

## **Advanced Standing Application**

### **Master of Clinical Science**

You have received this information because you have indicated an intention to apply for advanced standing. We trust that this information will assist you in your application. Here is what you need to know.

#### **1. Advanced Standing opportunities**

These are available for relevant study and/or experience that is either postgraduate or 'post-basic' in nature. Up to 50% of the unit requirements for the postgraduate awards of the School may be given for such prior learning.

For each unit of advanced standing sought, candidates must demonstrate the equivalent of 150 hours of postgraduate study and/or professional experience. The following general guidelines apply to advanced standing granted by this method:

(i) For postgraduate study completed at this University or elsewhere, advanced standing of up to 50% of the award may be granted, either in units that match the already completed units, or as Unspecified Electives.

(ii) For appropriate continuing education, at a level which represents post-basic or postgraduate competence, one unit of advanced standing may be granted for each 150 hour equivalent of study, up to 50% of the award as Unspecified Electives.

(iii) For candidates who have successfully completed an undergraduate Honours degree, four units of advanced standing from the total 12 units required for the Master of Clinical Science may be granted as Unspecified Electives, or the equivalent of four units of Master of Clinical Science Project units.

(iv) For relevant, high-level, post-basic professional experience, advanced standing may be granted on the following basis:

- a) those candidates classified as 'specialists' in their field (such as Clinical Nurse Specialists) may be granted two units of advanced standing as

Unspecified Electives;

b) those candidates classified as ‘managers’ in their field (such as Nurse Unit Managers) may be granted four units of advanced standing as Unspecified Electives;

c) those candidates classified as ‘consultants’ in their field (such as Clinical Nurse Consultants or Nurse Practitioners) may be granted four units of advanced standing as Unspecified Electives;

Candidates seeking advanced standing are required to submit an advanced standing portfolio.

## **2. Preparing your Advanced Standing Portfolio**

A: Cover sheet: Candidates are advised to list the details of their Prior Learning on a cover sheet as follows, and then attach relevant supporting documentation:

1. Name of candidate
2. Current employment classification of candidate
3. Type of Prior Learning for which Advanced Standing is sought should be stated as one or more of the following:
  - (i) Type and number of units of previous tertiary study completed;
  - (ii) Previous post-basic continuing education completed, including number of hours involved in each instance;
  - (iii) Type of relevant professional experience completed, including number of years/months involved in each context.

B: Supporting documentation: Attach evidence that supports the application, for example:

- (i) for previous tertiary study you will need to include a unit statement as evidence of the content of this unit and an academic transcript to confirm the year you complete each unit, with your application;
- (ii) for continuing education, copies of certificates or course completion documents are required;

(iii) for relevant professional experience a letter of appointment or letter from your employer.

B (i) If you believe that you have fulfilled the requirements to successfully complete a named unit in the Schedule of Units you need to prove this by supplying information about the aims, objectives, duration of study and year/s of study (as per the table below).

### ***Advanced standing for unspecified electives***

You are entitled to advanced standing for up to four unspecified electives. If you have completed post graduate units within the last ten years you are most likely eligible to claim these units as unspecified electives. You will need to provide a certified copy of your academic transcript to support your application.

### ***Advanced standing for named units***

You are also eligible to apply for advanced standing for named units in the Schedule of Units for this award. If you believe that you have fulfilled the requirements to successfully complete a named unit in the Schedule of Units you prove this by supplying information about the aims, objectives, duration of study and year/s of study. We suggest that you present this information in a table such as the one below.

<b>SCU Unit</b>	<b>Previous Unit</b>
<b>Unit title and Code:</b>	<b>Unit title and Code:</b>
<b>Aims</b>	<b>Aims</b>
<b>Objectives</b>	<b>Objectives</b>
	<b>Duration of Study e.g. weeks/hours*</b>
	<b>Year/s of study*</b>

\* This information just applies to the previous unit for which you are applying for advanced standing.

We have provided a summary of the Unit Statements of the Schedule of Units for this award for you to incorporate in the table in which you present the comparison of units. Transfer the information about the aims and objectives of the named SCU units in one column and include the aims and objectives, and additional information (duration of study, and year/s of study) in the other column. We have also included information about the handbook entry and syllabus for each unit so you have a better understanding of the unit content, and supplemental learning resources (i.e. textbook).

By presenting your application in this format, we can establish whether your previous study is similar to a named SCU unit, and therefore determine your eligibility for advanced standing.

## Unit Statements

**Unit title:** The Ageing Body

**Unit code:** CMM03250

### Aims

This unit aims to increase knowledge and understanding of the physiological changes associated with ageing and to describe some of the common conditions in this age group. It will examine the social and economic implications of these diseases; their impact on functional independence and quality of life; and outline some approaches to assessing these age-related health problems.

### Objectives

Upon completion of this unit, students should be able to:

1. Describe the physiological changes associated with ageing
2. Explore medication issues such as polypharmacy and age-related changes to drug metabolism
3. Discuss common age-related health problems
4. Identify the risk factors for, and preventability of, some of the common health problems of older people
5. Evaluate assessment approaches for common chronic health problems in the older population
6. Explain some key terms necessary for an understanding of the epidemiology of diseases and disability
7. Critique the compression of morbidity debate.

### Handbook entry

This unit describes the physiological changes associated with ageing and examines the extent and implications of health problems in this age group. The role of screening and assessment tools for the detection of health problems in the older person will be described.

### Syllabus

Biological perspectives on ageing

Physiological changes and ageing

Main medical conditions of ageing, e.g. cardiovascular conditions, musculoskeletal conditions, neurodegenerative conditions, etc.

Assessment tools, e.g. instruments to assess cognition, depression, falls risk, oral/dental health, etc.

Epidemiology of disability

Burden of disease

Compression of morbidity

### Prescribed texts and materials

Bevan, C., & Jeeawody, B. (1998). *Successful Ageing: Perspectives on Health and Social Construction*. Sydney: Mosby.

**Unit title:** Approaches to Healthy Ageing

**Unit code:** CMM03251

### **Aims**

This unit explores the determinants of healthy ageing and focuses on the relationship between ageing and nutrition, physical activity, and sexuality. It will examine the prevalence of complementary medicines usage in this age group and explore the role these preparations play in the prevention and treatment of age-related health concerns. Approaches to geriatric health assessment will also be reviewed.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Describe healthy ageing and discuss associated concepts
2. Identify the determinants of healthy ageing
3. Understand national guidelines for physical activity and nutrition for older Australians
4. Critique the importance of physical activity and nutrition in maintaining optimum health in old age
5. Explore attitudes towards intimacy and sexual relationships in old age
6. Evaluate the role of complementary medicines in reducing the morbidity associated with ageing.

### **Handbook entry**

This unit explores the determinants of healthy ageing and focuses on the relationship between ageing and nutrition, physical activity, and sexuality. The importance of health assessment and health promotion for older people will be explored. Issues related to the use of complementary medicines in this age group will be examined.

### **Syllabus**

Theoretical perspectives on ageing  
Determinants of healthy ageing  
Ageing and nutrition, physical activity, and sexuality  
Ageing and complementary medicines and aromatherapy  
Health promotion and policy framework in healthy ageing  
Geriatric health assessment

### **Prescribed texts and materials**

Bevan, C. & Jeeawody, B. (1998). *Successful ageing. Perspectives on health and social construction*. Sydney: Mosby.

**Unit title:** Responses to an Ageing Population

**Unit code:** CMM03252

**Aims**

This unit aims to provide the student with an understanding of some of the factors that need to be considered when planning and providing services, and setting priorities, that reflect the health needs of an older population. Some of the current policies that govern the care of older people at an international, national, state and local level will be examined.

**Objectives**

Upon completion of this unit, students should be able to:

1. Discuss how needs impact on demand and supply of health care
2. Apply an understanding of how research can be used to identify the health needs of an ageing population
3. Apply an understanding of how evidence can be used to inform and support appropriate service provision
4. Outline the basis for choosing policies, programs and practices for older people
5. Explain the current funding and service arrangements in Australia
6. Identify the principles that underpin service provision and care
7. Critique the impact of an ageing population on international, national, state and local policy developments.

**Handbook entry**

This unit focuses on the health care needs of an ageing population. It explores how needs impact on demand and supply of health care and the value of evidence in informing priority setting and planning for services. In addition, it examines the key principles that underpin local, national and international responses to population ageing.

**Syllabus**

Health care needs, demands and supply  
Needs assessment  
Priority setting and planning  
Choosing policies, programs and practices  
Decision making in the grey-zone  
Service arrangements, issues and policies  
Social factors influencing service provision  
Principles underpinning service provision and care  
Policy development and responses to an ageing population from an international, national, state and local perspective

**Prescribed texts and materials**

There is no set text for this unit.

**Unit title:** The Social Context of Ageing

**Unit code:** CMM03253

### **Aims**

This unit aims to increase knowledge and understanding of the social context of ageing by examining the importance of social networks and support for older Australians; the distribution of social resources in later life, the implications of population ageing, the contributions of older people in their communities, and the risks and vulnerabilities to which they may be exposed in everyday life.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Understand the basic principles underlying demographic and epidemiological trends in an ageing population
2. Examine societal views and attitudes towards ageing
3. Define social networks and social capital
4. Identify sources of diversity and inequality in the distribution of social resources
5. Outline some of the economic issues and implications of an ageing population
6. Identify specific risks and vulnerabilities associated with community living
7. Evaluate older people's contributions to the community
8. Critique social support systems and networks within the community.

### **Handbook entry**

This unit examines the implications of population ageing in relation to the social networks, social support and distribution of social resources in later life. It highlights the important contribution older people make to the community and identifies some of the risk factors that predispose them to social disadvantage and isolation.

### **Syllabus**

Ageing and population  
Causes of population ageing  
Ageing and life expectancy  
Societal views and attitudes towards ageing  
Ageing and diversity  
Social networks and support, social capital  
Social resources – income, housing, gender differences  
Implications of population ageing  
Older people's contributions  
Risks and vulnerabilities  
Older people, rights, and political power

### **Prescribed texts and materials**

Australian Bureau of Statistics (1999). *Older people, Australia: A social report*. Catalogue No. 4109.0. Canberra: Commonwealth of Australia. Available from <http://abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4109.01999?OpenDocument>

Bevan, C. & Jeeawody, B. (1998). *Successful ageing: Perspectives on health and social construction*. Sydney: Mosby

**Unit title:** Overview of Mental Health Care

**Unit code:** CMM00001

### **Aims**

The unit aims to present mental health practitioners with a wide range of social, legal, ethical and economic problems associated with their area of practice. The unit will also provide practitioners with knowledge about the factors which impact on policy development and implementation with respect to mental health care.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Compare historical, contemporary and alternative delivery of mental health care and promotion in Australian and international health care settings
2. Review current reform processes and mental health legislation in Australia, and discuss the impact of societal structures on the mental health of the population
3. Critically evaluate health policies that affect mental health care practice
4. Evaluate the ways in which the promotion of mental health and mental health care are conceptualised, organised and administered, with regard to sufferers, practitioners and the community
5. Determine ways in which the health care practitioner can effect change to those factors which influence mental health care and promotion
6. Analyse how future changes and reforms in the health care system would provide best mental health care practice.

### **Syllabus**

The unit has been organised into two sections and seven topics.

Unit introduction

#### **Factors influencing current mental health care**

Historical overview of mental health care

Social and political influences on current mental health policies

#### **Issues in contemporary mental health care**

The reform process

National mental health policy

Rights of people with a mental illness

Evaluation of mental health care

### **Prescribed texts and materials**

There is no set text for this unit.

**Unit title:** Psychotherapies in Mental Health Care

**Unit code:** CMM00003

**Aims**

The aims of this unit are to provide a historical understanding of psychotherapy and its origins, explore the scientific paradigm on which psychotherapy has been based, provide alternative views about and critique the value and efficacy of psychotherapy, review the major therapeutic approaches and comment on their effectiveness, evaluate the therapies in general terms and debate their usefulness, consider the context in which psychotherapy is provided, and how contextual issues influence care, discuss the ethical issues that have arisen in psychotherapeutic intervention, and consider the issues of confidentiality, abuse of clients and the impaired therapist review therapist-client relationship characteristics which impact on choice of therapy for the client and consider aspects of reflective practice and its value to therapists and clients.

**Objectives**

Upon completion of this unit, students should be able to:

1. Determine the ways in which social constructionism influences therapies, therapists and clients
2. Critically analyse the literature supporting and/or opposing various therapies
3. Determine the effectiveness and validity of various mental health therapies
4. Explore in detail the theoretical foundations, techniques and value of one or more therapies of interest
5. Identify the social, cultural, organisational, political and global factors that determine the perceived efficacy and value of therapeutic approaches
6. Demonstrate a strong understanding of ethical issues that arise in therapeutic practice
7. Utilise reflective practice principles to critically evaluate personal mental health/ psychotherapeutic practice.

**Handbook entry**

Involves a critical analysis of a variety of therapies used in mental health care. Students will critically evaluate the therapeutic relationship. Involves a critical analysis of a variety of therapies used in treating the mentally ill and the 'worried well', including the study of differential diagnosis and assessment. Will also focus on determining strategies for maintaining mental health gains and outcomes and the definition of 'therapist'. Effects of various therapies on the client and the practitioner, and on the cost, administration and organisation of mental health care are analysed. Students will critically evaluate the therapeutic relationship, including issues such as sexuality, co-dependency, co-morbidity, ageism and culture.

**Syllabus**

The unit consists of five topics.

Topic 1 provides introductory comments, a note on expectations, content, aims, objectives, comments and guidelines on assessment.

Topic 2 provides a brief historical overview of psychotherapy, from ancient times to the present. It then explores the scientific and ideological foundations on which

psychiatry, psychology and psychotherapy are based. This section suggests that a paradigm shift has occurred that is more relevant to human science and more appropriately underpins it. The topic concludes with a critique of psychotherapy in general, examining some of the issues that have been raised by those who view these therapies as ineffective and even immoral. It is considered a useful inclusion in order to provide you, the student, with some alternative literature and ideas that critical thinkers must consider. By providing a sharply critical focus, therapists may consider what is in the client's best interests. After-all, therapy is for their benefit, or should be!

Topic 3 describes some selected therapeutic approaches, including psychoanalytic, Adlerian, existential, person-centred, Gestalt, reality, behaviour, cognitive-behaviour, family systems and feminist therapies. Comments regarding their usefulness and efficacy are provided for each. Students with a strong background in the theoretical foundations and practical applications of these therapies will find this topic one of revision. Those who are unfamiliar with some or all of these therapies will find this a challenging and detailed topic that will provide the necessary foundations for future therapeutic work.

Topic 4 provides an evaluation of the therapies in general, as well as a description of the context in which therapeutic care is delivered. Such contextual issues as those addressing organisational, social, cultural, political and global matters are provided. In addition, there is a section on ethical issues, which considers the misconduct and abuse potential that exists in the psychotherapeutic domain.

Topic 5 considers the therapies in action, and such issues as the therapeutic alliance, therapist-client relationships, characteristics of both therapist and client, the type of therapy appropriate for specific clients and preferred styles of therapy. This topic also demonstrates the characteristics of reflective practice, and guidelines are provided for continuing reflection on practice.

The unit will end with Topic 6 which will provide a summary of the unit, including the notion of integrative therapies, systemic or 'brief therapies', and some concluding comments and further questions for consideration.

### **Prescribed texts and materials**

Sharf, R. (2008). *Theories of Psychotherapy and Counseling: Concepts and Cases*. Belmont: Thomson Higher Education.

**Unit title:** Evaluation of Mental Health Services: Prevention to Rehabilitation

**Unit code:** CMM00004

**Aims**

This unit aims to provide the learner with appropriate frameworks to analyse and evaluate a range of general and specialist mental health services. This analysis is based on an assessment of the planning and intervention processes, outcomes, costs and management of these evaluations. This unit also aims to further develop student skills in identifying, planning, implementing and evaluating educational, consumer advocacy and community development approaches to intervening in mental health issues.

**Objectives**

Upon completion of this unit, students should be able to:

1. Critically analyse frameworks for evaluation and apply these to a range of mental health services
2. Analyse the rationale underpinning evaluation frameworks
3. Provide policy recommendations with respect to the delivery of the most effective mental health services
4. Develop and appraise strategic plans for implementation of best practice within mental health care services
5. Apply an appropriate evaluation model to a selected area of practice
6. Explore various current research in mental health and identify gaps.

**Handbook entry**

This unit aims to provide the learner with appropriate frameworks to analyse and evaluate a range of general and specialist mental health services. This analysis is based on an assessment of the planning and intervention processes, outcomes, costs and management of these evaluations.

**Syllabus**

Topic 1 Introduction  
Topic 2 Mental health services in context  
Topic 3 Program evaluation  
Topic 4 Forms of program evaluation  
Topic 5 Evaluation methods  
Topic 6 Measurement of consumer outcomes  
Topic 7 Research in mental health care services  
Topic 8 Conclusion

**Prescribed texts and materials**

There is no prescribed text for this unit.

**Unit title:** Mental Health Nursing Practice  
**Unit code:** NRS03153

**Aims**

This unit aims to examine the role of the mental health nurse using the Australian and New Zealand College of Mental Health Nurses Standards of Practice as the basis. This unit also seeks to explore contemporary mental health nursing practice which establishes integrated, individual and collaborative approaches to provision of services for mental health consumers and their families.

**Objectives**

Upon completion of this unit, students should be able to:

1. Examine the role of mental health nursing in the 21st century and how the Australian and New Zealand Standards of Practice for mental health nurses impact that role
2. Demonstrate the development of a therapeutic alliance in the practice setting and critically analyse its relevance to present day mental health nursing
3. Apply the nursing assessment process and explore a collaborative and consultative approach to planning care, within the practice setting
4. Explain the provision of systematic nursing care that reflects contemporary practice within a health promotion environment
5. Explore the concepts of recovery and rehabilitation within an empowerment framework and apply the evaluation process
6. Critically examine mental health nursing practice in relation to your professional growth and development through the use of current literature.

**Handbook entry**

The unit explores the role of the mental health nurse and nursing in the 21st century and the influences that mental health reform has had on that role with reference to the Australian and New Zealand College of Mental Health Nurses Standards of Practice. Recognition of the collaborative process with consumers will allow mental health nurses to establish integrated and individual approaches to contemporary mental health nursing practice and wellness promotion.

**Syllabus**

This unit consists of 7 Topics:

Topic 1 provides introductory comments, and notes on expectations, contents, aims and objectives.

Topic 2 gives a brief overview of the history of mental health nursing from the 18th century and includes information about the reformers, training and the development of present day mental health nursing practice. Also you will be introduced to the Standards of Mental Health Nursing Practice developed by the ANZCMHN and then progress through some of the debates about the role of mental health nurses in light of mental health reforms over the past decade.

Topic 3 sets the scene for you to explore the concept of the therapeutic alliance including the role of the consumer and power relationships. There is also an invitation

for you to examine the impact of self-knowledge and understanding on the therapeutic use of self and communication with consumers and colleagues.

Topic 4 provides knowledge for you to develop skills in nursing assessment. Emphasis is placed on understanding the meaning of the experience for the consumer, responding to and identifying health needs including risk assessment.

Topic 5 reflects provision of integrated systematic, contemporary mental health nursing care within a collaborative structure. The areas of health promotion/illness prevention, community and inpatient care will be included.

Topic 6 overviews the concept of recovery, rehabilitation and evaluation of care with an empowerment framework.

Topic 7 addresses the issues of continued professional growth and self development and draws these together in relation to the unit objectives.

**Prescribed texts and materials**

Horsefall, J., Stuhlmiller, C., & Champ, S. (2000). *Interpersonal nursing for mental health*. Sydney: MacLennan & Petty.

**Unit title:** Introduction to Complementary Medicine  
**Unit code:** PHA03148

**Objectives**

Upon completion of this unit, students should be able to:

1. Identify the key characteristics of complementary medicines and complementary therapies and their potential role in the maintenance of health
2. Identify the community usage of complementary medicine relevant to your practice
3. Recognise that many complementary medicines and therapies have evidence to support their use
4. Access and evaluate relevant information sources for complementary medicine
5. Demonstrate how to educate patients on a safe approach to the use of complementary medicines
6. Identify and discuss the legal and ethical issues related to the use of complementary medicines
7. Provide up-to-date patient advice about the most commonly used complementary medicines.

**Handbook entry**

Using cases and practical examples we will examine many of the most frequently asked questions in the pharmacy or clinical practice. Practitioners' experience of complementary medicines and complementary medicine consumers will be used to drive the examination of the most used therapies, safety issues, information sources, the regulation of complementary medicines and complementary medicine therapists.

Complementary medicine and health maintenance  
Community usage of complementary medicine  
Complementary medicines; an overview of the evidence  
Supporting safe use of complementary medicines  
Information sources in complementary medicine  
Legal and ethical issues about complementary medicine

**Syllabus**

Module 1 – Complementary medicine: An approach to maintaining health

- What is complementary medicine?
- Naturopathy
- Traditional Chinese medicine and acupuncture
- Manipulative therapies
- Nutritional medicine
- Herbal medicine
- Homeopathy
- Aromatherapy
- Massage

Module 2 – Community usage of complementary medicine

- Patterns of complementary medicine use
- Why patients use complementary medicines

- Popular complementary medicines and therapies
- The business of complementary medicine

#### Module 3 – Complementary medicines: An overview of the evidence

- Researching complementary medicines
- Evidence on efficacy
- Research into complementary medicines in Australia
- How complementary therapies work
- The economics of complementary therapies use

#### Module 4 – Complementary medicines: Supporting safe use

- Communicating with patients about CM usage
- Referring to complementary therapists
- Recording complementary medicine usage in case histories and medication histories
- Safety of complementary medicines: Reporting adverse reactions
- Interactions with pharmaceutical medicines

#### Module 5 – Information sources in complementary medicine

- Current information sources and databases
- Assessing CM journals, books, websites
- Trade and manufacturer information, peers, telephone information services
- Scientific evidence vs traditional practices

#### Module 6 – Legal and ethical issues about the use of complementary medicine

- Ethics and complementary therapies
- Legal aspects of the provision of complementary medicines
- Regulation of complementary health products
- Regulation of complementary health practitioners

#### **Prescribed texts and materials**

Ernst, E. (Ed.) (2001). *The desktop guide to complementary and alternative medicine: An evidence-based approach*. Sydney: Mosby/Harcourt.

Robson, T. (Ed.) (2003). *An introduction to complementary medicine*. Sydney: Allen and Unwin.

## **Unit title:** Evidence-based Complementary Medicine I

**Unit code:** PHA03149

### **Aims**

This unit aims to introduce students to the concept of evidence-based medicine and how to locate and evaluate good quality evidence. The emphasis is on how to answer clinical questions with the best available evidence.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Answer queries about complementary medicine with evidence-based information
2. Develop a clinical question and translate it into a database search
3. Understand the concepts of evidence-based medicine and its strengths and weaknesses in relation to complementary medicine
4. Access and evaluate quality information sources for complementary medicine evidence
5. Recognise issues in complementary medicine which display poor critical reasoning
6. Identify appropriate resources and strategies for accessing evidence-based complementary medicine research
7. Critically evaluate the use of pseudoscience in the promotion of complementary medicine products
8. Apply the concepts of evidence-based medicine to new problems and specific patients
9. Discuss the extent and limitations of current research into complementary medicine and explore potential solutions for the lack of high level research evidence when making evidence-based decisions.

### **Handbook entry**

Describes the process of evidence-based medicine as it applies to complementary medicine giving an overview of research methods and their application to complementary medicine. Strengths and weaknesses of these common research methods will be reviewed. Students will examine the interpretation of the levels of evidence as a research hierarchy and the research methods associated with each level and explore the process of making safety determinations in relation to complementary medicines.

### **Syllabus**

Module 1: Research and evidence-based medicine

- What is evidence based medicine?
- Practising evidence-based medicine
- What constitutes evidence?
- How does evidence-based medicine incorporate clinical experience and expertise?
- Integrating evidence-based medicine and complementary medicine
- Why people believe weird things
- Developing searchable clinical questions.

Module 2: Kinds of clinical questions and how to answer them

- Getting your questions ready for searching
- Types of questions
- Horses for courses – matching questions with study types
- What types of studies are there?
- Common research designs
- The process of developing a search.

Module 3: Finding the evidence

- Information technology: Retrieving information from libraries and the Internet
- Accessing highest quality information
- Using Medline effectively
- Using Cochrane electronic library.

Module 4: Treatment research – how to judge its quality and importance

- Judging the quality of evidence of a treatment research article
- Are the results of this study valid?
- Clinical significance: Judging the relevance of the treatment article
- A few key points on statistical analysis.

Module 5: Critically appraising other types of research

- Critically appraising a systematic review
- Critically appraising research on safety
- Critically appraising research on diagnostic and screening methods.

Module 6: Using resources critically

- Evaluating complementary medicine books
- Evaluating web-based resources
- Marketing information
- Drug information services
- National Professional Associations of Complementary Therapists.

Module 7: Putting evidence-based medicine into practice

- Applying results to your patients
- What to do when no evidence exists?
- What about a patient's beliefs and preferences?
- Applying the best available evidence
- How to approach treatment in a systematic manner
- Evidence-based medicine and complementary medicine
- How can you keep practising evidence-based complementary medicine?

**Prescribed texts and materials**

Sackett, D. L., Straus, S. E., Richardson, W. S., Rosenberg, W., & Haynes, R. B. (2000). *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). Edinburgh: Churchill Livingstone.

Greenhalgh, T. (2001). *How to read a paper: The basics of evidence based medicine* (2nd ed.). London: British Medical Journal Books.

**Unit title:** Complementary Medicine and Professional Practice  
**Unit code:** PHA03151

**Aims**

This unit is designed to provide students with skills to deal with complementary medicines in a professional health environment in three key areas: patient communication, safety of complementary medicines, and natural product complexity. Areas of focus include improving patient disclosure, reporting use, and counselling patients in regard to the use of complementary medicines. This unit has a strong emphasis on safety issues to help students assess risk of complementary medicine use in vulnerable/special populations, herb–drug interactions and adverse reactions. The complexity of plant products and how this impacts on clinical outcomes is also presented.

**Objectives**

Upon completion of this unit, students should be able to:

1. Identify barriers to effective communication between patients and health professionals about complementary medicines
2. Develop skills to improve communication between patients and health professionals about complementary medicines, such as improving patient disclosure of their use of complementary medicines
3. Identify the differences between natural products and synthesised drugs, and analyse the impact of these on both safety and efficacy
4. Identify and interpret available information on adverse reactions to complementary medicines and develop skills to translate this information into sound clinical decision making
5. Identify and interpret available information on use of complementary medicines in special populations – pregnancy, lactation, children, elderly and peri-operative patients – and demonstrate skills to translate this information into sound clinical decision making.

**Handbook entry**

Are herbal medicines safe in children? How frequently do herb-drug interactions occur? Does it matter when a product contains fruit, leaf or root extracts? How do you combine complementary medicine history into patient records and counsel patients appropriately? This unit is designed to give you the skills to deal with complementary medicines in a professional health environment. This unit has a strong emphasis on safety issues, but also includes understanding the complexity of plant products and techniques for improving patient counselling for complementary medicines use.

**Syllabus**

Module 1 – Communicating with patients about complementary medicine

- Topic 1 – Different approaches to health and illness
- Topic 2 – Different concepts and language
- Topic 3 – Improving disclosure of CM use

Module 2 – Safety of complementary medicine

- Topic 4 – Adverse reactions to complementary medicine
- Topic 5 – Drug interactions
- Topic 6 – Reporting adverse effects

#### Module 3 – Safety issues associated with natural products

- Topic 7 – Multiple active ingredients
- Topic 8 – Natural products, extraction processes and chemical forms
- Topic 9 – Quality assurance

#### Module 4 – Complementary medicines and special populations

- Topic 10 – Complementary medicines in pregnancy and lactation
- Topic 11 – Complementary medicines in elderly
- Topic 12 – Complementary medicines in the children
- Topic 13 – Complementary medicines and medical procedures
- Topic 14 – Complementary therapies in cancer patients

#### **Prescribed texts and materials**

There is no specific text required for this course. However, we do encourage you to have a variety of information sources available, including at least one evidence-based book.

Mills, S. & Bone, K. (2005). *The essential guide to herbal safety*. St Louis, Missouri: Elsevier/Churchill Livingstone.

Braun, L. & Cohen M. (2005). *Herbs and natural products: An evidence-based guide*. Edinburgh: Elsevier/Mosby.

Ernst, E. (Ed.) (2001). *The desktop guide to complementary and alternative medicine: An evidence-based approach*. Sydney: Mosby/Harcourt.

## **Unit title:** Complementary Medicine Therapeutics I

**Unit code:** PHA03150

### **Aims**

This unit aims to provide health professionals with the knowledge and skill to make sound clinical decisions about the use of herbal and other complementary medicines. The emphasis is on the ability to effectively combine existing evidence with clinical judgement in order to facilitate clinical decision making.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Identify complementary treatment options that are readily available in Australia for treatment of four primary therapeutic areas – the central nervous system, the cardiovascular system, the gastrointestinal system and the respiratory system
2. Describe the profiles of commonly used complementary medicines for these disorders, including: the evidence base available for particular indications, mechanism of action, adverse drug reactions, drug interactions, contraindications and cautions safety in pregnancy and lactation, primary counselling points
3. Analyse the strengths and weaknesses of particular complementary medicines compared to conventional treatment options and to express these comparisons in patient-focused language
4. Develop the knowledge and skills required to advise patients about use of complementary medicines.

### **Handbook entry**

This unit provides a hands-on approach to making clinical decisions about using herbal and other complementary medicines. The actual complementary medicines discussed in this unit will focus on products that are readily available in Australia. The unit will take an evidence-based approach to the use of complementary medicines. In some of the therapeutic areas covered, there is not always a sufficient body of evidence to justify a particular approach to treatment. In these situations, the aim of the unit will be to effectively combine existing evidence with sound clinical judgement in order to facilitate clinical decision making. In all clinical areas, assessment will focus not merely on provision of correct information, but on the process of extrapolating existing information into appropriate clinical recommendations

### **Syllabus**

Module 1 – Central nervous system

- Insomnia
- Depression
- Fatigue
- Cognitive impairment
- Headaches

Module 2 – Cardiovascular system

- Dyslipidaemia
- Hypertension

- Heart failure
- Prevention of coronary heart disease
- Chronic venous insufficiency
- Intermittent claudication

Module 3 – Gastrointestinal system

- Nausea and vomiting
- Bloating, flatulence and dyspepsia
- Reflux, gastritis and peptic ulcer disease
- Liver health

Module 4 – Respiratory system

- Prevention and treatment of colds and flu
- Allergic rhinitis
- Asthma

**Prescribed texts and materials**

There is no required textbook for this unit.

**Unit title:** Essentials of Herbal Medicine

**Unit code:** HLT03221

### **Aims**

This course aims to introduce students to the use of evidence-based herbal medicines by consumers as over-the-counter and as prescribed complementary medicines. It will provide students with the skills to recognise quality herbal medicines and understand a range of approaches to herbal practice. It aims to provide practitioners with the tools to examine practical and philosophical differences between herbal practice and conventional medicine. The unit will encourage students to discuss plants as sources of pharmacologically active compounds and as medicines in different cultures and in modern health practice. Online activities and assessments will enable students to integrate an understanding of the application of herbal medicines to a number of clinical presentations.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Discuss the roles of plants through the ages and in different cultures
2. Examine philosophical and practice differences between herbal and conventional medicine in the approach to patient and treatment
3. Discuss the use of plants as sources of pharmacologically active compounds, pharmaceutical drugs and phytopharmaceuticals
4. Demonstrate an understanding of the complexity of plant products and commonly used extraction processes and how this impacts on the quality of herbal products
5. Demonstrate an understanding of the variety of approaches to herbal practice and the use of herbs as medicines
6. Understand the application of herbal medicines to a number of clinical presentations.

### **Handbook Entry**

This unit extends student's knowledge and understanding of the basis of herbal medicine practice. It will explore the scientific and the traditional basis for clinical herbal medicine practice and compare culturally different forms of herbal practice in common usage. Students will review the use of plants as a source of physiologically active compounds and as a basis for pharmaceutical and herbal drugs. They will be encouraged to critically assess issues including the sourcing of quality of raw materials, commonly used extraction methods, and methods of identifying and standardising herbal medicines that may impact on safety and efficacy.

Students will develop an understanding of the application of herbal medicines to a number of clinical presentations. Students will explore the traditional and the scientific rationale for some applications of herbal medicines.

### **Syllabus**

Medicinal plant use through the ages. Herbs as the 'first medicine.'

Herbal medicine in different cultures (comparing traditional Chinese medicine and ayurveda systems).

Differences and similarities: herbal practice and conventional medical practice.

Plants as sources of pharmacologically active molecules, pharmaceutical drugs and phytopharmaceuticals.

Herbal medicines – their characteristics compared with pharmaceutical drugs.

Sourcing herbal medicines: conservation, fair trade, intellectual property and indigenous rights.

Quality, identity and consistency; quality assessment in herbal medicine (following the plant from source to shelf, and evaluating a range of measures of quality and approaches to standardisation of products).

Common clinical presentations: herbal approaches to digestion, supporting the nervous system, and herbal approaches to chronic fatigue.

**Prescribed Texts and Materials**

There is not a prescribed textbook.

**Unit title:** Issues and Methods in Research I  
**Unit code:** HEA00501

**Aims**

This unit has been designed to provide a 'lighter' and simple hands-on approach to qualitative research. The aims of the unit are to enable students: to critically appraise qualitative research methodologies and approaches; to design a qualitative research project and begin to prepare a research proposal; complete the National Ethics Application Form (NEAF); and gain some experience of qualitative research through the activities.

The whole unit is laid out in a way that will lead students through the process of developing a research project and proposal and completing the requirements for submission of an ethics application to the SCU HREC. There are four sections that are subdivided into topics. The topics are used simply as a means of ordering the information.

**Objectives**

Upon completion of this unit, students should:

1. Have an understanding of the assumptions which underlie the two main approaches to inquiry
2. Be able to explain the qualitative approach to research and its methods
3. Have an understanding of the strengths and limitations of the methods and techniques employed in qualitative research
4. Be able to make an informed choice of appropriate qualitative research design based upon a critical appreciation of the methods and techniques
5. Know how to maximise the validity and reliability of a qualitative research project
6. Have some experience in data collection and analysis
7. Be able to demonstrate knowledge of techniques required to initiate a research project including ethical and resource considerations
8. Be able to prepare a research proposal
9. Be able to complete the National Ethics Application Form
10. Be aware of the practical applications of qualitative research and emergent methods in the field.

**Handbook entry**

Provides an overview of current theory and issues in research practice. The major philosophical perspectives of health research are examined from historical and social contexts. A critical analysis of empiricist, interpretive and critical approaches to health research will be the focus of this unit.

**Syllabus**

The unit has been divided into four sections.

**Section A – Demystifying qualitative research**

1. Introduction: Becoming a qualitative researcher
2. Research and qualitative research in health care settings
3. Research paradigms: Qualitative and quantitative approaches
4. The qualitative paradigm

5. When to use qualitative research
6. Interpretive and critical methodologies

### **Section B — Designing qualitative research**

7. The research proposal
8. Defining the research topic and questions
9. The conceptual framework
10. Rigour in qualitative research
11. Critiquing qualitative research
12. Reviewing the literature
13. Choosing a methodological approach: Methodological congruence

### **Section C – Doing qualitative research: Methods and practical issues**

14. Ethics and the National Ethics Application Form
15. Project design issues: Resources, site selection and access, sampling, research relationships
16. Qualitative methods, data collection and information management
17. The art of interviewing
18. The art of focus groups
19. Data analysis and interpretation
20. Disseminating of findings

### **Section D – Qualitative research applications**

21. Needs assessment
22. Program evaluation
23. Action research
24. Emergent methods In qualitative research

### **Prescribed texts and materials**

Taylor, B., Kermode, S. & Roberts, K. (2007). *Research in nursing and health care: Evidence for practice* (3rd ed.). Victoria: Thomson.

**Unit title:** Issues and Methods in Research II  
**Unit code:** HEA00502

**Aims**

The aims of the unit are to enable students to design quantitative research methodologies and approaches. The introductory section (Section A) is designed to provide basic knowledge about quantitative methodologies so that students are informed about different ways of doing research. The unit is designed in a way that will lead students through the process of developing a research proposal step by step.

**Objectives**

Upon completion of this unit, students should be able to:

1. Explain the quantitative approach to research and its methods
2. Formulate a research question
3. Demonstrate knowledge and techniques required to initiate a research project
4. Evaluate the strengths, limitations, and suitability of various quantitative methods and techniques for application to a particular quantitative research project
5. Make an informed choice of appropriate quantitative research design and methodology based upon a critical appreciation of the methods and techniques
6. Compile and analyse simple to moderately complex data sets using biostatistics and appropriate software packages
7. Write a research paper
8. Effectively present research findings at a professional forum.

**Handbook entry**

This unit is designed to familiarise the student with the process of research and to develop the practical skills necessary to design and conduct a quantitative research project. The unit starts with the formulation of a research question and then moves through the stages of a research project; an assessment of relevant literature on that question, design of the study, including data collection and management, analysis of data using biostatistics, culminating in the formulation of a conclusion – the answer to the research question. Techniques and strategies for seeking research funding and for writing up a research project for publication are also presented. Provides an in-depth examination of the research process and a broad range of research methodologies applicable to health research. The methodological approaches covered in this unit will be derived from the empiricist, interpretive and critical paradigms of research.

**Syllabus**

The unit has been divided into four sections.

**A. Key stages in the research process**

- Formulating a research question
- Undertaking a literature review
- Critical appraisal of the relevant literature
- Selection of an appropriate study design and methodology

**B. Quantitative research methods**

- Descriptive studies

Analytical studies  
Biostatistics

**C. Managing a research project**

Proposal writing  
Ethical review  
Data collection and management

**D. Disseminating findings**

Writing for publication  
Oral presentation skills  
Getting research into practice

**Prescribed texts and materials**

The textbook for this unit is:

Taylor, B., Kermode, S. & Roberts, K. (2007). *Research in nursing and health care: Evidence for practice* (3rd ed.). Thomson.

**Unit title:** Health Law  
**Unit code:** LAW00722

**Aims**

This unit aims to provide a thorough knowledge of aspects of the law that are most significant to a health care professional's area of practice.

**Objectives**

Upon completion of this unit, students should be able to:

1. Describe the Australian legal system and Constitution
2. Critically discuss the legal structures and processes influencing health care
3. Critically discuss the health services management parameters of consent and negligence
4. Discuss relevant areas of contract law and criminal law
5. Plan strategies to conform with the maintenance of patients' rights
6. Explain the legal issues relating to birth and death
7. Discuss the issues associated with complaints and disciplinary procedures
8. Describe the Health Acts of the Commonwealth and State governments.

**Handbook entry**

Commences with an introduction to the Australian legal system, its origins, basic concepts and legal processes. Following this introduction, students will examine the major legal concepts which impact upon health managers such as Consent, Negligence, Death and Dying and Patients' Rights. Relevant Health Acts will also be examined in detail.

**Syllabus**

The unit has been organised into nine topics:

Topic 1 Introducing the law – The Australian legal system

Topic 2 The Australian Constitution

Topic 3 Consent

Topic 4 Negligence

Topic 5 Criminal law and contract law

Topic 6 Patient rights

Topic 7 Births, deaths and the coroner

Topic 8 Complaints and disciplinary procedures

Topic 9 Health Acts

**Prescribed texts and materials**

McIlwraith, J. & Madden, B. 2006, *Health Care and the Law*, Law Book Co., Pymont, NSW.

**Unit title:** Critical Reflection for Health Workers  
**Unit code:** CMM03160

**Aims**

This unit aims to introduce health workers to the process of critical reflection in order to facilitate clinical practice and to improve job satisfaction.

**Objectives**

Upon completion of this unit, students should be able to:

1. Define reflection according to contemporary sources and literature
2. Prepare to reflect using practical strategies and the help of a critical friend
3. Differentiate between types of reflection and the respective types of knowledge they represent
4. Apply the concepts of the scientific method and critical thinking, to the process of technical reflection
5. Apply the concepts of interpretive knowledge, lived experience, context and subjectivity to the process of practical reflection
6. Apply the critical concepts of false consciousness, hegemony, reification, emancipation and empowerment to the process of emancipatory reflection
7. Analyse critically the appropriateness of applying one or a combination of types of reflection to specific practice situations
8. Generate strategies for sharing and maintaining reflective practice

**Handbook entry**

Introduces experienced health workers to the reflective practice literature in general and in health, and to the types of knowledge that can be generated in clinical practice. Practical strategies are offered for preparing to reflect and technical, practical and emancipatory reflection are described and applied to practice problems. Strategies are also suggested for sharing and maintaining reflective practice.

**Syllabus**

- The nature of reflection – defining reflection, the general reflective practice literature, reflective practice literature health.
- Getting ready to reflect – strategies, enlisting and/or being a critical friend, the value of reflection.
- Types of reflection – empirical, interpretive and critical knowledge, Habermas' 'knowledge-constitutive interests, introduction to technical, practical and emancipatory reflection for practice issues.
- Technical reflection – the relationship between empirical knowledge and the scientific method, critical thinking, connections between technical reflection and evidence-based practice, the process of technical reflection.
- Practical reflection – interpretive knowledge, lived experience, context and subjectivity. The process of practical reflection – experiencing, interpreting, learning.
- Emancipatory reflection – the critical concepts of false consciousness, hegemony, reification, emancipation and empowerment. The process of emancipatory reflection – construction, deconstruction, confrontation, reconstruction.

- Sharing and maintaining reflective practice – support systems, continuing professional development, incorporation in clinical research, disseminating insights and findings.

**Prescribed texts and materials**

Taylor, B. J. (2000). *Reflective practice for nurses and midwives*. St Leonards: Allen and Unwin.

## **Unit title:** Health and Epidemiology

**Unit code:** CMM00705

### **Aims**

The aims of this unit are to provide an overview of health and health care in Australian society, and to assist you to evaluate the contribution which epidemiology can make to improving health status by raising awareness of deficiencies in health and indicating solutions. The unit is designed for students from a range of professional backgrounds who work in, or plan to work in the Australian health care system.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Critically examine the concept of health and its parameters
2. Identify the historical context of population health status, particularly in Australia, and evaluate its current status
3. Apply the concept of population health to the health care agenda
4. Analyse and evaluate the contribution that epidemiology can make to health care provision
5. Analyse and evaluate epidemiological methods and epidemiological measurement in health care
6. Apply epidemiology to determine health care priorities in Australia and develop strategies for their implementation
7. Access, critically evaluate and correctly interpret different types of epidemiological studies in the epidemiological literature.

### **Handbook entry**

Addresses current health needs in Australian society from the perspective of epidemiological and other research findings. These findings are then used to consider the development of an appropriate health care agenda.

### **Syllabus**

The unit has been organised into thirteen topics:

- Topic 1 Health status indicators and population health
- Topic 2 Descriptive epidemiological studies
- Topic 3 Data sources and causality
- Topic 4 Investigation of disease outbreaks
- Topic 5 Statistical concepts, test validity and screening
- Topic 6 Estimating risk in epidemiology
- Topic 7 Making causal inferences in epidemiology
- Topic 8 Case-control studies
- Topic 9 Cohort studies
- Topic 10 Randomised clinical trials
- Topic 11 Systematic reviews and meta-analysis
- Topic 12 Molecular epidemiology
- Topic 13 Health services program development

### **Prescribed texts and materials**

The textbook for this unit is:

Gordis, L. (2004). *Epidemiology* (3rd ed.). Philadelphia: Elsevier Saunders.

**Unit title:** Issues and Perspectives in Drug and Alcohol Studies

**Unit code:** CMM03300

### **Aims**

In this unit students are offered the opportunity to explore historical factors in drug and alcohol use and to evaluate theories of drug use. The unit also seeks to introduce students to the issues and perspectives in drug and alcohol use and misuse within the context of the Australian Federal Government Harm Minimisation policy. It encourages students to adopt an exploratory approach to understanding the debates surrounding the development and implementation of harm minimisation programs.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Explore historical factors in relation to drug and alcohol use and misuse
2. Discuss individual substances and their effects
3. Analyse the epidemiology of drug and alcohol use and misuse in Australia
4. Evaluate theories of drug and alcohol use and misuse
5. Explore the harm minimisation approach to drug and alcohol use and misuse.

### **Handbook entry**

This unit provides a comprehensive introduction to the issues of drug and alcohol use within the context of the Australian Federal Government Harm Minimisation policy. This unit facilitates the skills required to examine historical factors, evaluate theories of drug use, and explore the harm minimisation approach to drug and alcohol use in Australia.

### **Syllabus**

Drugs and Alcohol in Australia

- historical perspective
- psychoactive drugs
- epidemiology of drug and alcohol use in Australia
- theories of drug and alcohol use
- implications for practice
- Harm Minimisation policy
- historical perspective
- demand reduction
- supply reduction
- harm reduction
- implications for practice.

### **Prescribed texts and materials**

Hamilton, M., King, T., & Ritter, A. (Eds.). (2004). *Drug use in Australia: Preventing harm*. South Melbourne: Oxford University Press.

Moore, D., & Dietze, P. (Eds.). (2008). *Drugs and public health: Australian perspectives on policy and practice*. South Melbourne: Oxford University Press.

**Unit title:** Assessment, planning and treatment in drug and alcohol use  
**Unit code:** CMM03301

### **Aims**

In this unit students are offered the opportunity to explore the assessment processes used in drug and alcohol. The opportunity will also be provided to examine symptoms and treatment of withdrawal from psychoactive substances. This unit also seeks to introduce students to the planning and treatment processes in drug and alcohol use and abuse within the Australian context.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Explore a variety of tools used in assessment of drug and alcohol use
2. Discuss assessment of drug and alcohol use in the Australian community
3. Examine the symptoms and treatment of withdrawal from psychoactive substances
4. Examine appropriate treatment options for drug and alcohol use clients
5. Evaluate the various models for treating drug and alcohol use

### **Handbook entry**

Provides an introduction to the assessment of drug and alcohol use and facilitates the skills required to assess drug and alcohol use for a specific population. Planning and treatment options for drug and alcohol clients are also discussed and evaluated.

### **Syllabus**

#### **Assessment**

Assessment process  
Assessment tools

#### **Withdrawal**

Assessment  
Treatment

#### **Treatment**

Treatment options  
Pharmacological  
Psychological  
Evaluation of treatment options

### **Prescribed texts and materials**

Hamilton, M., King, T., & Ritter, A. (Eds.). (2004). *Drug use in Australia: Preventing harm*. South Melbourne: Oxford University Press.

**Unit title:** Models of Mental Health and Mental Illness

**Unit code:** CMM0002

### **Aims**

This unit will enable mental health practitioners to analyse the validity of models of suffering, and mental health by reviewing and critiquing the relevant literature. In particular, students will be required to evaluate the assumptions on which their practice is based. The unit will also provide an examination and analysis of the most important models of mental disorder, or ways we think about mental disorders, in order to understand the development and current state of public attitudes towards people suffering from a mental disorder.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Analyse, critique and evaluate the extant literature on models of mental health and relate these to the provision of mental health services
2. Determine the ways in which models of mental health and illness affect the administration and organisation of mental health care
3. Appraise emerging concepts and models of mental health, mental illness and mental health care provision
4. Critically review applications of models of mental health to various mental disorders
5. Critically evaluate models that underpin mental health care practice by a range of mental health professionals
6. Reflect on existing practice in the light of the validity of models that drive mental health best practice.

### **Handbook entry**

It is the responsibility of every mental health worker, particularly at the senior level, to be able to evaluate their own practice and the service in which they practice. Provides the student with the opportunity to analyse and evaluate the major mental health approaches and services in contemporary mental health care. In doing so the student will develop a sophisticated understanding of the broad and specific implications of currently using these models of mental health care delivery, and develop futuristic models for best practice.

### **Syllabus**

The unit consists of 6 topics.

Topic 1 provides introductory comments, notes on expectations, content, aims and objectives.

Topic 2 introduces you to the process of reflection. This topic was intentionally placed at the beginning of the study guide. Throughout this unit, and the course, you will be required to reflect on your practice and how it relates to mental health care. The nature of reflection requires more than reflecting within a vacuum. It also requires considering the social and political context of the issue we are reflecting on.

The three types of reflection identified by Taylor 2000, are technical, practical and emancipatory and each will assist you in this process. It is hoped you will use these reflective techniques to assist you to create meaning out of the information presented in this unit, and use the information to reflect on your own practice and context within which you work.

Topic 3 provides you with an introduction to the major models of understanding mental disorders within our society. The topic introduces you to the major critiques of the dominant models of understanding mental disorders and provides you with the patients' perspective of what they believe are essential for mental health professionals to assist with the healing process. Hopefully this topic will assist you to think critically about the models that are utilised in your practice setting.

Topic 4 provides an introduction to the process of assessment and diagnosis in mental health care. You will become familiar with the DSMIV, the mental state exam and the major diagnostic categories. Major issues associated with the dominant model of diagnosis and classification are also addressed.

Topic 5 provides an overview of the major mental disorders the dominant models used to explain these disorders and models of intervention. This is a topic that you may want to dip in and out of and you may find it a useful summary when trying to understand the major mental disorders that you encounter in your practice.

Topic 6 introduces you to the somatic therapies that are used to treat mental disorders, particularly psychopharmacology, ECT and psychosurgery. The somatic therapies are a result of the biomedical model and its dominance in the conceptualisation of mental disorder. The major psychotropic medications are described in this topic. Comments and a critique of the somatic therapies is provided.

Topic 7 is the final topic which draws together the learning in relation to the unit objectives.

### **Prescribed texts and materials**

The prescribed text for this unit is:

Barlow, D. & Durand, M. (2005). *Abnormal psychology: An integrative approach*. Belmont: Thomson/Wadsworth.

**Unit title:** Motivation and Compliance in Lifestyle Medicine

**Unit code:** CMM03256

### **Aims**

The aims of this unit are to provide students with a theoretical background and approaches to practice for identifying different levels of motivation, and to identify appropriate techniques which encourage healthy behavioural change and maintenance of compliance.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Apply aspects of the main theories of motivation relevant to lifestyle behaviour change
2. Critically analyse the basic principles of influence in encouraging behaviour change;
3. Critique different counselling techniques used to enhance the motivation of individuals
4. Evaluate an individual's readiness and willingness to change a health related behaviour and apply motivational principles appropriate to progress this
5. Develop strategies to uncover barriers inhibiting change and identify potential triggers to motivate change in an individual.

### **Handbook entry**

This unit develops a student's skills in understanding and managing lifestyle-based health problems. In particular, it develops an understanding of how to motivate an individual to change towards healthier lifestyle oriented behaviours. The unit considers both the theoretical and practical components of motivation as well as discussing the advantages and disadvantages of motivational styles used inherently by different clinicians.

### **Syllabus**

#### **Topic 1: Introduction to motivation**

Definitions of motivation

'Themes' in the study of Motivation

Motivation in lifestyle medicine

Models of motivation

Review of the mechanisms of motivation

#### **Topic 2: Biological, social & psychological contexts of motivation**

Current theories of primary motivation and emotion

Behavioural regulation and acquired motivation

Achievement, affiliation and power

Self-esteem, self-efficacy and identity

Psychodynamic theory & positive psychology

Other psychological approaches

#### **Topic 3: Applying theory to practice**

Counselling styles

Creating ambivalence

**Topic 4: Motivational practice**

The importance of understanding motivational processes

The vicious cycle of motivation

An abbreviated approach to motivation practice

Targeting 'ready, willing and able'

Targeting barriers to change

Targeting triggers to change

**Topic 5: Motivational interviewing**

Counselling

Counselling styles

Counselling skills

Motivational Interviewing

Characteristics of MI

The process of MI

Principles of MI

**Topic 6: Influence and Adherence in Motivation**

Cialdini's Influence

Weapons of influence

Increasing compliance and maintaining behaviour change

Counselling approaches for maintaining behaviour change

**Prescribed texts and materials:**

Reeve JM. *Understanding Motivation and Emotion* (4th Ed., 2005). John Wiley and Sons, NJ.

Egger, G., Binns, A. & Rossner, S. (2007) *Lifestyle Medicine: An approach to chronic disease management for health professionals*, Allen and Unwin, Sydney.

**Unit title:** Health Promotion Strategies and Methods I: theory and core strategies

**Unit code:** CMM03211

### **Aims**

Health Promotion is an emerging ‘art-science’ with contributions from a range of disciplines including psychology, education, sociology, anthropology, medicine, epidemiology, graphic arts, and a number of developing areas (e.g. information technology). Health promotion requires some knowledge of health content, but predominantly involves the process of ‘brokering’ information between science and the public, with the aim of reducing disease risk. This course categorises processes into strategies focusing on individuals, groups, communities or environments, and methods within these broad strategies.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Differentiate and access appropriate resources to determine causality and risk factors for modern diseases
2. Critically analyse factors involved in human health in modern times
3. Apply and specify behavioural theories appropriate for use as the underlying basis for health promotion
4. Apply the core strategies used in health promotion interventions
5. Competently utilise at least two of the methods available within a one-to-one, group, or community approach to Health Promotion.

### **Syllabus**

#### **1. Changing health patterns in modern times**

- Health in Australia, New Zealand and the neighbouring Pacific Region
- Determinants of health
- Prevention and health promotion: A framework for action
- An overview of strategies and methods

#### **2. Health and Human Behaviour**

- The practical value of theory
- The link between knowledge, attitudes, values and behaviour
- Theories of health behaviour

#### **3. Core Strategies: Focusing on the individual**

- The use of individual methods
- Individual approaches (e.g. patient education, primary health care)

#### **4. Core Strategies: Focusing on groups**

- Group dynamics and group processes
- Group methods (didactic and experiential approaches)

### **5. Core strategies: Focusing on populations: Using the media**

- Influencing community behaviour
- Social marketing principles and practices
- Mass media methods
- Components of successful media campaigns

#### **Prescribed texts and materials**

Egger, G., Binns, A. & Rossner, S. (2007) *Lifestyle Medicine: An approach to chronic disease management for health professionals*, Allen and Unwin, Sydney.

**Unit title:** Health Promotion Strategies and Methods I: advanced strategies and planning  
**Unit code:** CMM03212

### **About this unit**

This unit forms the second part of the strategic basis for the full course in Applied Health Promotion. It is designed to extend the earlier core strategies for working with individuals and groups into more advanced strategies for working with populations, and to be able to apply these in planning a health promotion program.

Approaches for working in communities and dealing with environmental issues are covered as well as applied models of planning and the progression through these. At the end of this strategies and methods unit, students can begin to apply both high risk and population approaches to prevention and health promotion.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Apply the methodology involved in community approaches to health promotion;
2. Determine environmental effects on health and pinpoint policy and environmental changes for health improvements;
3. Use an appropriate health promotion strategy for a proposed intervention;
4. Plan and conduct a health promotion intervention;
5. Develop skills and apply the tools for use in health promotion.

### **Syllabus**

The unit has been organised into the following chapters corresponding with chapters 6-10 of the unit textbook.

#### **1. Focusing on communities:**

- The role of community processes
- Capacity building in communities
- Developing partnerships
- Community organization approaches
- Community development

#### **2. Environmental strategies**

- The value of 'passive' change
- Diagnosing environmental causes of ill health
- Policy, legislation and organizational interventions
- Ecological considerations

#### **3. Factors influencing strategy selection**

- Appropriate strategy selection
- Adoption of change
- Issues for the future - Economics and prevention

#### **4. Planning and developing health promotion initiatives**

- Planning models
- PRECEDE-PROCEED
- Using the SOPIE model for planning
- Skills and tools for health promotion

#### **5. Skills and tools for the health promotion practitioner**

- Skills
- Tools
- Competencies

#### **Prescribed texts and materials**

Egger, G., Binns, A. & Rossner, S. (2007) *Lifestyle Medicine: An approach to chronic disease management for health professionals*, Allen and Unwin, Sydney.

**Unit title:** Introduction to Lifestyle Medicine

**Unit code:** CMM03254

### **Aims**

The unit aims to introduce students to the concept of Lifestyle Medicine and to provide an awareness and understanding of assessment and measurement techniques for lifestyle-based diseases. In addition the unit aims to enable students to evaluate suitable intervention models for lifestyle-based diseases.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Define lifestyle medicine and its relationship to conventional medical treatment
2. Demonstrate techniques for searching contemporary literature
3. Identify lifestyle-based diseases and critically analyse their causes
4. Use appropriate assessment and measurement techniques to optimise the management of lifestyle-based diseases
5. Examine evidence-based strategies for managing lifestyle-based disorders including the use of care plans.

### **Handbook entry**

The unit introduces students to the field of lifestyle medicine. Students acquire theoretical, research and management skills with which to treat lifestyle-based diseases.

### **Syllabus**

#### **Topic 1. The elements of lifestyle medicine**

Definition and scope of lifestyle medicine  
Relationship of lifestyle medicine to conventional medical practice  
Evidence-based lifestyle medical practice  
Contemporary management practices

#### **Topic 2. The epidemiology of chronic disease**

A short history of disease: incidence, distribution and control  
The causal hierarchy of modern diseases  
Expanding the concept of disease: acute, chronic and lifestyle-based  
Lifestyle-based causes of metabolic, psychological and other diseases

#### **Topic 3. Metabolic syndrome: obesity, overweight and diabetes**

Metabolic syndrome  
Obesity and overweight update  
The functions of adipose tissue  
Trends in weight control management  
Diabetes update  
Evidence-based treatment strategies

#### **Topic 4. Nutrition and physical activity**

Defining fitness  
Calorific 'volume', energy intake and energy expenditure  
Fat, calories and energy density

Research findings on nutrition and physical activity  
The epidemiology of inactivity

**Topic 5. Clinical measurement**

Measuring overweight and obesity  
Measuring food intake and activity levels  
Assessing risk factors

**Topic 6. Care plans**

Using the Enhanced Primary Care (EPC) system  
Identifying and selecting care plans

**Prescribed texts and materials**

Egger, G., Binns, A. & Rossner, S. (2007) *Lifestyle Medicine: An approach to chronic disease management for health professionals*, Allen and Unwin, Sydney.

**Unit title:** Evidence Based Practice  
**Unit code:** CMM03140

**Aims**

This unit will equip students with the skills necessary to improve their clinical or public health practice through reference to scientific evidence. It particularly focuses on developing skills in framing relevant clinical questions and searching, interpreting and applying the available scientific evidence.

**Objectives**

Upon completion of this unit, students should be able to:

1. Frame an appropriate clinical or public health research question
2. Identify and search the most appropriate data sources for evidence related to this question
3. Acquire and assess appropriate evidence to answer this question
3. Critically appraise the evidence
4. Apply the evidence in clinical practice and in forming recommendations for development of health policy.

**Handbook Entry**

Introduces students to an evidence based approach to clinical and public health practice. Students are taught how to frame a relevant clinical or public health question, search and appraise the available evidence, and use this to develop appropriate responses in day-to-day practice and policy setting.

**Prescribed Texts and Materials**

Greenhalgh, T (2001). How to Read a Paper: The basics of evidence based medicine 3rd edition. *British Medical Journal*.

**Unit title:** Project unit  
**Unit code:** CMM03260

### **Aims**

To provide students with the opportunity to critically examine current practice methods, and undertake a review of the literature in order to develop a research plan for investigating a key area of interest and relevance to practice.

### **Objectives**

Upon completion of this unit, students should be able to:

1. Critically examine current practice methods
2. Identify a key area of interest and relevance to professional practice
3. Locate, critique and synthesise literature
4. Prepare a critical review of the literature in a format appropriate for publication in a peer-review journal to be nominated
5. Identify an appropriate research question or hypothesis (es) which is/are informed by the literature review
6. Formulate a research plan for investigating the research question
7. Explain the research methodology and proposed approach to data analysis
8. Complete an ethics approval application for such a proposal, if required

### **Handbook Entry**

Provides students with the opportunity to develop a research plan to investigate a self-selected area of interest and relevance to their professional practice, with a view to broadening and deepening their understanding of literature analysis and research design.

### **Syllabus**

Defining the topic  
Critical evaluation of the literature  
Preparing a manuscript of the literature for publication  
Designing the research proposal  
Completing an ethics application, if required.

### **Prescribed Texts and Materials**

Nil.

**Unit title:** Project unit  
**Unit code:** CMM03262

**Aims**

To provide students with an opportunity to implement a research plan to investigate and report on a key area of interest and relevance to practice.

**Objectives**

Upon completion of this unit, students will be able to:

1. Conduct a small research project
2. Analyse and report the findings from the project
3. Discuss the implications of the project to professional practice
4. Prepare a research report in a format appropriate for publication in a nominated journal

**Handbook entry**

Provides students with the opportunity to obtain experience in conducting research, under supervision, and to produce a report that presents the research design, findings and implications of the investigation.

**Prescribed Texts and Materials**

Nil.