Chisholm Institute of Technology

Caulfield Campus Plan
900 Dandenong Road, Caulfield East, Victoria

The Caulfield Campus is adjacent to the Caulfield Railway Station which is on the Dandenong and Frankston lines. It is on the No. 3 tram line from Swanston Street in the city (alight at the Caulfield East shopping centre). Private bus lines also serve the Institute (consult transport map).

A (K.H. Boykett Building) – Administration; Directorate, Enrolment Information (Admissions), Human Resources Department, Student Administration, Public Relations, Cafeteria (Level 1); Bookshop, Educational Development Unit, Finance Branch, Careers Advisory Service, Chisholm Concepts (Level 2); Library (Level 3); handicapped access.

B (Philip Law Building) – Civil Engineering (Level 1); Lecture Theatres (Level 2); Electrical & Electronic Engineering (Level 3); School of Social & Behavioural Studies (Level 4); School of Art & Design (Levels 5, 6 & 7); handicapped access.

C (Frank Groves Building) – Maintenance, Printing Services (Level 1); Coffee Shop (Level 2); David Syme Business School (Levels 3, 4 and 5); School of Art & Design (Level 6 & 7).

D School of Art & Design, Language Development Section.


S Student Union and Technology Tower, Cafeteria.

T David Syme Business School, Classrooms.

7 Princess Avenue – Community Services, Police Studies, Applied Sociology, Visitors Flat (rear block).

10 Princes Avenue – Premises Branch.

13 Princes Avenue – Welfare Studies.

4 Queens Avenue – Associate Director and Registrar’s Department, Equal Opportunity Officer, Institute Solicitor.

882 Dandenong Road – Group Child Care Centre.

888 Dandenong Road – Staff Club.

27 Railway Avenue – Resources Planning Unit.

Vehicle Entry and Exit

- Entry to Buildings
Chisholm Institute of Technology

Chisholm Handbook

Volume Four

School of Nursing

All course admissions enquiries: (03) 573 2000

The information in the Handbook was accurate as at 12 August 1988. Please check specific details with the relevant school or division or with the Admissions Office. The Institute accepts no responsibility for changes to the information. Published by the Public Relations Office, Chisholm Institute of Technology, PO Box 197, Caulfield East, 3145.

ISSN 0812-4744
There are seven volumes to the Handbook

Volume 1
School of Art and Design

Volume 2
David Syme Business School

Volume 3
School of Education

Volume 4
School of Nursing

Volume 5
School of Social and Behavioural Studies

Volume 6
Faculty of Technology

Volume 7
Student Manual

INTRODUCTION

Chisholm Institute of Technology is a multi-disciplinary higher education institution specialising in the technologies and applied science, business, art and design, education, nursing and the social and behavioural sciences.

The Institute offers award programs at Associate Diploma, Degree, Graduate Diploma and Master's Degree levels at its two Campuses which are situated at Caulfield and Frankston. It is the second largest of Victoria's Colleges of Advanced Education with an enrolment of around 7,750 students. Both full-time and part-time enrolments are available in most of the courses which are offered.

Through making provision and special effort to provide part-time enrolment, Chisholm has made higher education available to a wide sector of the community who have special needs. Approximately half of the total student population are enrolled in part-time courses.

At Caulfield, a full range of courses is offered in the Faculty of Technology's four divisions (Digital Technology, Engineering and Industrial Technology, Information Technology, and Mathematical and Environmental Sciences), the David Syme Business School (with three exceptions), the School of Art and Design (with two exceptions) and the School of Social and Behavioural Studies.

At Frankston, the Schools of Education and Nursing offer their full range of courses and undergraduate programs are offered in the School of Art and Design, the David Syme Business School, the School of Social and Behavioural Studies, and the Division of Information Technology. The David Syme Business School also offers two graduate courses at Frankston.

In addition to the award programs, Chisholm offers a wide range of short courses in many areas of expertise and special interest and enjoys a high reputation as a research and consultancy organisation with industry, business, government and the community.

Both Campuses have well equipped Libraries to support all of the teaching areas and the latest technology is provided to support each of the the teaching programs. The Frankston Campus is linked by landline to the powerful computing facilities of the Computer Centre at Caulfield. In addition there are supplementary computing facilities within the Individual Schools and Divisions.

This handbook gives full details of the many courses provided by Chisholm and hopefully indicates the Institute's endeavour to provide courses of the highest quality to meet contemporary needs of the wider community. Chisholm fully supports the government initiative to increase access to, and participation within, higher education and provides the maximum number of places within its available resources to be a contributor to the national effort in higher education through which Australia's skill-base will be elevated for the benefit of future generations.

Dr G.N. Vaughan
Director
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Note: Courses marked C are offered at Caulfield only, those marked F at Frankston only, and those marked C&F at both campuses. Courses marked C/F may be started at Frankston but must be completed at Caulfield.
The information contained in this Handbook is accurate as at July 1988. Inevitably, changes will occur after publication so you should confirm details, such as references to required textbooks. You should also note that the Council reserves the right to amend, postpone, or withdraw any course or subject being conducted or offered by Chisholm.

This volume is one of seven containing course details and subject synopses of courses offered by Chisholm, along with a Student Manual volume. Within each volume, the courses offered by that School or Faculty are listed followed by brief synopses of subjects within each course. Where a course is offered by more than one School or Faculty, for example, double degrees, it is listed under both but the subject synopses are included only in the School/Faculty which administers the course. There is a list at the back of this book indicating in which volume each course may be found.

Subject synopses are listed in alphabetical/numerical order by subject code, in the same way as they are identified in the course listings. These synopses are designed to convey the flavour of the subjects as well as provide such necessary information as prerequisites, contact hours and, where possible, major reference books.

This book provides most of the information you need to plan a course. You should bear in mind, however, that because of staff commitments and timetabling constraints, you may not be able to undertake a particular subject in any given semester.

The seventh volume of the set is the 1989 Student Manual which provides information about enrolment, financial assistance available to students, scholarships and the regulations governing the relationship between Chisholm and its students. The Manual is issued free through the Student Administration Office (Caulfield) and from the Assistant Registrar (Frankston). The Student Manual volume is included as part of the complete set of volumes which comprise the 1989 Handbook.

For more information:

Enrolment – Admissions Office, Level 1, Boykett Building (A Block), Caulfield, 573 2000.
Financial Assistance, Scholarships, Regulations, etc – Student Administration, Level 1, Boykett Building (A Block), Caulfield, 573 2115.
Particular Courses – School/Divisional Administrative Officer as appropriate.
STAFF

Dean
Dorothy Angell
  RN, DTK, DWM, DNE, DANS, MEd, FCNA

Secretary to the Dean
Ann Massee

School Administrative Officer
Jennifer Atkins
  BA(Melb)

Clerical/Administrative Assistants
Vivienne Bayer
Jean Towler

Typist
Kim Moolenaar

Laboratory Assistant
Michelle Fulwell
  RN

TEACHING STAFF

Clinical Co-ordinator
 Glenice Ives

Senior Lecturers
To be appointed

Lecturers
Elaine Duffy
  RN, RM, DipAppSc(CHN), BAppSc(AdvNsg), DipTropDiseases
Steve Elsom
  RPN
Vivienne Griffiths
  RN, DipNEd(Armidale CAE), BAppSc(Nsg)(TasStateInstTech)
Helen Holley
  RN, RM, BA(Chisholm), IWC
Anne Johnston
  RN, BA(Minnesota), MPH
Jennifer Oates
  SRN, DipAppSc(CommHealth) (PrestonInstitute)
Tina Parish
  RN, RM, DipNEd, Mat&Ch Health, BAppSc(Lincoln)
Gloria Seymon
  RN, RM, BA(BiolSc), MSc, FCNA, FCN(NSW)
Kay Worth
  RGN, RPN, DipTeach(Nsg), BEd(Nsg)

Tutors
Les Kiley-Smith
  RN, BA(Swinburne), CritCareCert(St Vincent’s Hospital)
Glenyce Sheean
  RN, RM, DipAppSc(Lincoln), IWC, FCNA
Sue Treloar
  RN, DipAppSc(Nsg), BAppSc(AdvNsg)

Sessional Clinical Educators
To be appointed
UNDERGRADUATE COURSE

Admission Requirements for Undergraduate Courses

This Institute makes the following statement regarding its entrance requirements:

GENERAL STATEMENT: Applicants with the following qualifications are eligible for consideration for admission.

(a) Successful completion of a Year 12 course of study accredited by VCAB (i.e. VCE). This can include: VCE (HSC) subjects can be group one or two; VCE (TOP) accredited or recognised by Chisholm; VCE (T12); VCE Approved Composite Courses. interstate or overseas qualifications certified by VCAB as equivalent to Year 12; or

(b) any other qualification requirement approved by the Academic Board, (e.g. Certificate of Business Studies); or

(c) qualifications and/or experience acceptable to the Chisholm Admissions Committee.

For information regarding COURSE REQUIREMENTS (prerequisite and recommended subjects, special requirements, etc), see course descriptions following.

PREREQUISITE AND RECOMMENDED SUBJECTS may be drawn from any of the qualifications mentioned above as acceptable, except where otherwise stated.

Diploma of Applied Science (Nursing)

Course Code: DQ
Course Co-ordinator: Ms Dot Angell

Content
The Diploma of Applied Science (Nursing) will be awarded on completion of the course and will lead to nurse registration with the Victorian Nursing Council. The qualification will be registered nationally by the Australian Council on Tertiary Awards.

The aim of the course is to produce a graduate with the personal and professional qualities to serve as a sound basis for future nursing practice. To achieve this, a student will develop competency in the assessment, planning, implementation and evaluation of nursing care for individuals, groups and families within the community and in hospital settings. The emphasis of the course will be on the promotion of health as well as the care of the sick. At the core, are values which support the concept of nursing as a caring process, and these will be given special prominence throughout the course.

Areas of study in the course include nursing theory, health education, basic sciences, social and behavioural sciences, information technology, applied medical microbiology, research methodology and clinical practice.

Upon completion of the course, students will be eligible to undertake post-graduate studies planned to be offered by Chisholm, or may seek enrolment in courses at other institutions.

Prerequisites
Passes in at least four subjects (Group 1 subjects for HSC applicants) including English are required. A pass in Year 10 Mathematics is compulsory. It is recommended that applicants include one or more of Physics, Chemistry and Biology in their Year 12 course of study, however, this is not a prerequisite and will not influence selection.

Admission may also be granted by Special entry on the basis of a Special Entry Test to be held in late November/early December.

NOTE: With regard to Special Entry Tests, this method may be available to those who have completed an alternative approved study structure and are recommended for tertiary study, or who pass a VCAB Year 12 course of study which includes fewer than four Group 1 subjects including English, or those who have not attended secondary school or made a full attempt at VCE (HSC or TOP) within the three years prior to 1989.

Enrolment Procedure for New Students
Applicants seeking entry on the basis of the VCE qualifications listed in (a) above must complete both a VTAC application form and a School of Nursing form. The School of Nursing form is available from the Admissions Office, Frankston campus.

The VTAC form must be received by VTAC by the date given in the VTAC Guide to Courses in Colleges and Universities for 1989 students. The School of Nursing form must be received at Chisholm by no later than Friday 16 September 1988.

Applicants seeking entry on the basis of a Special Entry Test must complete a Chisholm Institute SR1 Direct Entry Form and the School of Nursing Form, both of which must be received by Chisholm no later than Friday 30 September 1988.

Deferments
The School does not permit the deferment of places.

Course Structure

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<th>Year</th>
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<th>Hours per Semester</th>
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<td><strong>3, Semester 1</strong></td>
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<td>NSG335</td>
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<td>NSG365</td>
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<td>NSG374</td>
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<td>NSG393</td>
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<td>NSG394</td>
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<td>NSG316</td>
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<tr>
<td>NSG331</td>
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**Progression Through the Course**

Year 1 of the course may be taken by part-time studies. Progression through Year 1 by part-time studies must follow this sequence: Subjects NSG131, NSG141, NSG161, NSG171, NSG132, NSG142, NSG162 and NSG172 must precede the remaining Year 1 subjects. Years 2 and 3 of the course may be taken only by full-time studies. Special regulations govern progress through the clinical practice subjects and the details are set out in the Student Manual and are distributed to students at the beginning of the academic year.

**Assessment**

Special provisions apply for assessment procedures throughout the course, in particular in the subjects of clinical practice. The policies and procedures of assessment will be distributed to students at the commencement of each year.
**SUBJECT SYNOPTES**

**NSG101**  Practice, Principles & Skills I – Maintenance and Support for the Activities of Daily Living

**Contact:** Three hours per week, total 39 hours.

**Prerequisite:** Nil.

**Aim:** To explore the concepts inherent in assessment, communication and care initiation, together with the theoretical concepts and principles underlying associated competencies and/or skills.

**Objectives:** On completion of the subject the student should begin to: a) apply the knowledge of interviewing techniques in assessing the health status of the individual across the life span and different cultural groups; b) identify client needs in order to carry out activities of daily living; and c) assist the client in maintaining and supporting activities of daily living within a safe environment.

**Syllabus:** There are three themes: a) Health assessment of the individual, the family and the community; b) Maintaining and supporting activities of daily living; and, c) Maintaining a safe environment.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations, role plays, self-directed.

**Assessment:** Nursing Laboratory Tests for Mastery 50 per cent; Assignments 25 per cent; Clinical Practicum 25 per cent.

**References:**

**NSG102/3/204/305/306**  Practice, Principles & Skills II, III, IV, V, VI

**Contact:** Three hours per week, total 30 hours.

**Prerequisite:** Practice, Principles and Skills from previous semesters.

**Aim:** Whilst continuing to develop skills in the maintenance and support of the activities of daily living, this subject also introduces the student to the principles and skills involved within the notions of habilitation and rehabilitation.

**Objectives:** At the completion of the subject, the student should: a) show progressive development toward more advanced assessment function; b) begin to show competence in performing a range of procedures which relate to the maintenance and support of the activities of daily living; c) be able to administer selected therapeutic agents safely; and d) begin to be able to select and carry out appropriate habilitative and rehabilitative care activities and procedures.

**Syllabus:** Practice functions will be explored concurrently with the problems identified in Health/Health Breakdown. Competencies will be extended in the functions of: a) assessment; b) structuring a safe environment; c) Maintaining and supporting normal behaviour, body functions and/or processes; d) substituting for, or supplementing normal body functions/processes; e) modifying behaviour; and, f) minor therapeutics.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations, role plays, self directed.

**Assessment:** Nursing Laboratory Tests for Mastery 50 per cent; Assignments 25 per cent; Clinical Practicum 25 per cent.

**References:**
- **SMITH, S. & DUELL, D., Nursing Skills and Evaluation—A Nursing Process Approach, CV Mosby, St Louis, 1982.**

**NSG111**  Health/Health Breakdown I – Health and Health Education

**Contact:** Two hours per week, total 26 hours.

**Prerequisite:** Nil.

**Aims:** To assist the student to develop a beginning knowledge of: a) concepts of health from a cross-cultural perspective, and their relationship to nursing practice; b) assessment of the health status of individuals, families and community; c) planning primary health care programs for individuals, families and communities in a variety of settings; and d) the nurse’s role as a health care facilitator throughout the life cycle.

**Objectives:** On completion of the subject it is expected that the student should be able to begin to: a) discuss concepts of health and suggest reasons for the difference in perception of individuals, families and communities; b) apply knowledge of the determinates of health in order to identify factors that may impinge upon the health status of individuals, families and communities; c) apply the clinical reasoning process in assessing the health needs of a specific community group; and, d) assume the role of health care facilitator with self, clients and the community.
**Assessment:** Assignment 70 per cent; Project 30 per cent.

**References:**


**NSG112 Health/Health Breakdown II – The Consequences of Health Breakdown: Overcoming Powerlessness**

**Contact:** Two hours per week, total 20 hours.

**Prerequisites:** Nil.

**Aim:** The subject builds on concepts from Health/Health Breakdown I and is designed to assist the student to develop an understanding of the processes and consequences of health breakdown; their influence on health status in different contexts, across the life span, and the implications for nursing practice.

**Objectives:** At the completion of the subject it is expected that the student should be able to begin to: a) explore common causative agents and pre-disposing factors which may threaten the health of the individual, family and community; b) describe adaptive and maladaptive responses to health breakdown; c) differentiate between the consequences of health breakdown – impairment, disability and handicap – and their implications for nursing intervention; d) motivate clients/patients to mobilise their own self-care abilities; and e) discuss the variety of resources in the community that may be utilised by clients/patients with impairment, disability and handicap.

**Syllabus:** There are three themes to be studied: Developmental Disability; Sensori-motor impairment; and Impairment of normal defence mechanisms. Areas to be covered within these themes will include: physical, psychological and socio-cultural stressors and effects on physical/behavioural processes; adaptive/maladaptive responses and inability to cope; concepts of impairment, disability and handicap; nursing roles and interventions for habilitation and rehabilitation.

**Teaching Methods:** Lectures, tutorials, self-directed study.

**Assessment:** Assignment 70 per cent; Project 30 per cent.

**References:**


**NSG121 Recreation Studies I**

**Contact:** One hour per week, Semesters 1 and 2.

**Prerequisites:** Nil.

**Syllabus:** Students have the opportunity of participating in a variety of life-time activities which, it is hoped, will help them to develop positive leisure-time attitudes and habits and to consider the real values for planning and participating in recreational activities in their daily living. Students will be encouraged to analyse critically their life-style patterns.

**Assessment:** Written report of life-style analysis; 85 per cent attendance at activity sessions.

**References:** Students will be referred to appropriate text related to the particular activities being offered and to selected articles from professional journals.

**NSG131 Human Bioscience I**

**Contact:** Sixty-five hours for one semester.

**Prerequisites:** Nil.

**Aim:** To introduce students to the basic concepts of human health, anatomy and physiology, stress and stress responses, circulation and respiration.

**Objectives:** To demonstrate knowledge of introductory basic concepts of anatomy and physiology; cell structure and function; body regulation mechanisms; circulation; respiration; malfunctions of these systems.

**Syllabus:** Human-environment interactions; introduction to anatomy and terms; cellular structure, function and adaptation; tissues; cellular environment; cellular responses to stress; homeostasis and feedback mechanisms; General Adaptation Syndrome; blood, cardiovascular system, circulation and disorders; respiratory system and disorders.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations and laboratory work.

**Assessment:** Laboratory Reports 50 per cent; Written Test 50 per cent.

**References:**


**NSG132 Human Bioscience II**

**Contact:** Forty-five hours for one semester.

**Prerequisite:** Nil.

**Aim:** To introduce students to the nature of information reception, processing and response.
**Objectives:** To demonstrate knowledge of the operation of receptors; nervous system structure and processing; response mechanisms; malfunctions of these structures and systems.

**Syllabus:** Nature of stimuli; sense organs; nervous system structure and function; muscle structure and function, endocrine system; malfunctions of nervous, muscular and endocrine systems; introduction to microbiology.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations and laboratory work.

**Assessment:** Laboratory Reports 50 per cent; Written Test 50 per cent.

**References:**

**NSG141**  
**Applied Basic Physics and Chemistry I**

**Contact:** Forty hours for one semester.

**Prerequisites:** Nil.

**Aim:** To give students a firm foundation knowledge of those concepts from physics and chemistry which are commonly applied in nursing practice.

**Objectives:** To demonstrate and apply the basic physical and chemical concepts of matter, chemical bonding and reactions, mechanics, electricity and electronics, sound, and their associated techniques of measurement as they relate to the clinical practice of nursing.

**Syllabus:** *Chemistry:* Concepts of elements, compounds, mixtures, phases, atomic and sub-atomic particles, bonding, chemical reactions, equilibria, enthalpy, acids and bases, solutions. Molecular and ionic dynamics.

**Physics:** SI units and measurement in nursing; mechanics and its application to nursing practice; basic concepts of electricity and electronics—electrical quantities, circuits, measurements and safety; bioelectricity, electrodiagnosis, electrotherapy; magnetism and MRI; sound and hearing; ultrasonics.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations and laboratory work.

**Assessment:** Laboratory Reports 30 per cent; Written Tests 70 per cent.

**References:**

**NSG151**  
**Enquiry and Processing Skills I**

**Contact:** Two hours per week for one semester, total 26 hours.

**Prerequisite:** Nil.

**Aim:** To introduce the student to concepts of factual and conceptual forms of enquiry and to allow the student to gather, analyse and use data and information from all areas of the life span, across differing cultural backgrounds and psycho-social areas.

**Objectives:** On completion of the subject, the student should be able to: a) discuss the relevance of enquiry to nursing practice and be able to identify the steps in the enquiry process; b) ask relevant questions and make the right observations necessary for the collection of data, and to be able to gather, analyse and look for relationships in differing kinds of data; c) report and record information accurately and to identify problems; and d) commence to assess and establish nursing diagnosis and nursing care.

**Syllabus:** There are four major themes; a) The Nature of Enquiry - why enquiry/ how to enquire, what question to ask, data and data collection, making the most of written data and establishing data banks; b) Assessment and the Nursing Diagnosis - definitions, how and why, types, nursing history and its significance, problem solving and problem oriented programs; c) Models of Enquiry - in primary health care setting, in cross cultural areas, in the psycho-social areas, looking at statistics in Australia; and, d) Overviews - data bank from clinical experience, introduction to epidemiology, introduction to research.

**Teaching Methods:** Combination of lectures, tutorials and laboratory work.

**Assessment:** Assignments 75 per cent; Written Test 25 per cent.

**NSG142**  
**Applied Basic Physics and Chemistry II**

**Contact:** Forty hours for one semester.

**Prerequisite:** Nil.

**Aim:** To give students a firm foundation knowledge of those concepts from physics and chemistry which are commonly applied in nursing practice.

**Objectives:** To demonstrate and apply the basic physical and chemical concepts of heat and temperature, fluids, optics, x-rays, nuclear physics, water chemistry, organic chemistry and the chemistry of toxins, mutagens and carcinogens, as they are commonly employed in the clinical practice of nursing.

**Syllabus:** *Physics:* The physics of heat, temperature, cryogenics, and their application to nursing; laws of fluids as applied to the human body; optics and its applications in nursing practice; X-rays and nuclear medicine.

**Chemistry:** Physiological and biochemical aspects of water chemistry and relevant organic chemistry; chemistry of toxins, mutagens and carcinogens.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations and laboratory work.

**Assessment:** Laboratory Reports 30 per cent; Written Tests 70 per cent.

**References:**
References:
DU GAS, B.W., Introduction to Patient Care, WB Saunders, Sydney, 1982.

NSG152 Enquiry and Processing Skills II – Introduction to Research
Contact: Two hours per week, total 20 hours.
Prerequisite: NSG151.
Aims: To introduce the student to the basic concepts of research, both in the community and the hospital setting and to show the need for research findings in the field of nursing. Critical analysis is examined and discussed and epidemiology is introduced.
Objectives: On completion of the subject the student should: a) know some of the methods necessary to conduct research and epidemiological studies; b) develop a positive and informed attitude towards research based on enquiring attitudes and the ability to ask relevant questions and to document the information obtained; c) show an ability to read and critically analyse both the research model and the available literature; and d) use simple statistical analysis to determine experimental outcomes.
Syllabus: There are three major themes: a) Research methodology from A to Z, who does it/what does it mean/quantitative and qualitative research; b) Critical Analysis – evaluating the research method and meaning, reading, understanding and critically analysing the results and discussions, looking at ethical issues in research, and, c) Introduction to Epidemiology – a brief introduction to this large area as this subject is expanded in Year 2 of the course.
Teaching Methods: Combination of lectures, tutorials and laboratory work.
Assessment: Assignments 75 per cent; Discussion and Class Participation 25 per cent.
References:
VALANIS, B., Epidemiology in Nursing and Health Care, Appleton Century Croft, Norwalk, Connecticut, 1986.

NSG161 Psychosocial Studies I
Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: Nature and scope of psychology; biological bases of behaviour; perception, learning, memory; motivation; individual differences.
Assessment: Laboratory Reports and Class Tests.
References:

WEINMAN, J., An Outline of Psychology as Applied to Medicine, Bristol, Wright, 1981.

NSG162 Psychosocial Studies II
Contact: Three hours per week for one semester.
Prerequisite: NSG161.
Syllabus: Life span development; physical, emotional and intellectual changes in infancy and early childhood; adolescence; adulthood and old age; life events and their psychological importance; interpersonal communication and behaviour; interpersonal communication in the medical setting.
Assessment: Seminar presentation, case study and class tests.
References:

NSG171 Sociology I
The Individual in Society
Contact: Two hours per week.
Prerequisite: Nil.
Aim: To introduce students to important basic concepts of sociology to serve as a reference for further study and application to nursing.
Objective: To demonstrate knowledge of basic concepts about the relationship between the individual and society, and its application to nursing.
Syllabus: A general introduction to the discipline of sociology with an application to the area of health and illness and nursing in particular. Content includes exposure to the relevant major sociological theories and a variety of basic sociological concepts in the context of health and illness: Culture, social structure, groups, the family, socialisation, stratification, power, and deviance. Students will also be introduced to sociological research.
Teaching Methods: One lecture and one tutorial per week.
Assessment: Essay 40 per cent; Test 40 per cent; Participation 20 per cent.
References:

NSG172 Sociology II
Illness, Treatment and Society
Contact: Two hours per week.
Prerequisite: NSG171.
Aim: To introduce students to the nature and extent of illness and health needs in Australia compared with other countries and how health services are provided and used.

Objective: To demonstrate an understanding of the nature and extent of illness in Australia compared with other countries and to have an appreciation of the health needs of particular groups and how health services are provided and used.

Syllabus: The health status of the Australian population and other countries in the First, Second and Third Worlds. World views of health and social inequality, and the organization of health care. Health and social inequality in Australia – social class; gender; ethnicity; aboriginal; age. Social factors in the treatment of illness including policies for special needs and the provision of special health services. ‘Consumerism’ as ideology in the provision of health services.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Investigative Report 60 per cent; Test 40 per cent.

References:

NSG181 Clinical Practicum I

Contact: Thirty-five hours per week for four weeks, total hours 140.
Prerequisite: Nil.
Co-requisites: Health/Health Breakdown I, Enquiry and Processing Skills I; Practice Principles and Skills I; Nursing Theory I.

Aim: The aim of the subject is to begin the development of a construct of health and illness from the client-system viewpoint. As the students begin to establish both an individual and community health profile, they will begin to creatively use this knowledge in order to facilitate the personal growth and healthy life-style for the client system.

Objectives: On completion of the experience, the student should begin to: a) identify patterns of human growth and development through the life cycle; b) explore life style factors which may have some impact on the health of the individual, family and community; c) assess the influence of cultural and community attitudes on an individual's developmental and health needs; d) develop an increased sensitivity to acceptance of differing beliefs, cultural values and health practices and their implications for nursing; e) increase awareness and knowledge of available community resources that promote health and help prevent health breakdown; f) demonstrate an ability in structuring a client's physical and emotional environment; g) develop interpersonal communication skills through interviewing; h) demonstrate the ability to assess the health status and needs of clients, taking different environmental influences into account; i) evaluate the importance of health education in the care of clients and their families and the community; j) demonstrate some skills in planning and organizing nursing care; and, k) evaluate own performance and outcomes of nursing intervention activities according to the level of experience.

Clinical Venues: One week – Communication and Community Orientation in the community; One week – Maternal and child health centers, Kindergartens, Primary schools; One week – Occupational health centers, Community health centers, Volunteer organizations, One week – Day hospitals re the needs of the elderly, School health venues, Health assessment and promotion in a shopping centre.

Assessment: Clinical Log Book 100 per cent.

NSG182 Clinical Practicum II

Contact: Thirty-five hours per week for six weeks, total 210 hours.
Prerequisite: NSG181.
Co-requisites: Health/Health Breakdown II, Enquiry and Processing Skills II, Practice Principles and Skills II, Nursing Theory II.

Aim: The main aim of the subject is to provide an opportunity for the student to begin to consolidate and integrate the theoretical concepts and the practical skills acquired in college.

Under the guidance and supervision of an experienced practitioner, the student will practice selected nursing care activities for the normalisation of specific populations.

Objectives: At the completion of these experiences, the student should be able to assist clients in overcoming the problems of powerlessness, in particular health breakdown contexts. At a beginning level, the student should be able to: a) assess the client’s ability to cope with the activities of daily living; b) when necessary, support the client in regard to the activities of daily living; c) identify the different modes of caring required in the particular situation; for example preventative, rehabilitative, rehabilitative or therapeutic; and, d) mobilise appropriate self-help abilities within the individual or group, to overcome the sensation of powerlessness.

Clinical Venues: The venues chosen for the clinical experience will relate to the problems identified in Health Breakdown II, for example: a) Community Services, for the developmentally disabled, related to mental health, and for the deaf, dumb and blind b) voluntary support and self-help groups; c) day care and rehabilitation centres; d) extended care centres and nursing homes; and e) medical/surgical nursing venues.

Assessment: Clinical Log Book 50 per cent; Critical Incident Technique 50 per cent.

NSG191 Nursing Theory I Conceptualisation in Nursing

Contact: One hour per week in Semester 1 and 2, total 23 hours.
Prerequisites: Nil.
Co-requisites: NSG111, NSG101, NSG151, NSG181, NSG112, NSG102, NSG152, NSG182.

Aims: To introduce the student to the nature of nursing and its relationship to health care and to the concepts involved in the development of a professional model of nursing practice.

Objectives: On completion of the subject, the student should begin to: a) demonstrate an ability to interpret
nursing philosophies; b) be able to outline some common theories of nursing and illustrate how these can be applied to nursing situations; c) be able to evaluate the advantages and disadvantages of various theoretical models of nursing; d) be able to identify factors which are significant in influencing the roles and functions of the nurse; and, e) be able to discuss the various modes of delivery of care and the implications, advantages and disadvantages of each for patient/client care.

**Syllabus:** Introduction to the Universe of Nursing: Effects of changing social content on nursing; conceptualisation in Nursing: Movement toward the establishment of a nursing discipline; analysis of the four major elements for a nursing Model; grand organisers in Nursing Theory; evaluation of Conceptual Models of nursing: Use of criteria in judgement; toward a Professional Model of Practice; roles in Nursing; quality assurance; patterns of Practice: the question of advocacy and participation in nursing; the question of rights.

**Teaching Methods:** Reading course with discussion/tutorials.

**Assessment:** Major end-of-year assignment on the Nature of Nursing – 2500 words.

**References:**

**NSG213 Health/Health Breakdown III – Inability to Cope with Environmental Demands**

**Content:** Two hours per week, total 20 hours.

**Prerequisites:** NSG111, NSG112.

**Aims:** To introduce the student to nursing orientation for moderately severe health breakdown, as distinct from the medical approach. It is intended to provide the student with set problems which may be encountered in the different fields of nursing practice and across the age continuum, each of which demand certain nursing practice skills.

**Objectives:** As a result of participating in and completing the subject, the student should be able to: a) apply the framework of questions to selected problems to determine the processes involved in health breakdown and how these processes may interfere with the activities of daily living; b) apply relevant theoretical concepts and principles from the other strands of study and utilise clinical learning experiences in the exploration of selected problems; c) demonstrate a body of knowledge in relation to a range of breakdown processes and consequences; d) determine the nature of the intervention which is appropriate to the breakdown processes; e) apply knowledge of the breakdown processes (patho-physiological and pathopsychological) and the consequences of breakdown to formulate relevant care principles and management strategies for the care of patients/clients in varying settings and across the age continuum; and, f) transfer the skills developed in the exploration of the selected problems to new but similar situations encountered in various practice contexts.

**Syllabus:** In terms of the health breakdown process, the focus will be on the problems encountered by the nurse. Because these problems are the consequences of the breakdown processes, and the outcomes will influence the client's capacity to engage in the activities of daily living, an examination of the processes and causes of health breakdown will follow the initial amplification of the problem.

The problems to be examined by the student are: 1. Problems which manifest as psychosocial dysfunction, for example, withdrawal associated with depression, excessive anxiety and substance use and abuse. 2. Problems associated with cardio-pulmonary dysfunction. These will encompass a wide range of disturbances in oxygenation which are associated with respiratory and/or circulatory impairment. 3. Problems associated with communicable disease.

**Teaching Method:** Lecture, tutorial and self-directed modes of study.

**Assessment:** Workbook activities associated with problem packages 25 per cent; Diary records of cases examined 25 per cent; Test 50 per cent.

**References:**

**NSG214 Health/Health Breakdown IV – Inability to Cope with Environmental Demands**

**Contact:** Two hours per week, total hours 18.

**Prerequisites:** NSG111, NSG112.

**Aims:** To introduce the student to a nursing orientation for moderately severe health breakdown, as distinct from the medical approach. It is intended to provide the student with a set of problems which may be encountered in the different fields of nursing practice and across the age continuum each of which demand certain nursing practice skills.

**Objectives:** As for Health/Health Breakdown III.

**Syllabus:** The following problems will be examined by the student: 1. Problems which may present as an 'Acute Abdomen'; 2. Problems which relate to trauma; 3. Issues in Women's Health.

**Teaching Method:** Lecture, tutorial and self-directed modes of study.

**Assessment:** Workbook activities associated with problem packages 25 per cent; Diary records of cases examined 25 per cent; Tests 50 per cent.
References:

NSG222 Recreation and Special Populations

Contact: Two hours per week in Semester 3 or 4.
Prerequisite: Nil.
Syllabus: Role of recreation among various special population groups in the community. Specific recreational needs and interests of selected special groups in the community. Fieldwork exercises related to three selected special population groups.
Assessment: Class Test 40 per cent; Written Fieldwork Report 60 per cent.
References:

NSG233 Human Bioscience III

Contact: Fifty hours for one semester.
Prerequisites: NSG131, NSG132.
Aim: To introduce students to the basic concepts of digestion, metabolism, nutrition and pharmacology.
Objectives: To demonstrate a knowledge of the structure and function of the digestive system; central metabolism, nutrition; pharmacological principles; skin.
Syllabus: Gastrointestinal system, digestion, absorption and malfunctions; hepatobiliary functions and malfunctions; metabolism and nutrition; principles of drug absorption, distribution and mode of action; skin and its disorders.
Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Reports 50 per cent; Written Test 50 per cent.
References:

NSG234 Human Bioscience IV

Contact: Forty-five hours for one semester.
Prerequisites: NSG131, NSG132.
Aim: To introduce students to the regulation of the body's internal environment, reproductive structure and function and the musculo-skeletal system.
Objectives: To demonstrate a knowledge of body fluid balance mechanisms; reproduction; skeletal structures; muscular mechanisms.
Syllabus: Regulation of body fluids and electrolytes; kidney structure, function and malfunction; diuretic drugs; regulation of internal environment; oedema; urinary system; male and female reproductive systems and associated disorders; musculo-skeletal structures and functions; injuries and disorders of the musculo-skeletal system.
Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Reports 50 per cent; Written Test 50 per cent.
References:

NSG241 Information Technology

Contact: Two hours per week in Year 2, total hours 38.
Prerequisites: Nil.
Aim: To introduce students to computer systems and their use in the health field.
Objective: Upon completion of this unit, the student will be able to demonstrate knowledge of computer systems and their uses in the nursing field.
Syllabus: Computers and computer literacy. The computer as a tool for storage, retrieval and analysis of information. Computer controlled systems in health management. Information systems and their effect on the nursing field.
Teaching Method: Combination of lectures, tutorials and laboratory work.
Assessment: Practical Work 50 per cent; Written Test 50 per cent.
References:
NSG251 Applied Medical Microbiology

Contact: Thirty hours for one semester.
Prerequisites: NSG131.
Aim: To give students essential knowledge and skills related to disease caused by pathogens in humans and to ensure awareness of the role of the nurse in the control and prevention of infection in hospitals and the community.

Objectives: To demonstrate knowledge of the characteristics of micro-organisms which commonly cause disease in humans and to demonstrate specifically common methods employed to identify micro-organisms and their sensitivity; assist in diagnosis and therapy; prevent spread of infection.

Syllabus: Introduction to medical microbiology and immunity; the immune system; specimen collection, handling and preservation for microbiological examination; common pathogens and their characteristics; epidemiology of infectious diseases; diagnostic microbiology in the laboratory; development of resistance in micro-organisms; measures to prevent spread of infection, including hand washing, aseptic techniques, isolation, sterilisation, disinfection and disposal of infected materials; nosocomial infection.

Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Reports 20 per cent; Assignments 40 per cent; Written Test 40 per cent.
References:

NSG253 Enquiry and Processing Skills III - the Epidemiological Process

Contact: Two hours per week in Semesters 3 and 4, total hours 38.
Prerequisites: NSG151 and NSG152.
Aims: To apply the principles of an epidemiological approach to the exploration of two groups of community-related health problems. The first group of problems have as a theme 'Living Safely', and allow the exploration of motor vehicle accidents, or accidents in the home or industrial accidents. The second group relates to infectious type outbreaks and their control.
A major purpose in adopting these problems is to help bridge the gap between community health needs and nursing practice/intervention.
Objectives: On completion of this subject, the student should: a) have a basic knowledge of the concepts inherent in epidemiology as a technique, whereby data about the health status of a group of people are ordered and processed; b) be able to explore some specific health problems using the principles or techniques developed in the study; c) be able to suggest ways in which policy decision-making may be influenced by the results of studies undertaken; and, d) have some increased knowledge about the topics or problems examined during the course of any study undertaken.

Syllabus: The concept of epidemiology as a tool for use by the health care worker; the determination of a problem and its significance in prevention of breakdown of health; a search for existing knowledge about the problem - tapping and reviewing various sources; the formation of relationships and the extent to which they are interactive. Methodology: the application of epidemiological principles. The blueprint for change: a rational approach to health policy decision-making, taking account of personal, political and economic factors.
Teaching Methods: This will focus on self directed activities by individuals and groups of students and be supported by tutorial discussions.
Assessment: Project 50 per cent; Class Tests 50 per cent.
References:
Valamis, B., Epidemiology in Nursing and Health Care, Appleton-Century-Croft, Norwalk, Connecticut, 1986.

NSG263 Psychosocial Studies III

Contact: Three hours per week for one semester.
Prerequisites: NSG161 and NSG162.
Syllabus: Personality theory; reactions to life stresses; the concepts of normality and abnormality; typology of disorders; psychological reactions to pain and illness; pain and stress as factors in health; control and management of pain; psychological aspects of hospitalisation; psychological preparation for surgery.
Assessment: Seminar presentation, case study and class test.
References:

NSG264 Psychosocial Studies IV

Contact: Three hours per week for one semester.
Prerequisites: NSG161 and NSG162.
Syllabus: The therapeutic role of communication in health care; interventions required of the nurse; information needs of patients; counselling - a model for nurses; care for the carer; stress and burnout; resources for psychological help.
Assessment: In-group participation, video-taped interview and analysis of interview.
References:

**NSG273  Sociology III**

**Sociology of Nursing and Health Care**

**Contact:** Two hours per week.

**Prerequisites:** NSG171 and NSG172.

**Aim:** To introduce students to the major sociological factors associated with nursing and health care from general focus on the health worker.

**Objective:** To demonstrate an understanding of the major sociological factors affecting the organization and delivery of health care and the roles of health care workers in this process.

**Syllabus:** Sociological perspectives on health, illness and society. Social aspects of health care; definitions of health and illness; health care as a social control mechanism; the development and social structure of health care – the medical profession, ancillary and alternative health occupations; the division of labour in health care – social class, gender, ethnicity; the role of ideology; occupational responses – professionalisation, trade unionism; issues in occupational health for health care workers.

**Teaching Methods:** One lecture and one tutorial per week.

**Assessment:** Assignment 60 per cent; Test 40 per cent.

**References:**


**NSG281  Legal Studies**

**Contact:** Two hours per week in Year 2, total 20 hours.

**Prerequisites:** Nil.

**Aim:** To introduce nurses to the law and legal processes which impinge upon the practice of nursing and health care generally.

**Objective:** On completion of the subject students should be able to recognise legal aspects of health care issues and in particular the rights and obligations of themselves and their patients/clients in a range of practice contexts, and to act on them appropriately.

**Syllabus:** Introduction to the law: sources of law and legal institutions in Australia; the place of social and professional conventions and practices; ethical issues and their application to health law; legal aid and the process of litigation. Civil law affecting nurses: contractual liabilities and rights; negligence and vicarious liability; insurance and health care; defamation and confidentiality. Criminal law affecting nurses: assault and battery, police procedures; law relating to abortion and sterilisation; tissue donors, transplants, IVF and AIDS; false imprisonment, child and patient abuse. Administrative law: the operations of the Births, Deaths and Marriages Act, Adoptions; the Coroners Act; Poisons Act and Regulations; Nurses Registration Act; Mental Health Act; Public Hospitals Act, Public Health Act; Child Welfare Act. Industrial Law: Labour Law and the Industrial Relations and Arbitration system; Workers Compensation and Safety Legislation.

**Teaching Methods:** Lectures, case studies, field visits, role playing.

**Assessment:** Assignments 50 per cent; Examination 50 per cent.

**References:**


**NSG283  Clinical Practicum III**

**Contact:** Thirty-five hours per week for seven weeks, total hours 245.

**Prerequisites:** NSG181 and NSG182.

**Corequisites:** Health/Health Breakdown III, Enquiry and Processing Skills III, Practice Principles and Skills III, Nursing Theory II.

**Aims:** The experiences will provide an opportunity for the student to begin to consolidate and integrate new theoretical concepts and practical skills acquired in college, whilst the cumulative learning experiences will allow for an increasing competence in the skills previously developed. It also aims to foster in the student the continued utilisation of a problem solving, holistic approach to the delivery of nursing care; effective participation as a health team member and an increasing awareness of the need for legal and ethical standards to be applied to practice.

**Objectives:** On completion of the subject, the student should be able to: a) collect and synthesise data relevant to the health breakdown problems selected for exploration during the practicum; b) recognise those situations encountered in clinical practice in which legal principles must be considered; c) teach aspects of health care to selected individuals and groups; d) begin to demonstrate competence and confidence in performance of the skills acquired in Practice Principles and Skills III; e) provide nursing care for patients/clients with an increased range of health breakdown problems; f) begin to apply knowledge of more complex health breakdown processes, with the associated care principles and management strategies, to the planning, implementation and evaluation of nursing care for selected patients/clients; and, g) demonstrate ability to utilise the holistic approach to care.

**Clinical Venues:** The venues chosen for the clinical experience will relate to the problems identified in Health/Health Breakdown III, and will include community services, for psycho-social dysfunction, venues for acute medical nursing; venues for isolation nursing; self-help groups associated with psycho-social dysfunction, cardio-pulmonary dysfunction and communicable diseases.

**Assessment:** Clinical Log Book 50 per cent; Critical Incident Technique 50 per cent.

**NSG284  Clinical Practicum IV**

**Contact:** Thirty-five hours per week for seven weeks, total 245 hours.

**Prerequisites:** NSG181 and NSG182.

**Corequisites:** Health/Health Breakdown IV, Enquiry and Processing Skills III, Practice Principles and Skills IV, Nursing Theory II.

**Aims:** To provide an opportunity for the student to
Aim: To consolidate and integrate new theoretical concepts and practical skills acquired in college, whilst the cumulative learning experiences will allow for an increasing competence in the skills previously developed. It is intended to foster in the student the continued utilisation of a problem solving, holistic approach to the delivery of nursing care; effective participation as a health team member and an increasing awareness of the need for legal and ethical standards to be applied in practice.

Objectives: At the completion of these experiences the student should be able to: a) collect and synthesise data relevant to the health breakdown problems selected for exploration during the practicum; b) recognise those situations encountered in clinical practice in which legal principles must be considered; c) teach aspects of health care to selected individuals and groups; d) begin to demonstrate competence and confidence in performance of the skills acquired in Practice Principles and Skills IV; e) provide nursing care for patients/clients with an increased range of health breakdown problems; f) begin to apply knowledge of more complex health breakdown processes, with the associated care principles and management strategies, to the planning, implementation and evaluation of nursing care for selected patients/clients; and, g) demonstrate ability to utilise a holistic approach to care.

Clinical Venues: The venues chosen for the clinical experience relate to the problems identified in Health/Health Breakdown IV. Thus, further learning experiences are gained in acute surgical nursing, orthopaedic nursing and gynaecological nursing and community aspects of issues in women’s health.

Assessment: Clinical Log Book 50 per cent; Critical Incident Technique 50 per cent.

**NSG292 Nursing Theory II – Bioethical Issues in Nursing**

**Contact:** One hour per week in Semesters 3 and 4, total hours 19.

**Prerequisite:** NSG191.

**Corequisites:** NSG213, NSG203, NSG253, NSG283, NSG284.

**Aim:** To introduce the student to the ethical dimensions of decision-making and action in the health care sector in general, and professional nursing practice in particular.

**Objectives:** On completion of the subject, the student should: a) be partially aware of the ethical dimensions of decision-making in the practices of health care and of nursing; b) be more sensitive to the wide range of ethical concerns which can arise whilst nursing in a modern society; c) begin to recognise, integrate and reconcile the various considerations which are relevant to the resolution of ethical dilemmas; d) begin to be committed to the lifelong study of ethics, as a natural process within their own professional development; and, e) begin to maintain a sense of moral obligation to act ethically.

**Syllabus:** Introduction to the world of Bioethics. Case Studies: the case studies presented for consideration will relate to the themes studied in health breakdown. Some reasons for increasing importance and complexity of ethical problems: ethical decision making. Two main approaches in ethics: Consequentialist/Teleologi-cal; Non-Consequentialist/Deontological. Consideration of the nature of the nurse-client relationship: professional codes, the nurse as moral agent.

**Teaching Methods:** Combination of lecture, tutorial-discussion and case studies.

**Assessment:** Minor essays which pertain to Health Breakdown problems. Total number of essays – six – 100 per cent.

**References:**


**NSG315 Health/Health Breakdown V - People in Crisis**

**Contact:** Two hours per week, total 20 hours.

**Prerequisites:** NSG111, NSG112, NSG213 and NSG214.

**Aim:** The approach adopted in year two will continue, but the problems now become more complex. The student will be able to explore and manage more difficult problems in various contexts and across the age continuum.

**Objectives:** As for Health/Health Breakdown III.

**Syllabus:** The nature of the three problems to be studied will introduce the student to crisis theory and management. These problems relate to the child in hospital; accident and emergency in regard to violence by others, illness and accident; attempted suicide and other self-destructive behaviour.

**Teaching Method:** Lecture, tutorial and self-directed modes of study.

**Assessment:** Workbook activities associated with problem packages 25 per cent; Diary records of cases examined 25 per cent; Tests 50 per cent.

**References:**


**NSG316 Health/Health Breakdown VI - People in Crisis**

**Contact:** Two hours per week, total 18 hours.

**Prerequisites:** NSG111, NSG112, NSG213 and NSG214.

**Aims:** The approach adopted in year two will be continued, but the problems become more complex. The student will be given the opportunity to explore
and manage more difficult problems in various contexts and across the age continuum.

**Objectives:** As for Health/Health Breakdown III.

**Syllabus:** The nature of the problems to be studied will introduce the student to crisis theory and management in regard to birth and parenthood; high dependency situations – critical illness and terminal illness; the peri-operative experience.

**Teaching Method:** Lecture, tutorial and self-directed modes of study.

**Assessment:** Workbook activities associated with problem packages 25 per cent; Diary records of cases examined 25 per cent; Tests 50 per cent.

**References:**


**NSG335 Human Bioscience V**

**Contact:** Fifty hours for one semester.

**Prerequisites:** NSG233, NSG234.

**Aim:** To introduce students to the physiology of conception, development and birth.

**Objectives:** To demonstrate a knowledge of gamete formation, fertilization, pregnancy, birth and developmental influences.

**Syllabus:** Reproduction, meliosis and gamete formation; physiology of human sexuality; fertilization, implantation and development; hormonal control of pregnancy; parturition and associated physiological adjustments; premature delivery; environmental and genetic influences on embryonic development; congenital abnormalities; human life cycle; aging.

**Teaching Methods:** Combination of lectures, tutorials, demonstrations and laboratory work.

**Assessment:** Assignments 50 per cent; Written Test 50 per cent.

**References:**


**NSG354 Enquiry and Processing Skills IV – Investigatory Study**

**Contact:** One hour per week in semesters 5 and 6, total hours 19.

**Prerequisites:** NSG151, NSG152 and NSG253.

**Aim:** To consolidate skills, previously introduced, in problem identification, data collection and analysis, and in the design of projects typical of introductory research activity.

**Objectives:** On the completion of the subject the student should have demonstrated a willingness to participate collaboratively in projects generating nursing knowledge, which are relevant to clinical practice or health care services.

**Syllabus:** The student will be offered a choice of items for investigation or they may choose to investigate an item which they may nominate.

**Teaching Method:** A learning contract with individual project development under the guidance of lecturers and tutors.

**Assessment:** Submission of a completed project report 75 per cent; participation in a seminar presentation on their project 25 per cent.

**References:**


**NSG365 Psychosocial Studies V**

**Contact:** Three hours per week for one semester.

**Prerequisite:** NSG264.

**Syllabus:** Psychological care of chronic and terminal patients; psychological assessment of disorder; cognitive, emotional, and mood state assessment; therapeutic interventions; alternative approaches to health.

**Assessment:** Seminar presentation, case study and class test.

**References:**


**NSG366 Psychosocial Studies VI**

**Contact:** Three hours per week for one semester.

**Prerequisite:** NSG365.

**Syllabus:** Social behaviour; motivation, needs and emotions; person perception, attribution and social roles; group behaviour; conflict and conflict resolution; the individual in the health organization; the nurse as part of the health team; role expectations and behaviours in nursing; organisational theory applied to nursing.

**Assessment:** Seminar presentation, case study and class test.

**References:**


**NSG374 Sociology IV**

**The Political Sociology of Health Care**

**Contact:** Two hours per week.
Aims: To introduce students to the social and political factors involved in decisions about health care in contemporary Australian society.

Objective: To show a clear understanding of the socio-political nature of the organisation and practice of health care in Australia.

Syllabus: Definitions of political sociology; theories of social and political power; Australian socio-political systems and the provision of health care; power and control in health care; interests and ideology in health and illness, treatment and prevention; micro-politics in health care; mental illness and disability as deviance; the political economy of health.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Assignment 60 per cent; Test 40 per cent.

References:
NAVARRO, V., Crisis, Health and Medicine, Tavistock, NY, 1986.

NSG375 Sociology V
Policy Development in Health Care

Contact: Two hours per week.
Prerequisite: NSG273.
Aim: To introduce students to the issues involved in policy development in health care.

Objective: To show an appreciation of the diversity of factors and issues involved in the development of health care policies and the historical effects of policy changes on present-day health care provision.

Syllabus: The socio-political arena of health care in Australia; health policy development procedures; policy and practice, some existing examples – community health, women's health, aboriginal health, etc; the hierarchy of interest and pressure groups in health policy; community control of health care in general and in Victoria.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Investigative Assignment 60 per cent; Test 40 per cent.

References:

NSG386 Clinical Practicum VI

Contact: Thirty-five hours for seven weeks, total 245 hours.
Prerequisites: NSG283 and NSG284.
Corequisites: Health/Health Breakdown VI; Enquiry and Processing Skills VI; Practice Principles and Skills VI; Nursing Theory VI.
Aims: To allow the student to further consolidate skills and the application of knowledge; and allow the practising of some of the new more complex skills which relate to the studies in Health/Health Breakdown V and to the high dependency states as developed in the Practice Principles and Skills component of the course.

Objectives: As a result of completing this experience, the student should: a) demonstrate increasing competence in selected skills acquired in the Practice, Principles and Skills component of year two; b) be able to collect and synthesise data relevant to the examination of the increasingly complex health breakdown problems which are explored during Health/Health Breakdown V; c) be able to apply relevant theoretical concepts and principles from each of the strands of study to the delivery of nursing care; d) demonstrate increasing competence in recognising changes in health status of clients with complex health breakdown problems; e) demonstrate a beginning ability to plan, implement and evaluate care for selected clients with high dependency states and/or health breakdown problems; f) demonstrate increasing ability to recognise emergencies and take or participate in appropriate nursing actions; g) demonstrate beginning ability to use and evaluate selected specialised equipment used in the care of patients with complex health breakdown problems; and, i) demonstrate an ability to interact appropriately with patients/clients, families in situations associated with complex health breakdown problems and in instances of crisis.

Clinical Venues: The venues chosen for the clinical experience relate to the problems identified in Health/Health Breakdown V. The learning experiences are therefore related to acute psychiatric nursing; paediatric nursing and accident and emergency nursing.

Assessment: Clinical Log Books 50 per cent; Critical Incident Technique 50 per cent.

NSG385 Clinical Practicum V

Contact: Thirty-five hours for seven weeks, 245 hours.
Prerequisites: NSG283 and NSG284.
Corequisites: Health/Health Breakdown V; Enquiry and Processing Skills V; Practice Principles and Skills V; Nursing Theory V.
Aims: To allow the student to further consolidate skills and the application of knowledge; to allow the practising of some of the new more complex skills which relate to the studies in Health/Health Breakdown V and to the high dependency states as developed in the Practice Principles and Skills component of the course.

Objectives: As a result of completing this experience, the student should: a) demonstrate increasing competence in selected skills acquired in the Practice, Principles and Skills component of year two; b) be able to collect and synthesise data relevant to the examination of the increasingly complex health breakdown problems which are explored during Health/Health Breakdown V; c) be able to apply relevant theoretical concepts and principles from each of the strands of study to the delivery of nursing care; d) demonstrate increasing competence in recognising changes in health status of clients with complex health breakdown problems; e) demonstrate a beginning ability to plan, implement and evaluate care for selected clients with high dependency states and/or health breakdown problems; f) demonstrate increasing ability to recognise emergencies and take or participate in appropriate nursing actions; g) demonstrate beginning ability to use and evaluate selected specialised equipment used in the care of patients with complex health breakdown problems; h) be able to identify
and meet the safety needs of high dependency patients and those with complex health breakdown problems; and, i) demonstrate an ability to interact appropriately with patients/clients, families in situations associated with complex health breakdown problems and in instances of crisis.

Clinical Venues: The venues chosen for the clinical experience relate to the problems identified in Health/Health Breakdown VI. The learning experiences are therefore related to maternity nursing; high-dependency nursing and peri-operative nursing.

Assessment: Clinical Log Books 50 per cent; Critical Incident Technique 50 per cent.

NSG393 Nursing Theory III - Introduction to Crisis Theory and Management

Contact: Two hours per week in Semesters 5 and 6, total hours 38.

Prerequisite: NSG292.

Aim: The subject relates to the themes of study in Health/Health Breakdown V and VI and aims to introduce the student to the principles and strategies necessary for the understanding and effective assistance of people at risk or in crisis.

Objectives: On completion of the subject the student should be able to appreciate the nature of the crisis and the crisis experience; be alert to a person or population at risk; begin to discriminate between a crisis and a non-crisis state; and be able to participate in both the informal and formal processes of crisis intervention and management.

Syllabus: Crisis theory and practice: introduction and overview. Understanding people in crisis; identifying people in crisis; helping people in crisis; and family and social network strategies during crisis. Crisis subjects will be related to the following themes: the child in hospital; violence by others; illness, accidents or disaster; crisis resulting in attempted suicide and other self-destructive behaviours; changes to lifestyle — birth and parenthood; high-dependency situations — terminal illness, critical care; surgery.

Teaching Methods: Lecture, tutorial, discussion groups on case studies.

Assessment: As this subject is closely integrated with Health/Health Breakdown V and VI, assessment format will be minor essays related to these problems. Six essays — 100 per cent.

References:

NSG394 Nursing Theory IV — Nurse as Change Agent

Contact: Two hours per week in Semesters 5 and 6, total hours 38.

Prerequisite: NSG292.

Aim: So that the student can function as a change agent, the subject will offer the student some effective strategies to deal with the many stresses and changes which are evident within the nursing profession.

Objectives: On completion of the subject, the student should: a) be able to appreciate some of the origins of stress in nursing; b) be able to recognise early, some negative behavioural responses to stress; c) begin to participate in the development of various strategies toward the prevention and management of stress, in self and others; d) be able to undertake a basic analysis of an organisation — its goals, tasks, structures, technology and its people; e) have developed a perception of themselves as members of an organisation as well as a functional specialist; f) be able to identify the main conventional functions of management, for example planning, organising, controlling and evaluating; and, g) be able to apply the knowledge gained to a group-based venture or project.

Syllabus: The effect of stress upon the nurse's sense of well-being: stress and the nurse, origins of stress in nursing, reality shock, negative responses to stress, burn-out, change theory. Self-awareness: tools to develop personal stress awareness: stress assessment tools, unrealistic expectations; making interpersonal relationships work for — not against — a person; stress reduction techniques; organisation analysis; organisational development. Management: the process, the role of the manager. Management of change. Venture management: seeking resources, marketing the venture, operating the venture, evaluation of the venture.

Teaching Method: Reading course with tutorials and discussion. Field work.

Assessment: Essay on the Management of Stress in Nursing 50 per cent; Venture Project 50 per cent.

References:
COEHN, H., The Nurse's Quest for a Professional Identity, Addison-Wesley, 1981.

NSG331 Elective Studies — Nursing

Contact: Two hours per week in Semester 6, total hours 18.

Aim: To provide opportunity for the student to study a specific field of nursing, to greater depth.

Objectives: On completion of the subject the student should: a) have met the requirements of the learning contract; b) have submitted an in-depth report on the learning experience; and, c) have developed further their clinical competence for the particular field of nursing.

Syllabus: In groups of six, the students will negotiate a learning contract and five days clinical experience in one of the following fields of nursing, for example: adult medical-surgical nursing; paediatric nursing; gerontological nursing; psychiatric nursing; developmental disability nursing; maternal and child health
nursing; high dependency nursing; community nursing; palliative care nursing.

**Assessment:** Group Report 50 per cent; Clinical Assessment 30 per cent; Self-Assessment 20 per cent.

**References:**

Plus references for particular fields of nursing, as previously listed.

**Elective Studies – General**

Students may choose from a range of subjects, for example: *Recreation and Special Populations.*

**Contact:** Equivalent of two hours per week in Semester 5 or 6.

**Prerequisite:** NSG222.

**Syllabus:** This subject provides students with the opportunity of further extending their study of recreation and special populations. Students are required to complete a fieldwork exercise related to one selected special population group.

**Assessment:** Written fieldwork report.

**References:**
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<tr>
<th>Month</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
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<td><strong>JULY</strong></td>
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<td>Non-teaching (25)</td>
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<td>13</td>
<td>Study (27)</td>
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**LIST OF CHISHOLM COURSES**

**NOTE:** Courses marked C are offered at Caulfield only, those marked F at Frankston only, and those marked C&F at both campuses. Courses marked C/F may be started at Frankston but must be completed at Caulfield.

### BACHELOR DEGREES

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<td>Bachelor of Applied Science (Digital Technology) (C)</td>
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<td>Bachelor of Applied Science (Multi-discipline) (C)</td>
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<tr>
<td>Bachelor of Applied Science/Computing/Bachelor of Business (Accounting) (C&amp;F)</td>
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<tr>
<td>Bachelor of Arts (C&amp;F)</td>
<td>SSBS</td>
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<tr>
<td>Bachelor of Arts/Bachelor of Business (C&amp;F)</td>
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<tr>
<td>Bachelor of Arts (Ceramic Design) (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Bachelor of Arts (Fine Art) (C)</td>
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<td>Bachelor of Arts (Craft) (F)</td>
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<td>Bachelor of Arts (Graphic Communication) (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Bachelor of Business (Accounting) (C&amp;F)</td>
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<tr>
<td>Bachelor of Business (Banking and Finance) (C)</td>
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<tr>
<td>Bachelor of Business (Business Administration) (F)</td>
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<td>Bachelor of Business (Management) (C)</td>
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<td>Bachelor of Business (Office Administration) (C)</td>
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<td>Bachelor of Education (Fourth Year) (F)</td>
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<td>Bachelor of Engineering (Civil and Computing) (C)</td>
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<td>Bachelor of Engineering (Electrical and Computing) (C)</td>
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<td>Bachelor of Engineering (Mechanical and Computing) (C)</td>
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### DIPLOMAS

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<tr>
<td>Diploma of Applied Science (Nursing) (F)</td>
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<tr>
<td>Diploma of Art and Design (Graphic Design) (C/F)</td>
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<tr>
<td>Diploma of Teaching (Early Childhood) (F)</td>
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<tr>
<td>Diploma of Teaching (Primary) (F)</td>
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### ASSOCIATE DIPLOMAS

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<th>Course</th>
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<tr>
<td>Associate Diploma in Art and Design (Ceramic Design) (C)</td>
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<tr>
<td>Associate Diploma in Art and Design (Ceramic Design) — Part-time (F)</td>
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<td>Associate Diploma in Marketing (C)</td>
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<tr>
<td>Associate Diploma in Police Studies (C)</td>
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<tr>
<td>Associate Diploma in Secretarial Studies (Legal) (C)</td>
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<td>Associate Diploma in Secretarial Studies (Medical) (C)</td>
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<tr>
<td>Associate Diploma in Tribology (C)</td>
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<td>Associate Diploma in Welfare Studies (C)</td>
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### GRADUATE DIPLOMAS

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<td>Graduate Diploma in Accounting Information Systems (C)</td>
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<td>Graduate Diploma in Administrative and Secretarial Studies (C)</td>
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<tr>
<td>Graduate Diploma in Agribusiness (F)</td>
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<td>Graduate Diploma in Applied Polymer Science (C)</td>
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<td>Graduate Diploma in Applied Psychology (C)</td>
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<tr>
<td>Graduate Diploma in Banking and Finance (C)</td>
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<td>Graduate Diploma in Ceramic Design (C&amp;F)</td>
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<td>Graduate Diploma in Community Education (C&amp;F)</td>
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<tr>
<td>Graduate Diploma in Computing (C)</td>
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<td>Graduate Diploma in Digital Communications (C)</td>
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<td>Graduate Diploma in Educational Studies (F)</td>
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<td>Graduate Diploma in Fine Art (C)</td>
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<td>Graduate Diploma in Information Technology (C)</td>
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</table>
Graduate Diploma in Multi-cultural Studies (C&F) 
Graduate Diploma in Outdoor Education (F) 
Graduate Diploma in Project Management (C) 
Graduate Diploma in Robotics (C) 
Graduate Diploma in Structural Computations (C) 
Graduate Diploma in Water Science (C) 
Graduate Diploma in Welfare Administration (C) 

MASTER'S DEGREES by Coursework 
Master of Applied Science (Computing) (C) 
Master of Business (Marketing) (C) 

MASTER'S DEGREES by Thesis/Research 
Master of Applied Science (C) 
Master of Arts (C) 
Master of Business (C) 
Master of Education (F) 
Master of Engineering (C) 

BOOK CODES: 
A&D .................................................. School of Art and Design 
DSBS ................................................. David Syme Business School 
ED .......................................................... School of Education 
Nur .......................................................... School of Nursing 
SSBS .................................................. School of Social and Behavioural Studies 
Fac ....................................................... Faculty of Technology
The Frankston Campus is located on a major arterial road linking the Mornington Peninsula Freeway and the Frankston/Flinders Road. On-campus parking is available for students. The Frankston Railway Station is approximately two kilometres from the campus and the area is serviced by a local bus network.

A George Jenkins Theatre, Student Union, Educational Development Unit, Institute Community Services, Computer Centre (Level 1), Bookshop, Cafeteria (Level 2); Lecture Theatres (Levels 2 & 4), School of Education, Staff Lounge (Level 3); Library (Levels 3 & 4); handicapped access.

B School of Art and Design, Science, Music & Physical Education, Gymnasium; handicapped access.

*1 Art & Design Workshop
*2 Ceramic Production Workshop

C Administration, Conference Room

CC Childcare Centre

D David Syme Business School, Division of Information Technology, Division of Mathematical and Environmental Sciences, School of Social and Behavioural Studies.

E School of Nursing, Division of Mathematical and Environmental Sciences, Chemistry and Biology.

G Garages

H Halls of Residence

S Struan House, Division of Continuing Education, Education

T Tennis Courts

W White Cottage, South Pacific Centre for School and Community Development

Vehicle Entry and Exit

Entry to buildings

GP General car parking

SP Staff parking area

RP Residents parking

VP Visitors parking area