MONASH University

Meeting No. 3/2009

MEETING WILL BE HELD IN
THE COUNCIL ROOM, BUILDING 3A
CLAYTON CAMPUS
AT 4.00 P.M.
WEDNESDAY, 22 JULY 2009

Members are cordially invited to stay for refreshments in the foyer after the meeting.

FACULTY BOARD AGENDA

FACULTY OF MEDICINE, NURSING AND HEALTH SCIENCES

MONASH UNIVERSITY

FACULTY OF MEDICINE, NURSING AND HEALTH SCIENCES

Meeting 3/2009 of Faculty Board will be held at 4 p.m. on Wednesday, 22 July 2009, in the Council Room, Building 3A, University Offices, Wellington Road Campus.

The draft Faculty Board agenda-papers have been considered by a meeting of Deputy Deans of the Faculty.

Apologies for the Faculty Board meeting should be conveyed to Ms. Vicki Chisholm on 9905 9329, or by e-mail to Vicki.Chisholm@med.monash.edu.au. Members who are attending the meeting are requested to sign the attendance register which will be circulated at the meeting, please, otherwise their names may not be recorded in the Minutes.

If you do not have a Clayton parking permit, please ensure that you park in a designated 'Blue' parking area, or else you may be liable for a parking fine.

Members having a direct commercial or financial interest in any item before this meeting must declare that interest to the Chair via myself prior to consideration of the item, and must not take part in a vote on the matter.

Jessie Tong
Administrative Officer

A G E N D A

*** 1. HONOURS** **Documents**

Queen's Birthday Honours

The following received honours on the occasion of the Queen's Birthday:

Member of the Order of Australia (OM)
Professor Michael Kidd, AM MD 1985, Monash alumnus and former staff member. For service to medicine and education in the areas of general practice and primary health care and through a range of professional organisations.

Associate Professor Lynne Pressley AM MBBS 1976, BMedSc 1976, Monash alumna. For service to medicine, particularly cardiology, as a clinician, teacher and mentor, and to the community through the Heart Foundation.

Professor Napier Thomson AM. Monash staff member. For service to medicine through research in the field of chronic disease, to medical education and through a range of professional associations.

Member of the Order of Australia (OAM)
Associate Professor John Agar OAM MBBS 1970. Monash alumnus. For service to renal medicine, and to the community of Geelong.

*** 2. NOTICE OF MOTION**

After inviting members of the Board to star additional items for discussion, the Dean will move that the recommendations contained in the items below be adopted for all

items of agenda other than those starred.

* **3. MINUTES OF PREVIOUS MEETING** issued separately

Minutes of Meeting 2/2009 held on 27 May 2009 require confirmation.

4. REPORT

* **Dean's Report**

The Dean will speak to this item.

5. ITEMS FOR DISCUSSION

* 

5.1 Translational research

Is it possible to build a nexus between basic research, clinical research and clinical practice?

Professor Ian Smith will speak to this item.

* 

5.2 Recognising the educator

How can we better support and recognise our staff involved in teaching?

Associate Professor Louise McCall and Mr. Andrew Evans will speak to this item.

6. ITEMS FOR NOTING/APPROVAL

6.1 Reports of Faculty Undergraduate Education Committee Page 1

A report is attached, for information and for approval of new courses and unit proposals.

6.2 Report of Postgraduate Coursework Degrees Committee Page 5

A report is attached, for information.

7. Memberships and Appointments

7.1 Academic Board Memberships

The following expressed interest in membership of Academic Board under the categories of 'Deputy and Associate Deans, Heads of Schools and Heads of Departments', and their names have been submitted to Academic Board:

Professor Margaret Alston, Head, Department of Social Work
Professor Helen Keleher, Head, Health Science
Professor Rob Pike, Head, Department of Biochemistry and Molecular Biology.

7.2 Associate Dean Appointments

The following new Associate Dean appointments have been made:
Associate Dean (Learning & Teaching) – Associate Professor Lisa McKenna
Associate Dean (Research Degrees) – Professor Mibel Aguilar (from 1.9.2009)
Associate Dean (Biotechnology Development) – Professor David Gearing
Associate Dean Research (Clinical, Ppublic & Allied Health) – Associate Professor Robin Bell.

7.3 Promotion Committees Memberships

Faculty Board is invited to approve the following appointments:

Faculty Professorial Promotions Committee
Professor Ben Canny, for 3 years to 30.6.2012
Professor Malcolm Sim as alternate member.
Professor Matthew Gillespie (Prince Henry's Institute) – as external member

Faculty Associate Professor Promotions Committee
Professor Colin Johnston (Baker Research Institute) – as external member

University Associate Professor Promotions Committee
(one member and an alternate of the other gender)
Professor Jenny Rolland (Immunology)
Associate Professor Ben Smith (Health Sciences)

6. Publications Page 40

Some articles from the *Monash Memo* of relevance to this Faculty are attached for the information of Faculty Board.

7. DRINKS

Faculty Board members are invited to drinks in the foyer of the Council Room.

8. NEXT MEETING

Meeting 4/2009 of Faculty Board will be held on Wednesday, 16 September 2009, at 4 pm, in the Council Room, Building 3A, Clayton campus.

15 July 2009

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MONASH University
Medicine, Nursing and Health Sciences

FACULTY UNDERGRADUATE EDUCATION COMMITTEE REPORT TO FACULTY BOARD

This reports on matters from the Faculty Undergraduate Education Committee Meeting No 3/2009, held Thursday 25th June 2009.

1. Matters of Policy

1.1. Fitness to Practice

The chair invited members to discuss the existing 'Fitness to practice' policy documentation. After considerable discussion the following outcomes were determined:

- Amend the policy name from 'Fitness to Practice' to 'Professional Behaviour' to better align with policy purpose;
- To clarify the intent and to establish clearly defined, consolidated, transparent procedures in the management and monitoring of professional behaviour;
- Develop the policy to be objective, independent and to not discriminate;
- Establish an independent body to manage the 'Professional Behaviour' cases and processes.
- Ensure key stakeholders understand the policy, procedures and obligations;
- Consider health providers and the medical community when establishing the 'Professional Behaviour' policy;
- 'Professional Behaviour' to be embedded within each course curriculum, as part of the course objectives and/or assessment hurdles;
- Establish evaluation methods for assessing the 'Unprofessional Behaviour' cases. Factors to be considered include:
    - Evaluating the initial case
    - Evaluating reoccurring cases
    - Escalating a case to next level of evaluation
    - Evaluation regulations

Action Items:

- Review Faculty admissions statements;
- Review the Faculty's obligation in relation to admitting / graduating students with a disability;
- All course co-ordinators to identify and communicate improvement requirements relating to implementing professional practice hurdles.
  Co-ordinators to identify existing professional behaviour documentation, and distribute to committee members to assist this process.
- Implementation - Semester 1, 2010.

1.2. Revised Intermission policy

The intermission policy has been revised and now includes restrictions on the recently introduced UG Audit units.

2. For Information

2.1. Sessional Staff Training

Ms Robyn Benson advised that there will be 82 Sessional staff starting in semester 2, 2009. These sessional staff will be provided with the
'Self directed guide' for training needs. Sessional staff may also attend the CMHSE workshops.
Robyn advised that the DVC has offered budgetary support for Sessional Staff training.
The chair advised that all new sessional staff are to undertake training using the step model from Semester 1, 2010.

3. Approvals

3.1. There were no new course proposals

3.2. There were no major course amendments

3.3. Minor Course Amendments

The Committee received and approved the following minor course amendments which were in response to the transfer of teaching responsibility from Department of Health Science to the School of Biomedical Science for units HSC1301 and HSC1302 which were changed to BMS1901 and BMS1902.

3.3.1. 3869 Bachelor of Occupational Therapy
3.3.2. 3963 Bachelor of Nursing Practice
3.3.3. 3436 Bachelor of Nursing Psychological Studies
3.3.4. 3558 Bachelor of Nursing and Rural Health Practice
3.3.5. 3853 Bachelor of Nursing and Bachelor of Midwifery
3.3.6. 3892 Bachelor of Nursing/Bachelor of Emergency Health (Paramedics)
3.3.7. 0727 Bachelor of Nursing
3.3.8. 3562 Bachelor of Midwifery

3.4. Course Disestablishments

3.4.1. 2999 Faculty Certificate - Introduction to Medical Studies
A reduction in the number of sponsored students from Malaysia to study the MBBS means there is no longer a need for this program.

3.4.2. 3866 Faculty Certificate - Introduction to Medical Studies (Accelerated)
A reduction in the number of sponsored students from Malaysia to study the MBBS means there is no longer a need for this program

The Committee noted and approved the following disestablishments as part of the Faculty's financial viability review. All MNHS courses and units were reviewed in consultation with the Heads of Schools. The following list highlights the courses and units that are to be disestablished due to low enrolment numbers (less than 4 over the last 6 years).

3.4.3. 2599 Single Subject Enrolment Medicine (Psychological Medicine)
3.4.4. 1730 Bachelor of Nursing
3.4.5. 2811 Advanced Diploma of MICA Paramedic Studies
3.4.6. 3867 Honours degree of Bachelor of Psychology
3.4.7. 3855 Diploma of Health Science

3.5. New Unit Proposal

3.5.1. SRH2010 Alcohol and other drug related issues in rural communities.
New unit being proposed to replace unit CRH1005 which is a postgraduate unit taught to undergraduate students.

3.6. Major Unit Amendments

There were no major unit amendments for consideration.

3.7. Minor Unit Amendments

3.7.1. BNS4100 Foundations of Behavioural Neuroscience
Amendment to unit pre-requisite and assessment approved.

3.7.2. MNHS1000 MNHS UG Audit unit proposal Level 1
Administrative audit unit approved by Education Committee to enable provision of additional support to special case Undergraduate students.

3.7.3. MNHS2000 Medicine UG Audit Unit Level 2
Administrative audit unit approved by Education Committee to enable provision of additional support to special case Undergraduate students.

3.7.4. MNHS3000 Medicine UG Audit Unit Level 3
Administrative audit unit approved by Education Committee to enable provision of additional support to special case Undergraduate students.

3.7.5. MNHS4000 Medicine UG Audit Unit Level 4
Administrative audit unit approved by Education Committee to enable provision of additional support to special case Undergraduate students.

3.7.6. NEH2002 Inter-professional Healthcare Teams 1
Change to unit assessment, removing clinical placement

3.7.7. NEH3001 Inter-professional Healthcare Teams 2
Amendment to unit assessment, removal of clinical placement.

3.7.8. PSY3250 Positive Psychology.
Amendment to semester of offering and unit assessment.

3.7.9. NUR2002 Nursing Practice in Context 1
Change to pre-requisite.

3.7.10. NUR2004 Nursing Practice in Context 2
Change to pre-requisite.

3.7.11. MID2004 Being with Birthing women
Change to pre-requisite.

3.7.12. MID2006 Practice Allegiances
Change to pre-requisite.

3.7.13. NUR2201 Therapeutic & Medic
Change to pre-requisite.

3.7.14. OCC3072 Occupational therapy honours project 1
Change to pre-requisite.

3.7.15. GMA1011 Medicine 1
Change to objectives wording and assessment modification

3.7.16. GMA2022 Medicine 2
Change to objectives wording and assessment modification

3.8. Unit Disestablishment

3.8.1. IMS1011 Learning styles for health professionals
3.8.2. IMS1021 Communication skills for health care professionals
3.8.3. IMS1031 The Australian health care system and society
3.8.4. BMS4001 Bachelor of biomedical science (Honours) full-time semester 1
3.8.5. BMS4002 Bachelor of biomedical science (Honours) full-time semester 2
3.8.6. HSC2012 Drugs, Ethics And Community
3.8.7. HSC2091 e-Health: Technologies to advance health
3.8.8. MID3109 Hanging Up A Shingle
3.8.9. PAE7000 Bachelor of medical science: Paediatrics
3.8.10. SWHHONS Final Honours Social Work
3.8.11. BMS4200A Advanced studies in biomedical science Pt 1
3.8.12. BMS4200B Advanced studies in biomedical science Pt 2
3.8.13. HSC3062 Health program evaluation
3.8.14. HSC2072 Health Promotion 1
3.8.15. NUR4105 Honours Research Project
3.8.16. BMS4100A Biomedical science research project Pt 1
3.8.17. BMS4100B Biomedical science research project Pt 2
3.8.18. HSC2041 Health Sociology
3.8.19. NUR4206 Honours Research Project
3.8.20. EPM7000 Bachelor of medical science: Epidemiology and preventive medicine
3.8.21. PAT7000 Bachelor of medical science: Pathology and immunology
3.8.22. PSY7000 Bachelor of medical science: Psychological medicine

3.9. Executive Approvals

3.9.1. 3953 Bachelor of Nursing Practice and Bachelor of Midwifery
Amendment to the attendance type to remove the part- time offering, so that it is only offered full time.

3.9.2. 0041 Honours Degree of Bachelor of Medical Science
Amendment to the unit offering option (see 15.3 – 3.1)

3.9.3. MED7001 Bachelor of Medical Science 1
Amendment to the unit offering option

3.9.4. MED7002 Bachelor of Medical Science 2
Amendment to the unit offering option

3.9.5. OCC4092 Occupational Therapy Honours Research 1
Amendment to unit pre-requisites.

3.9.6. 3558 Bachelor of Nursing and Rural Health Practice
The current BNRHP is no longer viable therefore there will be no intake for 2010. The course will be reviewed for possible disestablishment or major amendment.

3.9.7. 3892 Bachelor of Nursing / Bachelor of Emergency Health
Amendment to existing structure with replacement units.

3.9.8. 3436 Bachelor of Nursing Psychological Studies
Amendment to existing structure with replacement units.

3.9.9. 0727 Bachelor of Nursing
Amendment to existing structure with replacement units.

3.9.10. NUR1022 Cultural Responsiveness for Health Care Professionals
Amendment from elective unit to core unit in handbook entry (refer to item 15.6 - 15.8)

3.9.11. NUR2201 Pharmalogical and Therapeutics
Amendment to the unit objectives.

3.9.12. 3955 Bachelor of Nursing Studies (Amendment 1)
Minor amendment to the course structure to replace 'NUR1202 Legal Issues and Concepts' with 'NUR3543 Legal and Ethical Issues in contemporary Nursing' for the DE course offering.

3.9.13. 3955 Bachelor of Nursing Studies (Amendment 2)
Amendment to the course offering from on campus to off campus learning for the Gippsland campus and the associated amendments to the course structure.

Please note that copies of documents associated with any item included in this report are available by request from Danielle Ryeland, email fuec@med.monash.edu.au

MONASH University
Medicine, Nursing and Health Sciences

POSTGRADUATE COURSEWORK DEGREES REPORT TO FACULTY BOARD

This reports on matters from the Postgraduate Coursework Degrees Committee Meeting 3/2009 held on electronically from Friday 26th June to Monday 29th June 2009.

	ENCLS
1. Matters of Policy The following policy received endorsement from the Committee: **1.1. Coursework Intermission Policy** The intermission policy was revised to a new format and also now includes restrictions on the recently introduced UG Audit units.	
2. Course Proposal The following course proposal received approval: **2.1. Graduate Certificate in Clinical Simulation** The course proposal and the course profitability model to offer a Graduate Certificate in Clinical Simulation from 2010 at the Clayton campus were considered and approved.	
3. Major Course Amendment The following major course amendments received approval: **3.1. Master of Health Sciences (3897)** Major amendment to the structure of the degree, to remove the awarding of specialist tagged degrees and only offer a Master of Health Sciences, and alternative exit options at Graduate Certificate and Graduate Diploma level without specialist tagged streams. The amendment also seeks to add a new stream in Primary Care. **3.2. Master of Clinical Midwifery (3565)** Major amendment to the structure of the degree and handbook entry, to clearly define a pre-registration and a post-registration stream. The current structure is not a true reflection of the course requirements and streams. **3.3. Postgraduate Diploma of Psychology (3509)** The Committee noted and approved the major course amendment submitted to transfer ownership and management of the program to the Faculty of Education. This proposal has also received approved and endorsement by the Faculty of Education Faculty Board at meeting 2/2009.	
4. Unit Proposal The following unit proposal received approval: **4.1. MEU9014 Applied simulation** To be offered twice every year as an off-campus unit from Semester 1, 2010 at the Clayton campus.	

5. Major Unit Amendment

The following major unit amendment received approval:

5.1. MEU9012 Simulation in health professional education and assessment

Major amendment to the unit's objectives for implementation in Semester 1, 2010.

6. Disestablishments

6.1. The following course and unit disestablishments received approval:

6.1.1. 3872 Single Subjects – Postgraduate Diploma Psychology

6.1.2. 3424 Graduate Diploma of Nursing (Critical Care)

6.1.3. 1243 Graduate Certificate of Nursing (Children)

6.1.4. 3434 Graduate Certificate in Emergency Health (Aeromedical Retrieval)

6.1.5. 2255 Graduate Certificate in Health Informatics

6.1.6. 0873 Master of Psychoanalytic Studies

6.1.7. 1854 Master of Rural Health

6.1.8. 3508 Postgraduate Diploma of Psychology (External)

6.1.9. 3435 Graduate Diploma in Emergency Health (MICA Paramedic)

6.1.10. 3431 Master of Medical Radiations (Radiation Therapy)

6.1.11. APY4070 Postgraduate diploma in applied psychology final mark

6.1.12. DFM1001 Introduction to general practice

6.1.13. EBP1003 Systematic review of the evidence for diagnostic test accuracy

6.1.14. MEH5070 Advanced MICA Paramedic Practice

6.1.15. MPM1011 Research in psychiatry semester 1

6.1.16. MPM5211 An internationalised approach to the psychiatry of intellectual disability

6.1.17. MRP4003 Clinical and cross sectional imaging anatomy

6.1.18. NSG4010 Process of inquiry

6.1.19. NSG4107 Ethical issues and legal studies

6.1.20. NSG4210 Health perspectives

6.1.21. NSG4411 Teaching in health care

6.1.22. NSG4700 Psychosocial nursing studies

6.1.23. PAR3051 Clinical practice (Project 1)

6.1.24. PAR3052 Clinical practice (Project 2)

6.1.25. PAR3060 Biosciences

6.1.26. PAR3080 Paramedic clinical educator

6.1.27. PAR3090 Flight paramedic

6.1.28. PAR3100 Information technology in ambulance services

6.1.29. PAR3110 Disaster management

6.1.30. PAR3120 Critical incident stress

6.1.31. PAR3130 Clinical conversion (Degree conversion)

6.1.32. PAR3142 Clinical practice (Advanced life support)

6.1.33. PSY4555 Final result: Postgraduate diploma of psychology

6.1.34. PSY4505 Psychological practice (Placement A)

6.1.35. PAR3141 Learning and teaching for paramedic clinical teachers

6.1.36. NUR4551 Community as a client

6.1.37. MEU0007 Contemporary issues in health professional education

6.1.38. MFM1005 Preventive care in clinical practice

6.1.39. PSY4514 Research project B

6.2.

7. Executive Approvals

The Committee approved and noted the following executive approvals:

7.1. MPH2070 Advanced statistical methods for clinical research
Remove MMS-Alfred Day and DE offering from S2-01 (Calendar) for 2009.

7.2. MPM5208 Skills in critical appraisal of research
Add Clayton Day offering to S2-01 (Calendar) for 2009.

7.3. NUR9215 Advanced nursing practice in context
Remove OS-HKG and OS-Macau DE offering from S2-01 (Calendar) for 2009.

7.4. NUR4925 Emergency nursing
Amendment to the assessment weighting.

7.5. EPM5023 International research bioethics
Add MMS-Alfred DE offering to S2-01 (Calendar) for 2010.

7.6. MPH2082 Health communication and training
Add MMS-Alfred Block-on offering to SSA-02 (Calendar) for 2010.
Remove MMS-Alfred Day offering from SSA-02 (Calendar) for 2010.

7.7. MPH2056 Injury epidemiology and prevention
Remove MMS-Alfred Block-on offering from S2-01 (Calendar) for 2010.

7.8. NUR5227 Integrated mental health care
Override teaching responsibility to Nursing-Gippsland for S2-01 (Calendar) and amendment to unit leader for 2009.
Add Peninsula DE and Gippsland DE to S1-01 (Calendar) for 2010.

7.9. MEU9003 Assessment in Health Professional Education
Remove Clayton Day from S2-01 (Calendar) for 2009.

7.10. MOP5058 Positive psychology in the workplace
Remove Caulfield Day and DE from S1-01 (Calendar) for 2010.
Add Caulfield Day and DE to S2-01 (Calendar) for 2010.

8. Quality

8.1. Course Review Schedule

The Committee noted the course review reminder for 2010. Information will be sent shortly to schools identified in the schedule. An updated version of the review schedule can also be found at: http://www.med.monash.edu.au/intranet/ (under Quality)**.**

8.2. Coursework Course Review Policy and Procedures

The Committee noted that amended Coursework Course Review Policy and Procedures, endorsed by Education Committee at mtg 1/2009 and approved by Academic Board at meeting 2/2009.
The revised policy and procedures can be found on the following web pages:
Coursework Course Review Policy
Coursework Course Review Procedures

Please note that copies of documents associated with any item included in this report are available on request from Siobhan Castle, email pgcdc@med.monash.edu.au

Coursework Intermission Policy

Purpose
To provide guidance to students on the amount of intermission they may take and how this affects their time limits for completing a program of study.

Scope
This policy applies to all undergraduate and postgraduate coursework students currently undertaking a program owned by the Faculty of Medicine, Nursing and Health Sciences.

Policy Statement
Course convenors or their nominee may grant a candidate intermission from study for a period of no more than 12 months (2 consecutive semesters) at one time. In exceptional circumstances, additional time may be granted subject to the approval of the Faculty. Supporting documentation outlining the reasons for intermission may be required in these instances.

A period of intermission taken by a candidate will be counted towards the time limits for course duration.

International Students
As stated in the Education Services for Overseas Students Act 2000 (ESOS), intermission for international students on a study visa can only be approved on the basis of compassionate or compelling circumstances. Supporting documentation outlining the reasons for intermission will be required.

Special Case Undergraduate Audit Units
Any undergraduate Medicine, Nursing and Health Sciences student who has been granted a period of intermission, will not be eligible to enrol in an audit unit during the awarded intermission period.

MONASH UNIVERSITY COURSE PROPOSAL CHECKLIST AND TEMPLATE

Summary of Academic, Business and Strategic Cases

Case:	Summary of case arguments:
Strategic	1. Australia's commitment to simulation-based education uniquely positions it as an education and training provider in this field within the Australasian region. Monash University's capacity to be a significant provider of simulation education within this region is clearly evident through its partnerships with the current suite of simulation centres and its proposed Simulation Network for Victoria. This network will include the Centre for Health Innovation (The Alfred), Southern Health Simulation and Skills Centre (Monash Medical Centre) and Monash University's regional and international clinical sites. Although a number of Australian higher education institutions offer single coursework units in the simulation area only one university, Edith Cowan, offers a post-graduate course in simulation. The Edith Cowan course is exclusively off-campus and designed for a range of health and non-health professions. In contrast, the proposed Monash course will be listed as off-campus for the purpose of enabling enrolments and delivery in international locations however all students will be required to attend compulsory study days. This model is consistent with that approved for the Graduate Certificate in Health Professional Education. Further, the proposed course will be specific to the health sector, thereby differentiating itself within the national and regional context in both focus and pedagogy. 2. Increased student numbers in Monash's health professional courses have created significant clinical placement problems. Simulation experiences are being increasingly recognised as a partial solution to these emerging clinical experience access difficulties. This imperative, combined with the need to decentralise simulation-based teaching within the MBBS to regional sites such as Gippsland, will require a cohort of academic staff members appropriately skilled in simulation education and research. 3. The growth of simulation centres within the Asia-Pacific region (and beyond) has been paralleled by the dramatic expansion of research studies and the associated academic literature. It is imperative that decision-making and professional development during this period of rapid expansion of simulation-based education be informed by the literature and that educators be developed in interprofessional learning settings. The current impetus for the Faculty of Medicine, Nursing and Health Sciences to pursue interprofessionalism, together with its commitment to teaching and research excellence and the availability of simulation expertise at our disposal, mean Monash is well positioned to offer a course of this nature.

Academic	Monash University is leading the way in Australian healthcare simulation with the development of the first faculty-wide simulation network. The network will enable an organized, standardised and formalized approach to a variety of simulation-based educational activities across all health disciplines and all geographical locations. Simulation centres act as centres of teaching excellence as the unique skills (e.g. complex behavioural debriefing) are at the high end of educational practice. The course is also designed to reflect the objectives of the University's 2006 – 2010 Academic Plan, in particular the development of the University's research agenda via the increased opportunities the course will provide for simulation-based research. The course will articulate to the CMHSEs Master of Health Professional Education and PhD program which will provide the opportunity for participants to undertake educational research projects in simulation.

Business	The current Graduate Certificate in Health Professional Education (GCHPE) and Master of Health Professional Education (MHPE) courses have established reputations for innovation, responsiveness and relevance. The proposed course will build upon this reputation by responding to identified education, training and workforce issues currently impacting upon the full range of health professions. The course will leverage the existing GCHPE and MHPE by utilising existing units and will require the development of only one new unit. The RPL and credit options are set out in Table 1 below. Development costs are therefore limited, with the further advantage of the additional costs associated with new enrolments being absorbed/off-set by the existing GCHPE and MHPE infrastructure.

TABLE 1: RPL OPTIONS

APPLICANT TYPE	RPL	UNITS TO BE COMPLETED
A. GCHPE graduate	MEU9001	• MEU9012 • MEU9014
B. MHPE graduate <u>with</u> MEU9012	MEU9012	• MEU9014 • a further 6 CPs
C. MHPE graduate lacking MEU9012	MEU9001	• MEU9012 • MEU9014

COURSE PROPOSAL CHECKLIST

1. BASIC COURSE INFORMATION	YES	NO	N/A
1.1 Course Title ^	X		
1.2 Course Proposer ^	X		
1.3 Organisational Arrangements ^	X		
1.4 Nature of Development ^	X		
2. STRATEGIC CASE:			
2.1 Reasons for Introduction of Course	X		
2.2 Demand for the Course	X		
3. ACADEMIC CASE:			
3.1 Length of Course ^	X		
3.2 Course Structure ^	X		
3.3 Admission Requirements ^	X		
3.4 Campus Modes of Offering ^	X		
3.5 Educational Design ^	X		
3.6 Handbook Entry ^	X		
4. BUSINESS CASE:			
4.1 Campus Planning ^	X		
4.2 Library and Technology Impact Statements ^	X		
4.3 Course Management and Quality Assurance ^	X		
4.4 Project Management Plan*			X
4.5 Cross-Faculty Courses/Courses That May Impact on Another Faculty			X
4.6 Cross-Institutional Ventures. External Partner(s)			X
4.7 Marketing Plan*			X
4.8 Enrolment Planning ^			X
4.9 Course Costing Model ^	X		
5. COMPLIANCE ISSUES: ^			
a) Monash Protocols:			
i. **University Education Policies and Procedures** Compliance			
ii. Australia: Associate Dean (Education), where relevant, Faculty Manager, Dean, and where relevant: Associate Dean (International) and relevant Campus Pro Vice-Chancellor.	X		
iii. Faculty Board(s) approval	X		
iv. Malaysia: Sunway Campus Malaysia Board (or nominee) approval South Africa: Board of Directors of Monash South Africa Ltd approval			X
v. Professional Association Accreditation being sought?			X
b) Australian Government Protocols:			
i. **ESOS** compliance			X
ii. **MCEETYA protocols** compliance			X
c) Malaysian Government Protocols:			
i. **Ministry of Higher Education (Kementerian Pengajian Tinggi Malaysia)**			X
ii. **National Accreditation Board (Lembaga Akreditasi Negara - LAN)**			X
d) South African Government Protocols:			
i. **National Qualifications Framework (South Africa)**			X
ii. **Higher Education Quality Committee (HEQC)** (for accreditation/naming of degrees)			X
6. SUPPLEMENTS:			
Supplement 1: Competitive Issues ^			X
Supplement 2: Market Research ^			X
Supplement 3: Cross-faculty Courses/Courses that May Impact on Another Faculty			X
Supplement 4: New Types of Award or Course Structures			X
Supplement 5: Courses That May Impact on a Particular Campus			X
Supplement 6: Project Management Outline *			X
Supplement 7: Cross Institutional Courses. External Partners			X
Supplement 8: Marketing Plan *			X

For further information on the University course approval process, please refer to the:

- *Monash Course Approval Process* webpage.

7. ENDORSEMENTS ^			
8. COURSE PROPOSAL IMPLEMENTATION – Next Steps: ^			
Has the course been included in the Award Regulations?		**X***	
Has the course been entered into Callista (ie: course code, course rules)?		**X***	
What is the VTAC course code and publication of entrance requirements?			**X**
Have the course fees been published (local and international)?		**X***	
Have you applied the CRICOS code?			**X**
Have the course details been entered into CUPID?		**X***	

* to be implemented on receipt of approval

COURSE PROPOSAL TEMPLATE

Please type directly into the table cells. The cells will expand as you type in information.

1. BASIC COURSE INFORMATION

1.1 COURSE TITLE:

Course Name:	Graduate Certificate in Clinical Simulation (3973)
Award Title:	Graduate Certificate
Formal Abbreviation:	GCCS
Proposed Date of Introduction:	Semester 1 2010

1.2 COURSE PROPOSER:

	TEAM LEADER:	**CONTACT PERSON:**
Name:	Debra Kiegaldie	Debra Kiegaldie
Title:	Ms	
Department or School:	Centre for Medical & Health Sciences Education	
Faculty:	MNHS	
Phone:	9051 5536	
Email:	Debra.kiegaldie@med.monash.edu.au	

1.3 ORGANISATIONAL ARRANGEMENTS:

Managing Faculty:	Medicine, Nursing and Health Sciences
Collaborating Faculties:	N/A
External Partners:	N/A

1.4 NATURE OF DEVELOPMENT:

The proposal involves (please mark "x" on the relevant box):			
A new course:	**X**	Re-development or extension of an existing course:	

The proposal falls into one or more categories of <u>strategic significance</u> (please mark "x" on the relevant box):			
Yes		No	**X**

If YES, please mark "x" on the appropriate categories:

A. cross-faculty ventures or courses that may impact on other faculties Please complete **Supplement 3**	
B. cross-institutional ventures or those involving other external partners Please complete **Supplements 1, 2 and 7**	
C. courses that are to be offered outside Australia, in any mode (on-campus, off-campus teaching site, off-campus distributed learning) Please complete **Supplements 1 and 2.**	
D. courses involving a new form of University award not currently conferred by Monash Please complete **Supplement 4.** (Please refer to the **Qualifications Categories policy**.	
E. courses that may have a major impact on a particular campus Please complete **Supplement 5**	
F. course structures different from those usually applying for the type of award Please complete **Supplement 4**	

(Please note: For each relevant category, specific information is required in the proposal itself and/or the supplements.)

2. STRATEGIC CASE:

2.1 REASONS FOR INTRODUCTION OF COURSE:

a. What is the relevance to the University's strategic direction? Please refer to **Monash 2025** and the **Academic Plan**.
This proposal is a strategic response to a rapidly emerging national and regional education and training innovation. The course will therefore uniquely position Monash University as an educational provider and centre for simulation research. The course will expand the student cohort currently attracted to the Graduate Certificate in Health Professional Education, thereby increasing the pool of students available for articulation to the Master of Health Professional Education and/or PhD programs. The course's availability to international students studying in their local settings will ensure our capacity to respond to requests from international organisations to deliver the course to their personnel. This is a model that has been established in the current Graduate Certificate in Health Professional Education. Specific countries have requested the course be delivered in their local setting and the model facilitates staff from the Centre for Medical & Health Sciences Education travelling to the requesting country and delivering specific units of the course in face-to-face mode. Students studying in their own country will be able to enrol in the course as all units are listed as off-campus with compulsory Study Day attendance. This particular offering description was designed and approved for the GCHPE for the specific purpose of delivering the course in international locations. ESOS and CRICOS accreditation are therefore not required.
b. What is the relevance to the Faculty's strategic objectives? (Please refer to faculty operational plan and other relevant documents)
The academic content of the course responds to the Faculty's strategic objectives in relation to simulation and will support the faculty's Simulation Network and the related appointments of Assoc Prof Flanagan and Ms Jennifer Keast.
c. Is there a strategic and/or competitive relationship to existing Faculty and University programs? Please indicate any strategic and/or competitive overlap with existing courses and sets of units.
N/A

2.2 DEMAND FOR THE COURSE:

a. Is the course intended for a particular target group type of student? Please describe student characteristics and context.
The course is designed for the following groups: • Health professional academics faced with the significant task of introducing simulation into the undergraduate, postgraduate and professional development arenas; • Graduates of the Graduate Certificate in Health Professional Education wishing to specialize in the simulation field for whom normally 25% but to a maximum of 50% RPL can be granted towards the Graduate Certificate in Clinical Simulation; • The growing number of clinicians who have undertaken a basic two day Department of Human Services supported 'train the trainer' program in simulation. This program is on limited offer in Victoria and there is dissatisfaction that minimal opportunities are available for continuing professional development. The DHS would be supportive of any initiative which expands the simulation capabilities of the health care workforce. • International clinicians charged with establishing simulation at their educational institutions, including Monash Malaysia; • Course participants who desire an ongoing mentoring relationship within the field of simulation.

b. What knowledge of the market is already available to support the development of this course? Please indicate sources.
Simulation education requires different knowledge and skills to what is currently on offer in health professional education courses in that it involves developing learner knowledge and skills in medical, psychological, technical and organizational domains. None of the currently available Australian curricula at the postgraduate level meets all of these needs. Anecdotal reports of widespread interest in the proposed course have been received from within the existing informal and formal simulation education networks.
c. What indications do you have that viable demand exists for the proposed course within the target market? Please indicate sources.
• The Centre for Medical & Health Sciences Education's belief that a local demand exists for this course is based, in part, on the results of a survey of local simulation network members (n>200) that revealed a strong desire for further studies in simulation education. At present, simulation educators can undertake 'on the job' training, half-day, or one to two day 'train the trainer' workshops that are non-award and expensive at a cost of approximately $1000 per day to participants. A graduate certificate course is therefore attractive as the overall cost of the course is highly competitive and has the advantage of resulting in a recognised tertiary qualification; • Increasingly frequent direct requests (approximately 45 in the last 12 months) from prospective and novice simulationists locally, nationally and internationally especially in the Asia-Pacific.
d. For courses involving high development and implementation costs, (eg. employment of new staff, purchase of expensive equipment, extensive market research), please complete **Supplement 1** relating to competition with similar courses.
e. For courses with any of the following characteristics, please complete **Supplement 2** relating to specific market research activity: a) courses proposed for offering overseas in any mode. b) courses requiring considerable investment in equipment, space or other resources. c) courses requiring hiring of a significant number of additional staff. d) courses being developed in conjunction with an external partner.

3. ACADEMIC CASE:

3.1 LENGTH OF COURSE:

Credit Points Required for Completion:	24
Normal Course Length (F/T years):	0.5
Maximum Course Length:	3 years
Provision for Accelerated Progression:	RPL to a maximum of 50% of the course will be available to suitable applicants.

3.2 COURSE STRUCTURE:

(For clarification and compliance purposes, please refer to the Education Policies and Procedures on the Education Policy Bank).

a. Summary of the structure and pathways (streams, majors, specialisations, core and elective units):

The course is structured to enable participants to combine study with full or part-time work. The course will draw upon existing units within the Graduate Certificate in Health Professional Education and Master of Health Professional Education units currently offered at CMHSE:

Existing GCHPE Unit MEU9001 *Teaching and Learning in Health Professional Education*
(6credit points)

Existing MHPE Unit MEU9012 *Simulation in Health professional Education*
(12 credit points)

New Unit MEU9014 *Applied Simulation*
(6 credit points)
Designed to provide the practical strategies related to working within a range of simulation environments.

Total 24 credit points

NOTE: The Masters unit MEU9012 can be utilised within the Graduate Certificate of Clinical Simulation as the new course is a level 5 course of study.

b. Are there any formal articulation agreements intended into and/or from this course? (including with Monash College, TAFE and twinning partners).

No

c. Is there an academic relationship with other units/courses within the Faculty and the University? Will this course replace other existing courses or unit sets?

Yes the course will utilise two existing units

MEU9001 Teaching and learning in health professional education (6 credit points (from the Graduate Certificate in Health Professional Education

MEU9012 Simulation in health professional education (12 credit points)Master of Health Professional Education

For a course that involves cross-faculty collaboration or may impact on another faculty that is not a collaborator in the proposal, please complete **Supplement 3**.

For courses involving a new type of award (Strategic Significance Category D) or for courses with structures different from those usually applying for the type of award (Strategic Significance Category F), please complete **Supplement 4.**

For descriptions of current award categories, refer to the **Qualifications Categories policy**.

3.3 ADMISSION REQUIREMENTS:

a. Admission Qualifications and any Prerequisite Units *(In responding to this question, both the Year-12 prerequisite units and, where appropriate, the expected minimum entry requirements for both non-Year-12 and international students should be specified, eg. to be outlined in the 'Returning to Study' and 'International Course Guide.')*

N/A

b. English Language Requirements. Please refer to: **English Language Requirements Policy**

Students may satisfy the Monash University English language proficiency requirements by meeting one of the following criteria:

1. All secondary school completed was in English and successfully completed at least two university level subjects in an institution where English is the language of instruction and assessment for the entire institution (with the possible exception of foreign language subjects). These subjects must be "English rich" and judged by the relevant faculty as being an appropriate test of proficiency in English language for the specific course applied for.
2. Successfully completed at least two university level subjects and then completed, at an appropriate standard, an English language test administered by Monash University. This option is only available on a case-by-case basis at the discretion of the faculty and in such cases the test will be funded by the faculty.
3. Studied in an institution where English is the language of instruction and assessment for the entire institution (with the possible exception of foreign language subjects), satisfactorily completing either;
   at least the equivalent of the first year of a university course within the last two years (completion of a TAFE or a Singapore Polytechnic Diploma in the last two years is regarded as meeting this requirement)
   OR
   Studied at least the equivalent of a two year tertiary program within the last five years.
   There must be formal advice from the institution to support the claim that this requirement has been satisfied.
4. IELTS (International English Language Testing System - academic) minimum test score of 6,5 with no individual band score less than 6.5. (This is accepted for both domestic and international students).
5. TOEFL (American Test of English as a Foreign Language) - minimum test score of 600 with a TWE (Test of Written English) score of at least 5.0. Scores must be available for both TOEFL and TWE.
6. A computer-based TOEFL with a minimum test score of 250 with an Essay Rating (ER) of at least 5. Internet-based TOEFL overall 100, writing 24+, no score lower than 20.

c. Credit Provision or Recognition of Prior Learning:

The credit provision pathway is as follows:

APPLICANT TYPE	RPL	UNITS TO BE COMPLETED
A. GCHPE graduate	MEU9001	• MEU9012 • MEU9014
B. MHPE graduate <u>with</u> MEU9012	MEU9012	• MEU9014 • a further 6 CPs e.g.MEU9006*Program Evaluation* & MEU9010 *Independent Study*
C. MHPE graduate lacking MEU9012	MEU9001	• MEU9012 • MEU9014

d. Entry in VTAC Guide (including middle-band criteria):

N/A

3.4 EDUCATIONAL DESIGN:

a. What are the specific learning outcomes of the course? Please provide the full list of course objectives.

Course aims:

- To develop participants' understanding of the principles of simulation based education for health professionals;
- To develop participants' skills in developing and delivering simulation based education;
- To improve the learning experiences and outcome of students participating in simulation based activities;
- To increase scholarship in simulation-based education, including the adoption of evidence-based decision making;
- To provide formal development of career pathways for clinical teachers wishing to focus on simulation.

Course objectives:

On completion of the course graduates should be able to:

1. Differentiate between simulation-based learning and more traditional educational approaches;
2. Demonstrate an ability to develop effective teaching practices in relation to simulation-based activities;
3. Apply their understanding of the learning theories that underpin simulation learning and teaching;
4. Plan effective learning environments using a range of simulation resources and communication activities;
5. Demonstrate competence in using simulation-related tools and technologies;
6. Design, implement and evaluate effective simulation-based educational sessions;
7. Identify the legal, professional and ethical responsibilities of teachers in simulation settings;
8. Source and critically appraise the literature related to their simulation based activities.

b. How do the course requirements contribute to the course learning outcomes?

The Graduate Certificate in Clinical Simulation learning and assessments activities are designed to introduce the participants to the theoretical principles prior to requiring them to apply these principles to their individual teaching contexts. The course is structured around small-group learning activities that are applied in nature and designed to link theory and practice in ways that enhance participants understanding of the dimensions of the course content.

c. What teaching approaches, learning activities and assessment approaches will be used to develop the learning outcomes? Will these vary by campus and mode? Please refer to the **Academic Programs Offered from Multiple Campuses Policy**.

Each of the three units will be offered off-campus with compulsory study days as a means of ensuring activity-based small group learning with expert facilitation. This is the current model approved and in use for the Graduate Certificate in Health Professional Education. Study days will be taught by Monash University staff members at University and simulation venues. Participants will experience the majority of their course in face-to-face mode ensuring small group learning, expert feedback and reflective practice are features of the course. Small group learning activities will be supplemented by practical teaching activities, applied simulation activities, analytical papers and reflective practice tasks including the development of teaching portfolios. Assessment tasks will be criterion-referenced with the capacity to allow participants to tailor their assessment tasks to their educational environment.

d. How will the teaching/learning activities and assessment develop the specific Monash graduate attributes?
Please refer to the **Monash Graduate Attributes Policy** and **Monash 2025.**

The assessment tasks prescribed for the various units within the course have been mapped against course's aims and objectives to ensure appropriateness and relevance**.** The assessment tasks also meet all the criteria outlined in Assessment of Coursework Policies and Procedures, and have been blueprinted against the Monash Graduate Attributes as at October 2008 to ensure each of the attributes is addressed.

e. What steps have been taken to internationalise the course curriculum and the student experience and outcomes?
Please refer to the **Internationalisation of Curriculum policy**.

The course builds upon the international perspectives embedded within the related GCHPE and MHPE courses and provides the student with the opportunity to gain knowledge about international health professional education systems and curricula through relevant selected core readings and on-line. MEU9014 will draw from international experience and expertise in applied simulation methodologies. The unit coordinator has recently undertaken the Harvard Simulation short course. This is a prestigious course open to delegates from around the world. The knowledge and skills obtained from this program will contribute to this unit's offering.

f. How will the course content and outcomes exemplify and support research led teaching?

The course builds on two pre-existing units from the current Health Professional Education courses, the content of which has been informed by the health professional education literature. Additionally the new unit MEU9014 *Applied Simulation* bases its content on the limited evidence-based practice literature and will generate small-scale action research projects in the participants' workplaces.

3.5 CAMPUS AND MODES OF OFFERING:

(a) The course will be offered from the following campuses (indicate with and X):

CAMPUS:	PART TIME	FULL TIME
Clayton	**X**	

(b) The course will be offered on the following modes other than on a Monash campus (indicate with and X):

Course Delivery Modes	Fully face-to-face tuition on a teaching site (including campuses of other universities)	Primarily off-campus learning with supplementary face-to-face tuition on a teaching site	Fully off-campus learning (without supplementary face-to-face tuition)
1. Specify locations involved:		Clayton	
2. Monash campus(es) from which course will be sourced or delivered:		Clayton	
3. Countries from which enrolments by residents will be accepted: a) Australia		**AB**	
b) Countries with English as a major community language/ language of instruction (please list):			
c) Other countries (please list):			

(c) Will the course be introduced at all campuses, modes (and levels) at the same time? If not, provide details and reasons.
N/A

3.6 HANDBOOK ENTRY

Guidelines for completion of the handbook fields for undergraduate courses are available from the Handbook Editor in each faculty.

Note: To comply with the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 please state whether overloading (more than 24 credit points in any given semester) is a requirement for this course.

Course name	Graduate Certificate in Clinical Simulation
Preamble	This course is designed to meet the unique requirements of teachers working in health professions education using simulation as an educational modality. The course enables participants to develop their teaching, curriculum design and program evaluation skills in interprofessional settings and addresses the medical, psychosocial, technical and organisational elements unique to simulation education. Participants will also develop their working knowledge of educational theories as they apply to their simulation education roles.
Course code	3973
Course abbreviation	GradCertClinSim

Total credit points	24
Course length (in years)	1 year full time or 2 years part-time
Study mode and course location	Off-campus Clayton with study days
Course objectives	On completion of the course graduates should be able to: 1. Differentiate between simulation-based learning and more traditional educational approaches; 2. Demonstrate an ability to develop effective teaching practices in relation to simulation-based activities; 3. Apply their understanding of the learning theories that underpin simulation learning and teaching; 4. Plan effective learning environments using a range of simulation resources and communication activities; 5. Demonstrate competence in using simulation-related tools and technologies; 6. Design, implement and evaluate effective simulation-based educational sessions; 7. Identify the legal, professional and ethical responsibilities of teachers in diverse educational settings; 8. Source and critically appraise the literature related to their simulation based activities; 9. Plan and conduct appropriate educational research in relation to simulation teaching and learning.
Special requirements	N/A
Course structure	
Core studies (optional)	Student must complete the following 3 core units: MEU9001 Teaching and learning in health professional education MEU9014 Applied simulation MEU9012 Simulation in health professional education
Areas of study (optional)	N/A
Course requirements	N/A
Course progression requirements	N/A
Fieldwork	N/A
Professional recognition	
Contact details	Caroline Bopp, Course Administrator, +61 3 9051 5538

4. BUSINESS CASE:

4.1 CAMPUS PLANNING AND RESOURCE REQUIREMENTS

a. For each campus involved, please indicate:
i. Reasons for choice.
Staff are located at Clayton. Close to Monash Simulation Centre for site visits
ii. Describe the involvement of campus academic staff in developing the course or adapting it for the local (regional or international) campus environment.
Academic staff from CMHSE will develop the new unit of the course with a reference group sourced from within key members of the Monash Simulation Network.
iii. Indicate what consultations have taken place with the Pro Vice Chancellor (and other stakeholders) and the level of support obtained.
N/A
iv. How space needs will be met.
This course will operate within existing resources on the Notting Hill campus.
v. Campus impact: If the plan of offering may have a significant impact on a particular campus (Strategic Significance Category E), please complete **Supplement 5.**
N/A

b. For courses offered in a mode other than on a Monash campus, indicate facilities and support resources required.
i. On a teaching site or campus of another university (face-to-face):
N/A
ii. Off-campus learning with supplementary tuition:
In the event of partnerships being developed with international institutions for the purposes of Monash University staff teaching the course in the institutions' local settings, such arrangements will be subject to formal contractual conventions.
iii. Off-campus learning without supplementary tuition:
N/A

4.2 LIBRARY AND TECHNOLOGY IMPACT STATEMENTS:

a. Library Impact Statement (Please mark "x" in the appropriate box):	Attached:	**X**	Not Attached:	
If not attached, please provide reasons:				
b. Technology Impact Statement (Please mark "x" in the appropriate box):	Attached:		Not Attached:	**X**
If not attached, please provide reasons:				
Only minor requirements additional to those for the existing GCHPE and MHPE programs e.g. provision of authcate details.				
NB: The cost of these I.T. and support services must be included in the costing model and negotiated with the relevant support units.				

4.3 COURSE MANAGEMENT AND QUALITY ASSURANCE:

a. Indicate management structure for the delivery of the course (eg Course Director, Course Reference Group, etc)
The course will operate under the Centre for Medical & Health Sciences Education's existing course management structure viz. a Course Director advised by the Postgraduate Courses' Advisory Committee comprised of representatives from the relevant health professional groups, including at least one representative of the clinical simulation education community.
b. Describe proposed methods for evaluating the course. Please indicate sources of data envisaged (eg. students, employers, professional associations, academic peers, learning and teaching experts)
The course will utilise the GCHPE evaluation methods: 1. Anonymous student evaluation questionnaire completed at regular intervals throughout each unit; 2. Student focus group interviews held at the completion of each year facilitated by a faculty staff member external to the course; 3. Completion of the annual unit evaluation processes utilising CHEQ and MonQueST questionnaires in accordance with faculty review timelines. The results of these evaluations and from the Monash Experience Questionnaire (MEQ) will be reviewed by the GCCS Course Advisory Committee and course amendments made as required; 4. Each unit to undergo full self-review every three years in accordance with University policy

4.4 PROJECT MANAGEMENT PLAN *:

***** Where course proposals involve high costs in developing learning resources or complex organisational arrangements such as partnerships, multiple modes of enrolment or multiple locations, it is recommended that a rigorous project management approach be adopted. Please complete **Supplement 6.**
N/A

4.5 CROSS-FACULTY COURSES/COURSES THAT MAY IMPACT ON ANOTHER FACULTY:

Please complete **Supplement 3.**

4.6 CROSS-INSTITUTIONAL COURSES. EXTERNAL PARTNER(S):

Please complete **Supplement 7.**

4.7 MARKETING PLAN *:

a. ***** Is it expected that any marketing activity for the proposed course will be undertaken separately from regular faculty marketing activity? If so, please complete **Supplement 8.**
b. ***** Provide a short description of the course that may be used for marketing purposes.
Marketing endeavours will continue the current practice of contributing to the annual faculty postgraduate marketing activities. It should be noted that the Centre for Medical and Health Sciences Education introduced an extensive continuing professional development workshop program in 2008 for Victoria and the Northern Territory that is proving to be a highly effective marketing activity. The following additional marketing activities will be conducted during the second half of 2009, subject to timely DVC approval of the course: • Course promotion will occur annually at the national SimTect *Simulation in Healthcare* conference, Melbourne– Australia's premier simulation conference – 300 expected registrants; • Mailing to an existing database of approx 100 simulation educators who have requested information on simulation education; • Monash Simulation Network to distribute information across the Faculty. • Monash graduates from GCHPE will receive information about the course.

c. ***** If no specific marketing activity is proposed, please explain why it is not considered to be necessary.
N/A

4.8 ENROLMENT PLANNING

(a) ENROLMENT FORECASTS:

i. Indicate enrolment levels in each funding source (DEST/Fee-paying, Domestic/International) for the period of completion normally required for course completion (eg. three-years for a single degree or four-years for a double degree), indicating reasons for choice and showing commencing and returning levels for each year.
Domestic fee paying: • Year 1 = 10 • Year 2 = 15 • Year 3 = 20 International students: 10 students by Year 3.
ii. Where DEST load is involved, please indicate if the: - load is available from within the faculty's current load allocation, or - new load been sought by the Faculty Manager and the availability of load has been confirmed by the University Load Planning Coordinator? (If so, please provide the approval date/s).
N/A

(b) FEE LEVELS (2009):

i. In Australia:
International students: $18,730 (per 48 credit points) Australian fee-paying students: $16,040 (per 48 credit points)
iii. When is the course costing to be re-evaluated?
Conclusion of 2011

4.9 COURSE COSTING:

i. Please complete the information in the **Course Costing Model or the Course Profitability Model**.
ii. Where relevant, please comment on assumptions you have made in the costing model or on how it should be interpreted (eg. assumptions about enrolments, staffing levels or other costs; if existing units are to be incorporated into the new course, etc). If it is to be envisaged that this course will run at a loss, please explain why.
The course will draw from existing units from within the Graduate Certificate in Health Professional Education and Master of Health Professional Education currently offered by CMHSE. It will therefore be quick to establish and market and will be cost effective to develop and implement as it will only require the development of one additional 6 credit point unit. Time for the development and teaching of the new unit would be managed by sessional employment of a suitable qualified lecturer.

5. COMPLIANCE ISSUES:
a) Monash Protocols:
i) Is the course proposal compliant with **university education policies and procedures**? Please highlight where any inconsistencies with university education policies and/or procedures may occur.
Yes
ii) Has the course proposal been checked and approved by the Associate Dean (Education), Faculty Manager, Dean and where appropriate - Associate Dean (International)?
Yes.
iii) If the course proposal is a campus initiated proposal - has it been endorsed by the relevant Campus Pro Vice-Chancellor?
N/A
iv) Has the course proposal received Faculty Board approval? Please list the board meeting date.
Yes Faculty Board Mtg 2/2009.
v) Malaysia: Has the course proposal been approved by the Sunway Campus Malaysia Board (or nominee)? South Africa: Has the course proposal been approved by the Board of Directors of Monash South Africa Ltd? Please list the board meeting date.
N/A
vi) Is Professional Association Accreditation being sought? Please list with whom, and please state whether it is national or international accreditation.
N/A
b) Australian Government Protocols:
i) Has an application for a **CRICOS** code been made? Note: The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 states that an international student enrolled in more than 24 credit points for one or more semesters of a course is considered to be overloading, and this needs to be taken into account when determining the registered duration of the full-time course.
N/A Check peter's comments about cricos
ii) Is the course proposal compliant with **MCEETYA protocols**? Please highlight any inconsistencies that occur within protocol boundaries.
Yes
b) Malaysian Government Protocols:
i) Is the course proposal compliant with the **Ministry of Higher Education (Kementerian Pengajian Tinggi Malaysia)** protocols? Please highlight any inconsistencies that occur within protocol boundaries.
N/A
ii) Is the course proposal compliant with the **National Accreditation Board (Lembaga Akreditasi Negara - LAN)** protocols? Please highlight any inconsistencies that occur within protocol boundaries.
N/A
c) South African Government Protocols:
i) Is the course proposal compliant with the **National Qualifications Framework (South Africa)** protocols? Please highlight any inconsistencies that occur within protocol boundaries.
N/A
ii) Is the course proposal compliant with **Higher Education Quality Committee (HEQC)** (for accreditation/naming of degrees) protocols? Please highlight any inconsistencies that occur within protocol boundaries.

6. SUPPLEMENTS:

SUPPLEMENT 1 - COMPETITIVE ISSUES:

Provide comment on similar courses offered by other institutions that could be regarded as competition for the proposed course.
There is one provider of a related course in Australia, Edith Cowan University in WA. This course is primarily off-campus, has a facilitation focus and has outcomes within the areas of education, staff development, corporate training and professional development. The Edith Cowan course is, therefore, distinct from the proposed Monash in key areas and does not constitute a direct competitive threat.
In what ways is the proposed course significantly different from its competitors?
• Flexibility and relevance to the clinical context; • Off-campus with compulsory study days utilising the benefits of small group learning, reflection and feedback from an interprofessional perspective; • Covers the broad spectrum of simulation-based education and not just the facilitation aspect of simulation; • Monash has several world-class simulation experts for course delivery.
What competitive advantage(s) will the proposed course have over its competition?
• Strong links to the Monash Simulation Network for ongoing mentoring and support; • Responsiveness to a clearly expressed market desire for a post-graduate course; • Responsiveness to the market's content and pedagogical requirements; • Articulation to Masters and PhD study in this emerging field of clinical education.
Are there issues of price sensitivity that need to be considered?
Pricing needs to reflect that many health care professionals undertake their studies without employer sponsorship. This may be more problematic in the current economic climate.

SUPPLEMENT 2 - MARKET RESEARCH:

What specific market research has been done or is proposed?
Database of prospective participants collected following completion of two-day 'Train the Trainer' program in Simulation.
If completed, please outline the main findings indicating a sufficient level of demand.
Monash Simulation Network site-specific data clearly present a desire for the course from each site.
For proposed research, indicate how it will be undertaken and resourced.
N/A: demand clearly established.

7. ENDORSEMENTS

We consider that:

- the academic, business and strategic issues relating to this proposal have been adequately considered;
- the strategic, academic and business case for the course is sufficiently sound for the course to be approved by the Faculty Board and Dean;
- indicate the level of involvement by senior faculty staff in the consultations and negotiations, and in verifying university policies have been adhered to; and
- overlap and potential sharing of resources has been thoroughly considered.

Associate Dean (Education) Signature: (Managing faculty)	Signature: Print Name: Date:
Associate Dean (International) Signature: (Managing faculty)	Signature: Print Name: Date:
Faculty Manager's Signature:	Signature: Print Name: Date:

Associate Dean (Education) Signature: (Teaching faculty, where applicable)	Signature: Print Name: Date:
Associate Dean (International) Signature: (Teaching faculty, where applicable)	Signature: Print Name: Date:

I am satisfied that the academic, business and strategic case for the course is sufficiently sound for the course to proceed to full development and implementation.

Campus PVC Signature:	Signature: Print Name: Date:

I am satisfied that the academic, business and strategic case for the course is sufficiently sound for the course to proceed to full development and implementation.

Dean's Signature:	Signature: Print Name: Date:

Deputy Vice-Chancellor (Education) Signature (or nominee):	Signature: Print Name: Date:

Course Profitability Model

Please Enter Course/Subject Details:

(1) Managing Faculty:	Teaching (%)	Year:
Faculty Unknown (Avg All Facs)	100%	2009

(2) Other Faculties:

	100%

(3) Course/Subject Name:

Graduate Certificate in Clinical Simulation

(4) Cluster & Band

Cluster and Band Unknown (Avg of All)

(5) Details/Comments:

(6) Entered By (Name):

Geoff White

(7) Mode(s) Offered:

Internal Only

(8) Location (Campus):

Clayton

(9) GST: (Is the Course/Subject GST Liable?)

(●) Yes ( ) No

(10) Student Type:

Postgraduate

Version: Jan 2009

REVENUE

Fee Revenue

	Commencing (EFTSL)	Returning (EFTSL)	Total (EFTSL)	Average Fee Per EFTSL ($)	Fee Revenue ($)
Commonwealth Supported Places					
On Campus - Australia			-		-
Off Campus			-		-
International					
On Campus - Australia			-		-
Off Campus			-		-
Offshore Partnerships					
Offshore Partnerships			-		-
Aust Postgraduate					
On Campus - Australia			-		-
Off Campus	5.00	-	5.00	8,020	**40,100**
Aust Undergraduate					
On Campus - Australia			-		-
Off Campus			-		-
Non-Award					
On Campus - Australia			-		-
Off Campus			-		-
Open Learning					
Open Learning			-		-
TOTAL	**5.00**	**-**	**5.00**		**$ 40,100**

Geoff White

EXPENDITURE

Staff Costs

(1) Permanent Staff Salaries (Academic, General and Trade and Services)

Position	Staff FTE	Average Salary (Inc on-costs & LSL) $	Total Cost $
Senior Lecturer/Senior Research Fellow - Level C Step 6	0.10	113,280	**11,328**
		-	
		-	
		-	
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		-	
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		-	
		-	
		-	
		-	
		-	
		-	
Total Permanent Staff Costs	**0.10**		**$ 11,328**

(2) Sessional/Casual Staff Salaries (eg. Tutors, Exam markers, etc.)

Position		Hours per annum	Hourly Rate $	Staff FTE	Total Cost $
			-	-	
Marking	Supervising examiner or req academic judgemt	30.0	53.65	0.02	**1,610**
Tutoring	Normal w/out doctoral or full subj coord	60.0	114.81	0.09	**6,889**
			-	-	
			-	-	
			-	-	
			-	-	

			-	-	
			-	-	
			-	-	
Total Sessional/Casual Staff Costs				**0.11**	**$ 8,498**

(3) Others (eg. Consultants)

Required works	Total Cost $
Total Other Costs	**$ -**

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Non-Staff Costs

(4) Development/Review Costs:

Item/ Description:		Total Cost $
Unit development X 1	< Tips >	1,200
Total Development/Review Costs		**$ 1,200**

(5) Operating Costs:

	Total Cost $
Course admin	600
Printing	250
Catering	100
Total Operating Costs	**$ 950**

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OVERHEADS AND OTHER CONTRIBUTIONS

Overheads

Enter the overhead rate for the department:

Average Departmental Overhead Rate	**6.0%**
Average Faculty Overhead Rate	**16.0%**

University Overheads

University overheads are applied as a total amount. If the total amount needs to be reduced or increased due to some unique aspects of the course, enter the adjusted amount in the box next to the overhead category. Please include a reason for the adjustments in the text box.

Indicate the University Overheads that need to be reduced or increased

	Based on			Calculated Amount		Final Amount		Reason for Adjustment
Corporate	0.21	FTE	$	1,658	✔			
HR Services	0.21	FTE	$	378	✔			
Financial Services	0.21	FTE	$	413	✔			
IT Support for Staff (ex Network & Telephone)	0.21	FTE	$	291	✔			
Library Services- OnCampus	-	EFTSL (On Campus)	$	-	✔			
Library Services- OffCampus	5.00	EFTSL (Off Campus)	*$*	*8,496*		**X.00**	✔	This amount should be the equivalent of that for on-campus students as they will be enrolling in off-campus mode but attending on-campus study day intensives that are the equivalent of normal on-campus class attendance.
Library Services- PS	-	EFTSL (PS)	$	-	✔			
IT Support for Students	5.00	EFTSL	$	2,027	✔			
Student Services - OnCampus	-	EFTSL (On Campus)	$	-	✔			
Off-Campus Students	5.00	EFTSL (Off Campus)	*$*	*8,841*		**x.00**	✔	As for note above
Student Services (PS & OL)	-	EFTSL (PS & OL)	$	-	✔			
Support for International Students	-	EFTSL (Int'l)	$	-	✔			
Recruit International Students	-	EFTSL (Int'l)	$	-	✔			
Scholarship for Students	5.00	EFTSL (On & Off Campus)	*$*	*1,865*		**??**	✔	
Space	0.21	FTE	$	2,576	✔			
Centrally Prog. Space	-	EFTSL (On Campus)	$	-	✔			
Security and Cleaning	0.21	FTE	$	311	✔			
Total for the year			**$**	**7,654**				

Research Contribution

Contribution to Research activities in Department & Faculty	**30.0%**

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SUMMARY - FINANCIAL AND OTHER INDICATORS

Financial Summary:

	2009 $	Percentage(%)
Revenue:		
Gross Fee Revenue	40,100	110.0%
less GST	(3,645)	-10.0%
Total Revenue	**36,455**	**100.0%**
Expenses:		
Salary		
Permanent Staff Salaries	11,328	25.3%
Sessional Staff Salaries	8,498	19.0%
Others	-	0.0%
	19,826	44.3%
Non-Salary		
Development/Review Costs	1,200	2.7%
Operating Costs	950	2.1%
	2,150	4.8%
Overheads		
Departmental Overhead @ 6%	1,319	2.9%
Faculty Overhead @ 16%	3,516	7.8%
*University Overhead **	7,654	17.1%
	12,489	27.9%
Research Contribution @ 30%	10,340	23.1%
Total Expenses	**44,805**	**100.0%**
Revenue less Expenses	**(8,351)**	

Student and Staff Summary:

Total EFTSL		**Student/Staff Analysis**	
Commencing EFTSL	5.00	Permanent Staff	0.10
Returning EFTSL	-	Sessional/Casual Staff	0.11
Total (EFTSL)	**5.00**	**Total Staff (FTE)**	**0.21**
		Total Student (EFTSL)	**5.00**
EFTSL by Study Mode		**Student / Staff Ratio (SSR)**	**23.95**
On Campus - Australia	-		
Remotely Supported	5.00		
Offshore Partnerships	-		
Total (EFTSL)	**5.00**		
EFTSL by Course Type			
Commonwealth Supported Places	-		
International	-		
Australian Postgraduate	5.00		
Australian Undergraduate	-		
Non-Award	-		
Open Learning	-		
Offshore Partnerships	-		
Total (EFTSL)	**5.00**		

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Overview: Course Profitability Model

The Course Profitability Model is designed to provide a systematic way of reviewing existing courses. It consists of a series of worksheets, each dealing with separate financial issues. Together, the information compiled in these sheets draws into one summary pages - Summary Fin & Other Indicator

CONTENTS:

Instructions on using the model

General Instructions

Entry/Input: The first four(4) worksheets in the model require information to be entered. Where a cell requires an entry(s) it will appear white (areas shaded in colour throughout the model do not require input and are generally protected from entry).

Hints & Tips: Hints & Tips are provided throughout the model. A 'Hint' will pop-up automatically when certain cells are selected. They provide specific information about the type of entry required or other pointers or examples to assist completing the model. A "Tip" provides more general information to the user and is accessed by clicking on the word "Tip" as it appears throughout the model.

User Worksheet: A blank worksheet is included so that any calculations or general details can be filed with the model.

Step 1: Introduction worksheet

The Introduction worksheet gathers basic information about the Course under review.

1.1 Managing Faculty:

Using the Drop-down Box provided select the Home Faculty and its percentage. The Home Faculty is the main Faculty who will be running the course or subject, while the percentage is the proportion of the course expected to be taught by this Faculty. If, for example, a new course is being proposed & run entirely within the Faculty of Engineering, then "Engineering" and "100%" will be selected.

1.2 Other Faculties:

If the home Faculty (mentioned above) is not the only Faculty teaching the Course, the other teaching Faculties & their percentages should be included here. For example, if a course being managed by the Faculty of Engineering expects students to complete a subject stream from the Faculty of Information Technology as part of their study, this should be recognised here.

Note : Managing Faculty + Other Faculties must equal 100%.

1.3 Course Name:

Enter the name of the Course being reviewed.

1.4 Cluster & Band
Then select the appropriate Cluster and Band for the course (this is for information only)

1.5 Details/Comments:

Any further comments or descriptions relating to the course being reviewed can be made in the area provided.

1.6 Entered By:

Insert the name of the person entering the information into the model.

1.7 Mode(s) Offered:

Select the mode of the course that is being offered – internal, external or both.

1.8 Location (Campus):

Type in the campus or location(s) which the Course is being offered.

1.9 GST:

If the Course is liable for GST please click the "Yes" button otherwise select "No".
Generally, Award Courses will be GST free, while Short Courses may be GST liable, if unsure, check with your Faculty Resources Manager.

1.10 Student Type:

Please select the type of student the course will be teaching. That is, Undergraduate, Postgraduate or Higher Degree (by Research).

Step 2: Revenue worksheet

Revenue may be derived from several types of student fees. These include Commonwealth Supported Places, International or Overseas Students, Offshore Partnerships, Australian Postgraduate or Undergraduate Fee-Paying, Non-Award and Open Learning tuition fees.

2.1 Commencing:

Enter the commencing number of student (EFTSL) for the year.

2.2 Returning:

Enter the returning number of student (EFTSL) for the year.

2.3 Average Fee per EFTSL:

Enter the average fee for each student fee type for the year to calculate total fee revenue. If unsure, check with your Faculty Resources Manager.

Step 3: Expenditure worksheet

3.1 Permanent Staff Salaries:

Select the Academic and General staff involved in this course and fraction of FTE relating to it. The average salary shows the basic salary plus on-cost plus Long Service Leave(LSL) per FTE for the staff position selected.

3.2 Sessional/Casual Staff Salaries:

Select the Sessional/Casual staff involved in this course from the first column. Then select the sub-category of each position on the second column and enter the number of hours per annum that will be related to the course.
The hourly rate includes on-cost, loading and average adjustments for the year.
Staff FTE are automatically calculated based on the number of hours entered and the position selected.

3.3 Others:

If external consultants or guest speakers are involved, enter their cost in the space provided.

3.4 Development/Review Costs:

Enter costs associated with developing and setting up the Course for this particular year.
For example, materials used in researching the Course, or the cost paid to do a feasibility study. If the total cost for development/review is to be apportioned over four(4) years, only enter 25% of the amount for this review.

3.5 Operating Costs:

Enter all costs associated with operating the course for this particular year. For example, printing and stationery, travel, course notes and laboratory supplies.

Step 4: Overheads & Research Contribution worksheet

Overheads are costs not directly associated with teaching students, but are consumed indirectly by the course.

There are three levels of overheads recorded in the model:

4.1 Departmental Overhead Rate:

Enter the Departmental overhead (as a percentage). This will include an estimate of the costs incurred at a department level to support the course. For example, a portion of departmental administration expenses, such as the Head of Department & their staff, and other functions performed at a departmental level such as IT Support – as all of these will be consumed by the course.
For further advice, check with your Faculty Resources Manager.

4.2 Faculty Overhead:

This has been fixed by your Faculty and will appear automatically(it implies the cost of Faculty support). This is based on a portion of costs incurred at a Faculty level, such as running the faculty office, which will be consumed in running the Course.

4.3 University Overhead:

The model will list a contribution value for all central support areas across the University indirectly supporting the course; these will be derived automatically and shown on the worksheet and in the Summary-Financial and Other Indicators worksheet.

The costs are based on a breakdown of existing costing information across the University for Support Services and how they are consumed. This includes areas such as the Library, Information Technology Services, and Administrative Services.

If you believe there is a case for a different allocation of University overheads due to some unique aspects of the course delivery or structure, you may vary the allocation by inserting an adjusted amount in the box against the particular overhead type. The variation(s) must be supported by a short text comment in the box at the right of the screen. The revised total will be the sum of the amounts in the boxes with a blue tick against them.

4.4 Contribution to Research:

A default of 30% of total cost is set in this model, however you may enter the estimated contribution that the Department/Faculty expects to make towards research activities from this Course. This can be based on past experience or anticipated future requirements.

Step 5: Summary - Financial and Other Indicators worksheet

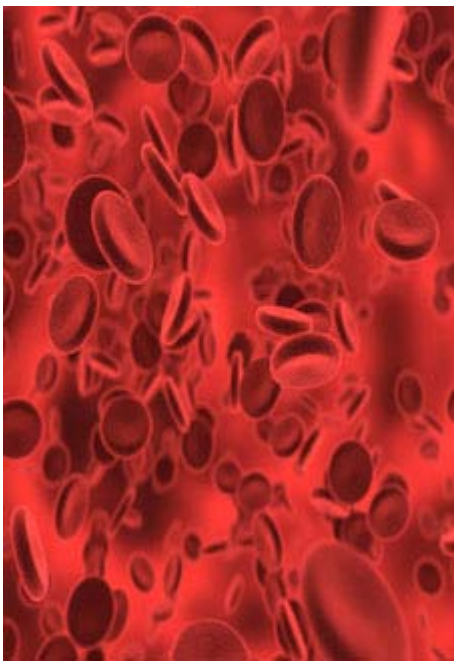
The Summary worksheet draws together all revenue, expenditure and volume information from the various worksheets to show a projection of total income, expenditure (salary and non-salary), and a Surplus or Deficit figure.

Non-financial information such as student and staff analysis, breakdown of EFTSL into different classification are shown to allow a clearer indication about the status of the course.

All information on this Summary page is generated automatically and does not require any manual inputs.

Monash leads the way in blood clotting discovery

27 May 2009



A Monash-led research team has discovered a mechanism that promotes blood clot formation – a major breakthrough that will impact on the treatment and prevention of heart disease and stroke.

The discovery, which found a new link between disturbed blood flow and blood clotting, is the result of decade-long research led by Professor Shaun Jackson, Dr Warwick Nesbitt and Erik Westein from the Australian Centre for Blood Diseases (ACBD).

ACBD research director Professor Jackson said the association between disturbed blood flow and blood clotting was identified more than 150 years ago, however, the way blood flow activated the clotting mechanism had yet to be identified.

"Our arteries change as we age, leading to disturbances in blood flow. Our work identifies the precise mechanism by which these blood flow changes activate the clotting process, thereby increasing the risk of heart attack and stroke," Professor Jackson said.

Lead author Dr Nesbitt said the new clotting mechanism wasn't sensitive to anti-clotting drugs.

"This discovery may partly explain the ineffectiveness of commonly used anti-clotting therapies such as aspirin, clopidogrel or warfarin," Dr Nesbitt said.

Blood clotting diseases affect more than 50 per cent of the adult population and kill one Australian nearly every ten minutes. The impact of anti-clotting therapies on mortality rates remains low, with less than one in six avoiding a fatal event.

Co-lead author Mr Westein said the situation was likely to worsen due to the growing incidence of obesity and diabetes.

"People with diabetes are typically more resistant to the benefits of anti-clotting therapy, thus there is a pressing need for the development of more effective approaches," Mr Westein said.

The team worked with scientists from Monash University's Department of Mechanical Engineering and the Division of Biological Engineering, and the School of Electronics and Computer Engineering at RMIT Melbourne.

Happy life leads to good health

27 May 2009

Monash University, together with the Australian Psychological Society and Peking University, has established a motivational coaching program in the Fengtai District in Beijing, China, to help patients with Type 2 diabetes lead happier and healthier lives.

Professor Colette Browning and Professor Shane Thomas with clinical coaches at Fangzhuang Community Hospital in Beijing.

The Happy Life Club uses clinical coaches trained in motivational interviewing to support patients with chronic diabetes to better manage their illness.

Diabetes research shows that changes in lifestyle factors such as dietary changes, weight loss, and reducing stress frequently result in major improvements in patient health and well-being.

Motivational interviewing has been used internationally to manage people who are addicted to smoking. However there is limited published research on how effective the technique is for the management of chronic illness.

Australian project leader Professor Colette Browning from the School of Primary Health Care Research, said, if left untreated or poorly managed Type 2 diabetes, could have a major effect on the health and wellbeing of a patient.

"Many patients can manage their disease well by adopting certain key behaviours but struggle to do so without support," Professor Browning said.

"People typically go through set stages in their behaviour change process. The Happy Life Club uses these stages of change to accelerate and sustain behaviour change."

Twenty-one Beijing health coach clinicians have been recently trained in motivational interviewing and health behaviour change principles by Dr Lindner from the Australian Psychological Society. These coaches will work with the patients to change key behaviours.

Professor Shane Thomas said the program's success would be measured through patient data collected pre-program and at three, six, twelve and twenty-four month intervals.

"Patients and coaches will also be interviewed to gauge their ideas about the program and how it can be improved for future trials," Professor Thomas said.

The program is being trialled in Fangzhuang Community Hospital.

Distinguished Alumni Awards 2009

June 2009

Monash University will celebrate the achievements of six outstanding graduates when the University's Distinguished Alumni Awards are presented on 10 June 2009.

Professor Susan Davis (MBBS 1980, PhD 1989)

Distinguished Alumni Award 2009

Professor Susan Davis is a leading women's health researcher. In 2005 she became the inaugural Chair of Women's Health in the Monash University Department of Medicine at the Alfred Hospital.

In supporting Professor Davis's nomination, Governor of Victoria Professor David de Kretser AC (MD 1969, HonLLD 2006) states Professor Davis is "a leader in the field of women's health … who has made a substantial contribution not only within Australia but also around the globe".

Professor Davis is a pioneer in the field of reproductive endocrinology. Specifically, her research looks at hormonal deficiencies in women, both before and after menopause. She has also played a vital role in raising awareness about women's health in Indigenous communities after establishing the Aboriginal Women's Health Survey and Education Program in 1999.

Her nominator, Associate Professor Robin Bell (MBBS 1977, PhD 1983, MPH 1988, GradCertHlthProfEd 2008), says Professor Davis "demonstrates that women can achieve a high level of success in the field of medical research, play a significant role in the international health and medical research arena, and enjoy the experience of parenting."

Professor Davis was one of the Founding Directors of the Jean Hailes Foundation and instigated its research program. She has authored more than 200 peer-reviewed publications and is a sought-after public speaker at major international events. She has received several important awards for her research.

Professor Julian Savulescu (BMedSc(Hons) 1988, MBBS(Hons) 1988, PhD 1995)

Distinguished Alumni Award 2009

Professor Julian Savulescu is a world-leading ethics scholar. He holds the Uehiro Chair in Practical Ethics at the University of Oxford.

A researcher, educator and communicator, Professor Savulescu promotes public discussion around the ethical issues of everyday life; from embryonic stem cell research to the use of performance-enhancing drugs in sport.

Professor Savulescu was nominated by eminent philosopher Professor Peter Singer, who was his PhD supervisor. Professor Singer writes: “there is no doubt that the most distinguished and successful student I had during those 22 years [teaching at Monash] was Dr Julian Savulescu.”

Professor Savulescu pursued his PhD in philosophy after completing his medical degree at Monash University. He later established and was director of the Ethics of Genetics Unit at the Murdoch Children’s Research Institute in Melbourne.

“Since Monash University’s own involvement in the development of in vitro fertilization, progress in the biomedical sciences has continued to pose ethical, legal and social issues that are important for the entire world. In that field, Julian Savulescu is playing an important international role,” Professor Singer comments.

Appointed to the Uehiro Chair in 2002 (while still aged in his 30s), Professor Savulescu is also director of Oxford’s Uehiro Centre for Practical Ethics, Program on the Ethics of the New Biosciences and Centre for Neuroethics. He has published over 150 journal articles and is in great demand as a public speaker.

In supporting Professor Savulescu’s nomination, Professor Robert Champion de Crespigny AC commends him for “his energy and his never-failing drive to promote debate and discussion on important ethical issues in society.” Professor Champion de Crespigny comments: “One seldom meets someone who has made such a marked contribution to their field as Julian Savulescu.”

Science of sleep

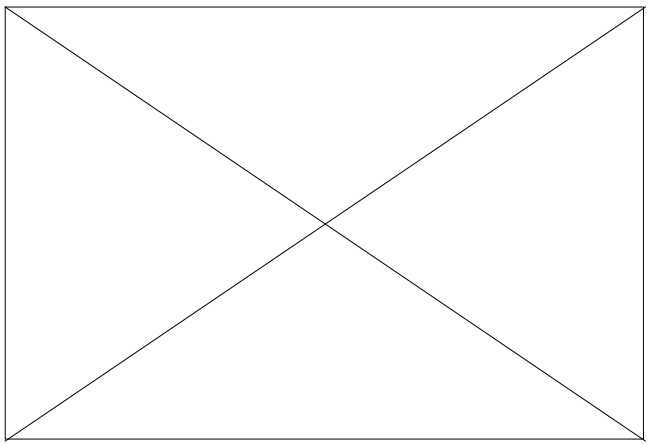
10 June 2009

We spend a third of our lives doing it. Everyone needs it to survive. Monash is part of a renewed research effort to better understand it.

The science of sleep has undergone resurgence in recent years as scientists uncover the connection of sleep to our mental and physical health.

Sleep disorders and deprivation have now been linked to alterations in blood pressure and diabetes, obesity, depression, heart attack and stroke.

Associate Professor Shantha Rajaratnam is an internationally-renowned sleep expert and head of the Sleep Research Laboratories at the Caulfield campus.



Sleep science video

Alternative versions:
Windows media (wmv 7.5 mb)
Quicktime Video (mpeg4 7.5 mb)
Text version
More research videos

Consisting of bedrooms, living areas and specialist equipment, it is a time-free environment where individuals can be isolated from time cues and regular routines for days at a time.

"Monash was ideally placed to be one of the national, if not international leaders in this area because we already had a great deal of infrastructure to pursue sleep research," Associate Professor Rajaratnam said.

The laboratory's work was recently thrust into the world spotlight when the team helped find a new drug with the potential to alleviate jet lag and sleep disorders caused by shift work.

Their research found tasimelteon acted on melatonin receptors in the brain and could be a highly-effective treatment to improve the quality and quantity of sleep for patients with transient insomnia.

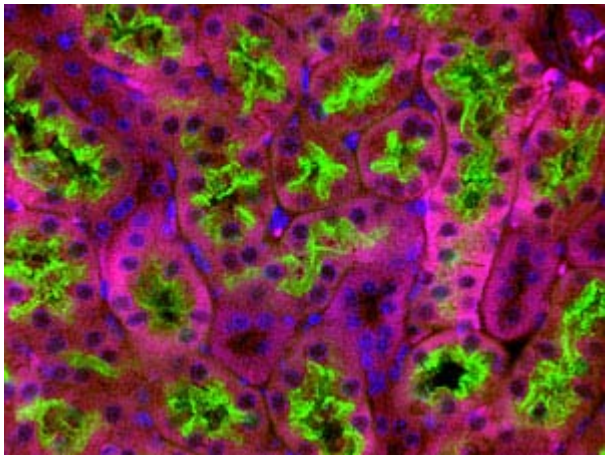
The team is now embarking upon a new research project to determine how to improve the alertness of shift workers by using light therapy.

"We know retinal photo receptors are most sensitive to short wave length blue light," he said.

"If we're able to gain a better understanding of light's impact on our bodies and which lights or certain colours of light work better than others, we could potentially recommend the best lights for shift workers to improve alertness and ultimately minimise accidents in the workplace."

Stem-cell collaboration secures major grant

10 June 2009



The potential of using stem-cells to treat Alzheimer's disease and other illnesses will be investigated by Victorian and Californian researchers under a $A28.7 million collaboration.

Stem-cell scientists from the Monash Immunology and Stem Cell Laboratories and Monash Institute of Pharmaceutical Sciences, together with the Australian Stem Cell Centre and the Florey Neuroscience Institutes, are the first to be funded under an international alliance between the Victorian Government and the California Institute of Regenerative Medicine (CIRM).

The funding was awarded for four collaborative stem-cell projects designed to move promising basic research in stem-cell science toward the clinic for eventual patient benefit.

The research focus varies from studying the immune system in conjunction with stem cells to prevent rejection, to harnessing the abilities of human embryonic stem cells and induced pluripotent stem cells (iPS cells) and their potential for growth and differentiation into all the cells of the body.

The University's Deputy Vice-Chancellor (Research) Professor Edwina Cornish said Monash was an internationally-focused university that supported intricate research programs on the most pressing biomedical issues.

"These exciting joint projects with California are a triumph of collaboration between the brightest experts in the world that will help to tackle a range of debilitating illnesses," Professor Cornish said.

For full details of the projects visit the State Government of Victoria website.

Student commended for medical research

17 June 2009

PhD student Adrian Cameron, whose research into metabolic syndrome has helped doctors better predict Type 2 diabetes, has received the 2009 Premier's Award for Medical Research.

Adrian Cameron

Mr Cameron received $8000 and a certificate from the Premier of Victoria at a ceremony at Government House earlier this month.

Metabolic syndrome is a collection of disorders that occur together and increase a person's risk of developing Type 2 diabetes, stroke or heart disease.

Through his work, Mr Cameron, a PhD candidate in the Department of Epidemiology and Preventive Medicine, is helping shape the way obesity is tackled in Australia.

Mr Cameron said urgent action was needed to help people control their waistlines.

"The consequences of obesity are serious, and can include the metabolic syndrome, type 2 diabetes, heart disease and premature death," he said.

"Obesity is a major risk factor; as a society, we need to prevent it developing in children and young people to avoid the heart attacks and diabetes that can occur if they don't control their weight."

Using data from the landmark Australian Diabetes, Obesity and Lifestyle Study (AusDiab), Mr Cameron's research has provided key national information on the level of obesity in Australia and its health consequences.

In 2004/05 the AusDiab study showed that every day in Australia, 275 adults developed diabetes. The study also showed the average increase in waist circumference in Australians over five years was 2.1 centimetres.

His work has answered important questions on the role of abdominal obesity in metabolic syndrome, and how it can be used to predict the development of diabetes -- a question of relevance to both clinicians and researchers.

His findings have been published in 22 top-ranked international journals and he has been invited to speak at major international conferences and expert committee meetings on obesity and the metabolic syndrome.

Health professionals fair success

17 June 2009

More than 600 students attended the University's first Health Professionals Fair at the Peninsula campus last month.

Hosted by Employment and Career Development, the event gave students an insight into graduate and "earn while you learn" opportunities in their discipline.

Representatives from 26 organisations were in attendance to provide students with information about undergraduate and graduate career opportunities.

The event was particularly suited to students in the areas of sport and outdoor recreation, health science, community emergency health and paramedic, nursing and midwifery, and occupational therapy.

Peninsula careers education consultant Lisa Schilling said the campus bistro was a buzz of activity.

"The feedback was hugely positive, with employers very enthusiastic about speaking to our talented students," Ms Schilling said.

Faculty of Medicine, Nursing and Health Sciences manager Andrew Evans said the response was impressive, demonstrating the strong relationship between the faculties and industry partners.

"The fair represented an important transitional stage between studying at Monash and entering the health profession," Mr Evans said.

Employment and Career Development will be hosting several other careers fairs and expos in 2009. These include the Berwick campus Careers Expo, which will be held on 23 July and the Gippsland campus Careers Expo on 28 July.

For more information on other upcoming careers events visit the Employment and Career Development website.

HIV vaccine project receives funding

24 June 2009

Take an unconventional global health research idea, apply for funding, and the chances of success are usually slim.

Enter the Bill and Melinda Gates Foundation, which is paying 81 scientists US$100,000 each to test bold concepts. Dr Fasseli Coulibaly from the Department of Biochemistry and Molecular Biology is one happy recipient.

He has devoted his research career to cracking the 3-dimensional structures of viruses: from birnaviruses of fish and poultry to poxviruses that affect animals and humans, and baculovirus that infects insects.

"Viruses have everything I want -- you can study them at the molecular level and also have an impact on public health," Dr Coulibaly said.

Dr Fasseli Coulibaly

Dr Coulibaly will capitalise on this passion to design low-cost vaccines against HIV and potentially other human illnesses, but rather than use conventional vaccine vectors or carriers he will use sugar cube-like crystals, called polyhedra, from an insect virus harmless to humans, to try and coax the immune system into action.

"We want to prove that these polyhedra are better than existing ways of presenting foreign molecules to the immune system by comparing polyhedra containing the HIV-1 Gag protein with soluble HIV-1 Gag alone," Dr Coulibaly said.

Dr Coulibaly will work with Associate Professor Johnson Mak from the Burnet Institute, who has supplied the HIV-1 Gag gene for the vaccine. The challenge for the Monash team is to produce a crystalline vaccine that contains enough HIV-1 Gag for further testing by immunologist Associate Professor Rosemary Ffrench (also from the Burnet Institute).

"It would be fantastic if we could make a promising HIV vaccine," Dr Coulibaly said. "It's challenging and it might not happen but it is one of our long-term goals."

If Dr Coulibaly's novel vaccine works, the health applications would be extraordinary and future funding for ongoing research would be assured. He has a year to find the answer.

Another piece of the puzzle in immune response

24 June 2009

Professor Bryan Williams

A team of Monash researchers has discovered the importance of a protein that could improve the way the drug interferon is used to strengthen the human immune system.

Published online in the prestigious journal *Immunity*, the findings show that the protein promyelocytic leukemia zinc finger (PLZF) is a key player in the body's immune response to disease, increasing our understanding of the function of the immune system.

Team leader Professor Bryan Williams from the Monash Institute of Medical Research said the findings demonstrate a role for PLZF, not previously recognised, that shows the protein is key to the body's immunologically important interferon response.

"We have shown that interferon stimulates an association between PLZF and cofactors to switch on a decisive subset of interferon-stimulated genes, including those involved in protection against viral infections," Professor Williams said.

Interferon is a naturally-produced substance that modulates the immune response and provides protection against viral infections and cancer. It has been developed as a drug over many years and has been used in the treatment of hepatitis, cancer and autoimmune diseases, such as multiple sclerosis.

Although much has been learned about the mechanism of action of interferon, the reason that some patients are more sensitive to treatment with interferon than others has proved difficult to identify.

"The results described in the study provide new insights into the mechanisms regulating the action of interferon, and demonstrate that PLZF is an important factor in the immune response and could therefore be used as a possible drug target for both anti-viral and anti-tumour therapy," Professor Williams said.

The paper can be found online at the Immunity website.

Malaysia facing diabetes 'catastrophe'

8 July 2009

The number of Malaysians with diabetes has increased by 250 per cent over the past 20 years and is reaching a catastrophic level according to eminent endocrinologist and Monash academic Professor Dato' Dr Khalid Kadir.

Dr Khalid Kadir

Speaking at the inaugural Tan Sri Jeffrey Cheah Public Lecture on Global Health, Professor Khalid said the prevalence of diabetes in the population was only one to two per cent in the 1960s, increasing to about four per cent in the 1980s.

"In 1996 the prevalence of diabetes increased to 8.3 per cent and in 2006 it was 14.9 per cent -- an increase of about 250 per cent over 20 years."

Professor Khalid said the real number could be even higher, as many Malaysians remained undiagnosed.

"If we were to accept a conservative diabetes prevalence of 20 per cent in adults aged over 30 and that 60 per cent of the population belong to the age group, then in 2010, when the population reaches 30 million, there will be 3.6 million diabetics in Malaysia or one in five adults with diabetes."

Professor Khalid said obesity was a major factor behind the increase. He said research had shown lifestyle changes can dramatically reduce the risk of developing diabetes in high-risk patients.

Professor Khalid said the World Health Organisation had forecast a 255 per cent increase in the prevalence of diabetes in Southeast Asia from 47 million people in 2000 to 120 million people by 2030.

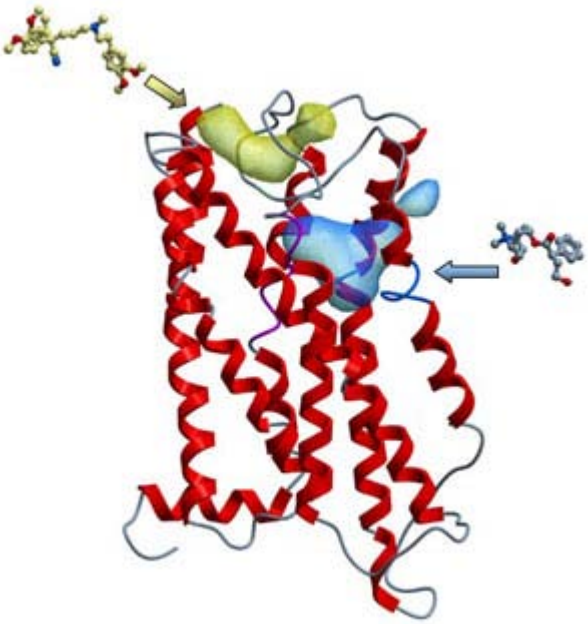
"There is now scientific evidence that diabetes is increasing at an alarming rate, almost akin to a metabolic catastrophe, especially in Asia, including Malaysia," he said.

"By 2030, seven of the 10 countries with the highest number of diabetics will be in Asia."

Joint venture for drug discovery at MIPS

8 July 2009

The Monash Institute of Pharmaceutical Sciences (MIPS) at the Parkville campus welcomed the Drug Discovery Biology research team, headed by Professor Patrick Sexton, Professor Arthur Christopoulos and Professor Roger Summers, from the Faculty of Medicine, Nursing and Health Sciences earlier this month.



Molecular model of a G protein-coupled receptor indicating potential binding pockets for novel classes of drugs.

Drug Discovery Biology (DDB) was previously located in the Department of Pharmacology on the Clayton campus. As part of an exciting and strategic joint venture initiative between the Faculty of Medicine, Nursing and Health Sciences and the Faculty of Pharmacy and Pharmaceutical Sciences aimed at fostering drug discovery and development, DDB has relocated to new, purpose designed laboratories at MIPS at the Parkville campus.

The DDB team's work focuses on the early phase of drug development, including target identification, target validation, hit discovery, mechanism of action, and proof of concept. They were recently awarded a National Health and Medical Research Council grant of $6.5 million to research receptor proteins with the aim of improving the effectiveness of drug treatment for heart disease, mental illness, diabetes and obesity.

Professor Sexton said the move to MIPS and Parkville was of real benefit increasing the translational potential of the DDB team. "Being co-located with the three existing MIPS research themes, we will have greater synergy and more translational opportunities to undertake higher impact, multi-disciplinary projects," Professor Sexton said.

Professor Summers commented: "Nowhere else in Australia can you go from the target to the molecule to an optimised preclinical drug candidate that may be ready for early phase clinical trials," Professor Summers said.

Director of the Monash Institute of Pharmaceutical Sciences Professor Bill Charman said the integration of DDB into MIPS was a key step in catalysing the translation of drug discovery sciences at Monash. Furthermore, the joint venture structure was a

terrific means of enhancing cooperation and leveraging the synergies that exist between the biomedical and pharmaceutical initiatives across the University. "In many other universities there would be myriad reasons why such a unique and strategic collaboration would not happen," Professor Charman said.. "However, this is not the case at Monash where the focus is on assembling leading teams to undertake high-impact research in collaborative multi-disciplinary environments."