other, Tutor-moderated self and peer-assessment (Expose and Immerse, approx. 1500 words), 20%. Other, Tutor-moderated self and peer-assessment (Experience, approx 1500 words), 30%. Report, Reflective report informed by theory (Experience, approx. 4000 words), 20%. Performance, Supervisor grade based on observation and self, peer and client assessment (Experience, approx. 500 words), 30%.

HMB2201 Complex Midwifery 1

Locations:St Abans.

Prerequisites:RB M2101 - Pathophysiology & Quality Use of Medicines 1HNB1204 - Foundations of Nursing and Midwifery 2RBM2202 - Pathophysiology & Quality Use of Medicines 2

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.

Required Reading:Readings will be advised in the VU Collaborate space for this unit.

Assessment:Test, Medication administration, 0%. Test, Test (40 minutes), 20%. Assignment, Written assessment (1000 words), 30%. Other, Oral assessment (30mins), 50%. To pass this unit, students must achieve an aggregate score of 50% and pass the final written examination and drug calculations test (hurdle). To gain an overall pass in this unit, students must attend 85% of all practical and clinical simulation. Any absences must be supported with documentation to the unit convenor. The written examination assesses breadth of critical knowledge which further informs practice and underpins subsequent units. Students must achieve 100% in the medication administration test (hurdle requirement) which is integral to safe midwifery practice.

HMB2202 Midwifery Professional Practice 1

Locations:St Abans.

Prerequisites:RB M2202 - Pathophysiology & Quality Use of Medicines 2HMB2201 - Complex Midwifery 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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

Required Reading:Nil

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, complete the Continuity of Care report and complete 160 hours of professional practice. 160 hours of placement are required for this unit as accredited by ANMAC. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HMB3101 Complex Midwifery 2

Locations:St Abans.

Prerequisites:HMB 2201 - Complex Midwifery 1HMB2202 - Midwifery Professional Practice 1RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description:The unit of study builds on the content of 'HMB2201 Complex Midwifery 1' and introduces students to the more complex health problems that women may experience during pregnancy, labour, birth and the postpartum period. Emphasis is given to the collaborative role of the midwife, referral mechanisms, medication management, use of technology and intervention, and the implications of these for the woman, her baby and midwifery care. Specifically the content will cover unexpected complications during labour and birth, including in-coordinate uterine action, the intervention cascade, foetal distress and birth asphyxia, primary postpartum haemorrhage, shoulder dystocia, and recognising the acutely deteriorating woman.

Credit Points: 12

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

1.Apply pathophysiological knowledge to women experiencing complications during pregnancy, labour, birth and the postpartum period. 2.Analyse specific medical and obstetric conditions that affect labour, birth and the postpartum period. 3.Critically examine the use of medications and technology (ultrasound, cardiotocography) and obstetric procedures (epidural analgesia, forceps, ventouse and caesarean birth) in midwifery and obstetric practice. 4.Explain the assessment and management of maternal health complications in the first week of the postpartum period including infection, secondary postpartum haemorrhage, haematomas and deep vein thrombosis. 5.Articulate knowledge of medication administration, haemodynamic monitoring, perineal suturing, and the assessment and management of maternity emergencies.

Required Reading:Pairman, S., Tracy, S. K., Dahlen, H. G., Lesley Dixon, L. (2019) 4th ed. *Midwifery: Preparation for practice* Chatswood, NSW: Elsevier. De-Vity Smith, S., Bayes, S., Johnson, R., & Taylor, W. (2019) *Australia & New Zealand ed. Skills for midwifery practice* Chatswood, NSW: Elsevier.

Assessment:Test, Written test (online) (30mins), 20%. Assignment, Written assessment (1000 words), 30%. Assignment, Written assessments (case studies), 50%. To pass this unit, students must attend 100% of all deferred nursing and simulation laboratory classes, students submit all assessment items (to align to ANMAC accreditation requirements of the course) and achieve an aggregate score of 50%.

HMB3102 Midwifery Professional Practice 2

Locations:St Abans.

Prerequisites:HMB2201 - Complex Midwifery 1HMB2202 - Midwifery Professional Practice 1RBM2202 - Pathophysiology & Quality Use of Medicines 2HMB3101 - Complex Midwifery 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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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 post-partum 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.

Required Reading:Required readings will be made available on VU Collaborate.

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.

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.

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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

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.

Required Reading:Baston, H. & Duward, H. (2010). (2nd ed). Examination of the newborn, a practical guide, Routledge: London. Edwards, G. (2004). Adverse outcomes in maternity care. Books for Midwives: Edinburgh.

Assessment:Report, Written Report (2500 words), 60%. Essay, Written Essay (1500 words), 40%.

HMB3201 Complications of the Newborn

Locations:St Abans.

Prerequisites:HMB3101 - Complex Midwifery 2HMB3102 - Midwifery Professional Practice 2

Description:This unit will provide students with foundational knowledge to care for the newborn with complications, using a family centred approach. Students will examine the circumstances which can lead to the newborn being admitted to a level two nursery, and related ethico-legal issues. The application of assessment, technology, medication, interprofessional practice and management of care for the unstable newborn will also be practised and examined. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers. Students will complete forty (40) professional practice hours in a Level Two nursery.

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.

Required Reading:Required readings will be made available on VU Collaborate.

Assessment:Test, Test (30mins), 20%. Assignment, Written assessment (1500 words), 40%. Test, Paediatric Medication Calculations (hurdle), 0%. Assignment, Case Studies (1500 words), 40%. Practicum, Professional Practice Performance Appraisal (hurdle), 0%. To gain an overall pass in this unit, students must achieve an aggregate score of 50% and pass the Paediatric Medication Calculations test (hurdle) and achieve a 'Pass' grading in the Professional Practice Performance Appraisal (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 and pass the Professional Practice Performance Appraisal to meet ANMAC requirements for the course.

HMB3216 Working with Evidence in Midwifery Practice

Locations:St Abans.

Prerequisites:Nil.

Description:This unit introduces students to the fundamental knowledge of the research process. It aims to provide a broad range of research designs and methodologies that are currently utilised by midwife researchers and to validate and refine existing midwifery knowledge in order to improve midwifery practice. It also presents the skills that are needed to understand and appraise a systematic review and meta-analysis, and how to appraise and use research in midwifery practice. Topics covered include the following: - Significance of research in midwifery; - Links between midwifery education, theory and practice; - Approaches to research process: qualitative and quantitative designs including mixed and triangulation methods; - Classification and characteristics of exploratory, descriptive and explanatory studies; - Steps in the research process: identification of problem statement, literature review, theoretical framework, sampling, data collection and analysis using descriptive and inferential statistics; - Ethics and research; - Disseminating and applying midwifery research; - Evaluating research reports; - Appraising a systematic review of the literature; - Utilise basic statistics for appraisal of systematic reviews, including statistical significance, chance, probability, confidence intervals, odds ratios, numbers needed to treat and pitfalls in analysis; and - Appraising the professional application of a systematic review and meta analysis to an aspect of professional midwifery practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Discuss the research process in relation to midwifery practice; 2.Critically examine the relationship between midwifery research and improvement in health care outcomes; 3.Discuss research designs and methodologies; 4.Critically evaluate a piece of midwifery research; 5.Recognise the ethical implications of research; 6.Develop a beginning knowledge in research proposal relevant to midwifery practice; 7.Access and appraise research papers and systematic review; 8.Develop the ability to appraise a systematic review of the literature on an aspect of midwifery practice; and 9.Recognise how to utilise research to inform midwifery practice.

Required Reading:Rees, C. (2010). (3rd ed). Introduction to research for midwives, Books for Midwives:Edinburgh. Roberts, K. & Taylor, B. (2002). (2nd ed). Nursing Research Processes- an Australian perspective, Thomson: Australia.

Assessment:Examination, 3 hour written exam, 50%. Essay, 2000 words, 50%.

HMB3217 Complications of the Newborn

Locations:St Abans.

Prerequisites:HMB3113 - Complex Pregnancy and Birth 2HMB3114 - Midwifery Practice 5

Description:This unit will assist students to acquire foundational knowledge of the care of babies with complications. Students will have the opportunity to study the circumstances that commonly result in a baby being admitted to a Level Two Nursery. The issues confronting the infant and family during this period will be examined. Students will explore the role of the midwife in providing a family centred approach whilst integrating ethico-legal issues involved in care of the baby with complications. Evidence-based knowledge will be integrated with assessment and care procedures pertaining to oxygenation, elimination, nutrition, immunity and temperature regulation. Note: The detailed information in this descriptor is that required by the external accreditation agency ANMAC as per their course accreditation guidelines (2010).

Credit Points: 12

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

- 1.Describe the development of a baby during the second half of pregnancy;
- 2.Discuss the circumstances that may necessitate admission of a baby to a level two nursery;
- 3.Evaluate the level two nursery environment and its impact upon the baby and family;
- 4.Discuss the role of the midwife within the context of the level two nursery multidisciplinary team;
- 5.Demonstrate the knowledge and clinical decision making process required to care for a sick newborn within the context of family-centred care;
- 6.Apply evidence-based knowledge to midwifery practice related to: care of the sick newborn and his/her family; and, strategies and care when resuscitating the newborn baby;
- 7.Defend the family's need for privacy, dignity and respect, as well as their right to be informed and to make decision regarding care of their baby;
- 8.Value reflective practice in the implementation evidence informed care for the baby and family;
- 9.Debate the ethico-legal issues, which arise in the care of babies with special needs; and
- 10.Demonstrate a drug calculations mastery.

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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

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:HMB3112 - Quality Use of Medicines for Midwifery 2HMB3113 - Complex Pregnancy and Birth 2HMB3114 - Midwifery Practice 5HMB3115 - Working as a Professional 2This 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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

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.

Required Reading:To be confirmed.

Assessment:Assignment, Written assessment (1000 words), 25%. Test, Written topic test (1 hour), 25%. Examination, Written examination (2 hours), 50%. To gain an overall pass in this unit, students must attend 85% of all practical and clinical simulation. Any absences must be supported with documentation to the unit convenor. The assessment tasks focus on case based activities. The first task examines the influence of the nurse-midwife in caring for women with complex mental health issues. The topic test provides students with the opportunity to demonstrate how they would approach women in a given scenario. The written examination again requires students to draw on knowledge developed in multiple streams of the unit to respond to various cases and scenarios. Exam conditions are used to ensure students develop confidence and immediacy in their application of knowledge.

HMB4102 Midwifery Professional Practice 3

Locations:St Abans.

Prerequisites:HMB3201 - Complications of the NewbornHMB3102 - Midwifery Professional Practice 2

Description:This professional practice unit complements the theoretical unit 'HMB4101 Supporting Maternal and Newborn Wellbeing' and links to learning in the workplace. Utilising experience from the professional practice maternity placements in 'HMB2202 Midwifery Professional Practice 1' and 'HMB3102 Midwifery Professional Practice 2', students will be expected to extend their practice repertoire in providing midwifery care to women and families under the supervision of a clinical educator/preceptor. This practice unit will focus on students developing their knowledge and skills relating to women who experience complex pregnancy, labour, birth and the postpartum period. Emphasis is given to the recognition of problems and the collaborative and referral role of the midwife. Whilst recognising the role of other healthcare practitioners, midwifery care will be central. Students will be involved in providing midwifery care and support to women experiencing obstetric intervention and the use of medical technology. This unit provides students with further midwifery practice opportunities in a clinical venue. This practice subject will assist students to build on skills obtained in previous semesters in working with women experiencing childbearing. Students will recruit a further three (3) women for the Continuity of Care program. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

Required Reading: Required readings will be made available on VU Collaborate.

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, 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.

HMB4104 Professional Studies 2

Locations: St Albans.

Prerequisites: HMB3201 - Complications of the Newborn HNB3102 - Nursing Professional Practice 2 HNB3229 - Nursing Professional Practice 3 - Mental Health HNB3227 - Mental Health and Nursing HNB2205 - Nursing and Acute Care 2
Description: This unit builds on the content of 'HNB1103 Professional Studies 1' and subsequent units 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.

Required Reading: To be confirmed.

Assessment: Examination, Test (one hour), 30%. Presentation, Group Interview (30 mins), 20%. Assignment, Written assessment (2000 words), 50%.

HMB4201 Midwifery Professional Practice 4

Locations: St Albans.

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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

Required Reading: Required readings will be made available of VU Collaborate.

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. Students must attain the grade 'Pass' in their final Professional Practice Performance Appraisal and the Continuity of Care report. Supplementary assessment is not available for the Professional Practice Performance Appraisal.

HMG7100 Foundations of Public Health

Locations: Footscray Park, St Albans, Victoria University Online.

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 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. Prescribe and apply multi-discipline public health approaches to review evidence and produce policy recommendations; and
5. Debate global threats to, and opportunities for, public health and well-being in various authentic and simulated contexts.

Required Reading: Selected readings will be made available on VU Collaborate.

Assessment: Other, Contribution to a discussion board on concepts in public health (500 words), 10%. Report, Critical analysis on social determinants of health (2500 words), 50%. Assignment, Policy Brief on a cause of action (2000 words), 40%.

HMG7110 Epidemiology

Locations: St Albans.

Prerequisites: Nil.

Description: This unit examines the epidemiological approaches that are used to understand the health of populations and to inform disease control measures, with a focus on global nutrition and active living. Students learn the principles and concepts of descriptive epidemiology used to study the distribution of disease in a population. They also develop skills in analytical epidemiology to investigate the determinants and effects of disease and other health conditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Conceptually map the scope and purpose of epidemiology (particularly in the context of global nutrition and active living) and argue its potential and limitations,
2. Access, critique and apply health information from a variety of sources to inform evidence-based responses to public health problem solving scenarios;
3. Distinguish and evaluate different types of study design;
4. Identify problems in the interpretation and application of epidemiological data and propose solutions; and
5. Report and

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

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, Group written assignment (2000 words), 30%. Assignment, Research study protocol (2000 words), 50%.

HMG7120 Global Challenge - Non-Communicable Disease

Locations: St Albans.

Prerequisites: Nil.

Description: Non-communicable diseases are emerging as a major challenge to global health and development. In this unit students will investigate and critique responses to the non-communicable disease epidemic through public health interventions. Trends in non-communicable diseases and their impact globally, including in low and middle-income countries will be analysed. The determinants of non-communicable diseases and the challenges faced in researching and controlling these conditions will be viewed through the lens of nutrition and active living. The consequences of non-communicable diseases on the health and wellbeing of individuals and communities and their effect on national economic growth and development is examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review the epidemiology and burden of non-communicable diseases in the global context and predict their impact on the health and well-being of various populations; 2. Conceptually map and commentate on the evolution of the global non-communicable disease epidemic considering political, social and economic influences; 3. Investigate the causal pathways to non-communicable diseases, particularly relating to nutrition and physical activity; and 4. Survey and evaluate public health strategies to control non-communicable diseases and interrogate the evidence-base required to implement policy.

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.

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: Footscray Park, St Albans, Victoria University Online.

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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically evaluate the key theories and concepts which inform health promotion and locate these within contemporary debates in the field; 2. Interrogate a range of approaches and methods for promoting health and exemplify how they are used in health promotion programs; 3. Critically appraise models of health behaviour and behaviour change; 4. Substantiate the application of the project management cycle to design a health promotion intervention for a specific community and elucidate theory and evidence to corroborate the selection of strategies and identification of outcomes; and 5. Interpret evidence to inform and apply program evaluation and management.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Review, Critical review of health promotion theory (500 words), 10%. Project, Development of a health promotion Project Plan (2,500 words), 50%. Presentation, Five minutes scripted health promotion video related to health promotion project (2,000 words), 40%.

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.

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%. Report, Public health data analysis and report (2,500 words), 50%.

HMG7220 Culture and Society in Public Health

Locations: Footscray Park, St Albans, Victoria University Online.

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. Qualify and 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.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Other, Contribution to a discussion board on concepts on issues currently in media that impact beliefs, attitudes and behaviours around health (500 words), 10%. Case Study, Case study on specific health inequality (2500 words), 50%. Essay, Essay on cultural competence (2000 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.

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.

Required Reading: SMART (2006) 1 Measuring Mortality, Nutritional Status, and Food Security in Crisis Situations SMART

Assessment: Report, Written report on the methodology, analysis and interpretation of a nutrition survey for a population group (2500 words), 40%. Project, Written grant proposal for a community nutrition project (2500 words), 40%. Presentation, Present and defend a grant proposal for a community nutrition project (1500 words), 20%. Total word equivalence of combined assessment tasks is approximately 6000 to 7000 words.

HMG7320 Migration and Health

Locations: St Abans.

Prerequisites: HMG7100 - Foundations of Public 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.

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.

Required Reading: To be advised by supervisor.

Assessment: Other, Learning agreement negotiated with the university incorporating student reflection on learning (1000 words), 15%. Project, Detailed plan of project to be implemented (1500 words), 20%. Presentation, End-of-project (2000 words/20mins), 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.

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

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.

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.

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.

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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.

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 the application of students skills and knowledge to special patient populations with a focus on pregnancy, the adolescent and young patient. Students will also apply nutrition principles to patient cases, and debate the contribution of osteopathic practice in the broader health care system.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Debate the contribution of osteopathy in team based patient care; 2. Evaluate the physiological, anatomical, functional and psychosocial changes of the paediatric, adolescent and obstetric patient; and 3. Apply the principles of nutrition to Osteopathy patients.

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 group presentation (equivalent to 2000 words), 20%. Case Study, Case Study exercise (1500 words), 30%. Test, Two Online Quizzes (1 hour each), 30%. 90% attendance is required for tutorials and practical workshop classes in the osteopathic program consistent with AOAC accreditation documentation. The Case Study exercise is a hurdle requirement and 50% constitutes a pass grade for this assessment.

HMH7104 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 will continue to build on knowledge surrounding examination and interpretation of diagnostic images. Students will evaluate the common presentations and management strategies of common rheumatological presentations pertinent 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 on the spine;
3. Formulate likely diagnoses based on findings from diagnostic images;
4. Critically analyse and interpret spinal diagnostic images and recommend appropriate management strategies from the conclusion of images; and
5. Conceptually map the presentation and management of rheumatological conditions commonly seen in osteopathic practice.

Required Reading: There are no required texts for this unit

Assessment: Test, Two Online Quizzes (1 hour each), 20%. Case Study, Written Case Study (1500 words), 45%. Presentation, Rehabilitation oral presentation (15 mins per student), 35%. 90% attendance is required for tutorials and practical workshop classes in the osteopathic program consistent with AOAC accreditation documentation. The oral presentation is a hurdle requirement and as such a minimum 50% pass grade is required to satisfactorily complete the unit overall as the skills assessed in this examination are crucial for best practice and patient management, and learning outcomes 1 and 2 are only assessed in this task.

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

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. Performance, 30 minutes of practical assessment (2 x Osteopathic Clinical Practice Assessment (OCPA) and 1 x Report of findings (ROF) examination), Pass/Fail. Portfolio, One evidence piece for portfolio, Pass/Fail. Test, Online MCQ quiz on safety and reasoning for clinical practice., Pass/Fail. Students are required to gain a pass in all assessment items to pass this unit.

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 8, 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 aging 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. Students will consider psychopathologies relevant to osteopathic practice by identifying the common conditions affecting the Australian population. In this unit students will also investigate patient expectations and experiences of osteopathic care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Appraise the symptoms of the most prevalent psychopathologies affecting the Australian population
2. Investigate patient expectations, access and experience of osteopathic care
3. Elucidate the epidemiology of common chronic health complaints in the aging population and management of these conditions in the Australian healthcare system; and
4. Assess physiological, anatomical, functional and psychosocial changes in the aging patient.

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: Test, Two Quizzes (1 hour each), 20%. 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%. Case Study, Case Study Assessment Task, 40%. 90% attendance is required for tutorials and practical workshop classes in the osteopathic program consistent with AOAC accreditation documentation. The case study is a hurdle requirement and 50% constitutes a pass grade for this examination.

HM7204 Advanced Clinical Theory and Skills 2

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit students will improve their indirect manual technique application with a focus on the spine, pelvis and peripheries and progress their knowledge of rehabilitation exercises focusing on the peripheral joints. Chronic pain theory and practice are revisited with students extending their knowledge of pain mechanisms relevant to osteopathic practice and patient management.

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 and peripheral joints;
2. Contextualise indirect osteopathic techniques to the spine, pelvis and peripheral joints;
3. Extrapolate the neurological mechanisms involved in patients with chronic pain;
4. Elucidate the mechanisms of action of pain management agents that are likely to be used as treatments for patients presenting to osteopaths; and
5. Propose suitable management and monitoring strategies of patients with chronic pain diagnosis.

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

Assessment: Test, Two Online Quizzes (1 hour each), 20%. Assignment, Case based written assignment (2000 words), 30%. Examination, Practical examination rehabilitation and indirect (30 minutes per student), 50%. 90% attendance is required for tutorials and practical workshop classes in the osteopathic program consistent with AOAC accreditation documentation. The practical examination is a hurdle requirement and as such a minimum 50% pass grade is required to satisfactorily complete the unit overall as the skills assessed in this examination are

crucial for best practice and patient management, and learning outcomes 1 and 2 are only assessed in this task.

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

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 (2 x Osteopathic Clinical Practice Assessment and 1 x Report Of Findings examination), Pass/Fail. Portfolio, One evidence piece for portfolio, Pass/Fail. Students are required to gain a pass in all assessment items to pass this unit.

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 identity 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 osteopathic practice and its contribution to the broader healthcare system;
- 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 successful transition from osteopathy student to graduate; and
- 4.Investigate business and career pathways for osteopathy graduates in the context of the students future goals.

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, Appraise and apply scholarly literature related to osteopathic practice and the contribution to the broader healthcare system (3000 words equivalent), 30%. Presentation, Reflect on professional development as an osteopath and design strategies for future professional development (2000 words), 30%. Assignment, Transition to practice and business plan (equivalent to 3000 words), 40%.

HM7304 Advanced Clinical Theory and Skills 3

Locations:City Flinders.

Prerequisites:Nil.

Description:In this unit, Advanced Clinical Theory and Skills 3, students will have the opportunity to consolidate their theoretical knowledge and practical skills as they prepare to graduate and enter the workforce as an osteopathic practitioner. Students will have a final opportunity to practice manual techniques with a seminar on advanced technique and for specific populations, such as pregnant women and the elderly. Ergonomics and orthopaedics seminars are designed to expose students to additional areas of relevance to osteopathic practice.

Credit Points: 12

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

- 1.Evaluate ergonomic issues affecting diverse patient groups and negotiate appropriate ergonomic advice for patient management
- 2.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
- 3.Demonstrate an expanded range of osteopathic technical skills, using direct and indirect manual techniques

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

Assessment:Assignment, Written report on Orthopedics (2000 words), 35%. Practicum, Practical examination on advanced technique (20 minutes per student), 30%. Assignment, Ergonomics assessment (equivalent to 3000 words per student), 35%.

HM7305 Clinical Practice 3

Locations:City Flinders.

Prerequisites:Nil.

Description:This 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 external community clinical placement & private practice under the supervision and mentorship of registered osteopaths. 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. It provides the environment for students to consolidate their confidence and maturity as an osteopath and be well equipped to enter the workforce as health care practitioners.

Credit Points: 12

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

- 1.Justify and implement an appropriate biopsychosocial management plan for the patient's presenting complaint.
- 2.Empower the patient to self-manage by use of education and rehabilitation.
- 3.Demonstrate effective communication skills in the clinical environment with an understanding of diverse patient populations
- 4.Critically reflect on their evidence-informed patient management
- 5.Implement primary patient care responsibilities
- 6.Scope the requirements to establish themselves as a professional in the Australian health system

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

Assessment:Portfolio, Clinical portfolio reporting completion of hours and patient treatments, clinical activities, clinical records assessment, Pass/Fail. Performance, 30 minutes of practical assessment (2 x Osteopathic Clinical Practice Assessment OCPA and 1 x Report findings), Pass/Fail. Portfolio, Graduate Portfolio: Portfolio of evidence demonstrating competence in the VU Osteopathic Graduate Capabilities., Pass/Fail. Examination, OSCE Examination: 120 minute Practical assessment (Clinic exit exam) -, Pass/Fail.

HMH7901 Evidence for Practice 7

Locations:City Flinders.

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

Description:Evidence for practice 7 allows the student to draw on the skills and knowledge from previous evidence for practice units to create a project outline in an area of interest to them and one that is also relevant to the osteopathic profession. Students will be able to interpret and 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.Devise a research project outline with rationale and background information relevant to osteopathic practice; 2.Propose and justify sound statistical or analytical methods in the context of a research project proposal; 3.Critically evaluate peer research project plans with students and academic staff; and 4.Identify and critically appraise the ethical and methodological issues related to the conduct of the proposed research project plan.

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:Essay, Peer review and reflective task (hurdle requirement) (1000 words), 25%. Project, Group Research project outline (hurdle requirement), 40%. Assignment, Healthcare research methodology and statistical principles of epidemiology., 35%. 80% attendance is required for tutorials in the osteopathic program consistent with AOAC accreditation documentation. The project and short essay are hurdle requirements as it is imperative all students receive feedback on their project proposal and consider feedback provided, as such a minimum pass grade is required to satisfactorily complete the unit overall. A minimum of 50% constitutes a pass grade for these assessments.

HMH7902 Evidence for Practice 8

Locations:City Flinders.

Prerequisites:HMH7901 - 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 complete an ethics application (where appropriate to their project), commence data collection and analysis and prepare a 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.Apply and appraise 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

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:All three assessment items are hurdle requirements. Presentation, Group

presentation on research project (hurdle), Pass/Fail. Report, Satisfactory research supervisor report on progress of scoping review of literature, ethics application, data collection (hurdle), Pass/Fail. Report, Research project report including timelines, project design, data collection and preliminary data analysis (hurdle), Pass/Fail.

HMH7903 Evidence for Practice 9

Locations:City Flinders.

Prerequisites:HMH7902 - Evidence for Practice 8

Description:In Evidence for Practice 9, students prepare their final project report and 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 Evidence for Practice unit.

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

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 (4000 words), 20%. Report, Final project report (4000 words), 40%. Presentation, Project presentation (15 minutes), 40%.

HMO7001 Applied Clinical Theory and Skills 1

Locations:City Flinders.

Prerequisites:Nil.

Description:Applied Clinical Theory and Skills 1 furthers the theoretical knowledge, clinical reasoning and manual skills of osteopathy students. Students investigate the pathophysiology, clinical presentations and management of rheumatological disorders relevant to osteopathic practice. This unit expands upon pain science theory that was introduced in the undergraduate program: students will have the opportunity to apply a range of tools to assist clinical decision making to a variety of musculoskeletal complaints.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Justify the contribution of osteopathy in team based patient care; 2.Conceptually map the presentations and management of theumatological conditions commonly seen in osteopathic practice; 3.Extrapolate the neurological mechanisms involved in patients with chronic pain from use of patient reported outcome measures; 4.Elucidate the mechanisms of action of pain management agents used for patients presenting to osteopaths; and 5.Compose suitable management and monitoring strategies of patients with chronic pain.

Required Reading:Required readings will be made available on VU Collaborate.

Assessment:Test, Online Test (60mins, 1500 words), 10%. Report, Case Study (1500 words), 20%. Project, Written Task (2000 words), 40%. Presentation, Oral Presentation (10mins, 1000 words), 30%. To gain an overall pass in this unit, students must attend 80% of all practical classes for essential skill development as per AOAC expectations.

HMO7002 Applied Clinical Theory and Skills 2

Locations:City Flinders.

Prerequisites:HMO7001 - Applied Clinical Theory and Skills 1

Description:In Applied Clinical Theory and Skills 2, students are introduced to the principles of exercise rehabilitation and apply it to simulated cases with a focus on

spinal complaints. This unit also focusses on the care of the older adult and students will embark on a targeted journey to explore key concepts in gerontology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Assess physiological, anatomical, functional and psychosocial changes in the aging patient; 2. Elucidate the epidemiology of common chronic health complaints in the aging population and management of these conditions in the Australian healthcare system; 3. Explore the principles of rehabilitation programs and evaluate their role in preventative and rehabilitative care of the patient; and 4. Formulate and interpret exercise management programs to support the rehabilitation of patient complaints with a focus on the spine.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Test, Online Test (45mins, 1000 words), 10%. Project, Informative poster with annotated bibliography (2000 words), 30%. Report, Case Study (1500 words), 30%. Examination, Practical exam (30mins, 1500 words), 30%. To gain an overall pass in this unit, students must attend 80% of all practical classes for essential skill development as per AOAC expectations. The Practical Exam is a hurdle assessment and 50% constitutes a pass grade for this examination.

HMO7003 Applied Clinical Theory and Skills 3

Locations: City Flinders.

Prerequisites: HMO7002 - Applied Clinical Theory and Skills 2

Description: Applied Clinical Theory and Skills 3 further develops students' knowledge and skills with indirect osteopathic techniques for common musculoskeletal complaints. Students will extend their knowledge of diagnostic imaging and will have the opportunity to analyse and interpret images featuring clinical pathologies common to osteopathic practice. Students will also develop an appreciation for other diagnostic imaging modalities for musculoskeletal complaints. Students will be introduced to key concepts related to the musculoskeletal care of obstetric, paediatric and adolescent populations.

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. Formulate likely diagnoses based on findings from diagnostic images and recommend appropriate management strategies; and 3. Contextualise indirect osteopathic techniques for the spine, pelvis and periphery.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Test, Online Test (45mins, 1000 words), 20%. Presentation, Group Presentation (2000 words), 25%. Report, Case Based Analysis Task (1500 words), 25%. Practicum, Practicum (30mins, 1500 words), 30%. To gain an overall pass in this unit, students must attend 80% of all practical classes for essential skill development as per AOAC expectations.

HMO7004 Applied Clinical Theory and Skills 4

Locations: City Flinders.

Prerequisites: HMO7003 - Applied Clinical Theory and Skills 3

Description: Applied Clinical Theory and Skills 4 empowers students with knowledge of targeted exercise programs for musculoskeletal complaints in the peripheral joints. Students will explore the role of an osteopath in the management of mental health disorders. Public health principles represent the final focus of this unit and students will have the opportunity to consider the role of nutrition in various osteopathic patient presentations.

Credit Points: 12

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

1. Articulate the symptoms and deduce the implications for Osteopathic management of the most prevalent psychopathologies affecting the Australian population; 2. Adapt principles of nutrition to the management of osteopathy patients; and 3. Formulate and interpret exercise management programs to support the rehabilitation of patient complaints with a focus on the peripheral joints.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Project, Video assignment (2000 words), 30%. Report, Case analysis (1500 words), 30%. Report, Written patient handout (1000 words), 10%. Examination, Practical exam (30mins, 1500 words), 30%. To gain an overall pass in this unit, students must attend 80% of all practical classes for essential skill development as per AOAC expectations. The Practicum is a hurdle assessment and 50% constitutes a pass grade for this examination.

HMO7005 Applied Clinical Theory and Skills 5

Locations: City Flinders.

Prerequisites: HMO7004 - Applied Clinical Theory and Skills 4

Description: In Applied Clinical Theory and Skills 5 students will consolidate their communication strategies as primary healthcare practitioners. There will be an opportunity to apply rehabilitation principles developed in previous units to workplace musculoskeletal complaints and patients undergoing orthopaedic and ergonomic interventions. Students will contribute to Aboriginal and Torres Strait Islander people's health through an exploration of barriers and enablers to healthcare access.

Credit Points: 12

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

1. Articulate a working knowledge of cultural competence with a special focus on Aboriginal and Torres Strait Islander peoples; 2. Investigate psychosocial, environmental, systemic and ethical factors impacting osteopathic practice; 3. Clinically review the relationship between common and complex orthopaedic conditions and their medical management; 4. Investigate the implications for osteopathic assessment and treatment of the patient in surgical, pre-operative and post-operative contexts; and 5. Evaluate ergonomic issues affecting diverse patient groups and negotiate appropriate ergonomic advice for patient management.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Ergonomics assignment (1750 words), 25%. Assignment, Orthopaedics assignment (1750 words), 25%. Presentation, Oral presentation (15mins, 1000 words), 20%. Report, Written reflective piece (1500 words), 30%. To gain an overall pass in this unit, students must attend 80% of all practical classes for essential skill development as per AOAC expectations.

HMO7006 Applied Clinical Theory and Skills 6

Locations: City Flinders.

Prerequisites: HMO7004 - Applied Clinical Theory and Skills 4

Description: Applied Clinical Theory and Skills 6 develops the professional identity of students as reflective health professionals within the Australian healthcare system. Students will have an opportunity to refine their manual therapy skills and patient management strategies for common presentations in osteopathic practice. Students will develop a professional plan which encompasses lifelong learning and ethical practice as an osteopath within the Australian healthcare system.

Credit Points: 12

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

1. Extrapolate 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. Contextualise osteopathic technical skills to the scope of practice in Australia and

demonstrate a range of advanced osteopathic techniques; and 5. Reflect on the operational requirements for management of a successful osteopathic practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Scope of practice assignment (1000 words), 20%. Project, Video assignment (1500 words), 20%. Report, Transition to practice plan (2000 words), 30%. Examination, Practical exam (30 mins, 1500 words), 30%. To gain an overall pass in this unit, students must attend 80% of all practical classes for essential skill development as per AOAC expectations. The Practical exam is a hurdle assessment and 50% constitutes a pass grade for this assessment.

HMO7007 Project and Scholarship 1

Locations: City Flinders.

Prerequisites: Nil.

Description: Project & Scholarship 1 allows the student to draw on the skills and knowledge from previous evidence-based practice units to create a project outline in an area of interest to them and one that is also relevant to the osteopathic profession. Students will be able to interpret and discuss the application of contemporary statistical techniques relevant to manual therapy to integrate in to their project proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Devise a research-based project outline with rationale and background information relevant to osteopathic practice; 2. Propose and justify sound statistical or analytical methods in the context of a research project proposal; 3. Critically evaluate peer research project plans with students and academic staff; and 4. Identify and critically appraise the ethical and methodological issues related to the conduct of the proposed research project plan.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Project, Peer review and reflective task (1000 words), 25%. Report, Manual therapy research methodology and statistics (1500 words), 25%. Test, Manual therapy research methodology and statistics - Quiz (1000 words), 10%. Project, Research-based project outline (hurdle requirement, 2500 words), 40%. Total equivalence word equivalence is 6,000 words. 80% attendance is required for tutorials and practical classes in the osteopathic program, consistent with the requirements outlined in the AOAC accreditation documentation. The Project is a hurdle assessment and 50% constitutes a pass grade for this assessment.

HMO7008 Project and Scholarship 2

Locations: City Flinders.

Prerequisites: HMO7007 - Project and Scholarship 1

Description: Project & Scholarship 2 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 data analysis and will prepare a 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. Critically review the literature for a specific project; 2. Analyse project data drawing on relevant statistical processes and/or theoretical frameworks; and 3. Reflect on the progress and process of undertaking a specific project.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Presentation, Reflection on data collection and analysis of project phase (1000 words), 20%. Report, Data collection and analysis preliminary report (1500

words), 30%. Literature Review, Critical review of literature (3500 words), 50%. Total equivalence word equivalence is 6,000 words.

HMO7009 Project and Scholarship 3

Locations: City Flinders.

Prerequisites: HMO7008 - Project and Scholarship 2

Description: In Project & Scholarship 3, 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. Synthesise and interpret data from the investigation to create a project report;
2. Debate findings and conclusions from major project to peers and academic staff; and
3. Contextualise and communicate new knowledge to an audience in oral and written format.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Report, Draft project report (4000 words), 20%. Report, Final project report (4000 words), 50%. Presentation, Project presentation (1000 words), 30%. Total word equivalence is 6,000 words (draft report contributes to final report; projects may be individual or group projects).

HNB2001 Contemporary Nursing A

Locations: St Abans.

Prerequisites: HNB1205 - Foundations in Nursing 2/HNB1003 - Professional Experience Placement 1 Nursing

Description: This unit explores person-centred care of patients bridging the lifespan from infant to the older adult. The unit will examine acute and chronic disorders integrating the pathophysiological processes, progression and complications to enhance understanding of the associated nursing care. Students will be introduced to treatment options inclusive of pharmacotherapeutics and quality use of medicines management, highlighting the pharmacokinetics and pharmacodynamics of relevant medications utilised for acute exacerbations and chronic management, alongside relevant nursing care practices specific to medication interventions. Students will enhance their understanding of cultural competence when nursing Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity, across health contexts. Through the use of clinical nursing laboratories and simulations, students will be guided through contemporary nursing practices, including: bridging the theory-practice gap through the use of teamwork; patient scenarios; digital health with emphasis on critical thinking; and, clinical reasoning. This approach will assist the student in understanding appropriate nursing care and management, the importance of collaborative and patient centred communication, ethical and legal implications and the evidence underpinning best practice.

Credit Points: 12

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

1. Articulate critical thinking and clinical reasoning related to evidence-based nursing practice in the assessment, planning, implementation and evaluation of the treatment and management of acute and chronic conditions from the infant to the older adult;
2. Demonstrate understanding related to the nursing standards, nursing code of conduct, code of ethics and legal considerations with the inclusion of digital health encompassing the care of the patient with acute and chronic conditions.
3. Evaluate the pathophysiological concepts, processes, progression and complications associated with acute and chronic conditions of the cardiac, respiratory, endocrine

and renal systems, linking pharmacological treatment options to inform person-centred care; 4. Advocate the importance of cultural awareness within nursing practice, the engagement of the patient in decision making and the role of the interprofessional healthcare team; 5. Exhibit competency in drug calculation and principles of safe medication administration within scope of practice; and 6. Exemplify professionalism through team collaboration, documentation, clinical handover and therapeutic communication in the safe delivery of person-centred care within their current scope of practice.

Required Reading: Farrell, M. (2017) 4th ed. Smeltzer & Bare's Textbook of Medical-Surgical Nursing Wolters Kluwer McKenna, L. & Mirkov, S (2019) McKenna's Drug Handbook for Nursing and Midwifery Australia and New Zealand Wolters Kluwer Tollefson, J. and Hamilton, E. (2019) 7th ed. Clinical Psychomotor Skills: Assessment tools for nurses Ed. Cengage Additional readings will be available on VU Collaborate.

Assessment: Assessments will be undertaken and scaffolded during the 4-week block, allowing adequate time for preparation and student feedback. The Medsafe drug calculation assessment introduces the students to new nursing calculations using intravenous infusions, this assessment is not a hurdle but will be used to assist students in gaining proficiency in drug calculations in preparation for requisite medication knowledge in future units. Group work will be utilised in assessment Part A: Case Study, whereby students will use the clinical reasoning cycle to demonstrate critical thinking and clinical reasoning in relation to a patient scenario. This assessment further develops the links between pathophysiology, pharmacotherapeutics, nursing standards and cultural competence. In Part B of the written assessment students will individually identify a practice related issue and summarise five peer-reviewed journal articles from the literature to identify how evidence is translated into practice. The final assessment OSCA and reflection will enable the student to gain the ability to develop, establish and critique their own practice through experiential learning in relation to safe patient care. Test, Medsafe Drug Calculation, 10%. Assignment, Part A: Case Study – Clinical Reasoning Cycle (Group work), 20%. Assignment, Part B: Written Assessment (1500 words), 40%. Journal, OSCA (10%) (Reflection equivalent to 1000 words - 20%), 30%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulation for essential skill development as per ANMAC expectations and submit all assessment items. Any absences and non-submissions must be supported with documentation to the unit convenor. Students have 2 attempts at the Medsafe drug calculation assessment. Weighting will be awarded based on the student's final attempt within the program. Attendance requirements for nursing labs and simulations are integral to safe nursing practice and prepare students for PEP.

HNB2002 Contemporary Nursing and Mental Health A

Locations: St Albans.

Prerequisites: HNB 1003 - Professional Experience Placement 1 Nursing

Description: This unit explores person-centred care in mental health bridging the lifespan from infant to older adult. The unit will examine mental health disorders integrating neurobiology, pathophysiology and population health to enhance the students understanding of mental illness. Students will be introduced to policy and legislative frameworks that govern service provision in mental health settings. Using biopsychosocial frameworks, they will apply critical thinking and clinical reasoning to formulate nursing assessment and management of people with selected mental health conditions across the lifespan. Nursing management will be informed by the principle of partnering with consumers and carers, knowledge from lived experience and human rights, and cultural safety. Students will develop their therapeutic and professional communication skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review how the regulatory frameworks, standards and codes of practice and ethics, and government policies guide the safe delivery of evidence based person-centred mental health care; 2. Articulate knowledge and skills in psychiatric assessment, planning, implementation and evaluation and documentation of care to formulate nursing management of people with selected mental health conditions across the lifespan using digital health; 3. Appraise population health and nursing-related theories of mental distress to examine mental illness across the lifespan; 4. Contextualise clinical reasoning and critical thinking when planning and implementing recovery oriented, trauma informed nursing care to people with anxiety, mood and psychotic disorders across the lifespan; 5. Critically reflect on their professional and therapeutic communication using the principles of partnering with consumers and carers and taking into account Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity; and 6. Exhibit knowledge in pathophysiology and the principles of pharmacodynamics and pharmacokinetics in psychotropic medication.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. In the first assessment task students will develop a poster that draws on the regulatory framework that guides mental health service delivery. The second assessment task requires students to collect a range of artefacts of learning activities undertaken that demonstrate functional knowledge of communication and assessment skills utilised in mental health settings. The third assessment requires students to apply professional and therapeutic communication and assessment skills in an interview they conduct, videotape and submit for assessment. Poster, Poster exploring evidence based mental health care. (500 words Group Work), 15%. Portfolio, Portfolio of assessment and interventions in mental health nursing. (2000 words), 50%. Other, OSCA - Videod Interview of applying professional and therapeutic communication skills., 35%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Attendance requirements for simulation classes are integral to safe nursing practice and prepare students for PEP.

HNB2003 Contemporary Nursing B

Locations: St Albans.

Prerequisites: HNB 2001 - Contemporary Nursing A HNB 2002 - Contemporary Nursing and Mental Health A

Description: The unit explores contemporary nursing care of patients with acute and chronic disorders across the lifespan using a person-centred approach. The unit will examine the related underlying pathophysiological concepts, processes, progression and complications to enhance understanding of acute exacerbation, chronic management and the associated nursing care of selected conditions. Students will explore pharmacodynamics and pharmacokinetics for the pharmacotherapeutics and quality use of medicines in the selected disorders. Students will further develop nursing skills linked to care of patients with selected disorders and consolidate contemporary practice by applying therapeutic and team communication using case based scenarios in nursing simulation. Students will utilise critical thinking and clinical reasoning, including legal and ethical considerations to understand and demonstrate appropriate nursing care interventions using evidence underpinning best practice. Through a cultural competency framework students will evaluate their nursing practice when caring for Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity whilst exploring health context impacts.

Credit Points: 12

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

1. Articulate critical thinking and clinical reasoning in relation to evidence-based nursing practice in the assessment, planning, implementation and evaluation of the treatment and management of acute and chronic conditions across the lifespan in primary, secondary and tertiary settings building on previous learning;
2. Demonstrate understanding related to the nursing standards, nursing code of conduct, code of ethics and legal considerations with the inclusion of digital health encompassing the care of the patient with acute and chronic conditions.
3. Evaluate pathophysiological concepts, processes, progression and complications associated with acute and chronic conditions, of the neurological, musculoskeletal, reproductive and gastro-intestinal systems linking pharmacotherapeutics and quality use of medicines to inform patient care;
4. Advocate the importance of cultural awareness within nursing practice, the engagement of the patient in decision making and the role of the interprofessional healthcare team;
5. Exhibit mastery of drug calculation and principles of safe medication administration within scope of practice; and
6. Exemplify professionalism through team collaboration, documentation, clinical handover and therapeutic communication in the safe delivery of person-centred care within their current scope of practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. In the written assessment students will formulate a plan of care attributed to a patient scenario using the clinical reasoning cycle; this will allow the students to demonstrate their understanding of associated pathophysiology, pharmacology, development of patient goals, interventions and evaluation of care. The OSCA assessment allows students to work in pairs to demonstrate their communication skills (intraprofessional and patient), psychomotor skills and reflective practice related to safe patient care. Students will be assessed using a checklist highlighting critical errors associated with nursing standards. Students will have the opportunity to reflect 'in-action' at the time of the assessment. Students that do not identify areas of poor practice or un-safe patient care during reflection will not receive marks towards this assessment. The final assessment is a case study based written activity in which students will be presented with a patient scenario and will be required to complete short answer questions testing knowledge acquisition attributed to the learning outcomes in the unit. The final assessment task is a medication calculation task where students must achieve 100%. Assignment, Written Assignment (Case study: Clinical Reasoning Cycle: 1500 words), 35%. Other, OSCA Practical Skill and Reflection, 15%. Examination, Case study (Patient Scenario and Questions), 50%. Test, Medication Calculation Test (hurdle), 0%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Medication Calculation Test: Students will be eligible for a maximum of two (2) attempts by Friday week 2 of the block for the medication calculation assessment. A third attempt may be granted with consideration to student progress within the unit and the cumulative mark awarded through assessment submissions. Attendance requirements for nursing labs and simulations and the medication calculation hurdle are integral to safe nursing practice and prepare students for PEP.

HNB2004 Professional Experience Placement 2 Nursing

Locations: St Albans.

Prerequisites: HNB2001 - Contemporary Nursing AHNB2003 - Contemporary Nursing BHNB2002 - Contemporary Nursing and Mental Health A

Description: This unit provides students with the opportunity to deliver person-centred care within a professional practice environment to consolidate nursing care and management developed in Contemporary Nursing A and B and Contemporary Nursing

and Mental Health A. Students will draw on theory and practice from simulation and nursing laboratories to apply clinical reasoning and critical thinking to undertake nursing care and management in a sub-acute or acute care clinical setting. Students are required to complete 160 hours of Professional Experience Placement (PEP).

Credit Points: 12

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

1. Exemplify timely therapeutic professional communication and documentation within intraprofessional and interprofessional teams to achieve safe nursing practice relevant to student scope under the National Safety and Quality Health Standards and Patient Safety Competency Framework for Nursing;
2. Contextualise the legal requirements, code of conduct and code of ethics to relevant health care and treatment, and the roles and responsibilities of the registered nurse;
3. Adapt relevant knowledge and skills and utilise clinical reasoning and person-centred approach to health assessment and nursing management of individuals taking account of cultural concerns and people of diversity across the lifespan;
4. Articulate skills in the safe practice of medication management and quality use of medication; and
5. Apply reflection and responsiveness to feedback regarding performance and behaviour during PEP.

Required Reading: Required readings will be made available on VU Collaborate.

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.

HNB2005 Contemporary Nursing and Mental Health B

Locations: St Albans.

Prerequisites: HNB2001 - Contemporary Nursing AHNB2002 - Contemporary Nursing and Mental Health A

Description: In this unit students will integrate and extend their knowledge and skills in health settings where mental health knowledge is required. Students will develop their understanding of the facilitators and barriers to supported decision making, and consumer choice and dignity. Students will apply critical thinking and clinical reasoning to formulate nursing management of people with selected mental health conditions across the lifespan. Underpinned by lived experience knowledge, human rights and a biopsychosocial framework, students will further develop their knowledge and skills in mental health assessment, planning and evaluation of care to facilitate consumers and their families as active partners in decision-making and treatment planning. The complexity of co-morbidity and psychosocial disability across the lifespan will be explored, and students will develop the ability to critique issues of access and equity in mental health care. Students will explore pharmacotherapeutics and quality use of medicines in the administration of psychotropic medications. Using a lifespan approach, students will learn how concepts of population health, pathophysiology, neurobiology and digital health impact on the delivery of evidence based, person centred nursing care in mental health settings. Students will apply this knowledge and skills in selected treatment modalities, in nursing simulation and workshops.

Credit Points: 12

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

1. Articulate legislative, regulatory and policy frameworks including code of conduct, and code of ethics and international classification systems for mental disorders to guide the safe delivery of evidence based person-centred mental health care;
2. Translate population health, psychological models of mental wellbeing and distress and related nursing theories to examine treatment approaches used in care of people with mental health problems;
3. Adapt clinical reasoning and self-reflection to

assessment, planning, implementation, evaluation and documentation of nursing care in selected presentations across the lifespan, including eating disorders, complex trauma, substance use disorders, and comorbid developmental conditions; 4. Critique the current provision of mental health care for identified groups in Australian society, including Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity; and 5. Exhibit knowledge of the pharmacotherapeutics and quality use of psychotropic medicines, to demonstrate principles of safe medication administration.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. In the first task students will collect artefacts of teaching and learning activities related to pharmacokinetics and pharmacodynamics and quality use of psychotropic medicines. In part A, they will provide a summary of the quality use of medicines from workshops in Week 1 and submit the portfolio in Week 3. In assessment 2, students will work in groups developing a poster about clinical and lived experience drawing on evidence to inform decision making in mental health treatment. The final summative assessment will be an Observed Structured Clinical Assessment (OSCA) of a mental health nursing intervention based on a case study. Portfolio, Individual e-Portfolio Part A: Quality use of medicines 250 words (10%); Part B: Artefacts of medications related to unit (1200) (30%), 40%. Assignment, Poster: Group (2000 words equivalent), 30%. Other, OSCA: Apply a mental health nursing intervention to a case study, 30%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor.

HNB2006 Professional Experience Placement 3 Nursing Mental Health

Locations: St Albans.

Prerequisites: HNB2002 - Contemporary Nursing and Mental Health A/HNB2005 - Contemporary Nursing and Mental Health B/HNB2001 - Contemporary Nursing A

Description: This unit provides students with the opportunity to deliver person-centred care within a professional practice environment to consolidate nursing care and management developed in HNB2002 Contemporary Nursing and Mental Health A; HNB2005 Contemporary Nursing and Mental Health B, and HNB2001 Contemporary Nursing A, in a mental health setting. Students will gain experience in the process of ensuring consumer and carer participation is at the centre of all care planning. Legislation, government policy and population health data that inform the care of people with mental health issues will be integrated as students are placed in various mental health settings in the current health system. The professional practice experience provides students with the opportunity to be competent as a novice practitioner in the assessments, planning approaches and evaluations utilised in the care of consumers and families where psychological distress, mental health issues and mental illness are present or suspected. Novice knowledge of pathophysiology, pharmacotherapeutics and common issues of psychotropic medications and quality use of medicines will be achieved. Students are required to complete 160 hours of Professional Experience Placement (PEP).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exemplify timely therapeutic and professional communication and documentation to achieve safe mental health nursing practice within the current student scope of practice, within intraprofessional and inter professional teams; 2. Articulate clinical reasoning and a person-centred approach to the mental health nursing management of individuals across various contexts of care across the lifespan, taking account of cultural concerns and diversity; 3. Adapt knowledge and skills in mental state and risk assessment and the safe practice of medication management; 4. Contextualise the legislative, policy, standards, ethical foundations and code of conduct enacted in the

roles and responsibilities of the registered nurse in mental health settings; and 5. Apply reflexivity and responsiveness to feedback regarding performance and behaviour during PEP.

Required Reading: Required readings will be made available on VU Collaborate.

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.

HNB2007 Research and Evidence Based Practice

Locations: St Albans.

Prerequisites: 96 credit points of first year units.

Description: This unit introduces the students to fundamental knowledge of the research process and its relationship to evidence-based practice in health care. It aims to introduce a broad range of research approaches, designs and methodologies currently utilised by nursing and midwifery research. Students will develop critical evaluation skills for research and evidence-based practice.

Credit Points: 12

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

1. Appraise the role of research in nursing and midwifery and its relationship to evidence-based practice; 2. Critically review and evaluate the research approach identified in a nursing/midwifery research journal article; 3. Critique how evidence influences and translates into practice; 4. Exhibit appropriate use of information and communication technologies to access valid sources of data and information; and 5. Articulate the role of ethical standards in research.

Required Reading: Borbasi, S., Jackson, D., East, L. (2019) Navigating the maze of research: enhancing nursing and midwifery practice Elsevier: Chatswood, Australia (ISBN 9780729587211)

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. The first assessment task will link the quizzes to the key component of research methods and design. In the second task students will work in small groups to identify and summarise three articles related to National Safety and Quality Health Care Standards 4, 7 and 8 and then present one article that addresses a standard. The final assessment is an individual critique of a nursing research article. Test, Online weekly quizzes (4), 20%. Presentation, Group written assessment and presentation (1500 words), 30%. Assignment, Journal Critique (2000 words), 50%. To gain an overall pass in this unit, students must submit all assessment items and achieve an aggregate score of 50%.

HNB2008 Contemporary Nursing C

Locations: St Albans.

Prerequisites: HNB2003 - Contemporary Nursing B/HNB2005 - Contemporary Nursing and Mental Health B

Description: This Cornerstone unit is a culminating and integrative experience used to synthesize learning across second year nursing by consolidating the theoretical and clinical knowledge and skills gained in pre-requisite units. It will foster life-long learning by requiring students to draw on knowledge of professional and ethical standards for practice and the patient safety competency framework to emulate professional nursing practice. Previously acquired learning will be analysed and extended through demonstration and assessment in authentic contextualised environments and prepare students for both PEP and the transition to 3rd year. Focussing on current health priorities including Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity, students will draw on the expertise of industry and consumers to inform best practice. They will explore the nature of

advocacy and patient education, building upon knowledge and skills of contemporary acute and mental health nursing care and quality use of medications across the lifespan in primary, secondary and tertiary settings. This focus will assist students to re-contextualise and consolidate knowledge, communicate professionally and deliver legal, culturally safe and ethically appropriate quality care to consumers. Students will be engaged in intensive activities utilising Simulated-based learning (SBL) and Problem based learning (PBL) that are grounded in collaborative inquiry, critical thinking and discussion. These activities will foster a culture of intraprofessional and interprofessional collaboration and action within scope of practice boundaries.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise knowledge and further expand clinical decision making through critical thinking and skills in contemporary nursing interventions in current health priorities; 2. Integrate previous knowledge about pathophysiology and pharmacotherapeutics and quality use of medicines to utilise a systematic problem-solving and evidence-based approach in decision making about patients with acute, chronic and mental health issues across the lifespan and cultural contexts; 3. Exemplify intraprofessional and interprofessional communication skills and a collaborative approach to the assessment, planning, implementation, evaluation and documentation of person-centred care in acute and mental health care across the lifespan; and 4. Analyse and reflect upon professional nursing practice and the safe delivery of ethical and culturally competent care within their current scope of practice as a student registered nurse.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The individual student assessment tasks link the learning outcomes and graduate capabilities. In part A of the first task, students will interact with a virtual simulation program designed to promote clinical reasoning, critical thinking and care prioritisation. Part B requires reflection on the simulation to recognise limitations and develop knowledge and skills to identify and solve problems in common medical/surgical conditions. In the second assessment task, students will analyse and reflect on professional practice, integrate previous knowledge and evidence-based care to problem solve and make clinical decisions in a contemporary nursing case study. In the third assessment task students will demonstrate knowledge and skills in an OSCA scenario. Other, Part A - Online Simulation Scenario, 15%. Assignment, Part B - Online Simulation Reflection (written assignment 500 words), 20%. Assignment, Evidence based Case Study (written assignment 1500 words), 50%. Other, OSCA/Simulated Scenario, 15%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Students will have access to the Self Directed Learning Laboratory (SDL) for extra skills practice. Attendance requirements for nursing labs and simulations are integral to safe nursing practice and prepare students for PEP.

HNB2104 Nursing and Acute Care 1

Locations: St Abans.

Prerequisites: HNB 1204 - Foundations of Nursing and Midwifery 2HNB 1205 - Foundations in Nursing 2HNB 1206 - Professional Practice 1RBM2101 - Pathophysiology & Quality Use of Medicines 1

Description: This unit builds on previous foundational units of study undertaken in the first year of the course including the unit Pathophysiology and Quality use of Medicines 1. In particular, this unit works to further develop 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 and chronic illnesses. Content for this unit is largely framed around the national

health priorities of respiratory, renal, neurological and cardiovascular disorders and their related co-morbidities and includes the safe administration and management of medications related to management and treatment of these disorders.

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 inter-professional 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;

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) 7th ed. Clinical Psychomotor Skills Assessment Tools For Nurses Cengage: Melbourne.

Assessment: Assignment, Group Written assessment and peer review (1000 words), 20%. Other, OSCA (objective, subjective, clinical assessment) Skill Task (30 minutes) & Written Skill Task Reflection (800 words) (deferred), 20%. Other, Medication Calculation Assessment (30 minutes) (Hurdle), 0%. Exercise, Written assessment (Case studies x 2), 40%. Exercise, MCQ Quiz, 20%. To gain an overall pass in this unit, To gain an overall pass in this unit, students must attend 100% of all deferred nursing and simulation laboratory classes, submit all assessment items (to align to ANMAC accreditation requirements of the course) and achieve an aggregate score of 50% overall for the unit. The OSCA assessment will be deferred and results released upon completion of this task. Students must achieve 100% in the drug calculation test (hurdle requirement) which is integral to safe nursing practice. Students will be eligible for a maximum of 2 attempts for the medication calculation assessment. A third attempt may be granted at the discretion of the Academic Student Progress Board (ASPB) committee.

HNB2105 Nursing and Mental Health 1

Locations: St Abans.

Prerequisites: HNB 1205 - Foundations in Nursing 2HNB 1206 - Professional Practice 1RBM2101 - Pathophysiology & Quality Use of Medicines 1

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. Students will engage in various learning methods to further build professional knowledge, skills and attitudes needed for practice in a mental health setting, with a focus on the promotion of mental health. Students will apply critical thinking to formulate safe person centred nursing management of selected mental health conditions across the lifespan. 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 the unit 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.

Required Reading: Evans, K., Nizette, D., & O'Brien, A. (2017). (4th ed.), *Psychiatric and mental health nursing*. Chatswood, NSW: Elsevier. RECOMMENDED TEXT: Fortinash, K. M., & Hobday-Worret, P. A. (2007). *Psychiatric nursing care plans*. (5th ed.), St Louis: Mosby

Assessment: Test, Three (3) Online Tests (30 minutes each), 20%. Assignment, Written Assessment (1200 words), 30%. Exercise, Written Assessment (Case study x 2), 50%. To gain an overall pass in this unit, students must attend 100% of all simulation classes, submit all assessment items (to align to ANMAC accreditation requirements of the course) and achieve an aggregate score of 50% overall for the unit.

HNB2106 Professional Practice 2

Locations: St Abans.

Prerequisites: HNB 1206 - Professional Practice 1 RBM2101 - Pathophysiology & Quality Use of Medicines 1 HNB2104 - Nursing and Acute Care 1 HNB2105 - Nursing and Mental Health 1

Description: The aim of this unit is to provide students with the opportunity to apply the acute medical/surgical and mental health knowledge and skills developed in Nursing and Acute Care 1, Nursing and Mental Health 1 and 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 in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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 and Utilise psychotherapeutic communication skills.

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: HNB2104 - Nursing and Acute Care 1 and RBM2101 - Pathophysiology & Quality Use of Medicines 1

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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

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 1 HNB2107 - Nursing Professional Practice 1 RBM2202 - Pathophysiology & Quality Use of Medicines 2 HNB2105 - Nursing and Mental Health 1 HNB2106 - Professional Practice 2

Description: This unit builds on previous nursing units of study and further develops the students' knowledge of the National Health Priorities and complements 'RBM2202 Pathophysiology & Quality Use of Medicines 2'. In particular, students will be introduced to the nursing management of patients suffering from endocrine disorders, gastrointestinal disorders, arthritis and musculoskeletal conditions, cancer and their related co-morbidities. Patient Case studies and simulation activities will be utilised to develop student's ability to apply their problem solving, critical thinking and clinical decision making skills. In addition, students will expand on their psychomotor skills in the clinical laboratory.

Credit Points: 12

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

1. Describe holistic assessment of individuals across the lifespan experiencing acute illness. 2. Utilise evidence based practice to explain the interprofessional management of individuals experiencing endocrine, gastrointestinal, musculoskeletal, cancer and palliative care conditions. 3. Demonstrate skills and knowledge in related clinical skills (e.g. NGT, stoma care, blood transfusions). 4. Utilise evidence based practice in the management of complex wounds. 5. Develop reflective practice skills with technical skill acquisition and clinical simulation.

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

Assessment: Assignment, Written assessment (1200 words), 20%. Examination, OSCA (Objective, Subjective Clinical Assessment) (30 minutes), 15%. Exercise, Written assessments (case study x 3), 65%. 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. Note - To gain an overall pass in this unit, students must attend 100% of all deferred nursing and simulation laboratory classes, submit all assessment items (to align to ANMAC accreditation requirements of the course) and achieve an aggregate score of 50% overall for the unit. The OSCA assessment will be deferred and results released upon completion of this task. Students must achieve 100% in the drug calculation test (hurdle requirement) which is integral to safe nursing practice. Students will be eligible for a maximum of 2 attempts for the medication calculation assessment. A third attempt may be granted at the discretion of the Academic Student Progress Board (ASPB) committee.

HNB2206 Nursing and Mental Health 2

Locations: St Abars.

Prerequisites: HNB2105 - Nursing and Mental Health 1 RBM2202 - Pathophysiology & Quality Use of Medicines 2HNB2104 - Nursing and Acute Care 1HNB2106 - Professional Practice 2

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.

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), 30%. Assignment, Written Assessment, group poster and presentation (2000 words), 30%. Examination, Written Examination - case studies x 2 (2 hours), 40%. To gain an overall pass in this unit, students must submit all assessments and attend 85% of all practical and clinical simulation which is a requirement of the accreditation body ANMAC. This is required as simulation classes support students to acquire the essential skills and knowledge expected on clinical placement. Any absences must be supported with documentation to the unit convenor.

HNB2207 Professional Practice 3

Locations: St Abars.

Prerequisites: HNB2106 - Professional Practice 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2HNB2205 - Nursing and Acute Care 2HNB2206 - Nursing and Mental Health 2

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 Nursing and Acute Care 1, Nursing and Mental Health 1 and 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 Professional Practice 2 in a mental health setting will be placed in a medical/surgical setting in semester 2. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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).

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.

HNB3001 Nursing in Specialty Areas

Locations:St Abans.

Prerequisites:HNB2008 - Contemporary Nursing C

Description:This unit will consolidate and build upon knowledge introduced in other units by reviewing the principles of person-centred care for specialty areas including paediatrics, aged care and high dependency/critical care. The areas of gynaecology, dual diagnosis and disability will be introduced and examined in primary, secondary and tertiary settings. For the specialty areas, the unit will explain a range of common healthcare issues, critically review the principles of evidence-based nursing care and appraise the medication management of common conditions. Students will utilise critical thinking and clinical reasoning, including legal and ethical considerations in applying and consolidating contemporary nursing practice by applying therapeutic and team communication using case scenarios in nursing simulation. To achieve this outcome, students will use digital health and comprehensive health assessment and care planning approaches. Students will integrate patient scenarios in the clinical nursing labs and simulations to demonstrate professionalism and their ability to link theory to evidence-based practice in the care of Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Articulate person-centred care for a range of common conditions across primary, secondary and tertiary specialty areas, including the pathophysiology, assessment, diagnosis and management of these conditions across the lifespan; 2. Critique the evidence and models of nursing practice for specialty areas informing nursing care and intraprofessional and interprofessional collaboration for individuals, family and communities; 3. Integrate evidence-based knowledge and predict legal and ethical considerations when making clinical decisions in relation to person-centred care scenarios; 4. Exemplify mastery of drug calculation and principles of pharmacotherapeutics and quality use of medicines of selected medications in management of specialty areas and justify decision-making and nursing management in the quality and safe use of these medications; and 5. Exhibit a broad range of therapeutic and professional communication skills and the role of digital health to build and foster collaborative, inclusive and respectful relationships with a diverse range of individuals, groups, colleagues and communities.

Required Reading:Required readings will be made available on VU Collaborate.

Assessment:The assessment tasks link the learning outcomes and graduate capabilities. In the first assessment task students work in small groups to create a scenario based on a case study of a specialty area, based on learning outcomes 1 and 2. They will present this to the class and then develop an individual literature review related to this specialty area. The final summative assessment is an OSCA. Students will work in pairs related to a primary specialty area. The final assessment task is a medication calculation that students must achieve 100% in to pass the unit. Case Study, Scenario development - Group work specific to a specialty area of student's choice (1200 words), 30%. Assignment, Part A Group Presentation and Part B Individual Literature Review Assignment (1200 words) based on scenario, 50%. Other, OSCA Team Practical Skill: and peer feedback (200 words), 20%. Other, Medication Calculation Test (hurdle), 0%. To gain an overall pass in this unit,

students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Medication Calculation Test: Students will be eligible for a maximum of two (2) attempts by Friday week 2 of the block for the medication calculation assessment. A third attempt may be granted with consideration to student progress within the unit and the cumulative mark awarded through assessment submissions Attendance requirements for nursing labs and simulations and the medication calculation hurdle are integral to safe nursing practice and prepare students for PEP.

HNB3002 Professional Experience Placement 4 Nursing

Locations:St Abans.

Prerequisites:HNB3001 - Nursing in Specialty Areas

Description:In this unit students consolidate knowledge, integrate theory and reflect on practice gained in previous units, applying these to the PEP setting. Students will be specifically focussing on the health needs of the community in nursing specialty areas to apply higher-order critical thinking and reflective practice. They will demonstrate multi-faceted clinical and independent decision making, as they engage in collaborative person-centred care in a range of contexts across the lifespan. Students are required to complete 160 hours of PEP.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Exemplify therapeutic and professional communication skills for safe nursing practice within the current student scope of practice within intraprofessional and interprofessional teams related to selected speciality areas; 2. Critique related knowledge and skills and apply clinical reasoning and a person-centred approach to the assessment, planning, implementation, evaluation and documentation of nursing care to individuals across various contexts of care across the lifespan and in Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity; 3. Exemplify safe pharmacotherapeutics and quality use of medicine principles within scope of practice; 4. Integrate the legislative and ethical foundations, code of conduct and evidence-based health care and treatment, in the role and responsibilities of the registered nurse; and 5. Exhibit reflexivity and responsiveness to feedback and regarding performance and behaviour during PEP.

Required Reading:Required readings will be made available on VU Collaborate.

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.

HNB3003 Transition to Nursing Practice

Locations:St Abans.

Prerequisites:HNB2008 - Contemporary Nursing C

Description:The unit is designed to assist senior nursing students with their transition to registered graduate nurse. It focuses on the role and responsibilities of the beginning practitioner as a competent, safe and confident, professional registered nurse. In this unit the senior student will be assisted to recognise their future role focusing on high quality communication including health and peer education, ethical and legal practice, collaborative practice, professional practice, cultural safety and the use of research evidence for all aspects of practice. The unit will introduce the student to their leadership role including clinical leadership, preceptorship and mentorship. The unit also supports students to develop their advocacy role. It encourages the application of advanced communication skills, critical thinking frameworks and problem-solving skills; engendering deep rather than surface learning; encouraging

the senior students to recognise that graduates take professional responsibility for continuing competence, being self-directed and life-long learners.

Credit Points: 12

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

1. Critique the role of the graduate registered nurse including their engagement in various dimensions of their leadership, mentorship and preceptorship and delegation to enrolled nurses; 2. Exemplify a broad range of therapeutic and professional communication skills in intraprofessional and interprofessional healthcare teams to build and foster collaborative, inclusive and respectful relationships with a diverse range of individuals, groups, colleagues and communities; 3. Critically review nursing professional standards, regulations for registration as a registered nurse, the ICN Code of Ethics for Nursing and NMBA Code of Conduct, the nursing advocacy role and the role of key professional organisations; and 4. Critically reflect on what they have learned about their future role as a competent, safe and confident, professional registered nurse and the requirements to maintain their competence throughout their career as a professional registered nurse.

Required Reading: Chang, E., & Daly, J. (2019) 5th ed. Transitions in Nursing: Preparing for Professional Practice Elsevier: NSW

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. The first task will be a written individual assignment that links communication for future employment and requires critical thinking and planning. The group presentation will be a role play that will critically reflect graduate level knowledge and link this to future employment and understanding of the NMBA Registered Nurse Standards for Practice (2016). The final assignment will draw together the work of the individual to produce a reflective and knowledge-based portfolio. Assignment, Written assessment (1000 words) Critique, 25%. Presentation, Group class presentation Role Play, 25%. Assignment, Portfolio (2000 words), 50%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Attendance requirements for simulation classes are integral to safe nursing practice and prepare students for PEP.

HNB3004 Nursing for Chronic Illness and Continuing Care

Locations: St Abans.

Prerequisites: HNB2008 - Contemporary Nursing C

Description: In this unit students will gain knowledge about the experience of living with chronicity and requiring long term care. Students will employ models of care management for the individual across the lifespan, family and community. Students will actively engage with the professional and healthcare standards that guide the provision of safe person-centred practice consistent with Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity. The principles of care for individuals across the lifespan will address habilitation, rehabilitation, supportive and palliation phases in chronicity. Advanced care planning, medical treatment, voluntary assisted dying and legislative requirements and legal and ethical dilemmas in continuing care and palliation are reviewed.

Credit Points: 12

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

1. Critique the evidence and models of chronic care informing nursing care and intraprofessional and interprofessional collaboration for individuals, family and communities; 2. Appraise the person-centred approach in the assessment, planning, implementation and evaluation of habilitation, rehabilitation, supportive and palliation phases, in individuals with long term or chronic illness across the lifespan; 3. Exemplify the importance of engaging in culturally appropriate, safe and sensitive communication that facilitates trust and building of respectful relationships with

Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity and their families who are confronted with chronic illness; 4. Appraise the pathophysiology, pharmacotherapeutics and quality use of medicines in management of persons with chronicity and justify decision-making and nursing management in the safe use of medications; and 5. Critically review the core values and principles of continuing and palliative care, including therapeutic and intraprofessional and interprofessional communication, digital health approaches, legal and ethical dilemmas, and legislative requirements for end of life care.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The assessment tasks link to the learning outcomes and graduate capabilities for this unit. The four online weekly quizzes enable students to evaluate their understanding of the unit content. In the second assessment task students will work in a small group on a case study and present this as information to the class and then summarise their own contribution in writing. In the third assessment task students individually work on a case study with a care plan, drawing on much of the knowledge gained in the unit. The case study will focus on a different scenario to that of their group work. Test, Online weekly quizzes (4), 20%. Assignment, Oral Group Case Study Presentation (10%) and Individual Written Work (750 words, 15%), 25%. Assignment, Case study with Care Plan (equivalent 2,000 Words), 55%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Attendance requirements for simulation classes are integral to safe nursing practice and prepare students for PEP.

HNB3005 Consolidation of Nursing Practice

Locations: St Abans.

Prerequisites: HNB3141 - Nursing and Complex Care HNB3002 - Professional Experience Placement 4 Nursing

Description: In this unit students will reflect on their practice and recognise their responsibility for lifelong learning as future Registered Nurses. Student will be supported to produce a substantive portfolio that demonstrates their integrated professional capabilities and insights into practice. In this capstone unit, students will consolidate knowledge and integrate theory and reflect on practice from previous units with 160 hours of embedded PEP. The portfolio will draw on students' nursing practice across the lifespan taking into account Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity across a range of primary, secondary and tertiary settings. The unit will conclude with a mini symposium to share the highlights of their portfolio.

Credit Points: 24

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

1. Negotiate and validate a plan for professional learning consistent with the placement context of practice and aligned to the Registered Nurse Standards of 2016; 2. Exemplify cultural responsiveness, sensitivity and inclusive practice and promote the rights of Aboriginal and Torres Strait Islander peoples and other cultures and people of diversity; 3. Exemplify a broad range of therapeutic and intraprofessional and interprofessional communication skills to engage in person-centred collaborative practice; 4. Elucidate intellectual independence through the application of critical thought and judgement in professional and therapeutic nursing practice; 5. Appraise ethical dilemmas and issues arising in professional practice, exemplifying professional values and ethics; 6. Articulate and exemplify nursing values, codes of ethics and conduct, and the distinctive role and contribution of nursing research in addressing real world problems encountered in professional practice; and 7. Integrate previous knowledge and exhibit safe and effective care related to pathophysiology and pharmacotherapeutics and quality use of medicines.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. In the first assessment of this 24 credit point unit, students will submit an early proposal for a portfolio. In the second assessment task, students will demonstrate development of knowledge with submission of a progress report. In the third assessment task, students will demonstrate reflective writing and narrative skills with submission of the summative portfolio. The fourth assessment will demonstrate theoretical knowledge and presentation skills with a themed symposium presentation in the final week. The last assessment will demonstrate clinical knowledge and skills with the completion of 160 hours of PEP and satisfactory pass on the summative Australian Nursing Standard Assessment Tool (ANSAT). Presentation, Proposal (500 words), 10%. Assignment, Progress report (750 words), 15%. Report, Portfolio related to PEP (3000 words, which includes appendices and references), 50%. Other, Themed symposium presentation (20 minutes), 25%. Other, PEP ANSAT (hurdle) 160 hours, 0%. NB. Consideration for submission of assessment will be contingent on the students allocated PEP to ensure that assessments are scaffolded throughout the eight weeks of delivery. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. 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. Attendance requirements for simulations are integral to safe nursing practice and prepare students for PEP.

HNB3102 Nursing Professional Practice 2

Locations: St Albans.

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. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

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.

Required Reading: Richardson-Tench, M., Nicholson, P., Taylor, B., Kermode, S., & Roberts, K. (2018) 6th ed. Research in nursing, midwifery and allied health Cengage Learning Australia: South Melbourne

Assessment: Assignment, Written Assessment (1000 words), 20%. Assignment, Written Assignment (2000 words), 60%. Test, Test (30mins), 20%.

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 3HNB3141 - Nursing and Complex Care

Description: This capstone unit integrates and builds upon the knowledge and skills gained in previous units of study. Students apply the knowledge and skills gained in HNB3141 Nursing & Complex Care to the clinical setting specifically focussing on the health needs of the local community. Students also consider how the social-cultural aspects of clients in their care impact on their health and the illness experience. Students apply the higher-level knowledge and skills gained in HNB3141 Nursing & Complex Care in clinical decision making, enabling more independent decision making and skills to engage in collaborative practice in a range of contexts across the lifespan. This unit aims to promote the ability of students to influence decisions affecting care outcomes. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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

Required Reading: Nil

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. The ANSAT assesses learning outcomes 1 to 10 as required standards for nursing practice. Students will be supervised by a Registered nurse in the external nursing facilities whilst undertaking professional practice placement. They will receive formative feedback to guide their learning, and be provided with a final structured evaluation regarding their performance.

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 second year units to enable 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.

Required Reading: Nil

Assessment: Assignment, Written assessment (1000 words), 25%. Assignment, Written assessment (2000 words), 50%. Presentation, Group class presentation, 25%. To gain an overall pass in this unit, students must attend 100% of online simulation classes and submit all assessment items (to align to ANMAC accreditation requirements of the course). Students must achieve an aggregate score of 50%.

HNB3141 Nursing and Complex Care

Locations: St Albans.

Prerequisites: HNB2205 - Nursing and Acute Care 2HNB2207 - Professional Practice 3HNB2106 - Professional Practice 2HNB2206 - Nursing and Mental Health 2RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: This unit builds on knowledge and skills gained from Contemporary Nursing A & B, Nursing and Mental Health A & B, and Professional Experience Placement 2 & 3. Students will investigate the pathophysiology and pharmacotherapeutics that inform evidence-based nursing care and management. They will further explore the transition of the patient through the Australian

healthcare environment to the home setting. The healthcare requirements of culturally diverse communities with acute and chronic illnesses with complex healthcare needs are addressed. Students will integrate the elements of holistic problem-solving by using higher order critical thinking skills and reflection in decision-making processes to provide person-centred care across the lifespan. The student will use digital health, comprehensive health assessment and care planning to assess and deliver appropriate nursing care through effective teamwork, collaboration and clinical handover. The students will integrate patient scenarios in the clinical nursing labs and simulations to demonstrate professionalism and their ability to link theory to evidence-based practice for recognising, and responding to, a clinically deteriorating patient. Through the development of professional attributes, values, ongoing self-assessment, self-determination, and preparedness for self-directed and life-long learning, the student will be work ready for their clinical practice.

Credit Points: 12

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

1. Integrate and corroborate evidence-based knowledge and legal and ethical considerations when making clinical decisions in relation to person-centred care scenarios across the lifespan with a range of deteriorating complex illnesses/conditions;
2. Integrate previous knowledge of pathophysiology, pharmacotherapeutics and quality use of medicines and the acquisition of clinical skills in nursing laboratories and simulation;
3. Exemplify an intraprofessional and interprofessional person-centred communication approach in comprehensive evidence-based assessment, and nursing interventions through simulated scenarios;
4. Exemplify safe practice when preparing and administering medications for people across the lifespan with complex illnesses/conditions in a range of settings; and
5. Exemplify the use of remote and in person digital health approaches in communications to Aboriginal and Torres Strait Islander peoples, other cultures and people of diversity when delivering complex nursing interventions.

Required Reading: Students are strongly encouraged to have access to the following texts. Farrell, M. (Ed.), Smeltzer, S. C. & Bare, B. G. (2016). Smeltzer & Bare's textbook of medical-surgical nursing (4th Australian & New Zealand ed.) North Ryde, N.S.W.: Lippincott Williams & Wilkins. Tollefson, J. & Hillman, E. (2019). Clinical psychomotor skills: assessment tools for nurses 5-point (7th ed.). South Melbourne, Victoria: Cengage Learning.

Assessment: The assessment tasks link the learning outcomes and graduate capabilities. In the first assessment task students will work together in a group in relation to a case study and then present this information as a Poster (summative). In the third assessment task students will demonstrate knowledge and skills in an OSCA. Case Study, Case study Written assessment (1200 words), 30%. Poster, Part A Group poster presentation (750 words) Part B individual written assignment (1500 words), 55%. Other, OSCA (skill testing), 15%. To gain an overall pass in this unit, students must attend 85% of all practical laboratories and clinical simulations for essential skill development as per ANMAC expectations. Any absences must be supported with documentation to the unit convenor. Attendance requirements for nursing labs and simulations are integral to safe nursing practice and prepare students for PEP.

HNB3209 Nursing and the Community

Locations: St Albans.

Prerequisites: HNB3141 - Nursing and Complex Care HNB3124 - Professional Practice 4

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 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 80 hours of supervised professional practice in a community setting. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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 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; and 8. Demonstrate knowledge and skills required to practice community nursing in a variety of community settings.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Test, Test (30mins), 10%. Assignment, Written assessment (2000 words), 60%. Portfolio, Virtual Simulations and Professional practice portfolio artefacts (1500 word equivalence total), 30%. Practicum, Professional Practice Summative Assessment (ANSAT), 0%. To gain an overall pass in this unit, students must submit all assessment items (to align to ANMAC accreditation requirements of the course), achieve an aggregate score of 50% overall for the unit 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 Albans.

Prerequisites: HNB3140 - Professional Studies 2 & Interprofessional Practice HNB3141 - Nursing and Complex Care HNB3124 - Professional Practice 4

Description: This is a capstone unit. Student will be expected to consolidate and apply the knowledge and skills gained in previous nursing units. Students will be supported and supervised in their professional experience practice placements by preceptors and / or clinical teachers. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

Required Reading: Required readings will be made available on VU Collaborate.

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 Professional Experience Placement rules and expectations. Practicum, Summative Assessment Australian Nursing Standards Assessment Tool (ANSAT), Pass/Fail.

HNB3217 Cardiac Nursing

Locations: Online.

Prerequisites: HNB3141 - Nursing and Complex Care 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 based practice, ethics, critical thinking and clinical reasoning.

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.

Required Reading: Nil

Assessment: Test, Two (2) Online tests (60 mins each), 20%. Assignment, Written Assessment ePortfolio (2000 words), 60%. Other, Group Blog (1000 words total), 20%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB3218 Paediatric Nursing

Locations: Online.

Prerequisites: HNB3141 - Nursing and Complex Care 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 based 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.

Required Reading: Nil

Assessment: Test, Two (2) Online Tests (30mins each), 20%. Assignment, Group Blog (1000 words total), 20%. Assignment, Written Assessment ePortfolio (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 Care RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: Students are provided with a 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 multimedia as well as providing students with the latest information and resources in contemporary surgical and perioperative 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.

Required Reading: Students are directed to resources as appropriate for each speciality area

Assessment: Test, Two (2) Online Tests (30 mins each), 40%. Assignment, ePortfolio (reflective case study) (2,000 words), 60%.

HNB3224 Mental Health and Illness

Locations: Online.

Prerequisites: HNB2206 - Nursing and Mental Health 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2 HNB2205 - Nursing and Acute Care 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.

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 1 HNB1204 - Foundations of Nursing and Midwifery 2 RBM2202 - Pathophysiology & Quality Use of Medicines 2

Description: This unit introduces students to Psychology, Mental Health and Illness. It aims to build on the communication and assessment skills developed in previous units of study. In addition, the objective is to develop students' knowledge, skills and attitudes in the promotion of mental health. The unit provides the knowledge and skills students require to meet the needs of people with altered mental health status in hospital and community settings. It also complements the information provided in 'RBM2202 Pathophysiology & Quality Use of Medicines 2.'

Credit Points: 12

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

1. Outline major theories of human development.
2. Authenticate the importance of professional practice including confidentiality and patient privacy associated with the provision of foundational nursing and midwifery care.
3. Describe the theoretical bases of mental health nursing and the delivery of mental health services in Australia.
4. Articulate knowledge of determinants of mental illness, clinical manifestations and psychopathology.
5. Interrogate the legislative and ethical foundations of mental health care and treatment, in particular the roles and responsibilities of the nurse under the Victorian Mental Health Act.
6. Discuss mental health nursing care for individuals and families with anxiety, mood and psychotic disorders.
7. Appraise common therapeutic modalities, including psychopharmacology.

Required Reading: Evans, K., Nizette, D., & O'Brien, A. (Eds.) (2017) 4th ed.

Psychiatric and mental health nursing Elsevier

Assessment: Portfolio, Portfolio Part A (500 words), 10%. Test, Test (60 mins), 20%. Assignment, Group annotated bibliography and presentation (1500 words & 10 mins group presentation), 40%. Portfolio, Portfolio Part B (1500 words), 30%.

HNB3229 Nursing Professional Practice 3 - Mental Health

Locations: St Abans.

Prerequisites: HNB2107 - Nursing Professional Practice 1 HNB1204 - Foundations of Nursing and Midwifery 2

Description: The aim of this unit is to provide students with the opportunity to apply the mental health knowledge and skills developed in 'HNB3227 Mental Health and Nursing' in a mental health setting. Students are required to complete 160 hours in a mental health setting. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

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 final capstone professional nursing practice unit prepares students for transition to practice. Students will be expected to apply theoretical principles, evidence-based knowledge and nursing practice skills, at an increased level of complexity and independence. This is a consolidation unit to integrate nursing theory and practice in preparation for employment as a Graduate Registered Nurse Division 1. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

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.

Required Reading:Required readings will be available on VU Collaborate.

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

HNO6001 Promoting Cultural Competence and Community Health

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit examines the major concepts and principles of community health promotion including self-care, continuity of care, primary health care, health promotion, illness prevention, community assessment, family assessment and home care. Health promotion is a proven dynamic in disease prevention and maintenance of community health. In this unit you will review the major health issues impacting on national and global health. Australian and World Health Organisation (WHO) health priorities and strategies for optimising community health will be critically reviewed. You will reflect on the role of the nurse in community health promotion within areas of specialisation. You will examine communities with diverse and specific health requirements and health literacy needs to understand how to optimise the success of health promotion strategies. This unit also examines the major concepts and principles of cultural safety and the knowledge and skills required of the nursing profession to work ethically with diverse people and communities, including Aboriginal and Torres Strait Islanders. Students will examine a health problem in relation to a specific community and design strategies of community health promotion in a specialised area of your choice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Analyse, critique and cross-examine national, international health priorities;
2.Evaluate current initiatives of community health promotion, including child and adolescent health and their link with Health policy and practice; 3.Evaluate cultural competency and critically review community characteristics to identify challenges in

implementing health promotion for community health in diverse communities including Aboriginal and Torres Strait Islanders communities; 4.Evaluate strategies for optimising implementation of successful health promotion strategies; and 5.Propose and outline community health promotion strategy in a specialised area.

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

Assessment:Assignment, National and International Health Priorities (500 words), 10%. Assignment, Review and analysis of the Literature (2000 words), 40%. Assignment, Community health promotion strategy (2500 words), 50%.

HNO6002 Care Coordination in Practice

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit explores the competencies registered Nurses need to work within inter-professional teams to provide coordinated care for clients with complex needs. The unit investigates strategies for working together effectively; making informed health care decisions and ensuring continuity of care for clients. This unit provides students with essential skills in utilising available resources effectively, health coaching and consultation, and the development of care plans that meet complex care needs. Students will further their skills in client advocacy and anticipatory care management, assessment of risk factors related to decline in a community context and determination of available alternatives for managing risks and balancing the needs and desires of clients. Key themes of the unit include exploring and practising the collection and management of client information across the continuum of services and how to negotiate potential service providers for best care package for client needs, including the management of subcontracted services.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Reflect critically on professional practice in the delivery of care coordination;
2.Articulate consistency of care through clear communication, linkages and collaborative integrated care planning; 3.Critically review and evaluate linkages across the acute setting, community services, self-management support, specialist care, flexible delivery models of care and shared clinical information systems;
4.Formulate a holistic coordination of care plan for a person with complex and chronic healthcare needs; and 5.Demonstrate evidence-based practices in health coaching and consultation of care coordination.

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

Assessment:Assignment, Reflection (500 words), 10%. Assignment, Strategies for working in interdisciplinary teams (2000 words), 40%. Assignment, Holistic coordination of care plan (2500 words), 50%.

HNO6003 Leading Improvement and Innovation

Locations:Victoria University Online.

Prerequisites:Nil.

Description:One of the key performance indicators in management and leadership within nursing is to effectively lead improvement and innovation. In this unit students will determine key safety and quality concerns within the nurse practice environment and their influence on patient outcomes. Students will interrogate contemporary approaches, tools and techniques to improve the safety and quality of patient care. The unit requires students to formulate an approach to quality improvement that enhances an aspect of the nurse practice environment and patient outcomes in a specialised area of nursing practice. Students will also demonstrate the skills required to develop a teaching module to support an implementation strategy and ensure sustainability.

Credit Points: 12

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

1. Generate a concept map of contemporary safety and quality concerns for a specialised area of nursing practice; 2. Articulate, prescribe and advocate for an innovation needed within your area of speciality that would significantly benefit either the individual, a patient cohort, the group, the organisation or wider society 3. Design an improvement or innovation for processes, products or procedures needed in your area of nursing speciality; and 4. Conceptually map and develop an educational training professional development module for nurses to assist with an improvement or innovation.

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

Assessment: Assignment, Contemporary safety and quality concerns (500 words), 10%. Assignment, Improvement/Innovation plan (2500 words), 50%. Assignment, Professional development module (2000 words), 40%.

HNO6004 Evidence and Research for Practice

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit investigates evidence-based research and its application in the healthcare setting. Students will develop and refine their skills in searching and critically reviewing and evaluating available nursing and healthcare research and evidence. Students will also learn to use critical appraisal tools to evaluate qualitative, quantitative and mixed methods research. By examining systematic reviews to clarify how evidence is synthesised, students will critically appraise literature and identify gaps in current knowledge to design and develop research proposals and/or projects.

Credit Points: 12

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

1. Articulate a timely and significant nursing issue for investigation; 2. Formulate a research question and appropriate research methodologies for answering specific nursing research question(s); 3. Review qualitative, quantitative and mixed methods research using critical appraisal tools relating to answering a specific nursing research question(s); 4. Design and propose a research proposals and/or project; and 5. Critically reflect on and demonstrate understanding of ethical research conduct in practice.

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

Assessment: Assignment, Statement of the Problem (500 words), 10%. Assignment, Literature review (2500 words), 50%. Assignment, Research Proposal (2000 words), 40%.

HNO6005 Complex Care Coordination

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit provides for knowledge development in complex care planning, delivery and coordination with a focus on developing knowledge about the principles, practices and relevance of client focused practice in complex care. Students will appraise risk factors for maintaining health and well-being for clients with complex needs. Themes in this unit refer to environmental social and clinical assessment, the delivery of clinical programs in the home and funding arrangements and their use to provide care. Students manage complex care coordination, and in doing so need to further develop their knowledge and skills of the community context and local service providers, methods of delivery and eligibility criteria, and effective use of technology to manage and share client information.

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Credit Points: 12

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

1. Evaluate evidence-based guidelines to benchmark existing models of care coordination; 2. Appraise specialised care coordination concepts and related theory to inform care coordination practice and person-centred delivery; 3. Evaluate an evidence-based systems framework that assists in the management of chronic conditions through collaborative approaches; 4. Investigate and analyse evidence-based practice to complex care coordination situations; and 5. Interpret legislation and discipline specific knowledge in regards to the legal, technical, ethical and cultural aspects of care coordination.

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

Assessment: Assignment, Reflection on client focused practice in complex care., 10%. Research Paper, Investigate and analysis of evidence-based practice to complex care coordination situation, 50%. Essay, Impact of legislation on care coordination, 40%.

HNO6006 Nursing Informatics

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit will enable students to take leading roles in digital healthcare to ensure technology is designed and used effectively to enhance their capacity to deliver superior and safer care. Students will learn about and practice health informatics skills to assess the usability of information systems and their alignment to nursing workflow, patient safety and information needs. By developing skills in data analytics and examining the adoption of nursing data standards including interoperability issues, students will analyse complex problems and formulate contextualised responses. Students will also examine issues related to the protection of privacy, confidentiality and security of health information and consider the potential usefulness of social networking tools in communicating health-related information.

Credit Points: 12

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

1. Review healthcare information systems, electronic health records and Telehealth, and examine their use in the delivery of nursing care; 2. Debate issues related to evidenced-based nursing data capture and standards, retrieval and reuse into nursing practice in a selected domain of nursing; 3. Explore relevant databases and find analytical solutions to the presentation of nurse-sensitive data in a selected domain of nursing; 4. Adapt and deliberate informatics concepts and approaches as they relate to specific biomedical and healthcare problems; and 5. Investigate the utility of social media within the contexts of consumer health information, client education and professional practice.

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

Assessment: Assignment, Health Care Information Systems (500 words), 10%. Assignment, Health informatics for nursing workflow, patient safety and information needs (2000 words), 40%. Case Study, Clinical decision support systems for a vulnerable patient (2500 words), 50%.

HNO6007 Professional Development in Practice

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit prepares students to devise, design and assess professional development programs for the healthcare setting. Students will work through the process of developing an effective professional development offering by identifying a workplace learning need to be addressed. Students will then develop goals and

objectives and formulate an education program to address the identified need. By critically reflecting on the principles of adult learning and education, including heutagogy, students will cross-examine and advocate the use of different teaching strategies required to deliver professional development across diverse settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Undertake a training needs analysis in a healthcare setting; 2. Devise and design professional development programs for the healthcare setting; 3. Exemplify skills in using the principles of planning cost effective professional development programs; 4. Interrogate the concepts of preceptor/mentor/clinical educator and the implementation in specific healthcare education professional development models; and 5. Articulate and demonstrate the communication skills required for effective facilitation of teaching and professional development in healthcare settings.

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

Assessment: Assignment, Reflection (500 words), 10%. Other, Planning a professional development program (2500 words), 50%. Presentation, Effective professional development in healthcare settings (2000 words), 40%.

HNO6008 Mental Health Nursing

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit will further develop students' professional knowledge and expertise in the effective coordination and delivery of specialised mental health care. Students will focus on understanding mental health disorders and how to effectively care for a person experiencing mental health issues or illness. Students will also gain a deep understanding of the philosophy and theory underpinning mental health care, its values and the specific skills to maintain therapeutic relationships and assist in person-centred health care that promotes recovery and resilience. The unit includes a critical review of psychology, to support a greater understanding of mental health disorders across the lifespan and cultural awareness when supporting patients' mental health and wellbeing. The unit will prepare students to provide evidence-based mental health care in a range of health settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate a mental health speciality area in client-centred-recovery and care; 2. Formulate a comprehensive mental health assessment and propose a client-centred treatment plan that minimises risk factors; 3. Critically reflect on theoretical knowledge to practice, including evidence-based assessment and interventions that are both pharmacological and non-pharmacological for treating people in a speciality area 4. Recommend models of complex client-centred care that enhance physical health and wellbeing; and 5. Critically review models of self-care for nurses delivering mental health care.

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

Assessment: Assignment, Models of self-care (500 words), 10%. Case Study, Effective care plan for a person experiencing mental health issues or illness (2000 words), 40%. Report, Critical review of a mental health disorder (2500 words), 50%.

HNO7002 Innovation in Aged Care Practice

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit develops students' capability in the provision of care and support for older persons with multiple co-morbidities that reside in a variety of health

contexts. The unit aims to explore and devise innovative care interventions and models of care, for patients, family and carers. It embraces interprofessional practice and collaboration within the health care team environment. Students will apply various client-centred strategies to plan, assess, implement, evaluate and support to care for older individuals living with a complex comorbidities/chronic health conditions. Students will also examine parameters of their professional legal and ethical practice, identify strengths-based nursing practice, utilise evidence-based research to translate this to practice. Critically analyse practices that maximise health and wellbeing of older persons across different populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critique the practical and theoretical interventions and practice frameworks needed to work with older persons with a range of chronic health conditions and in ways that demonstrate cultural competence; 2. Investigate the theoretical underpinnings of strengths-based nursing practice with older adults considering person-centred care; 3. Critically reflect and develop an understanding of social, health and wellbeing issues that impact on the older person; 4. Evaluate and devise evidence based innovative care interventions and models of care including interprofessional teamwork, for patients, family and carers; and 5. Investigate health care environments that enhance dementia care and overall well-being and translate evidenced based research about aged care into practice-based scenarios.

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

Assessment: Assignment, Reflection (500 words), 10%. Case Study, Working collaboratively within interprofessional teams (2500 words), 50%. Assignment, The need for self-care (2000 words), 40%.

HNO7003 Ageing and Chronic Disease

Locations: Victoria University Online.

Prerequisites: Nil.

Description: A large proportion of older people have one or more long-term medical conditions. Older persons with a chronic disease or multiple physical and or mental co-morbidities, often require support and nursing care. This unit provides knowledge and skills to support older people living with chronic conditions, along with their family and carers. Students will analyse the variety of psychological, social and physical factors that contribute to ageing and chronic disease. This unit focuses on the nurse's role as advocate for evidence-based care, early detection, treatment and evaluation of care programs is emphasised. There is a focus on communication skills and the factors that build and sustain professional and therapeutic relationships, collaborative practice and the promotion of health care partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate issues related to ageing and chronic disease; 2. Propose current health prevention approaches, models and strategies that can improve patient outcomes; 3. Critically analyse the theory underpinning physical, social and psychosocial effects of ageing and chronic disease and life limiting illness, and the effects on quality of life; 4. Investigate care coordination and self-management in the context of quality, safety and risk in varied health contexts; 5. Critically review patient self-management programs and their implementation in health care; 6. Advocate, communicate and maximise evidence-based nursing care for older persons living with a chronic disease and their families and carers; and 7. Explore and deliberate interdisciplinary and collaborative practice and promote health care partnerships.

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

Assessment: Assignment, Interdisciplinary and collaborative practice in ageing and

chronic disease (500 words), 10%. Case Study, Working collaboratively within interprofessional teams (2500 words), 50%. Assignment, The need for self-care (2000 words), 40%.

HNO7004 Health and Wellbeing for the Older Person

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit will identify and clarify the role of the nurse to improve health outcomes and quality of life, for older people living with chronic disease. Using case studies and research, students will reflect on patient experiences, their interactions with the health system and self-management interventions and models. Students will investigate the effects of class, race, sexuality, gender and environment that influence a person's health and wellbeing and their motivations to manage positive lifestyle changes. Students will also investigate current evidence-based approaches that incorporate integrated care and self-management interventions to improve overall health. Students will critically reflect on best practices to work collaboratively with the individual, family and carers to address specific and individual needs to enhance patients' wellbeing and quality of life. Unit topics include investigating the promotion of a person-centred care approach, quality safety and risk and ongoing evaluation and maintenance of independence, choice, rights and quality of life.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically review case studies and evidenced based research about improving health and wellbeing for older people; 2.Conceptually map health promotion and wellbeing frameworks and/or priorities that contribute to improved health and wellbeing; 3.Critically apply appropriate integrated care interventions for older adults that encompass creating supportive environments and strengthening community collaboration; 4.Design a plan that assists an older adult living to develop personal skills that contribute to them improving their health outcomes, wellbeing and quality of life; and 5.Interpret and contextualise self-management interventions and models to improve the health of a chosen case study; and

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

Assessment:Assignment, Conceptually mapping health promotion and wellbeing frameworks (500 words), 10%. Portfolio, Reflection on patient experiences (2500 words), 50%. Case Study, Evidence-based approaches to enhance wellbeing and quality of life (2000 words), 40%.

HNO7005 Nursing Management

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit will explore the cognitive, technical and creative principles and practices required to undertake the role of manager/leader in a healthcare setting. The unit will introduce students to human resource management, financial and information management, legislative and policy development as well as education and quality and project management. A strong emphasis is placed on understanding and incorporating quality and safety, change management principles and evidence in management. Self-awareness and using knowledge gained from experience is also advocated. Students will develop analytical and inquiry research skills required of health managers. Students will also demonstrate mastery of management principles to achieve the best client and organisational outcomes in a continually changing healthcare environment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically analyse the theory underpinning health care management 2.Appraise

human resource management principles and identify key factors in performance management and staff appraisal; 3.Deconstruct and interpret financial reports and funding opportunities requirements and consider budget strategies; 4.Respond to current legislative requirements and standards by incorporating and developing appropriate organisational policy responses and actions; and 5.Interrogate and integrate data derived from information technology and systems, including resources to support the management role.

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

Assessment:Assignment, Rethinking healthcare management (500 words), 10%. Assignment, 21st Century Management Models (2000 words), 40%. Research Paper, Evidence-based approach to leadership and management in health (2500 words), 50%.

HNO7006 Nursing Leadership and Management

Locations:Victoria University Online.

Prerequisites:Nil.

Description:Nursing is a global profession that occurs within complex environments. Often nursing managers are responsible for being leaders and change agents within the profession and successfully managing teams. To be a successful leader or manager, students need to understand the challenges that currently impact on healthcare. This unit assists students in developing leadership knowledge and skills to achieve better outcomes for patients and create positive working environments. Unit content explores theories, concepts and leadership styles to help nurses further development their leadership potential and the skills of motivating, coaching, and mentoring.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Conceptually map nursing leadership theory, practice and contemporary issues in a globalised environment taking a critical perspective; 2.Critically reflect on interpersonal skills as a leader and/or manager; 3.Evaluate and assess a leader's actions using an integrated theoretical framework; 4.Exemplify enhanced personal knowledge, skills and attitudes (including cultural competence) as they relate to the effective exercise of nursing leadership across boundaries; 5.Articulate a personal leadership statement and action plan that demonstrates sound critical social analysis and a constructed understanding of what is an authentic leader; and 6.Apply an evidence-based approach to leadership and management in health to tackle an identified problem as part of a team.

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

Assessment:Assignment, Reflection (500-1000 words), 10%. Assignment, Personal Leadership statement (2000 words), 40%. Research Paper, Evidence-based approach to leadership and management in health (2500 words), 50%.

HNO7007 Financial Management for Nurses

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit provides students with a comprehensive understanding of financial management in health care settings. Financial acumen is an important skill for nurse managers in the complex healthcare environment. The unit takes a multidisciplinary approach to develop advanced analytical, planning and decision-making skills. Students will demonstrate a variety of financial decision making skills to take on effective business and financial management functions. Students will also demonstrate how to manage healthcare business units in a fiscally appropriate way.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Identify challenges for financial managers in a healthcare context; 2. Work with and analyse budgets used in healthcare settings; 3. Utilise key accounting terms and principles of financial information and control to healthcare administration; 4. Demonstrate an understanding of key accounting principles, terms and language; and 5. Analyse and interpret the information contained in basic financial statements to draw conclusions about financial performance, financial position, liquidity, and risk of firms in the healthcare sector.

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

Assessment: Assignment, Challenges for financial managers (500 words), 10%. Presentation, Financial reporting and management skills (2000 words), 40%. Research Paper, Financial leadership in a healthcare setting (2500 words), 50%.

HNO7008 Palliation in Community Settings

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit specifically looks at the issues specific to palliation and clinical decision making with adults or older persons from diverse cultural groups within community settings or residential aged care with a life limiting illness. Palliative care within these settings typically occurs over a protracted period of time and involves a specialised palliative approach with terminal care. Students will develop knowledge in the assessment and clinical management of each new symptom in order to differentiate between an irreversible condition and a potentially reversible symptom that requires acute medical intervention. Issues of addressing and documenting patient and family wishes regarding interventions and care in the event of clinical decline in both mental and physical function is also explored. The unit will cover the experience of physical, social and psychological dying and the ethical and legislative issues pertinent to this specialised area.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Contextualise the philosophy and practise of palliative care in community settings; 2. Evaluate and investigate the common dying trajectories of adults and older people with a life limiting illness and differentiate between the decline in malignant and non-malignant conditions; 3. Explicate the concepts of social, psychological and biological death and describe their application to patients and caregivers; 4. Critically review the concepts of advance directives, advanced care planning and their relevance to local legislative frameworks, interpreting the implications of these for practice; and 5. Debrief the implications of loss and grief on families, carers and staff within this population of adults and older people.

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

Assessment: Assignment, Reflection (500 words), 10%. Research Paper, Assessment and clinical management of symptoms (2500 words), 50%. Case Study, Physical, social and psychological dying (2000 words), 40%.

HNO7009 Palliation for End of Life Care

Locations: Victoria University Online.

Prerequisites: Nil.

Description: End of Life (EoL) Care is provided in hospitals at the community and other healthcare settings. Professionals who work within healthcare settings will encounter patients who are nearing EoL and require specialised care. This unit will specifically draw upon current policy and essential skills which are clinically relevant for all nurses working with palliative care patients at EoL. The unit will examine the epidemiology of death and dying and the issues that surround EoL care and dying in

a variety of healthcare contexts. It will also describe how to recognise when a patient is approaching the end of life and then begin conversations with patients, families and other professionals in relation to this process including advance care planning. The unit will address therapeutic communication skills, cultural safety, interprofessional practice and grief and bereavement with EoL.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Analyse the current trends and patterns to dying relevant to EoL Care; 2. Critically reflect on when and how to use frameworks and tools to recognise EoL; 3. Critically analyse the use of communication capabilities in EoL care, how to improve these and understand when to consult with other health care professionals; 4. Analyse and modify models of multidisciplinary end of life goals of care relevant to their own practice setting; and 5. Recognise common emotionally charged and challenging situations in the family of patients within EoL care and formulate relevant responses.

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

Assessment: Assignment, Recognising EoL (500 words), 10%. Case Study, The epidemiology of death and dying in EoL care with different demographics of patients (2500 words), 50%. Essay, Emotionally charged and challenging situations within EoL care (2000 words), 40%.

HNO7010 Palliative Care in Practice

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit specifically looks at the issues specific to palliation and clinical decision making with adults or older persons from diverse cultural groups within hospital, community settings or residential aged care with a life limiting illness. Palliative care within these settings typically occurs over a protracted period of time and involves a specialised palliative approach with terminal care. Students will develop knowledge in the assessment and clinical management of each new symptom in order to differentiate between an irreversible condition and a potentially reversible symptom that requires acute medical intervention. Providing care for relief of symptoms will be reviewed. Issues of addressing and documenting patient and family wishes regarding interventions and care in the event of clinical decline is also explored including the development of advance care plans. The unit will cover the physical, social, psychological, ethical, and legislative issues pertinent to this specialised area.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Critique Australian policies and standards for palliative care; 2. Investigate and reflect on principles and philosophy of palliative care for a variety of healthcare contexts; 3. Critically review palliative care requirements to deliver family and person-centred care; and 4. Evaluate models of care including interprofessional team work, for patients, family and carers receiving palliative care.

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

Assessment: Assignment, Reflection (500 words), 10%. Case Study, Therapeutic communication and person and family centered palliative care (2500 words), 50%. Assignment, Working collaboratively within multidisciplinary teams (2000 words), 40%.

HNO7901 Research Project

Locations: Victoria University Online.

Prerequisites: HNO6004 - Evidence and Research for Practice

Description: In this unit students will investigate a significant practice issue in their

specialisation through undertaking a research project. Students will strengthen their evidence-based research capabilities drawing on the research project proposal from HNO6004 - Evidence and Research for Practice, Students will then engage in further evidence-based research to apply it to their specialisation healthcare setting through engaging in primary research or conducting a systematic review. Students will critically build on their review of the literature and employ either a qualitative, quantitative or mixed methods approach. Students will then demonstrate skills in data collection, data analysis, interpretation and dissemination of findings in the form of a report or journal article for publication.

Credit Points: 12

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

1. Critically formulate, evaluate and rationalise your choice to investigate a significant issue in chronic disease and ageing;
2. Conduct a critical review of the literature;
3. Undertake independent evidence-based research;
4. Demonstrate skills in analysing, interpreting and disseminating research results;
5. Deliberate the implications of potential research findings for nursing practice, professional development or future research; and
6. Report findings in journal article format.

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

Assessment: Assignment, Argument - Significance of proposed research project (500 words), 10%. Presentation, Research proposal (1000 words), 20%. Report, Evidence based research project (3000 words), 70%.

HPO6001 Epidemiology and Biostatistics 1

Locations: Victoria University Online.

Prerequisites: Nil.

Description: The disciplines of Epidemiology and Biostatistics provide the foundation for designing studies to better understand the distribution of exposures and outcomes among specific population groups. In this subject, students are introduced to the basic principles, concepts of descriptive epidemiology and related biostatistics and how to use software to perform analytical research. Students will learn and practice how observational data is collected and analysed using statistical methods and communicated to a variety of audiences. These skills will enable students to evaluate existing epidemiological studies, and undertake basic epidemiological analysis using biostatistical approaches.

Credit Points: 12

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

1. Articulate the relationship between epidemiology and biostatistics;
2. Frame epidemiological questions;
3. Evaluate the statistical methods used to analyse a range of epidemiological studies;
4. Monitor and evaluate population health data or indicators amongst diverse settings and populations; and
5. Perform basic descriptive statistical analyses using analytic software.

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

Assessment: Other, Contribute to a discussion board on using biostatistics to understand epidemiological challenges (500 words), 10%. Research Paper, Analytic paper using peer-reviewed published articles on a topic of own choice (2500 words), 50%. Case Study, Statistical analysis and evaluation of an epidemiologic case study (2000 words), 40%.

HPO6002 Epidemiology and Biostatistics 2

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit builds on Epidemiology and Biostatistics 1 to extend on students' understanding, application and interpretation of fundamental epidemiologic

and biostatistical concepts. Students will develop the capability to identify, differentiate, select and apply biostatistical concepts as appropriate and interpret the output of biostatistical tests. This capability will enable students to critically analyse epidemiological studies and identify the strengths and limitations of epidemiological approaches. This unit explores study designs, including cross-sectional studies, and nested studies, and natural experiments to analyse and describe causality using observational data. Students will describe the determinants and causes of significant population health problems. Students will also learn to identify and differentiate sources of bias and approaches to reducing bias or undertaking sensitivity analyses to better understand the impact of bias. The unit provides students opportunities to use statistical software programs to conduct biostatistical analysis of data.

Credit Points: 12

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

1. Generate and interpret inferential statistics including the outcome of biostatistical tests and demonstrate the skill to identify, differentiate, select, and apply biostatistical concepts as appropriate;
2. Cross-examine the strengths and limitations of different epidemiologic approaches and study designs including cross-sectional studies, nested studies, and natural experiments;
3. Undertake a descriptive analysis of the determinants and causes of significant population health problems among diverse populations/communities, including Aboriginal and Torres Strait Islander people;
4. Use statistical software programs to conduct biostatistical analysis of data and interpret results; and
5. Explicate relevant priorities for future research and relevance to existing public health policy.

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

Assessment: Other, Contribution to an e-Portfolio task on the strengths and limitations of two epidemiological approaches (500 words), 10%. Case Study, Application of biostatistics to an epidemiologic case study (2000 words), 40%. Report, Descriptive analysis of the determinants of a significant public health issue (2500), 50%.

HPO6003 Promoting Health in Policy

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit explores policy tools and regulatory mechanisms that can be used to make decisions to address the social determinants of health and by doing so promote efficient and equitable gains in population health. Students will compare and contrast health policy with 'healthy' policy to highlight the critical leadership role of the health sector in promoting health in all policies. The unit explores how global and national frameworks and commitments such as the Sustainable Development Goals (SDGs) inform public policy formulation and decision making. Students will examine the policy making process in detail including how to frame a policy issue based on evidence, how to facilitate whole of society approaches, how to formulate policy through negotiation and advocacy, how policy is implemented and enforced through regulation and legislation and how policies are evaluated and reviewed. Students will also interrogate the politics of policy development and how politics and power influence policy decision making and funding.

Credit Points: 12

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

1. Extrapolate the policymaking cycle for action on the social determinants of health;
2. Critically evaluate the critical leadership role of the health sector in promoting health in all policies;
3. Exhibit skills to evaluate, present and prescribe evidence for policymaking;
4. Evaluate the efficacy of a government population health policy, including among Aboriginal and Torres Strait Islander people; and
5. Compose policy briefs to demonstrate communication, consultation, negotiation and advocacy skills.

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

Collaborate site.

Assessment:Other, Contribution to a discussion board on the role of public policy in promoting and protecting health (500 words), 10%. Annotated Bibliography, Evaluate the efficacy of a government population health policy. (2000 words), 40%. Presentation, Present and defend a policy brief (2500 words), 50%.

HPO6004 Systems Thinking in Public Health

Locations:Victoria University Online.

Prerequisites:Nil.

Description:Systems thinking is a way of understanding and managing complex problems. This unit examines how systems thinking approaches, methodologies and tools can be used to understand and find solutions to complex health problems to improve population health and health equity. The challenges and opportunities of using systems thinking in real-world settings are examined considering the different levels and ways systematic approaches can be used in the practice of public health. The concept of systems thinking in health system strengthening is also explored. Students will use systems thinking methods and tools including participatory modelling, causal loop and stock and flow diagrams to analyse problems, integrate multiple perspectives and to propose strategies and policies to address complex health problems.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Conceptualise systems thinking and the rationale for using a systems thinking approach to analyse and address complex public health problems; 2. Apply systems thinking methods and skills to gain multiple perspectives on the nature of complex health problems; 3. Critically assess how systems thinking can be used as an approach to health system strengthening and to improve decision making in the practice of public health; and 4. Propose policies, strategies and interventions using systems thinking skills to promote efficient and equitable gains in population health including among Aboriginal and Torres Strait Islander people.

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

Assessment:Assignment, Rationale for using a systems thinking approach to analyse and address complex public health problems (500 words), 10%. Research Paper, Critical analysis of systems thinking approaches in public health (2000 words), 40%. Workshop, Design a workshop to promote the use of systems thinking methods and skills in the practice of public health. (2500 words), 50%.

HPO6005 Public Health Program Management

Locations:Victoria University Online.

Prerequisites:Nil.

Description:Health planning and evaluation are part of the ongoing cycle of development, improvement and adaptation in public health program management. A public health project represents a single, focused action in public health. A program is a collection of projects that complement each other to assist the program in achieving its overall objectives. This unit examines the principles, frameworks and methods in planning, implementing and evaluating public health programs and projects. It also explores how public health program management is used to improve population health through addressing the social determinants of health. Students will apply concepts and approaches of systems thinking, human rights, and capacity building and participation to the program management cycle. Using case studies students will use program management methods and tools to effectively design, manage and evaluate public health programs. The unit is underpinned by the use of evidence-based program management and the importance of aligning program management with global and national policies and commitments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Exemplify the principles and frameworks for program planning and management in response to existing and emerging global health challenges; 2. Prescribe and employ systems thinking tools and methodologies to identify the need for a public health intervention and prioritise solutions to improve population health; 3. Rationalise human rights principles and participatory approaches to the design of public health programs and projects; 4. Align public health program design within global, national and local frameworks, policies and commitments; and 5. Critique and substantiate mechanisms to monitor and evaluate public health programs and projects for efficacy, quality and accessibility using a health equity lens.

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

Assessment:Other, Contribution to a discussion board on why public health program management is needed to improve population health (500 words), 10%. Report, Needs assessment on an identified public health issue in a selected community (2000 words), 40%. Other, Project proposal on identified public health issue in a selected community (2500 words), 50%.

HPO7001 Global Health Leadership

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit provides students with the skills to lead global health projects and programs. Students will examine the contextual challenges facing leaders in global health by utilising a leadership process of scanning the environment, establishing a direction and influencing people to overcome challenges and achieve goals. Students will exhibit leadership skills needed to engage with local, national, and global stakeholders and organisations to design and implement effective global health programs. The unit critically examines the basic functions and principles of leadership, governance and management to co-create a vision, empower others, foster collaboration and share decision making. Students will demonstrate and apply negotiation and mediation skills to address global public health challenges and apply strategic principles of ethical reasoning and professional practice to advance health equity and social justice globally.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically review leadership, management and organisational theory and its application to public health; 2. Demonstrate a systematic understanding of the challenges for the management, governance and leadership of public health projects, programs, networks and organisations globally; 3. Exemplify a comprehensive understanding of the management tools available to systematically assess external and internal organisational drivers of change; 4. Propose and apply negotiation and mediation skills to address global public health challenges; and 5. Exhibit leadership skills needed to engage with local, national, and global stakeholders and organisations to design and implement effective global health programs that advance health equity and social justice globally.

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

Assessment:Assignment, Identification of a contextual challenges facing leaders in global health (500 words), 10%. Report, Overcoming challenges facing global health programs (2000 words), 40%. Presentation, Principles of leadership for global health (2500 words), 50%.

HPO7002 Global Health Systems and Decision Making

Locations:Victoria University Online.

Prerequisites: Nil.

Description: In a world where various sources and types of information and data are readily accessible, and burdens on global health systems and organisations are complex, informed decision making is critical. This unit builds on students' skills in using systems thinking frameworks and tools of evidence-based decision making needed for a dynamic global health landscape. Students will develop a deep personal understanding of leadership as a complex process. This includes scanning the environment, setting the direction and achieving organisational goals through influencing people both inside and outside the organisation. Students will also learn how to communicate evidence to influence decision-makers and impact policy and prioritise public health programs and resources globally.

Credit Points: 12

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

1. Investigate the meaning of knowledge and evidence and how this relates to decision making in global public health contexts;
2. Exhibit evidence of enhanced personal knowledge, skills and attitudes they relate to the effective exercise of leadership within global health systems;
3. Critically appraise information sources to prioritise initiatives and solve complex problems within global health systems;
4. Articulate the rationale for systems thinking to intervene in and improve global health systems; and
5. Substantiate evidence to influence decision-makers and impact policy to prioritise public health initiatives.

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

Assessment: Assignment, Leadership within global health systems, 10%. Literature Review, Critical review and appraisal to prioritise interventions to solve a complex global health problem (2000 words), 40%. Research Paper, Systems thinking to describe and intervene in global health systems (2500 words), 50%.

HPO7003 Global Health Economics and Finance

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit explores the concepts of health economics and finance in global health contexts and systems. Students will first define and distinguish between economics and finance and explore key concepts and tools in each. This will enable students to understand the role of economics and economic evaluation in decision-making within the context of global health. Students will also examine funding mechanisms in local, national, and global settings as well as the importance of financial and budget planning and management in applying for and utilising funding. This unit will also develop students' skills to critically evaluate funding metrics as well as economic cost analysis and national and global health perspectives and priorities in public health funding. Students will examine and analyse economic implications and financial operations of global health initiatives.

Credit Points: 12

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

1. Investigate the role, limitations and usefulness of economic analysis and thinking, as it applies to global health;
2. Critically reflect on the difference economics and finance and explore key concepts and tools in each field;
3. Debate how resources can be allocated to public health initiatives in terms of resource allocation at the local, national and global levels;
4. Exhibit knowledge and skills of funding mechanisms for public health initiatives; and
5. Exhibit financial and budget planning and management skills in applying for and utilising funding.

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

Assessment: Other, Contribution to a discussion board on comparisons between economics and finance (500 words), 10%. Other, Financial planning for a public

health project proposal (2500 words), 50%. Case Study, Economic analysis of a public health initiatives (2000 words), 40%.

HPO7004 Professional Project

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit is designed to be taken by students who want to consolidate their public health training through work on a 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' accumulated knowledge and skills acquired within the Master of Public Health. The major report draws particularly on models and methods of scientific inquiry provided in the Master of Public Health.

Credit Points: 12

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

1. Critically formulate, evaluate and rationalise your choice to investigate a significant issue in your specialisation area;
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. Conduct a critical review of the literature;
4. Demonstrate skills in analysing, interpreting and disseminating project results;
5. Deliberate the implications of potential project findings for public health practice; and
6. Report findings in a professional project report which meets both academic specialisations and conventions around the practice of public health.

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

Assessment: Assignment, Identify a public health topic and justify a related intervention (500 words), 10%. Presentation, Develop a project plan on your chosen public health topic including a review of the literature; (1500 words), 30%. Report, Professional project report (3000 words), 60%. The total word equivalence of combined assessment tasks is 11,000 words approximate.

HPO7005 Climate, Environment and Public Health

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit provides students with an understanding of the interactions between public health and the natural and built environment. Students will examine current and emerging environmental risks to human and ecosystem health with a focus on climate change as a defining issue for public health in the 21st century. Students will study the science of climate change and examine the direct and indirect pathways through which climate change impacts health outcomes and health equity. Students will critically appraise local, national and global frameworks, strategic actions and policy solutions designed to protect public health from environmental risks and build resilience. Considering the concepts of mitigation and adaptation students will use systems thinking to design local level public health responses to environmental risks including climate change.

Credit Points: 12

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

1. Cross-examine the direct and indirect pathways that connect human health, the environment and climate change;
2. Diagnose the impact of environmental risks and climate change on the health of diverse populations;
3. Articulate the concepts of vulnerability, mitigation, resilience and adaptation as they apply to environmental risks and climate change;
4. Critically appraise Aboriginal and Torres Strait Islander

approaches to public health protection frameworks, policies, strategies and responses to environmental risks; and 5. Using systems thinking, plan public health local responses to identified environmental risks.

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

Assessment: Assignment, Identify an effect of climate change that negatively impacts population health (500 words), 10%. Essay, Diagnose the impact of environmental events on public health (2500 words), 50%. Report, Plan a public health response to an environmental risk (2000 words), 40%.

HPO7006 Public Health and the Sustainable Development Goals (SDGs)

Locations: Victoria University Online.

Prerequisites: Nil.

Description: The 2030 agenda identifies 17 Sustainable Development Goals (SDGs) that are the roadmap for global development for the coming years. The SDGs aim to "ensure that all human beings can fulfil their potential in dignity and equality in a healthy environment." In this unit, students will define sustainable development through the examination of the concepts of sustainability and social and economic development. The relationship between health, health determinants and sustainable development will be explored including the areas of health governance, healthy environments and health literacy. Students will examine frameworks and local and global efforts in relation to sustainable development focusing on the United Nations Sustainable Development Goals (SDGs) and how health can be promoted through all 17 SDGs. Through engaging the whole of society in the health development process this unit examines the opportunities and challenges of using health as a platform to engage multiple stakeholders across different sectors to achieve the SDGs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Rationalise 'sustainable development' considering the evolution of the concepts of 'sustainability' and 'development'; 2. Critically examine frameworks and local and global efforts in relation to sustainable development; 3. Critically analyse pathways where health is a pre-condition, outcome and indicator of progress of sustainable development; 4. Conceptually map how the SDGs provide an opportunity for addressing health and its determinants; 5. Appraise cost-effective interventions, strategies and platforms to accelerate context specific sustainable progress towards the better health for all; and 6. Advocate for and formulate collaborative approaches, policies and interventions that place health at the centre of efforts to meet the SDGs.

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

Assessment: Assignment, Policy brief to catalyse progress towards sustainable development (500 words), 10%. Poster, Conference presentation poster to achieve SDG targets (2500 words), 40%. Report, Promoting health through the SDGs. (2000 words), 50%.

HPO7007 Disaster Health Preparedness and Response

Locations: Victoria University Online.

Prerequisites: Nil.

Description: Disasters impact population health. Climate change, urbanization, re-emerging infectious disease and widening socio-economic disparities have rendered the world's population more vulnerable to disasters. In this unit students examine the health impacts of disasters with a focus on the special needs of women and children and other vulnerable groups. This unit introduces students to the disaster management system and the role of different actors within the system focusing on the role of the public health sector considering local, national and international contexts. The continuum from prevention and risk reduction to disaster response, and

the transition to recovery is examined from a public health perspective in the context of current and emerging natural and man-made hazards and risks. Mechanisms and tools for co-ordination, partnership, accountability and minimum standards in health in humanitarian response are investigated and critiqued. 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. Investigate the different types of disasters and identify and evaluate future hazards and risks to public health; 2. Map, analyse and critically evaluate the impact disasters have on the health and well-being of populations and identify groups most vulnerable and their specific health impacts; 3. Critically analyse the principles and ethics of disaster preparedness, response and recovery and the challenges in applying these in public health practice; 4. Advocate for the use of specific theoretical and practical tools to inform the public health response in disasters; and 5. Apply and defend the Disaster Management Cycle to a range of public health scenarios in disasters.

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

Assessment: Other, Contribution to a discussion board on the impact disasters have on the health and well-being of populations (500 words), 10%. Research Paper, Analysis of the principles and ethics of disaster preparedness, response and recovery (2000 words), 40%. Project, Applying the Disaster Management Cycle to a public health scenarios in a selected disaster. (2500 words), 50%.

HPO7008 Innovative and Evidence-Based Health Promotion

Locations: Victoria University Online.

Prerequisites: Nil.

Description: This unit expands student's capacity to build substantive practical skills and theoretical knowledge required to become the next generation of health promotion professionals prepared to ensure currency and sustainability in health promotion actions. With attention on modern socio-ecological approaches to disease and injury prevention and health promotion interventions locally, nationally and globally, students will utilise creative methods to navigate health promotion priorities and approaches to promotion to formulate innovative and evidence-based health promotion programs and projects. Recognising that health promotion enables people to increase control over their own health, students will appraise and apply approaches to community engagement and cultural considerations with a strong focus on Aboriginal and Torres Strait Islander communities.

Credit Points: 12

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

1. Conceptually map approaches for community engagement and cultural considerations in health promotion actions with focus on Aboriginal and Torres Strait Islander communities; 2. Critically analyse theoretical knowledge for contemporary and sustainable health promotion strategies; 3. Compose socio-ecological approaches to disease and injury prevention and health promotion interventions locally, nationally and globally; 4. Evaluate health promotion programs using recognised methodologies and use findings to review and improve health promotion efforts; and 5. Propose innovative and sustainable health promotion programs to address health priority areas.

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

Assessment: Assignment, Conceptual map of community engagement plan (500 words), 10%. Report, Critical analysis of health promotion strategy (2,500 words), 50%. Presentation, Socio-ecological health promotion guide (2,000 words), 40%.

HPO7009 Social Media and Social Marketing Approaches to Health Promotion

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit equips students with the knowledge and skills to navigate challenges associated with contemporary social media and social marketing concepts and theories, and provides the tools to implement health promotion programs which have integrity, focus and ability to reach diverse populations. Through critical analysis of current local, national and global social marketing platforms used for health promotion, students will address the legal requirements, health literacy considerations and traverse the balance of technology, content design and delivery in order to construe innovative and effective health promotions. The strategies of social marketing, analysis, planning, execution and evaluation in health promotion will be critically reviewed. Through examination of behavioural theories to guide social media health promotion programs, students will be supported to utilise the project management cycle to create online health promotion strategies.

Credit Points: 12

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

- 1.Critically evaluate the models, theories and design concepts which guide health promotion using different delivery platforms locally, nationally and globally;
- 2.Critique the legal requirements, health literacy considerations and foundational expectations for social marketing in health promotion with diverse populations;
- 3.Investigate social marketing strategies utilised to present effective health promotions using social media;
- 4.Analyse models of health behaviour and behaviour change and their use in social media and marketing health promotion programs to influence behaviour change; and
- 5.Formulate innovative and effective health promotion programs using social media and the project management cycle for design and delivery.

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

Assessment:Creative Works, Critical review of a contemporary social marketing health promotion intervention (500 words), 10%. Project, Social marketing health promotion project development (2,500 words), 50%. ICT (Wiki, Web sites), Design of social media health promotion program (2000 words equivalent in ICT media production), 40%.

HPO7010 Global Contexts of Health Promotion Practice with Diverse Populations

Locations:Victoria University Online.

Prerequisites:Nil.

Description:This unit challenges students to propose health promotion strategies designed to further drive change and impact across the social and ecological determinants of health. Students will build health promotion development skills through interrogation of health promotion approaches with vulnerable and diverse populations across the globe. This includes debate focused on the politics and policies which both support and hinder global health promotion strategies. Through a comprehensive critique of leaders in global health promotion and analysis of the strategies implemented to address contemporary global health challenges, this unit entails critical analysis of the health promotion strategies to realise the Sustainable Development Goals. Through cross examination of authentic health promotion actions in global disasters and pandemics, students will gain skills and knowledge to enable innovative, coherent and realistic approaches to advocate for change in global health.

Credit Points: 12

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

- 1.Debate the politics, policies and processes which both support and hinder effective health promotion delivery with focus on social and ecological determinants of health;
- 2.Critically evaluate leaders in global health promotion and their strategies to address global health priority areas;
- 3.Interrogate the range of contemporary health promotion strategies currently in place for addressing global health challenges including the Sustainable Development Goals;
- 4.Advocate innovative health promotion strategies to address health disparities encountered globally by diverse and vulnerable populations; and
- 5.Compose realistic and evidence-based health promotion projects with focus on health priority areas in disasters and pandemics.

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

Assessment:Assignment, Critically review one health promotion strategy to realise the Sustainable Development Goals (500 words), 10%. Project, Prescribe a health promotion strategy to address a health disparity encountered by a selected vulnerable population; (2,500 words), 50%. Poster, Design of a Health promotion poster with a focus on health priority area for a disaster or pandemic (2000 words), 40%.

HPP2001 Developmental Psychology

Locations:Footscray Park.

Prerequisites:APP1012 - Psychology 1AAPP1013 - Psychology 1B

Description:The aim of this unit is to enhance students' understanding of human psychological development across the lifespan and within a cultural context. This includes a study of perspectives and research relating to physical, cognitive, social and emotional development from conception to late adulthood. Cultural influences will be applied to the study of all aspects of development, and at all life stages.

Credit Points: 12

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

- 1.Contextualise psychological perspectives of developmental issues and interventions;
- 2.Critically reflect upon and discuss issues related to the cultural influences on development;
- 3.Articulate key features of physical, cognitive, social, and emotional development across the lifespan; and
- 4.Critique major developmental theories and research.

Required Reading:Arnett, J.J., Chapin, L., & Brownlow, C., (2018). (1st Australian and New Zealand Edition). Human development: A cultural development. Melbourne/ Pearson Australia

Assessment:Case Study, Assessment of a community issue using developmental psychology (800 words), 30%. Test, Test on content covered in first half of unit (40 mins), 10%. Essay, Essay on current developmental psychology issue (1500 words), 50%. Test, Test on content covered in second half of unit (1 hour), 10%.

HPP7000 Evidence Based Practice for Psychologists

Locations:Footscray Nicholson.

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 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 seminars 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 and systematically 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 and systematically 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.

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

Assessment: Review, Critically review the methodology, methods, and conclusions of selected research papers (Word length: 2000), 30%. Report, Research report detailing the investigation of a practice-related topic (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 including other health professionals in which the psychology practice is embedded.

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 including other health professionals 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.

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.

HPT2001 Biomechanics in Physiotherapy

Locations: Footscray Park.

Prerequisites: Nil.

Description: Biomechanical analysis forms a cornerstone of Physiotherapy practice in understanding 'normal' and 'abnormal' movement patterns and their effect on function. Biomechanics in Physiotherapy provides students with the necessary understanding of the concepts and theories around human movement including forces, levers, kinetics and kinematics. Students will also gain skills in completing a biomechanical assessment, critically analyse assessment findings and formulate appropriate diagnostics to guide management.

Credit Points: 12

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

1. Investigate biomechanical concepts and terminology including forces, levers, kinetics and kinematics; 2. Identify appropriate biomechanical assessments and justify the use of different measurement tools relevant to the clinical presentation; 3. Analyse and interpret biomechanical assessment findings to guide diagnostics and management plans; and 4. Apply biomechanical knowledge using case-based learning to clients across the lifespan and inclusive of indigenous and culturally diverse patient populations.

Required Reading: Selected readings will be made available on VU Collaborate.

Assessment: Test, Test (1hr), 15%. Assignment, Written Assignment (1500 words), 40%. Practicum, OSCE: (30mins) Practical assessment, 45%.

HPT2002 Evidence Based Practice for Health Professionals

Locations: Footscray Park.

Prerequisites: Nil.

Description: Evidence based practice is a requirement for the work ready graduate healthcare practitioners. This unit introduces students to foundation knowledge and skills about the research enterprise to locate and analyse information from the scientific literature. Using case studies, students will learn how to form a focused research question and how to find the best evidence in the literature. Research designs and processes in quantitative, qualitative, and mixed method approaches will be introduced and students will be introduced to appraising the research literature and how to implement research into practice.

Credit Points: 12

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

1. Interpret the process and principles of evidence based practice; 2. Formulate a focused research question; 3. Locate and analyse relevant literature from scientific

data bases; and 4. Describe the principles of research methods and interpret basic research statistics.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Test, Test 1 (20mins), 10%. Literature Review, Part 1 - literature review outlining the introduction, focussed question, search strategy (750 words), 30%. Literature Review, Part 2 – literature review outlining key results and discussion (1000 words), 40%. Test, Test 2 (40mins), 20%.

HPT3001 Pharmacology for Physiotherapy

Locations: Footscray Park.

Prerequisites: Nil.

Description: Pharmacology for Physiotherapy aims to provide students with foundational knowledge of basic pharmacological principles as well as a greater understanding of commonly prescribed medications in musculoskeletal, pain, cardiorespiratory and neurological conditions, including mental health and palliative care. This will include their relevant side effects, precautions and contraindications. Client behaviours, autonomy around medications as well as prescription rights relevant to Advanced Physiotherapy practice will also be covered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate and apply a clear understanding of pharmacological principles and the effect of client perception on adherence; 2. Safely and competently identify common medication groups across Physiotherapy practice including precautions, side effects and contraindications; and 3. Critically analyse and interpret clinical scenarios including medications prescribed to guide safe and appropriate management across the lifespan and inclusive of indigenous and culturally diverse populations.

Required Reading: Selected readings will be made available in VU Collaborate.

Assessment: Test, Online MCQ: (1 hour) Principles of pharmacology and common medication groups., 25%. Test, Online MCQ/EMQ/MEQ: (1 hour) Musculoskeletal and pain clinical MCQ Application of Pharmacology to scenario., 25%. Test, Online MCQ/EMQ/MEQ: (1 hour) Cardiorespiratory MCQ Application of Pharmacology to scenario, 25%. Test, Online MCQ/EMQ/MEQ: (1 hour) Neurological MCQ Application of Pharmacology to scenario, 25%.

HPT3002 Advanced Evidence Based Practice for Health Professionals

Locations: Footscray Park.

Prerequisites: HPT2002 - Evidence Based Practice for Health Professionals

Description: Expert decision making requires detailed knowledge of evidence based healthcare practice. The ability to interpret the quality and research outcomes from quantitative, qualitative and mixed methods research form critical foundation skills informing clinical problem solving and decision making in the professional practice Health Sciences. A clear appreciation for levels of evidence, prognostic indicators and key concepts of reliability, validity, and bias will be explored using context specific case examples to highlight the clinical application of evidence in healthcare. The ability to communicate research design and research outcomes to colleagues and clients is fundamental to the translation of research into practice. Students will explore the field of human research ethics and translate focussed research questions into ethics applications. The concept of research consent will be explored through clinical case scenarios. This will scaffold learning from previous units "Evidence Based Practice for Health Professionals", building students skills in refining research questions, searching for high quality research literature to support key questions and communicating the questions using "real world" ethics applications, developing work-ready skills for high quality healthcare practice.

Credit Points: 12

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

1. Describe, synthesise and evaluate research methodology, design and quality; 2. Critically and systematically appraise the research literature and relate the findings to clinical practice; 3. Apply an evidence-based approach to clinical decision making in the health management of individuals; and 4. Demonstrate the requirements of a human research ethics application relevant to a focused clinical research question.

Required Reading: Online resources via the Alexandria Repository and Cochrane.

Assessment: Test, Quality assessment of a clinical trial (1 hour) and apply the relevant quality assessment tool., 25%. Test, Critically appraise a systematic review (1 hour), 25%. Assignment, Complete an ethics application template - utilising focussed question, search strategy and justification for research from HPT2002., 50%.

HPT4001 Physiotherapy in Musculoskeletal Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: Musculoskeletal Physiotherapy is a foundation practice area in the Masters of Physiotherapy Course. It requires students to draw on and apply biomedical knowledge from prior units to interpret clinical scenarios involving the musculoskeletal systems through the use of case based learning, simulation and practical workshops. The unit aims to provide students with the advanced theoretical knowledge, communication skills and management strategies required to critically analyse and clinically reason through acute and chronic musculoskeletal presentations across the lifespan; and to safely assess and manage these conditions in line with evidence based practice and person centred care. These skills are an essential component of work ready practice.

Credit Points: 12

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

1. Apply and further develop foundational anatomical, physiological and biomechanical knowledge relevant to musculoskeletal based clinical presentations; 2. Develop evidence based clinical reasoning and critical thinking skills through a case-based learning approach and develop a person-centred, prioritized problem list; 3. Safely and effectively assess and manage common musculoskeletal presentations across the lifespan and inclusive of indigenous and culturally diverse patient populations; 4. Evaluate and reflect on treatment outcomes, devise targeted plans for ongoing management and effectively communicate this to specialist and non-specialist audiences; and 5. Execute constructive peer review and critical self-reflective practice utilising the Peer Assisted Learning model.

Required Reading: Suggested readings will be made available on VU Collaborate. Brukner, P., Clarsen B., Cook, J., Cools, A., Crossley, K., Hutchinson, M., McCrory, P., Bahr, R., & Khan, K. (Eds.), (2017). 5th ed. Brukner & Khan's Clinical Sports Medicine: Injuries, Volume 1 McGraw-Hill

Assessment: Test, Test (30mins), 15%. Case Study, Scenario (Modified Essay Question) (1 hour), 30%. Other, Peer review and self-reflective practice (500 words), 15%. Examination, Practical skills assessment: OSCE station-based examination. (30mins), 40%.

HPT4002 Physiotherapy in Cardiorespiratory Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: Cardiorespiratory Physiotherapy is a foundation practice area in the Masters of Physiotherapy Course. It requires students to draw on and apply previous biomedical knowledge to interpret clinical scenarios involving the cardiovascular and respiratory systems through the use of case-based learning, simulation and practical workshops. The unit aims to provide students with the advanced theoretical knowledge, communication skills and management strategies required to critically

analyse and clinically reason through acute and chronic cardiorespiratory presentations across the lifespan; and to safely assess and manage these conditions in line with evidence based practice and person centred care. These skills are an essential component of work ready practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply and further develop foundation anatomical and physiological knowledge relevant to cardiorespiratory based clinical presentations; 2. Develop evidence based clinical reasoning and critical thinking skills through a case-based learning approach and develop a person-centered, prioritized problem list; 3. Safely and effectively assess and manage common cardiorespiratory presentations across the lifespan and inclusive of indigenous and culturally diverse patient populations; 4. Evaluate and reflect on treatment outcomes, devise targeted plans for ongoing management and effectively communicate this to specialist and non-specialist audiences; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Main, E. Denely, L. (2016) 5th ed. *Cardiorespiratory Physiotherapy - Adults and Paediatrics* Elsevier

Assessment: Test, Week 1 Content - Clinical Content and Practice Quiz, 15%. Test, Week 1 & 2 Content - Modified Essay Question, 30%. Test, Week 3 Content – Clinical Content and Practice Quiz, 15%. Examination, Week 1-4 Practical Skills Assessment: OSCE station-based examination, 40%.

HPT4003 Physiotherapy in Neurological Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: Neurological Physiotherapy is a foundation practice area in the Masters of Physiotherapy Course. It requires students to draw on and apply previous biomedical knowledge to interpret clinical scenarios involving the neurological system through the use of case-based learning, simulation and practical workshops. The unit aims to provide students with the advanced theoretical knowledge, communication skills and management strategies required to critically analyse and clinically reason through acute and chronic neurological presentations across the lifespan; and to safely assess and manage these conditions in line with evidence based practice and person centred care. These skills are an essential component of work ready practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply and further develop foundation anatomical and physiological knowledge relevant to neurological based clinical presentations; 2. Develop evidence based clinical reasoning and critical thinking skills through a case-based learning approach and develop a person-centered, prioritized problem list; 3. Safely and effectively assess and manage common neurological presentations across the lifespan and inclusive of indigenous and culturally diverse patient populations; 4. Evaluate and reflect on treatment outcomes, devise targeted plans for ongoing management and effectively communicate this to specialist and non-specialist audiences; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: 1- Stroke Rehabilitation- guideline for exercise and training to optimize motor skills, Carr and Shepherd, 2- Neurological rehabilitation- optimizing motor performance, Carr and Shepherd 3- Physical management for Neurological conditions, 4th edition, Edited by: Sheila Lennon, Gita Ramdharry, Geert Verheyden.

Assessment: Test, Week 1 Content - Clinical Content and Practice Quiz, 15%. Test, Week 1 & 2 Content - Modified Essay Question, 30%. Test, Week 3 Content –

Clinical Content and Practice Quiz, 15%. Examination, Week 1-4 Practical Skills Assessment: OSCE station-based examination, 40%.

HPT4004 Physiotherapy in Rehabilitation and Community Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: Physiotherapy in Rehabilitation and Community Practice is a foundation practice area in the Masters of Physiotherapy Course. It requires students to draw on and apply previous biomedical knowledge to interpret clinical scenarios building upon prior knowledge through the use of case-based learning, simulation and practical workshops. The unit aims to provide students with the advanced theoretical knowledge, communication skills and management strategies required to critically analyse and clinically reason through post-acute and chronic rehabilitation and community health presentations across the lifespan; and to safely assess and manage these conditions on land, in water-based rehabilitation and group exercises in line with evidence based practice and person centred care. The rehabilitation practice also aims to expose the students to multi-professional team work and foster a desire to learn and encourage an open attitude to feedback and learning. These skills are an essential component of work ready practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply knowledge and skills gained from previous units to further develop assessment and management techniques specific to physiotherapy services in rehabilitation and community settings; 2. Critically analyse clinical information and use findings to develop a person centred, prioritized problem list to guide evidence based management across the lifespan and inclusive of indigenous and culturally diverse patient populations; 3. Effectively use the learning environment to enable optimal management of clients and to review their outcomes from the program(s) implemented in line with evidence-based practice; 4. Interpret complex clinical information and effectively communicate this to specialist and non-specialist audiences; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: 1- Stroke Rehabilitation- guideline for exercise and training to optimize motor skills, Carr and Shepherd, 2- Neurological rehabilitation- optimizing motor performance, Carr and Shepherd 3- Physical management for Neurological conditions, 4th edition, Edited by: Sheila Lennon, Gita Ramdharry, Geert Verheyden 4- Umphred's Neurological rehabilitation, 7th edition, by Rolando T. Lazaro

Assessment: Test, Week 1 Content - Clinical Content and Practice Quiz, 15%. Test, Week 1 & 2 Content - Modified Essay Question, 30%. Test, Week 3 Content – Clinical Content and Practice Quiz, 15%. Examination, Week 1-4 Practical Skills Assessment: OSCE station-based examination, 40%.

HPT6001 Integrated Practice 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Integrated Practice 1 aims to equip students with the foundation skills and knowledge required to assimilate into clinical placements and practice. This includes a robust understanding of public health and private health models of care, professional & ethical conduct, a biopsychosocial approach to healthcare and practical components of clinical practice including motivational interviewing, interpreting clinical investigations and generating management plans based on critical analysis. Additionally, students will be introduced to the role of the multidisciplinary team and the importance of an integrated approach to patient care across the life span and inclusive of indigenous and culturally diverse populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an advanced and integrated understanding of public and private healthcare models, professional & ethical conduct and a biopsychosocial approach to healthcare across the lifespan and inclusive of indigenous and culturally diverse populations; 2. Collate relevant clinical information from health records, critically analyse & interpret clinical information and generate an advanced, problem based, hypothesis driven approach to clinical assessment and management; 3. Identify the key roles and responsibilities of a multidisciplinary team and effectively communicate clinical information to specialist and non-specialist audiences; and 4. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Selected readings will be made available on VU Collaborate.

Assessment: Assignment, Biopsychosocial model of care. (1500 words), 35%.

Assignment, Types of communication and the role of motivational interviewing (2000 words), 35%. Test, MEQ/MEQ: Interpreting results, Weight Bearing status and gait aid prescription (1.5hrs), 15%. Test, MEQ/MEQ: Discharge planning (2hrs), 15%.

HPT6002 Integrated Practice 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Integrated Practice 2 aims to facilitate students in developing further knowledge and skill in the management of the ageing client, chronic conditions and disabilities and to look at healthier aging approaches through a series of clinical cases, tutorials and practicals. They will cover advances in pain sciences and gain further skills in becoming effective communicators and educators with exposure to simulation-based workshops exploring cases across the lifespan and inclusive of indigenous and culturally diverse populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an advanced and integrated understanding of our aging population, the effects of sarcopenia, cognitive impairments, persistent pain, chronic health conditions and life-long disabilities inclusive of indigenous and culturally diverse populations; 2. Collate relevant clinical information, critically analyse & interpret clinical information and generate an advanced, problem based, hypothesis driven approach to clinical assessment and management; 3. Demonstrate an understanding of the role of the Aged Care Assessment Team (ACAT) and gain an appreciation for the importance of healthy aging; and 4. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Factors that influence the aging mind and how best to manage this in the clinical setting (1500 words), 35%. Assignment, Persistent pain - what does the evidence say is best management (2000 words), 35%. Test, MEQ/MEQ: Chronic Fatigue Case scenario - self management strategies (1.5hrs), 15%. Test, MEQ/MEQ: Approaches to healthy aging - proactive healthcare e.g. osteopenic patient / borderline (2hrs), 15%.

HPT6003 Integrated Practice 3

Locations: Footscray Park.

Prerequisites: Nil.

Description: Integrated Practice 3 aims to facilitate students in developing further knowledge and skill in the areas of critical, emergency and surgical care; as well as speciality areas of paediatrics, oncology, burns and hand therapy. These skills add to the foundations of knowledge gained from previous units and will equip students with the necessary level of understanding and skill when managing these patient

groups in the clinical setting across the lifespan and inclusive of indigenous and culturally diverse populations. Students will also commence a capstone research project on an area of evidence based practice, with opportunity for peer and academic review.

Credit Points: 12

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

1. Demonstrate and apply an integrated understanding of assessing and managing critical care, surgical, emergency and specialist care patient groups across the lifespan and inclusive of indigenous and culturally diverse populations; 2. Collate relevant clinical information, critically analyse & interpret clinical information and generate an advanced, problem / hypothesis driven approach to clinical assessment and management; 3. Demonstrate knowledge and ability to develop a research proposal with introduction to a capstone research project and facilitate evidence based practice; and 4. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Mobilising the critical care patient (1500 words), 35%.

Assignment, Capstone Research proposal submission (2000 words), 35%. Test, MEQ/MEQ: Burns / palliative / oncology scenario (1.5hrs), 15%. Test, MEQ/MEQ: Vestibular case scenario (2hrs), 15%.

HPT6004 Diversity in Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Diversity in Practice Unit aims to encourage students to apply clinical principles and practice to the specific and diverse needs of the client. This includes areas such as women's and men's health, mental and occupational health, incontinence and paediatrics. Integrating these skills and knowledge will reinforce the importance of a person-centred care approach to healthcare across the lifespan and inclusive of indigenous and culturally diverse populations.

Credit Points: 12

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

1. Demonstrate and apply an integrated understanding of assessing and managing the specific and diverse needs of the client across the lifespan and inclusive of indigenous and culturally diverse populations; 2. Collate relevant clinical information, critically analyse & interpret clinical information and generate an advanced, problem based, hypothesis driven approach to clinical assessment and management in the areas of women's and men's health, mental and occupational health, incontinence and paediatrics; 3. Demonstrate an ability to communicate knowledge and clinical findings to specialist and non-specialist audiences; and 4. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Group task Ante Natal or Post Natal education class video submission (10mins), 35%. Assignment, The role of physical activity in mental health (2000 words), 35%. Test, MEQ/MEQ: Occupational Health / Ergonomics Assessment (1.5hrs), 15%. Test, MEQ/MEQ: Men's Health (1.5hrs), 15%.

HPT7001 Clinical Practice 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Clinical Practice 1 aims to build on and apply clinical skills in a graduated introduction to clinical practice. This involves a case-based and practical simulation approach to learning that encourages person centred assessment and management, working within a multi-disciplinary team and familiarisation with clinical policies and procedures required to practice. Additionally, this unit accentuates the importance of

self-awareness and self-care as well as management strategies around stress management and safe manual handling and infection control practice, as well as basic life support skills, as students transition toward clinical placements.

Credit Points: 12

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

1. Demonstrate a clear understanding Occupational Health and Safety (OHS) requirements to practice and associated clinical policies and procedures; 2. Synthesise and conduct a patient-centered subjective and physical examination and apply these skills to clinical practice, inclusive of the spectrum of clients across the lifespan and from indigenous and culturally diverse populations; 3. Critically reflect on their introduction to clinical practice and identify strategies to facilitate their development in later clinical units; and 4. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Critical reflection – introduction to clinical practice (1500 words), 40%. Test, APP assessment of subjective, communication and physical examination skills during introductory clinical placement. (12hrs), 40%. Test, Peer assisted APP assessment of Skills Mastery checklist, 20%.

HPT7002 Clinical Practice 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Clinical Practice 2 aims to provide students with the opportunity to gain experience in and demonstrate their clinical competency in managing a cardiorespiratory caseload during a 5-week clinical placement block. Competency assessment will be conducted by a clinical supervisor using the APP (Assessment of Physiotherapy Practice) and includes assessment of professional behaviour and communication, clinical assessment, analysis and planning, evidence-based intervention and risk minimisation. Evidence of demonstrating the ability to apply clinical knowledge and skill to clinical practice is essential in ensuring readiness for autonomous practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse, reflect on and synthesise complex, clinical information relevant to a cardiorespiratory caseload; 2. Interpret and effectively communicate assessment findings and clinical impressions to clinical and non-clinical individuals, inclusive of indigenous and culturally diverse populations; 3. Demonstrate competency in the ability to safely and effectively assess and manage patients with a cardiorespiratory presentation across the lifespan that is in line with a person centered approach to care; 4. Demonstrate the ability to research and apply relevant evidence to guide assessment & management in line with best practice; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Performance, APP assessment tool (hurdle), 80%. Case Study, Video submission: Case study (10mins), 20%.

HPT7003 Clinical Practice 3

Locations: Footscray Park.

Prerequisites: Nil.

Description: Clinical Practice 3 aims to provide students with the opportunity to gain experience in and demonstrate their clinical competency in managing a musculoskeletal caseload during a 5-week clinical placement block. Competency assessment will be conducted by a clinical supervisor using the APP (Assessment of Physiotherapy Practice) and includes assessment of professional behaviour and communication, clinical assessment, analysis and planning, evidence-based

intervention and risk minimisation. Evidence of demonstrating the ability to apply clinical knowledge and skill to clinical practice is essential in ensuring readiness for autonomous practice.

Credit Points: 12

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

1. Critically analyse, reflect on and synthesise complex, clinical information relevant to a musculoskeletal caseload; 2. Interpret and effectively communicate assessment findings and clinical impressions to clinical and non-clinical individuals, inclusive of indigenous and culturally diverse populations; 3. Demonstrate competency in the ability to safely and appropriately assess and manage patients with a musculoskeletal presentation across the lifespan that is in line with a person-centered approach to care; 4. Demonstrate the ability to research and apply relevant evidence to guide assessment & management in line with best practice; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Performance, APP assessment tool (hurdle), 80%. Case Study, Video submission: Case Study, 20%.

HPT7004 Clinical Practice 4

Locations: Footscray Park.

Prerequisites: Nil.

Description: Clinical Practice 4 aims to provide students with the opportunity to gain experience in and demonstrate their clinical competency in managing a neurological caseload during a 5-week clinical placement block. Competency assessment will be conducted by a clinical supervisor using the APP (Assessment of Physiotherapy Practice) and includes assessment of professional behaviour and communication, clinical assessment, analysis and planning, evidence-based intervention and risk minimisation. Evidence of demonstrating the ability to apply clinical knowledge and skill to clinical practice is essential in ensuring readiness for autonomous practice.

Credit Points: 12

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

1. Critically analyse, reflect on and synthesise complex, clinical information relevant to a musculoskeletal caseload; 2. Interpret and effectively communicate assessment findings and clinical impressions to clinical and non-clinical individuals, inclusive of indigenous and culturally diverse populations; 3. Demonstrate competency in the ability to safely and appropriately assess and manage patients with a neurological presentation across the lifespan that is in line with a person-centered approach to care; 4. Demonstrate the ability to research and apply relevant evidence to guide assessment & management in line with best practice; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Performance, APP assessment tool (hurdle), 80%. Case Study, Video submission: Case Study, 20%.

HPT7005 Clinical Practice 5

Locations: Footscray Park.

Prerequisites: Nil.

Description: Clinical Practice 5 aims to provide students with the opportunity to gain experience in and demonstrate their clinical competency in managing a aged care / community health caseload during a 5 week clinical placement block. Competency assessment will be conducted by a clinical supervisor using the APP (Assessment of Physiotherapy Practice) and includes assessment of professional behaviour and communication, clinical assessment, analysis and planning, evidence-based intervention and risk minimisation. Evidence of demonstrating the ability to apply clinical knowledge and skill to clinical practice is essential in ensuring readiness for

autonomous practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse, reflect on and synthesise complex, clinical information relevant to an aged and community care case load; 2. Interpret and effectively communicate assessment findings and clinical impressions to clinical and non-clinical individuals, inclusive of indigenous and culturally diverse populations; 3. Demonstrate competency in the ability to safely and appropriately assess and manage patients with an aged and community care presentation that is in line with a person-centered approach to care; 4. Demonstrate the ability to research and apply relevant evidence to guide assessment & management in line with best practice; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Performance, APP assessment tool (hurdle), 80%. Case Study, Video submission: Case Study, 20%.

HPT7006 Clinical Practice 6

Locations: Footscray Park.

Prerequisites: Nil.

Description: Clinical Practice 6 aims to provide students with the opportunity to gain experience in and demonstrate their clinical competency in managing a sub-specialty physiotherapy caseload during a 5-week clinical placement block. Competency assessment will be conducted by a clinical supervisor using the APP (Assessment of Physiotherapy Practice) and includes assessment of professional behaviour and communication, clinical assessment, analysis and planning, evidence-based intervention and risk minimisation. Evidence of demonstrating the ability to apply clinical knowledge and skill to clinical practice is essential in ensuring readiness for autonomous practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse, reflect on and synthesise complex, clinical information relevant to a sub-specialty physiotherapy caseload; 2. Interpret and effectively communicate assessment findings and clinical impressions to clinical and non-clinical individuals, inclusive of indigenous and culturally diverse populations; 3. Demonstrate competency in the ability to safely and appropriately assess and manage patients across the lifespan and in line with a person-centered approach to care; 4. Demonstrate the ability to research and apply relevant evidence to guide assessment & management in line with best practice; and 5. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Performance, APP assessment tool (hurdle), 80%. Presentation, Video presentation: Case study (10mins), 20%.

HPT7007 Work Ready Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Work Ready Practice Unit provides and prepares students with the work ready skills and knowledge required post-graduation including registration, professional indemnity insurance, developing a CV and cover-letter, applying and interviewing for jobs and different work opportunities. These skills are an essential component for graduates as they transition into clinical practice as qualified Physiotherapists.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate autonomy, adaptability and responsibility as a practitioner with work

ready skills including job applications, interviewing and registration requirements; 2. Demonstrate an integrated understanding of the different areas of clinical practice following graduation; and 3. Utilise the Peer Assisted Learning model for constructive peer review and critical self-reflective practice of work readiness and independent practice.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Self-Reflection - Workplace readiness (2000 words), 35%. Assignment, Submission of CV and Cover-letter (3000 words), 35%. Test, Mock interview post job application, 30%.

HPT7008 Seminars in Health

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this capstone unit students will work in small groups to identify and undertake a scholarly project and present their projects at the I-MOVE (Interprofessional Movement Optimisation, activity and Exercise) for Health Seminar.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Collaboratively design a clinically relevant research project proposal; 2. Develop and deliver a research-themed poster presentation addressing an area of clinical interest; and 3. Deliver a verbal seminar presentation and provide constructive, reflective peer feedback in a health professional seminar setting.

Required Reading: Students will be directed to additional online resources via VU Collaborate.

Assessment: Assignment, Group Research Project Proposal and brief literature review (1500 words), 20%. Poster, Group poster presenting research project (500 words plus images), 40%. Presentation, Group oral presentation of research project in I-MOVE for Health Seminar (3000 words equivalent), 40%.

RBF3256 Food Product Development

Locations: Werribee.

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. Formulate and justify technical specifications for the new product; and 5. Propose marketing strategy aimed at an appropriate market and evaluation of consumers' responses.

Required Reading: Fuller, G. (2011) New Food product development Boca Raton: CRC Press

Assessment: Test, Online Tests (2x – 10% each, 60 minutes/1000 words, Individual), 20%. Assignment, Elements of Report (3 Parts – 10% each, 500 words, individual, part 1 – Session 5; part 2 – Session 9; part 3 – Session 10), 30%.

Report, Business Proposal (individual report 2,000 words), 30%. Presentation, Oral Presentation (15 minutes per person), 20%.

RBM2100 Rehabilitation Anatomy

Locations:St Albans.

Prerequisites:RBM1200 - Functional Anatomy of the Limbs orAHE1101 - Structural Kinesiology andAHE2202 - Functional Kinesiology

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 and pain; 2.Perform practical hands-on tests on another class member to assess muscles and joints of the spine, trunk and extremities and interpret the results; 3.Perform practical hands-on tests on another class member to assess the hip, knee and shoulder joints and interpret results; and 4.Explain the anatomical principles and theory behind a graduated rehabilitation program to return an individual to pre-injury function.

Required Reading:RECOMMENDED TEXTS: Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell (2015) Gray's Anatomy for Students 3rd ed. Churchill Livingstone Elsevier, USA Phil Page, Clare C Frank & Robert Lardner (2010) The Assessment and Treatment of Muscle Imbalance. Human Kinetics. Champaign IL:

Assessment:Assignment, Written Assignment (1000 words), 30%. Test, Practical Test (15 minutes), 20%. Test, Theory Test (2 hours), 50%.

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 1

Description:The aim of this unit is to present major concepts and principles of pathophysiology, illustrating their relationship to a range of common/important acute and chronic illnesses. This unit supports the topics in concurrent nursing units by: providing a scientific basis for understanding disease processes such as cellular injury, inflammation, infection, and shock; by elucidating the underlying mechanisms which result in clinical manifestations; and by presenting the rationale for therapeutic interventions. In particular, students will be introduced to pharmacokinetics, pharmacodynamics and pharmacological interventions related to the pathophysiology studied. Microbiology will also be discussed with reference to the growth and physiology of micro-organisms, their pathogenic potential, infection control and antibiotic treatment. In this unit, major disorders of the cardiovascular, respiratory, renal and nervous systems will be examined, as well as fluid and electrolyte imbalances, acid/base imbalances and shock. The pathophysiological principles underlying disorders of major body systems and subsystems will also be discussed.

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.

Required Reading:Peate, I. (2017). 3rd ed. Fundamentals of applied pathophysiology: An essential guide for nursing and healthcare students Hoboken: John Wiley & Sons McKenna, L. & Lim, A.G (2014) 2nd ed. McKenna's Pharmacology for Nursing and Health Professionals Sydney, NSW: Lippincott Williams & Wilkins RECOMMENDED TEXT: McCance, K.L, & Huether, S.E (2014) Pathophysiology: The Biologic Basis for Disease in Adults and Children, 7th ed. St Louis, Missouri: Elsevier

Assessment:Test, Two (2) Tests (30 minutes each), 20%. Case Study, Pharmacology Case study, 30%. Creative Works, Written Assessment Case study x 2, 50%. Student must attain a score of 50% for the Pharmacology Case study (Hurdle) which tests critical knowledge essential for safe practice, submit all assessment items (to align to ANMAC accreditation requirements of the course) and achieve an aggregate score of 50% overall for the unit.

RBM2133 Cell and Molecular Biology

Locations:St Albans.

Prerequisites:RBM2560 - Medical Biochemistry andRBM1528 - Human Physiology 2RBF1310 - Biology 1 orRBM1528 (HBBS & HBBM 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 unit 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.Analyse the components of a cell, their organization and their significance to the normal functioning of eukaryotic cells; 2.Review and analyse current scientific literature relating to cell and molecular biology; 3.Explain potential molecular alterations that occur within the cell that contribute to human disease; 4.Review experimental approaches, both current and historical, of examining cell and molecular biology in both normal and diseased cells.

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:Test, 2 Tests (30 min each), 20%. Assignment, Assignment (1300 words), 40%. Poster, Timed research poster (2 hours 40min), 40%.

RBM2200 Functional Anatomy of the Head and Back

Locations:St Albans.

Prerequisites:RBM1100 - Functional Anatomy of the TrunkRBM1200 - Functional Anatomy of the LimbsAHE2202 - Functional Kinesiology

Description:Students study gross and histological anatomy of the head, neck including larynx, 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. Identify the bones and bony markings of the head, neck including larynx and back;
2. Explain movements of the joints and muscles of the head, neck including larynx and back;
3. Articulate the role of the arteries, veins and lymphatics of the head, neck and back;
4. Examine and integrate the visceral and somatic nerve supply of the head, neck and back; and
5. Demonstrate observational and descriptive skills in relation to anatomical models and human cadaver specimens.

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: Laboratory Work, Laboratory Worksheets x 7 (1500 words), 35%. Exercise, Clinical Questions (500 words), 20%. Test, Test (1hr) (40 MCQs), 20%. Practicum, Practicum (1 hour) (25 Questions), 25%.

RBM2202 Pathophysiology & Quality Use of Medicines 2

Locations: St Abars.

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. It supports components in the other 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 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.

Required Reading: Peate, I. (2017) 3rd ed. Fundamentals of applied pathophysiology: An essential guide for nursing and healthcare students Hoboken: John Wiley & Sons McKenna, L. & Lim, A.G (2014) 2nd ed. McKenna's Pharmacology for nursing and health professionals Sydney, NSW: Lippincott Williams & Wilkins
RECOMMENDED TEXT: McCance, K.L. & Huether, S.E. (2019) Pathophysiology: The Biologic Basis for Disease in Adults and Children 8th ed. St Louis, Missouri: Elsevier.

Assessment: Test, Two (2) tests (30 minutes each), 20%. Case Study, Pathophysiology Case Study (1 hour), 30%. Case Study, Written Case Study 1 hour each, Pathophysiology and Pharmacology (hurdle), (total 2 hours), 50%. Students must attain an aggregate score of 50% for the Pharmacology case study (Hurdle) in order to pass this unit. The pharmacology hurdle tests critical knowledge essential for safe practice.

RBM2530 Pathophysiology 1

Locations: Footscray Park.

Prerequisites: RBM1518 - Human Physiology 1 RBM1528 - 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. 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, endocrinology and cardiovascular disease. In the laboratory sessions (which can be run online in remote delivery mode) students will apply scientific principles to the assessment of dysfunction in humans. Students are also introduced to the research literature, research techniques and the interpretation of case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Investigate pathological processes including injury, inflammation and immunopathology, neoplasia, endocrine and cardiovascular disorders;
2. Deduce from information presented in case studies to identify the likely cause of disease;
3. Articulate the importance of dietary management and lifestyle in the prevention of pathophysiological conditions; and
4. Application of scientific and pathology principles in the investigation of disease.

Required Reading: McCance, K.L. and Huether, S.E., (2019) 8th ed. Pathophysiology: The Biologic Basis for Disease in Adults and Children St Louis, Missouri: Elsevier

Assessment: Test, Multiple choice x 2 (30 minutes each), 20%. Report, Lab report (1000 words), 30%. Exercise, Case study (2000 word equivalence), 50%. Students will answer questions based on the lab sessions and submit this as a lab report.

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). We will cover disorders of the following systems: cardiovascular renal, respiratory, blood, reproductive, gastrointestinal and musculoskeletal. Students are introduced to techniques for assessment of disorders where they will develop their analytical skills in various laboratory settings. There will be an integration of topic material relating to specific body systems between Pathophysiology 1 and Pathophysiology 2. Students will have the opportunity to investigate and apply their knowledge of pathophysiology in professional and community situations; this will be exemplified by the group project where students will study the pathophysiology of a disease from the perspective of health professionals and patients.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Locate and integrate a range of peer-reviewed literature including case studies, reviews and primary research articles in the assessment of disease;
2. Apply scientific principles and protocols and interpret the results of laboratory tests to investigate

pathological conditions; 3. Interpret a range of disease processes with reference to specific organ systems and their interplay; and 4. Solve pathophysiology problems using case studies individually and with peers.

Required Reading: McCance, K.L. and Huether, S.E., (2019) 8th ed.

Pathophysiology: the Biologic Basis for Disease in Adults and Children St Louis, Missouri: Elsevier

Assessment: Test, Test 1 (30mins), 10%. Laboratory Work, Laboratory Report (1500 word equivalence), 30%. Presentation, Group Presentation (6mins per group), 30%. Exercise, Case Study (1500 word equivalence), 30%. Laboratory attendance is compulsory and is a hurdle requirement. In order to complete laboratory based learning outcomes students must attend a minimum 75% 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 or RBF1310 - Biology 1 and RCS1602 - Chemistry 1B

Description: The aim of this unit is to provide a foundation in biochemical principles with special emphasis on medical and nutritional applications. Firstly, foundations of biochemistry will be covered, including biological buffers and structures of genes, biological macromolecules such as proteins, carbohydrates, lipids and nucleic acids. Other topics covered include enzymes, bioenergetics and carbohydrate metabolism pathways, 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. Examine the structure and function of genes, biological macromolecules and how buffers work; 2. Discriminate between the structure of various proteins and review the processes by which proteins are purified and analysed; 3. Identify and analyse the nature and behaviour of enzymes and their reactions; and 4. Map and articulate metabolic pathways in bioenergetics and investigate the biochemical basis of metabolic diseases;

Required Reading: Nelson, D.L., & Cox, M.M., (2017) 7th ed. Lehninger Principles of Biochemistry W.H. Freeman. RECOMMENDED TEXT: Baynes, J.W. & Dominiczak, M.H., (2018) Medical Biochemistry 5th ed. Chatswood, N.S.W: Elsevier Health Sciences.

Assessment: Test, Tests x 2 (30 min each), 20%. Laboratory Work, Practical Reports x 2 (1000 words each), 30%. Case Study, Written submission (1000 words), 20%. Presentation, Oral Presentation (5mins), 30%.

RBM2800 Cardiorespiratory and Renal Physiology

Locations: St Albans.

Prerequisites: 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 and high altitude.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Reflect on cardiac function and explain 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. Interpret kidney control and feedback mechanisms, including molecular transport in each nephron segment, in order to forecast fluid, electrolyte and acid-base imbalance; 4. Analyse and report on cardiorespiratory responses to exercise and outline exercise limitation in normal and extreme environments; and 5. Analyse and report on cardiorespiratory and renal data from experimental procedures on human participants in a clear and concise scientific manner;

Required Reading: Silverthorn, D.U. (2019) 8th ed, Human Physiology: An Integrated Approach Pearson RECOMMENDED TEXTS: Beachey, W. (2018) Respiratory Care Anatomy and Physiology: Foundations for a Clinical Practice 4th ed, Elsevier Powers, S.K., & Howley, E.T. (2018) Exercise Physiology 10th ed, McGraw-Hill.

Assessment: Laboratory Work, Three (3) Laboratory Reports (1500 words total), 24%. Exercise, Two (2) in class/online submissions (600 words total), 16%. Test, Test (20mins), 10%. Exercise, Justified response to Physiological reasoning questions (open book - 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. Discriminate between the structural and functional properties of skeletal, cardiac and smooth muscles; 3. Interrogate the regulation of intracellular calcium and its effects on muscle fatigue and damage processes; 4. Investigate muscle fibre types, metabolism and fatigue and analyse the immense plasticity of skeletal muscle; and 5. Experiment according to ethical protocols on both animal tissue and human subjects to illustrate basic properties of nerve/muscle function.

Required Reading: RECOMMENDED TEXTS: Nerve and muscle physiology sections of any basic physiology textbook. Silverthorn, D. U., Johnson, B. R., Ober, W. C., Ober, C. E., & Silverthorn, A. C. (2018). Human physiology: An integrated approach. (8th ed). Harlow Essex: Pearson. MacIntosh, B.R., Gardiner, P.F., & McComas, A.J. (2006) Skeletal Muscle: Form and Function 2nd Edition, Human Kinetics.

Assessment: Laboratory Work, Laboratory reports (3) reports - (1800 words in total), 30%. Other, Workshop questions (600 words in total), 25%. Exercise, Justified response to Physiological reasoning questions (open book, 2.5 hours), 45%.

RBM3265 Exercise Biochemistry and Integrated Metabolism

Locations: Footscray Park, St Albans.

Prerequisites: RBM2560 - Medical Biochemistry

Description: This 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 and training 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 workshops. A practical component expands 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 and training regimes; 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. Including the integrated physiological and molecular adaptations of training 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.

Required Reading: RECOMMENDED TEXTS Mougios, V. (2006). Exercise biochemistry: Human kinetics. (Physical Book) Powers, S. K., & Howley, E. T. (2017). Exercise physiology?: Theory and application to fitness and performance (10th ed.). McGraw-Hill Higher Education (eBook)

Assessment: Test, Online tests x 2 (10% each), 20%. Assignment, Prac Assignment (2000 words), 40%. Presentation, Abstract (10%) & Oral Presentation (Individual - 10mins - 30%), 40%.

RBM3640 Advanced Neurosciences

Locations: St Abans.

Prerequisites: RBM2100 - Rehabilitation Anatomy or RBM2540 - Pathophysiology 2 or RBM2800 - Cardiorespiratory and Renal Physiology

Description: This unit provides advanced series of sessions in specialised areas of Neuroscience. In this unit students will study neuroanatomy, neurophysiology and pathophysiology of nervous system disorders. Students will enhance their knowledge of fundamentals of the nervous system and learn the neurophysiology of memory, learning and cognition, 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. Contextualise advanced knowledge of the nervous system structure and functions; 2. Conceptually map the neurobiological processes involved in higher human brain functions: sensations, memory, emotions, control of autonomic and motor functions, sleep and addiction; 3. Evaluate clinical cases and apply understanding of pathophysiological mechanisms underlying disorders of the nervous system; and 4. Exemplify high level communication skills, critical evaluation, and practical application of the latest studies in Neuroscience, diagnostic methods and novel treatments for the nervous system diseases.

Required Reading: RECOMMENDED TEXTS: Purves D et al. (2018) Neuroscience 6th ed. Oxford University Press Siegel Allan, Sapru Hreday N. (2019) Essential Neuroscience 4th ed. Wolters Kluwer Squire LR et al (2012) Fundamental Neuroscience. 4th ed. Elsevier Nolte John (2020) Nolte's the Human Brain. An Introduction to its Functional Anatomy. 8th ed. Elsevier. Kuhn CM (2010). Advances in the Neuroscience of Addiction. [VU library electronic resource]. CRC Press/Taylor 160

& Francis. Marieb EN, Hoehn KN (2019) Human Anatomy & Physiology. 11th ed. Pearson. A range of text references, journal articles, and other material will be provided by teaching staff.

Assessment: Exercise, Practical Application Scenario (1000 words), 15%. Assignment, Neurological disorder - poster (1000 words or equivalent), 25%. Case Study, Case study report (1500 words), 40%. Test, Online Test (60 mins), 20%.

RBM3720 Immunology

Locations: St Abans.

Prerequisites: RBM2540 - Pathophysiology 2HBM2105 - Medical Microbiology and Immunity

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. Topics include: innate and adaptive immunity, the immune response to viruses and bacteria, T and B lymphocyte biology, immunoglobulin structure and function, antigen presentation, cytokines, biology of hypersensitivities (allergies and autoimmunity), and tumour immunology. Practical knowledge will include performing a cell suspension, knowing how to use a haemocytometer for cell counts and flow cytometry data analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptualise the importance of the immune system in good health and disease; 2. Deduce the mechanisms by which the innate and adaptive immune systems function; 3. Conceptually map all stages of the immune response from infection to immunity with a focus on explaining the function of T and B lymphocytes and antibodies; and 4. Develop laboratory skills, including cellular techniques, and record and analyse data and sources related to immune function.

Required Reading: Punt, J, Stranford, S, Jones, P & Owen JA (2019) 8th ed. Kuby Immunology WH Freeman

Assessment: Laboratory Work, Laboratory theory and practical work (1000 words total), 20%. Presentation, Group Oral presentation (1000 word equivalence), 30%. Test, Test (1 hour), 20%. Exercise, Case study (1500 words equivalent), 30%. Students must attend a minimum of 75% of all laboratories to pass the unit; Development of laboratory skills is an integral part of learning outcome 4 for this.

RBM3800 Pharmacology

Locations: St Abans.

Prerequisites: RBM2540 - Pathophysiology 2RBM2560 - Medical Biochemistry RBM2800 - Cardiorespiratory and Renal Physiology 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 and explain the mechanism of action for the major drug groups affecting (autonomic nervous system, cardiorespiratory system, clotting, kidney,

gastrointestinal system, endocrine system, mood, signal conduction, inflammation, cell cycle (cancer, anti-microbials), to then provide relevant examples; 3. Conceptually map the processes involved in new drug development and requirements for the admission of new drugs; and 4. Demonstrate hands on laboratory excision skills.

Required Reading: Bullock, S., & Manias, E. (2016) 7th ed. Fundamentals of Pharmacology Pearson Education Australia

Assessment: Review, Literature Review or Summary of articles (1000 words), 30%. Test, Two Online theory MCQ tests (10% each), 20%. Practicum, Wet lab surgical practice, 20%. Case Study, Case study activity (2 hours), 30%.

RBM4002 Science Honours 2

Locations: Footscray Park, St Albans, Werribee.

Prerequisites: RBM4003 - Science Honours 1

Description: This unit builds on the course work and research project commenced in Science Honours 1. Students will continue to conduct a research project under supervision. The project will comprise a novel research 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. Generate novel data and conduct qualitative and/or quantitative analysis with subsequent data interpretation to deduce conclusions; 2. Implement and articulate an independent, critical investigation of a science research topic; and 3. Contextualise research findings, argue and defend research process as well as outcomes to a professional audience, using advanced written and oral communication skills.

Required Reading: To be advised by the supervisor and searched by student as part of research training

Assessment: Research Thesis, Research Thesis (not more than 12,000 words), 85%. Presentation, Oral Presentation and Thesis Defence, 15%. The Honours course is a one year (full-time) course in which students will receive one final mark and grade for the whole year. Students will receive a GPA grade after completion of both Science Honours 1 and Science Honours 2 with the grade allocated to the unit Science Honours 2. This unit will be weighted 65% of the GPA grade for the Science Honours course.

RBM4003 Science Honours 1

Locations: Footscray Park, St Albans, Werribee.

Prerequisites: Nil.

Description: The Honours program consists of coursework and a science research project that will be carried out over this unit and the unit Science Honours 2. The coursework components cover a range of topics including advanced areas of research, literature searching, analysis and critical appraisal, ethics in research, scientific writing, oral presentation, methodological techniques, research design, statistics, data analysis and presentation and software. 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. In this unit, students will begin to conduct a research project under supervision. The research project will be undertaken in one of the research areas of the College of Biomedical and Health Sciences or the College of Sport and Exercise Science and may, subject to approval, be undertaken at an external location. The project will comprise a novel scientific investigation in an area of expertise of the approved supervisor(s). The progress of the project will be reported in an oral presentation.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Devise a novel research project and postulate testable hypotheses; 2. Interrogate

and critically review relevant scientific research papers to demonstrate breadth and depth of advanced knowledge in a research area; 3. Design experiments to generate novel data and conduct quantitative and/or qualitative analysis and data interpretation to deduce conclusions; and 4. Plan, argue and defend a research process for an independent critical investigation of a science research topic.

Required Reading: Required readings will be made available on VU Collaborate.

Assessment: Assignment, Statistics and Research Design, 30%. Other, Research Plan (not more than 10 pages), 15%. Literature Review, Literature Review (not more than 6,000 words), 40%. Presentation, Oral Presentation, 15%. Upon completion of this unit students will receive an S/U grade. Each Assessment task will be graded and will contribute to the overall grade received for Science Honours 2. Students will receive a GPA grade after completion of both Science Honours 1 and Science Honours 2. This unit will be weighted 35% of the GPA grade for the Science Honours course.

