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Keshwa Nand Krishna, B.A., PGDip, M. PUBLIC HEALTH, Ph.D CANDIDATE

ASSISTANT LECTURER
Richard Nair, Adv. Cert. IT, BEH, PGC HSM, PGD HSM
Nanise Vucago, DHI, DEH, B.A., PGCHPM, PGCHSM, MA Sociology Candidate
Waisele Delai, B.App.Sc, Dip. PHI
Jone Gucake, BEH, PGC PH, PGDPH, MPH

LABORATORY TECHNICIAN
Alanieta Navono, DILT

DEPARTMENT OF PRIMARY CARE AND NUTRITION

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PRIMARY CARE

ASSISTANT PROFESSOR
Timaima Tuiketei, DSM, MPH, GCTT, MPH-R,
Aneley Getahun, M.B.B.S, MPH
Filimoni Raikanikoda, M.B.B.S, MSH
Gade Waqa, Cert. General Nursing, Cert. PH Nursing, BH (Nursing), PGDPH, M.PH, Ph.D Candidate

LECTURER
Vacant

DIETETICS & NUTRITION

ASSOCIATE PROFESSOR
Pragya Singh, Ph.D

LECTURER
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Ditoga Kabukeinamala Sauliga, Cert in Management, DDPHN, M. PUBLIC HEALTH, PGCTT

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Mere Sevukiwai, DDPHN
Anasi Delai, DDPHN, PGDPH
Arishma Prasad, BDN
DEPARTMENT OF PUBLIC HEALTH AND HEALTH SERVICES MANAGEMENT

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ASSISTANT PROFESSOR
Ledu Takube Tamani, DMLT, BMLS, PGCert.HSM, PGCert.FinAdmn, PGDip.PH, PG Dip Hyg. & Trop.Med, MScPH(HSM), MBA(AMBA)
Tamara Mangum, B.Sc, MEd, Ph.D Candidate, Program Coordinator, EHM and DR
Jared Israel, Ph.D
LECTURER
Mosese Salusalu, CPHC, PGDip.TT, PGDip.PH, MBA
Litia Makutu, FRN, DN, IDTT, PGDPH, BNS, CERT IV WTE, M. PUBLIC HEALTH Candidate
Nemani Seru, Cert. Primary Health Care, MPH, GCTT, GDTT (IP)
ASSISTANT LECTURER
Avendra Prakash, BPH, PGCAE, PGDHSM
Latileta Odrovakavula, BPH, PGD Applied Epidemiology
Sovaia Tinai, Dip. Nursing, BPHN, PGDPH Candidate

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ASSISTANT PROFESSOR
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LECTURER
Vacant
ASSISTANT LECTURER
Vacant
VISION
"To be the leading health workforce, academic education and research institution in the Pacific Region"

MISSION
“To be globally recognised for academic excellence and relevant research: Graduating highly proficient, reflective, ethical, compassionate and adaptable leaders who are dedicated to the improvement of health outcomes, particularly, in the peoples of the Pacific."

The above mentioned pillar statements are guiding lights to the CMNHS directions and functions. As a premier health and medical education and training institute in the South Pacific it has been educating health care professionals since its establishment in 1885 as the Suva Medical School.

The institution has undergone many significant changes and support over the years. Most notable of these changes was its autonomous status in 1998 under the 1997 FSM Act and in 2010 merging with five other tertiary training institutions to form the Fiji National University (FNU) under the 2010 FNU Act. The merger involved the FSMed together with the Fiji School of Nursing to form the College of Medicine, Nursing and Health Sciences (CMNHS), now one of the five Colleges in the FNU.

Since its inception the CMNHS, formerly the FSMed, has made significant contribution to the health and wellbeing of the people of the Pacific Islands. Over the years it has groomed Pacific Island leaders in its alumni many of whom have actually gone on to be successful renowned leaders in their own countries and societies. In 2010 the CMNHS (FSMed) celebrated its 125th anniversary as it continues to improve and strive towards excellence in all its activities and functions and developing cutting edge technology in its provision of training and education of health professionals in the Pacific region and potentially beyond. The CMNHS staff and students continue to uphold values that ensure their commitment to the people of the Pacific and other stakeholders.

There are five schools within the CMNHS and prospective students have a wide range of programmes in undergraduate and postgraduate levels which they can choose to pursue.

The eight Graduate Attributes (GA) identified by the CMNHS CAR (Curriculum and Assessment Review) Project and endorsed by FNU Senate in 2015 are as follows, in alphabetical order.

<table>
<thead>
<tr>
<th>GRADUATE ATTRIBUTES</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable</td>
<td>Demonstrates resilience, flexibility, innovativeness and optimism in response to new and/or changing environments</td>
</tr>
<tr>
<td>Compassionate</td>
<td>Demonstrates sensitivity to culture, a caring attitude, humanity, empathy and altruism to others.</td>
</tr>
<tr>
<td>Critical Thinker</td>
<td>Demonstrates systematic and objective analysis of evidence from diverse sources and contexts in order to solve problems, or questions under discussion, and to guide decision-making and action.</td>
</tr>
<tr>
<td>Effective Communicator</td>
<td>Exhibits excellent oral, written and listening communication skills to facilitate meaningful and inclusive discourse with patients, colleagues, stakeholders and communities</td>
</tr>
<tr>
<td>Ethical</td>
<td>Demonstrates professionalism that encompasses fairness, equity, respect, integrity, confidentiality, a commitment to justice, and adherence to the health professional’s code of conduct and ethics.</td>
</tr>
<tr>
<td>Leader</td>
<td>Demonstrates initiative to articulate a vision, plan strategically, and harness the energies and input of others to achieve change, improvements, plans and agreed goals.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Demonstrates relevant, advanced and sustained theoretical and applied knowledge and clinical skills, to provide optimal quality health care for culturally diverse populations.</td>
</tr>
<tr>
<td>Team Player</td>
<td>Demonstrates respect for inclusiveness and diversity of opinions, backgrounds and thinking styles to work flexibly with colleagues and communities; contributing proactively to the achievement of group goals</td>
</tr>
</tbody>
</table>
DEAN’s MESSAGE

It is a great pleasure to introduce the programmes of study in the College of Medicine, Nursing and Health Sciences of the Fiji National University through this handbook. This year 2017 the College improved the quality of all its programmes through an FNU wide programme renewal process that ensured that programmes have common Credit Points whilst having the necessary and essential refinements. These renewed programmes which will be offered to the 1st years in 2018 while the continuing students will obviously continue with the current programmes. Apart from that we have also developed new programmes in Postgraduate Oral Surgery, Pathology, NCD, while others are currently being developed for offering in Semester 2 of 2018. All these programmes respond to urgent health care needs of Fiji and the Region. Naturally as an institution that strives for excellence in all its activities it will continue to review current and develop new programmes as part of it long term plan.

The College of Medicine, Nursing and Health Science is a very special organisation as it is a melting pot for many different cultures and all walks of life since it enrolls students from all over the Pacific, and employs staff members from all over the world. It plays a very important and significant part in the development and economies of Fiji and the Pacific Island countries.

The College boasts a comprehensive collection of health care professionals training opportunities in programmes which include medicine, nursing, dentistry, public health, nutrition and dietetics, environmental health, and the allied health sciences, to name some. It has campuses, which has some of the most advanced training facilities in the Region, in 5 locations across Fiji and employs close to 200 full-time and part-time academic staff.

The Vision of the College is "To be the leading health workforce, academic education and research institution in the Pacific Region". For that its MISSION is “To be globally recognised for academic excellence and relevant research: graduating highly proficient, reflective, ethical, compassionate and adaptable leaders who are dedicated to the improvement of health outcomes, particularly, in the peoples of the Pacific." We will continue our journey towards our Vision and deliver our Mission with a strong focus on Excellence, Relevance, and Opportunity in all that we do for our programmes and our students.

At the College of Medicine, Nursing and Health Sciences, students will have the confidence in the quality of their education and develop the capacity to make a real difference in whatever community they serve in when they graduate. They will learn to value education, student-life, and life-long learning whilst at the College.

The College is formed by the merger of what was formerly known as Fiji School of Medicine, which has a proud 132 years history of education and training health care professionals for Fiji and other Pacific Island countries and Territories, and the Fiji School of Nursing which has been training skilled and compassionate nurses for 129 years. Within the College you will notice the unmistakable focus on higher education which ensures the delivery of quality learning and teaching activities and growing research capacity in partnership with the Ministries of Health and Education. These activities are supported by key donor agencies in collaboration with other overseas Universities.

It is a privilege to be appointed the Dean of the College of Medicine, Nursing and Health Sciences at this important stage of its long and proud history of health professional education and training in the Pacific Islands.

If you have an interest in any of the medical, nursing or any health professions we look forward to welcoming you to the College and helping you achieve your dream to make a difference in our global region through high quality health care.

Dr William May
CMNHS –Dean
SCHOOL OF ORAL HEALTH

INTRODUCTION
The School of Oral Health offers several programmes which have been designed to produce oral health professionals equipped with skills to meet the oral health needs of the Pacific Islands and to contribute to the overall wellbeing of its people.

A unique characteristic of most of our undergraduate programmes is the 5 Year ‘multi entry, multi exit’ programme. Students can exit in the second year of the programme with a Certificate in Dental Hygiene, the third year exit qualification is the Bachelor of Oral Health or as articulated in the entrance requirement, they may branch off at year 3 level and graduate after three years Bachelor of Dental Surgery. A two year programme leading to a Diploma in Dental Technology provides graduates an entry into the rapidly evolving and technologically advancing field of dental technology. The school also offers postgraduate courses in Public Health (Dentistry) and Oral Surgery. The Postgraduate Diploma in Oral Surgery is accredited by the Fiji Higher Education Commission. Other postgraduate programmes are under development.

It is the goal of the department to educate students to serve their patients and communities well and to prepare them to continue to grow in skills and knowledge over their lifetime of practice.

PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>Programme of Study</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE DIPLOMA</strong></td>
<td></td>
</tr>
<tr>
<td>Diploma in Dental Technology</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE DIPLOMA</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>3 years</td>
</tr>
<tr>
<td>Bachelor of Dental Surgery</td>
<td>5 years</td>
</tr>
</tbody>
</table>
## MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| Diploma in Dental Technology                        | 1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English, Mathematics, Biology and Chemistry/Physics OR;  
2. Pass in full Foundation Science programme or equivalent with a minimum Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5 including a pass in English, Mathematics, Biology and Chemistry/Physics OR;  
3. Conditional enrolment or alternative entry: applicants who are able to demonstrate their ability to succeed in this programme on the basis of their maturity together with relevant work experience or/and prior learning may be considered for placement upon approval by the Dean or/and the Programme Coordinator, as per the University Academic & Student Regulations (UASR).  
4. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program. | FF   | 2 Years  |
| Bachelor of Oral Health (This is a new programme and it subsumes the former programmes: Certificate in Dental Hygiene and Diploma in Dental Therapy) | 1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 310 out of 400 including a pass in English, Mathematics, Biology and Chemistry/Physics OR;  
2. Pass in full Foundation Science programme with minimum Grade Point Average (GPA) of 3.5 out of 4.5 and/or out of 5.0 including a pass in English, Mathematics, Biology and Chemistry/Physics OR;  
3. Applicants who have completed BSc should have a minimum GPA of 3.33 out of 4.5 and/or out of 5.0 OR;  
4. Applicants who have at least completed BSc year 1 should have attained a minimum GPA 3.0 out of 4.5 and/or out of 5.0 OR;  
5. Applicants may also be admitted to the Bachelor of Oral Health programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).  
6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program. | FF   | 3 Year   |
| Bachelor of Dental Surgery                          | 1. Will be based on application and students should obtain an average 65%, weighted as per FNU course credit points or above with a pass in theoretical subjects (BOH2) and a compulsory pass in Clinical Dentistry.  
**Lateral Entry**  
1. For students exiting from current undergraduate programme (multi-entry/exit), graduates with a Diploma in Dental Therapy/BOH must have a | FF   | Additional 2-3 years after BOH2 (total 5 years) (Dependin |
minimum of 3 years work experience at that level from date of exit before applying to re-enter the program for upgrade. The following information must be part of their application:

- Evidence of a minimum of 3 years work experience from date of graduation
- FNU official transcripts of all qualifications gained to date.
- Curriculum vitae highlighting continuing education post qualification
- Two referee reports (one needs to be from the immediate supervisor)

2. Those initially enrolled in the Bachelors of Dental Surgery programme will resume studies from point of exit subject to review of the programme undertaken and previous academic and clinical performance. The following information must be part of their application:

- Official transcripts of all qualifications gained to date.
- Curriculum vitae highlighting continuing education post qualification
- Two referee reports (one needs to be from the immediate supervisor).

3. Students from any other oral health programs (from other institutions). The application should include an indication of the level at which they wish to enter the program with sup-porting documents as follows:

- Evidence of a minimum of 3 years work experience from date of graduation.
- Official transcripts of all qualifications gained to date.
- Curriculum vitae highlighting continuing education post qualification
- Two referee reports (one needs to be from the immediate supervisor).
- Submit a curriculum document for the program under-taken, which clearly outlines the theoretical and clinical hours for the courses undertaken.

DOCUMENTATION
All Direct Entry applicants are required to send in the following documents:

- Application form selecting the School of Oral Health programme they wish to pursue.
- Birth Certificate
- Official Examination Transcripts of Fiji Seventh Form Examination or its equivalent.
- Briefly outlining the reasons for selecting the programme of study.

CRITERIA FOR UPGRADE/PROGRESSION OF PROGRAMME
1. Progression up through the dentistry programmes will be based entirely on academic performance.
2. Students wishing to progress or exit at a particular level MUST inform the Programme Coordinator in writing by October of each academic year of their intention for consideration.
3. The current criteria for upgrade are as follows:
   - An average of B (65%), weighted as per FNU course credit points or above, pass in qualifying examinations in both academic and clinical assessments with no supplementary examination undertaken over the course of studies.
   - Demonstration of consistent clinical performance with a B grade average in clinical dentistry will also be taken into consideration.
   - Excellent progressive report on clinical performance.
   - Excellent report on professional attributes.

ATTENDANCE REQUIREMENT
1. The School of Oral Health has a 100% attendance policy – and students must attend all scheduled lecture sessions and particularly laboratory and clinical sessions.
2. However, in order to accommodate periods of illness or other acceptable reasons for absence, the students must have attended a minimum of 80% of all sessions for each course to be eligible to sit examinations for that course.
3. While attendance does not contribute to the summative assessment grade, failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.
UNDERGRADUATE DIPLOMA PROGRAMME
DIPLOMA IN DENTAL TECHNOLOGY

AIM
To provide quality dental laboratory technology education through the use of scientific evidence based instruction and technology that meets current industry standards. To prepare graduates to practice ethically and responsibly as a Dental Technician. To develop graduates who continuously seek to enhance knowledge and improve quality of work as life-long learners by seeking peer support in professional associations, taking part in continuous professional development programs and through self-evaluation.

DURATION OF THE PROGRAMME
Diploma in Dental technology programme is of two years full time duration 120 CP at levels 5 and 6.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
The Diploma in Dental Technology is a two-year programme which comprises of a total of seven courses of which four courses are offered in year 1 and three courses in year 2. All the seven courses have major practical components. To precede from year 1 to year 2 students need to complete and pass all components of the year 1 courses (including theory and practical).

To graduate the students need to successfully complete and pass all components of the two year courses.

GENERAL GUIDELINE

ATTENDANCE: TUTORIALS, PROBLEM BASED TUTORIAL SESSIONS, PRACTICALS, PRE-CLINICAL AND CLINICAL SESSIONS

The School encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials, problem based teaching sessions, practicals, pre-clinical and clinical sessions. Failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.

The following steps needs to be taken when a student is absent from a scheduled session:
If a student is absent for a tutorial, he/she should submit a medical certificate or discuss the reason(s) for the absenteeism with the respective tutor in the very next tutorial/session.
If a student is absent for a continuous summative assessment, the student should report to the course convener with a valid reason (which can be verified) within 5 working days requesting for a resit for assessment not completed. Failure to follow this will result in student not getting an opportunity for remedial.

MEDICAL CERTIFICATES PROCEDURES:
All medical certificates for individual students should be submitted to the Programme Assistants (PA) at the Department of Oral Health Office, Hoodless House.
Following procedure to be followed:
The certificates provided by the student will be stamped, recorded and filed.
All original medical certificates will be filed and kept with the Programme Assistants.
The PA’s will scan the medical certificates and email the scanned copy to all academic staff in the department. The student will be marked absent in class if their medical certificate is not provided within 3 days after resuming classes.

STUDENT ASSESSMENTS

CONTINUOUS ASSESSMENT (CA)
The continuous assessment comprises of formative and summative assessments. Formative assessments do not contribute directly to the end point however are useful for the students to experience different assessment tools and feedback to the course convener on student progress in learning and teaching.
A minimum of two and a maximum of five assessment modes are allowed in any one course using assessment methods appropriate for each particular course. A student must attain a 40% pass in the summative continuous assessment to be eligible to sit an end point examination. It is compulsory to attempt all the prescribed summative continuous assessments.
In case of sickness or absence due to other reasons, a written notification needs to be provided to the course convener and opportunities for remedial should be discussed.
In a case of a failed continuous assessment, a second attempt is encouraged and needs to be organized in consultation with the course convener. If the student passes the assessment with second attempt a 50% mark will be registered.

**SUPPLEMENTARY ASSESSMENT (UASR)**

The University regulation applies for all supplementary assessment. Refer to UASR clause on Restrictions for supplementary.

Exemptions on eligibility for supplementary assessment include laboratory courses whereby students have failed the clinical logbook assessment and for which offering a supplementary cannot be completed within the supplementary period. Supplementary assessments will not be offered for the following course: DTE 605 Dental Laboratory Practice

**PENALTY CLAUSE FOR LATE SUBMISSIONS OF ASSIGNMENTS/PROJECTS:**

All assignments and other assessed work should be submitted on the due date as determined by the Principal Lecturer for each course. Only in exceptional circumstances and with appropriate documentation extension of due date will be accepted in consultation with course convener and Programme Coordinator.

If these are not met then, the following penalty clause will apply:

Assignments will accrue a penalty deduction of 10 per cent (%) with a maximum extension of 14 calendar days after which assignments will no longer be accepted for grading.

**ASSESSMENT OF COMPETENCY IN LABORATORY SKILLS**

Students will be assessed during dental laboratory sessions utilizing the competency based assessment logbooks; which will contribute to the final marks.

**MANAGEMENT OF LOG BOOKS:**

Student logbooks form an important part of Learning and Teaching and are often also requested for by certain licensing bodies upon graduation. Safe keeping of the logbooks is crucial. All logbooks will be kept at the department and shall not leave the clinical or lab premises at any point in time. Reference and access to this will be made available through the Head of Department.

Procedures pertaining to Logbooks will be made available to individual student.

**PROGRESSION BETWEEN YEARS**

Students must pass all courses in the previous year to enroll into the next year

**PROGRAMME OUTCOMES**

A graduate of the Diploma in Dental Technology programme will have acquired the knowledge, skills and attitudes to reliably demonstrate the ability to:

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: **Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader**. The Programme Outcomes of proposed Diploma in Dental Technology are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Demonstrate proficiency in applying knowledge of dental anatomy, physiology, and pathology into the provision of dental technology practice.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate proficiency in all laboratory procedures associated with fabrication of dental prostheses prescribed by a Dentist.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrates proficiency in the practice of infection control and occupational health and safety protocols.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>Demonstrate the ability to evaluate and identify the potential issues in technical procedures, laboratory equipment and to resolve them using evidence based alternatives</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>1. Practices qualities of professionalism which include concepts such as skills of lifelong learning, maintenance of competence, information literacy, ethical behaviour, integrity, honesty, altruism, service to others, and adherence to professional codes, justice and respect for others.</td>
</tr>
<tr>
<td></td>
<td>2. Maintains complete and accurate records.</td>
</tr>
</tbody>
</table>
EFFECTIVE COMMUNICATOR
Communicates effectively with peers, the dental team and other stakeholders in discharging duties.

COMPASSIONATE
Demonstrate kindness, humaneness and concern for others in their duty of care

ADAPTABLE
Demonstrate responsiveness and innovativeness to changing environments and facilities.

TEAM PLAYER
Demonstrates the ability to collaborate with members of the dental team and other health professionals in the provision of dental laboratory support.

LEADER
Demonstrates leadership in developing strategies and achieving goals in the operation and advancement of the dental laboratory services.

YEAR 1
DIPLOMA IN DENTAL TECHNOLOGY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DTE500</td>
<td>Oral Health Sciences</td>
<td>1&amp;2</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>DTE501</td>
<td>Dental Materials</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>DTE502</td>
<td>Orthodontics</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>DTE503</td>
<td>Complete Denture Prosthodontics</td>
<td>1&amp;2</td>
<td>60</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - DIPLOMA IN DENTAL TECHNOLOGY

COURSE TITLE: ORAL HEALTH SCIENCES
COURSE CODE: DTE 500
COURSE CONVENER: SHEETAL CHAND
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

Course Description:
This course is designed to introduce students to the anatomy and physiology of the head and neck with particular emphasis on oral and dental tissues and the principles of oral biology, microbiology, and pathology relevant to dental technology. This course is supplemented by anatomy lab and resource sessions. The oral health science course runs for two semesters.

COURSE TITLE: DENTAL MATERIALS
COURSE CODE: DTE 501
COURSE CONVENER: SAMANTHA KUMAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

Course Description:
This course introduces the student to the chemical, physical and mechanical properties of materials and the scientific basis for the use and manipulation of materials used in the dental laboratories. Dental materials are described in terms of classification and function, composition, physical and biological properties and the optimal conditions for their maintenance. This highly-technical course is most relevant, as the use of dental materials is important to the dental practitioner and this knowledge will be valuable in understanding the reasons for using a particular dental restorative material, and the techniques necessary to manipulate it.

COURSE TITLE: ORTHODONTICS
COURSE CODE: DTE 502
COURSE CONVENER: VIDYA MUDALIAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

Course Description:
This is a highly-technical course that deals with the construction of orthodontic appliances. It is highly relevant to the future practice as the dental technologist. Students are involved with casting and trimming of orthodontic study models throughout this course. The practical skills also include constructing springs and Adams cribs for removable orthodontic appliances. Other practical skill taught in this course includes construction of functional appliances (Clark’s Twin Block), occlusal splints and fabrication of thermoplastic mouth guards. Students gain manual skills in manipulation of precise materials; a skill that is honed by many hours of practice and decision-making processes.

**COURSE TITLE:** COMPLETE DENTURE PROSTHODONTICS  
**COURSE CODE:** DTE 503  
**COURSE CONVENER:** SAMANTHA KUMAR  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**Course Description:**  
This course is designed to provide students with relevant skills and knowledge required to perform laboratory procedures involved in the construction, repair and refitting of complete dentures. It involves selecting appropriate materials, designing and constructing functionally effective and aesthetically acceptable complete dentures. This course also covers the nature and consequences of edentulous state and the various method and concepts of treating an edentulous patient.

### YEAR 2  
**DIPLOMA IN DENTAL TECHNOLOGY - COURSE LISTING**

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DTE603</td>
<td>Crown and Bridge</td>
<td>1&amp;2</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>DTE604</td>
<td>Partial Denture Prosthodontics</td>
<td>1&amp;2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>DTE605</td>
<td>Dental Laboratory Practice</td>
<td>1&amp;2</td>
<td>15</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTORS - DIPLOMA IN DENTAL TECHNOLOGY  
**COURSE TITLE:** CROWN & BRIDGE  
**COURSE CODE:** DTE 603  
**COURSE CONVENER:** RICARDO RANKIN  
**CREDIT POINTS:** 45  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**Course Description:**  
This course is designed to provide students with the knowledge, competencies and problem solving skills necessary to provide fixed prostheses via a dentist. Design and fabrication of the fixed appliances will include; crowns, inlays and onlays. Fabrication of these prostheses will include methods of master cast construction, appliance design requirements, the properties and safe use of materials utilized in fixed appliance construction, methods of wax pattern fabrication, investing, flame casting and metal finishing and polishing. This course also introduces the basic theoretical constructions of porcelain-metal-fused, implant retained crowns and all-ceramic crowns and bridge units.

**COURSE TITLE:** PARTIAL DENTURE PROSTHODONTICS  
**COURSE CODE:** DTE 604  
**COURSE CONVENER:** VIDYA MUDALIAR  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**Course Description:**  
This is a highly-technical course that deals with the construction of orthodontic appliances. It is highly relevant to the future practice as the dental technologist. Student is exposed to course involved with casting and trimming orthodontic study models throughout this course. The practical skills also include constructing springs and Adams cribs for removable orthodontic appliances. Other practical skills taught in this include construction of functional appliances (Clark’s Twin Block), occlusal splints and fabrication of
thermoplastic mouth guards. Students gain manual skills in manipulation of precise materials; a skill that is honed by many hours of practice and decision-making processes.

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**COURSE TITLE:** DENTAL LABORATORY PRACTICE  
**COURSE CODE:** DTE 605  
**COURSE CONVENER:** VIDYA MUDALIAR  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**  
This course is designed to provide students with an opportunity to utilize the theoretical knowledge and technical skills in constructing orthodontic, removable and fixed prosthodontics appliances. This course provides hands-on experience by requiring students to do several hours of work practicum at the FNU Dental laboratory or a Laboratory outside the dental school. The students are required to work, observe and appreciate laboratory set-ups, different technical procedures and at the same time have the opportunities to work with professionals in the discipline. This course also introduces students to issues of legal and ethical responsibilities, professional bodies, and professional behavior.

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**UNDERGRADUATE DEGREE PROGRAMME**  
**BACHELOR OF ORAL HEALTH**  
**INTRODUCTION**  
The Bachelor of Oral Health programme replaces two phased/phasing out programmes: Certificate in Dental Hygiene and Diploma in Dental Therapy. The need to replace two middle-level dental practitioners with a highly-skilled dental professional with the knowledge, skills and attributes of both hygienist and therapist essentially makes the graduate of the BOH capable of delivering quality service in Basic Oral Health. The strengths of both CDH and DDTh programmes have been assessed and incorporated into a curriculum that has been re-designed to permit the graduate to develop a wider range of skills. These competencies are geared toward fulfilment of the needs of the Pacific Region, where a multi-skilled dental practitioner will be capable of carrying out tasks and functions in basic clinical management or oral disease and public health prevention and community oral health care.  
Curricular changes to specific courses have also been done to upgrade the foundation basic science knowledge acquisition of students by improving the implementation of problem-based learning. A major change in assessment formats was also done to better determine the achievement of competencies required for a qualified graduate. The essential difference between the old existing programmes and the proposed BOH programme is rendering more time and strategies to competencies in Dental Public Health, e.g. needs assessment; health promotion; planning, implementation and evaluation of population needs related to oral health care; and teamwork skills with other health professionals.

**DURATION OF THE PROGRAMME**  
Bachelor of Oral Health to be completed over a period of 4 years. Consideration will be taken for approved time off from studies and the above duration of study period will be recommended based on individual cases.

**REPEITION OF SECTIONS OF THE PROGRAMME**  
Failing a course in the repeating year will result in termination of the programme.  
Students are allowed to repeat only once during the course of studies between years 1-3

**REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION**  
This is a 3 year course, comprising 17 courses altogether with 360 credit points in total. The 1st year has 5 courses, 2nd year 6 courses, and 3rd year 6 courses. At the end of 3rd Year, following successful completion of all courses and examinations, the Bachelor of Oral Health degree is awarded.

**GENERAL GUIDELINES**  
**ATTENDANCE: TUTORIALS, PROBLEM BASED TUTORIAL SESSIONS, PRACTICALS, PRE-CLINICAL AND CLINICAL SESSIONS**  
The School encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials, problem based teaching sessions, practicals, pre-clinical and clinical sessions.  
While attendance does not contribute to the summative assessment grade, failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.
The following steps need to be taken when a student is absent from a scheduled session:
If a student is absent for a tutorial, he/she should submit a medical certificate or discuss the reason(s) for the absenteeism with the respective tutor in the very next tutorial/session.
If a student is absent for a continuous summative assessment, the student should report to the course convener with a valid reason (which can be verified) within 5 working days requesting for a resit for assessment not completed. Failure to follow this will result in student not getting an opportunity for remedial.

**CONTINUOUS ASSESSMENT**

All the courses offered at DOH have a continuous assessment and an end point component. The continuous assessment comprises of formative and summative assessments. Formative assessments do not contribute directly to the end point however are useful for the students to experience different assessment tools and feedback to the course convener on student progress in learning and teaching.

A minimum of two and a maximum of five assessments modes are allowed in any one course using assessment methods appropriate for each particular course. A student must attain a 40% pass in the summative continuous assessment to be eligible to sit an end point examination. It is compulsory to attempt all the prescribed summative continuous assessments.

Students should attempt all scheduled assessments. In case of sickness or absence due to other reasons, a written notification needs to be provided to the course convener and opportunities for remedial should be discussed.

**PENALTY CLAUSE FOR LATE SUBMISSIONS OF ASSIGNMENTS/PROJECTS**

All assignments and other assessed work should be submitted on the due date as determined by the Principal Lecturer for each course. Only in exceptional circumstances and with appropriate documentation extension of due date will be accepted in consultation with course convener and HOD.

If these are not met then, the following penalty clause will apply:

Assignments will accrue a penalty deduction of 10 per cent (%) for late submission with a maximum extension of 14 calendar days after which assignments will no longer be accepted for grading.

**COMPETENCY BASED ASSESSMENTS**

Competency-based education (CBE) is an approach to preparing physicians for practice that is fundamentally oriented to graduate outcome abilities and organized around competencies derived from an analysis of societal and patient needs. It de-emphasizes time-based training and promises greater accountability, flexibility, and learner centredness.¹ The focus of competency based assessment is developing skills of students to allow independent practice before graduation. The integrated teaching and learning is continuous in nature and holistic in content.²

All preclinical, clinical and laboratory assessments will be spelt out in the course outlines and the log books provided to students for the respective courses involving preclinical, laboratory and clinical work.

**SUPPLEMENTARY ASSESSMENT (UASR)**

The University regulation applies for all supplementary assessment. Refer to UASR clause on Restrictions for supplementary.

Exemptions on eligibility for supplementary assessment include clinical courses whereby students have failed the clinical logbook assessment and for which offering a supplementary cannot be completed within the supplementary period. Supplementary assessments will not be offered for the following courses: DNT 606 Clinical Dentistry II and DNT 707 Clinical Dentistry III.

**STUDENT PROGRESS**

Students will only be allowed to progress to the next year of the course, provided they have passed all courses in the year of study. Students are required to pass the clinical course in the respective year before they can progress to the next year.

If students have passed Clinical Dentistry/Clinical Practice but have to repeat other courses of that year level, then they will be required to keep up with their clinical knowledge and skills attaching to the clinic under supervision.
GENERAL STUDENT BEHAVIOUR
GENERAL STUDENT BEHAVIOUR & CONDUCT: UASR

ASSESSMENT OF PROFESSIONALISM

The BOS course along with all exit levels, educates students to become ethical and professional dental practitioners. An important part of assessment will focus on areas of professionalism. Attributes include:

- showing compassion for patients
- demonstrating respect for patients, colleagues, lecturers and other health care workers.
- demonstrating responsibility and accountability.
- punctuality and effective time management;
- the ability to communicate effectively and respectfully with patients and peers.
- preparedness for clinical practice.

This assessment is continuous throughout all programmes and feedback is given to students at each clinical session and remedial action organized where appropriate. The assessment will be a graded pass or fail.

PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of graduates in the Bachelor of Oral Health programme are aligned with these GRADUATE ATTRIBUTES.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Demonstrate proficiency in developing diagnosis, comprehensive treatment plans and executing prescribed dental treatment of common oral disease using contemporary dental procedures or referral as appropriate.</td>
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<tr>
<td></td>
<td>2. Demonstrates proficiency in the practice of infection control and occupational health and safety protocols.</td>
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<tr>
<td></td>
<td>3. Demonstrates proficiency in the provision of prescribed dental treatment for medically compromised patients, when necessary recognizing and providing basic management with appropriate referral of medical emergencies.</td>
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<tr>
<td></td>
<td>4. Demonstrate proficiency in collaborative development and implementation of dental health programs using basic research principles.</td>
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<tr>
<td></td>
<td>5. Demonstrate proficiency in collecting health information to measure population health and formulate preventative promotion and surveillance strategies of oral diseases.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>1. Practices qualities of professionalism which include concepts such as skills of lifelong learning, maintenance of competence, information literacy, ethical behaviour, integrity, honesty, altruism, service to others, adherence to professional codes, justice and respect for others.</td>
</tr>
<tr>
<td></td>
<td>2. Maintains complete and accurate clinical records of patients.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>1. Effectively communicates with peers, patients and other stakeholders in discharging duties, communicating about oral health issues utilising current technology.</td>
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<tr>
<td></td>
<td>2. Demonstrates ability to mobilize individuals by establishing good rapport and communities by using appropriate media, resources and social marketing techniques.</td>
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<td></td>
<td>3. Demonstrates the ability to write scientific reports and disseminate information relevant to the planning, implementation and evaluation of community field exercises and present these as arguments on oral health strategy implementation.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>1. Demonstrate ability to self-evaluate, appreciate and act on constructive criticism by supervisors or mentors and practice skills of lifelong learning for professional development.</td>
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<tr>
<td></td>
<td>2. Evaluates and appraises relevant evidence based information in the process of clinical decision making, incorporating the principles of clinical epidemiology and practice guidelines into planning of oral health interventions.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>Demonstrate compassion to others and appreciate their cultural differences.</td>
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<tr>
<td>ADAPTABLE</td>
<td>Demonstrate responsiveness and innovativeness to changing environments and facilities.</td>
</tr>
</tbody>
</table>
### TEAM PLAYER
Demonstrates the ability to collaborate with members of the dental team and other health professionals in the provision of oral health care.

### LEADER
Demonstrates leadership in developing strategies and achieving goals in the safe management of disease conditions that are relevant to the practice of Oral Health Care.

## YEAR 1
### BACHELOR OF ORAL HEALTH - COURSE LISTING

<table>
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<tr>
<th>NO</th>
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<th>CREDIT POINTS</th>
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<td>DNT505</td>
<td>Basic Science in Oral Health I</td>
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<td>4</td>
<td>DNT508</td>
<td>Community Dentistry I</td>
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<td>5</td>
<td>DNT509</td>
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### COURSE DESCRIPTORS - BACHELOR OF ORAL HEALTH

#### COURSE TITLE:
**CLINICAL DENTISTRY I**

#### COURSE CODE:
DNT 500

#### COURSE CONVENER:
REGINALD KUMAR

#### CREDIT POINTS:
30

#### SEMESTER OF OFFERING:
1&2

#### MODE:
FF

#### CAMPUS:
PASIFIKA CAMPUS

#### COURSE DESCRIPTION
Component 1:
This course is designed to provide the students with a hands-on fully-intensive introduction to all the basic principles, materials and procedures of dental clinical practice, in the controlled environment of the clinical laboratory. First Year students learn the scope of practice of dental assisting which they practice as participant observers in partnership with senior students. Students develop skills in carrying out administrative and clerical duties, assisting at the chair-side, strict implementation of infection control and occupational health and safety measures, assist in the management of emergencies in dental office, preparation and processing of radiographs, minimal non-interventional patient interactions, basic first-aid and maintenance and preparation of dental instruments.

Component 2:
This course introduces the student to the scientific basis for the use and manipulation of dental materials used in dental practice. Dental materials are described in terms of classification and function, composition, physical and biological properties and the optimal conditions for their maintenance. This highly-technical course is most relevant, as the use of dental materials is important to the dental practitioner, thus its introduction in Year One as a foundation course that is repetitively applied throughout the program.

#### COURSE TITLE:
**PREVENTIVE DENTISTRY**

#### COURSE CODE:
DNT 504

#### COURSE CONVENER:
PBL TEAM (BINDIYA CHAUHAN - COORDINATOR)

#### CREDIT POINTS:
15

#### SEMESTER OF OFFERING:
1&2

#### MODE:
FF

#### CAMPUS:
PASIFIKA CAMPUS

#### COURSE DESCRIPTION:
This course (2 semesters) deals with Preventive Dentistry. Basic concepts of prevention are first dealt with, together with explanations on types and levels of prevention, aims and principles of how common oral diseases come about. This course also covers individual and community preventive measures for oral diseases and dental trauma, a broad coverage of oral health promotion and dental health education among various target groups including early childhood, people with a range of disabilities, pregnant ladies and pediatric population.

#### COURSE TITLE:
**BASIC SCIENCE IN ORAL HEALTH I**

#### COURSE CODE:
DNT 505

#### COURSE CONVENER:
ARTI NAIDU

#### CREDIT POINTS:
30
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
The Basic Science course runs for two semesters and covers the basic and general concepts, principles and mechanisms of the disciplines of Anatomy, Physiology, Biochemistry and Pathology. The problem-based learning strategy is implemented for these courses, where the disciplines are discussed based on problem cases; students generate learning issues that are discussed and self-studied. Concepts of Microbiology and Pharmacology are also given as resource or as learning issues for self-study, depending on the case. The problem cases are designed for relevance to the future oral health practitioner and dentists, following closely the reality of practice. The courses are divided into blocks, each block covering a basic theme or body system. At year 1 level, emphasis has been given to pertinent anatomical structures of most importance to the future dental practitioner, i.e. the head and neck.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>COMMUNITY DENTISTRY I</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>DNT 508</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>JOJI RALOVO</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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</tbody>
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COURSE DESCRIPTION:  
This is a two-semester course in which you will be introduced to the basic tenants of community-based dentistry. As future dental practitioners, it is critical that you develop a foundation of dental practice that includes not only a strong working knowledge of the basic and practical sciences of dentistry, but also the community, biospsychosocial, and socioeconomic factors that will influence your ability to provide dental care to a wide-range of populations within Fiji and the Pacific region.

As such in the first semester we focus on the development of a critical praxis of the behavioural substrates that impact health promotion and the psychosocial decisions your patients make in their personal lives that increase their risk of dental disease, as well as other diseases. Because of this, the course provides a foundation of applied psychology and behavioural sciences, as well as human development, as a means of understanding our patients' behaviour; and hence how to alter such. The course also includes discussions of models of health behaviour, as illustrated by substance abuse and lifestyle choices, stress and its impact psychological and dental health and well-being, Freudian models of coping mechanisms that impact the ability of patients to make informed lifestyle decisions, and concludes with a discussion of the major psychological disorders which students may encounter in community dental practice.

This course introduces the concepts of Behavioural Sciences and Applied Psychology is introduced to prepare students to understand the importance of behaviour in determining health outcomes and the principles of normal physical, social and psychological development. This course is also concerned with the relationship between social structures, belief, customs, practices, and health issues. It is also intended as a basic introduction to social sciences and the ways in which these can be used to inform health professionals.

We propose that these relationships vary within societies, between societies and are subject to change over time. How we perceive health and health related issues, is strongly influenced by our social perspective, and how we respond to health issues will be influenced by a knowledge and appreciation of other people’s social perspectives. It also covers the basic principles, concepts and procedures in the conduct of community profiling and oral screening. Prevention of oral diseases and understanding of factors influencing health and health seeking behaviour is discussed. Existing oral care systems and the integration of primary health care principles and its implications for oral health is introduced to students.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tr>
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<td>JOJI RALOVO</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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</table>

COURSE DESCRIPTION:  
This course consists of 2 components. Component A is Oral Biology and Oral Diseases and Component B is Oral Microbiology. Component A - The discipline of oral biology deals with the structure, development and functions of the oral tissues, their interrelationships, and the relation to other organ systems in both health and disease. This course introduces the first year student...
to the unique environment of the oral cavity, and provides a base of oral biological knowledge for development of skills for clinical courses in the dental curriculum and future dental practice.

Component B - This course introduces the first year dental student to the basic concepts and principles of Microbiology and Parasitology, as applied to and of relevance for the future oral health professional. It serves as the basis of infection control which is important to dental practice, as well as infectious diseases that the clinical oral health professional will be sure to encounter during their practice.

**YEAR 2**

**BACHELOR OF ORAL HEALTH - COURSE LISTING**

<table>
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<th>NO</th>
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<td>Clinical Dentistry II</td>
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<td>DNT608</td>
<td>Basic Sciences in Dentistry II</td>
<td>1&amp;2</td>
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<td>Community Dentistry II</td>
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**COURSE DESCRIPTORS - BACHELOR OF ORAL HEALTH**

**COURSE TITLE:** ORAL SURGERY  
**COURSE CODE:** DNT 601  
**COURSE CONVENER:** ORIPA WAQA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**

This course is designed to provide students with standard clinical knowledge and experience in clinical local analgesia and dental extraction procedures and problems associated therewith. Year 2 students would have had the necessary foundation knowledge of the basic sciences which are reinforced in the discussion of clinical scenarios and observation of patient cases requiring local analgesia and dental extraction management. Students are encouraged to expand their competency development not only in the development of clinical skills, but also in acquiring attitudinal attributes of empathy, sensitivity to patient feelings and situations, and application to a variety of settings.

This course serves to guide the students towards the clinical application of Oral Surgery, where actual hands-on will be performed by the student in year 3 clinical practice.

During the course, students will be paired up and will practice the major techniques of giving a mandibular block and mandibular and maxillary infiltration on their partners before the actual clinical practice on patients.

**COURSE TITLE:** CONSERVATIVE DENTISTRY  
**COURSE CODE:** DNT 602  
**COURSE CONVENER:** TEVITA NAIVALU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**

The course emphasizes primary and secondary prevention procedures as essential in saving the tooth. Students develop critical thinking skills in clinical reasoning, including clinical assessment of the diseased tooth, selection of diagnostic tests for confirmation, decision-making and treatment planning. Performance skills are also developed as students undergo pre-clinical operative exercises, a major component of course delivery that occupies at least two hours a week of student time.

This course aims to provide students with:

- Essential background theoretical knowledge for effective practice of conservative dentistry
- Opportunities for exposure to many patients for development of clinical diagnostic skills
- Practice in the supervised interpretation of radiographs for confirmatory diagnosis
- Skill development in planning and evaluating treatment plans
- Opportunities for clinical performance skill development utilizing preventive and restorative materials to conserve and retain...
deciduous and permanent dentitions.

• Skills to critically appraise literature for applicability and relevance to the practice of conservative dentistry
• Encouragement in seeking modern concepts of conservative dentistry for integration into dental services and practice for individuals and communities.

COURSE TITLE: PERIODONTOLOGY
COURSE CODE: DNT 604
COURSE CONVENER: ANUMALA RAM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course deals with the etiology and pathogenesis of periodontal disease, factors affecting tissue response to plaque, and the application of measures for the prevention and non-surgical treatment of periodontal disease in a hospital-based and community setting. The course also covers diagnostic parameters of periodontal conditions and their severity and the rationale for delivery of periodontal therapy and tissue response to treatment. The course is designed to develop student skills in the treatment and prevention of periodontal diseases. The emphasis of this course is diagnosis, treatment, prevention of periodontal diseases and maintenance of periodontal health both in the clinic and community setting. This course allows students to have an appreciation of the factors contributing and/or modifying the progression of periodontal conditions.

COURSE TITLE: CLINICAL DENTISTRY II
COURSE CODE: DNT 606
COURSE CONVENER: KRITESH BHAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course follows from Clinical Dentistry One and introduces the students to their first encounter with the patient in the clinical setting. Basic principles previously taught in Year One such as Infection Control, Occupational Health and Safety, and use of dental materials are continued in Year Two. The students in this course are given the basic important principles and practice of clinical diagnostic reasoning, starting with interviewing the patient for data related to complaints and physical examination focused on extra- and intra-oral findings.

The student would have had the foundation knowledge gained from the previous year in Basic Science, Oral Biology and Oral Microbiology to augment application and performance in Clinical Dentistry. Application of principles concurrently being taught in Periodontology and Conservative dentistry are also performed. Students are given an early and brief overview of Professionalism, Ethical Practice and Medico-legal aspects of dental practice, and how medical emergencies are managed from the point of view of what could happen in a dental setting.

The thrust of this course is the manual skills development and the development of diagnostic and decision - making and clinical reasoning skills needed to identify dental problems and determine what is to be done about them. Throughout the year, students are carefully supervised by their clinical teachers in such a way that the students are fully involved in the clinical processes, but are guided closely.

COURSE TITLE: BASIC SCIENCE IN DENTISTRY II
COURSE CODE: DNT 608
COURSE CONVENER: PBL TEAM (BINDIYA CHAUHAN—COORDINATOR)
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

Course Description:
The Basic Science courses run for two semesters and cover the basic and general concepts, principles and mechanisms of the disciplines of Anatomy, Physiology, Biochemistry and Pathology. The problem-based learning strategy is implemented for these courses, where the disciplines are discussed based on problem cases; students generate learning issues that are discussed and self-studied. Concepts of Pharmacology are also given as resource or as learning issues for self-study, depending on the case. The
problem cases are designed for relevance to the future oral health practitioner and dentists, following closely the reality of practice. The courses are divided into blocks, each block covering a basic theme or body system. At year 2 level, emphasis is placed on study of various body systems; oral manifestations of systemic diseases/disorders and the implications of various medical conditions to treatment planning in dentistry.

COURSE TITLE: COMMUNITY DENTISTRY II
COURSE CODE: DNT 609
COURSE CONVENER: SUNEIL NATH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The course will involve the review of principles of health promotion practice (practical intervention methods) and needs of population groups as it pertain to environmental health protection and promotion and other application areas within your work discipline. It also gives students an opportunity to discuss their experiences around the theories of the health promotion approaches and other health prevention strategies that they have been exposed to in class and in life. Students will also have an opportunity to enhance their knowledge and skills in health planning, implementing and evaluating health promotion program. Moreover, students will be involved in hands on health education and communication strategies development using state of the art facilities and explore other health promotion practices. Social marketing will train students in the application of commercial marketing principles and concepts to change health behaviours or policies, which have emerged as an effective way to promote health, create healthy environments, and affect policies for the good of a population’s health.

YEAR 3
BACHELOR OF ORAL HEALTH - COURSE LISTING

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<td>Clinical Dentistry III</td>
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<td>Community Dentistry III</td>
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<td>DNT727</td>
<td>Oral Medicine and Oral Pathology</td>
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<td>4</td>
<td>DNT728</td>
<td>Dental Practise and Ethics</td>
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<td>5</td>
<td>DNT739</td>
<td>Basic Biostatistics and Applied Epidemiology</td>
<td>1&amp;2</td>
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<tr>
<td>6</td>
<td>DNT740</td>
<td>Paediatric Dentistry</td>
<td>1&amp;2</td>
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COURSE DESCRIPTORS - BACHELOR OF ORAL HEALTH

COURSE TITLE: CLINICAL DENTISTRY III
COURSE CODE: DNT 707
COURSE CONVENER: JOJI RALOVO
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is a fully fledged clinically based practice where students attend to patients under supervision. It is the culmination of 3 years of theoretical preparation whereby students apply all the learning into real life practice preparing the student to be a competent, compassionate and ethical practitioner ready to serve the community at the completion of this course.
CAMPUS: PASIFIKA CAMPUS/TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with the theory and practical skill of planning, implementing, monitoring and evaluation of community based dental program or project. The course will require students to work closely and communicate effectively with community leaders and relevant stakeholders from the planning to the completion of the project whereby a report is expected to be submitted together with an oral presentation of the project overview. Students will be expected to collect data from village communities or rural settings at the same time have the opportunity to experience rural community living style, culture and challenges. This experience hopefully will help students have a better understanding of the factors influencing community health and develop a sense of compassion for the community that they will serve after completing the program.

COURSE TITLE: ORAL MEDICINE AND ORAL PATHOLOGY
COURSE CODE: DNT 727
COURSE CONVENER: OSEA G. DUKUNO
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course offers a comprehensive study of the general concepts of oral medicine and oral pathology. The first part of the course covers the basic concepts of general pathology. The second part focuses on common oral pathologic disorders and is of particular relevance and importance to practice of the future oral health practitioner. Oral pathology covers the epidemiology, clinical features, aetiology, pathogenesis, investigations and behaviour of oral diseases, and is also closely linked with the management of oral diseases, adjunct investigations such as, laboratory tests, imaging and clinical therapeutics. Students develop critical thinking skills in clinical reasoning when presented with cases, where they explain mechanisms of disease pathogenesis, rationale and selection of the most appropriate diagnostic tests for confirmation, and modalities of appropriate management or referral. The oral medicine component focuses on systemic conditions that may present as oral manifestations. It also introduces students to systemic diseases that may have implications in the management of dental patients and aims at enabling students to recognize them and manage them appropriately.

COURSE TITLE: DENTAL PRACTICE AND ETHICS
COURSE CODE: DNT 728
COURSE CONVENER: JOJI RALOVO
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with emphasis in imparting basic skills essential to the practice of dentistry. The didactic program will teach relevant knowledge and skills necessary to train a competent general dental practitioner or dental therapist. The subject will guide students to be in touch with the innovations in dentistry using the Evidence-Based Dentistry Concept. It also allows reflective practice in key areas of clinical practice which includes ethics and professionalism, patient management and interpersonal skills with clinical team.

COURSE TITLE: BASIC BIOSTATISTICS AND APPLIED EPIDEMIOLOGY
COURSE CODE: DNT 739
COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course aims to give the student an understanding of the epidemiological principles, their application and oral health trends in Fiji and globally. Definitions, epidemiological approach and uses are introduced to link biostatistics to epidemiology. The purpose of taking epidemiological measurements by understanding epidemiological triangle, risk factors, causality and various study types are covered. Epidemiology of major oral diseases is also covered. Studies that measure and describe distribution of oral diseases or oral health-related states/phenomena will explore students’ ability to distinguish different data types, report data values in frequency distributions, graphical forms and various measures of central and spread of distributions. The understanding of the rules and
application of probability, concept of normal distribution, and use of confidence intervals in estimating population mean are also covered. Application of biostatistics principles in dentistry will be emphasized whenever possible.

**COURSE TITLE:** PAEDIATRIC DENTISTRY  
**COURSE CODE:** DNT 740  
**COURSE CONVENER:** TEMALESI KING  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course is designed to provide students a guidance to begin delivery oral health care for healthy children. It aims to educate students in Paediatric Dentistry who are competent and confident in most common areas of Paediatric Dentistry for the growing and developing child with an emphasis on developing communication skills to gain rapport with the child, parent/guardian. Basic understanding of dynamics of change is essential in Paediatric Dentistry as to describe the growth and development of child in many aspects including physical, cognitive, emotional and social changes seen in children helping students to make appropriate diagnosis of normal from abnormal development and common oral health problems from birth to adolescence for both healthy children and children with special care needs. The educational experiences in paediatric dentistry are organized into several phases beginning in the 3rd year. The course includes lectures, group activities, and pre-clinical, pre-laboratory and clinical sessions. The paediatric experience is directed by 2 major goals which includes to obtain optimum oral health for the child through the pursuit of excellence in contemporary preventive, interceptive and restorative concepts and secondly to create a positive understanding and acceptance of dentistry by child patients and their parents or guardians. The lectures are carefully coordinated with relevant readings, stimulating and clinically relevant activities, preclinical and pre-laboratory sessions with many opportunities for the student to reflect on their clinical experience with children. The course provides best possible conditions for learning. In return, the expectation for you to be prepared for all sessions and to conduct yourself in a professional manner.

**BACHELOR OF DENTAL SURGERY**

**INTRODUCTION**
The Bachelor of Dental Surgery programme is a five year long programme. The programme is structured in a way that will enable graduates to be competent and compassionate health professionals who will facilitate improvement of health of people in their various communities.
The five year long programme is structured with a goal of educating students to serve their patients and communities well and prepare them to continue to grow in skills and knowledge and to be lifelong learners in practice.
The programme is a student focused program that is carried out with incorporation of competencies that aims to fulfill the values that brings about academic excellence through sharing, researching and acquiring knowledge, expertise and outcomes and developing graduates that are career ready and community aware with skills that are relevant and valued.

**DURATION OF THE PROGRAMME**
Bachelor of Dental Surgery to be completed over a period of 7 years. Consideration will be taken for approved time off from studies and the above duration of study period will be recommended based on individual cases.

**REPETITION OF SECTIONS OF THE PROGRAMME**
Failing a course in the repeating year will result in termination of the programme.
Students are allowed to repeat only once during the course of studies between years 1-3 and once between years 4 to 5 study periods.

**REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION**
This is a 5 year course, comprising of 29 courses altogether with 600 credit points in total. The 1st year has 5 courses, 2nd year 6 courses, 3rd year 7 courses, 4th year 8 courses and fifth year 3 courses. At the end of Fifth Year, following successful completion of all courses and examinations, the Bachelor of Dental Surgery degree is awarded.

**GENERAL GUIDELINES**

**ATTENDANCE**
The School encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials, problem based teaching sessions, practicals, pre-clinical and clinical sessions. While attendance does not contribute to the summative assessment grade, failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.
The following steps needs to be taken when a student is absent from a scheduled session:
If a student is absent, he/she should submit a medical certificate or discuss the reason(s) for the absenteeism with the respective course convener in the very next session.

If a student is absent for a continuous summative assessment, the student should report to the course convener with a valid reason (which can be verified) within 5 working days requesting for a resit for assessment not completed. Failure to follow this will result in student not getting an opportunity for remedial.

**CONTINUOUS ASSESSMENT**

All the courses offered at SDOH have a continuous assessment and an end point component. The continuous assessment comprises of formative and summative assessments. Formative assessments do not contribute directly to the end point however are useful for the students to experience different assessment tools and feedback to the course convener on student progress in learning and teaching.

A minimum of two (2) and a maximum of five (5) assessment modes are allowed in any one course using assessment methods appropriate for each particular course. A student must attain a 40% pass in the summative continuous assessment to be eligible to sit for end point examination. It is compulsory to attempt all the prescribed summative continuous assessments.

Students should attempt all scheduled assessments. In case of sickness or absence due to other reasons, a written notification needs to be provided to the course convener and opportunities for remedial should be discussed.

**PENALTY CLAUSE FOR LATE SUBMISSIONS OF ASSIGNMENTS/PROJECTS**

All assignments and other assessed work should be submitted on the due date as determined by the Principal Course Convener for each course. Only in exceptional circumstances and with appropriate documentation extension of due date will be accepted in consultation with course convener and HOD.

If these are not met then, the following penalty clause will apply:

Assignments will accrue a penalty deduction of 10 per cent (%) for late submission with a maximum extension of 14 calendar days after which assignments will no longer be accepted for grading.

All assignments should be submitted using the CMNHS approved assignment submission policy.

**COMPETENCY BASED ASSESSMENTS**

Competency-based education (CBE) is an approach to preparing clinicians for practice that is fundamentally oriented to graduate outcome abilities and organized around competencies derived from an analysis of societal and patient needs. It de-emphasizes time-based training and promises greater accountability, flexibility, and learner centeredness. The focus of competency based assessment is developing skills of students to allow independent practice before graduation. The integrated teaching and learning is continuous in nature and holistic in content.

All preclinical, clinical and laboratory assessments will be spelt out in the course outlines and the log books provided to students for the respective courses involving preclinical, laboratory and clinical work. Log books may be under review on a regular basis and the latest version will be provided to students for recording of assessments.

**SUPPLEMENTARY ASSESSMENT (UASR)**

The University regulation applies for all supplementary assessments. Refer to UASR clause on Restrictions for supplementary assessments.

Exemptions on eligibility for supplementary assessment include clinical courses whereby students have failed the clinical logbook assessment and for which offering a supplementary cannot be completed within the supplementary period.

Supplementary assessments will not be offered for the following courses:

- DNT 606 Clinical Practice II, DNT 702 Clinical Practice III, DNT 716 Periodontics, DNT 719 Clinical Practice IV, DNT 722 Orthodontics, DNT 736 Clinical Practice V.

**STUDENT PROGRESS**

Students will only be allowed to progress to the next year of the course, provided they have passed all courses in the year of study. Students are required to pass the clinical course in the respective year before they can progress to the next year.

If students have passed Clinical Dentistry/Clinical Practice but have to repeat other courses of that year level, then they will be required to keep up with their clinical knowledge and skills attaching to the clinic under supervision.
GENERAL STUDENT BEHAVIOUR
GENERAL STUDENT BEHAVIOUR & CONDUCT: UASR

ASSESSMENT OF PROFESSIONALISM

The BDS course along with all exit levels, educates students to become ethical and professional dental practitioners. An important part of assessment will focus on areas of professionalism. Attributes include:

- showing compassion for patients
- demonstrating respect for patients, colleagues, lecturers and other health care workers
- demonstrating responsibility and accountability
- punctuality and effective time management
- the ability to communicate effectively and respectfully with patients and peers
- preparedness for clinical practice

This assessment is continuous throughout all programmes and feedback is given to students at each clinical session and remedial action organized where appropriate. The assessment will be a graded pass or fail.

SPECIAL PRIZES AND HONOURS LIST

GOLD MEDAL: AS PER UNIVERSITY POLICY.

BRAHAM PEARLMAN AWARD

Royal Australasian College of Dental Surgeons’ Braham Pearlman award for outstanding achievement in Clinical Dentistry will be awarded to the student who scores the highest marks in Clinical Dentistry in year 5. The award will be based on the final marks in the course and if there is no one above an A grade, this will not be awarded.

THE PIERRE FAUCHARD ACADEMY DENTAL SCHOOL AWARD OF MERIT

These awards are an initiative of the Australasian Section of the Academy. These awards are granted to a final year dental student from each Dental School in Australia, New Zealand and Fiji on the recommendations of the Dean or Head of School for excellence in his or her coursework, written assignments and/or related activities during this current academic year.

PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Dental Surgery are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Demonstrate proficiency in developing diagnosis, comprehensive treatment plans and executing prescribed dental treatment using contemporary and advanced dental procedures or referral as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates proficiency in the practice of infection control and occupational health and safety protocols.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrates proficiency in the provision of prescribed dental treatment for medically compromised patients, when necessary recognizing and providing basic management with appropriate referral of medical emergencies.</td>
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<tr>
<td></td>
<td>4. Demonstrate proficiency in collaborative development and implementation of dental health programs using basic research principles.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>1. Practice qualities of professionalism which include concepts such as skills of lifelong learning, maintenance of competence, information literacy, ethical behaviour, integrity, honesty, altruism, service to others, adherence to professional codes, justice and respect for others.</td>
</tr>
<tr>
<td></td>
<td>2. Maintains complete and accurate records.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>1. Effectively communicates with peers, patients and other stakeholders in discharging duties, communicating about oral health issues utilising current technology</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates ability to mobilize individuals by establishing good rapport and communities by using appropriate media, community resources and social marketing.</td>
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<tr>
<td></td>
<td>3. Demonstrates the ability to write reports and communication relevant to the planning,</td>
</tr>
</tbody>
</table>

CMNHS 2018 HANDBOOK
implementation and evaluation of community projects, clinical services and present these as arguments on oral health strategy implementation.

<table>
<thead>
<tr>
<th>CRITICAL THINKER</th>
<th>1. Demonstrate ability to self-evaluate, appreciate and act on constructive criticism by supervisors or mentors and practice skills of lifelong learning for professional development.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Evaluates and appraises relevant evidence based information in the process of clinical decision making, incorporating the principles of clinical epidemiology and practice guidelines into planning of oral health interventions.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>COMPASSIONATE</th>
<th>Demonstrate compassion to others and appreciate their cultural differences.</th>
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</table>

<table>
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<tr>
<th>ADAPTABLE</th>
<th>Demonstrate responsiveness and innovativeness to changing environments and facilities.</th>
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<table>
<thead>
<tr>
<th>TEAM PLAYER</th>
<th>Demonstrates the ability to collaborate with members of the dental team and other health professionals in the provision of oral health care and dentistry.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEADER</th>
<th>Demonstrates leadership in developing strategies and achieving goals in advancing the safe management of disease conditions that are relevant to the practice of Oral Health Care and dentistry.</th>
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### YEAR 3

**BACHELOR OF DENTAL SURGERY - COURSE LISTING**

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<th>NO</th>
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<td>DNT710</td>
<td>Removable Prosthodontics</td>
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<td>DNT730</td>
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<td>DNT737</td>
<td>Oral Medicine &amp; Biomedical Sciences</td>
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<td>DNT739</td>
<td>Basic Biostatistics and Applied Epidemiology</td>
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**COURSE DESCRIPTIONS - BACHELOR OF DENTAL SURGERY**

**COURSE TITLE:** PAEDIATRIC DENTISTRY  
**COURSE CODE:** DNT 701  
**COURSE CONVENER:** SEEMA LAL  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course seeks to introduce the students to the field of pharmacology. Pharmacology is the study of drugs and its effect on living systems. Generally, we study how drugs alter physiological and biochemical systems of the body (pharmacodynamics), what the body does to drugs (pharmacokinetics) and the clinical use of drugs to make diagnoses, prevent or treat diseases or for other benefit to the recipient. In addition, we study the harmful effect of drugs and chemicals to its recipient. Dental practice involves the use of drugs either to treat a disorder or to facilitate certain dental procedures. Dentists may have to manage a medical emergency arising in their clinic. Moreover, many dental patients could be receiving other medication that may have orodental implications, or may interact with drugs prescribed by the dentist. In this course, you shall learn various classes of drugs and how they exert their effects on different organs and systems of the human body. The course builds upon your knowledge of anatomy, physiology, biochemistry and other basic sciences and lays the foundation for studying advanced courses in dentistry.

**COURSE TITLE:** CLINICAL PRACTICE III  
**COURSE CODE:** DNT 702  
**COURSE CONVENER:** SEEMA LAL  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide the students with a hands-on fully-intensive to all the basic principles, materials and procedures of dental clinical practice, in the controlled environment of the clinic. Students develop skills in carrying out strict implementation of infection control and occupational health and safety measures, assist in the management of emergencies in dental office, preparation and processing of radiographs, minimal non-interventional patient interactions, basic first-aid and maintenance, basic restorative, periodontal and minor oral surgery procedure. They also provide comprehensive preventive management of patients such as fluoride therapy, fissure sealants, oral hygiene instructions, diet counseling, smoking cessation, etc. This course serves to provide an integration of the theory and practical of dental clinical practice.

COURSE TITLE: REMOVABLE PROSTHODONTICS
COURSE CODE: DNT 710
COURSE CONVENER: OSEA GAVIDI DUKUNO
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF/MOODLE
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The course is designed to provide students a step further into restorative dentistry, drawing on many clinical skills acquired to be applied to the design and construction of prostheses for correct partial and complete edentulism as one aspect of the total treatment of patients.

As part of ongoing clinical dentistry and general dental practice, this block course is important for the future dental practitioner to be able to produce prostheses of high quality. This course lays the foundation of theoretical and practical knowledge for students to be prepared to fabricate appropriate removable prostheses. A specialist visiting prosthodontist convenes this course in a three-week intensive time period, during which time, the Year 4 students concentrate only on this course. Alternatively if a full time prosthodontist is available on site then the course will be delivered on an annualized basis.

COURSE TITLE: ORAL MEDICINE & BIOMEDICAL SCIENCES
COURSE CODE: DNT 737
COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is divided into Component A and Component B.
Component A
This course offers a comprehensive study of the general concepts of oral medicine and oral pathology. The first part of the course covers the basic concepts of general pathology. The second part focuses on common oral pathologic disorders and is of particular relevance and importance to practice of the future oral health practitioner. Oral pathology covers the epidemiology, clinical features, aetiology, pathogenesis, investigations and behaviour of oral diseases, and is also closely linked with the management of oral diseases, adjunct investigations such as, laboratory tests, imaging and clinical therapeutics. Students develop critical thinking skills in clinical reasoning when presented with cases, where they explain mechanisms of disease pathogenesis, rationale and selection of the most appropriate diagnostic tests for confirmation, and modalities of appropriate management or referral. The oral medicine component focuses on systemic conditions that may present as oral manifestations. It also introduces students to systemic diseases that may have implications in the management of dental patients and aims at enabling students to recognize them and manage them appropriately.

Component B
This Applied Basic Science course will run in the second semester of year 3 and cover the basic and general concepts, principles and mechanisms of the disciplines of Anatomy, Physiology, Immunology, Genetics and Pathology. The problem-based learning strategy is implemented for these courses, where the disciplines are discussed based on problem cases; students generate learning issues that are discussed and self-studied. Concepts of Pharmacology are also given as resource or as learning issues for self-study, depending on the case. The problem cases are designed for relevance to the future oral health practitioner and dentists, following closely the reality of practice. The courses are divided into blocks, each block covering a basic theme. Emphasis has been given to pertinent anatomical structures of most importance to the future dental practitioner, i.e. the head and neck, as well as principles of examination, diagnosis and treatment planning for oral and dental disorders and diseases.
COURSE CODE: DNT 739  
COURSE CONVENER: TEMALESI KING  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS: PASIFIKA CAMPUS  

COURSE DESCRIPTION:  
This course aims to give the student an understanding of the epidemiological principles, their application and oral health trends in Fiji and globally. Definitions, epidemiological approach and uses are introduced to link biostatistics to epidemiology. The purpose of taking epidemiological measurements by understanding epidemiological triangle, risk factors, causality and various study types are covered. Epidemiology of major oral diseases is also covered. Studies that measure and describe distribution of oral diseases or oral health-related states/phenomena will explore students’ ability to distinguish different data types, report data values in frequency distributions, graphical forms and various measures of central and spread of distributions. The understanding of the rules and application of probability, concept of normal distribution, and use of confidence intervals in estimating population mean are also covered. Application of biostatistics principles in dentistry will be emphasized whenever possible.

COURSE CODE: DNT 740  
COURSE CONVENER: TEMALESI KING  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS: PASIFIKA CAMPUS  

COURSE DESCRIPTION:  
This course is designed to provide students a guidance to begin delivery oral health care for healthy children. It aims to educate students in Paediatric Dentistry who are competent and confident in most common areas of Paediatric Dentistry for the growing and developing child with an emphasis on developing communication skills to gain rapport with the child, parent/guardian. Basic understanding of dynamics of change is essential in Paediatric Dentistry as to describe the growth and development of child in many aspects including physical, cognitive, emotional and social changes seen in children helping students to make appropriate diagnosis of normal from abnormal development and common oral health problems from birth to adolescence for both healthy children and children with special care needs. The educational experiences in paediatric dentistry are organized into several phases beginning in the 3rd year. The course includes lectures, group activities, and pre-clinical, pre-laboratory and clinical sessions. The paediatric experience is directed by 2 major goals which includes to obtain optimum oral health for the child through the pursuit of excellence in contemporary preventive, interceptive and restorative concepts and secondly to create a positive understanding and acceptance of dentistry by child patients and their parents or guardians. The lectures are carefully coordinated with relevant readings, stimulating and clinically relevant activities, preclinical and pre-laboratory sessions with many opportunities for the student to reflect on their clinical experience with children. The course provides best possible conditions for learning. In return, the expectation for you to be prepared for all sessions and to conduct yourself in a professional manner.

YEAR 4  
BACHELOR OF DENTAL SURGERY - COURSE LISTING

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<td>DNT 712</td>
<td>Crown &amp; Bridge</td>
<td>1&amp;2</td>
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<td>DNT 715</td>
<td>Community Dentistry IV</td>
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<td>5</td>
<td>DNT 716</td>
<td>Periodontics</td>
<td>1</td>
<td>15</td>
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<td>6</td>
<td>DNT 719</td>
<td>Clinical Practice IV</td>
<td>1&amp;2</td>
<td>15</td>
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<td>7</td>
<td>DNT 722</td>
<td>Orthodontics</td>
<td>1&amp;2</td>
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<td>8</td>
<td>DNT 757</td>
<td>Oral Medicine, Pathology &amp; Surgery</td>
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COURSE DESCRIPTORS - BACHELOR OF DENTAL SURGERY

COURSE TITLE: RESEARCH Methods  
COURSE CODE: DNT 700  
COURSE CONVENER: TEMALESI KING
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<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CONVENER:</td>
<td>ASHNEETA PRASAD</td>
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<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1&amp;2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This course aims to introduce students to the key foundational principles underpinning research and the major research methodologies utilized in health-related research. The long-range goal is to foster scholarship and critical thinking, add to the body of scientific information and facilitate graduates from the Pacific to develop and contribute to dental research in the Pacific region. Lectures and practical exercises will furnish students to have a much better grasp on how to prepare for their final research project; a mandatory component of the undergraduate programme.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CROWN &amp; BRIDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>DNT 712</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>MARK CUMBERBATCH</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>15</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1&amp;2</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This course is designed to provide students with knowledge and skills in the dental discipline of Endodontics. Endodontic is the branch of dentistry that is concerned with the morphology, physiology and pathology of the dental pulp and the per radicular tissues. Its study and practice encompass the basic clinical sciences including the biology of the normal pulp, and the aetiology, diagnosis, prevention, and treatment of diseases and injuries of the pulp and the associated periradicular conditions. Endodontic management of a patient must be conducted in the context of a concern for the patient’s total oral and general health. Students will continue with this discipline as part of Clinical Dentistry in BDS 5 in a more integrated manner for the wholistic treatment of a dental patient.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>COMMUNITY DENTISTRY IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>DNT 715</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>ARTI NAIDU, GOWRI SIVARAMAKRISHNAN, VINAL HARKISHAN</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>15</td>
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<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This course is designed to provide students with the roles expected of a community dentist. How to assess oral and general health indicators, the understanding of the impact of environmental, social, nutritional, factors on the pathogenesis of human disease, models of health behaviour, screening for disease and health promotion strategies. Students are required to know the methods of financing dental care, methods of advocating quality assurance in dentistry and the ethical responsibilities of a dentist in the delivery of dental care to the community.
COURSE TITLE: PERIODONTICS
COURSE CODE: DNT 716
COURSE CONVENER: LEENU MAIMANUKU, AMARENDAR VEDIVELU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This one semester course is designed to provide students with sufficient breadth and depth of knowledge and clinical skills to prepare them for gaining competence in independent decision making for preventive advice and therapy within the scope of practice and referral to a specialist for complex cases in the field of Periodontics.

COURSE TITLE: CLINICAL PRACTICE IV
COURSE CODE: DNT 719
COURSE CONVENER: KANTARA TIIM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF & MOODLE
CAMPUS: PASIFIIKA CAMPUS
COURSE DESCRIPTION:
Clinical dentistry at the fourth year level seeks to further develop and enhance the skills developed by the third year student. Fourth year dentistry introduces the student to many new dental disciplines, some of these are assessed clinically in fourth year dentistry and others are left for final year dentistry. The course aims to allow students to demonstrate clinical competency in most aspects of general dental practice, and further develop their skills in comprehensive treatment planning with consideration to complete patient care. It also seeks to foster an environment in which the student is encouraged develop an attitude of continual development and learning that will follow on into their dental careers.

COURSE TITLE: ORTHODONTICS
COURSE CODE: DNT 722
COURSE CONVENER: TE MALESI KING
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PASIFIIKA CAMPUS
COURSE DESCRIPTION:
The emphasis of the course is the importance of developing adequate skills in diagnosis and treatment planning in orthodontics. Basic science is integrated relevant to the practice of orthodontics in the areas of growth and development and the influence of soft and hard tissues and the influence not only on the development of dento-facial morphology. The aetiology of malocclusion both genetic and environmental is explored. Emphasis is placed on the acquisition of diagnostic skills. The importance of patient motivation to seek orthodontic treatment is also emphasized. The development of basic clinical skills and laboratory techniques is developed.

This course addresses and develops an understanding of more complex situations and moves from diagnosis to clinical treatments. Students gain awareness of fixed appliance treatment and the ability to differentiate between those treatments suitable for specialist referral and those which can be feasibly performed by the general dental practitioner. The course has very important and intensive clinical and laboratory components whereby students are exposed to techniques in orthodontic appliance construction and thorough review and monitoring protocol of patients undergoing active or retention phase of treatment under their care. Students see for themselves the effects of their treatments and are encouraged to formally report back to the class on treatment outcomes. This is a yearlong course delivered in year 4 of the BDS program. A teaching block will be conducted by a visiting specialist in orthodontics. With 2 hours of lectures conducted each morning and 2 hours of laboratory practice and clinical practice for each student per day.

COURSE TITLE: ORAL MEDICINE, PATHOLOGY & SURGERY
COURSE CODE: DNT 757
COURSE CONVENER: OSEA G. DUKUNO
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF & MOODLE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with knowledge of pathologic disorders and diseases of the head and neck and is of particular relevance and importance to practice of the future oral health practitioner. Oral pathology covers the epidemiology, clinical features, etiology, pathogenesis, investigations and behavior of oral diseases, and is also closely linked with the surgical management of oral diseases, adjunct investigations such as imaging and clinical therapeutics. Students develop critical thinking skills in clinical reasoning when presented with cases, where they explain mechanisms of disease pathogenesis, rationale and selection of the most appropriate diagnostic tests for confirmation, and modalities of appropriate management or referral. They will also be provided with theoretical knowledge around surgical procedures and problems associated therewith and guide towards the clinical application of Oral Surgery, where actual hands-on surgery will be performed by the student in year 5.

Year 4 students would have had the necessary foundation knowledge of the basic sciences and necessary Oral Medicine, Oral Pathology Oral Surgical knowledge of relevant Oral disease processes which are reinforced in this module. There will also be clinical case scenario discussions and observation of patient cases requiring surgical management where this will be further reinforced. Students are encouraged to master the theoretical knowledge in surgical management of minor oral surgery where they will be expected to develop the clinical competencies in year 5.

YEAR 5
BACHELOR OF DENTAL SURGERY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>2</td>
<td>DNT 735</td>
<td>Clinical Dentistry V</td>
<td>1&amp;2</td>
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<tr>
<td>4</td>
<td>DNT 736</td>
<td>Clinical Practice V</td>
<td>1&amp;2</td>
<td>90</td>
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<td>5</td>
<td>DNT 750</td>
<td>Research Project</td>
<td>1 &amp; 2</td>
<td>15</td>
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</tbody>
</table>

COURSE DESCRIPTION - BACHELOR OF DENTAL SURGERY

- **COURSE TITLE:** CLINICAL DENTISTRY V
- **COURSE CODE:** DNT 735
- **COURSE CONVENER:** MARK CUMBERBATCH
- **CREDIT POINTS:** 15
- **SEMESTER OF OFFERING:** 1&2
- **MODE:** FF
- **CAMPUS:** PASIFIKA CAMPUS

This course aims to prepare the student to enter the dental profession with appropriate knowledge and skills in dental public health developed over the 5 year program. The new practitioner will serve the community in both public and private practice settings. Public health is concerned with promoting health and preventing disease through organized community efforts, as well as education of individuals and family groups. These are important components of any interdisciplinary approach; whether acting as community advocates or serving as a resource or change agent, the dental professional should be competent to interact with others to promote activities that protect, restore and improve oral health and the quality of life.

The new practitioner provides competent care and is capable of discerning and responding ethically to challenges and problems in public and private practice. The competent dental professional holds the benefit of the patient, communities and society as its primary goal. The practice of dentistry occurs in a rapidly changing environment impacting patient care, communities and society and is influenced by ethical issues, regulatory and legal actions, professional issues, economics, social policy, legislative action, cultural diversity and gender, and health care reform. This course introduces emerging issues in dental public health and risk factors while empowering students in self-directed learning to locate current evidence to support community strategies in disease prevention, management and program evaluation.

The course is also designed to provide essential and practical knowledge and skills in health services management. In real life situation health professionals spend some 40 to 50 percent of their time in managing resources such as people, finance, medical supplies, assets, planning and supervision. The course intends to address these issues and draws experience from all levels of care, i.e. primary, secondary and tertiary and focuses on the development of a multi skilled health management workforce.
COURSE DESCRIPTION:
This course is designed with two components to enable for students to get trained in a dental clinic and hospital-based environments:
Component 1: Clinical Dentistry
Component 2: Oral Surgery.

COURSE DESCRIPTION:
This course aims to give the student an understanding of the epidemiological principles, their application and oral health trends in Fiji and globally. Definitions, epidemiological approach and uses are introduced to link biostatistics to epidemiology. The purpose of taking epidemiological measurements by understanding epidemiological triangle, risk factors, causality and various study types are covered. Epidemiology of major oral diseases is also covered. Studies that measure and describe distribution of oral diseases or oral health-related states/phenomena will explore students' ability to distinguish different data types, report data values in frequency distributions, graphical forms and various measures of central and spread of distributions. The understanding of the rules and application of probability, concept of normal distribution, and use of confidence intervals in estimating population mean are also covered. Application of biostatistics principles in dentistry will be emphasized whenever possible. Lectures and practical exercises on Epi Info data entry and analysis will furnish students to have a much better grasp on how to prepare for their final research project; a mandatory component of the undergraduate programme.

POSTGRADUATE PROGRAMMES
PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>Programme of Study</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Public Health (Dentistry)</td>
<td>1 &amp; ½ years full time. Part time option is available with DFL</td>
</tr>
<tr>
<td>Postgraduate Diploma in Oral Surgery</td>
<td>1 year * For full time students</td>
</tr>
<tr>
<td>Master of Oral Surgery</td>
<td>2 years</td>
</tr>
</tbody>
</table>

MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>Programme</th>
<th>Entrance Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Public Health (Dentistry)</td>
<td>1. Applicants must have a Diploma in Dental Surgery or a Bachelor of Dentistry (BDS) qualification or an equivalent basic dental degree. 2. At least three years of work experience is desired but for applicants with BDS qualifications, they should have undertaken at least 2 community work in dentistry post-graduation and applicants without BDS should be able to demonstrate to CMNHS their ability to succeed in programs at these levels on the basis of maturity, work experience or prior learning (UASR 2013 Page 28 6.8.2) 3. Diploma in Dental Surgery graduates can bridge for biostatistics and research methods as in the current CMNHS BDS program, or get assessed for cross credits for any other similar courses they may have undertaken.</td>
</tr>
<tr>
<td>Postgraduate Diploma in Oral Surgery</td>
<td>1. Applicants must have a Bachelor of Dental Surgery or an equivalent basic dental degree registered at the Fiji Dental Council. 2. At least three years of post-qualification work experience is desired but applicants who do not meet the above, may also be admitted if they are able to demonstrate to CMNHS their ability to succeed in programs at these levels on the basis of maturity, work experience or prior learning (UASR 2013 Page 28 6.8.2)</td>
</tr>
</tbody>
</table>
Master of Oral Surgery

1. Applicants for the Masters level will be Practicing Dentists in the Hospital Sector with the Bachelor of Dental Surgery or an equivalent basic dental degree registrable with the Fiji Dental Council and Successful completion of FNU Post Graduate Diploma in Oral Surgery Training Programme achieving an aggregate of 65% or higher in the final examination
2. Applicants who may not meet the requirement could be enrolled under the discretion of the Dean on the basis of maturity, work experience, or prior learning subject to prerequisite requirement as mentioned in UASR (2013 Page 28. 6.8.2)

POSTGRADUATE DIPLOMA IN PUBLIC HEALTH (DENTISTRY)
AIM
The goal of the programme is to improve the oral health of populations through the education of dental public health specialists. Graduates of the programme will work to:

- Encourage the development and maintenance of community dentistry programmes;
- Increase the use of preventive dentistry programmes in community dentistry programmes; improve access to dental care for underserved populations and the quality of care for all populations;
- Stimulate research in dental public health with emphasis on disease surveillance, health service research, program evaluation, and causes of diseases.

The dental public health programme may involve various goals that are evaluated during the postgraduate training period and some that could be evaluated after completion of the course(s).

Graduates will know and understand the knowledge base of dental public health. The four sets of knowledge competencies include:

- Program administration and health policy
- Epidemiology and research methods
- Oral health promotion and disease prevention
- Oral health services delivery systems

Students in this programme will demonstrate skills needed for the practice of dental public health. The 10 skill competencies include the ability to:

- Plan oral health programs for populations
- Select interventions and strategies for the prevention and control of oral diseases and promotion of oral health
- Develop resources for, implement, and manage oral health programs for populations
- Incorporate ethical standards into oral health programs and activities
- Evaluate and monitor dental-care delivery systems
- Design and understand the use of surveillance systems to monitor oral health
- Communicate and collaborate with groups and individuals on oral health issues
- Advocate for, implement, and evaluate public health policy and regulations, in order to protect and promote the public’s oral health
- Critique and synthesize scientific literature
- Design and conduct population-based studies to answer oral health and public health questions

Graduates will gain professional development skills needed for leadership in dental public health.

STRUCTURE
1. Existing courses in the School of Public Health & Primary Care are included in this proposed programme as Core: EPI 802, EPI 806, HSM 801, HSM 802, HSM 803, HSM 804, HPM 802, and PBH 801.
2. The new Dental courses also include various components of the following existing courses: EPI 803, and PBH 803.
3. There are two new courses that have developed for this PG Diploma programme.
4. Orientation program workshop is a requirement (prerequisite) for the relevant semester but do not carry assessment requirements.
5. The orientations are namely;
   • Dental Orientation 1 & Introduction to Study Skills (2 weeks)
   • Orientation 2 & Critical Appraisal workshop (2 weeks)

### POSTGRADUATE DIPLOMA IN PUBLIC HEALTH (DENTISTRY) - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>HSM 801</td>
<td>Human Resource in Health</td>
<td>2</td>
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<tr>
<td>2</td>
<td>HSM 802</td>
<td>Principles and Practice of Health Services Management</td>
<td>1</td>
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</tr>
<tr>
<td>3</td>
<td>HSM 804</td>
<td>Strategic Management in Health</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>HPM 802</td>
<td>Population Health Promotion</td>
<td>1</td>
<td>30</td>
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<tr>
<td>5</td>
<td>DNT803</td>
<td>Preventive Dentistry and Health Behavior</td>
<td>1</td>
<td>20</td>
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<tr>
<td>6</td>
<td>DNT804</td>
<td>Dental Health Services &amp; Epidemiology</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>EPI 801</td>
<td>Principles and Practice in Epidemiology</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>EPI 802</td>
<td>Principles &amp; Practice of Public Health Surveillance</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>HSM 803</td>
<td>Health Service Organizations and Societal Change</td>
<td>1</td>
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</tbody>
</table>

**Non-Core Subject (Any 1)**

### COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN PUBLIC HEALTH (DENTISTRY)

**COURSE TITLE:** HUMAN RESOURCES IN HEALTH

**COURSE CODE:** HSM 801

**COURSE CONVENER:** RAMNEEK GOUNDAR

**CREDIT POINTS:** 30

**SEMESTER OF OFFERING:** 1

**MODE:** ONLINE

**CAMPUS:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
The importance of human resources management (HRM) to the success or failure of health system performance has, until recently, been generally overlooked. In recent years it has been increasingly recognised that getting HR policy and management "right" has to be at the core of any sustainable solution to health system performance. In comparison to the evidence based on health care reform related issues of health system finance and appropriate purchaser/provider incentive structures, there is very limited information on the HRM dimension or its impact. Despite the limited, but growing, evidence base on the impact of HRM on organisational performance in other sectors, there have been relatively few attempts to assess the implications of this evidence for the health sector. This course reviews some of the underlying issues related to HRM in the health sector in the hope of providing a practical approach to improving health services through human resources management.

**COURSE TITLE:** PRINCIPLES AND PRACTICE OF HEALTH SERVICES MANAGEMENT

**COURSE CODE:** HSM 802

**NAME OF COURSE CONVENER:** TBA

**CREDIT POINTS:** 30

**SEMESTER OF OFFERING:** 2

**MODE:** ONLINE

**CAMPUS:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
The course is designed to introduce and provide students with basic understanding of Health Services Organisation. Health care organisations in the region have been very dynamic. The area of health reform is widely covered and the course addresses some very important issues in the reform. The course focuses on leadership and management issues, including styles of leadership/management; characteristics thereof; vision and mission statements; and other basic concepts of leadership/management. Furthermore the course addresses issues of organisational diversity and the management of conflicts; managerial approaches to 'change'; management and staff motivation; and team work and change management. It is anticipated that after successfully completing the course students will be able to be part of the positive changes in the dynamic health care organisations in the region.

**COURSE TITLE:** STRATEGIC MANAGEMENT IN HEALTH

**COURSE CODE:** HSM 804
NAME OF COURSE CONVENER: TBA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF AND ON-LINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Strategic Management can be defined as the art and science of formulating, implementing and evaluating cross functional decisions that enable an organisation to achieve its objectives. As this definition implies strategic management focuses on integrating management, marketing, finance/accounting, production/operations, research and development and computer information systems to achieve organisational goals. Strategic management provides a clear understanding of organisations vision, mission, objectives, strategic choice and competitive analysis. The various definitions and concepts will be discussed with reference to health sector to create better understanding and application by the health professionals and administrators. We are living in a globalized economy and every organisation is striving for a competitive advantage. The purpose of strategic management is to exploit and create new and different opportunities for tomorrow. Health services faces a major challenge and we have to move with the tides of change to create a healthy and economically productive life for all. To achieve this we need to have sound policies and good strategies.

COURSE TITLE: POPULATION HEALTH PROMOTION
COURSE CODE: HPM 802
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: BLENDED
CAMPUS: NA

COURSE DESCRIPTION:
This course is designed for health professionals who will be involved in promoting health and preventing disease amongst various population groups. Population health promotion aims to improve the health and well-being of whole populations, and to reduce inequities between specific population groups. It takes into account the environmental, economic, political, social, cultural and behavioural factors that contribute to the health and well-being of communities and populations. Population health planning is grounded in effective and meaningful community, intersectoral and whole-of-government partnership and builds on evidence based health promotion approaches. There are five key units of study: Population approaches to health promotion, Community engagement and partnership development, Communication and education skills in health promotion, Evidence based decision making and managing effective population health programs. As well as learning underpinning theories and principles, students will be provided with the opportunity to demonstrate their understanding through practical assessment strategies.

COURSE TITLE: PREVENTATIVE DENTISTRY AND HEALTH BEHAVIOUR
COURSE CODE: DNT803
NAME OF COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF - BLOCK TEACHING ON SITE AND DFL MODE
CAMPUS: PASIFIKI CAMPUS

COURSE DESCRIPTION:
The course provides students with the knowledge, skill and attitude necessary for a specialist in public health dentistry. Specifically, as an agent of socioeconomic change through advocacy of better oral health by analysis of social, cultural, nutritional, behavioral factors and their implications to the pathogenesis of oral disease. Based on these, students acquire the ability to critically appraise individual and community-based preventive interventions and related behavior addressing its adoption for oral health. Further, it will assist them to prescribe, implement and amend preventive strategies accordingly, through community participation in individual and community approach programs. Students are to acquire competencies that will influence politicians in making healthy decisions and support appropriate development. The understanding of evidence-based preventive outcomes in research and their application are emphasized throughout the course.

COURSE TITLE: DENTAL HEALTH SERVICES & EPIDEMIOLOGY
COURSE CODE: DNT804
NAME OF COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF - BLOCK TEACHING ON SITE AND DFL MODE
### PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
The course aims to provide students with sufficient background and appreciation of the role and scope of dental health services within health care and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health.

Dental epidemiology is included in this course along with selected components of EPI 803 (an existing course in the SPH). Epidemiology already included in pre-requisite courses and in the Bachelor of Dental Surgery (B.D.S.) programme will be reviewed to allow students who may have enrolled in this program with undergraduate qualifications from a range of institutions to be on par with the required knowledge and skills of this programme.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>PRINCIPLES AND PRACTICE IN EPIDEMIOLOGY</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>EPI 801</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>ANASEINI BATIKAWAI</td>
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<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1</td>
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<tr>
<td>MODE:</td>
<td>MIXED MODE</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
Epidemiology is a basic science of Public Health. It is the study of the distribution and determinants of disease and other health-related events in populations, and acting on the information gathered to promote health and reduce disease, injury and death. Epidemiology provides a robust basis for scientific enquiry, systematic approach, and the population and prevention frameworks necessary to address health problems.

This course has been designed to increase the depth of understanding of basic epidemiological principles, concepts and procedures. It is structured in a way that candidates will learn basic Epidemiology. The Course will also cover the application of study designs to various questions that may be asked in different settings in practice or the field and at the same time examine the strengths and weakness. Detailed principle causation, prevention, screening, data presentation and organisation will also be covered in this Course. It is envisaged that upon completion of this Course a candidate would have received a broad exposure of basic Epidemiology and Field or Applied Epidemiology.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>PRINCIPLES AND PRACTICE OF PUBLIC HEALTH SURVEILLANCE</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>EPI 802</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>ANASEINI BATIKAWAI</td>
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<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>MODE:</td>
<td>MIXED MODE</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
Public Health Surveillance is the mechanism that public health agencies or Ministries of Health use to monitor disease and/or health events within their communities or populations. This system provides the factual basis from which health authorities can appropriately set priorities, plan programmes and take actions to promote and protect the public’s health. In this course an in-depth understanding of the principles of Public Health Surveillance including the purpose of these systems, the benefits and the different types of designs will be explored. It has been designed to take the student through an organized approach to planning, developing and implementing public health surveillance systems and goes beyond the surveillance of particular conditions to the basic elements common to the application of surveillance to all types of health-related problems in the pacific region.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HEALTH SERVICE ORGANISATIONS AND SOCIETAL CHANGE</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>HSM 803</td>
</tr>
<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>RAMNEEK GOUNDAR</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>MODE:</td>
<td>ONLINE</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
The course introduces health services management as the discipline expected to streamline the organization and day-to-day running of health services as an ‘organization’. It aims at establishing a necessary link with general concepts of management; at identifying similarities and necessary differences between health organizations and other organizations traditionally more amenable to
standard management approaches. The course offers an insight into management theories; the management environment, the organization cultures; and also addresses principles of ethics and social responsibility in health services management.

POSTGRADUATE DIPLOMA IN ORAL SURGERY

The Postgraduate Diploma in Oral Surgery qualification has received accreditation from the Fiji Higher Education Commission.

AIM

This course is designed to produce competent, ethical, compassionate and versatile practitioners in the art and science of Oral Surgery who can manage most of the common disease conditions of the mouth, jaws and related structures that are found in Fiji and the Pacific region.

PROGRAMME LEARNING OUTCOMES

- Apply the knowledge gained from foundation units including General Medicine, General Surgery, other clinical and laboratory disciplines in identifying the relevance of common systemic diseases, their implications and management to Oral diseases.
- Describe principles of diagnosis of disease conditions of mouth, jaws and related structures which require Oral Surgical intervention and associate the relationship of these with other systems of the body including cardiovascular, pulmonary, hepatic, neurological, renal and endocrine.
- Demonstrate the methods of history taking and physical examination of a patient with disease conditions of mouth, jaws and related structures, record findings, order necessary special investigations interpret and analyse the information obtained to develop a differential diagnosis and arrive at a definitive diagnosis.
- Organize a treatment plan and discuss priorities of treatment in the context of patient factors, disease condition, risk assessment and available resources and practice prescribed oral surgical treatment procedures under local or general anaesthesia and offer post-operative care and follow up.
- Recognize peri-operative complications, apply necessary management whenever necessary and critically appraise the patient management methods employed and take remedial measures.
- Provide compassionate care for all patients recognizing their reactions to diagnosis of serious illnesses, postoperative outcome and refer those in grief for counselling.
- Practice proper infection control procedures and occupational health and safety measures.
- Practice qualities of professionalism which include concepts such as skills of lifelong learning, maintenance of competence, information literacy, ethical behaviour, integrity, honesty, altruism, service to others, adherence to professional codes, justice and respect for others.

### Programme Schedule

<table>
<thead>
<tr>
<th>Course Code : DNT 805: Advanced Oral Surgery</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td><strong>Unit Title</strong></td>
</tr>
<tr>
<td>1. Principles of General Medicine</td>
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<tr>
<td>2. Principles of General Surgery</td>
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<tr>
<td>3. Anaesthesiology &amp; Intensive Care</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>4. Oral Pathology</td>
</tr>
<tr>
<td>5. Radiology relevant to Oral Surgery</td>
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<tr>
<td>6. Plastic Surgery relevant to Oral Surgery</td>
</tr>
</tbody>
</table>
### ENT relevant to Oral Surgery

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNT 805</td>
<td>Advanced Oral Surgery</td>
<td>S1 &amp; S2</td>
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### Oral Surgery & Allied Disciplines

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
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<td>DNT 805</td>
<td>Advanced Oral Surgery</td>
<td>S1 &amp; S2</td>
<td>120</td>
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### POSTGRADUATE DIPLOMA IN ORAL SURGERY - COURSE LISTING

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>DNT 805</td>
<td>Advanced Oral Surgery</td>
<td>S1 &amp; S2</td>
<td>120</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN ORAL SURGERY

**COURSE TITLE:** ADVANCED ORAL SURGERY  
**COURSE CODE:** DNT 805  
**COURSE CONVENER:** JAYANTHA WEERASINGHE  
**CREDIT POINTS:** 120  
**MODE:** FF & MOODLE  
**CAMPUS:** CWMH  
**SEMESTER OF OFFERING:** 1 & 2

**COURSE DESCRIPTION:**

The programme Postgraduate Diploma in Oral Surgery consists of both clinical and academic components and aims to develop the requisite knowledge, skills, attitudes and behavior so that graduates can manage prescribed minor to moderate stages of common disease conditions of the Mouth, Jaws and related structures.

The Semester 1 and part of semester 2 include foundation units that cover principles of General Medicine, General Surgery, Anesthesiology / Intensive care, Oral Pathology, Radiology, Plastic Surgery and ENT. Trainees are expected to take part as observers in the clinical management of patients during these appointments. This training stage is similar to pre-M.D/MS training programmes where the trainee is expected to obtain a basic understanding of management of patients with systemic disease and relate these to the practice of oral surgery.

Major portion of the Semester 2 is dedicated to unit in Oral Surgery where the trainee is expected to obtain hands-on experience in the management of patients with Oral Surgical problems relevant to the course objectives. Collaborative patient management with allied disciplines such as Orthodontics and Prosthetic Dentistry is also included. This programme also introduces e-learning methods using MOODLE server at weblearn.fnu.ac.fj and use of trainer-trainee interactive web blogs.

### MASTER OF ORAL SURGERY

**INTRODUCTION**

Recently approved by the Fiji Higher Education Commission, the FNU Master of Oral Surgery programme aims to impart necessary knowledge, skills, attitudes and behaviours to dentally qualified graduates to become specialist practitioners in Oral Surgery in the hospital sector of small Pacific Island Countries.

**AIM**

- To produce highly proficient, reflective, ethical, compassionate and adaptable specialist practitioners in Oral Surgery
- To produce clinicians who are capable of providing non-surgical and surgical care for moderate to major degree oral surgical disease conditions of mouth, jaws and related structures.
- To produce clinicians who are able to practice comprehensive holistic management of these disease conditions either alone or in collaboration with other specialties.

The two year Masters level programme of 240 credits with a pre-requisite of one year of FNU PG Diploma Oral Surgery is structured with course work of 120 credits each at levels 8 and 9 and includes a Research project. Post-Qualification Overseas Training Attachment in a recognised centre will be a requirement for the award of specialist recognition.
PROGRAMME LEARNING OUTCOMES

- Demonstrate proficiency in patient evaluation based on principals of clinical history, system based examination and investigations with knowledge and skills of General Medicine required for the safe management of disease conditions that are relevant to the practice of Oral Surgery.
- Demonstrate proficiency and comprehensiveness in the application of clinical knowledge and skills for the safe management of disease conditions that are relevant to the practice of Oral Surgery.
- Practice skills of lifelong learning in developing a sound career pathway.
- Critically evaluate and appraises relevant information in the process of decision making.
- Critically evaluate current research in the discipline of oral surgery using appropriate information technology and design, implement and report on a research investigation relevant to the clinical practice of oral surgery.
- Justifiably practice qualities of professionalism which include concepts such as skills of lifelong learning, maintenance of competence, information literacy, ethical behaviour, integrity, honesty, altruism, service to others, adherence to professional codes, justice and respect for others.
- Appraise oral, non-verbal and written communications of own and others including peers, patients and other stakeholders in discharging duties.
- Demonstrate compassionate and caring attitude during clinical practice.
- Appraises Pacific Islands’ cultural differences and Demonstrates kindness, humanity and concern for others and refer those in grief for counselling.
- Demonstrate responsiveness to changing environments and facilities to offer optimum clinical care.
- Demonstrate innovativeness when dealing with challengeable situations.
- Collaboratively contribute to team activities as an active team member.
- Demonstrate leadership in developing strategies and achieving goals in the safe management of of disease conditions that are relevant to the practice of Oral Surgery.

MASTER OF ORAL SURGERY - COURSE LISTING

<table>
<thead>
<tr>
<th>No</th>
<th>Course Code</th>
<th>Course</th>
<th>Semester</th>
<th>Credit points</th>
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<tbody>
<tr>
<td></td>
<td>MASTERS YEAR 1</td>
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<td></td>
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<tr>
<td>1</td>
<td>DNT 815</td>
<td>General Medicine in Oral Surgery &amp; Research Project</td>
<td>S1 &amp; S2</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Components</td>
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<tr>
<td></td>
<td>DNT 815-C1: General Medicine in Oral Surgery</td>
<td></td>
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<tr>
<td></td>
<td>DNT 815-C2: Oral Surgery Research Proposal</td>
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<td></td>
<td>DNT 815-C3: Oral Surgery Research Report</td>
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<tr>
<td>2</td>
<td>MASTERS YEAR 2</td>
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<tr>
<td></td>
<td>DNT 900</td>
<td>Comprehensive Oral Surgery</td>
<td>S1 &amp; S2</td>
<td>120</td>
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</tbody>
</table>

COURSE DESCRIPTORS - MASTER OF ORAL SURGERY

COURSE NAME: GENERAL MEDICINE IN ORAL SURGERY & RESEARCH PROJECT
COURSE CODE: DNT 815
COURSE CONVENER: JAYANTHA WEERASINGHE
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF & MOODLE
CAMPUS: CWMH / PASIFIKA CAMPUS

COURSE DESCRIPTION:
Year 1 course DNT 815 will have three components: DNT 815-C1: General Medicine in Oral Surgery, DNT 815-C2 Oral Surgery Research Proposal and DNT 815-C3 Oral Surgery Research Report

DNT 815-C1: General Medicine in Oral Surgery
The component DNT 815-C1 General Medicine in Oral Surgery is designed for the student to reinforce the knowledgebase obtained during the PGDOS programme in the principles of management of medical problems in patients requiring oral surgery. It will also help to mastering skills in patient evaluation based on clinical history, system based examination and investigations using knowledge
and skills of General Medicine required for the safe management of disease conditions that are relevant to the practice of Oral Surgery. This course will help students developing a holistic approach to patient care and will reinforce the clinical skills of assessing their patients in terms of surgical and anesthetic risk management as recommended in the guidelines of the International Association of Oral & Maxillofacial Surgery. This course with 22 weeks will be delivered with Lecture discussions, tutorials, ward classes and clinic sessions conducted by Consultant Physicians. Trainees as observer category registrars should take part actively in patient management procedures while refining their knowledge, skills, attitudes and behaviour.

**DNT 815-C2: Oral Surgery Research Proposal**

The component DNT 815-C2 Oral Surgery Research Proposal will help the student to pursue literature search and arrive at an appropriate research question related to the Oral Surgery problems in the region. During this course the student will be able to develop the full research proposal adhering to principles of research methodology and to obtain necessary Ethical approval from relevant authorities.

**DNT 815-C3: Oral Surgery Research Report**

The component DNT 815-C3 Oral Surgery Research Report will help the student to use appropriate data collection instruments and record information. Students will also be able to analysis and report results.

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**COURSE NAME:** COMPREHENSIVE ORAL SURGERY  
**COURSE CODE:** DNT 900  
**COURSE CONVENOR:** JAYANTHA WEERASINGHE  
**CREDIT POINTS:** 120  
**MODE:** FF & MOODLE  
**CAMPUS:** CWMH / PASIFIKA CAMPUS  
**SEMESTER OF OFFERING:** 1 & 2  
**COURSE DESCRIPTION:**

The Comprehensive Oral Surgery course is offered at level 9 for the student to master the knowledge, skills, attitudes and behaviour that has acquired in the Postgraduate Diploma in Oral Surgery in order to function as a specialist in the field of Oral Surgery. Graduates trained in this programme would be able to offer non-surgical and surgical care for moderate to major degree disease conditions of mouth, jaws and related structures. They should be able to practice comprehensive holistic management of these disease conditions either alone or in collaboration with other specialties.
SCHOOL OF HEALTH SCIENCES

INTRODUCTION:
The School of Health Sciences offers academic programmes in a variety of health care multi-disciplines from undergraduate Certificate to Postgraduate levels. The academic programme offered by the School includes Laboratory Sciences, Medical Imaging Science, Pharmacy and Physiotherapy. The School also includes the Basic Medical Science, Disciplines of Anatomy, Physiology, Biochemistry, Pharmacology, Microbiology and Pathology. The Basic Science experts in the School provide tuition to undergraduate medical and allied-health students, as well as students in Oral Health and Public Health schools of the College. Most of the programmes offered by the School are accredited nationally, regionally and internationally.

PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>Programme</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>Certificate in Phlebotomy</td>
<td>1 year</td>
</tr>
<tr>
<td>Certificate in Clinical Laboratory Technology</td>
<td>2 years</td>
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<table>
<thead>
<tr>
<th>Programme</th>
<th>ENTRANCE REQUIREMENTS</th>
</tr>
</thead>
</table>
| Certificate in Phlebotomy           | 1. A pass in Year 13 Examination or equivalent, with a minimum aggregate mark of 250 out of 400. Mandatory pass in English, Mathematics, Biology and Chemistry OR;  
2. A pass in full Foundation Science programme, or equivalent, with a minimum Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5.0. Mandatory pass in English, Mathematics, Biology and Chemistry OR;  
3. A pass in the Bridging or Unclassified Foundation Science programme with a minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including pass in English, Mathematics, Biology and Chemistry OR;  
4. Conditional enrolment or alternative entry: applicants who are able to demonstrate their ability to succeed in this programme on the basis of their maturity together with relevant work experience or prior learning may be considered for placement upon approval by the Dean or/and the Programme Coordinator, as per the University Academic & Student Regulations (UASR).  
5. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program. |
| Certificate in Clinical Laboratory Technology | FF 1 Semester |

<table>
<thead>
<tr>
<th>Programme</th>
<th>ENTRANCE REQUIREMENTS</th>
</tr>
</thead>
</table>
| Certificate in Clinical Laboratory Technology | 1. A pass in the Fiji Year 13 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English, Mathematics, Biology and Chemistry OR;  
2. A pass in full Foundation Science programme or equivalent with a minimum Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Mathematics, Biology and Chemistry OR;  
3. A pass in the Bridging or Unclassified Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Mathematics, Biology and Chemistry OR;  
4. Conditional enrolment or alternative entry: applicants who are able to demonstrate their ability to succeed in this programme on the basis of their |
|                                    | FF 2 Years                                                                              |
maturity together with relevant work experience or prior learning may be considered for placement upon approval by the Dean or/and the Programme Coordinator, as per the University Academic & Student Regulations (UASR).

5. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

### Bachelor of Pharmacy

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 320 out of 400 in Mathematics, English, Physics (or Biology), and Chemistry (at least 75%). 50% pass in English is mandatory OR;</td>
<td>FF</td>
</tr>
<tr>
<td>2. A pass in Full Foundation Science Programme or equivalent with a minimum Grade Point Average (GPA) of 3.7 out of 4.5 and/or out of 5.0 in Mathematics, English, Physics (or Biology), and Chemistry (B+). 50% pass in English is mandatory OR;</td>
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</tr>
<tr>
<td>3. Applicants who have completed BSc should have attained a minimum GPA of 3.0. Cross credits for some of the first year courses may be possible. Applicants with incomplete BSc should have attained a minimum GPA of 3.5 OR;</td>
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<tr>
<td>4. Applicants with other qualification may also be selected, provided the studies were in science, and upon having the minimum GPA (as in 2. above).</td>
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<tr>
<td>5. Applicants may also be admitted to the Bachelor of Pharmacy programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).</td>
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<tr>
<td>6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.</td>
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### Bachelor of Medical Imaging Science

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English, Mathematics and/or Physics, Biology plus any other science subject (Chemistry, Mathematics, Physics, Computer Studies, Introduction to Technology, Agricultural Science or Geography) OR;</td>
<td>FF</td>
</tr>
<tr>
<td>2. A pass in Full Foundation Science Programme, or its equivalent, with a minimum Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Mathematics and/or Physics, Biology plus any other science subject (Chemistry, Mathematics, Physics, Computer Studies, Introduction to Technology, Agricultural Science or Geography) OR;</td>
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</tr>
<tr>
<td>3. A pass in Bridging Foundation Science or Unclassified Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Mathematics and/or Physics, Biology plus any other science subject (Chemistry, Mathematics, Physics, Computer Studies, Introduction to Technology, Agricultural Science or Geography) OR;</td>
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<tr>
<td>4. A holder of a Degree in a Health Sciences Programme OR;</td>
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<tr>
<td>5. A completed higher education undergraduate science degree program at a recognised higher education institution with a minimum Weighted Average Mark (WAM) of 60% OR;</td>
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<tr>
<td>6. Mature / Lateral Entry - holder of Certificate or Diploma in Diagnostic Radiography from CMNHS/FSM or its equivalent institution.</td>
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<tr>
<td>7. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.</td>
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</tbody>
</table>
IMPORTANT NOTE:
7. Applicants may also be admitted to the Bachelor of Medical Imaging Science programme who may not meet the requirement of continuous education progression, but who are able to demonstrate their ability to succeed in the programme at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).
8. Admission will be based on merit until the required student numbers for the programme is met (also refer to FNU UASR Enrolment Section).
9. Recognition of prior learning (cross-crediting) will be based on prior qualification. Credit will not be granted where the content of a course taken in the first program was taken more than 10 years prior to enrolment into BMIS.
Deferral from study can only be granted for one complete academic year. A student will not be allowed to defer study on more than two occasions.

Bachelor of Medical Laboratory Science
1. A pass in the Fiji Year 13 Examination with a minimum aggregate mark of 280 out of 400 including pass in English, Mathematics, Biology and Chemistry OR;
2. A pass in full Foundation Science programme or equivalent with a minimum Grade Point Average (GPA) of 3.0 out of 5.0 and/or out of 4.5 including pass English, Mathematics, Biology and Chemistry.

Lateral Entry
Entrance Requirement for lateral entry applicants in BMLS programme:
3. Completed Certificate in Clinical Laboratory Technology with a GPA of 3.0 out of 5.0.
4. This cohort of applicants will enrol in BMLS Year 2.
5. Applicants may also be admitted to the Bachelor of Medical Laboratory Science programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).
6. In case the prescribed intake number of students is not met, then the MER may be lowered and considered on case by case basis until the prescribed number is reached.
All applications will be vetted by Department of Medical Laboratory Science admission committee.
7. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

Bachelor of Physiotherapy
1. A pass in Year 13 Examination or equivalent with a minimum aggregate marks of 270 out of 400 in English, Mathematics, Biology and Physics/Chemistry. 50% pass in English is mandatory OR;
2. A pass in full Foundation Science programme or equivalent with a minimum Grade Point Average (GPA) of 2.75 out of 4.5 or 2.87 out of 5.0 in English, Mathematics, Biology and Physics/Chemistry. 50% pass in English is mandatory OR;
3. A pass in Bridging Foundation Science or Unclassified Foundation Science programme with minimum GPA of 2.75 out of 4.5 or 2.87 out of 5.0 in English, Mathematics, Biology and Physics/Chemistry. 50% pass in English is mandatory OR;
4. Graduates from the Certificate in Disability & Community Based
Rehabilitation programme may be considered based on academic merit (GPA of 3.0 out of 5) and must have also passed Year 13 examinations in the relevant subjects OR;

5. Graduates from the Sports Science programs may be considered based on academic merit with a minimum Grade Point Average (GPA) of 3.0 out of 5.0 or an average score of 70% OR;

6. Applicants may also be admitted to the Bachelor of Physiotherapy programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).

7. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

### Postgraduate Diploma in Pathology

1. Graduates with MBBS and at least 2 years’ experience following internship. One year of this would preferably be in pathology laboratory at a tertiary hospital and with medical registration in Fiji.
2. Other criteria as per FNU/CMNHS student admission rules and regulations.
3. A waiver to these pre-requisites can be made in certain circumstances.

### Master in Pathology

1. Postgraduate Diploma in Pathology – or international equivalent.
2. Other criteria as per FNU/CMNHS student admission rules and regulations.
3. Good standing with reference from previous/current employer. Exceptions for time-limitations may be made subject to an assessment of applicant’s work record.

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**UNDERGRADUATE CERTIFICATE PROGRAMMES**

**CERTIFICATE IN PHLEBOTOMY**

**INTRODUCTION**

The mission of the Phlebotomy programme is to prepare graduates for employment to obtain blood and other body specimens for the purpose of laboratory analysis.

Students will demonstrate appropriate application of professional ethics as described in the Phlebotomy Programme Manual and demonstrate an understanding of the need for continuing education as a function of growth and maintenance of professional competence.

The curriculum includes basic laboratory quantitative literacy and students will be able to demonstrate knowledge of infection control, safety and first aid procedures.

Students will demonstrate correct procedures for blood collection and other body specimens and will have a basic knowledge of body systems. Students will become entry-level proficient in Phlebotomy during clinical practicum.

**DURATION OF THE PROGRAMME**

The duration of the CLP programme is one year of full time study, however, students may take up to a maximum of 3 years to complete the study with the appropriate approvals from the College Examination Board (CEB) on the advice of the School Academic Committee and Head of the School.

Duration for part time study in this programme is 3 years.

Special consideration for extension of programme duration beyond the maximum period may be given for country or sub-regional cohorts on a case by case basis. Reasons for extension may be considered, but not limited to instances such as lack of funding or natural disasters.

**REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION**

Completion of the Certificate in Phlebotomy requires one year of academic work (4 courses) and 413 hours of supervised clinical work (Clinical Practice) in a hospital laboratory provided by clinical affiliates (14 Weeks).

The candidate must satisfy the customary expectations of academic work and meet the high-quality standards demanded of a professional medical phlebotomist. CLP students are required to maintain a grade of C or better in all required courses.
GENERAL GUIDELINES

ATTENDANCE: LECTURE

Attendance at lectures, tutorials, laboratories and seminars is essential for the successful completion of the CLP programme. The theoretical, laboratory and tutorial sessions are essential to the development of clinical skills. Make up for missed tutorial and practical sessions will only be allowed when the student produces a sick sheet, medical certificate/evidence of immediate family's demise as proof of absence, otherwise student is deemed absent. Failure to make up missed work within a designated time frame may result in a grade of zero. With the mandatory 100% practical requirement, students are therefore expected to compensate for acceptable reasons of absence through a well-organized and supervised compensation programme. Students are entitled to five (5) days compensations per year.

Pre-Make up of expected absence will only be allowed on the prerogative decision by Head of Department. Students who are frequently absent from classes shall be counselled and progress tracked at level 1 (SAP). Make up of missed hours should to be completed during the course.

TUTORIAL

It is mandatory to attend 100% tutorials for your course. Allowances for makeup work will only be allowed when medical certificate is produced or written evidence of reasons for absences and approved by the Head of Department. Failure to comply with this without any valid reasons and evidence resulting in less than 80% attendance would lead to the student being ineligible for the final examination.

All make up work must be submitted to the course convener before the next tutorial. Students are responsible for follow up on missed tutorials.

Students are divided into groups for compulsory tutorial and laboratory sessions. If more than 20% of the tutorials are missed, students are ineligible to sit End Point examinations.

LABORATORY PRACTICAL CLASSES

It is mandatory to attend 100% practical sessions. Attendance will be recorded by signing the attendance register upon entering and leaving the laboratory. It is compulsory to bring your Personal Protective Equipment (PPE) to every laboratory practical sessions. Students and staff are expected to be in full PPEs during clinical laboratory sessions. Mobile phones are not allowed at any time in any laboratory session. Failure to comply with this without any valid reasons and evidence resulting in less than 80% attendance would lead to the student being ineligible for the final examination.

Make up of missed laboratory work will only be allowed when medical certificate is produced or written evidence of reasons for absence that has been approved by the course convener.

Students can only proceed to the next laboratory session after the completion of prerequisite practical in the previous given session. Due to the large number of laboratory groups, and the time restrictions of student’s schedules, it is extremely challenging to make up practical hours. Each student is responsible for make up in missed laboratory practical hours.

If more than 20% of the laboratory attendance is missed, students are not eligible/ qualify to sit End Point examinations.

ASSESSMENT

There will be both formative and summative assessments. Formative assessments are not graded and provide the student learning experiences and feedback on their progress. Summative assessments are graded and contribute towards the final course grade.

Summative assessment will comprise of both continuous assessment and end-point (final exam) assessment. Each course will outline the details of its assessment criteria. A student must satisfactory fulfil all the components of the course assessment to be eligible to sit for the end point exam.

Students MUST pass both the Continuous Assessment (CA by 50%) and End Point [EP 50%] to progress to the next semester for CLP500 Professional Practice.

STUDENT PROGRESS

The successful completion of this program with a GPA of 2.5 out of 5.0 may qualify for an entry into the Certificate in Clinical Laboratory Technology (CCLT) programme or may in any other allied health or health related programmes.
PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Certificate in Phlebotomy are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Competent in performing venepuncture</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate competent and efficient skills in performing successful invasive procedures on patients and blood donors.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>1. Demonstrate decision making and problem solving skills that impacts patients under adverse conditions.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>1. Model a professional demeanour by having an appropriate appearance, maintaining confidentiality.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate safe and aseptic technique and infection control measures in the laboratory environment.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>1. Apply effective written and oral communication skills in order to accurately transmit information to patients, physicians and other health care professionals.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting and entering correct patient information in Laboratory Information System.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>Exhibit compassion, empathy and altruism for their clients in practicing phlebotomy.</td>
</tr>
<tr>
<td>ADAPTABLE</td>
<td>Interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and cultural backgrounds.</td>
</tr>
<tr>
<td>TEAM PLAYER</td>
<td>Ensure collegial relationships within the clinical laboratory and with other patient care providers.</td>
</tr>
<tr>
<td>LEADER</td>
<td>Demonstrate confidence in taking leading role in carrying out safe and accurate phlebotomy procedures.2. Acquire the skills of independent learning and contribute to availing opportunities for planning and implementing continuous educational activities to upgrade her/his own abilities and those of his/her colleagues in the health team, benefiting from the rising tide of information technology.</td>
</tr>
</tbody>
</table>

CERTIFICATE IN PHLEBOTOMY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CLP 501</td>
<td>Ethical and Legal Issues</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>CLP 503</td>
<td>Phlebotomy</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>HBI 500</td>
<td>Introduction to Human Biology</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>CLP 500</td>
<td>Professional Practice</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>CLP 506</td>
<td>Safety in Clinical Laboratory</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - CERTIFICATE IN PHLEBOTOMY

COURSE TITLE: LEGAL AND ETHICAL ISSUES
COURSE CODE: CLP 501
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 15
SEMESTER OF OFFERING: I
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with essential principles of ethical and moral conduct relating to phlebotomy practice. The health care professionals set standards of conduct for members, and members are expected to adhere to those standards to perform their work. The phlebotomy profession relies on the knowledge, skills, honesty and integrity in health care service delivery.

COURSE TITLE: PHLEBOTOMY
COURSE CODE: CLP 503
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 30
SEMESTER OF OFFERING: I
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with the venipuncture procedure that consists of a series of steps when practiced consistently, provide quality specimens and causes minimal discomfort to patients. This unit discusses the recommended blood collection steps in detail especially the venipuncture procedure as well as blood donor collection procedures, capillary puncture and bleeding time test. This unit will also enable learners to know the importance of correct identification of patient, preparation of patient before a special test, urgency of requested diagnostic tests, storage, handling and transportation of a specimen. Students will learn how to handle pre-analytical errors, variables affecting integrity of specimen and complication associated during phlebotomy procedure. Furthermore, students will be trained to instruct patients in collecting and receiving of non-blood specimen in the clinical laboratory and performing point of care testing and arterial blood gas.

COURSE TITLE: INTRODUCTION TO HUMAN BIOLOGY
COURSE CODE: HBI 500
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION
This unit offers learners the opportunity to establish knowledge of the normal physiology of cell, tissue, and skeletal, muscular, blood-cardiovascular and respiratory organ systems.

COURSE TITLE: PROFESSIONAL PRACTICE
COURSE CODE: CLP 500
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 45
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION
One semester compulsory clinical laboratory pre-analysis section attachments for CLP 500, phlebotomy students will be at the outpatient department of the Pathology Laboratory. Although they have had some exposure to the clinical situation in the course, students will really be involved with the patients [performing venepuncture] specimen collection. The clinical attachment will be in six health care facilities in the Medical Laboratories pre-analysis section (Phlebotomy Sections). The attachments will be in Hospital Ante-natal lab, Laboratory Outpatient, Laboratory Registration Reception, Blood bank donor section, Emergency Department and peripheral lab.

COURSE TITLE: SAFETY IN CLINICAL LABORATORY
COURSE CODE: CLP 506
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION
Safety in the laboratory is of the utmost importance. Most laboratory accidents are prevented by exercising proper techniques. Safe laboratory practices require a personal commitment to and concern to others. It is important to know the proper safety factors and precautions to take to prevent accidents and injuries while on the job. Hazards include fire, explosives, laboratory hazards, electrical hazards, radioactivity, chemical spills, mechanical hazards and allergies. All patients and healthcare workers must be protected from hazardous events on a daily basis.

CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY

AIM
A certificate programme in Clinical Laboratory Technology will train students how to perform routine laboratory procedures, use microscopes, computers, specialized instruments, and other medical equipment. Students may also learn how to evaluate test results. The programme offers the theory and practical knowledge, and skill development essential for employment in health centers, small laboratories with limited facilities as a medical laboratory technician.
DURATION OF THE PROGRAMME
The duration of the CCLT programme is one year of full time study, however, students may take up to a maximum of 3 years with the appropriate approvals from the College Examination Board (CEB) on the advice of the School Academic Committee and Head of the School.
Special consideration for extension of programme duration beyond the maximum period may be given for country or sub-regional cohorts on a case by case basis. Reasons for extension may be considered, but not limited to instances such as lack of funding or natural disasters.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
Completion of the Certificate in Clinical Laboratory Technology requires one year of academic work (5 courses) and 413 hours of supervised clinical work (Professional Practice) in a hospital laboratory provided by our clinical affiliates.
The candidate must satisfy the customary expectations of academic work and meet the high-quality standards demanded of a professional medical laboratory technician. CCLT students are required to maintain a grade of C or better in all required courses.

GENERAL GUIDELINES

ATTENDANCE
Students must attend all scheduled sessions including clinical attachments in the various health facilities. Failure to comply with this without any valid reasons and evidence resulting in less than 80% attendance would lead to the student being ineligible for the final examination.
However, in order to accommodate periods of illness and absence with a valid medical certificate or other acceptable documented reasons, the student must have attended a minimum of 80% of all the theoretical components of a course and 100% of clinical learning requirements in order to be eligible to sit for the summative assessment for that course.
Make up for missed tutorial and practical sessions will only be allowed when the student produces a sick sheet, medical certificate/evidence of immediate family's demise as proof of absence, otherwise student is deemed absent. Failure to make up missed work within a designated time frame may result in a grade of zero. With the mandatory 100% practical requirement, students are therefore expected to compensate for acceptable reasons of absence through a well-organized and supervised compensation programme. Students are entitled to five (5) days compensations per year.
Pre-Make up of expected absence will only be allowed on the prerogative decision by Head of Department. Students who are frequently absent from classes shall be counseled and progress tracked at level 1 (SAP). Make up of missed hours should be completed during the course.

TUTORIAL
It is mandatory to attend 100% tutorials for all courses. Allowances for makeup work will only be allowed when medical certificate is produced or written evidence of reasons for absences and approved by the Head of Department.
All make up work must be submitted to the course convener before the next tutorial. Students are responsible for follow up on missed tutorials.
Students are divided into groups for compulsory tutorial and laboratory sessions. These sessions are not open to any other students other than group members, unless prearranged by the course convener. If more than 20% of the tutorials are missed, students are ineligible to sit End Point examinations.

LABORATORY PRACTICAL CLASSES
It is mandatory to attend all practical sessions. Attendance will be recorded by signing the attendance register upon entering and leaving the laboratory. It is compulsory to bring Personal Protective Equipment (PPE) to every laboratory practical sessions. Students and staff are expected to be in full PPEs during clinical laboratory sessions. Mobile phones are not allowed at any time in any laboratory session these rules apply to both students and staff.
Make up of missed laboratory work will only be allowed when medical certificate is produced or written evidence of reasons for absences that has been approved by the Course convener.
Students can only proceed to the next laboratory session after the completion of prerequisite practical in the previous given session. Due to the large number of laboratory groups, and the time restrictions of student’s schedules, it is extremely challenging to make up practical hours. Each student is responsible for make up in missed laboratory practical hours.
If more than 20% of the laboratory attendance is missed, students are not eligible/ qualify to sit End Point examinations.

OBJECTIVES OF THE PROGRAMME
After the completion of the programme students will be able to:
• Analyze of body fluids, such as blood and urine, using microscope or automatic analyzer to detect abnormalities or diseases, and enter findings into registers/computer.
• Analyze tests for transfusion purposes/grouping and perform blood counts, interpret abnormal results and perform blood morphology.
• Evaluate cell morphology stained with dye to locate abnormalities [Gram staining, ZN, Leishman, and Retics]
• Operate, set up, maintain, calibrate, clean, and test sterility of medical laboratory equipment.
• Consult with a pathologist or senior staff to determine a final diagnosis when abnormal cells are found.
• Process and prepare standard volumetric solutions and reagents to be combined with samples, following standardized formulas or experimental procedures.
• Interpret and analyze results, for technical or human errors.
• Process microbiology specimens, culture, isolate and identify organisms.
  • Collect blood or tissue samples from patients, observing principles of aseptic techniques to obtain blood sample.
  • Perform venepuncture and skin punctures.
  • Maintain quality assurance and quality control in the laboratory.

PROGRAMME OUTCOMES
The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Certificate in Clinical Laboratory Technology are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Demonstrate competency to function as entry-level medical laboratory technicians in any clinical laboratory environment.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate knowledge of medical laboratory processes ensuring that high standard of work is maintained at all times.</td>
</tr>
<tr>
<td></td>
<td>3. Apply basic theoretical knowledge and practical skills in various disciplines of the laboratory.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>1. Demonstrate basic problem-solving, critical thinking abilities interpretation of results when evaluating basic scenarios in clinical settings.</td>
</tr>
<tr>
<td></td>
<td>2. Analyse situations to determine the most appropriate solution to benefit medical laboratory processes.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>1. Demonstrate professional conduct at all times and adhere to proper code of conduct; ensuring confidentiality of patients is prioritised.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate awareness of limitations of practice and its legal requirements thereof.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>1. Demonstrate effective written and verbal communication skills within the laboratory cadre ensuring that line of communication is adhered to.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate professional communication skills when directly serving patients.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>1. Demonstrate high regards to patient’s wellbeing and be culturally sensitive.</td>
</tr>
<tr>
<td>ADAPTABLE</td>
<td>1. Ability to adapt to different clinical settings while maintaining a high work standard.</td>
</tr>
<tr>
<td></td>
<td>2. The ability to adapt to changing team members (supervisors) whilst maintaining the course to achieve set goals.</td>
</tr>
<tr>
<td>TEAM PLAYER</td>
<td>1. Demonstrate participation in the CPD activities to stay current in the medical laboratory profession and be actively contributing to inter-professional forums.</td>
</tr>
<tr>
<td></td>
<td>2. Effectively work with different medical personal as a team to achieve goals.</td>
</tr>
<tr>
<td>LEADER</td>
<td>1. Demonstrate initiative for advocacy towards change and innovation through self-directed learning.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate confidence when situations warrants a leading role.</td>
</tr>
</tbody>
</table>
YEAR 1

CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CLT 501</td>
<td>Transfusion Medicine</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>CLT 502</td>
<td>General Microbiology</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>CLT504</td>
<td>Clinical Biochemistry</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>CLT 505</td>
<td>Haematology</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>HBI 500</td>
<td>Introduction to Human Biology</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>CLT 506</td>
<td>Professional Practice</td>
<td>2</td>
<td>45</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY

COURSE TITLE: TRANSFUSION MEDICINE
COURSE CODE: CLT 501
COURSE CONVENER: ADRIU SEPETI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course will provide you with Transfusion Medicine, more commonly known as Blood Bank or Immunohematology, comprises of the history of blood banking and the basic concepts of inheritance in the application of blood group systems. The unit will cover overview of Genetics and Immunological Principles as well as the ABO and Rh Blood Group Systems which will comprise of Forward and Reverse blood grouping practical. Other topics covered include Other Blood Group Systems which will focus on Kell, Duffy, Kidd, Lu, Lewis, MN, Ss, Li and P blood group systems. This unit will also cover Phenotyping and Introduction to Antiglobulin testing such as Direct and Indirect Coombs Tests. This unit is studied with focus on practical aspects of laboratory where clinical attachment is compulsory.

COURSE TITLE: GENERAL MICROBIOLOGY
COURSE CODE: CLT502
COURSE CONVENER: TAINA NAIVALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with knowledge pertaining to general bacteriology, parasitology, virology, mycology and clinical & medical microbiology and its application in diagnosis of infectious diseases. The general emphasis is on the distribution, morphology and physiology of microorganisms with skills and techniques. These include aseptic procedures, isolation and identification of microorganisms, quality control and overlapping areas on immunology and epidemiology.

COURSE TITLE: CLINICAL BIOCHEMISTRY
COURSE CODE: CLT504
COURSE CONVENER: SHIVANJALI SHARMA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The Clinical Biochemistry is a branch of laboratory medicine in which chemical and biochemical methods are applied to the study of diseases. Biochemistry has become the foundation of understanding biological processes in the medical field. It has provided insight into the causes of many diseases in humans at both biochemical and genetic level which than allows for ways to treat or cure these diseases. An understanding of pathophysiological basis of diseases is examined including: Proteins; Enzymes; Nutrition; Diabetes Mellitus and Hypoglycemia; Lipids and Cholesterol; Renal Function. This unit also examines on a range of chemical analyses on biological materials using established biochemical criteria to help in laboratory diagnosis. This unit is composed of, and it aims to bring together the physiology, biochemistry and relevant pathology for the proper use of the laboratory and enable interpretation of biochemistry results. Biochemical tests are examined including: Fluid and Electrolyte Balance; Arterial Blood Gas; Acid Base Balance;
Amniotic Fluid and Neonatal Diseases; Liver Function; Practical aspects of Biochemistry analyzers will be examined with emphasis on clinical laboratory attachments.

**COURSE TITLE:** HAEMATOLOGY  
**COURSE CODE:** CLT 505  
**COURSE CONVENER:** ASHLEY NAICKER  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course is designed to provide students with theoretical and practical knowledge about blood in health and disease. The topics in this course cover production of red blood cells, white blood cells, platelets and classification and development of anaemia. The practical sessions will include hands on study of the morphological features of the cells and identifying presence of disorders.

**COURSE TITLE:** INTRODUCTION TO HUMAN BIOLOGY  
**COURSE CODE:** HBI 500  
**COURSE CONVENER:** SERA GONELEVU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This unit offers learners the opportunity to establish knowledge of the normal physiology of cell, tissue, and skeletal, muscular, blood-cardiovascular and respiratory organ systems.

**COURSE TITLE:** PROFESSIONAL PRACTICE  
**COURSE CODE:** CLT 506  
**COURSE CONVENER:** TAINA NAIVALU  
**CREDIT POINTS:** 45  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course is provided to give students a sense of actual medical laboratory work in the hospital laboratory. During this time students will be attached in core laboratories – Haematology, Blood Bank/Transfusion, Microbiology, Biochemistry and Serology performing routine testing procedures. They will also spend time at the reception and phlebotomy section where they will learn to be competent in collecting blood samples from patients. Students will maintain a daily log book to record work achieved during their attachment.

**UNDERGRADUATE DEGREE PROGRAMME**  
**BACHELOR OF MEDICAL IMAGING SCIENCE**  
**PROGRAMME DESCRIPTION**  
The Bachelor of Medical Imaging Science (BMIS) is a 3 year Programme that is offered only by the College of Medicine, Nursing and Health Sciences at the Fiji National University. The Programme is designed to produce practitioners who are both practical and thinking graduates, skilled at employing radiant and non-radiant energies to perform medical imaging procedures for diagnosis of disease and trauma. The Programme offers a mix of classroom and hospital based teaching and training sessions that will provide students with the knowledge, skills and attributes that employers are seeking.

**AIM**  
The purpose of the Programme is to teach and train students by integrating an outstanding academic education with a comprehensive clinical experience to become highly qualified and passionate medical imaging technologists who will demonstrate competence in performing a wide range of professional procedures that will require independent judgment and initiative to apply prescribed ionizing and non-ionizing radiation for radiologic diagnosis.

**DURATION OF THE PROGRAMME**  
- Full time – 3 years  
- Part time – This BMIS Programme is not offered in Part-time mode
The Minimum duration of the BMIS Programme after recognition of prior learning is 1 year while the maximum completion period is 6 years, unless an extension has been approved by the Head of Department.

REQUIREMENTS FOR THE AWARD OF QUALIFICATION

- Total CP required - To be awarded the Bachelor of Medical Imaging Science degree, a student must successfully complete 360 credits, accumulated in the pattern set out in the Programme Design and Structure section.

- Work place attachment – All students are required to have 100% attendance at clinical attachments and in clinical based courses. Students failing to meet the required number of clinical hours will have to fulfill the missed hours before proceeding to the next year level of study or graduation (for the final year students). Any student with less than 80% attendance or has not fulfilled the required competencies in the clinical skills logbook will be required to repeat the clinical course and as such will not be able to progress in the Programme or graduate.

PROGRAMME OBJECTIVES

The objectives of the Bachelor of Medical Imaging Science are to:

- Produce multi-skilled medical imaging technologists with excellent clinical, patient care and communication skills
- Teach and train students to work effectively, collaboratively and ethically within their medico-legal boundaries as part of an inter-professional healthcare team.
- Train students in applying critical reasoning and decision making skills to research, analyse and communicate technical information.
- Produce graduates who are life-long learners.

PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Medical Imaging Science are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Demonstrate procedural skills and technical competence in performing diagnostic imaging procedures using multiple imaging modalities.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate quality patient care during Medical Imaging procedures.</td>
</tr>
<tr>
<td></td>
<td>3. Apply effective radiation safety measures for safe imaging.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>1. Demonstrate independent judgement and decision making skills in modifying medical imaging procedures to suit patients’ conditions and clinical environment.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate competence in evaluating diagnostic medical images for quality.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate reasonable use of independent judgement in solving problems.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>1. Demonstrate clinical practice within the ethical framework of the profession and protocols of medical imaging procedures.</td>
</tr>
<tr>
<td></td>
<td>2. Deliver service and patient care unrestricted of personal attributes, nature of disease and discrimination.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate discipline and personal wellbeing in performing responsibilities of a medical imaging technologist.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>1. Demonstrate proficiency in written communication skills as healthcare professionals.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate proficiency in oral communication skills as health care professionals.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate proficiency in communicating information/ scientific knowledge effectively and appropriately to members of the healthcare team.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>1. Demonstrate cultural awareness and compassion towards patients while taking diagnostic images.</td>
</tr>
<tr>
<td></td>
<td>2. Acquire knowledge and skills to provide age-appropriate patient care.</td>
</tr>
<tr>
<td></td>
<td>3. Adhere to the FSMIT Code of Ethics and Practice Standards.</td>
</tr>
<tr>
<td>ADAPTABLE</td>
<td>1. Adapt to different clinical practice/ healthcare settings to effectively interact with professionals and patients to provide best possible medical imaging service and patient care.</td>
</tr>
</tbody>
</table>
2. Adapt to different disciplinary rules and methodologies for successful learning and conducting medical imaging examinations at different healthcare settings.

3. Critically evaluate skills and makes recommendations for self-improvement.

TEAM PLAYER

1. Contribute to team activities to achieve agreed goals.

2. Collaborate with specialists and colleagues to learn and adapt to unfamiliar equipment and medical imaging procedures.

3. Demonstrate the ability to work in an interdisciplinary healthcare team.

LEADER

1. Demonstrate good behaviour and principles to positively effect change in colleagues.

2. Intervene in circumstance of unsafe or unethical practice to improve practice.

3. Take personal responsibility for learning while supporting the learning of colleagues.

PROFESSIONAL RECOGNITION

The Bachelor of Medical Imaging Science Programme is accredited by the Fiji Radiation Health Board under the Radiation Health Act 2009. The Fiji Society of Medical Imaging Technologists is the national certifying organization for the medical imaging profession.

THE PROGRAMME DOMAIN

<table>
<thead>
<tr>
<th>Course Domains</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and Ethical Conduct</td>
<td>MIS 503, MIS 504</td>
<td>MIS 603, MIS 604</td>
<td>MIS 703, MIS 704</td>
</tr>
<tr>
<td>Professional Communication and Collaboration</td>
<td>HPM 501, MIS 504</td>
<td>EPI 606, MIS 604, MIS 606</td>
<td>MIS 705, MIS 703, MIS 704</td>
</tr>
<tr>
<td>Evidence Based Practice and Professional Learning</td>
<td>MIS 501, MIS 502, MIS 503, MIS 505, EPI 500</td>
<td>MIS 601, MIS 602, MIS 603, MIS 605, MIS 606</td>
<td>MIS 701, MIS 702, MIS 703, MIS 705</td>
</tr>
<tr>
<td>Radiation Safety and Risk Management</td>
<td>MIS 502, MIS 503</td>
<td>MIS 602, MIS 603</td>
<td>MIS 702, MIS 703</td>
</tr>
<tr>
<td>Practice in Medical Imaging Science</td>
<td>MIS 504</td>
<td>MIS 604, MIS 606</td>
<td>MIS 703, MIS 704</td>
</tr>
</tbody>
</table>

PROGRAMME STRUCTURE

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>DURATION</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>MIS 501</td>
<td>Human Anatomy and Physiology I</td>
<td>Semesters 1</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIS 502</td>
<td>Radiation Physics and Instrumentation</td>
<td>Semesters 1</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIS 503</td>
<td>Medical Imaging Methods I</td>
<td>Semesters 1</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
<td>Semesters 1</td>
<td>Core Course</td>
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<td>MIS 504</td>
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<td>Semesters 2</td>
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<tr>
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<td>MIS 505</td>
<td>Human Anatomy and Physiology II</td>
<td>Semesters 2</td>
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<tr>
<td></td>
<td>EPI 500</td>
<td>Basic Epidemiology</td>
<td>Semesters 2</td>
<td>Compulsory PH Course</td>
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<td>Imaging Anatomy</td>
<td>Semesters 1</td>
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<td>Image Processing and Informatics</td>
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<td>Semesters 1</td>
<td>Core Course</td>
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<td>Health Research Methods and Critical Appraisal of Literature</td>
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<td>Compulsory PH Course</td>
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<td>Professional Practice II</td>
<td>Semesters 2</td>
<td>Core Course</td>
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<td>Imaging Pathology</td>
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<td></td>
<td>MIS 702</td>
<td>Radiation Biology, Dosimetry and Protection</td>
<td>Semesters 1</td>
<td>Core Course</td>
</tr>
</tbody>
</table>
METHODS OF TEACHING AND LEARNING
A variety of different teaching/learning methods are utilized throughout this programme, including:

- Computer based programmes, e.g.
  - Sectional anatomy
  - Radiography of the cranium
  - Informed opinion evaluation files
- Skills development laboratory sessions
- Web CT, available for learning materials, and as a study and communications tool.
- Oral presentations (individual and group)
- Self-directed learning
- Group research projects
- Peer learning
- Lectures
- Tutorials
- Seminars

DEGREE AWARD REQUIREMENTS
To be awarded the Bachelor of Medical Imaging Science degree, a student must successfully complete 360 credits, accumulated in the pattern set out in the Programme Structure section.

The first year of study provides essential knowledge and understanding of the basic principles of medical imaging and includes biological, physical and psychological sciences. This is achieved not only by the delivery of lectures, seminars and tutorials but also through clinical practice. Students are encouraged to take responsibility for their own learning, and the curriculum is designed to promote this and life-long learning skills.

The second year of study introduces new topics, which build on, expand and further develop the principles studied in the first year. Successful students will need to combine excellent interpersonal skills with technical knowledge.

The third year of study also introduces new topics, which build on, expand and further develop the principles studied in the second year. Students in this year of study are made to get more clinical exposure by undergoing a semester of clinical attachments at various teaching healthcare facilities. In addition, they are expected to do a critical review of current clinical practice as part of the requirements for the award of the degree. Successful students will need to combine excellent interpersonal skills with technical knowledge.

PROGRESSION TO FURTHER STUDIES
Post Graduate Diploma/ Master’s in:
a) Medical Radiation Science  
b) Ultrasound Imaging  
c) Computed Tomography  
d) Magnetic Resonance Imaging  
e) Medical Radiation Physics  
f) Image Interpretation

1. Advanced Practitioners Course
2. Bachelor of Medicine and Bachelor of Surgery (MBBS) Lateral Entry Programme
3. Postgraduate studies in Public Health

YEAR 1
BACHELOR OF MEDICAL IMAGING SCIENCE - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF MEDICAL IMAGING SCIENCE

**COURSE TITLE:** HUMAN ANATOMY AND PHYSIOLOGY I  
**COURSE CODE:** MIS 501  
**COURSE CONVENER:** EDWIN SINGH  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:** This course will introduce students to an overview of body tissues and homeostasis and then takes a classical approach to relate the structures and functions of the musculoskeletal and cardiorespiratory systems.

**COURSE TITLE:** RADIATION PHYSICS AND INSTRUMENTATION  
**COURSE CODE:** MIS 502  
**COURSE CONVENER:** RAYMOND KESHWAN  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:** This course will assist students in understanding the imaging process as a sequence of events from x-ray production to image processing via conventional and digital systems. It will provide students with an overview of the physics of radiation, instrumentation, electrical principles and operation of imaging systems. The course will also provide a detailed study of factors that affect image acquisition, display, storage and retrieval in Computed and Digital Radiography and emphasize on problem solving and quality assurance testing for evaluating the performance of these systems.

**COURSE TITLE:** MEDICAL IMAGING METHODS I  
**COURSE CODE:** MIS 503  
**COURSE CONVENER:** ASHNEEL CHAND  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
This course introduces the student to the theory and principles of general radiographic positioning of the upper and lower extremities, bony thorax, chest, abdomen, pelvis, cranial bones, facial bones and the vertebral column. Students will develop competencies through a combination of lectures and laboratory sessions. Further practice will come in the actual clinical setting under the guidance of assigned clinical supervisors.

**COURSE TITLE:** INTRODUCTION TO HEALTH PSYCHOLOGY  
**COURSE CODE:** HPM 501  
**COURSE CONVENER:** MASOUD MOHAMMADNESZHAD  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF/ON -LINE  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
HPM501 will cover a variety of topics, such as, theoretical foundations of health psychology; understanding the role of psychology on individual and community health in the Pacific; understanding health related beliefs and behaviors; illness cognitions; understanding stress, pain and coping in relation to illness and daily stress.

**COURSE TITLE:** PROFESSIONAL PRACTICE I  
**COURSE CODE:** MIS 504  
**COURSE CONVENER:** ASHNEEL CHAND & PRASHNA SHANKAR  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course is the first of 3 part series of clinical courses in the Programme in which the students will work under supervision to develop technical skills and procedural knowledge. It is an introduction to the clinical radiographic experience focusing on the application and evaluation of medical imaging in the clinical setting. The learning experience will help students to acquire expertise and competence in performing a variety of diagnostic imaging procedures using various equipment by integrating anatomy, physiology, patient care and critical thinking and problem solving skills.

**COURSE TITLE:** HUMAN ANATOMY AND PHYSIOLOGY II  
**COURSE CODE:** MIS 505  
**COURSE CONVENER:** REETIKA PILLAY  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course will introduce students to an overview of body tissues and homeostasis and then takes a classical approach to relate the structures and functions of the nervous, gastrointestinal, endocrine and genitourinary systems.

**COURSE TITLE:** BASIC EPIDEMIOLOGY  
**COURSE CODE:** EPI 500  
**COURSE CONVENER:** TBA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF/DFL  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
The course begins with an introduction to epidemiology. A discussion of the measures of morbidity and mortality commonly used in epidemiological studies then follows. The course provides various epidemiological approaches to the study of disease patterns in populations and emphasizes the application of these studies to the control of public health problems. The study designs examined are descriptive, ecologic, cross-sectional, case-control, cohort, and experimental and systematic reviews. Measures of association in epidemiologic studies are describing along with issues in interpretation of epidemiological studies, in particular the roles of chance, bias, confounding and effect modification. Causation is then explored including disease prevention and control and the role of screening in public health. Following this is a discussion on principles of public health surveillance and how it relates to outbreak investigations. Finally, this course will also focus on analyzing and displaying of health data.
YEAR 2
BACHELOR OF MEDICAL IMAGING SCIENCE - COURSE LISTING

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<td>Health Research Methods and Critical Appraisal of</td>
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</table>

COURSE DESCRIPTORS - BACHELOR OF MEDICAL IMAGING SCIENCE

COURSE TITLE: IMAGING ANATOMY
COURSE CODE: MIS 601
COURSE CONVENER: OLUSEGUN AJIBULU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course aims to provide students with an understanding of cross-sectional anatomy and knowledge of the location and relationships of human structures and organs to each other by using radiant and non-radiant energies. The practical applications of cross-sectional (2D axial, multiplanar reformatted sections, angiography and images of the head, neck, vertebral column, chest, abdomen and pelvis) with Computed Tomographic Imaging, Magnetic Resonance Imaging, Fluoroscopic Imaging and Ultrasound Imaging are emphasized.

COURSE TITLE: IMAGE PROCESSING AND INFORMATICS
COURSE CODE: MIS 602
NAME OF COURSE CONVENER: KESHNI LATA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course introduces the basic concepts and applications of digital image processing methods, compression techniques, computer assisted diagnosis and image storage, communication and informatics. Students will become familiar with the influence of the human observer on every component of the imaging chain and how this can affect the predictive diagnostic capabilities of a method. Emphasis will also be given on topics such as Hospital Information Systems (HIS), Radiology Information Systems (RIS), DICOM, PACS data management, telemedicine and teleradiology.

COURSE TITLE: MEDICAL IMAGING METHODS II
COURSE CODE: MIS 603
COURSE CONVENER: EDWIN SINGH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course introduces special contrast medical imaging procedures of the upper and lower gastrointestinal system, biliary and urinary systems. Students will also learn mammography and myelography and information for dealing with specific imaging situations such as trauma, mobile radiography, operation theatre radiography and special consideration (pediatric, geriatric and special needs) patient populations. The course will complement the clinical experience of students enabling them to conduct imaging procedures considering gross and cross-sectional radiographic anatomy, radiation protection and safe practice.

COURSE TITLE: INTRODUCTION TO HEALTH RESEARCH AND EVIDENCE BASED HEALTH CARE
COURSE CODE: EPI 606
COURSE CONVENER: TBA  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: BLENDED MODE  
CAMPUS: TAMAVUA CAMPUS  

COURSE DESCRIPTION:  
EPI 606 is a blended course. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will learn about health research and the principles on which it is based, study designs, how data is analyzed in health research and, how health research is appraised for evidence based practice. Students will be assessed through assignments, online quizzes and a final written exam. Assessment for the course will be divided into 60% for continuous assessment and 40% for the final exam. Each week’s topic and learning objectives will be defined and students are expected to go through the resources provided in order to achieve the learning objectives. Tutorial activities will be online and each week students will be expected to complete the prescribed activity. 75% attendance for the course is mandatory. Course assessment is 60% for continuous assessments and 40% for the final exam.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PROFESSIONAL PRACTICE II</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MIS 604</td>
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<tr>
<td>COURSE CONVENER:</td>
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<td>CAMPUS:</td>
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</table>

COURSE DESCRIPTION:  
This course is a continuation of clinical medical imaging experience to help students acquire expertise in diagnostic imaging procedures at specified levels of competency. Students will work under supervision to develop technical skills and procedural knowledge in more advanced application and evaluation of medical imaging by integrating anatomy, physiology, patient care and critical thinking and problem solving skills.

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<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CODE:</td>
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<tr>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS &amp; CWMH</td>
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COURSE DESCRIPTION:  
This course will enable students to gain an insight on the fundamental mechanisms of how pathological processes occurring in the body lead to disease and how specific diseases can be investigated using multiple imaging modalities. Students will learn general pathology including cellular adaptation, injury and death; inflammation, regeneration and repair; immunity; neoplasia and diseases of immune system as well as common pathologies of the major systems of the body.

<table>
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<tr>
<th>COURSE TITLE:</th>
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<td>COURSE CONVENER:</td>
<td>ASHNEEL CHAND</td>
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<tr>
<td>CAMPUS:</td>
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COURSE DESCRIPTION:  
The course will introduce and familiarize students with the physical, technological, instrumental and clinical basis of Computed Tomography (CT) Imaging. Students will also be introduced to CT scanning techniques and protocols. Theory will be complemented with supervised CT clinical placement at a designated medical imaging facility.
# YEAR 3

## BACHELOR OF MEDICAL IMAGING SCIENCE - COURSE LISTING

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## COURSE DESCRIPTORS - BACHELOR OF MEDICAL IMAGING SCIENCE

**COURSE TITLE:** PATTERN RECOGNITION AND IMAGE INTERPRETATION  
**COURSE CODE:** MIS 701  
**COURSE CONVENER:** OLUSEGUN AJIBULU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course builds on the integration of concepts and knowledge of anatomy, pathology and imaging procedures and principles. The course aims to develop student skills in developing reports and providing informed opinions by teaching the theory and skills of image evaluation, critical image analysis and spot diagnosis in Radiology using a multimodality approach. Interpretation will be correlated with relevant clinical history and informed by evidence based practice.

**COURSE TITLE:** RADIATION BIOLOGY, DOSIMETRY AND PROTECTION  
**COURSE CODE:** MIS 702  
**COURSE CONVENER:** RAYMOND KESHAN  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course will provide knowledge in the application of radiation protection and familiarize students with radiation dosimetry by developing the students’ understanding of the interaction of ionizing radiation with matter and its effects on humans. Discussion of regulatory bodies and their involvement in radiation protection is also part of this course.

**COURSE TITLE:** MEDICAL IMAGING METHODS III  
**COURSE CODE:** MIS 703  
**COURSE CONVENER:** KESHNI LATA  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
The course will introduce and familiarize students with advanced and specialized imaging modalities such as Ultrasound, Magnetic Resonance Imaging (MRI), Diagnostic Nuclear Medicine, Hybrid modalities, Bone Densitometry and Shockwave lithotripsy. The students also review the contents of MIS 603 to conduct examinations with multiple trauma and more complex health and medical conditions. The course will complement the clinical experience of students and students will conduct Magnetic Resonance and Ultrasound imaging procedures considering gross and cross-sectional radiographic anatomy, radiation protection and safe practice. Theory will be complemented with supervised MRI and Ultrasound Imaging clinical placement at a designated medical imaging facility.

**COURSE TITLE:** PROFESSIONAL PRACTICE III  
**COURSE CODE:** MIS 704  
**COURSE CONVENER:** KESHNI LATA (REETIKA PILLAY & PRASHNA SHANKAR)  
**CREDIT POINTS:** 45  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This is the final course in the three part series of clinical courses in the Programme. Students will be offered rotation through different hospitals and specialized imaging modalities focusing on advanced applications of medical imaging. Students will learn to function as medical imaging scientists with minimal supervision.

COURSE TITLE: MEDICAL IMAGING CAPSTONE
COURSE CODE: MIS 705
COURSE CONVENER: RAYMOND KESHWAN
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS, MAJOR DISTRICT HOSPITALS

COURSE DESCRIPTION:
This course aims to develop students’ skills in writing and presenting a critical literature review on contemporary medical imaging practice. It is a cap-stone course that builds upon the introductory work presented in EPI602. The students will participate as part of a small group and produce a research topic of their interest or choose from a list of topics provided by their supervisor for critical analysis, synthesis and evaluation of evidence. The work will be presented to peers and medical imaging staff and will allow improvement of clinical practice in local healthcare settings.

BACHELOR OF MEDICAL LABORATORY SCIENCE

AIM
The Bachelors in Medical Laboratory Science programme aims to provide competent theoretical knowledge and clinical training to students in the field of Medical Laboratory Science to develop highly professional and competent Medical Laboratory Scientists for the pathology laboratory practice.

The primary aim is to develop future Medical Laboratory Scientists with a wide range of clinical knowledge and practical skills applicable to the general laboratory work.

The Bachelors programme aims to develop specialized laboratory knowledge and skills in the field of Haematology, Transfusion Medicine, Histopathology, Cytopathology, Clinical Biochemistry, Medical Microbiology, Basic Immunology, Laboratory Management and Safety.

The course emphasizes the development of advanced theoretical, practical and research skills needed in today’s Medical Science Laboratories.

DURATION OF PROGRAMME
The duration of the BMLS programme is four years of full time study, however, students may take up to a maximum of 6 years with the appropriate approvals from the College Examination Board (CEB) on the advice of the School Academic Committee and Head of the School. Part time study duration is 6 years for this programme.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
The University’s awards shall be granted on the successful completion of the programme. To be considered eligible for graduation, it is mandatory for students to fill and complete an application for graduation in the prescribed form. Instructions stipulated in the application form will need to be followed duly. Upon all vetting processes, grandaunts will be expected to purchase a graduation gown.

GENERAL GUIDELINES

ATTENDANCE:
Attendance at lectures, tutorials, laboratories and seminars is essential for the successful completion of the BMLS programme. The theoretical, laboratory and tutorial sessions are essential to the development of clinical skills. Failure to comply with this without any valid reasons and evidence resulting in less than 80% attendance would lead to the student not being eligible to sit for the final exam.

Students must attend all scheduled sessions to be able to conduct hands-on practical in the teaching laboratory and particularly laboratory, tutorials and clinical sessions including clinical attachments in the various health facilities. However, in order to accommodate periods of illness with a medical certificate or other acceptable reasons for absence, the students must have attended a minimum of 80% of all the theoretical components of a course and 100% of clinical learning requirements in order to be eligible to sit for the summative assessment for that course.
TUTORIAL
It is mandatory to attend 100% tutorials for your course. Makeup for tutorial sessions only when student produced sick sheet, otherwise student is deemed absent. Only 20% of tutorial make up work will be allowed, failure to do the work within the designated time may result in a grade of zero.
Only students with medical certificate/evidence of immediate family’s demise, as proof of absence will be allowed to make up in the same clinical placements. Make up will commence a week after absence or at the discretion of the clinical coordinator.
All make-up work must be submitted to the course convener before the next tutorial. Students are responsible for follow up on missed tutorials.
Students are divided into groups for compulsory tutorial and laboratory sessions. These sessions are not open to any other students other than group members, unless prearranged by the course convener. If more than 40% of the tutorials are missed, students are not eligible/ qualify to sit End Point examinations.

LABORATORY
It is mandatory to attend 100% of practical sessions.
Attendance will be taken upon entering and leaving the laboratory. It is compulsory to bring your Personal Protective Equipment (PPE) to every clinical laboratory sessions.
Because of the nature of the sample preparation for medical laboratory science laboratory sessions and the progressive nature of the laboratory topics, there will be no makeup laboratory sessions.
As competence acquisition is essential to the practice of Medical Laboratory Science, attendance at 100% of the laboratory sessions in each BMLS course is required. Students must notify the course convener of a planned absence prior to the laboratory session.
There will be an impact on laboratory marks for lateness, absences and serious safety infractions.
Students will not be allowed in the laboratory sessions after 15 minutes of commencement of the laboratory sessions due to the nature of the BMLS laboratory sessions.

EXCEPTIONAL CASES
Allowances for laboratory makeup work will only be allowed when medical certificate is produced or written evidence of reasons for absences and approved by the Head of Department.
Non-attendance at any laboratory sessions must be covered as soon as possible. Students can only proceed to the next laboratory session after the completion of prerequisite practical in the previous given session.
Due to the large number of laboratory groups, and the time restrictions of student’s schedules, it is extremely challenging to make up clinical hours.
Each student is responsible for makeup work in missed clinical lab hours.
If more than 40% of the laboratory is missed, students are not eligible/ qualify to sit End Point Practical examinations.
Students and staff are expected to be in full PPE during clinical laboratory sessions.
Mobile phones are not allowed at any time in any laboratory session these rules apply to both students and staff.
Students Declaration form for practical sessions (Appendix 1 Student Practical Session Declaration form).

MAKE UP WORK
The course convener will assign make up work for each tutorial/Practical. Student will be responsible for coverage of tutorial/laboratory session that is not attended. Make up work shall be submitted to the tutor before the next tutorial session.

DRESS CODE
Dress code for both safety and Professionalism in the MLS laboratories:
- Safe footwear consisting of closed toes with medium height heels and having a non-slip sole is required.
- Long hair must be tied back. A simple rule is: If hair can be tied back, it must be tied back. Barrettes and combs must be professional in appearance. No hats are allowed.
- Use cosmetics and fragrances in moderation.
- Male students with beards should ensure that facial hair is kept clean and tidy.
- Comfortable, professional clothing is to be worn under the lab coat. Skirts, dresses or shorts must be of an appropriate length as to be considered suitable for a professional healthcare environment. Undergarments must not be visible.
• Limit jewellery to plain ring bands and necklaces, stud earrings, medic alert bracelets and a watch.
• No personal electronic devices (i.e. cell phones, iPhone, etc.) are permissible in the lab unless specified by the course instructor. If allowed, personal electronic devices are NEVER to be used for personal communication during lab time. Laptop computers are only to be used when directed by the course convener/demonstrator and are NEVER to be used for reasons not specifically related to the material being presented. Students who follow specific dress requirements for cultural or religious reasons are invited to speak directly with the course instructor to ensure that their needs are met within the dress code expectations.

STUDENTS ASSESSMENTS
Assessment methods are described in the Bachelor of Medical Laboratory Science learning outcome matrix, direct methods are used for assessments. Direct methods include those materials collected for courses by the BMLS programme such as oral and written materials, performance progress report, effective behavior evaluation and written examination.

• There will be both formative and summative assessments. Formative assessments are not graded and provide the student learning experiences and feedback on their progress. Summative assessments are graded and contribute towards the final course grade.
• **Summative assessment:** The aim of this assessment is to evaluate student learning at the end of an instructional course by comparing it against standard bench mark. Summative assessments have high assessment value examples include mid-term exam final project. Summative assessment will comprise of both Continuous assessment and End-point (final exam) assessment. Each course will outline the details of its assessment criteria.
• **Formative Assessment:** This will consist of Quizzes, Short tests, Oral question, surprise tests and answer sessions, Group presentations Assignments and Practicum’s. The method used will vary with the type of course and the course convener.
• A student must fulfil 50% of all the components of the course assessment to be eligible to sit for the end point exam.
• Students **MUST** pass both the Continuous Assessment (**CA by 50%**) and End Point (**EP 50%**) exam to progress to the next level.
• For every course, one final FNU grade will be given.
• Students will be made aware of all assessment procedures by the course convener at the start of their course.
• All assignments and logbooks must be submitted on the deadline provided. Any extension must be approved by the Course Convener and must not exceed two weeks (14 calendar days) beyond the original deadline and will result in a penalty of the score of the assignment-zero. Requests for the extension of time must be made in writing to the Course Convener with evidences of the incident or reasons documented.

All logbooks must be signed daily by the supervisors and it is the student’s responsibility to fill and hand in a complete record of their daily task to the supervisor. Besides the logbook, each student must keep a work diary/weekly journal to record all their activities, including specimen processing, testing, result interpretation, recording of results and giving out results or any other work/task assigned by the supervisor, for each day. Any unexpected incident should be recorded.

STUDENT PROGRESS
Completion of Medical Laboratory Science degree requires Years 1-4 academic work and 28 weeks of supervised clinical work (Professional Practice) in a hospital laboratory provided by our clinical affiliates.

MONITORING OF UNSATISFACTORY PROGRESS
Criteria to monitor unsatisfactory progress for Medical Laboratory Science students:
• The Course Convener fills a **Progress Tracking Form** for adverse performance during the course as well as following a failed assessment assignment/exam or due to poor attendance.
• The form will be signed by the Course Convener, academic adviser, college counsellor if necessary, the student and the programme coordinator. The student and academic office will be given a copy of the form.
• The form is delivered to the Programme Coordinator, who will advise the student if necessary.
• The forms will be discussed in the Medical Laboratory Science Faculty meeting and will be used for decision making in the final assessment.
## PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: **Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader**. The Programme Outcomes of proposed Bachelor of Medical Laboratory Science are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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</thead>
</table>
| **PROFICIENT**      | 1. Apply theoretical knowledge and practical skills in various disciplines of the specialty (competent to perform all of the tests and procedures in: Transfusion Medicine, Clinical Biochemistry, Haematology, Microbiology, Histopathology, Cytology, and Phlebotomy).  
                      2. Competent in laboratory sciences and skills, with strong community orientation, social and ethical commitments, aware of and utilizing all recent and emerging developments in evidence-based laboratory science education and practice.  
                      3. Use scientific knowledge in investigating health problems, according to known methods and procedures, and show understanding of the scientific structural (anatomical), functional (physiological, biochemical), morbid (microbiological, pathological), and therapeutic (pharmacological) background related to the problem. |
| **CRITICAL THINKER**| 1. Demonstrate problem-solving and critical thinking skills in the clinical setting. Exhibit the ability to identify, solve the problem, and interpret the laboratory test results in clinical setting.  
                      2. Demonstrate effective written and verbal communication skills. Demonstrate effective written and verbal communication and computer skills  
                      3. Continue to consider elements of efficiency, costing and economic implications in her/his approach to (and choice of) laboratory procedures. |
| **ETHICAL**         | 1. Demonstrate the highest professional and ethical standards and practice clinical laboratory medicine according to the ethical frame work of the profession.  
                      2. Professional conduct, respecting the feelings and needs of others, protecting the confidence of patient information, and not allowing personal concerns and biases to interfere with the welfare of patients  
                      3. High quality laboratory services are safe, effective, efficient, timely, equitable, and patient-centered  
                      4. Maintaining the highest level of individual competence as patient needs change, yet practicing within the limits of their level of practice.  
                      5. Maintain strict confidentiality of patient information and test results.  
                      6. Safeguard the dignity and privacy of patients and provide accurate information to patients and other health care professionals.  
                      7. Respect patients’ rights to make decisions regarding their own medical care. |
| **EFFECTIVE COMMUNICATOR** | 1. Show respect to patients, supervisors and colleagues using productive communication with each of them, and observing confidentiality at all levels of communication and care.  
                               2. Be actively involved in research. Demonstrate participation in the CPD activities to stay current in the medical laboratory profession and be actively contributing to inter-professional forums.  
                               3. Uphold the dignity and respect of the profession and maintain a reputation of honesty, integrity, competence, and reliability.  
                               4. Contribute to the advancement of the profession by improving and disseminating the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession. |
| **COMPASSIONATE**   | 1. Appreciate the value of diversity and multi-ethnicity in solving laboratory work with empathy, humane and fair practice.  
                               2. Accept the responsibility to establish the qualifications for entry to the profession, to implement those qualifications through participation in licensing and certification programs, to uphold those qualifications in hiring practices, and to recruit and educate students in accredited programme to achieve those qualifications. |
| **ADAPTABLE**       | Establish cooperative, honest, and respectful working relationships within the clinical laboratory and with all members of the healthcare team with the primary objective of ensuring a high standard of care for the patients they serve. |
TEAM PLAYER

1. Responsibility to contribute from their sphere of professional competence to the general well-being of society.
2. Serve as patient advocates.
3. Apply their expertise to improve patient healthcare outcomes by eliminating barriers to access to laboratory services and promoting equitable distribution of healthcare resources.
4. Ensuring collegial relationships within the clinical laboratory and with other patient care providers.

LEADER

1. Acquire the skills of independent learning and contribute to availing opportunities for planning and implementing continuous educational activities to upgrade her/his own abilities and those of his/her colleagues in the health team, benefiting from the rising tide of information technology.
2. Critical thinking and problem-solving skills to become future leaders in laboratory science.
3. Facilitating the development of professional and ethical behaviour.
4. Developing the essential skills to respond to future changes in the health care system and technical advances in laboratory science.
5. Develop manpower for health sector by providing them the necessary knowledge and skill to ensure the quality services in health care sector. This is an innovative, need-based and relevant training program meant to create employment opportunities.

YEAR 1

BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
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<tbody>
<tr>
<td>1</td>
<td>MLS 503</td>
<td>Immunology I</td>
<td>1</td>
<td>15</td>
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<tr>
<td>2</td>
<td>EPI 500</td>
<td>Basic Epidemiology</td>
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<tr>
<td>3</td>
<td>BCH 502</td>
<td>Basic Biochemistry</td>
<td>1&amp;2</td>
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<td>4</td>
<td>HBI 502</td>
<td>Human Biology</td>
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<td>5</td>
<td>MLS 506</td>
<td>Molecular Biology and Genetics</td>
<td>2</td>
<td>15</td>
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<tr>
<td>6</td>
<td>MLS 507</td>
<td>Immunology II</td>
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COURSE DESCRIPTORS - BACHELOR OF MEDICAL LABORATORY SCIENCE

IMMUNOLOGY I

COURSE TITLE: IMMUNOLOGY I
COURSE CODE: MLS 503
NAME OF COURSE CONVENER: TAINA NAIVALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with introduction to concepts and basic principles of immunology and a foundation for Transfusion Medicine and advanced immunology in the second year. It deals with the responses of the human body to external stimuli, common infections and disorders that result from derangement of the immune system. It also covers the components of the immune system of the human body and how they protect or do harm as a result of their actions. This knowledge is also vital when preparing blood for transfusing blood from one individual to another.

BASIC EPIDEMIOLOGY

COURSE TITLE: BASIC EPIDEMIOLOGY
COURSE CODE: EPI 500
COURSE CONVENER: TBA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF/DFL
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The course begins with an introduction to epidemiology. A discussion of the measures of morbidity and mortality commonly used in epidemiological studies then follows. The course provides various epidemiological approaches to the study of disease patterns in populations and emphasizes the application of these studies to the control of public health problems. The study designs examined are descriptive, ecologic, cross-sectional, case-control, cohort, and experimental and systematic reviews. Measures of association in epidemiologic studies are describing along with issues in interpretation of epidemiological studies, in particular the roles of chance,
bias, confounding and effect modification. Causation is then explored including disease prevention and control and the role of screening in public health. Following this is a discussion on principles of public health surveillance and how it relates to outbreak investigations. Finally, this course will also focus on analyzing and displaying of health data.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>BASIC BIOCHEMISTRY</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>BCH 502</td>
</tr>
<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>SUJATHA VALLURI</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
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<tr>
<td>Basic Biochemistry BCH502 is taught to Medical Lab Students. Basic Biochemistry 502 is an introductory course that will focus on basic concepts in biochemistry. It includes biochemical molecules, protein structure and function, membranes, metabolism, and regulation of biosynthesis. This course provides students with basic essentials of modern biochemistry and the background needed for upper-division biology courses. The knowledge attained from this course forms the basis which builds the foundation towards the understanding and application of other biochemistry courses to be taken in year II and III of the program.</td>
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<table>
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<tr>
<th>COURSE TITLE:</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>HBI 502</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>SERA GONELEVU</td>
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<td>CREDIT POINTS:</td>
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<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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<td>COURSE DESCRIPTION:</td>
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<tr>
<td>This course is designed to provide students with knowledge of Human Physiology and human anatomy that is required for all health professionals, and serve as foundations for other basic sciences and all clinical sciences related to the program. For medical lab-science students, knowledge of human physiology and anatomy helps them to understand the normal organ systems’ structure and functions. You will have weekly lectures and tutorials in Physiology and anatomy.</td>
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<tr>
<th>COURSE TITLE:</th>
<th>MOLECULAR BIOLOGY AND GENETICS</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MLS506</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>SHIVANJALI SHARMA</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>15</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
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<tr>
<td>Molecular biology and Genetics overlaps with the disciplines of biology, chemistry, biochemistry, biotechnology, microbiology and bioinformatics. The unit is designed to enable students gain an understanding of the interaction between various systems of cells, including the interrelationship of DNA, RNA and protein synthesis and how these interactions are regulated. The students should have an understanding of how genetic information controls the structure, function and development of normal and abnormal cells, and eventually the organism as a whole. The knowledge acquired from this unit and the complementing units (biochemistry, haematology, immunology and microbiology) will introduce the student to the rapid development in the field of molecular diagnostic and molecular medicine.</td>
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<thead>
<tr>
<th>COURSE TITLE:</th>
<th>IMMUNOLOGY II</th>
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<tr>
<td>COURSE CODE:</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
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</tbody>
</table>
| The emphasis of advanced immunology will be on understanding the mechanistic basis of processes that are central to the immune response, diseases and disorders of the immune system and the laboratory approaches used to elucidate them. The first half of the semester will be devoted to the cellular and molecular aspect of immune response. This involves learning about the processes, signaling pathways and mechanisms of immune responses. Selected topics in
both innate and adaptive immune system will be covered with some common disorders associated with immune system. Practical sessions on immunodiagnostics (serology and molecular) to give the students different approaches used in diagnostic laboratories.

**YEAR 2**

**BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING**

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>1</td>
<td>MLS 600</td>
<td>Clinical Biochemistry I</td>
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<tr>
<td>2</td>
<td>MLS 601</td>
<td>Transfusion Medicine I</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>MLS 604</td>
<td>Histopathology</td>
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<tr>
<td>4</td>
<td>MLS 602</td>
<td>General and Medical Microbiology I</td>
<td>1 &amp; 2</td>
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<tr>
<td>5</td>
<td>MLS 605</td>
<td>Haematology I</td>
<td>2</td>
<td>15</td>
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<tr>
<td>6</td>
<td>MLS 607</td>
<td>Cytopathology</td>
<td>2</td>
<td>15</td>
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<tr>
<td>7</td>
<td>EPI 606</td>
<td>Introduction to Health Research and Evidence Based Health Care</td>
<td>2</td>
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</tbody>
</table>

*The students must successfully complete the courses and their compulsory 4 weeks of rural attachment in order to progress to next level.*

**COURSE DESCRIPTORS - BACHELOR OF MEDICAL LABORATORY SCIENCE**

**COURSE TITLE:** CLINICAL BIOCHEMISTRY I  
**COURSE CODE:** MLS 600  
**COURSE CONVENER:** SHIVANJALI SHARMA  
**CREDIT POINT:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**  
This course is designed to provide students with knowledge in laboratory medicine in which chemical and biochemical methods are applied to the study of diseases. Clinical biochemistry is the area of clinical pathology that is generally concerned with biochemical analysis of the bodily fluids. Biochemical tests comprise over one-third of all hospital laboratory investigations and thus this is one of the highly automated departments in clinical pathology. This syllabus encompasses the basic clinical biochemistry of proteins, enzymes, nutrition, cardiovascular disease, lipids and endocrinology. The first year of Clinical Biochemistry focuses more on the basic principles of metabolism and diagnostic technologies and prepares the students for MLS 707.

**COURSE TITLE:** TRANSFUSION MEDICINE I  
**COURSE CODE:** MLS 601  
**COURSE CONVENER:** ADRIU SEPETI  
**CREDIT POINT:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**  
The aim of this course is to familiarize the students with different blood group systems and introduce them to the principles of blood transfusion.

**COURSE TITLE:** GENERAL AND MEDICAL MICROBIOLOGY I  
**COURSE CODE:** MLS 602  
**COURSE CONVENER:** TAINA NAIVALU  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**  
This course will provide you with basic knowledge pertaining to general microbiology, basic information on Bacteriology, mycology and parasitology in the first semester. In the second semester you will learn about medically important viruses and serological principles and their application in the diagnosis of infectious diseases. In the practical aspect of Microbiology you will learn aseptic
procedures, isolation and identification of microorganisms, quality control and overlapping areas on immunology, epidemiology and molecular technology.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HISTOPATHOLOGY</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MLS 606</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>SHAMAL CHAND</td>
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<td>CREDIT POINTS:</td>
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<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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**COURSE DESCRIPTION:**
Histopathology is a branch of pathology which deals with the study of disease in a tissue section. The four fundamental tissues that is recognized are epithelial, connective, muscular and nervous tissue. The arrangement of tissues constitute a major organ systems, including the circulatory, lymphatic, integumentary, skeletal, nervous, respiratory, digestive, urinary, endocrine, exocrine and reproductive systems. For the diagnosis of pathological conditions, the tissue undergoes a series of histological processes before it reaches the examiners desk to be thoroughly examined microscopically. Histological processes include tissue fixation, staining, embedding, sectioning and immunohistochemistry. This course will focus in depth the practical aspects of tissue preparation to study the manifestations of disease.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HAEMATOLOGY I</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>ASHLEY NAICKER</td>
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<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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</table>

**COURSE DESCRIPTION:**
This course is designed to provide students with theoretical and practical knowledge about blood in health and disease. The topics in this course cover production of red blood cells, white blood cells, platelets and classification and development of anemia. The practical sessions will include hands on study of the morphological features of the cells and identifying presence of disorders.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
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<tbody>
<tr>
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</table>

**COURSE DESCRIPTION:**
This course is designed to provide students with basic knowledge of cytopathology. Cytopathology is a branch of pathology that looks at diseases at the cellular level. The theory and the lab components are designed to enable the student to gain insight at the cellular level of disease by learning how to process and stain specimens obtained through exfoliation and aspiration as well as how to screen and interpret slides of common diseases. The knowledge attained from this course allows the student to apply relevant information to their 4th year of the BMLS program and then during their career as a qualified health professional.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>INTRODUCTION TO HEALTH RESEARCH AND EVIDENCE BASED HEALTH CARE</th>
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<tbody>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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**COURSE DESCRIPTION:**
EPI 606 is a blended course. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will learn about health research and the principles on which it is based, study designs, how data is analyzed in health research and, how health research is appraised for evidence based practice.
YEAR 3
BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
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<td>Transfusion Medicine II</td>
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<td>Medical Microbiology II</td>
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<td>3</td>
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<td>Haematology II</td>
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<td>MLS 707</td>
<td>Clinical Biochemistry II</td>
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COURSE DESCRIPTORS - BACHELOR OF MEDICAL LABORATORY SCIENCE

COURSE TITLE: TRANSFUSION MEDICINE II
COURSE CODE: MLS 702
COURSE CONVENER: ARDU SEPETI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course will provide you with in depth knowledge in to the field of transfusion medicine and the blood banking system. Immunohematology is more commonly known as "blood banking or transfusion medicine". This year we will be looking at specialized areas of blood transfusion.

COURSE TITLE: MEDICAL MICROBIOLOGY II
COURSE CODE: MLS 703
COURSE CONVENER: ARUNA DEVI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with theoretical and practical experience in clinically important pathogens and cover topics in Food and Water Microbiology, Clinical Bacteriological Analyses, Automation in Microbiology and Quality Control Procedures utilized in Microbiology. Laboratory practical sessions will have a greater emphasis on microbiological laboratory methods used in the processing and analysis of clinical specimens. These course emphasies on the cultivation, isolation, detection, antimicrobial testing and reporting of clinical significant pathogens.

COURSE TITLE: HAEMATOLOGY II
COURSE CODE: MLS 704
COURSE CONVENER: ASHLEY NAICKER
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with theoretical and practical knowledge about blood in health and disease. The topics in this course cover study of blood disorders which includes bleeding disorders such as hemophilia, blood clots and blood cancers such as leukemia, lymphoma and myeloma. The practical sessions will include hands on study of the morphological features of the cells and identifying presence of disorders.

COURSE TITLE: CLINICAL BIOCHEMISTRY II
COURSE CODE: MLS 707
COURSE CONVENER: SHIVANJALI SHARMA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Clinical Biochemistry II follows through from MLS 600 in the coverage of biochemical concepts, principles and procedures in the discipline of clinical pathology. Whilst the first year of Clinical Biochemistry focused more on the basic principles of metabolism and
diagnostic technology, the second year extends into more complex treatment of the pathophysiology of disease and laboratory management. The syllabus addresses the clinical biochemistry of electrolytes and blood gases, neonatal disease, drugs and toxicology, quality control, tumor markers, liver, renal and gastrointestinal function and calcium and other metals metabolism. This course is designed to provide students with the knowledge on rationale, use and procedures of testing of specific analytes of the human body and interpreting the test results. Clinical Biochemistry will focus on performing satisfactory biochemical procedures using standard equipment, apparatuses, and reagents.

YEAR 4

BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING

<table>
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<tr>
<th>NO</th>
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<td>1</td>
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<td>Research Projects</td>
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<td>2</td>
<td>MLS 705</td>
<td>Professional Practice</td>
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</table>

The students will need to successfully complete all the requirements to qualify for the Bachelor of Medical Laboratory Science award.

COURSE DESCRIPTORS - BACHELOR OF MEDICAL LABORATORY SCIENCE

RESEARCH PROJECTS

COURSE TITLE: RESEARCH PROJECTS
COURSE CODE: MLS 700
COURSE CONVENER: ARUNA DEVI
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Students will choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research. Students synthesize their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They review the knowledge and skills they have developed, and reflect on the quality of their research outcome. Students will present proposal and research outcome in written and oral. This research project includes an external review assessment.

PROFESSIONAL PRACTICE

COURSE TITLE: PROFESSIONAL PRACTICE
COURSE CODE: MLS 705
COURSE CONVENER: ARUNA DEVI & ADRIU SEPETI
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1 & 2
MODE: CLINICAL ATTACHMENT
CAMPUS: DIVISIONAL PATHOLOGY HOSPITALS

COURSE DESCRIPTION:
This course will provide students with a range of strategies and skills that will prepare them for working in Medical Laboratory in Pathology departments. Professional practice will equip students with the skills, knowledge and attitudes that will assist them to develop their practice as professionals whether in employment or self-employed. This course is intended to cover the areas of capability and knowledge in various departments of laboratory medicine relevant to laboratory placement. Students are trained with co-workers and key users of the laboratory. This is a supervised professional practice and assessment is on competency (bench work) and log book. Students reflect on the experience after completing each discipline attachment.
BACHELOR OF PHARMACY

AIM
The Department offers a four-year full-time programme of study leading to the award of the Bachelor of Pharmacy degree.

The programme aims to provide professionally trained and highly competent pharmacists for Fiji and the region with a goal of educating students to serve their patients, and their communities at large and to prepare them to continue to grow their knowledge and skills over their lifetime of pharmacy practice.

DURATION OF THE PROGRAMME
The maximum duration for completion of the Bachelor in Pharmacy programme is 4 years. The program is only offered in Full Time Mode.

Deferment will be allowed. Students who choose to defer their studies may enroll in the course when it is next offered. If students have sufficient justification for deferring studies, they may be allowed up to 6 years to complete the programme, however given the nature of programme this may be considered on a case-by-case basis.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION:
Award will only be awarded after completing level 7 or Year 4 courses and successfully completed and passed all assessment components.
A special award may be given based on merit.

GENERAL GUIDELINES

ATTENDANCE
- Pharmacy programme encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials and practicals.
- For clinical placements, attendance is COMPULSORY and the students should be present in the pharmacy for at least 8 hours of each placement days. For satisfactory completion of the programme a student must have at least 80% of attendance for each of the two placements (retail and hospital). If for any reason a student is not able to attend, the preceptor must be notified as soon as possible. An attendance record sheet is attached in the workbook and this must be filled and signed by both the preceptor and the student. Any sick sheet must be handed in within two days of absence to the placement coordinator.
- Any student who fails to satisfy the attendance requirements will be issued a letter of warning (with a copy to the student’s sponsor) and will be referred to the Head of Department and or the Dean of the college.

ASSESSMENT
The hospital and community pharmacy placement may contribute to the total assessment for the placement programme. The student may be assessed as follows:
- Assessment by the preceptor
- Assessment of the workbook by placement coordinator(s)
- On-site assessment by placement coordinators(s)
- Workbook

PROGRAMME OUTCOMES
The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Pharmacy are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Adaptable</td>
<td>Demonstrate resilience and innovativeness in responding to novel or changing environments.</td>
</tr>
<tr>
<td>Effective Communicator</td>
<td>Demonstrate effective listening, verbal and written communication skills with a wide range of individuals and groups in order to provide patient centered care.</td>
</tr>
<tr>
<td>Ethical</td>
<td>Demonstrate the ability to identify ethical dilemmas and provide solutions consistent with ethical principles.</td>
</tr>
<tr>
<td>Leader</td>
<td>Demonstrate the ability to articulate a vision, plan strategically work with and through others to achieve change and improvements.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Demonstrate relevant theoretical and applied knowledge and clinical skills in order to provide optimal patient centered care.</td>
</tr>
<tr>
<td>Critical Thinker</td>
<td>Demonstrate the ability to think clearly and rationally, understanding the logical connection</td>
</tr>
</tbody>
</table>
between concepts through systematic and objective analysis of evidence from diverse sources and contexts in order to solve problems.

Team Player
Demonstrate a commitment to working in collaborative groups in all aspects of health care.

Compassionate
Demonstrates concerns for the well-being of the patient, considers needs stated by the patient, dedicated to protecting the dignity of the patient and with a caring attitude, focuses on serving the patient in a confidential manner.

YEAR 1
BACHELOR OF PHARMACY - COURSE LISTING

<table>
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<tr>
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<td>PHM 511</td>
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<tr>
<td>6</td>
<td>PHM 512</td>
<td>Microbiology</td>
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COURSE DESCRIPTORS - BACHELOR OF PHARMACY

PHARMACEUTICAL CHEMISTRY

COURSE TITLE: PHARMACEUTICAL CHEMISTRY
COURSE CODE: PHM 511
COURSE CONVENER: PRIITIKA MALA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Pharmaceutical chemistry encompasses all the major areas of chemistry at undergraduate level relevant to equip students with knowledge and skills needed in the fields such as Pharmaceutics, Medicinal Chemistry, Analytical Chemistry, Pharmacology and Biochemistry. Course content includes but is not limited to: error calculations and reaction aspects of organic chemistry, kinetics, thermodynamics and introduction to drug design. The importance of this unit apart from it being the backbone to Medicinal chemistry, is that students learn the major reactions which helps them better understand the consequences of mixing chemicals/drugs, helps them understand the different bonds and their stability in different media to reactions with other functional groups. The course provides the students with better understanding on important aspects of drug design.

PHARMACEUTICS 1

COURSE TITLE: PHARMACEUTICS 1
COURSE CODE: PHM 510
COURSE CONVENER: PRAVEEN MAHARAJ
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is delivered to Year one Pharmacy students as an introduction to the role of the pharmacist as the health professional that prepares and dispenses prescriptions written by the physicians. The course deals with the tasks and functions of the practicing pharmacist in the pharmaceutical laboratory. This is a critical role of the future pharmacy graduate and requires in-depth knowledge of procedures and processes, as well as performance skills in the accurate preparation of solutions and suspensions.

ANATOMY

COURSE TITLE: ANATOMY
COURSE CODE: ANT 510
COURSE CONVENER: MOHAMMED ALI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with the basic concepts of human anatomy as an integral part for health sciences. Human anatomy course is designed to present the basics of anatomy for the purpose of providing the student with the background...
necessary for their future studies. The broad goal of the teaching of undergraduate students in anatomy is to make them understand the external and internal structures of the body, their interrelationship and functional importance. It also helps them to communicate better with other health care workers using appropriate anatomical terms and medical language.

COURSE TITLE: HUMAN PHYSIOLOGY
COURSE CODE: HPY 510
COURSE CONVENER: MUDAASAR ROOMI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION: Basic understanding of Physiology is an integral part for health sciences. Human Physiology course is designed to present the basics of Physiology for the purpose of providing the student with the background necessary for their future studies. The broad goal of the teaching of undergraduate students in Physiology is to make them understand the scientific basis of the life processes. It also helps them to communicate better with colleagues in the clinical setting.

COURSE TITLE: BASIC BIOCHEMISTRY
COURSE CODE: BCH 510
COURSE CONVENER: SUJATHA VALLURI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION: This course is designed to provide students with the basic knowledge of structure and functions of biomolecules that make life possible and a description of the key components of the cell with their biochemical interactions in the body. The students will learn the processes that allow energy to be harvested, converted, stored and released to drive biochemical reactions within cells. This course provides the background for professional studies in medicine and pharmacy.

COURSE TITLE: MICROBIOLOGY
COURSE CODE: PHM 512
COURSE CONVENER: ANAMICA GHOSH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION: This course is designed to provide learning opportunities in the basic principles of medical microbiology and infectious diseases. It covers the biology of bacterial, viral, fungal and parasitic pathogens and the diseases that are caused by these organisms. It also covers mechanism of infectious diseases transmission, the principles of aseptic practices and role of human body's normal microflora. This course provides the conceptual basis for understanding of pathogenic microorganism and the mechanism by which they cause disease in the human body. It also provides opportunities to develop informatics and diagnostic skills including the use and interpretation of laboratory test for diagnosis of infectious diseases. This course also provides treatment options, complications and prevention of infectious diseases.

YEAR 2
BACHELOR OF PHARMACY - COURSE LISTING

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<td>Pharmacology 1</td>
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<td>PHM 613</td>
<td>Pharmacy Practice 1</td>
<td>1&amp;2</td>
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<td>Basic Pathology</td>
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COURSE DESCRIPTORS - BACHELOR OF PHARMACY

COURSE TITLE: MEDICINAL CHEMISTRY
COURSE CODE: PHM 611
COURSE CONVENER: PRITIKA MALA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is about the structural design of drugs and how their structure relates to pharmaceutical activity. The content of the course include; the chemical aspects of drugs; their synthesis and/or isolation, modifications for increasing efficacy, potency, duration of action, half-life, lipid solubility, effects of structures on the chances of drugs crossing blood brain barrier and metabolism. Drugs covered include; NSAIDS, anti-infective, adrenergic, cardiac glycosides, anti-anginals, anti-arrhythmic, anti-ulcer and steroids. This course runs side by side with pharmacology in addressing the chemistry of drugs.

The importance of this course is directly related to the knowledge of a pharmacist on the chemical aspects of drugs and to be knowledgeable about drug interactions, why certain drugs should not be taken before food or with alcohol. The course focuses on the basic concepts of drug activity due to its chemical nature. This course also instills knowledge which could be of great importance for a pharmacist to pursue research in the areas of drug design and modification.

COURSE TITLE: PHARMACEUTICS
COURSE CODE: PHM 610
COURSE CONVENER: ALVISH PILLAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course deals with the background of drug preparation, assuring the quality control of drug manufacturing and use, policies surrounding drug use, and keeping updated information regarding new drugs. The course is important to the pharmacy student in terms of the future role of administrative functions involving drug supply and distribution. The technical aspects of types of drug preparations, the safe storage and handling of drugs, and the processes of testing for sterility and efficacy are covered in this course.

COURSE TITLE: PHARMACOLOGY 1
COURSE CODE: PHM 612
COURSE CONVENER: NAPOLIONI VULAKOUVAKI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Pharmacology is the study of how drugs interact with living systems. Generally we study how drugs alter the physiological and biochemical systems of the body (pharmacodynamics), what happens to the drugs as they pass through the organism (with respect to drug absorption, distribution, biotransformation, and elimination (pharmacokinetics)), and the rationale for the clinical use of drugs to make diagnosis, prevent or treat disease, or for some other benefit to the patient. In addition we study the harmful effects of drugs and other chemicals to living organisms.

Pharmacists are expected to be “the preeminent health care professionals responsible for the use of medicines in the prevention and treatment of disease” (Burke et al. Pharmacotherapy 2008; 28(6):806–815). As such, a thorough knowledge of the fundamental principles of pharmacology is essential for the effective discharge of this responsibility. In this course, you shall learn the various classes of drugs and how they exert their effects on the different organs and systems of the body: their nature, pharmacokinetics, pharmacodynamics, and the rationale for their use in treatment. The course builds upon your knowledge of anatomy, physiology, biochemistry, and the basic sciences, and prepares the ground for the study of more advanced courses in the pharmacy programme.

COURSE TITLE: PHARMACY PRACTICE 1
COURSE CODE: PHM 613
COURSE CONVENER: ALVISH PILLAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FF & DFL
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course introduces students to the concept of drug management and the importance of fulfilling the components of the drug cycle in order to establish a sustainable medicine supply system in the first semester. In the second semester the course covers various drug distribution systems with the aim to reduce drug wastage, costs and its impact on the environment. The roles and
responsibilities of different cadres of pharmacy personnel is discussed with a special focus on the pharmacist’s role in providing drug information, promoting safe prescribing practices, cold chain management, medication error & adverse drug reactions reporting.

**COURSE TITLE:** BASIC PATHOLOGY  
**COURSE CODE:** PTH 610  
**COURSE CONVENER:** ABHA GUPTA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
This course provide students with a basic knowledge of various diseases, the causes, progression, morphological changes and biochemical alterations leading to various signs and symptoms in human body. Students will be able to correlate between the basic sciences and patients. Basic knowledge of pathology enables the students to reinforce and develop professional skills and knowledge in a variety of clinical settings as a qualified health professional.

**YEAR 3**  
**BACHELOR OF PHARMACY COURSE LISTING**

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<td>PHM 711</td>
<td>Pharmacotherapeutics 1</td>
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</table>

**COURSE DESCRIPTORS – BACHELOR OF PHARMACY**

**COURSE TITLE:** PHARMACEUTICS (PHARMACOKINETICS)  
**COURSE CODE:** PHM 710  
**COURSE CONVENER:** NUMA VERA  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
This course is designed to provide students with knowledge on how the body handles the drugs once administered into the body. The strategy for optimum treatment of patients with drugs is to give sufficient amounts for the required therapeutic effect to arise, but not the toxic effect. Pharmacokinetics is a branch of Therapeutics that includes; the study of mechanisms of absorption and distribution of an administered drug, the rate at which a drug action begins and the duration of the effect, the chemical changes of the drug in the body (metabolism by enzymes) and the effects and routes of excretion of the metabolites of the drug or intact drug. It examines the relationships among dose, plasma concentration and the subsequent therapeutic or toxic effect. The application of Pharmacokinetic concepts to clinical practice enables safe and effective therapeutic management of individual patients.

**COURSE TITLE:** PHARMACOLOGY 2  
**COURSE CODE:** PHM 712  
**COURSE CONVENER:** SRISTIKA NAIR  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
Pharmacology is the study of how drugs interact with living systems and alter the physiological and biochemical systems of the body (pharmacodynamics), what happens to the drugs as they pass through the organism (with respect to drug absorption, distribution, biotransformation, and elimination (pharmacokinetics), and the rationale for the clinical use of drugs to make diagnosis, prevent or treat disease, or for some other benefit to the recipient. The harmful effects of drugs and other chemicals to living organisms are also studied.

Pharmacists are expected to be “the preeminent health care professionals responsible for the use of medicines in the prevention and treatment of disease” (Burke et al. Pharmacotherapy 2008; 28(6):806–815). As such, a thorough knowledge of the fundamental principles of pharmacology is essential for the effective discharge of this responsibility. In this course, the various classes of drugs and how they exert their effects on the different organs and systems of the body: their nature, pharmacokinetics,
pharmacodynamics, and the rationale for their use in treatment will be described. The course builds upon prior knowledge of anatomy, physiology, biochemistry, and the basic sciences, and prepares the ground for the study of more advanced courses in the pharmacy programme.

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<tr>
<th>COURSE TITLE:</th>
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<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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**COURSE DESCRIPTION:**
This course is designed to provide students with the unique knowledge and skills of the pharmacist in optimizing the use of medicines and improving health outcomes of the people necessary for pharmacy practice. The overall objective of this unit is for the students to develop a good practical knowledge and understanding of pharmacy practice and application of that knowledge to solve practice-related problems. In semester one, students will be introduced to topics concerning Over-the-counter or non-prescription products for a range of conditions managed by community pharmacists. There is focus on quality use of medicines, pharmaceutical care, patient counseling and development of communication and dispensing skills. Pharmacy practice is governed by rules, regulations and laws. In the second semester students will learn legislations governing pharmacy practice in Fiji in order to have integrity and professionalism in practice. As well as lectures and tutorials, this unit also features a two-week placement in a retail pharmacy and undertaking a health promotion activity. Particular emphasis placed on the integration of knowledge gained from other units within the pharmacy programme and application of that knowledge to solve practice-related problems.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tbody>
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**COURSE DESCRIPTION:**
The Pharmacotherapeutics course (PHM 711) is delivered in Year 3 of the Bachelors in Pharmacy programme. This course introduces the students to basic Pharmaceutical Care and services, more specifically in the clinical setting. It combines knowledge from the Basic Sciences disciplines of Anatomy, Physiology, Biochemistry, Pathology, Pharmacology and the core Pharmacy courses of Pharmaceutics and Pharmacy Practice. PHM 711 is designed to train students to be clinical experts in drug use and to prepare pharmacy graduates for work in a variety of fields. The contents of this course include; Introduction to Pharmacotherapy/Clinical Pharmacy, Drug Therapy Monitoring, Adverse Drug Reactions, Special Patient Groups, Cardiovascular Disorders, Haematology, Respiratory Disorders, Endocrinology, Gastrointestinal Disorders, Infectious Diseases, Nephrology and Eye Disorders. The course also develops skills for graduates who will work as pharmacists in the community or in hospitals. However pharmacists can also be employed in government health departments where they may be involved in regulation and approval of new pharmaceutical products, providing drug information to other health professionals, hospitals and government departments, while others can undertake postgraduate training for careers as academics or researchers.

**YEAR 4**

**BACHELOR OF PHARMACY - COURSE LISTING**

<table>
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<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>PHM 714</td>
<td>Research Project</td>
<td>1 &amp; 2</td>
<td>30</td>
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<tr>
<td>2</td>
<td>PHM 715</td>
<td>Analytical Chemistry</td>
<td>1</td>
<td>15</td>
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<tr>
<td>3</td>
<td>PHM 716</td>
<td>Pharmacy Practice 3</td>
<td>1 &amp; 2</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>PHM 717</td>
<td>Pharmacotherapeutics 2</td>
<td>1 &amp; 2</td>
<td>30</td>
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</table>

**COURSE DESCRIPTORS - BACHELOR OF PHARMACY**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>RESEARCH PROJECT</th>
</tr>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>PHM 714</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>NUMA VERA</td>
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<tr>
<td>CREDIT POINT:</td>
<td>30</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
</tbody>
</table>

CMNHS 2018 HANDBOOK
Research conducted in Pharmacy draws on the traditional scientific disciplines to improve Pharmaceutical Care and Practice. A research project is an alternative experience to classroom learning. This course provides an excellent opportunity for students to explore pharmacy related topics from a hands-on perspective. The aim of these projects is to enable students to study in depth a topic of relevance to pharmacy. The project will base on systemic review of the literature. This course covers the basic aspects in research where students choose a topic with negotiation with their supervisor and carry out the project as per the learning outcomes.

COURSE TITLE: ANALYTICAL CHEMISTRY
COURSE CODE: PHM 715
COURSE CONVENER: PRITIKA MALA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA CAMPUS

This course is designed to provide students with in-depth knowledge of analytical techniques widely used in quantitative and qualitative analysis of samples in drug productions and production in general. Areas covered range from quality control of production to spectral and chromatography techniques. At the end of the unit students will be able to design experimental set-ups and determine unknown compounds, their concentrations providing them with hands-on experience. This course provides the foundation for students who intend to pursue further studies in areas where both quantitative and qualitative analysis is required and areas are many from drug dissolution to pharmacological evaluations of drug concentration in blood. With the continuing need in drug manufacturing companies for efficient and highly skilled assurance managers, this course trains students to be competent and suitable for roles of quality assurance managers. Analytical chemistry offers students with the scope to enter the pharmaceutical production fields apart from retail and hospital sectors.

COURSE TITLE: PHARMACY PRACTICE 3
COURSE CODE: PHM 716
COURSE CONVENER: JOSHILA LAL
CREDIT POINTS: 45
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

The Pharmacy Practice course is offered to pharmacy students in their 4th year of study and has 3 major components which are theory, laboratory and industry attachment. This course is an extension of year 3 pharmacy practice and introduces students to the concepts of evidence based practice and develops their critical literature appraisal skills. This course prepares the student to apply knowledge from pharmacotherapeutics, pharmacology and pharmaceutics to achieve better health outcomes for patients. It also enables students to develop their communication skills in practical laboratory and viva sessions and also through experiential learning at their respective community and hospital pharmacy attachment sites. This course focuses on health maintenance and self-care, patient assessment and triage, counseling related to non-prescription medications, interpretation of common clinical laboratory tests and using the medical literature to guide pharmaceutical care, and problem-based patient presentation.

COURSE TITLE: PHARMACOTHERAPEUTICS 2
COURSE CODE: PHM 717
COURSE CONVENER: NUMA VERA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FACE-TO-FACE
CAMPUS: PASIFIKA CAMPUS

Pharmaceutical care is the ‘reasonable provision of drug therapy for the purposes of achieving definite outcomes that improve patient’s quality of life’. Pharmacotherapy is the provision of rational drug therapy to ensure optimal therapy and minimal adverse effects. The Pharmacotherapeutics course PHM717 in Year 4 of the Pharmacy programme builds upon students existing knowledge of physiology, pharmacology and Pharmacotherapeutics in Year 3, in order to develop the clinical knowledge and skills necessary to
deliver pharmaceutical care. An emphasis is placed on the application of knowledge to evaluate and advice upon pharmacotherapy in clinical situations. Skills will be development for application in the practice setting, including clinical pharmacy skills, pharmaceutical care, patient monitoring (including review of laboratory data) and identification and resolution of drug related problems. Teaching activities will include lectures and tutorials with case studies. These will be supported by clinical rounds and tutorials at the Colonial War Memorial hospital to observe and work towards solving drug-related problems.

**BACHELOR OF PHYSIOTHERAPY**

**INTRODUCTION**

Physiotherapy is a health care field that works in partnership with their clients/patients to help people get better and stay well. Physiotherapists also work closely with general practitioners and other health clinicians to plan and manage treatment. Using advanced techniques and evidence-based care, physiotherapists assess, diagnose, treat and prevent a wide range of health conditions and movement disorders. Physiotherapy helps repair damage, reduce stiffness and pain, increase mobility and improve quality of life.

Physiotherapy extends from health promotion to injury prevention, acute care, rehabilitation, maintenance of functional mobility, chronic disease management, patient and carer education and occupational health.

**CREDITS BY LEVELS**

The four year Bachelors level programme of 480 credits is structured with course work of 120 credits each at levels 5 and 6 and 240 credits at level 7 including a Research project. It contains a 778 hours of clinical practice spread over 3 semesters.

**AIMS**

The Bachelor of Physiotherapy program is a 4 level platform with the vision of being the principal physiotherapy professional training institution and evidence based learning center in Fiji and the South Pacific. This will be based on excellent learning, teaching and research focused on prevailing health care problems.

Curriculum themes identified that were relevant to the design of the curriculum by which the resulting courses originated are from the following:

1. **Physiotherapy professional development and interactions** focuses on Professional and Ethical practice, Client – therapist interaction and Inter-professional practice

2. **Population, Society and Health issues** addresses broader society and population current health issues including the current NCD crisis.

3. **Knowledge of Biological, Basic and psychosocial Sciences** provides the knowledge which underpin physiotherapy practice.

4. **Physiotherapy Clinical Practice** develops clinical and primary health competencies integral to physiotherapy practice.

5. **Scientific Inquiry** focuses on Research and Evidence Based learning and practice; the ability to locate, evaluate, and undertake research as a foundation for evidence based practice.

Graduates of the program will be primary health care practitioners working autonomously in the context of Fiji and the Pacific Islands region to contribute to better health outcomes for their communities. They will be part of the health care team with expertise in the assessment, diagnosis, management and rehabilitation of movement disorders across the lifespan and in areas of musculoskeletal, neurological and cardiorespiratory physiotherapy practice. Students who complete the requirements of the degree program will graduate with a Bachelor of Physiotherapy.

**GRADUATE PROFILE:**

The BPT program is developed according to the World Confederation of Physical Therapy (WCPT) guidelines on requirements of academic programs. WCPT in its 2015 revised policy statement on education (Appendix 3) defines conditions and criteria for the development of Physiotherapy entry level programmes. These requirement such as “Education for entry level physical therapists should be based on university or university level courses of at least four years” (WCPT, 2015) is clearly reflected in the revised curriculum. The graduates of the program will be able to function to the current need of the health care system in the South Pacific. The thriving epidemic of Non communicable diseases and its complications necessitate a transformation in approach from the previous secondary and tertiary system focused health care model to one that includes promotion and preventive role. The graduates will be primarily physiotherapists with health and fitness expertise.

**GRADUATE WITH THE BACHELOR OF PHYSIOTHERAPY DEGREE WILL BE ABLE TO;**

1. Educate, advocate, and promote health, wellness, and fitness in the community.

2. Conduct an appropriate physiotherapy assessment for all the populations.
3. Analyze and interpret assessment findings to inform appropriate management choices.
4. Develop and implement evidence based interventions for health, fitness, and therapy gym
5. Monitor and evaluate appropriate intervention programs for all populations.
7. Communicate effectively using verbal and written recording and reporting system
8. Demonstrate professional behaviour at all times.
9. Conduct and publish research findings
10. Operate as autonomous learners with developed lifelong learning skills and an ability to engage in continuing professional development.

DURATION OF PROGRAMME
Bachelor of Physiotherapy is a 3 year full time programme. The maximum duration for completion of the BPT programme is 7 years. The program is only offered in Full Time Mode.

- Students may take up to a maximum of 7 years to complete the program.
- Failure in 50% or more of the courses offered in the semester of study will result in termination from the program.
- Students will not be allowed to progress into Year 3 and 4 levels until all courses for Years 1 and 2 have been successfully completed.
- Upon repeating a year, the student will only repeat the failed courses.

DEFERMENT OF STUDY
Student may apply for deferment of studies due to various reasons such as financial or social hardships. The maximum period for deferment is 3 years.

Students may defer to a maximum of 2 times within the duration of completing the study.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
Successful completion of the program’s course prescription with satisfactory passing of the clinical courses qualifies for the award of the Bachelor of Physiotherapy.

GENERAL GUIDELINE
ATTENDANCE
GENERAL ATTENDANCE
- Students are expected to attend at least 80% of all scheduled sessions, including classroom, practical and tutorial sessions to be eligible to sit final examinations.
- Absence due to any other reasons, such as personal or family issues or problems, students are encouraged to seek assistance and support from their lecturers, Year Coordinator, or Head of Department and Student Counselor.

CLINICAL EDUCATION
- The Bachelor of Physiotherapy Program has a 100% Clinical education attendance policy. Students who fail to meet this attendance policy due to any reason will be required to compensate for the outstanding clinical hours.
- A student absent from clinical education placement and or classroom (Tutorial and practical) sessions due to illnesses is required to inform the clinical educator or lecturer by phone or e-mail by 8.30am and present a duly signed sick sheet upon resumption.
- While on Clinical Education placement block, a student coming late should inform the clinical supervisor by 8.30am on that day. Failure to comply renders the student as absent.

POLICIES, PROCEDURES, GUIDELINES FOR WORKPLACE ATTACHMENT:
- The programme contains 928 hours of clinical practice.
- Attendance policy above will apply to all clinical attachment periods
- Students must complete pre-clinical requirement of valid first aid certificate and immunization.

ASSESSMENTS
- Courses have both formative and summative assessment components.
- Formative Assessments will include theory or practical tests, presentations and draft assignments and are undertaken prior to the summative assessment. They are for the purpose of providing feedback to students to assist in their progress toward successful completion of courses.
Summative Assessment in most courses will have two components:

- Continuous Assessment which includes one or more of presentations, submission of assignments, tests – theory or practical and clinical examinations.
- Students must pass (50%) both the Continuous Assessment and end point assessments to pass a course.
- In clinical education courses (PHT736, PHT746, PHT756) any student who fails to demonstrate competency in the Practical Skills and or Patient /clinical examinations will be deemed to have failed the course.
- The minimum pass requirement for summative assessment is 50% for all Physiotherapy courses. Public Health courses will follow their own assessment guidelines.
- Supplementary examinations are permitted in accordance with the UASR.
- Supplementary sessions for clinical practice will have a defined period. Total number of supplementary allowed in the duration of the program will be in accordance with the UASR.
- Some courses are fully assessed by coursework or Continuous Assessment. In this case 100% of the mark is allocated to the summative continuous assessment and there is no end-point examination. Students must attempt all components and score at 50% in aggregate to pass the course.
- Every competency based component of the Continuous Assessment (Patient/Clinical Examinations, Case Presentations, and Practical Skills Assessments) must be passed in all Physiotherapy courses.
- Students may retake a component of the Continuous Assessment which they have failed, a maximum of 1 repeat. A student can retake a maximum of 50% of the continuous assessment components. Maximum score for such a student will be 50%.
- A student who fails to show on a scheduled continuous assessment date will be given another (1) attempt to sit for the assessment. The student will arrange with the lecturer a suitable date which will be within the next 5 working days. Maximum score for such a student will be 50%.
- A student who fails to show up on the rescheduled continuous assessment date is deemed to have failed the assessment.
- Detail of assessments can be found in each course outline
- All assignments, logbooks, reports etc. must be submitted by the set deadlines. Any extension of time may be approved by the course convener, and must not exceed two weeks (14 calendar days) beyond the original deadline. Request for extension of time must be made in writing to the course convener. Late submission without prior approval will result in a deduction of 10% of the marks per day for a maximum of 5 calendar days.

REPEATS
A student is allowed to repeat a course once with a maximum of 6 (20% of total program courses) courses allowed for repeats within the duration of completion of the program.

ACADEMIC PROGRESS
- Failure in 50% or more of the courses undertaken a semester of study will result in termination from the program.
- Students will not be allowed to progress into Year 3 and 4 level until all courses for Years 1 and 2 have been successfully completed.
- Upon repeating a year, the student will only repeat the failed courses.

DEFERMENT OF STUDY
- Student may apply for deferment of studies due to various reasons such as financial or social hardships. The maximum period for deferment is 3 years.

MONITORING OF UNSATISFACTORY PROGRESS
- The following will be undertaken in monitoring unsatisfactory progress of physiotherapy students:
- Academic progress of students with unsatisfactory academic performance will be monitored using the appropriate CMNHS Progress Tracking form.
- The form(s) is to be included in discussions at PT faculty meetings.
The completed form(s) will be included in the presentation of results at SHS Examiners’ Meeting each semester and to the College Exam Board if and where appropriate.
PROGRAMME OUTCOMES
The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Physiotherapy are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>Demonstrate in depth knowledge of the physiotherapy, biomedical, social, and psychological sciences that underpin physiotherapy practice.</td>
</tr>
<tr>
<td>ADAPTABLE</td>
<td>Demonstrate ability to adjust to clinical or practice settings in various environment</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>Demonstrate well-developed clinical decision-making and reasoning skills.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>Demonstrate sympathy and concern towards clients problems and needs.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>Demonstrate the necessary skills and professional attitudes as an entry level physiotherapy practitioner.</td>
</tr>
<tr>
<td>TEAM PLAYER</td>
<td>Exhibit the capacity to work in teams, valuing the roles and responsibilities of other team members.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>Demonstrate excellent oral and written communication skills.</td>
</tr>
<tr>
<td>LEADER</td>
<td>Demonstrate leadership and management skills in physiotherapy and related health care contexts.</td>
</tr>
</tbody>
</table>

PROGRESSION PATHWAYS TO OTHER QUALIFICATIONS
The BPT lays the foundation required for postgraduate physiotherapy and related pathways which include the lateral entry Bachelor of Medicine & Surgery program (MBBS). Specialized physiotherapy postgraduate qualifications in Cardiorespiratory, musculoskeletal, sports, neurology, and rehabilitation will require the BPT program as a foundation.

YEAR 1
BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>PHT 510</td>
<td>Functional Anatomy 1</td>
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<td>2</td>
<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
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<td>3</td>
<td>PHT 511</td>
<td>Physiology 1</td>
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<td>4</td>
<td>PHT 512</td>
<td>Introduction to Health and Wellness</td>
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<tr>
<td>5</td>
<td>PHT 513</td>
<td>Exercise Nutrition and Psychology</td>
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<tr>
<td>6</td>
<td>PHT 514</td>
<td>Exercise Physiology and Biomechanics</td>
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<td>7</td>
<td>PHT 515</td>
<td>Physiology 2</td>
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<td>8</td>
<td>PHT 520</td>
<td>Functional Anatomy 2</td>
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COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

COURSE TITLE: FUNCTIONAL ANATOMY 1
COURSE CODE: PHT 510
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: F2F
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course establishes the student knowledge of functional anatomy which is appropriate in the professional work of Physiotherapy. Coverage will include regional anatomy of head and neck, spine, thorax and abdominal region. The course will be the foundational functional anatomy course for the respective specialist courses in the later years of study.

Topics will include:
• Introduction to Anatomy: organizational levels and terminologies.
• Functional anatomy of the head and neck, spine, thorax and abdominal region: Muscles, bones, nerve, vascular supply, and lymphatic drainages.
• Integumentary system.
COURSE TITLE: INTRODUCTION TO HEALTH PSYCHOLOGY
COURSE CODE: HPM 501
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKKA CAMPUS

COURSE DESCRIPTION:
HPM501 will cover a variety of topics, such as, theoretical foundations of health psychology; understanding the role of psychology on individual and community health in the Pacific; understanding health related beliefs and behaviors; illness cognitions; understanding stress, pain and coping in relation to illness and daily stress.

COURSE TITLE: PHYSIOLOGY 1
COURSE CODE: PHT 511
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: F2F
CAMPUS: PASIFIKKA CAMPUS

COURSE DESCRIPTION:
This unit offers learners the opportunity to establish knowledge of the normal physiology of cell, tissue, and skeletal, muscular, blood-cardiovascular and respiratory organ systems.

COURSE TITLE: INTRODUCTION TO HEALTH AND WELLNESS
COURSE CODE: PHT 512
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course provides students with a basic understanding on the role and responsibilities of physiotherapists for the promotion of health & wellness, with the main focus on Physical Activity and Fitness related components for Health. The course will enable students to gain an understanding of the fundamental concepts of health &wellness as theoretical bases underlying behaviour change and how physical activity and fitness can contribute to achieving optimal health & wellness with necessary skills and knowledge to enable an adherence to active and fit lifestyles. These concepts will be applied to improving health & wellness at both an individual and societal level. The student will also learn to address the broader society and population context and issues that impact upon physiotherapy practice underpinned by an internationally accepted socio-ecological model of health and wellness.

COURSE TITLE: EXERCISE NUTRITION AND PSYCHOLOGY
COURSE CODE: PHT 513
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS & PASIFIKKA CAMPUS

COURSE DESCRIPTION:
This course provides an introduction to Exercise Nutrition and Psychology as a theoretical and applied discipline. It will address major nutritional and psychological issues, providing you with a broader knowledge and understanding of the complexities and dynamics that can exist for both individuals and groups in the realm exercise. A major focus of the course is the development of practical skills and interventions that can be applied to these settings with the aim of positively influencing the behaviour, exercise performance, and level of participation of an individual or group.

COURSE TITLE: EXERCISE PHYSIOLOGY AND BIOMECHANICS
COURSE CODE: PHT 514
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
COURSE DESCRIPTION:
This course focuses on:
1) Short-term biological responses to the stress of physical activity and exercise.
2) How the body adapts to repeated bouts of physical activity and exercise over time.
3) Conditioning an individual to a higher level of fitness and/or health.
4) Safety issues (risk of injury, illness, environmental exposure, etc.) associated with a single session of exercise.
5) Describe, measure, analyse and evaluate the mechanical principles underlying human movement.

COURSE TITLE: PHYSIOLOGY 2
COURSE CODE: PHT 515
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This unit offers learners the opportunity to establish knowledge of the normal structure and physiology of the nervous system, endocrinal system, male and female reproductive system, renal and digestive system.

COURSE TITLE: FUNCTIONAL ANATOMY 2
COURSE CODE: PHT 520
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course establishes the student knowledge of functional anatomy which is appropriate in the professional work of physiotherapy. Coverage will include regional anatomy of the lower limbs, back and abdominal region, anatomical study of the cardio-vascular and respiratory systems. The course will be the foundational anatomy course for the respective specialist courses in the later years of study. Topics include functional anatomy of the:
• Lower limb muscles, bones, nerve, vascular supply, and lymphatic drainages.
• Cardio-vascular and respiratory systems.

YEAR 2
BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

<table>
<thead>
<tr>
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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>PHT 620</td>
<td>Fitness In Health and Disease 1</td>
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<td>2</td>
<td>PHT 621</td>
<td>Pharmacology</td>
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<tr>
<td>3</td>
<td>PHT 622</td>
<td>Pathology</td>
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<tr>
<td>4</td>
<td>PHT 623</td>
<td>Diagnostic Sciences</td>
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<tr>
<td>5</td>
<td>PHT 624</td>
<td>Introduction to Physiotherapy Practise</td>
<td>2</td>
<td>15</td>
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<tr>
<td>6</td>
<td>PHT 625</td>
<td>Health and Fitness Practicum</td>
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<td>15</td>
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<td>7</td>
<td>PHT 626</td>
<td>Sports Physiotherapy</td>
<td>2</td>
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<td>8</td>
<td>PHT 630</td>
<td>Fitness In Health and Disease 2</td>
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</table>

COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

COURSE TITLE: FITNESS IN HEALTH AND DISEASE 1
COURSE CODE: PHT 620
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: F2F
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This unit offers learners the opportunity to actively learn, understand and apply exercise for health purposes. This course will examine the use of exercise to achieve wellness and fitness as a strategy to promote health and prevent chronic diseases. It will focus on components and principles of fitness, exercise and fitness assessment, fundamental of exercise prescription and developing fitness programme for a healthy population.

**COURSE TITLE:** PHARMACOLOGY  
**COURSE CODE:** PHT 621  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course provides learners with basic knowledge of Pharmacology to guide the Physiotherapy management of patients. The coverage will include Introduction of Pharmacology, Autonomic Nervous System, Cardiovascular and Respiratory Pharmacology, Neuropharmacology, Skeletal muscles relaxant, anesthetics, analgesics, anti-inflammatory drugs, and Drugs used in Geriatrics, pediatrics and women’s health.

**COURSE TITLE:** PATHOLOGY  
**COURSE CODE:** PHT 622  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** F2F  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course provide students with a basic knowledge of various diseases, about their causes, progression, various morphological changes and biochemical alterations leading to various signs and symptoms in human body. Students will be able to correlate between the basic sciences and clinical subjects. Basic knowledge of pathology enables the students to reinforce and develop professional skills and knowledge in a variety of clinical settings and use various physiotherapy techniques to promote, maintain and restore physical function of the body. It also helps to improve the physical, mental and social wellness of diseases and healthy persons including themselves.

**COURSE TITLE:** DIAGNOSTIC SCIENCES  
**COURSE CODE:** PHT 623  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** F2F  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course is designed to provide students with knowledge of diagnostic sciences consisting of Biochemistry, Microbiology and Radiology. This course is to facilitate information and support diagnostic relevant to physiotherapy practice and is implemented in blocks of basic sciences in which Biochemistry is credited 70%, Microbiology is 15% and Radiology is 15%. The weighting of assessment is dependent upon this distribution.

**COURSE TITLE:** INTRODUCTION TO PHYSIOTHERAPY PRACTISE  
**COURSE CODE:** PHT 624  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** F2F  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course will introduce students to the physiotherapy profession and practice. The contents outlined in this course will include professionalism and ethical domains stated within the WCPT policies and guidelines, scope of practice and roles. It also covers the principles and strategies of rehabilitation.

**COURSE TITLE:** HEALTH AND FITNESS PRACTICUM  
**COURSE CODE:** PHT 625
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is designed to initiate an interdisciplinary learning practicum course enabling physiotherapy students to apply the first year of didactic learning through a real world experience and settings approach. Students will learn to integrate the concepts of culturally competent health and wellness related services for the prevention of chronic diseases, promotion of fitness & wellness for optimal health to individuals, groups and the community. Particular attention will be placed upon understanding the mechanisms and responses to exercise and physical activity prescription. The course will reinforce concepts learned in PHT 512, PHT 513, PHT 514, PHT 620, PHT 630 and PHT 626. The relationship among good health behaviors, health education and health promotion will also be explored. Students will begin to apply knowledge regarding groups and communities by planning and participating in community health promotion wellness and sporting activities.

COURSE TITLE: SPORTS PHYSIOTHERAPY
COURSE CODE: PHT 626
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course provides the study of clinical theory and practice in sports physiotherapy. This includes elements of injury mechanisms, principles of injury prevention, diagnosis, treatment and rehabilitation principles integrated with the clinical reasoning process. Sports physiotherapists work in a multidisciplinary team to minimize risk, manage injury, and exercise prescription working with athletes from community to elite levels and for promoting physical activity.

Topics include:
- Ethics in sports physiotherapy
- Travelling with teams
- Strategies to decrease risk of injury
- Rehabilitative exercises
- Drugs in sport
- Role of nutrition for sports performance
- Assessment and management of acute and overuse injuries

COURSE TITLE: FITNESS IN HEALTH AND DISEASE 2
COURSE CODE: PHT 630
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This unit offers learners the opportunity to actively learn, understand and apply exercise for health benefit in individuals with chronic diseases, as well as to enhance sports performance among athletes. This course will examine the use of exercise to achieve wellness and fitness as a strategy to promote health and prevent complications of chronic diseases among patient population. It will also cover exercise prescription in chronic disease conditions; enhance performance skill-related fitness and injury prevention and management.

YEAR 3
BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>PHT 730</td>
<td>Cardiorespiratory Physiotherapy 1</td>
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<td>Neurological Physiotherapy 1</td>
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<td>PHT 732</td>
<td>Musculoskeletal Physiotherapy 1</td>
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<td>4</td>
<td>PHT 733</td>
<td>Neuro-musculoskeletal Physiotherapy</td>
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<td>5</td>
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<td>Research Methods in Physiotherapy 1</td>
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### COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

**COURSE TITLE:** CARDIORESPIRATORY PHYSIOTHERAPY 1  
**COURSE CODE:** PHT730  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
This course is designed to develop students' knowledge and skills in the area of cardiorespiratory physiotherapy, in preparation for clinical practice. Focus will be on cardiorespiratory physiotherapy assessments using the SOAP method, interpretation of normal and abnormal findings as well as identification of problems to manage. Course delivery includes a variety of learning modes including lectures, skills-teaching tutorials (with video footage of practical techniques), practical, and problem based learning sessions, role-playing sessions and workbook activities. This course aims to facilitate students to develop a problem-solving approach and good clinical reasoning skills to manage cardiorespiratory problems. Preparation for clinical education will include specific knowledge and skills for basic cardio-respiratory physiotherapy assessment and management of patients, developing professional practice with appropriate ethics and team work.

**COURSE TITLE:** NEUROLOGICAL PHYSIOTHERAPY 1  
**COURSE CODE:** PHT 731  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
This course aims to build on previous coursework and provide students with knowledge and skills required to be a competent graduating physiotherapist in the field of Neurological Physiotherapy. Specifically it will: develop an understanding of a variety of neurological disorders, symptomatology ad management strategies; develop an understanding of assessment procedures to define activity limitations and impairments; promote the use of clinical reasoning as a basis for treatment planning and progressive management to address goals established with clients, aid students with their understanding of the Evidence base for neurological physiotherapy and use this information to assist with the appropriate selection and optimal application of treatment strategies, fostering patient -self management at all stages of rehabilitation; and develop skills in the selection and application of outcome measures. Skills in communication, assessment, observational analysis, problem solving, and treatment planning selection/application of evidence -based applications will be developed to ensure competency prior to graduation as a physiotherapist. An awareness of the role of other members of other health care team will also be fostered.

**COURSE TITLE:** MUSCULOSKELETAL PHYSIOTHERAPY 1  
**COURSE CODE:** PHT 732  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
The course will provide students with the knowledge, clinical reasoning and practical skills to manage clients with musculoskeletal pathologies. The course uses lectures, practical classes, problem-based learning cases and course reading materials to deliver content. Themes addressed in this course include common musculoskeletal pathologies (including osteoarthritis, muscle disorders, ligamentous disruption, articular impingement and tendinopathy); the clinical reasoning process in assessment and diagnosis, physiotherapy treatment options, rationales and treatment selection. Generic information, including biomechanical analyses of static and dynamic postures, joint examination, ligamentous stress tests, muscle testing and motor control will be covered for musculoskeletal disorders. Students will develop the communication and practical skills needed to safely and competently assess and treat clients with musculoskeletal disorders, to predict and evaluate outcomes and to develop programs for promotion of good musculoskeletal health prevention.
<table>
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<th>COURSE TITLE:</th>
<th>NEURO-MUSCULOSKELETAL PHYSIOTHERAPY</th>
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<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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</table>

COURSE DESCRIPTION:
This course is designed to provide students with the skills and knowledge to comprehensively assess and manage individuals with neuro musculoskeletal problems. Students will learn how to design, implement and evaluate rehabilitation programmes tailored to the needs of individual patients/clients. The overall philosophy is to encourage an analytical, questioning attitude, which in turn will lead to an increase in evidence-based practice together with innovation in clinical practice. The course aims to broaden the students’ knowledge base in the sciences relevant to the practice of neuro musculoskeletal physiotherapy.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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</table>

COURSE DESCRIPTION:
This unit offers learners the opportunity to learn basic and fundamental principles of research, types of research, research protocol development and research cycle management. The coverage will include Anatomy and Physiology of Research, Conceiving a Research Idea, Developing Research Question and Study Plan, Research Designs, data management and Analysis, Ethical Issues and Research Protocol Implementation.

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<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PROFESSIONAL PHYSIOTHERAPY PRACTICE 1</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
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<td>CAMPUS:</td>
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COURSE DESCRIPTION:
This course includes ethics and professional issues that encompass the physiotherapy practice. The use of clinical reasoning, reflective learning and evidence based practice to enhance management skills. It also includes communication and planning in the workplace and inter-professional relationships.

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<th>PHYSIOTHERAPY PRACTICUM 1</th>
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<td>COURSE CONVENER:</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS, COLONIAL WAR MEMORIAL HOSPITAL, NATIONAL REHABILITATION MEDICINE HOSPITAL</td>
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COURSE DESCRIPTION:
This unit offers learners the opportunity to undertake tasks that focus on basic physiotherapy assessment of patients. They will also undertake basic rehabilitation such as gait training, basic forms of exercises, mobilization and transfers of patients and appropriate documentation. Clinical Placements include Colonial War Memorial Hospital and National Rehabilitation Hospital Tamavua. These placements will consist of three clinical blocks: Musculoskeletal, Cardiorespiratory and Neurology Clinical Education.

Note: The students will have rotations of all 3 Clinical Blocks.

<table>
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<tr>
<th>COURSE TITLE:</th>
<th>CARDIORESPIRATORY 2</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
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The role of the physiotherapist in the multi professional team is also explored through case studies. Preparation for clinical education will include specific knowledge and skills for cardio-respiratory pathologies and management of patients in the acute and follow up phases, developing professional practice with appropriate ethics and team work in the hospital setting.

YEAR 4

BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

<table>
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<th>NO</th>
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<td>PHT 746</td>
<td>Physiotherapy Practicum 2</td>
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COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

PHYSIOTHERAPY IN SPECIAL POPULATIONS

This course is designed to provide students with the opportunity to focus on managing condition’s and issues in special populations such as pediatrics, women’s health and gerontology in the primary and secondary health care settings. Topics will include:
1. Conditions pertaining to Pediatrics, women’s health and gerontology.
2. Physiotherapy evidence based assessment and intervention specific to the special population
3. Prevention of complications related to special populations.

RESEARCH METHODS IN PHYSIOTHERAPY

This unit offers learners the opportunity to learn fundamental and practical principles of research implementation, quality control, result and reporting of research findings.

PROFESSIONAL PHYSIOTHERAPY PRACTICE 3

Students will acquire and will be expected to demonstrate professional physiotherapy practice including knowledge and skills on leadership, teamwork and management and administration strategies, management of complex cases emphasizing ethical dilemma resolution, physiotherapy and the law. Students are provided the opportunity to increase knowledge and skills in areas of specialization in physiotherapy.

PHYSIOTHERAPY PRACTICUM 2

Students will acquire and will be expected to demonstrate professional physiotherapy practice including knowledge and skills on leadership, teamwork and management and administration strategies, management of complex cases emphasizing ethical dilemma resolution, physiotherapy and the law. Students are provided the opportunity to increase knowledge and skills in areas of specialization in physiotherapy.
**COURSE DESCRIPTION:**
This course is designed to provide students with advanced practice in specific areas of Neurology, Cardiorespiratory, Musculoskeletal, Women’s Health, Pediatrics, Gerontology, Sports Physiotherapy, and Community Based Rehabilitation. These practicums will be undertaken at the Colonial War Memorial Hospitals, National Rehabilitation Hospital, Lautoka Hospital, Labasa Hospital, Sub-divisional Hospitals & or Health Centers, Government & Private Senior Citizens' Homes. This course is a full time clinical placement in which the student is supervised by teaching staff from CMNHS, physiotherapists and Community Rehabilitation Assistants at the various clinical settings. Students are matched to appropriate clinical sites including, but not limited to acute care, outpatient physiotherapy, or inpatient rehab. There will be three clinical placements paced out throughout the year. The culmination of all three clinical experiences will allow the student to demonstrate competence in managing patients with a variety of dysfunction involving musculoskeletal, neuromuscular, cardiorespiratory, and integumentary systems. These clinical experiences will also expose the student to a variety of age groups and level of patient care. Classroom sessions are utilized to discuss issues related to clinical situations.

<table>
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<tr>
<td>CAMPUS:</td>
<td>LAUTOKA/LABASA/CWMH/REHAB HOSPITAL</td>
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**COURSE DESCRIPTION:**
This course is designed to provide students with advanced practice in specific areas of Neurology, Cardiorespiratory, Musculoskeletal, Women’s Health, Pediatrics, Gerontology, Sports Physiotherapy, and Community Based Rehabilitation. These practicums will be undertaken at the Colonial War Memorial Hospitals, National Rehabilitation Hospital, Lautoka Hospital, Labasa Hospital, Sub-divisional Hospitals & or Health Centers, Government & Private Senior Citizens' Homes. This course is a full time clinical placement in which the student is supervised by teaching staff from CMNHS and physiotherapists at the various clinical settings. Students are matched to appropriate clinical sites including, but not limited to acute care, outpatient physiotherapy, or inpatient rehab. There will be four clinical placements paced out throughout the year. The culmination of all four clinical experiences will allow the student to demonstrate competence in managing patients with a variety of dysfunction involving musculoskeletal, neuromuscular, cardiorespiratory, and integumentary systems. These clinical experiences will also expose the student to a variety of age groups and level of patient care. Classroom sessions are utilized to discuss issues related to clinical situations.
POSTGRADUATE PROGRAMMES

PROGRAMME OF STUDY

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<th>PROGRAMME</th>
<th>DURATION</th>
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<tr>
<td>Master In Pathology</td>
<td>2 years</td>
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MINIMUM ENTRY REQUIREMENTS

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<td>Postgraduate Diploma in Pathology</td>
<td>1. Graduates with MBBS and at least 2 years’ experience following internship. One year of this would preferably be in pathology laboratory at a tertiary hospital. 2. Other criteria as per FNU/CMNHS student admission rules and regulations.</td>
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<tr>
<td>Master in Pathology</td>
<td>1. Postgraduate Diploma in Pathology, or equivalent 2. Other criteria as per FNU/CMNHS student admission rules and regulations.</td>
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POSTGRADUATE DIPLOMA IN PATHOLOGY

INTRODUCTION

The Postgraduate Diploma in Pathology is a programme that considers the pathological processes, their interrelationships and emphasis on clinic-pathological correlation. These units relate to the acquisition of knowledge and skills in the clinical utilization of Anatomic Pathology, Medical Microbiology, Forensic Pathology, Clinical Chemistry and Haematology. The ultimate aim of the Programme is to prepare trainees for independent careers as Anatomic Pathologists. The objectives of these two-tiered Postgraduate Diploma in Pathology leading to Master in Pathology are to allow trainees to:

- Develop advanced knowledge and technical skills to recognize, interpret, and explain pathologic processes in the clinical practice of pathology.
- Attain high technical proficiency and advanced theoretical knowledge with practice of evidence-based principles in the assessment of procedures and tests.
- Effectively communicate pathologic findings to colleagues and provide consultative information regarding patient management.
- Effectively direct, manage, and lead the pathology laboratory service. Acquire competence in the management and organisation of the diagnostic anatomic pathology services.
- Acquire skills in the use of the computer in laboratory management and retrieval of information.
- Gain knowledge of evidence-based practice of Pathology and provide a greater understanding of the clinical relevance and significance of pathology testing by expanding on the scientific basis of pathology acquired through the undergraduate degree.
- Develop research skills in areas of Pathology relevant to the region.

Successful completion of the Postgraduate Diploma would enable the graduate to undertake further postgraduate studies towards Master in Pathology.

POSTGRADUATE DIPLOMA IN PATHOLOGY - COURSE LISTING

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<td>Anatomic Pathology</td>
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<td>2</td>
<td>PTH 802</td>
<td>Clinical Microbiology</td>
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<td>3</td>
<td>PTH 803</td>
<td>Forensic Pathology</td>
<td>1 &amp; 2</td>
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<td>Clinical Chemistry</td>
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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN PATHOLOGY

COURSE TITLE: ANATOMIC PATHOLOGY
COURSE CODE: PTH 801
COURSE CONVENER: KAMAL KISHORE, FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1&2 (ON ROTATION)
MODE: FF
CAMPUS: PASIFIKA CAMPUS AND HOSPITAL ATTACHMENTS

COURSE DESCRIPTION:
Anatomical Pathology is the study of organs and tissues to determine the causes and effects of particular diseases. An Anatomical Pathologist's findings are fundamental to medical diagnosis, patient management and research.

COURSE TITLE: CLINICAL MICROBIOLOGY
COURSE CODE: PTH 802
COURSE CONVENER: KAMAL KISHORE
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2 (ON ROTATION)
MODE: FF
CAMPUS: PASIFIKA CAMPUS AND HOSPITAL ATTACHMENTS

COURSE DESCRIPTION:
Medical Microbiology deals with identification and treatment of infectious agents. Microbiologist assists clinicians in management of common and rare ailments. In ever changing environment it is paramount to be aware of emergence and management of new pathogens. This course will reveal that research forms the strongest component of a microbiologist's work.

COURSE TITLE: FORENSIC PATHOLOGY
COURSE CODE: PTH 803
COURSE CONVENER: KAMAL KISHORE, FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2 (ON ROTATION)
MODE: FF
CAMPUS: PASIFIKA CAMPUS AND HOSPITAL ATTACHMENTS

COURSE DESCRIPTION:
Forensic Pathology is the subspecialty of Pathology that focuses on medico-legal investigations of sudden or unexpected death. Forensic pathologists have a critical and pivotal role in death investigation, examining the body of the deceased to define the cause of death, factors contributing to death and to assist with the reconstruction of the circumstances in which the death occurred.

COURSE TITLE: CLINICAL CHEMISTRY
COURSE CODE: PTH 804
COURSE CONVENER: KAMAL KISHORE, FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2 & 1 (ON ROTATION)
MODE: FF
CAMPUS: PASIFIKA CAMPUS AND HOSPITAL ATTACHMENTS

COURSE DESCRIPTION:
Clinical Chemistry deals with metabolic and physiologic state in health and in disease. A chemical pathologist investigates the presence and levels of various metabolic components in body fluids in order to assist clinicians in appropriate diagnosis and management of metabolic disorders.

COURSE TITLE: CLINICAL HAEMATOLOGY
COURSE CODE: PTH 805
COURSE CONVENER: KAMAL KISHORE, FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2 & 1 (ON ROTATION)
MODE: FF
CAMPUS: PASIFIKA CAMPUS AND HOSPITAL ATTACHMENTS

COURSE DESCRIPTION:
Haematology encompasses both clinical and laboratory aspects of primary disorders of the blood as well as how other diseases affect the blood. Primary haematological diseases include the various forms of leukemia and lymphoma, types of anemia and diverse blood clotting disorders. Transfusion medicine also falls into the specialty of haematology.

MASTER IN PATHOLOGY
MASTER IN PATHOLOGY - COURSE LISTINGS

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<td>PTH 901</td>
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<td>PTH 904</td>
<td>Project and Advanced Techniques</td>
<td>Kamal Kishore, Faculty of Pathology and Microbiology Team</td>
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**COURSE DESCRIPTORS - MASTER IN PATHOLOGY**

**COURSE TITLE:** ANATOMIC PATHOLOGY  
**COURSE CODE:** PTH 901  
**COURSE CONVENER:** Kamal Kishore, Faculty of Pathology and Microbiology Team  
**CREDIT POINTS:** 180  
**MODE:** FF  
**CAMPUS:** CWMH  
**SEMESTER OF OFFERING:** 1 & 2  
**COURSE DESCRIPTION:** Pathology is essentially study of abnormality in structure and functions of various systems and organs of human body. It deals with detailed study of normal in order to identify any abnormality from its usual appearance and functions. It involves structural, functional and carcinomatous dysfunctions of various systems.

**COURSE TITLE:** PROJECT AND ADVANCED TECHNIQUES  
**COURSE CODE:** PTH 904  
**COURSE CONVENER:** Kamal Kishore, Faculty of Pathology and Microbiology Team  
**CREDIT POINTS:** 60  
**MODE:** FF  
**CAMPUS:** CWMH  
**SEMESTER OF OFFERING:** 1 & 2  
**COURSE DESCRIPTION:** This unit would enable the trainees to complete the research project which is a mandatory requirement for successful completion of the master’s degree in pathology. It also provides them opportunity to learn special techniques in genetics & molecular biology. This would prepare them for the new technology tools that might become available in future in pacific setting.
SCHOOL OF MEDICAL SCIENCES

INTRODUCTION
The Bachelor of Medicine and Bachelor of Surgery (M.B.B.S) Programme is a six-year Programme that trains students to become doctors. The School of Medical Sciences aims to educate students so that by graduation they should possess the following attributes: adaptable, compassionate, critical thinker, effective communicator, leader, and team player, ethical and proficient medical practitioners. The essential knowledge, skills and attitudes related to these attributes, and expected of M.B.B.S graduates, are found in the M.B.B.S Programme Curriculum Guidelines.

The assessment of students within the M.B.B.S Programme is designed to reflect the essential knowledge, skills and attitudes that should be attained at certain defined points in the curriculum spiral. The assessment process is seen as a continuum with defined endpoints that must be satisfied before progression to the next stage of the Programme. As such, the assessment process for M.B.B.S 1 to 3 may be very similar but the objectives for the endpoints and, hence, the content of the assessment, are different. Similarly, while the process of the assessment of the courses for M.B.B.S 4 and 5 may be similar, the content of the assessment for each course will reflect their specific endpoint objectives.

With its increase in demand and limited placements, offer of study is prioritised for Fiji and Pacific Island countries only.

DURATION OF STUDY
A student enrolled in the MBBS Programme may require longer than the usual six years to complete the Programme of study (e.g. A student may be required to repeat one or two years of study, or may be suspended for disciplinary reasons, or may request and be granted a leave of absence for personal reasons, etc.). Any student enrolled in the MBBS Programme must complete the Programme of study, and graduate with the MBBS degree, within a maximum time period of nine years from the date of enrolment in the MBBS-1 year or 6 years if first enrolled in MED 602. (For students admitted with advanced standing, the maximum time period to complete the Programme is reduced by the number of years of study for which they were credited).

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
A) total credit points required: 720
B) work place attachment: satisfactorily completed all hospital and community attachment requirements as detailed in the curriculum
C) any other requirement: pass professionalism assessments

GENERAL STUDENT BEHAVIOUR

ATTENDANCE
1. The MBBS Programme has a 100% attendance policy However, in order to accommodate periods of illness or other acceptable reasons for absence; the student is expected to attend a minimum of 80% of all required sessions for each Course. Students who fail to attend 80% of the required sessions of the course (tutorials, scheduled sessions, clinical attachments) will not be allowed to sit for the final exams.

2. In MED 501, MED 502, MED 601 and MED 602, attendance is mandatory at PBL tutorials (subject to the 80% rule above), resource sessions, health-center attachments and public health placements.

3. Any student who fails to satisfy attendance requirements will be issued a “Student Academic Progress” form by the middle of the course or semester by the course trainer-in-charge, lecturer or year coordinator, and will be referred to the Head of Department, Head of School and/or the Dean of the College for counseling and an agreed plan of action.

4. A letter of warning will be issued by the trainer-in-charge with a copy to the student if there is unsatisfactory progress in either academic or professional assessment and the student will be referred to the Head of Department, Head of School and/or the Dean of the College as necessary. The sponsor of the student may also be advised of the unsatisfactory performance of the sponsored student.

GENERAL STUDENT BEHAVIOUR

ASSESSMENT OF PROFESSIONALISM
- The MBBS course educates students to become ethical and professional doctors. An important part of assessment will focus on areas of professionalism. Attributes include showing compassion for patients; demonstrating respect for patients, colleagues, lecturers and other health care workers; demonstrating responsibility and accountability; punctuality and effective time management; and the ability to communicate...
effectively and respectfully with patients and peers. This assessment is continuous throughout the 6 years of the course.

- Formal assessment will be done by way of the Tutor Assessment form (in MBBS 1-3 including MED 602), or by the Assessment Form for Professionalism (in MBBS 4-6). Any student found to be below the expected level will be counseled, and may be referred to a professional counselor, for remediation.
- The student will be re-assessed 2 months later to determine the effectiveness of the remediation process. Any student who fails to attend remediation or who has not improved will be issued a letter of warning from the Trainer-in-Charge (with a copy to the student’s sponsor). The letter of warning becomes a part of the student’s record, and is effective throughout the remainder of the six-year Programme (i.e., it is not of an annual nature and does not “expire” at the end of the year in which it is issued).
- A further assessment will be conducted in 2 months’ time. If there is no improvement, or if at a later date the student is again found to be below the expected level, then the student may be suspended from the Programme for a minimum of 6 months, or may be terminated from the Programme if it is determined that the student is unlikely to accomplish adequate remediation.

ASSESSMENTS AND PROGRESSION YEARS 1 TO 3
The first, second, and third years of the MBBS Programme each constitute a course. A grade will be given for each course.

- Year One - M.B.B.S I MED501
- Year Two - M.B.B.S II MED502
- Year Three - M.B.B.S III MED601/MED 602

Assessment of students in MED501, MED502, MED601 and MED 602, will be both formative and summative. Students will receive one grade for the entire year of study, which will consist of coursework in PBL Knowledge, Clinical Skills, Public Health, and Personal and Professional Development. Formative assessment will be continuous throughout the year. Summative assessment will occur at intervals throughout the year, with a large component of summative assessment taking place at the end of each year. (See assessment table section 3)

FORMATIVE ASSESSMENT
This will consist of a variety of methods, including but not limited to the following:

- Numerous Self-Assessment Questions are distributed to the students in each of the PBL problems during the year, model answers to which are retained by the tutor and discussed in tutorial groups as part of the tutorial process. Modified versions of some of these questions will appear in the Summative Written Examinations.
- Fixed resource sessions in the basic sciences of Anatomy, Pathology, and Microbiology, structured in question and answer format, are conducted during many of the problems. Students are expected to read questions accompanying various displays and formulate appropriate answers, before checking their answers against the model answers included in the display. Modified versions of these displays may appear in the Summative OSPEs.
- Student presentations, conducted at the conclusion of several PBL problems during the year, in which groups of students are provided with patient scenarios in advance, and are required to present to the class a solution to the patient problem and the basis for the solution they have devised. Summative Written and OSPE examinations may include questions based on these presentations.
- A written Tutor Assessment of the student's performance in tutorials, completed twice during the year, with a formative feedback in the middle of the semester and a summative mark at the end of the semester. The tutor will discuss the formative assessment with the student before submitting the final assessment form to the Programme Coordinator at the end of the semester.
- A Formative OSCE/OSPE Quiz will be set for MBBS-1 students and for MED 602 at the beginning of the second semester, before the summative OSCE/OSPE in the second semester.

Summative assessments are summarized in section 3
CONTINUOUS ASSESSMENTS

- For MBBS 1 students only, a mini summative Written Quiz will be set early in the first semester, consisting of short answer (modified essay) questions and multiple choice questions. The examination will contribute 5% to the final grade.
- At the end of the first semester a written examination comprising short answer questions and multiple-choice questions will be given. The examination will contribute 20% to the final grade.
- In addition, during the second semester, an Objective Structured Practical and Clinical Examination (OSPE/OSCE) will be conducted. This examination will contribute 10% to the final grade.
- A feedback session will occur in the following 1-2 weeks after the written and OSPE/OSCE exams
- A clinical log book will need to be completed which contributes 5% to the final grade in MED 501 and 10% in MED 502, 601 and 602.
- Tutorial assessment grading participation and preparation will contribute 10% to the final grade.
- For MED 602, assessment of the assignments and reports of the community health attachment will contribute 10% to the final grade. This is subject to minor amendment after the first cohort (2018) as per revision of the public health component of MED 601.

PROGRESSION IN YEARS 1 TO 3

- Students are encouraged to participate in all components of formative assessment.
- An assessment of Professionalism as outlined above (7.7.1) must be passed for any student to progress from year to year.
- Students need not attain a passing grade in the continuous component of summative assessment in order to be eligible to sit the End-point Examinations. However, the total composite grade (Continuous Assessment plus End-point Examination) must be at least 50%, for a student to pass and progress to the next year of the Programme. In addition, a passing grade must be obtained in each component of the End-point Examination (Written Exam, and OSPE/OSCE) in order for a student to pass and progress to the next year of the Programme.
- Students with a grade of less than 50% in the Course, or in the final end-point Written Examination, or in the final end-point OSPE, will be deemed to have failed the Course.
- Monitoring of academic progress: Students who receive a failing grade in the summative written and/or OSPE/OSCE examination or who have attendance below the 80% requirement will receive an official letter regarding their academic progress, and will be required to meet with the Year Trainer-in-Charge and/or the MBBS 1-3 Head of Department.

ASSESSMENTS AND PROGRESSION MBBS YEARS 4 AND 5

During Years 4 and 5, MBBS students will take seven courses (also referred to as attachments, or rotations, or blocks), and will receive a grade for each of the seven courses. Each course is seven teaching weeks in duration, except Community Medicine, which is 14 weeks.

FORMATIVE ASSESSMENTS

This will be continuous throughout each attachment

- assessment and feedback on history taking and examination skills during ward rounds, bedside teaching, and other clinical sessions;
- assessment of case presentations at grand rounds, and other informal presentations (including journal club presentations, combined discipline presentations, etc.), and
- Feedback during discussions around teaching modules.

SUMMATIVE ASSESSMENTS

This will have Continuous and Endpoint assessments (Written and Clinical) as summarized in section 3. Each of these three summative assessments must be passed.

- It is the responsibility of the Trainer-in-Charge to ensure that at least 40% of all continuous assessment for a unit is completed by the mid-term, and that a report on all students who fail to meet the pass mark in this portion of
the summative assessment is provided to their Dean through the reporting structure no later than one week after the mid-term.

- Students with unsatisfactory progress in the continuous assessment shall be notified of this to the Dean.
- The sponsor of a student may also be advised of the unsatisfactory performance of the sponsored student.
- In order to pass the course, the student must receive a minimum passing score of 50% in each component of the summative assessment: the Continuous Assessment component (i.e., the combined score for the assessment form, learning portfolio, logbook, case studies, etc.), the Written Examination, and the Practical / Clinical Examination.
- For MED 706, students must pass each discipline component (Continuous assessment outlined in section 3) to get a pass for the Course.
- For all courses in Years 4 and 5, components of Continuous Assessment (logbooks, journals, assignments, etc.) must be completed and submitted by the set deadline. Any extension of time must be approved by the Trainer-in-Charge, and must not exceed two weeks beyond the original deadline, and will result in a 10% penalty from the score of the assignment.

Details of summative assessment for each specialty:

<table>
<thead>
<tr>
<th>ANAESTHESIA – 35%</th>
<th>EMERGENCY MEDICINE – 35%</th>
<th>OPHTHALMOLOGY –30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assignment – Case Presentation – 20%</td>
<td>• Case Presentation – 10%</td>
<td>• Assignment – 15%</td>
</tr>
<tr>
<td>• Log Book Appraisal – 15%</td>
<td>• Assignment – 10%</td>
<td>• Logbook Appraisal – 15%</td>
</tr>
<tr>
<td>• Clinical Skills:</td>
<td>• Quiz – 10%</td>
<td></td>
</tr>
<tr>
<td>o Completion of CPR Workshop</td>
<td>• Logbook – 5%</td>
<td></td>
</tr>
<tr>
<td>o Completion of Airway Management Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Completion of 10 Discussion topics</td>
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</tr>
</tbody>
</table>

PROGRESSION IN YEARS 4 AND 5

- An assessment of Professionalism as outlined above (7.7.1) must be passed for any student to progress from year to year.
- A student must pass all four 30 CP courses in year 4 or its equivalent (two 30 CP courses plus the Community Medicine attachment, 60 CP) in year 5 to proceed.
- A student, who fails a single course in Year 4 or Year 5 with a grade of ≥ 45%, will be required to undergo a comprehensive supplementary process, which includes a maximum 3-week supplementary attachment, followed by a supplementary assessment which includes both written and practical components. For MED 708 supplementary assessment will only include a written paper.
- Candidate must achieve a pass in the continuous assessment to be eligible to appear for the endpoint assessments

MBBS YEAR 6

The sixth year of the MBBS Programme is a Trainee Internship (TI) and is comprised of two components that may be undertaken in Fiji or other accredited health facilities in the region for example: Solomon Islands, Tonga and Samoa.

- **Trainee Internship – Component 1: Hospital Attachment:** A 20-week Hospital-based attachment consisting of four 5-week rotations in Medicine, Paediatrics, Surgery, and Obstetrics/Gynaecology.
- **Trainee Internship- Component 2: Primary Care Attachment:** A 18-week Primary Care based Public Health attachment.

FORMATIVE ASSESSMENTS

Various modes of formative assessments are employed during the year including presentations, journal clubs, clinical acumen, etc.

SUMMATIVE ASSESSMENTS

This includes continuous assessment (40%) and an end point competency based OSCE (60%)
The overall continuous assessment is 40% (20% for each component) and is primarily comprised of the following:

- Clinical & Primary Care logbook of competencies
- Placement supervisor’s assessment
- Clinical Appraisal Form
- Learning Portfolio
- Topic presentations
- FNU Supervisors’ / ‘Trainer-in-Charge’ Reports

Additionally there are further assessments within each component:

Component 1
- There will be formal assessments in certain identified core competencies in internal medicine, surgery, pediatrics and obstetrics & gynaecology.
- Students who fail to achieve core competencies will be required to repeat the component.

Component 2
- Presentation of selected topics at the monthly medical sub-divisional meetings
- Delivery of health education sessions to school children and to the community
- Presentation of the patients which the students have admitted, to the medical officer in charge of the ward
- Completion of an individual student research and one group project.
- Students who fail to achieve core competencies will be required to repeat the component.

PROGRESSION TO GRADUATION
- All trainees should aim to complete their logbook requirements which will be assessed every six weeks by FNU academic faculty for Component 2 and every 5 weeks for component 1. Trainees will be provided feedback on their progress and will be given advice as required
- Components of Continuous Assessment (logbooks, journals, assignments, etc.) during Year 6 must be completed and submitted by the deadline set. Any extension of time must be approved by the supervisor, must not exceed two weeks beyond the original deadline, and will result in a 10% penalty from the score of the assessment.
- Candidate must achieve a pass in the continuous assessment to be eligible to appear for the endpoint OSCE
- A pass in the end point OSCE is required in order to graduate
- Failure to meet the minimum 50% in continuous assessment of either of the components of MED712 will result in a repeat of the failed component.
- Failure in end point OSCE will require repeat of MED 712.
- Students must pass their professionalism assessment to graduate.
- A “Student Academic Progress” form will be used to track students as needed.

SUPPLEMENTARY EXAMS
- A student who fails one course in years 1-5 with a grade of > or =45% and <50% will be eligible to sit a comprehensive supplementary assessment, which includes written and practical components
- Students who are required to sit the supplementary exam must pass both the written and clinical component to be allowed to proceed to the next year level.
- Student who, in Year 4 or Year 5, fails more than one curse in the year, OR who fails any one course with a score of <45% will be required to repeat and pass only the course(s) failed.
- Students will be permitted a maximum of 2 supplementary assessments in MBBS years 1 to 5 of the Programme.
- A student who fails the supplementary assessment of any course will be required to repeat that course.
- There will be no supplementary assessments offered to students who fail MED712 due to the practical nature of the course and its duration, which leaves insufficient time for remediation and preparation for the end of the year qualifying OSCE exam and graduation.
REPEATS

- No repeats allowed in MED501 and MED602
- Students who fail any course (except MED501 and MED602) with a total score of <45% will need to repeat the course
- Students who fail the supplementary assessment will have to repeat the course
- Total number of repeats in the MBBS programme is restricted to a maximum of two (2) in years 2-5 (excluding MED602).
- Only one repeat per course is allowed (except MED501, MED602 and MED712).
- A student who fails MED712 academic assessments may repeat until they pass if they have not had prior repeats in the programme but should not exceed the allowed maximum time period of 9 years (or 6 years if entered through the lateral entry course (MED 602) from the date of enrolment in the MBBS programme.
  - A student who fails one component of the continuous assessment in MED712 is required to repeat the failed component only.
    - A student who passes the repeat component may be offered a clinical placement to help them prepare for the qualifying OSCE exam offered at the end of the year. (see section 1.4.1.2. Synchronising Clinical Placement).

  - A student who fails both components of the continuous assessment in MED712 is required to repeat the full MED712 course.
  - A student who fails the OSCE is required to repeat the MED712 course (both components).

A failure in the repeat year would constitute unsatisfactory progress and if necessary the student may be issued warning letter, suspended or terminated as per the stipulations in Part V of the UASR

PROGRAMME OF STUDY

BACHELOR OF MEDICINE & BACHELOR OF SURGERY (M.B.B.S)

BACHELOR OF MEDICINE & BACHELOR OF SURGERY (LATERAL ENTRY) for continuing students

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Medicine &amp; Bachelor of Surgery</td>
<td>6 Years</td>
</tr>
<tr>
<td>Bachelor of Medicine &amp; Bachelor of Surgery (Lateral Entry)</td>
<td>4 Years</td>
</tr>
</tbody>
</table>

**M.B.B.S COURSES**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>COURSE CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Based Learning I</td>
<td>MED501</td>
</tr>
<tr>
<td>Problem Based Learning II</td>
<td>MED502</td>
</tr>
<tr>
<td>Problem Based Learning III</td>
<td>MED601</td>
</tr>
<tr>
<td>Modified Problem Based Learning III (Graduate Lateral Entry)</td>
<td>MED602</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>MED702</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>MED703</td>
</tr>
<tr>
<td>Paediatrics</td>
<td>MED704</td>
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<tr>
<td>Psychiatry</td>
<td>MED705</td>
</tr>
<tr>
<td>Special Topics</td>
<td>MED706</td>
</tr>
<tr>
<td>Surgery</td>
<td>MED707</td>
</tr>
<tr>
<td>Community Medicine</td>
<td>MED708</td>
</tr>
<tr>
<td>Training Internship - Hospital Attachment</td>
<td>MED710</td>
</tr>
<tr>
<td>Trainee Internship – Primary Care Attachment</td>
<td>MED711</td>
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</table>
# MINIMUM ENTRY REQUIREMENTS

<table>
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<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| Bachelor of Medicine & Bachelor of Surgery | 1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 340 out of 400 including a pass in English AND Biology, plus any 2 science subjects: Chemistry, Mathematics, Physics or Computer studies OR;  
2. A pass in full Foundation Science programme or equivalent with a minimum Grade Point Average (GPA) of 4.1 out of 4.5 or 4.00 out of 5.0 including a pass in English AND Biology, plus 2 other science subjects: Chemistry, Mathematics, Physics or Computer Studies OR;  
3. Applicants who have completed a BSc with a major in Biology should have attained a minimum GPA of 3.0 out of 4.5 and/or out of 5.0  
4. Applicants with assessment based on Australian Tertiary Admission Rank (ATAR) will require a minimum of 85% or an equivalent NZQF Level 3 score or equivalence from other countries outside the region.  
5. Regional applicants will be considered for admission based on assessment by the Pacific Community (SPC)’s Educational Quality and Assessment Program of Year 13 or equivalent with a grade of less than 10, made up of grades in English, BIOLOGY and the best 2 other Science subjects: Chemistry, Mathematics, Physics or Computer Studies;  
6. Applicants from the American-associated Pacific Island Countries should have graduated from high school in the top 10% of their graduating class, and have completed at least one year of tertiary education, in science subjects.  
7. Applicants may also be admitted to the MBBS program who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further. (UASR p.28 6.8.2). | FF | 6 Years |

**IMPORTANT NOTE:**

1. If we do not get the quota of students, then the MER may be considered on case by case basis until the quota is reached. However marks below 300 will not be considered.
2. All applications will be vetted by School of Medical Sciences, MBBS admission committee.

**LATERAL ENTRY MBBS 3**

1. Completed Bachelor in Pharmacy, Bachelor in Physiotherapy, Bachelor in Medical Imaging, or Bachelor in Medical Laboratory Sciences degree with a minimum GPA of 3.0/5 or equivalent, B or 70%.
2. Consistently sound academic records with no repeats or supplementary.
3. Obtained previous degree preferably within the last 3 years
4. Satisfactorily passed the rigorous Entrance Exam and Multiple Mini Interviews
5. Satisfactory medical examination report
6. Obtain a Reference of Good Character and Police clearance
7. All applications will be vetted by the SMS MBBS admission Committee

**Applicants who graduated from the Fiji National University or Fiji School of Medicine or from any other recognized University before 2013, their grades will be assessed and benchmarked to the equivalent GPA.**
Due to insufficient places available in the programme and after allocation of study offer to Fiji Government sponsored students together with students sponsored by donors or governments of the Pacific Island Nations, remaining offer of study/placements shall be based strictly on academic merit.

### UNDERGRADUATE DEGREE PROGRAMME

#### BACHELOR OF MEDICINE & BACHELOR OF SURGERY

#### BACHELOR OF MEDICINE & BACHELOR OF SURGERY (LATERAL ENTRY) for continuing students

**PROGRAMME OUTCOMES**

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: *Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader*. The Programme Outcomes of proposed Bachelor of Medicine & Bachelor of Surgery are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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</thead>
</table>
| PROFICIENT, ADAPTABLE, CRITICAL THINKER, EFFECTIVE COMMUNICATOR | 1. Demonstrate a thorough knowledge and understanding of the basic sciences such as anatomy, physiology, biochemistry, pharmacology, microbiology and pathology; be able to apply these to the practice of medicine, and facilitate sharing of this knowledge with colleagues and patients.  
2. Demonstrate a thorough knowledge and understanding of the epidemiology and risk factors underlying common medical conditions and recommend initiatives and strategies to prevent, reduce and eradicate the disease burden in the Pacific. |
<p>| PROFICIENT, CRITICAL THINKER                     | Demonstrate a thorough knowledge and understanding of the natural history and presentations of common medical conditions, their complications and co-morbidities.                                                  |
| EFFECTIVE COMMUNICATOR, COMPASSIONATE, TEAM PLAYER | Practice appropriate and effective verbal, non-verbal and written communication skills in interactions with patients, their families, colleagues and communities.                                                 |
| EFFECTIVE COMMUNICATOR, COMPASSIONATE, LEADER, ETHICAL, TEAM PLAYER, ADAPTABLE | Work effectively and with flexibility in partnership with patients, families, caregivers, and colleagues from diverse backgrounds to achieve the best health care outcomes. |
| EFFECTIVE COMMUNICATOR, COMPASSIONATE, ETHICAL, TEAM PLAYER | Identify patients’ needs and concerns, and compassionately inform, educate and allow shared decision-making, to facilitate patient-centered care |
| EFFECTIVE COMMUNICATOR, COMPASSIONATE, PROFICIENT, CRITICAL THINKER | Elicit systematically and sensitively clear and comprehensive case histories; perform physical examination in a respectful and organized manner, to elicit clinical signs relevant to an accurate diagnosis |
| PROFICIENT, CRITICAL THINKER, ADAPTABLE          | Plan, select and interpret appropriate diagnostic tests and safely and competently perform procedures relevant to patient presentations |
| EFFECTIVE COMMUNICATOR, COMPASSIONATE, PROFICIENT, CRITICAL THINKER, LEADER, ETHICAL, TEAM PLAYER, ADAPTABLE | Formulate and implement appropriate evidence-based patient management plans, recognizing and responding to a range of scenarios from emergencies to chronic healthcare needs in a compassionate and culturally sensitive manner |</p>
<table>
<thead>
<tr>
<th>Role, Competencies</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| **CRITICAL THINKER, PROFICIENT, ADAPTABLE, SELF-DIRECTED LEARNER** | 1. Interpret and critically analyze information and evidence from diverse reputable sources and contexts, and appropriately apply these to solve problems and guide decision-making to improve health care outcomes in the Pacific.  
2. Describe and implement the basic principles involved in health-related research processes and outcomes.  
3. Synthesize patients’ clinical information to generate a logical provisional diagnosis, appropriate differential diagnoses and individualized management plans  
4. Evaluate the design and results from quality assurance to improve health outcomes |
| **SELF-DIRECTED LEARNER, ADAPTABLE, CRITICAL THINKER** | 1. Recognize one’s own limitations in knowledge and skills through a reflective process, and address and rectify them  
2. Demonstrate a sustained commitment to remain up-to-date in relevant aspects of medical practice through self-directed learning |
| **TEAM PLAYER, ADAPTABLE** | Receive, and respond to constructive criticism for enhancement of professional performance |
| **ADAPTABLE, EFFECTIVE COMMUNICATOR, LEADER, TEAM PLAYER** | Promote on-going medical education and health advocacy by teaching and learning from peers, health care professionals and other groups |
| **ETHICAL, TEAM PLAYER, COMPASSIONATE** | 1. Recognize the importance of one's own health, be able to identify risks to it, and apply a range of approaches to obtain assistance when needed  
2. Practice compassion, respect and empathy during interactions with all patients, colleagues and communities  
3. Facilitate ethical decision making in sensitive management decisions.  
4. Apply the principles of justice, equity, confidentiality, integrity and personal accountability to the patient and the profession by adhering to the Hippocratic Oath, health professionals’ codes of ethics and conduct, and legislation relevant to medical practice  
5. Recognize negligent or unsafe medical practice, including the need to help a colleague and protect patients from unsafe conduct |
| **ETHICAL, TEAM PLAYER** | Direct and engage others in formulating and implementing strategies to address problems and improve health for individuals and populations |
| **ADAPTABLE, CRITICAL THINKER, EFFECTIVE COMMUNICATOR, ETHICAL, LEADER, TEAM PLAYER** | 1. Recognize the geographic, ethnic and cultural diversity within the Pacific Island Countries, identify their health priorities and health care needs, and understand how these should direct delivery of curative and preventive health services  
2. Appraise the features of health systems that may impact the roles of a doctor; and the cost effectiveness and equity in health services management and strategic planning |
| **ADAPTABLE, CRITICAL THINKER, EFFECTIVE COMMUNICATOR, ETHICAL, LEADER, PROFICIENT, TEAM PLAYER** | 1. Apply the principles of epidemiology to disease trends and outbreaks  
2. Advocate and practice the principles and approaches of health promotion and wellness; and use multi-sectorial adaptable strategies to address the social determinants of health  
3. Recognize how National, Regional, and International Health Declarations and Agreements and relevant public health legislation apply in setting national health priorities |
BACHELOR OF MEDICINE & BACHELOR OF SURGERY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>1</td>
<td>MED 501</td>
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<td>MED 702</td>
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<td>5</td>
<td>MED 703</td>
<td>Obstetrics &amp; Gynaecology</td>
<td>1 &amp; 2</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>MED 704</td>
<td>Paediatrics</td>
<td>1 &amp; 2</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>MED 705</td>
<td>Psychiatry</td>
<td>1 &amp; 2</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>MED 706</td>
<td>Special Topics</td>
<td>1 &amp; 2</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>MED 707</td>
<td>Surgery</td>
<td>1 &amp; 2</td>
<td>30</td>
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<tr>
<td>10</td>
<td>MED 708</td>
<td>Community Medicine</td>
<td>1 &amp; 2</td>
<td>60</td>
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<tr>
<td>11</td>
<td>MED 710</td>
<td>Training Internship - Hospital Attachment</td>
<td>1 &amp; 2</td>
<td>60</td>
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<tr>
<td>12</td>
<td>MED 711</td>
<td>Training Internship – Primary Care Attachment</td>
<td>1 &amp; 2</td>
<td>60</td>
</tr>
</tbody>
</table>

YEAR 1
COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

COURSE TITLE: PROBLEM BASED LEARNING I
COURSE CODE: MED 501
COURSE CONVENER: ESETA VAKASIGALEKA
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The purpose of the first tier of the MBBS programme is to acquire the knowledge and skills in the Basic Sciences that are the building blocks and foundation of the clinical sciences. The MBBS 1 course is the first year of this tier. The MBBS course is based on the problem based learning (PBL) method of teaching and it is in this first year where students are taught with this methodology. This course also provides an introduction to the clinical skills and clinical sciences which form the second tier, or final three years of the training of doctors. An introduction to the concepts of prevention of diseases, community medicine and the promotion of health and well-being are also integrated into the course.

YEAR 2
COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

COURSE TITLE: PROBLEM BASED LEARNING II
COURSE CODE: MED 502
COURSE CONVENER: SERENE SHRESTHA
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The purpose of the first tier of the MBBS programme is to acquire the knowledge and skills in the Basic Sciences that are the building blocks and foundation to the clinical sciences. The MBBS 2 course is the second year of this tier. The MBBS course is based on the problem based learning (PBL) method of teaching and it is in this first year where students are taught in this methodology. As in the first year, the course is integrated.

YEAR 3
COURSE DESCRIPTOR - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

COURSE TITLE: PROBLEM BASED LEARNING III
COURSE CODE: MED 601
COURSE CONVENER: ALMA NACOLA
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The purpose of the first tier of the MBBS programme is to acquire the knowledge and skills in the Basic Sciences that are the building blocks and foundation to the clinical sciences. The MBBS 3 course is the third and last year of this tier. The MBBS course is based on the problem based learning (PBL) method of teaching where students are taught from the first year in this methodology. This course builds on and consolidates the knowledge and skills base attained in the first two years (MED501 and MED502) through repetition of areas with different applications of knowledge, clinical skills and professional attitude which form the basis for the training of doctors. The concepts of prevention of diseases, community medicine and the promotion of health and well-being are integrated into the course.

BACHELOR OF MEDICINE & BACHELOR OF SURGERY (LATERAL ENTRY – FOR BACHELORS IN HEALTH SCIENCE DEGREES) FOR CONTINUING STUDENTS ONLY

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>MODIFIED PROBLEM BASED LEARNING III</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MED 602</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>TAKELA QARANIVALU</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>120</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
The purpose of this course is to provide an alternative entry pathway into the MBBS programme for those who have already attained an undergraduate degree in the Health Sciences. It provides foundation knowledge in the basic clinical sciences, clinical examination and communication skills. This course is taught in a modified intensive problem based learning mode based on a systems approach. This course builds on and consolidates the knowledge and skills base attained in the candidates’ first degree. This will be achieved through applications of knowledge, clinical skills and professional attitude which form the basis for the training of doctors. This course integrates concepts of prevention of diseases, community medicine and the promotion of health and well-being as well as foundation knowledge of the basic health sciences, communication and clinical skills.

YEARS 4 AND 5
COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>INTERNAL MEDICINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MED 702</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>AMINIASI ROKOCAKU</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>30</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>HOODLESS HOUSE/PASIFIKA/CWMH</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2; 4 X 7 WEEK ROTATIONS PER YEAR</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
The goals of this course, with reference to the adult population, is summarised below:
1. To improve knowledge and develop an understanding of the promotion of health, the production of disease, and methods of prevention of disease.
2. To improve or acquire proficiency in basic clinical skills. In particular to develop an ability to:
   • Obtain a full and accurate patient history
   • Carry out a complete physical examination
3. To develop the ability to recognize common medical emergencies and manage them appropriately in the initial phase.
4. To develop attitudes to achieve a high standard of medical practice in relation to the care of patients and the population.
5. To develop attitudes, characteristics and attributes relevant for ongoing professional development
6. To improve skills in accessing current medical knowledge or literature and search for the evidence for best practice.
7. To develop interpersonal and inter-professional communication skills including counseling skills.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>OBSTETRICS &amp; Gynaecology</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MED 703</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>JULIA SINGH</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>30</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp;2; 4 X 7 WEEK ROTATIONS PER YEAR</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>HOODLESS HOUSE/PASIFIKA/CWMH</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
The purpose of this course is summarised below:
1. To develop and improve proficiency in basic clinical skills in obstetrics including the ability to:
   Obtain and integrate a full and accurate obstetric and gynecological history with that of a physical examination and appropriate investigations.
   Perform pelvic examination under supervision in an ethical and compassionate manner.
   Interpret the findings, formulate a provisional diagnosis, and institute appropriate management as well as to monitor the progress of the patient's condition.
2. To demonstrate competence in performing basic practical procedures like pelvic examination, pap smears, high vagina swabs and vaginal examination on a pregnant patient as well as demonstrating competency in eliciting cervical excitation tenderness to exclude ectopic pregnancy, pelvic inflammatory disease and any other gynaecological pathology.
3. To develop and improve knowledge and develop an understanding of the promotion of female reproductive health, the illnesses and diseases specific to women and to reproduction, and the various methods of preventing these specific pathologies. To be able to perform bimanual pelvic examination, to determine the size, position and mobility of the uterus. All this are to be conducted with patient's consent.
4. To demonstrate the ability to recognize common obstetric emergencies, manage them appropriately in the initial phase and plan ongoing care (with referral if required).
5. To develop and reinforce attitudes that promote high standards of practice in relation to the health care of women and their sexual and reproductive health needs. Be able to involve family members in counselling and improving sexual and reproductive health needs of women.
6. To improve and demonstrate skills in accessing current medical knowledge or literature and search for evidence for best practice. Able to critique the evidence that is available.
7. To establish and demonstrate interpersonal and inter-professional communication skills including counselling of women and their spouses. Be able to work in a group and is a team player.

COURSE TITLE: PAEDIATRICS
COURSE CODE: MED 704
COURSE CONVENER: KHALID MAHMOOD
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2; 4x 7 WEEK ROTATIONS PER YEAR
MODE: FF
CAMPUS: HOODLESS HOUSE/PASIFIKA/CWMH

COURSE DESCRIPTION:
This unit builds on the knowledge and skills gained in MED501; MED 502 and MED601. Students are expected to gain more in-depth knowledge and skills in the practice of Paediatrics and Child Health and to apply previous knowledge to the treatment and management of common illnesses in children.

The purpose of this course, with reference to the childhood population, is summarised below:
1. To improve knowledge and develop an understanding of the promotion of health, the production of disease, and methods of prevention of diseases in children.
2. To improve or acquire proficiency in basic clinical skills. In particular to develop ability to:
   Obtain a full and accurate patient history from the primary care givers
   Carry out a complete physical examination of a child
   Undertake appropriate investigation
   Interpret the findings, make a provisional diagnosis, and institute appropriate management
   Monitor the progress of the patient's condition, and determine the prognosis
   Acquire competence in performing basic practical procedures.
3. To develop the ability to recognize common medical emergencies in children and manage them appropriately in the initial phase.
4. To develop attitudes to achieve a high standard of paediatric practice in relation to the care of patients and the population.
5. To develop attitudes, characteristics and attributes relevant for ongoing professional development
6. To improve skills in accessing current medical knowledge or literature and search for the evidence for best practice.
7. To develop interpersonal and inter-professional communication skills including counselling skills.

COURSE TITLE: PSYCHIATRY
COURSE CODE: MED 705
COURSE CONVENER: BALRAM PANDIT
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2; 4x 7 WEEK ROTATIONS PER YEAR
MODE: FF
CAMPUS: PASIFIKA/CWMH/ST. GILES HOSPITAL

COURSE DESCRIPTION:
The purpose of this course is summarised below:
1. To improve knowledge and develop an understanding of mental health, the manifestation of psychiatric illnesses, and methods of management and prevention of disease.

2. To improve or acquire proficiency in basic clinical skills. In particular to acquire the ability to:
   - Conduct Psychiatric Interviews
   - Elicit data for psychiatric histories
   - Perform a Mental Status Examination
   - Perform a neurological examination in psychiatry
   - Recognize indications for laboratory data
   - Recognize major categories of mental illness
   - Develop psychiatric formulations
   - Develop psychiatric treatment plans

3. To develop the ability to recognize common psychiatric emergencies and manage them appropriately in the initial phase.

4. To develop attitudes to achieve a high standard of psychiatric practice in relation to the care of patients and the population.

5. To develop attitudes, characteristics and attributes relevant for ongoing professional development.

6. To improve skills in accessing current medical knowledge or literature and search for the evidence for best practice.

7. To develop interpersonal and inter-professional communication skills including counseling skills.

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**COURSE TITLE:** SPECIAL TOPICS
**COURSE CODE:** MED 706
**COURSE CONVENER:** KENTON BIRIBO
**CREDIT POINTS:** 30
**SEMESTER OF OFFERING:** 1 & 2; 4 X 7 WEEK ROTATIONS PER YEAR
**MODE:** FF
**CAMPUS:** PASIFIKA/HOODLESS HOUSE/CWMH

**COURSE DESCRIPTION:**
The purpose of this course is to provide an introduction to a few clinical specialties that are important to all the major clinical disciplines of medicine, and provide an opportunity to experience working in these departments gaining valuable skills and insight into their roles in the broader provision of health services.

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**COURSE TITLE:** SURGERY
**COURSE CODE:** MED 707
**COURSE CONVENER:** BASHARANT MUNSHI
**CREDIT POINTS:** 30
**SEMESTER OF OFFERING:** 1 & 2; 4x 7 WEEK ROTATIONS PER YEAR
**MODE:** FF
**CAMPUS:** PASIFIKA/ CWMH

**COURSE DESCRIPTION:**
The goals of this course, with reference to the adult population, is summarised below:

1. To improve knowledge and develop an understanding of the promotion of health, the production of disease, and methods of prevention of disease.

2. To improve or acquire proficiency in basic clinical skills. In particular to develop an ability to:
   - Obtain a full and accurate patient history
   - Carry out a complete physical examination

3. To develop the ability to recognize common surgical emergencies and manage them appropriately in the initial and ongoing phases.

4. To develop attitudes to achieve a high standard of surgical practice in relation to the care of patients and the population.

5. To develop attitudes, characteristics and attributes relevant for ongoing professional development.

6. To improve skills in accessing current medical knowledge or literature and search for the evidence for best practice.

7. To develop interpersonal and inter-professional communication skills including counseling skills.

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**COURSE TITLE:** COMMUNITY MEDICINE
**COURSE CODE:** MED 708
**COURSE CONVENER:** TIMAIMA TUIKETEI
**CREDIT POINTS:** 60
**SEMESTER OF OFFERING:** 1 or 2
**MODE:** FF
**CAMPUS:** TAMAVUA/MOHMS HEALTH CENTRES
This course is delivered both on classroom mode and through clinical attachments in various health centres around the Suva area and the Tamavua hospital complex.

COURSE DESCRIPTION:
Component 1
Lifestyle diseases and Non Communicable diseases are the commonest causes of morbidity and mortality in most Pacific island countries. There are also many sexual reproductive health and child health issues in the Pacific that needs to be recognised and addressed from the Public Health perspectives. This course is about evidence based prevention, PH management and control of lifestyle diseases & nutrition, occupational medicine & environmental health, sexual reproductive health and child health conditions in the primary care settings. It encompasses the wellness concepts through the womb to tomb approaches, health services management and the PH legislative frameworks. The students will also conduct an OHS audit in a workplace setting. The course has six units.
Component 2
PCP 706 is a comprehensive course on CDs and Community Health Needs Assessment incorporating the essential components of public health disciplines namely epidemiology, community based research, environmental health and health promotion. The course has three units. The core unit is CDs management in primary care settings. The remaining units cover crosscutting areas with broader scopes on public health surveillance, outbreak management, clinical epidemiology, community health needs identification and community based research projects.

YEAR 6
COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>TRAINING INTERNSHIP-HOSPITAL ATTACHMENT</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>ABHAY CHOUDARI AND AMANDA HILL</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>LAUTOKA CAMPUS, LAUTOKA HOSPITAL</td>
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</tbody>
</table>

COURSE DESCRIPTION:
Each component is semester long practicum. The training internship (TI) community based hospital attachment provides a unique opportunity for the students to develop and strengthen practical skills and knowledge and their application in community-based hospital and health centre-based care in the major areas of medical practice.
It is important to note that at all times the trainee intern practice will be supervised. TI’s will also develop & conduct simple operational research or clinical audits of which the outcomes will be useful to the subdivisions or regional hospitals.
In the community attachment the trainees are expected to make a tangible contribution to the Continuing Medical Education programmes for their peers and staff.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>TRAINING INTERNSHIP – PRIMARY CARE ATTACHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MED 711</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>ILISAPECI KUBUABOLA</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>60</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>MODE:</td>
<td>PRACTICAL ATTACHMENT IN SUB DIVISIONAL PUBLIC HEALTH SETTINGS</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>National Referral Hospital, Rove Clinic and Honiara Township Clinic in the Solomon Islands; National Health services, Apia Hospital and MT2 Hospital in Savali, Samoa; Vaiola Hospital and Vavau Clinic in Tonga; and the following subdivisions in Fiji: Rewa, Navua, Nadroga, Nadi, Ba, Tavua, Ra, Lomaiviti, Kadavu, Cakaudrove and other potential subdivisions in the Fiji Ministry of Health</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This 18 weeks attachment in the sub divisional settings culminates all the Public health and community medicine components that the M.B.B.S 6 students/Trainee Interns (TI) have learnt from Year 1 to Year 5 and the application of these knowledge and skills in the sub divisional settings. The competencies are based on the main community medicine and PH components implemented in the subdivisions which are reflected in their log books. These competencies include: primary care activities in doing admissions, deliveries with new born resuscitations, MCH/FP/ANC/PNC clinics, minor surgical procedures including circumcisions, oral health including dental extractions, SOPD /GOPD Clinics, Domiciliary follow up, medico-legal documentations, Health promotion, Environmental health, nutrition, and conducting two group projects and 1 individual original research. The 2 group projects are on: (1) epidemiological surveillance of a communicable disease, (2) NCD Intervention in a community using the health promotion settings approach. The individual research follows a specific format and will be on any area of their interest or could be on a sub
divisional need as identified by the Sub divisional Medical Officer (SDMO) who is their immediate supervisor in the subdivisions. All these activities are implemented in 16 weeks. The other 2 weeks are for anaesthesia clinical attachment which the TIs are rostered throughout the semester to do in either CWM Hospital or Lautoka Hospital.
The TI PH Coordinator/MED711 convener with the assistance from the Primary Care Team (Tamavua Campus) of the School of Population Health conduct the assessment and monitoring visits to all the TIS 2-3 times per semester to ensure they are on par and are attaining their competencies and the expected outputs. The TI group projects and TI individual research are then presented to SDMO & the sub divisional teams and the MED711 convener/Tamavua Campus at the end of the semester.

POSTGRADUATE PROGRAMMES
INTRODUCTION
The Clinical Post-graduate Programmes in Medicine are for duration of one to four years. These programmes are offered at a Diploma (one year) and at a Master of Medicine (four year) level for Internal Medicine; Surgery; Obstetrics and Gynaecology; Anaesthesia and for Paediatrics. The PG courses are offered to train doctors from the region to be specialist for the region.
The aims of the Diploma programmes are to:
- Educate and up-skill qualified doctors (M.B.B.S or equivalent) in the clinical specialty of their study,
- Have the skills and knowledge to competently manage the common causes of morbidity and mortality of patients in their clinical specialty,
- Be able to competently identify more complex diseases and refer the patient for specialists care,
- Provide an opportunity to proceed to a specialist qualification at a Master of Medicine level.
- The School aims to further educate these doctors so that by graduation at a Masters level they should possess the following attributes:
  - Be a clinical specialist in the programme of study which will enable the graduate to practice as a consultant in the relevant specialty in the Pacific
  - Have basic management knowledge and skills to prepare them to be in charge of a department.
  - Be able to research pertinent subjects relevant to their day-to-day activities.
  - Be able to practice medicine based on current evidence.
  - Be knowledgeable of the public health issues important to the practice of medicine particularly in their specialty area in the Pacific.
The specific curricula relating to the essential knowledge, skills and attitudes are found in the relevant course outlines of the individual programmes. The assessment of students within the clinical Post-graduate Programme is designed to reflect the essential knowledge, skills and attitudes that should be attained at certain defined points in the overall curriculum. The assessment process is seen as a continuum with defined endpoints that must be satisfied before progression onto the next stage of the Programme. As such, the assessment process for the Diploma programmes and the Master of Medicine programmes may be very similar but the objectives for the endpoints and the content of the assessment are dependent on the programme of study. The assessment and progression criteria are described below

PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>PROGRAMMES</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Anesthesia</td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Child Health</td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Internal Medicine</td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Obstetrics &amp; Gynaecology</td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Surgery</td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Emergency Medicine</td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Mental Health</td>
<td>1 Year</td>
</tr>
<tr>
<td>Master of Medicine in Anesthesia</td>
<td>3 Years</td>
</tr>
<tr>
<td>Master of Medicine in External Medicine</td>
<td>3 Years</td>
</tr>
<tr>
<td>Master of Medicine in Internal Medicine</td>
<td>3 Years</td>
</tr>
<tr>
<td>Master of Medicine Obstetrics &amp; Gynecology</td>
<td>3 Years</td>
</tr>
<tr>
<td>Master of Medicine in Paediatrics</td>
<td>3 Years</td>
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</tbody>
</table>
### MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>Programme</th>
<th>Entrance Requirements</th>
<th>Mode</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Postgraduate Diploma in Anaesthesia           | 1. A minimum of three years’ work experience as a doctor after graduation with an MBBS degree from a recognized institution and with medical registration in Fiji.  
2. Ideally, for the post-graduate clinical programmes, one of the three years post-MBBS would have consisted of practice within the specialty area of study.  
3. Good standing with and reference from previous/current employer.  
4. A waiver to these pre-requisites can be made in certain circumstances | FF   | 1 Year   |
| Postgraduate Diploma in Internal Medicine     |                                                                                       |      |          |
| Postgraduate Diploma in Surgery               |                                                                                       |      |          |
| Postgraduate Diploma in Child Health          |                                                                                       |      |          |
| Postgraduate Diploma in Obstetrics & Gynaecology |                                                                                     |      |          |
| Postgraduate Diploma in Mental Health         | 1. Duly certified papers attesting to completion of the required qualifications MBBS degree, Bachelor in Nursing/Bachelor in Public Health Nursing or other relevant Bachelor’s degree in the social sciences from a recognised tertiary institution in the country of origin or overseas and with medical registration in Fiji.  
2. Certificate of good moral character from previous supervisor.  
3. Satisfactory results of general physical examination (signed by appointed medical doctor).  
4. Police clearance | FF   | 1 Year   |
| Postgraduate Diploma in Emergency Medicine    | 1. A minimum of three years’ work experience as a doctor after graduation with an MBBS degree from a recognized institution and with medical registration in Fiji.  
2. Ideally, for the post-graduate clinical programmes, one of the three years post-MBBS would have consisted of practice within the specialty area of study.  
3. Good standing with and reference from previous/current employer.  
4. A waiver to these pre-requisites can be made in certain circumstances. | FF   | 1 Year   |
| Master of Medicine in Anaesthesia             | 1. At least a ‘B’ grade pass with a minimum of 65% overall scores in the relevant Diploma programme – applicant should have obtained a Diploma in the related field within the last 3 years from intending year of study and with medical registration in Fiji.  
2. Good standing with reference from previous/current employer.  
Exceptions for time-limitations may be made subject to an assessment of applicant’s work record. This assessment will be made by the post-graduate advisory committee. | FF   | Each Master’s Degree is for a 3 Year duration. |
| Master of Medicine in Internal Medicine       |                                                                                       |      |          |
| Master of Medicine in Paediatrics             |                                                                                       |      |          |
| Master of Medicine in Surgery                 |                                                                                       |      |          |
| Master of Medicine in Obstetrics & Gynaecology |                                                                                     |      |          |
| Master of Medicine in Emergency Medicine      |                                                                                       |      |          |
ATTENDANCE REQUIREMENTS

1. The clinical post-graduate programmes are by their very nature clinical. The candidates are therefore required to function as a full time registrar at an accredited training institution of the College.
2. Training requirements will likely necessitate an on-call for service load which will primarily be determined by the training institution.
3. However to ensure the service load does not unreasonably encroach on academic programmes the on-call load should not exceed 72 hours per fortnight.
4. Within the academic year (beginning of February to the end of November), candidates in any of the postgraduate academic programmes may take leave from the programme of 10 working days in total.
5. Outside the academic year, leave entitlements will be determined by the students’ sponsoring government.

ASSESSMENT OF PROFESSIONALISM

1. The Post-graduate programmes uphold the education of students to continue ethical and professional practice. An important part of assessment will focus on areas of professionalism.
2. Attributes include:
   1. Showing compassion for patients;
   2. Demonstrating respect for patients, colleagues, lecturers and other health care workers;
   3. Demonstrating responsibility and accountability; punctuality and effective time management; and
   4. The ability to communicate effectively and respectfully with patients and peers.
3. This assessment is continuous throughout the years of the course. Formal assessment will be done by way of the Assessment Form for Professionalism.
4. Any student found to be below the expected level will be counseled, and may be referred to a professional counselor, for remediation.
5. The student will be re-assessed not less than 3 months later to determine the effectiveness of the remediation process. Any student who fails to attend remediation or who has not improved will be issued a letter of warning from the Programme Coordinator (with a copy to the student’s sponsor).
6. The letter of warning becomes a part of the student’s record, and is effective throughout the remainder of the years’ programme (i.e. it is not of an annual nature and does not “expire” at the end of the year in which it is issued).
7. A further assessment will be conducted in 3 months’ time.
8. If there is no improvement, or if at a later date the student is again found to be below the expected level, then the student may be suspended from the Programme for a minimum of 6 months, or may be terminated from the Programme if it is determined that the student is unlikely to accomplish adequate remediation.

ASSESSMENT FOR THE POSTGRADUATE PROGRAMME

The assessment process for the programmes will be both formative and summative.

FORMATIVE ASSESSMENT

This will be continuous throughout each programme and may consist of:
1. Assessment and feedback on clinical work during ward rounds, bedside teaching, operating theatre work, on-call sessions and other clinical sessions;
2. Assessment of case presentations at grand rounds, and other informal presentations (including journal club presentations, etc.
3. Feedback during discussions around teaching modules and tutorials;
4. Feedback from a formal end of first semester assessment in both written and clinical exams for the Diploma programmes.
5. For the Master of Medicine programmes, this may take place at the end of second year (MMed 2) which is the year after the Diploma year.

SUMMATIVE ASSESSMENT
1 For each of the programmes noted above, a grade will be given based entirely on the summative assessment within the courses offered. Within each specialty there is flexibility within the assessment process that allows for up to a 30/70 per cent split between continuous assessment and end-point assessment.

2 The continuous assessment process may include log-book requirements, assignments and/or projects etc. The course grade for the programmes will be comprised of the following:

**CONTINUOUS ASSESSMENT**
- For all courses, components of Continuous Assessment (logbooks, journal, assignments etc.) must be completed and submitted by the deadline set.
- Any extension of time must be approved by the courses convener, must not exceed two weeks beyond the original deadline, and will result in a 10% penalty from the score of the assignment.

**END POINT ASSESSMENT**
- This is at the end of the year for the Diploma programmes.
- The examination would be in a form of one 3 hour long paper for the written component and a comprehensive clinical examination that may use varies formats such as long cases, short cases, OSCEs, viva voce etc.
- The end point assessment of the Masters programme must be passed to graduate MMED, and will normally be at the end of the third year of the Master of Medicine programme (MMED 3). The examination would be in a form of a minimum of one 3 hour long paper for the written component and a comprehensive clinical examination that may use varies formats such as long cases, short cases, OSCEs, viva voce etc.

**ADDITIONAL COMPETENCIES REQUIRED FOR THE DIPLOMA PROGRAMME**
1 In addition, candidates enrolled in these clinical diploma programmes, with the exception of the programmes delivered by the PEI and for the more recent (2004 and beyond) graduates of CMNHS, are also required to successfully complete the following public health course: PBH803 –Pacific Public Health

2 This is a common course across the Diploma programmes and could be taken on-site or could be taken as a ‘Distant Flexible Learning’ unit.

3 This is a core component of the programmes that must be successfully completed.

4 A failure in the course will require a repeat of the course in the first place.

5 A repeat failure may result in termination from the programme at the discretion of the CMNHS Exam Board.

**ADDITIONAL COMPETENCIES REQUIRED FOR THE MASTER OF MEDICINE PROGRAMME**
1 In addition to the above, all MMed candidates have additional requirements as noted below for:

2 Research Course,

3 Research Project, and

4 A minimum of 2 Elective Courses for health management as listed below.
    - PCP 801 Evidence based Medicine
    - HSM 805 Management of Health Services

5 All Year 2 and Year 3 MMed trainees will participate in a review of the fundamental principles and practices of research methodology and epidemiology.

6 This overview will be provided in the context of a Course on Health Research Methodology (RES 801) not reflected in table that will be graded and must be passed by all MMed candidates (details provided separately).

7 Parallel sessions related to the development of individual research projects will be provided along with the Health Research Methodology sessions.

8 The Research Course and the Research Project are delivered and supervised through the Research Directorate.

**POSTGRADUATE IN MEDICINE PROGRAMMES - COURSE LISTINGS**

<table>
<thead>
<tr>
<th>No</th>
<th>Course Code</th>
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<th>Semester</th>
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<td>7</td>
<td>SGR 801</td>
<td>Surgery</td>
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YEAR 1
POSTGRADUATE DIPLOMA IN ANAESTHESIA
COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN ANAESTHESIA

COURSE TITLE: ANAESTHESIA
COURSE CODE: ANA 801
COURSE CONVENER: ELIZABETH BENNETT
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: HOODLESS HOUSE/CWMH

COURSE DESCRIPTION:
This course aims to produce a graduate who is competent in the anaesthetic perioperative management of common surgical procedures including some emergencies. Graduates will also be proficient in the early management of severe trauma. The course teaches general knowledge and practical skills in the safe management of a wide range of patients undergoing anaesthesia for surgery. Specifically, it provides knowledge and practical skills as they relate to a Pacific Island non-specialist anaesthetist including the relevant aspects of General Medicine, Surgery, Paediatrics, Obstetrics and Gynaecology, Intensive Care and Pain Management. A B grade pass or better in this one-year programme also qualifies the graduate to proceed to the Master of Medicine training in Anaesthesia.

POSTGRADUATE DIPLOMA IN CHILD HEALTH
COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN CHILD HEALTH

COURSE TITLE: CHILD HEALTH
COURSE CODE: PDT 801
NAME OF COURSE CONVENER: JOSEPH KADO
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: HOODLESS & CWMH & LAUTOKA HOSPITAL
COURSE DESCRIPTION:
Candidates with the aptitude for caring the care of children are attached to the department for minimum 1 year and if found suitable are registered for PGD. Module comprising learning objectives catering for prevalent diseases and local epidemiological environment forms the basis for formulating the learning objectives. Subject knowledge which is imparted and expected from the candidates is much above the M.B.B.S curriculum but not of the Masters level. Ward rounds, on call duties, tutorials, symposia, workshops, supervised sessions and case presentations are the modes of imparting the training. They are placed on call duties under supervision of senior registrars and are expected to acquire proficiency in carrying out the practical procedures and expertise in handling the modern biomedical gadgetry. Evaluation comprises continuous assessments, mid-term exam and the final examination, theory well as practical.
Candidates securing B+ grades (more than 65%) are considered suitable for enrollment in the master’s programme. Needless to mention that professionalism and medical ethics form an integral part of training all along the programme.

POSTGRADUATE DIPLOMA IN EMERGENCY MEDICINE
COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN EMERGENCY MEDICINE

COURSE TITLE: EMERGENCY MEDICINE
COURSE CODE: EMD 800
NAME OF COURSE CONVENER: DENNIS LEE
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: CWMH
COURSE DESCRIPTION:
To equip emergency physicians with the attitudes, knowledge & skills to adequately staff emergency departments &/or remote regional health care facilities.

POSTGRADUATE DIPLOMA IN INTERNAL MEDICINE
COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN INTERNAL MEDICINE

COURSE TITLE: INTERNAL MEDICINE
COURSE CODE: IMD 801
COURSE CONVENER: JOJI MALANI
CREDIT POINTS: 120
MODE: FF
CAMPUS: HOODLESS HOUSE & CWMH * LAUTOKA HOSPITAL
SEMESTER OF OFFERING: 1 & 2
COURSE DESCRIPTION:
Internal medicine is the medical specialty concerned with the diagnosis and non-surgical treatment of diseases of the internal organs of the body. Specialists in internal medicine are often referred to as physicians, and in addition to undertaking the clinical care of patients also often undertake diagnostic and therapeutic procedures which do not entail surgery and anesthesia. Internal medicine is often subdivided into various subspecialties, usually centered on the major organ systems of the body. These include, for example, subspecialties such as cardiology (diseases of the cardiovascular system), gastroenterology (diseases of the liver and digestive system), neurology (diseases of the brain and nervous system), and nephrology (diseases of the kidneys). The Master of Medicine in Internal Medicine degree has been developed as a high quality, locally sustainable programme, customized to cater for the health needs of the Pacific Region. The programme recognizes the particular professional roles that are needed in the region and the physical and financial constraints on the practice of internal medicine. In addition the course is tailored to the specific educational requirements of the candidates seeking entrance to the programme.
The first year of the Master’s degree is the Diploma of Internal Medicine (IMD801). The course will consist of:
Academic: A series of ten modules will be offered each of four weeks duration (40 weeks). Although the course is of twelve months duration, the learning modules will be for only ten months. The first month of the course is an introductory month to be used for familiarization, getting used to the system, learning standard protocols for various disease management and also for a compressed course on emergency management that will prepare the first year Diploma candidate for clinical work. The last month of the course will be used for revision, and examinations. All modules are to be completed but in special circumstances (e.g. illness) at least eight of these modules are to be completed to fulfill the course requirements.
Practical: Working for a year as a supervised medical registrar in a position approved by the Programme Coordinator. This will mostly be in Suva but occasionally in another town such as Lautoka. In some instances it may be in a Pacific Island Country other than Fiji.
## POSTGRADUATE DIPLOMA IN MENTAL HEALTH

**COURSE DESCRIPTIONS - POSTGRADUATE DIPLOMA IN MENTAL HEALTH**

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<tr>
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<tr>
<td>COURSE CONVENER:</td>
<td>MYRIELLE ALLEN</td>
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<td>SEMESTER OFFERING:</td>
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<tr>
<td>MODE:</td>
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<tr>
<td>CAMPUS:</td>
<td>SUVA (CWMH, ST. GILES HOSPITAL AND HEALTH CENTERS)</td>
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**COURSE DESCRIPTION:**

The main goal of the Postgraduate Diploma in Mental Health is to provide Fiji and the Pacific region with doctors, nurses and other allied mental health workers trained in basic mental health practice.

The graduates of this programme will be able to perform basic clinical practice skills such as mental status examinations, counseling, simple pharmacologic intervention (pursuant to the regulations of relevant local accrediting bodies i.e. Medical Council, Nurse and Midwives’ Board, etc.) and diagnosis of mental health disorders; they will know when to refer seriously-ill patients to specialists and tertiary centers.

If the graduate so chooses, he/she will be qualified to pursue higher training in Psychiatry (for doctors) or Mental Health (for nurses and other mental health workers) at the master degree level (Masters of Science in Mental Health), after a period of clinical practice upon satisfactory completion of this programme.

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## POSTGRADUATE DIPLOMA IN OBSTETRICS & GYNECOLOGY

**COURSE DESCRIPTIONS - POSTGRADUATE DIPLOMA IN OBSTETRICS & GYNAECOLOGY**

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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>CWMH &amp; LAUTOKA HOSPITAL</td>
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</table>

**COURSE DESCRIPTION:**

Teaching method adopted is PBL (Problem Based Learning). The rotations during this period include Labour Ward, Antenatal Ward and Clinic, Postnatal Ward, Maternity ICU, Gynaecology Ward and Clinic, Operating Theatre and Family Planning Clinic. The various topics in the subject are compiled in 20 modules which are discussed and completed during the 9 week block.

Masters in Obs/Gynaecology is a four year-long full time programme. Year one of the programme is the Diploma in Obstetrics or its equivalent. A “B grade pass” with 65% marks in Diploma examination is required in order to proceed to subsequent years. The objective of the programme is to equip the graduate with adequate knowledge, skills and attitudes to practice OBS/GYN as a specialist.

The clinical teaching is largely achieved by working at registrar and senior registrar level at the hospital. The theoretical training is delivered in different formats. The departmental teaching consists of monthly topic discussions which have a series of objectives and resource material developed for them. They will take the form of pre-reading the resource material and participating in a progressively revealed problem based tutorials.

Formative Assessment is done by continuous assessment of all the activities, which include presentations (case, seminar, and audit meetings), assignments, module discussion and log book record, and by a mid-term examination consisting of both written and practical portion. At the end of the course the summative assessment will be by a three hour written examination, a long clinical case and a viva and a research project.

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## POSTGRADUATE DIPLOMA IN SURGERY

**COURSE DESCRIPTIONS - POSTGRADUATE DIPLOMA IN SURGERY**

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<tr>
<td>COURSE CONVENER:</td>
<td>IFEREIMI WAQAINABETE</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
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<tr>
<td>MODE:</td>
<td>FF IS ENCOURAGED OTHERWISE FIRST 6 MONTHS CAN BE DONE IN OTHER REGIONAL COUNTRIES AS LONG AS SUPERVISORY IS ADEQUATE.</td>
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CAMPUS: CWMH

COURSE DESCRIPTION:
The postgraduate diploma course is a one year programme conducted to facilitate trainees from the region who are keen to proceed to the Master of Medicine Degree. Selection is based on the reports of his / her supervisors from the region. With self-learning using the problem-based learning; trainees are expected to participate in discussions and in the management of patients having understood the basics of surgery. A successful candidate who gained a B or higher grade will be invited to proceed to the Master of Medicine Degree course.

YEAR 2

MASTER OF MEDICINE IN ANAESTHESIA

COURSE DESCRIPTION - MASTER OF MEDICINE IN ANAESTHESIA

COURSE TITLE: ANAESTHESIA II
COURSE CODE: ANA 820
COURSE CONVENER: ELIZABETH BENNETT
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: HOODLESS HOUSE/CWMH

COURSE DESCRIPTION:
This course builds on the basic skills and knowledge developed in the Diploma programme to produce a graduate who is competent in the delivery of perioperative anaesthetic management of patients undergoing surgical procedures of all types. Graduates will also be trained in the skills required to perform life-saving management and stabilization of emergencies, including severe trauma, as well as the resuscitation and care of the critically ill.

The course will prepare doctors to become Pacific Island Specialist Anesthetist who will display appropriate judgment and skills in managing patients undergoing anaesthesia. In addition, these graduates will be trained to a high standard in the management of public health.

Throughout the clinical training period, there will be formal course work consisting of Problem-Based Learning (PBL) modules which are designed to cover, in depth, the basic sciences including Anatomy, Physiology and Pharmacology relevant to Anaesthesia, as well as discipline-based teaching.

MASTER OF MEDICINE IN EMERGENCY MEDICINE

COURSE DESCRIPTION - MASTER OF MEDICINE IN EMERGENCY MEDICINE

COURSE TITLE: MASTER IN EMERGENCY MEDICINE YEAR 2
COURSE CODE: EMD 820
COURSE CONVENER: DENNIS LEE
CREDIT POINTS: 120
MODE: FF
CAMPUS: CWMH
SEMESTER OF OFFERING: 1 & 2

COURSE DESCRIPTION:
The purpose of the Postgraduate Masters in Emergency Medicine is to produce competent specialist Emergency Physicians knowledgeable in the fundamental principles of emergency care and proficient in relevant practical skills – specifically pertaining to Fiji and the Pacific Region.

The graduates of the Masters in EM will have developed a body of knowledge and will demonstrate practical performance skills in: history-taking; physical examination; effective clinical problem solving; appropriate investigations & their interpretation; diagnosis & initial management (resuscitation/stabilization); emergency interventions; effective communication with other health care workers (at all hierarchical levels.) They will work both autonomously and collaboratively, be independent, self-directed learners, committed to continuous quality improvement and teaching. Graduates are expected to be committed to ethical action and social responsibility. EMD 820 and EMD 830 are composite years within the programme.

MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE DESCRIPTION - MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE TITLE: INTERNAL MEDICINE II
COURSE CODE: IMD 820
COURSE CONVENER: JOJI MALANI
CREDIT POINTS: 120
MODE: FF
CAMPUS: HOODLESS HOUSE
SEMESTER OF OFFERING: 1 & 2
COURSE DESCRIPTION:

ACADEMIC COMPONENT
The course work component of the Master’s programme will continue in the same manner as the Diploma programme. The academic component (modules) will be for two years, and the third year will be a practical year spent in supervised clinical work and completing a research project (see below). IMD 802 is the 2nd year master of medicine (MMEDII). It is intended that modules will continue to be offered in all the major subspecialties of Internal Medicine. Thus there will be modules in cardiovascular medicine, Thoracic medicine, Neurology/psychiatry, Endocrinology, Haematology/oncology, Gastroenterology, Infectious Diseases, Nephrology, Clinical Pharmacology, and Immunology/Rheumatology. An additional module has been included on "Consultation Medicine. This covers special medicine topics in Obstetrics, Surgery and Anesthesia.

As there are 10 subspecialties, it is intended that each subspecialty will be covered once each year, each module lasting for 4 weeks.

PRACTICAL COMPONENT
As in the Diploma programme, each candidate will be employed as a medical registrar in a position approved by the programme. In the first instance these positions will only be at the CWM hospital, but as new students enter the programme, the students in later years may be transferred to other hospitals where good experience in Internal Medicine, together with appropriate supervision is available. The first additional hospital to be used will be Lautoka hospital. Labasa hospital (for the Fijian students), and a suitable hospital in their home country (if available) for the non-Fijian students, will be used when appropriate supervision is judged to be available. Each student will have an appropriate supervisor approved by the programme, although the level of supervision required will alter as students’ progress through the programme.

PSYCHOMOTOR SKILLS
Each student will have a logbook listing the various skills required to be mastered during the programme.

MASTER OF MEDICINE IN OBSTETRICS & GYNAECOLOGY
COURSE DESCRIPTORS - MASTER OF MEDICINE IN OBSTETRICS & GYNAECOLOGY

COURSE TITLE: OBSTETRICS & GYNAECOLOGY II
COURSE CODE: OBG 820
COURSE CONVENER: RAJANISHWAR GYANESHWAR
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: CWMH & LAUTOKA HOSPITAL
COURSE DESCRIPTION:
Teaching method adopted is PBL (Problem Based Learning). The rotations during this period include Labour Ward, Antenatal Ward and Clinic, Postnatal Ward, Maternity ICU, Gynaecology Ward and Clinic, Operating Theatre and Family Planning Clinic. The various topics in the subject are compiled in 20 modules which are discussed and completed during the 9 week block.

Master in Obs/Gynaecology is a four year-long full time programme. Year one of the programme is the Diploma in Obstetrics or its equivalent. A "B grade pass" with 65% marks in Diploma examination is required in order to proceed to subsequent years. The objective of the programme is to equip the graduate with adequate knowledge, skills and attitudes to practice OBS/GYN as a specialist.

The clinical teaching is largely achieved by working at registrar and senior registrar level at the hospital. The theoretical training is delivered in different formats. The departmental teaching consists of monthly topic discussions which have a series of objectives and resource material developed for them. They will take the form of pre-reading the resource material and participating in a progressively revealed problem based tutorials.

Formative Assessment is done by continuous assessment of all the activities, which include presentations (case, seminar, and audit meetings), assignments, module discussion and log book record, and by a mid-term examination consisting of both written and practical portion. At the end of the course the summative assessment will be by a three hour written examination, a long clinical case and a viva and a research project.

MASTER OF MEDICINE IN PAEDIATRICS
COURSE DESCRIPTORS - MASTER OF MEDICINE IN PAEDIATRICS

COURSE TITLE: PAEDIATRICS II
COURSE CODE: PDT 820
COURSE CONVENER: ALOK DUBEY
CREDIT POINTS: 120
The candidates are selected after assessment of their aptitude for dealing with children an intellectual capabilities and professional attitude. Initially a candidate is attached to a department for duration of about an year to assess his capabilities in respect of the attributes mentioned above. Then they are registered in PGDCH course of one year duration. In these two years, they acquire enough proficiency which enables them to take on training in Masters Programme. At the end of 1year DCH, only those candidates who secure more than 65% marks are enrolled in MMed programme. Programme is of 4 year duration of which 4th year is meant for writing a project /dissertation on a topic relevant to health needs of Island countries. In the preceding 3 years, in addition to Paediatrics they are also exposed to training in public health, research methodology and epidemiology, laying the foundation in them for being able to function in higher positions ranging from SDMO to PS.

Core component of Paediatrics is imparted through more of self-learning by the candidates by working full time as clinical registrars in CWM Hospital. This exposes them to entire spectrum of childhood illnesses prevalent in the country as CWM is the only tertiary care and teaching hospital in the entire Pacific.

As regards syllabus, although guideline, breakdown of the subject has been formulated but for a masters candidate, there are no boundaries that limit the subject contents. Everything about the health and disease of the children, they are expected to learn and acquire proficiency to practice the same judiciously and efficiently. They work in all the departments like NICU, PICU etc. They are subjected to master in all practical skills and are also involved in training and supervising the interns. Seminars, presentations, tutorials and workshops supervised by the CMNHS are conducted twice a week. Learning issues are given to the candidate till the fully imbibe the subject matter.

In addition, they are expected to complete a set number of MINI CEX clinical examination, log book by presenting cases to consultants of CWM and CMNHS. They are also involved in undergraduate teaching. Specific training in subspecialties like Paediatric cardiology, neonatology is imparted to them by visiting faculty members from overseas. And these are subjected to continuous assessment, a mid-term assessment and final examinations are held at the end of 3 years which is theory as well as practical case presentations and VIVA. Examiners team also involves an external faculty member from overseas. After completing the dissertation/project in the year 4, attachment to an Overseas Hospital for short term duration ranging from 6 months to 1 year is organized for them to sharpen their skills and proficiency in the sub specialty area of need in Pacific countries like intensive care, paediatric neonatology, critical care etc.
COURSE DESCRIPTION:
This course builds on the basic skills and knowledge developed in the Diploma programme to produce a graduate who is competent in the delivery of perioperative anaesthetic management of patients undergoing surgical procedures of all types. Graduates will also be trained in the skills required to perform life-saving management and stabilization of emergencies, including severe trauma, as well as the resuscitation and care of the critically ill.

The course will prepare doctors to become Pacific Island Specialist Anesthetist who will display appropriate judgment and skills in managing patients undergoing anaesthesia. In addition, these graduates will be trained to a high standard in the management of public health.

Throughout the clinical training period, there will be formal course work consisting of Problem-Based Learning (PBL) modules which are designed to cover, in depth, the basic sciences including Anatomy, Physiology and Pharmacology relevant to Anaesthesia, as well as discipline-based teaching.

MASTER OF MEDICINE IN EMERGENCY MEDICINE
COURSE DESCRIPTORS - MASTER OF MEDICINE IN EMERGENCY MEDICINE

COURSE TITLE: MASTER IN EMERGENCY MEDICINE YEAR 3
COURSE CODE: EMD 830
COURSE CONVENER: DENNIS LEE
CREDIT POINTS: 120
MODE: FF
CAMPUS: CWMH
SEMESTER OF OFFERING: 1 & 2

COURSE DESCRIPTION:
The purpose of the Postgraduate Masters in Emergency Medicine is to produce competent specialist Emergency Physicians knowledgeable in the fundamental principles of emergency care and proficient in relevant practical skills – specifically pertaining to Fiji and the Pacific Region.

The graduates of the Masters in EM will have developed a body of knowledge and will demonstrate practical performance skills in: history-taking; physical examination; effective clinical problem solving; appropriate investigations & their interpretation; diagnosis & initial management (resuscitation/stabilization); emergency interventions; effective communication with other health care workers (at all hierarchical levels.) They will work both autonomously and collaboratively, be independent, self-directed learners, committed to continuous quality improvement and teaching. Graduates are expected to be committed to ethical action and social responsibility. EMD 820 and EMD 830 are composite years within the programme.

MASTER OF MEDICINE IN INTERNAL MEDICINE
COURSE DESCRIPTORS - MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE TITLE: INTERNAL MEDICINE III
COURSE CODE: IMD 830
COURSE CONVENER: JOJI MALANI
CREDIT POINTS: 120
MODE: FF
CAMPUS: HOODLESS HOUSE
SEMESTER OF OFFERING: 1 & 2

COURSE DESCRIPTION:
ACADEMIC COMPONENT
This is 3rd year master of medicine (MMEDIII). The course work component will continue in the same manner as the MMED II. It is intended that modules will continue to be offered in all the major subspecialties of Internal Medicine. Thus there will be modules in cardiovascular medicine, Thoracic medicine, Neurology/psychiatry, Endocrinology, Haematology/oncology, Gastroenterology, Infectious Diseases, Nephrology, Clinical Pharmacology, and Immunology/Rheumatology. An additional module has been included on “Consultation Medicine. This covers special medicine topics in Obstetrics, Surgery and Anesthesia. As there are 10 subspecialties, it is intended that each subspecialty will be covered once each year, each module lasting for 4 weeks. The candidate sits for the Final Qualifying Examination at the end of MMEDIII.

Practical Component
As in the Diploma programme, each candidate will be employed as a medical registrar in a position approved by the programme. In the first instance these positions will only be at the CWM hospital, but as new students enter the programme, the students in later years may be transferred to other hospitals where good experience in Internal Medicine, together with appropriate supervision is available. The first additional hospital to be used will be Lautoka hospital. Labasa hospital (for the Fijian students), and a suitable hospital in their home country (if available) for the non-Fijian students, will be used when appropriate supervision is judged to be
available. Each student will have an appropriate supervisor approved by the programme, although the level of supervision required will alter as students’ progress through the programme.

**Psychomotor Skills**
Each student will have a logbook listing the various skills required to be mastered during the programme.

**MASTER OF MEDICINE IN OBSTETRICS & GYNECOLOGY**

**COURSE DESCRIPTIONS - MASTER OF MEDICINE IN OBSTETRICS & GYNECOLOGY**

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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>OBG 830</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>RAJANISHWAR GYANESHWAR</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>120</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>CWMH &amp; LAUTOKA HOSPITAL</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**
Teaching method adopted is PBL (Problem Based Learning). The rotations during this period include Labour Ward, Antenatal Ward and Clinic, Postnatal Ward, Maternity ICU, Gynaecology Ward and Clinic, Operating Theatre and Family Planning Clinic. The various topics in the subject are compiled in 20 modules which are discussed and completed during the 9 week block.

Master in Obs/Gynaecology is a four year-long full time programme. Year one of the programme is the Diploma in Obstetrics or its equivalent. A “B grade pass” with 65% marks in Diploma examination is required in order to proceed to subsequent years. The objective of the programme is to equip the graduate with adequate knowledge, skills and attitudes to practice OBS/GYN as a specialist.

The clinical teaching is largely achieved by working at registrar and senior registrar level at the hospital. The theoretical training is delivered in different formats. The departmental teaching consists of monthly topic discussions which have a series of objectives and resource material developed for them. They will take the form of pre-reading the resource material and participating in a progressively revealed problem based tutorials.

Formative Assessment is done by continuous assessment of all the activities, which include presentations (case, seminar, and audit meetings), assignments, module discussion and log book record, and by a mid-term examination consisting of both written and practical portion. At the end of the course the summative assessment will be by a three hour written examination, a long clinical case and a viva and a research project.

**MASTER OF MEDICINE IN PAEDIATRICS**

**COURSE DESCRIPTIONS - MASTER OF MEDICINE IN PAEDIATRICS**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PAEDIATRICS III</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>PDT 830</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>ALOK DUBEY</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>120</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS &amp; CWMH</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**
The candidates are selected after assessment of their aptitude for dealing with children an intellectual capabilities and professional attitude. Initially a candidate is attached to a department for duration of about a year to assess his capabilities in respect of the attributes mentioned above. Then they are registered in PGDCH course of one year duration. In these two years, they acquire enough proficiency which enables them to take on training in Masters Programme. At the end of 1year DCH, only those candidates who secure more than 65% marks are enrolled in MMed programme. Programme is of 4 year duration of which 4th year is meant for writing a project /dissertation on a topic relevant to health needs of Island countries .In the preceding 3 years, in addition to Paediatrics they are also exposed to training in public health, research methodology and epidemiology, laying the foundation in them for being able to function in higher positions ranging from SDMO to PS.

Core component of Paediatrics is imparted through more of self-learning by the candidates by working full time as clinical registrars in CWM Hospital .This exposes them to entire spectrum of childhood illnesses prevalent in the country as CWM is the only tertiary care and teaching hospital in the entire Pacific. As regards syllabus, although guideline, breakdown of the subject has been formulated but for a Masters candidate, there are no boundaries that limit the subject contents. Everything about the health and disease of the children, they are expected to learn and acquire proficiency to practice the same judiciously and efficiently. They work in all the departments like NICU, PICU etc. They are subjected to master in all practical skills and are also involved in training and
supervising the interns. Seminars, presentations, tutorials and workshops supervised by the CMNHS are conducted twice a week. Learning issues are given to the candidate till the fully imbibe the subject matter. In addition, they are expected to complete a set number of MINI CEX clinical examination, log book by presenting cases to consultants of CWM and CMNHS. They are also involved in undergraduate teaching. Specific training in subspecialties like Paediatric cardiology, neonatology is imparted to them by visiting faculty members from overseas. And these are subjected to continuous assessment, a mid-term assessment and final examinations are held at the end of 3 years which is theory as well as practical case presentations and VIVA. Examiners team also involves an external faculty member from overseas. After completing the dissertation/project in the year 4, attachment to an Overseas Hospital for short term duration ranging from 6 months to 1 year is organized for them to sharpen their skills and proficiency in the sub specialty area of need in Pacific countries like intensive care, paediatric neonatology, critical care etc.

**MASTER OF MEDICINE IN SURGERY**

**COURSE DESCRIPTORS – MASTER OF MEDICINE IN SURGERY**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>SURGERY III</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>SGR 830</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>IFEREIMI WAQANAIBETE/ EDDIE MCCAIG</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>120</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2 FOR 2 YEARS</td>
</tr>
<tr>
<td>MODE (FF/DFL):</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS &amp; CWMH</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

Having completed Surgery II with satisfactory pass under recommended supervision Operative skills will be attained with increased responsibilities in order to maintain a high standard of health care. The candidates are expected to successfully complete the continuous and formative assessment to proceed to fourth year. The exit exam will usually be attempted in the third year.

**YEAR 4**

**MASTER OF MEDICINE IN ANAESTHESIA**

**COURSE DESCRIPTORS - MASTER OF MEDICINE IN ANAESTHESIA**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>ANAESTHESIA IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>ANA 900</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>SEREIMA BALE/ ELIZABETH BENNETT</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>120</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>HOODLESS HOUSE/CWMH</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

This course builds on the basic skills and knowledge developed in the Diploma programme to produce a graduate who is competent in the delivery of perioperative anaesthetic management of patients undergoing surgical procedures of all types. Graduates will also be trained in the skills required to perform life-saving management and stabilization of emergencies, including severe trauma, as well as the resuscitation and care of the critically ill.

The course will prepare doctors to become Pacific Island Specialist Anesthetist who will display appropriate judgment and skills in managing patients undergoing anaesthesia. In addition, these graduates will be trained to a high standard in the management of public health.

Throughout the clinical training period, there will be formal course work consisting of Problem-Based Learning (PBL) modules which are designed to cover, in depth, the basic sciences including Anatomy, Physiology and Pharmacology relevant to Anaesthesia, as well as discipline-based teaching.

**MASTER OF MEDICINE IN EMERGENCY MEDICINE**

**COURSE DESCRIPTORS - MASTER OF MEDICINE IN EMERGENCY MEDICINE**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>MASTER IN EMERGENCY MEDICINE YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>EMD 900</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>DENNIS LEE</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>120</td>
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<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>CWMH</td>
</tr>
</tbody>
</table>
SEMESTER OF OFFERING: 1 & 2

COURSE DESCRIPTION:
The purpose of the Postgraduate Masters in Emergency Medicine is to produce competent specialist Emergency Physicians knowledgeable in the fundamental principles of emergency care and proficient in relevant practical skills – specifically pertaining to Fiji and the Pacific Region.

The graduates of the Masters in EM will have developed a body of knowledge and will demonstrate practical performance skills in: history-taking; physical examination; effective clinical problem solving; appropriate investigations & their interpretation; diagnosis & initial management (resuscitation/stabilization); emergency interventions; effective communication with other health care workers (at all hierarchical levels.) They will work both autonomously and collaboratively, be independent, self-directed learners, committed to continuous quality improvement and teaching. Graduates are expected to be committed to ethical action and social responsibility.

EMD 900 is an experiential year where the Master in Emergency Candidate could critically apply the knowledge gained in EMD 820 and EMD830 and to demonstrate skills gained under supervision. This is the year where this attachment could be in the candidate’s home country provided adequate specialist supervision is available or in a more developed country such as Australia or New Zealand. In addition to the attainment of vital experience, the candidate is also required to conduct a simple research project MED900.

MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE DESCRIPTORS - MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE TITLE: INTERNAL MEDICINE IV
COURSE CODE: IMD 900
COURSE CONVENER: JOJI MALANI
CREDIT POINTS: 120
MODE: FF
CAMPUS: HOODLESS HOUSE
SEMESTER OF OFFERING: 1 & 2
COURSE DESCRIPTION:
This is the final year of Master of Medicine in internal medicine, i.e., MMEDIV. It does not have a structured academic component and is designed to allow the MMED candidate the following:

- Overseas attachment which would expose the candidate to experiencing Internal medicine as practiced in advanced countries.
- The procedural skills component is conducted throughout the entire 3 years of the Master’s programme. But the 4th year may be used to solidify and improve on the candidate’s procedure(s) of choice.
- Elective period on any subject relevant to Internal medicine
- Consultant Physician Attachment: here the candidate practices as an assistant consultant physician at the CWMH or possibly in one of the other major hospitals in Fiji.
- Completion of Research Project: Each student will be required to undertake a small research project to introduce him or her to the processes and practical issues involved in the performance of research. It is expected that the research project will largely be undertaken in the final year when there will be no coursework.

MASTER OF MEDICINE IN OBSTETRICS & GYNAECOLOGY

COURSE DESCRIPTORS - MASTER OF MEDICINE IN OBSTETRICS & GYNAECOLOGY

COURSE TITLE: OBSTETRICS & GYNAECOLOGY IV
COURSE CODE: OBG 900
COURSE CONVENER: RAJANISHWAR GYANESHWAR
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: CWMH & LAUTOKA HOSPITAL
COURSE DESCRIPTION:
Teaching method adopted is PBL (Problem Based Learning). The rotations during this period include Labour Ward, Antenatal Ward and Clinic, Postnatal Ward, Maternity ICU, Gynaecology Ward and Clinic, Operating Theatre and Family Planning Clinic. The various topics in the subject are compiled in 20 modules which are discussed and completed during the 9 week block.

Master in Obstetrics & Gynaecology is a four year-long full time programme. Year one of the programme is the Diploma in Obstetrics or its equivalent. A “B grade pass” with 65% marks in Diploma examination is required in order to proceed to subsequent years. The objective of the programme is to equip the graduate with adequate knowledge, skills and attitudes to practice OBS/GYN as a specialist.
The clinical teaching is largely achieved by working at registrar and senior registrar level at the hospital. The theoretical training is delivered in different formats. The departmental teaching consists of monthly topic discussions which have a series of objectives and resource material developed for them. They will take the form of pre-reading the resource material and participating in a progressively revealed problem-based tutorials.

Formative Assessment is done by continuous assessment of all the activities, which include presentations (case, seminar, and audit meetings), assignments, module discussion and log book record, and by a mid-term examination consisting of both written and practical portion. At the end of the course the summative assessment will be by a three hour written examination, a long clinical case and a viva and a research project.

**MASTER OF MEDICINE IN PAEDIATRICS**

**COURSE DESCRIPTION - MASTER OF MEDICINE IN PAEDIATRICS**

**COURSE TITLE:** PAEDIATRICS IV  
**COURSE CODE:** PDT 900  
**COURSE CONVENER:** ALOK DUBEY  
**CREDIT POINTS:** 120  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS & CWMH  

**COURSE DESCRIPTION:**

The candidates are selected after assessment of their aptitude for dealing with children an intellectual capabilities and professional attitude. Initially a candidate is attached to a department for duration of about a year to assess his capabilities in respect of the attributes mentioned above. Then they are registered in PGDCH course of one year duration. In these two years, they acquire enough proficiency which enables them to take on training in Masters Programme. At the end of 1year DCH, only those candidates who secure more than 65% marks are enrolled in MMed programme. Programme is of 4 year duration of which 4th year is meant for writing a project/dissertation on a topic relevant to health needs of Island countries. In the preceding 3 years, in addition to Paediatrics they are also exposed to training in public health, research methodology and epidemiology, laying the foundation in them for being able to function in higher positions ranging from SDMO to PS.

Core component of Paediatrics is imparted through more of self-learning by the candidates by working full time as clinical registrars in CWM Hospital. This exposes them to entire spectrum of childhood illnesses prevalent in the country as CWM is the only tertiary care and teaching hospital in the entire Pacific. As regards syllabus, although guideline, breakdown of the subject has been formulated but for a Masters candidate, there are no boundaries that limit the subject contents. Everything about the health and disease of the children, they are expected to learn and acquire proficiency to practice the same judiciously and efficiently. They work in all the departments like NICU, PICU etc. They are subjected to master in all practical skills and are also involved in training and supervising the interns. Seminars, presentations, tutorials and workshops supervised by the CMHNS are conducted twice a week. Learning issues are given to the candidate till the fully imbibe the subject matter.

In addition, they are expected to complete a set number of MINI CEX clinical examination, log book by presenting cases to consultants of CWM and CMNHS. They are also involved in undergraduate teaching. Specific training in subspecialties like Paediatric cardiology, neonatology is imparted to them by visiting faculty members from overseas. And these are subjected to continuous assessment, a mid-term assessment and final examinations are held at the end of 3 years which is theory as well as practical case presentations and VIVA. Examiners team also involves an external faculty member from overseas. After completing the dissertation/project in the year 4, attachment to an Overseas Hospital for short term duration ranging from 6 months to 1 year is organized for them to sharpen their skills and proficiency in the sub specialty area of need in Pacific countries like intensive care, paediatric neonatology, critical care etc.

**MASTER OF MEDICINE IN SURGERY**

**COURSE DESCRIPTION - MASTER OF MEDICINE IN SURGERY**

**COURSE TITLE:** SURGERY IV  
**COURSE CODE:** SGR 900  
**COURSE CONVENER:** IFEREIMI WAQANAIBETE/EDDIE MCCAIG  
**CREDIT POINTS:** 120  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS:** CWMH & AN ACCREDITED TERTIARY HOSPITAL WITH RECOGNISED SUPERVISION  

**COURSE DESCRIPTION:**

Having passed the third year exit exam, the trainees while being supervised locally or overseas are expected to complete a research thesis prior to graduating. No formative assessments during the year but trainees are expected to maintain a high standard of health
care and practice to support any health care system. This includes the training of the other registrars and interns in the surgical management of patients. Having completed the research thesis, one is expected to graduate with the Master of Medicine degree.

**PUBLIC HEALTH COURSES OFFERED WITH MMED PROGRAMMES (Any 2)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCP801</td>
<td>Evidence Based Medicine</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>EPI807</td>
<td>Rapid Health Research in Small Populations</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>HSM805</td>
<td>Management of Health Services</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>HSM 809</td>
<td>Health Resource Management</td>
<td>2</td>
<td>30</td>
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</tbody>
</table>

**COURSE DESCRIPTORS**

**COURSE TITLE:** EVIDENCE BASED MEDICINE

**COURSE CODE:** PCP 801

**COURSE CONVENER:** TIMAIMA TUIKETEI

**CREDIT POINTS:** 30

**SEMESTER OF OFFERING:** 1

**MODE:** DFL & TUTORIALS IN SUVA, LAUTOKA & LABASA/SAVUSAVU

**CAMPUS:** PASIFIKA, LAUTOKA AND LABASA

**COURSE DESCRIPTION:**

This Course is designed to introduce and provide health professionals with the basic understanding of evidence-based decision-making in clinical practice. For a region such as the Pacific, where resources are scarce and research is still lagging, it is necessary that urgent steps be taken to boost Evidence-based Medicine (EBM) and research utilization skills. In Pacific health and healthcare, addressing this deficiency area should have a positive “follow-on” effect as clinicians learn how to use and manage information and data sets, and be responsible for the application of research findings to practice. Hopefully, after the Course, students will have an appreciation of the impact of evidence and good quality information, from well-designed research, can have on patient management and healthcare.

There is an urgent need for EBM and healthcare. Similarly, the need for healthcare to be based on evidence is essential and very important. It is hoped that, ultimately, evidence based practice decisions by you not only save costs to health care system but foremost, unnecessary costs to patients. In this Course, the students will be expected to demonstrate an understanding of the principles of evidence-based medicine. They should be able to critically appraise research and create evidence; find evidence from systematic reviews and meta-analysis; and apply the findings in clinical and healthcare settings. Students will be expected to use and assess practice guidelines as a way to change clinical practice based on evidence. In the field of quality of care, students should be able to determine and demonstrate whether a professional research article evaluating patient management has drawn conclusions that are both valid and applicable to clinical decision-making.

**COURSE TITLE:** RAPID HEALTH RESEARCH IN SMALL POPULATIONS

**COURSE CODE:** EPI 807

**COURSE CONVENER:** ILISAPECI KUBUABOLA-SAMISONI/AMELIA TURAGABECI

**CREDIT POINTS:** 30

**SEMESTER OF OFFERING:** 2

**MODE:** MIXED MODE

**CAMPUS:** FACE-TO-FACE (SPH); ONLINE (MOODLE)

**COURSE DESCRIPTION:**

The impetus for this course arose from the need for credible information about small Pacific islands populations. It raises special question about confidentiality, privacy, use of qualitative and quantitative methods, and the dissemination of information. The course will introduce epidemiological and statistical methods for small numbers, the usefulness of insider researchers, participatory research, health systems/operation research, cluster sampling, quality assurance sampling, meta-analysis, retrospective use of historical databases, and computer packages appropriate for rapid research and small number data analysis.

**COURSE TITLE:** MANAGEMENT OF HEALTH SERVICES

**COURSE CODE:** HSM 805

**NAME OF COURSE CONVENER:** TBA

**CREDIT POINTS:** 30

**SEMESTER OF OFFERING:** 1

**MODE:** FF & ONLINE

**CAMPUS:** TAMAVUA CAMPUS
This course aims to provide health professionals and health workers with a more operational approach to principles and practices applicable to health services management in the Pacific. Important issues such as policy making, how to formulate goals and objectives, roles and responsibilities of various health disciplines in the delivery of health services are the core content of the course. The definition of hospital and categories are discussed and a deep insight of the functional organisation and processes and management of wards, theatres, ancillary and allied services are covered. Special topics are introduced based on the needs and trends in the health services department. Topics such as health financing, hospital waste management, infection control, asset management, laundry services and poverty, contracting of services, privatization are covered.

**COURSE TITLE:** HEALTH RESOURCE MANAGEMENT  
**COURSE CODE:** HSM 809  
**NAME OF COURSE CONVENER:** TBA  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF & ONLINE  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**
This Course aims to provide Health Professionals with basic knowledge and skills in medical equipment management, human resources management and financial management. The Course will address issues such as equipment procurement and maintenance with a look at emerging trends for future technology development; human resource management issues including quality customer care, conflict resolution and management, leadership issues and change management; financial management issues including principles in accounting, basic accounting methods, uses of financial statements, and decision-making based on financial performance.

**ADDITIONAL RESEARCH COURSES FOR MMED PROGRAMMES**

<table>
<thead>
<tr>
<th>MASTER</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES820 year 2</td>
<td>Epidemiology/Research Methodology</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>MED840 year 3 and 4</td>
<td>MMed Research Project</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTORS**

**COURSE TITLE:** EPIDEMIOLOGY/RESEARCH METHODOLOGY  
**COURSE CODE:** RES 820  
**NAME OF COURSE CONVENER:** SHARON BIRIBO  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF & BLENDED  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**
The aim of this course is to produce a graduate competent at critically appraising their clinical setting, asking questions about the improvement of systems and processes and appraising available information in a systematic manner to arrive at evidence based decisions and solutions.

The ability to identify problems and generate solutions comes naturally to those with an inquisitive mind. Although much of the Research process involves asking questions and generating solutions, the processes from the time that questions are generated to the recommendation of solutions is systematic. As such, it is important to understand the step-wise and block processes of initiating a research project. It is also important to emphasize the value of evidence generated by the quality of data collected.

Many a good idea has been rejected based on weak assumptions, insufficient data to support arguments, incorrectly collected/collated information and generally poor design to answer critical questions. It is important to equip graduates who will be future administrators and leaders in their disciplines to be competent at using data and evidence in an ethical manner to propose or implement healthcare practices and policies that will benefit the communities and people they serve.

This course should equip graduates with the knowledge and practical skills required to initiate, mentor or supervise research throughout their professional career in Medicine. This course should also de-mystify the notion that research is only for an elite group of people: that research should be a core part of the work already being done in various disciplines to provide evidence for practice.

Supervising staff and students are encouraged to provide the convener(s) with feedback on areas perceived as strengths and weaknesses in the course. This will allow us to improve teaching during the year and make modifications in subsequent years.

**COURSE TITLE:** RESEARCH PROJECT
COURSE CODE: MED 840  
COURSE CONVENER: SHARON BIRIBO  
CREDIT POINTS: 90  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The aim of this course is to produce a graduate competent at critically appraising their clinical setting, asking questions about the improvement of systems and processes and appraising available information in a systematic manner to arrive at evidence based decisions and solutions.

The course RES 820 is a pre-requisite to the MED840. At the end of RES 820, a candidate is required to have formulated a draft research proposal and engaged with an appropriate supervisor who has supervised the development of the proposal. The draft proposal is important to gauge the primary and co-supervision needs of the student. This draft is also the basis on which further improvements will ensue to produce a final research proposal. At this stage; students are considered Primary Investigators or Primary Researchers and are obligated to adhere to the University Research Policy.

Final proposals shall be submitted to the relevant Research Committees for technical and ethical review and approval before the studies are given clearance for implementation. This may take between 3 to 6 months depending on the scope and complexity of the research project proposed. As the MMED projects are not required to be a major component for the completion of their Master’s program, it is advisable that the studies be limited to simple clinical audits, review and analysis of secondary data or projects with minimal ethical issues and not more than three specific objectives under study.

Both students and their supervisor(s) are advised to agree to a mutually acceptable mechanism of research supervision and research progress tracking. This progress is monitored at the discipline level by research co-ordinators and at the program level by the course convener or MED 840.

There is no continuous assessment until the final year of the MMED program (year 4) or at the end of the research presentation and submission of write-up; whichever comes first. It is possible for well organised students to complete the research project in the 3rd year of the MMED program.

In cases where the research project may be delayed, it is possible for the student to apply for an extension of not more than 1 year to allow completion of the research component of the program.

Applications for deferral or extension should be made in writing via the supervisory discipline to the postgraduate advisory committee, and academic office, with a copy to the course convener.

PROGRAMMES OFFERED BY PACIFIC EYE INSTITUTE (PEI)-CONFERRED BY FNU

INTRODUCTION
The Pacific Eye Institute (PEI) is the Pacific region’s first training facility for eye health professionals. Postgraduate students are trained specifically to provide eye care in the region. They gain a solid academic basis for their practice and considerable supervised practical experience in Fiji.

Study is undertaken with the guidance of well-respected eye care professionals from across the region who have helped structure innovative programs founded on current, evidence based and active learning principles.

PROGRAMME OF STUDY

The postgraduate Diploma programmes are one year-long, commencing at the end of January with examinations in November.

For Doctors:
1. Postgraduate Diploma in Ophthalmology (1 year)
2. Master of Medicine in Ophthalmology (4 years)

For Nurses:
1. Postgraduate Diploma in Eye Care (1 year)
2. Master in Community Eye Care (2-3 years part time)

MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMMES</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| Postgraduate Diploma in Ophthalmology | 1. Have a recognized basic medical/surgical degree (MBBS) from a recognized medical school  
2. Be registered as a qualified medical practitioner in country of residence will have preferably worked for at least 2 years post basic degree, including at least 6 months in a clinical ophthalmology unit  
3. Demonstrate manual dexterity and binocular vision  
4. Meet any additional requirements as laid down by The Pacific Eye Institute’s | FF   | 1 year   |
Admissions Committee (e.g. evidence of support by the Ministry of Health in the candidate’s own country, evidence of sponsorship).

Master in Medicine (Ophthalmology)
1. Have a recognized basic medical/surgical degree (MBBS) from a recognized medical school
2. Obtain at least a B grade pass (65%) in The Pacific Eye Institute’s Postgraduate Diploma in Ophthalmology or equivalent
3. Provide satisfactory reports from two independent clinical referees
4. Meet any additional requirements as laid down by The Pacific Eye Institute’s Admissions Committee (e.g. evidence of support by the Ministry of Health in the Candidate’s own country, evidence of sponsorship).

Postgraduate Diploma in Eye Care
1. A nursing qualification permitting registration in the Pacific
2. Minimum of 1-year work experience in a health related field
3. Observation in an eye clinic for at least one month to ensure interest and motivation to pursue a career in ophthalmology

Master in Community Eye Care
1. A minimum overall mark of 65% pass in the Diploma or equivalent examination in the same discipline, within the past three years. (Exceptions for time-limitation may be given subject to an assessment of the applicant’s working record. This assessment will be made by the PEI academic committee).
2. Other admission criteria will be at the discretion of the PEI academic committee

POSTGRADUATE DIPLOMA IN OPHTHALMOLOGY

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>OPH 801</td>
<td>Ophthalmology 1</td>
<td>1 &amp; 2</td>
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</table>

YEAR 1
COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN OPHTHALMOLOGY

COURSE TITLE: OPTHALMOLOGY 1
COURSE CODE: OPH 801
COURSE CONVENER: BADRI BADHU
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: PACIFIC EYE INSTITUTE

COURSE DESCRIPTION:
The DO is designed for qualified medical practitioners with two years’ work experience as medical practitioners who have worked in a regional eye department for at least six months. The course is designed to enable students to:

- Diagnose and treat common eye diseases.
- Perform uncomplicated cataract and pterygium surgeries with minimal supervision.
- Grade diabetic retinopathy according to Pacific Diabetic Retinopathy Grading Guidelines and advise management.
- Perform pan-retinal photocoagulation.
- Perform simple macular laser treatment.
- Perform other minor ocular surgeries.
- Perform direct and indirect ophthalmoscopy competently.
- Perform retinoscopy competently.

Successful completion of this course does not entitle the candidate to register as a specialist ophthalmologist with Fiji Medical Council. However, passing this course with 65% mark is essential to continue to MMed Ophthalmology programme. This course constitutes the year 1 of MMed Ophthalmology programme.

MASTER OF MEDICINE IN OPHTHALMOLOGY

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<tr>
<th>NO</th>
<th>COURSE CODE</th>
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<td>3</td>
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YEAR 2
COURSE DESCRIPTORS - MASTER OF MEDICINE IN OPHTHALMOLOGY

COURSE TITLE:        OPHTHALMOLOGY 2
COURSE CODE:         OPH 820
COURSE CONVENER:     BADRI BADHU
CREDIT POINTS:       120
SEMESTER OF OFFERING: 1 & 2
MODE:               FF
CAMPUS:             PACIFIC EYE INSTITUTE

COURSE DESCRIPTION:
The MMed is designed for a motivated eye doctor who graduated with a minimum grade of 65% in their PGDO and who wishes to become a comprehensive ophthalmologist. This course enables the candidates to:

- Diagnose and treat common eye diseases.
- Perform cataract surgeries and pterygium surgeries under supervision and handle complications during surgery.
- Diagnose, grade and manage diabetic retinopathy.
- Perform other ocular and extra-ocular surgeries.
- Perform pan-retinal and macular thermal lasers.
- Perform YAG and SLT lasers.
- Perform comprehensive slit-lamp examination and fundus examination.
- Perform surgeries and run clinics in an outreach setting.

A research proposal has to be submitted towards the end of this year.

The MMed produces an eye care professional who is an authority on ophthalmic knowledge and practice pertaining to the surgical and medical eye care of individuals as well as population-based eye care.

OPH 830 and OPH 900 are composite years within the programme.

YEAR 3
COURSE DESCRIPTORS - MASTER OF MEDICINE IN OPHTHALMOLOGY

COURSE TITLE:        OPHTHALMOLOGY 3
COURSE CODE:         OPH 830
COURSE CONVENER:     BADRI BADHU
CREDIT POINTS:       120
SEMESTER OF OFFERING: 1 & 2
MODE:               FF
CAMPUS:             PACIFIC EYE INSTITUTE

COURSE DESCRIPTION: They should pass the OPH 820 to be able to start this course. This course enables the candidates to:

- Diagnose and treat eye diseases.
- Perform cataract surgeries and pterygium surgeries under supervision and handle complications during surgery.
- Diagnose, grade and manage diabetic retinopathy.
- Perform other ocular and extra-ocular surgeries.
- Perform pan-retinal and macular thermal lasers, including indirect lasers.
- Perform YAG and SLT lasers.
- Perform comprehensive slit-lamp examination and fundus examination, including fundus examination with indirect ophthalmoscope with indentation.
- Perform surgeries and run clinics in an outreach setting.

The MMed produces an eye care professional who is an authority on ophthalmic knowledge and practice pertaining to the surgical and medical eye care of individuals as well as population-based eye care.

OPH 820 and OPH 900 are composite years within the programme.

YEAR 4
COURSE DESCRIPTORS - MASTER OF MEDICINE IN OPHTHALMOLOGY

COURSE TITLE:        OPHTHALMOLOGY 4
COURSE CODE:         OPH 900
COURSE CONVENER:     BADRI BADHU
CREDIT POINTS:       120
SEMESTER OF OFFERING: 1 & 2
COURSE DESCRIPTION: A pass in OPH 830 is essential to continue this course. This course enables the candidates to:

- Diagnose and treat eye diseases.
- Perform complex cataract surgeries and pterygium surgeries with minimal supervision and handle complications during surgery, mostly independently.
- Diagnose, grade and manage diabetic retinopathy.
- Perform other ocular and extra-ocular surgeries, including trabeculectomy, DCR, lid surgery, etc.
- Perform pan-retinal and macular thermal lasers, including indirect lasers.
- Perform macular micropulsed laser.
- Perform YAG and SLT lasers.
- Perform comprehensive slit-lamp examination and fundus examination, including fundus examination with indirect ophthalmoscope with indentation.
- Perform surgeries and run clinics in an outreach setting.
- Supervise junior registrars and teach medical students, who rotate through the eye clinic.
- A research thesis has to be submitted towards the end of this year.

The MMed produces an eye care professional who is an authority on ophthalmic knowledge and practice pertaining to the surgical and medical eye care of individuals as well as population-based eye care.

OPH 820 and OPH 830 are composite years within the programme.

<table>
<thead>
<tr>
<th>PUBLIC HEALTH COURSES OFFERED WITH MMED PROGRAMMES (Any 2)</th>
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<tbody>
<tr>
<td>MASTER</td>
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<tr>
<td>PCP801</td>
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<tr>
<td>EPI807</td>
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<tr>
<td>HSM805</td>
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<tr>
<td>HSM 809</td>
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</tbody>
</table>

COURSE DESCRIPTORS

COURSE TITLE: EVIDENCE BASED MEDICINE
COURSE CODE: PCP 801
COURSE CONVENER: TIMAIMA TUIKETEI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: DFL & TUTORIALS IN SUVA, LAUTOKA & LABASA/SAVUSAVU
CAMPUS: PASIFIKA, LAUTOKA AND LABASA

COURSE DESCRIPTION:
This Course is designed to introduce and provide health professionals with the basic understanding of evidence-based decision-making in clinical practice. For a region such as the Pacific, where resources are scarce and research is still lagging, it is necessary that urgent steps be taken to boost Evidence-based Medicine (EBM) and research utilization skills. In Pacific health and healthcare, addressing this deficiency area should have a positive “follow-on” effect as clinicians learn how to use and manage information and data sets, and be responsible for the application of research findings to practice. Hopefully, after the Course, students will have an appreciation of the impact of evidence and good quality information, from well-designed research, can have on patient management and healthcare.

There is an urgent need for EBM and healthcare. Similarly, the need for healthcare to be based on evidence is essential and very important. It is hoped that, ultimately, evidence based practice decisions by you not only save costs to health care system but foremost, unnecessary costs to patients. In this Course, the students will be expected to demonstrate an understanding of the principles of evidence-based medicine. They should be able to critically appraise research and create evidence; find evidence from systematic reviews and meta-analysis; and apply the findings in clinical and healthcare settings. Students will be expected to use and assess practice guidelines as a way to change clinical practice based on evidence. In the field of quality of care, students should be able to determine and demonstrate whether a professional research article evaluating patient management has drawn conclusions that are both valid and applicable to clinical decision-making.

COURSE TITLE: RAPID HEALTH RESEARCH IN SMALL POPULATIONS
COURSE CODE: EPI 807
COURSE CONVENER: ILISAPECI KUBUABOLA-SAMISONI/AMELIA TURAGABECI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS: FACE-TO-FACE (SPH); ONLINE (MOODLE)

COURSE DESCRIPTION:
The impetus for this course arose from the need for credible information about small Pacific islands populations. It raises special question about confidentiality, privacy, use of qualitative and quantitative methods, and the dissemination of information. The course will introduce epidemiological and statistical methods for small numbers, the usefulness of insider researchers, participatory research, health systems/operation research, cluster sampling, quality assurance sampling, meta-analysis, retrospective use of historical databases, and computer packages appropriate for rapid research and small number data analysis.

COURSE TITLE: MANAGEMENT OF HEALTH SERVICES
COURSE CODE: HSM 805
NAME OF COURSE CONVENER: TBA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF & ONLINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course aims to provide health professionals and health workers with a more operational approach to principles and practices applicable to health services management in the Pacific. Important issues such as policy making, how to formulate goals and objectives, roles and responsibilities of various health disciplines in the delivery of health services are the core content of the course. The definition of hospital and categories are discussed and a deep insight of the functional organisation and processes and management of wards, theatres, ancillary and allied services are covered. Special topics are introduced based on the needs and trends in the health services department. Topics such as health financing, hospital waste management, infection control, asset management, laundry services and poverty, contracting of services, privatization are covered.

COURSE TITLE: HEALTH RESOURCE MANAGEMENT
COURSE CODE: HSM 809
NAME OF COURSE CONVENER: TBA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF & ONLINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This Course aims to provide Health Professionals with basic knowledge and skills in medical equipment management, human resources management and financial management. The Course will address issues such as equipment procurement and maintenance with a look at emerging trends for future technology development; human resource management issues including quality customer care, conflict resolution and management, leadership issues and change management; financial management issues including principles in accounting, basic accounting methods, uses of financial statements, and decision-making based on financial performance.

ADDITIONAL RESEARCH COURSES FOR MMED PROGRAMMES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>RES820 year 2</td>
<td>Epidemiology/Research Methodology</td>
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<td>30</td>
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<tr>
<td>MED840 year 3 and 4</td>
<td>MMed Research Project</td>
<td>1 &amp; 2</td>
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</table>

COURSE DESCRIPTORS

COURSE TITLE: EPIDEMIOLOGY/RESEARCH METHODOLOGY
COURSE CODE: RES 820
NAME OF COURSE CONVENER: SHARON BIRIBO
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FF & ONLINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The aim of this course is to produce a graduate competent at critically appraising their clinical setting, asking questions about the improvement of systems and processes and appraising available information in a systematic manner to arrive at evidence based decisions and solutions.

The ability to identify problems and generate solutions comes naturally to those with an inquisitive mind. Although much of the Research process involves asking questions and generating solutions, the processes from the time that questions are generated to the recommendation of solutions is systematic. As such, it is important to understand the step-wise and block processes of initiating a research project. It is also important to emphasize the value of evidence generated by the quality of data collected. Many a good idea has been rejected based on weak assumptions, insufficient data to support arguments, incorrectly collected/collated information and generally poor design to answer critical questions. It is important to equip graduates who will be future administrators and leaders in their disciplines to be competent at using data and evidence in an ethical manner to propose or implement healthcare practices and policies that will benefit the communities and people they serve.

This course should equip graduates with the knowledge and practical skills required to initiate, mentor or supervise research throughout their professional career in Medicine. This course should also de-mystify the notion that research is only for an elite group of people: that research should be a core part of the work already being done in various disciplines to provide evidence for practice.

Supervising staff and students are encouraged to provide the convener(s) with feedback on areas perceived as strengths and weaknesses in the course. This will allow us to improve teaching during the year and make modifications in subsequent years.

### COURSE TITLE:
RESEARCH PROJECT

### COURSE CODE:
MED 840

### COURSE CONVENER:
SHARON BIRIBO

### CREDIT POINTS:
90

### SEMESTER OF OFFERING:
1&2

### MODE:
FF/DFL

### CAMPUS:
PASIFIKA CAMPUS

### COURSE DESCRIPTION:
The aim of this course is to produce a graduate competent at critically appraising their clinical setting, asking questions about the improvement of systems and processes and appraising available information in a systematic manner to arrive at evidence based decisions and solutions.

The course RES 820 is a pre-requisite to the MED840. At the end of RES 820, a candidate is required to have formulated a draft research proposal and engaged with an appropriate supervisor who has supervised the development of the proposal. The draft proposal is important to gauge the primary and co-supervision needs of the student. This draft is also the basis on which further improvements will ensue to produce a final research proposal. At this stage; students are considered Primary Investigators or Primary Researchers and are obligated to adhere to the University Research Policy.

Final proposals shall be submitted to the relevant Research Committees for technical and ethical review and approval before the studies are given clearance for implementation. This may take between 3 to 6 months depending on the scope and complexity of the research project proposed. As the MMED projects are not required to be a major component for the completion of their Master’s program, it is advisable that the studies be limited to simple clinical audits, review and analysis of secondary data or projects with minimal ethical issues and not more than three specific objectives under study.

Both students and their supervisor(s) are advised to agree to a mutually acceptable mechanism of research supervision and research progress tracking. This progress is monitored at the discipline level by research co-ordinators and at the program level by the course convener or MED 840.

There is no continuous assessment until the final year of the MMED program (year 4) or at the end of the research presentation and submission of write-up; whichever comes first. It is possible for well organised students to complete the research project in the 3rd year of the MMED program.

In cases where the research project may be delayed, it is possible for the student to apply for an extension of not more than 1 year to allow completion of the research component of the program.

Applications for deferral or extension should be made in writing via the supervisory discipline to the postgraduate advisory committee, and academic office, with a copy to the course convener.
POSTGRADUATE DIPLOMA IN EYE CARE

<table>
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<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN EYE CARE

COURSE TITLE: ADVANCED EYE CARE
COURSE CODE: PEC 801
COURSE CONVENER: PAWAN BARAL
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS: PACIFIC EYE INSTITUTE

COURSE DESCRIPTION: Advanced Eye Care aims to provide students with values, attitudes, knowledge and skills in eye care that will enable them to provide effective and comprehensive eye care services throughout the Pacific. This effectiveness will be evaluated with respect to the whole person, thus emphasizing not only academic outcomes, but also outcomes of patient centered, holistic and culturally sensitive eye care. Such an approach to eye care provision will likely more effectively reduce the burden of blindness in the Pacific region. The course will contain four components – Essential Eye Care, Diabetes Eye Care, Refraction and Public Health. These components will be horizontally integrated throughout the year due to the clinical nature of this course and restrictions on space within the various clinics.

MASTER IN COMMUNITY EYE CARE

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<tr>
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<td>Principles and Practice of Epidemiology</td>
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<td>EPI 806</td>
<td>Biostatistics For Health and Research Data</td>
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<td>Rapid Health Research In Small Island Populations</td>
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<td>4</td>
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<td>Pacific Public Health</td>
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<td>5</td>
<td>HSM 801</td>
<td>Human Resources in Health</td>
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<td>6</td>
<td>HSM 804</td>
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<td>7</td>
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<td>Management of Health Services</td>
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COURSE DESCRIPTORS - MASTER IN COMMUNITY EYE CARE

COURSE TITLE: PRINCIPLES AND PRACTICE IN EPIDEMIOLOGY
COURSE CODE: EPI 801
COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION: Epidemiology is a basic science of Public Health. It is the study of the distribution and determinants of disease and other health-related events in populations, and acting on the information gathered to promote health and reduce disease, injury and death. Epidemiology provides a robust basis for scientific enquiry, systematic approach, and the population and prevention frameworks necessary to address health problems. This course has been is designed to increase the depth of understanding of basic epidemiological principles, concepts and procedures. It is structured in a way that candidates will learn basic Epidemiology. The Course will also cover the application of study designs to various questions that may be asked in different settings in practice or the field and at the same time examine the strengths and weakness. Detailed principle causation, prevention, screening, data presentation and organization will also be covered in this Course. It is envisaged that upon completion of this Course a candidate would have received a broad exposure of basic Epidemiology and Field or Applied Epidemiology.

COURSE TITLE: BIOSTATISTICS FOR HEALTH AND RESEARCH DATA ANALYSIS
COURSE CODE: EPI 806
COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course will teach candidates the principles of statistics and how they are used, populations and samples, data presentation, numerical summary measures, probability, normal distribution, sampling distributions of means, one-sampled/two-sampled significance testing, point estimates, confidence intervals, ANOVA, the Chi-square test, correlation and linear regression, non-parametric methods. Candidates will be expected to be able to analyze and present research data alongside in the form of multiple exercises.

<table>
<thead>
<tr>
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<th>RAPID HEALTH RESEARCH IN SMALL POPULATIONS</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>AMELIA TURAGABECI</td>
</tr>
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<tr>
<td>CAMPUS:</td>
<td>FACE-TO-FACE (SPH); ONLINE (MOODLE)</td>
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</tbody>
</table>

COURSE DESCRIPTION:
The impetus for this course arose from the need for credible information about small Pacific islands populations. It raises special question about confidentiality, privacy, use of qualitative and quantitative methods, and the dissemination of information. The course will introduce epidemiological and statistical methods for small numbers, the usefulness of insider researchers, participatory research, health systems/operation research, cluster sampling, quality assurance sampling, meta-analysis, retrospective use of historical databases, and computer packages appropriate for rapid research and small number data analysis.

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<tr>
<td>COURSE CONVENER:</td>
<td>MOSESE SALUSALU</td>
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<td>MODE:</td>
<td>DFL &amp; TUTORIALS IN SUVA, LAUTOKA &amp; LABASA/SAVUSAVU</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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COURSE DESCRIPTION:
This Course is designed to introduce, define and provide health professionals and public health advocates with the basic understanding of the principles of public health & primary health care, health promotion, epidemiology, risk factors and various health issues affecting the pacific people. It further identifies successful intervention strategies that are workable in the pacific perspective on the state of people’s health, enhances knowledge and implementation of these effective intervention strategies through a systematic examination of health problems, their determinants, and their solutions. This course is also to develop and increase your knowledge and skills in the area of public health in the pacific region. The course will help the students understand and discuss the various common and prevalent public health issues in the region and the intervention strategies to address these diseases and problems. These include discussing the broad areas of public health, health promotion and the primary health care concepts, epidemiology communicable diseases, non-communica

<table>
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<tr>
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<th>HUMAN RESOURCES IN HEALTH</th>
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<tr>
<td>COURSE CONVENER:</td>
<td>RAMNEEK GOUNDAR</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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COURSE DESCRIPTION:
The importance of human resources management (HRM) to the success or failure of health system performance has, until recently, been generally overlooked. In recent years it has been increasingly recognised that getting HR policy and management "right" has to be at the core of any sustainable solution to health system performance. In comparison to the evidence based on health care reform related issues of health system finance and appropriate purchaser/provider incentive structures, there is very limited information on the HRM dimension or its impact. Despite the limited, but growing, evidence base on the impact of HRM on organisational
performance in other sectors, there have been relatively few attempts to assess the implications of this evidence for the health sector. This course reviews some of the underlying issues related to HRM in the health sector in the hope of providing a practical approach to improving health services through human resources management.

**COURSE TITLE:** STRATEGIC MANAGEMENT IN HEALTH  
**COURSE CODE:** HSM 804  
**NAME OF COURSE CONVENER:** TBC  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF AND ON-LINE  
**CAMPUS:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
Strategic Management can be defined as the art and science of formulating, implementing and evaluating cross functional decisions that enable an organization to achieve its objectives. As this definition implies strategic management focuses on integrating management, marketing, finance/accounting, production/operations, research and development and computer information systems to achieve organisational goals. Strategic management provides a clear understanding of organizations vision, mission, objectives, strategic choice and competitive analysis. The various definitions and concepts will be discussed with reference to health sector to create better understanding and application by the health professionals and administrators. We are living in a globalized economy and every organization is striving for a competitive advantage. The purpose of strategic management is to exploit and create new and different opportunities for tomorrow. Health services faces a major challenge and we have to move with the tides of change to create a healthy and economically productive life for all. To achieve this we need to have sound policies and good strategies.

**COURSE TITLE:** MANAGEMENT OF HEALTH SERVICES  
**COURSE CODE:** HSM 805  
**NAME OF COURSE CONVENER:** LEDUA TAMANI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF & ONLINE  
**CAMPUS:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course aims to provide health professionals and health workers with a more operational approach to principles and practices applicable to health services management in the Pacific. Important issues such as policy making, how to formulate goals and objectives, roles and responsibilities of various health disciplines in the delivery of health services are the core content of the course. The definition of hospital and categories are discussed and a deep insight of the functional organization and processes and management of wards, theatres, ancillary and allied services are covered. Special topics are introduced based on the needs and trends in the health services department. Topics such as health financing, hospital waste management, infection control, asset management, laundry services and poverty, contracting of services, privatization are covered.
SCHOOL OF NURSING

INTRODUCTION

The School of Nursing under the College of Medicine, Nursing and Health Sciences (CMNHS), of the Fiji National University (FNU), offers both undergraduate and postgraduate programmes leading to academic awards conferred by the University and professional registration with the Fiji Nursing Council. The School strives to provide a dynamic curriculum that meets the evolving health needs of Fiji and the regional island countries of the Pacific by ensuring the university facilitates the commitment for life-long learning and quality nursing education.

Students who wish to enroll in the postgraduate programme must be a registered nurse and having met the requirements of each programme.

VISION, MISSION AND VALUE STATEMENT

VISION

‘To become a Regional Center of Excellence for Nurse Education and research in the Pacific’

MISSION

‘To ensure that the school produces dynamic, innovative compassionate nurses who are academically qualified, competent and safe practitioners with a sound theoretical knowledge background and diversified nursing skills.

The vision and mission identifies and responds to community needs while focusing on customers by:

- Attracting and retaining highly educated, well informed, competent, motivated lecturers to deliver a curriculum that meets the evolving health needs of Fiji, and underpins as well as supports all efforts to continuously improve the quality of nursing education in Fiji;
- Producing a challenging and conducive learning environment by way of utilizing effective teaching with learning pedagogies along with technologies for student learning;
- Creating and maintaining effective relationships with clinical partners to ensure a continuity and uniformity of knowledge from students’ demonstrated practicing skills, so that Fiji nurses remain competent, visionary and dynamic leaders for Fiji;
- Meeting Fiji’s nursing workforce, regional needs and the goals and objectives of the Fiji National University Strategic Plan.

VALUE STATEMENT

The staff and students are to uphold values that will ensure that our commitment to the people of the Pacific and other stakeholders are of the highest quality at all times. These values reflect the behaviors, attitudes and aims to establish the school as an Organisation that honors:

1. **Academic excellence** through sound theoretical knowledge imparted by knowledgeable and educated lecturers thus developing and producing graduates that are competent and safe practitioners in any health context they are designated to serve in;
2. **Customer and service focus** that are student-centered learning in nature through enhancing conducive learning environments that are supported by relevant and timely administrative and support services to enable academic success;
3. **Respect** for human dignity and lives of all we serve to help build a healthy community;
4. **Quality** in all activities and dealings for successful outcomes;
5. **Staff empowerment** through offering a challenging, safe, flexible and rewarding work environment that facilitates acknowledgement of staff strengths and potentials. Staff members are acknowledged in their work, thus enabling their retention and continuous personal and professional development, and therefore contributing to a continuous and effective performance;
   - **Responsiveness** through effective and efficient delivery of service in a timely manner with consideration to environmentally sustainable practices;
   - **Integrity** through commitment within ourselves to the highest ethical and professional standards in all that we do;
   - **Healthy living** that emphasizes the importance of personal health, healthy living standards and wellbeing.
GRADUATE OUTCOMES

As a beginning practitioner, the graduate of the Bachelor of Nursing Programme will:

1. be able to use the skills of critical analysis, reflection and inquiry in relation to their provision of health care and undertake all nursing practice in a professional manner
2. appropriate respond to the needs of patients and families with respect and empathy
3. provide quality nursing practice based on their understanding of the health care systems in Fiji and the tradition and values of the Fiji Nursing profession
4. provide holistic nursing care based on Fiji’s multicultural values of respect for difference, cultural diversity and spiritual affiliation
5. have a sound theoretical understanding of the contemporary knowledge base of the local and international profession of nursing
6. have the expertise to deliver safe care based on a primary health model that includes the ability to access community needs, teach and evaluate outcomes
7. be capable of birthing women and have an awareness of the associated nursing care and health issues
8. assess, plan, implement, and documents appropriate nursing care for people of all ages experiencing illness, injury or emotional needs, for the acute and chronically ill, the disables and others in need of care
9. understand and be able to apply the principles of evidence based practice, anatomy/physiology, pathophysiology, and pharmacology to nursing
10. demonstrate the skills necessary to implement the principles of safe scientific and ethical nursing care for a beginning level of registered nurse practice
11. work together in a cooperative relationship with other health care providers
12. recognize the importance of self-development and on-going education
13. be aware of own limitation and the legal requirements related to the profession including the scope of practice
14. recognize the principles of administration and leadership and implement, as required, their roles as leaders and managers in nursing and of health care teams

Regulation for Nursing Practice

The license to practice nursing is governed by the Fiji Nursing Council (FNC) which accredits nursing courses and approves registration under the Nursing Decree of 2011. All practicing nurses including training nurses in Fiji must be licensed by the FNC, after paying the licensing fees as stated below in order to practice in various health care settings in Fiji.

<table>
<thead>
<tr>
<th>LICENSING TYPE</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Nurses</td>
<td>$16.00 annually</td>
</tr>
<tr>
<td>Registered nurses including post graduate students</td>
<td>$80.00 annually</td>
</tr>
<tr>
<td>Nurse Practitioners and Midwives</td>
<td>$120.00 annually</td>
</tr>
<tr>
<td>Registration Examinations BN</td>
<td>$24.00</td>
</tr>
<tr>
<td>Registration Examination for Midwifery</td>
<td>$80.00</td>
</tr>
<tr>
<td>Registration Examination Nurse Practitioners</td>
<td>$80.00</td>
</tr>
</tbody>
</table>

The FNC also sets the criteria for nursing competencies in Fiji, which are adhered to by the School of Nursing. The school is also regulated by the FNU Decree 2009; amended in 2010 and the Higher Education Promulgation Act 2008 under the Ministry of Education.

The undergraduate and postgraduate programmes are all competency-based. The trainee nurses and practicing nurses in Fiji are enacted under the Nursing Decree (2011) for the safety of the public and through these competencies; their performances are monitored and assessed by the Fiji Nursing Council.

The four core competencies approved by the then Nurse Regulatory Authority of Fiji (Nurses, Midwives & Nurse Practitioners Board, 1999), are as follows:
**Functional Competency**: Provides quality client care within an effective care delivery environment

1. Therapeutic caring relationship
2. Care Management
3. Knowledge and Skill Application
4. Quality and Risk Management

**Personal Competency**

1. Personal Qualities
2. Professional Attribute

**People and Team Competency**

1. Teamwork
2. People Development

**Organization Effectiveness**

1. Service Development
2. Legal and Ethical Practice

Furthermore, the required competencies for nurse practitioners are contained in their Scope of Practice which is included under the Nurse Practitioners Rules (1999).

Students who fall pregnant during the course of training will have to adhere to the School of Nursing Pregnancy Policy, 2018.

**PROGRAMME OF STUDY**

<table>
<thead>
<tr>
<th>MINIMUM ENTRY REQUIREMENTS</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate IV in Enrolled Nursing</td>
<td>1 year</td>
</tr>
<tr>
<td>Bachelor of Nursing</td>
<td>3 years</td>
</tr>
</tbody>
</table>

**Certificate IV in Enrolled Nursing**

1. A pass in Year 12 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English, Biology and any other two science subjects: Mathematics, Chemistry or Physics. Must be above 18 years of age OR;
2. A pass in Preliminary Science programme with minimum Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Biology, and any other two science subjects: Mathematics, Chemistry or Physics. Must be above 18 years of age OR;
3. A minimum of 3 years’ work experience in a Health Care Setting as a Ward Assistant or equivalent.
4. Ability to demonstrate relevant attributes, such as care and compassion, commitment, dedication, and communication skills.
5. Conditional enrolment or alternative entry: applicants who are able to demonstrate their ability to succeed in this programme on the basis of their maturity together with relevant work experience in care giving or prior learning may be considered for placement upon approval by the Dean or/and the Programme Coordinator, as per the University Academic & Student Regulations (UASR).
6. Regional and international applicants will be considered for admission based on assessment by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

**Bachelor of Nursing**

1. A pass in Year 13 examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English, Biology, Mathematics, and Chemistry or Physics OR;
2. A pass in full Foundation Science programme or equivalent with a minimum
Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Biology, Mathematics, and Chemistry or Physics OR;

3. A pass in Bridging or Unclassified Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English, Biology, Chemistry and Mathematics or Physics OR;

4. Applicants with a certificate in Enrolled Nursing and with two (2) years of clinical experience.

5. Applicants may also be admitted to the Bachelor of Nursing programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).

IMPORTANT NOTE:
A matured entry pathway maybe considered for graduates of the Enrolled Nursing Certificate programme with the minimum of 2 years clinical work experience.

6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

All students must meet the following:
- Eligible for registration by the Fiji Nursing Council
- Have a police clearance
- Have a medical clearance (physically and mentally fit)
- Pass a pre-selection interview

### Theoretical and Clinical Components of Clinically Oriented Programmes

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>THEORETICAL (%)</th>
<th>CLINICAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate IV in Enrolled Nursing</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Bachelor of Nursing</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Bachelor in Nursing (Lateral Entry)</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>POSTGRADUATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Mental Health Nursing</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Postgraduate Diploma in Midwifery</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>Postgraduate Diploma in Leadership And Management In Nursing</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Diploma in Nursing Practice as a Nurse Practitioner</td>
<td>52%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Students must achieve satisfactory results in each course, inclusive of theoretical & clinical learning, before they are permitted to proceed to the next level.

### UNDERGRADUATE CERTIFICATE PROGRAMMES

#### CERTIFICATE IV IN ENROLLED NURSING

### DURATION OF THE PROGRAMME

The duration of the EN programme is one year of full time study, however, students may take up to a maximum of 2 years with the appropriate approvals from the College Examination Board (CEB) on the advice of the School Academic Committee and Head of the School.

Special consideration for extension of programme duration beyond the maximum period may be given for country or sub-regional cohorts on a case by case basis. Reasons for extension may be considered, but not limited to instances such as lack of funding or natural disasters.
REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION

Upon passing all the semester one (1) theory courses, student will then be able to proceed to their clinical requirement - NUR413.

Upon passing NUR413, students will be able to graduate

GENERAL GUIDELINES

ATTENDANCE

SON has a 100% attendance policy – and students must attend all scheduled lecture sessions and particularly laboratory, tutorials and clinical sessions including clinical attachments in the various health facilities.

However, in order to accommodate periods of illness, only validated illness with a medical certificate or other acceptable reasons for absence will be accepted. Students should NOT exceed 20% of nonattendance of lectures. Failure in this will necessitate academic tracking and ineligibility in sitting the end point examination.

There is 100% attendance policy for clinical and tutorial learning requirements in order to be eligible to sit for end point examination for a course. Makeup for tutorial and lab sessions will only be facilitated when validated illness with a medical certificate or other acceptable reasons for absence is recorded.

Students should NOT exceed 20% of tutorial make up work; failure to do the work within the designated time may also result in a grade of zero and non-eligibility in sitting for end point examination for that course.

With the mandatory 100% clinical requirements, students are therefore expected to compensate for acceptable reasons of absence through a well-organized and supervised compensation programme. Students are entitled to five (5) days compensations per year. Only students with medical certificate/evidence of immediate family’s demise, as proof of absence will be allowed to compensate in the same clinical placements. Students will attend the equivalent shift assigned in clinical roster. Compensations will commence a week after absence or at the discretion of the clinical coordinator.

No pre compensation will be allowed, but unforeseen circumstances; decision will be made by HOS.

Students who absent themselves shall be counselled and tracked at level 1. (SAP). Extended hours need to be completed at the end of the course.

A blended mode of learning and teaching activities are implemented at SoN. Due to the nature of nursing practice, the students go on clinical duty rotations at the major hospitals, health centres and community clinics. Every opportunity to hone their skills in patient and client care is explored for student development.

TUTORIAL

It is mandatory to attend 100% tutorials for your course. Allowances for makeup work will only be allowed with validated illness through the production of medical certificate or written evidence of reasons for absences and as approved by the Programme Coordinator. Attendance will be taken before and after each tutorial session.

All make-up work must be submitted to the course convener before the next tutorial. Students are responsible for follow up on missed tutorials. Students are entitled to two (2) make up work per course/Semester.

Students are divided into groups for compulsory tutorial and laboratory sessions. These sessions are not open to any other students other than group members, unless prearranged by the course convener.

If more than 20% of the tutorials are missed, students are academically tracked and will not be eligible/ qualify to sit End Point examinations.

LABORATORY

It is mandatory to attend 100% tutorials for your course. Allowances for makeup work will only be allowed for validated illness with a medical certificate or other acceptable reasons for absence through approval of Programme Coordinator.

Attendance will be taken before and after each laboratory session. It is compulsory to bring your clinical kit to every clinical laboratory sessions.

Allowances for laboratory makeup work will only be allowed with validated illness through the production of medical certificate or written evidence of reasons for absences and as approved by the Programme Coordinator.

Non-attendance at any laboratory sessions must be covered before the next lab session.

Students can only proceed to the next laboratory session after the completion of all nursing practices in the previous given session. Due to the large number of laboratory groups, and the time restrictions of student’s schedules, it is extremely challenging to make up clinical lab hours. Each student is responsible for makeup work in missed clinical lab hours.
If more than 20% of the laboratory is missed, students are not eligible/qualify to sit End Point examinations. Students and staff are expected to be in full uniform during clinical laboratory sessions. Mobile phones are not allowed at any time in any laboratory session these rules apply to both students and staff. Unauthorized removal/damage of laboratory equipment is considered a crime and will be dealt with accordingly.

**MAKE UP WORK**
The course convener will assign make up work for each tutorial. Each tutorial/leader will be responsible for coverage of laboratory session that is not attended. Make up work shall be submitted to the tutorial leader before the next tutorial session.

**MANDATORY REQUIREMENTS FOR CLINICAL PLACEMENTS**

**IMMUNIZATION:**
To ensure student’s safety and the safety of the people they will come into contact with it is mandatory that the student is immunized with Hepatitis B [Hep.B] ready for clinical practice. Student must not attend clinical if they have any infectious condition.

**PROFESSIONAL CONDUCT:**
Nursing is a highly respected profession and as such it is expected that students will present themselves in a professional manner.

**TELEPHONE:**
Use of mobile phones during working hours in clinical practice is not allowed except for emergencies. (Check Hospital policy for mobile phone use.)

**SMOKING:**
Smoking is not permitted in the clinical facilities and in the school’s transport.

**ATTENDANCE:**
- All clinical experience is mandatory.
- It is an expectation that students will attend 100% of their clinical experience.
- In an event of an illness or emergency, students are required to contact their Year Clinical Praxis Coordinator/Instructors before commencement of a shift.
- Make up time or compensation of clinical hours is only allowed when medical certificate is produced. For special leave, prior documented approval should be granted. This must be replaced before the end of the semester.
- For absenteeism without medical certificate by one day or no prior approval for leave, the student will write a statement for being absent. Tracking Form Level one will be filled thereafter.
- Any further absenteeism will warrant a Level 2 tracking.
- Students must complete the full 8 hour shift in their allocated clinical area. Failure to adhere will warrant filling of Tracking Form 2.

**ATTENDANCE SIGNATURE:**
Only the Sister in Charge/Shift Charge/Clinical Instructors will sign student’s attendance.

**CLINICAL UNIFORM:**
Students must be in full clean uniform whilst in clinical areas.

**GROOMING:**
- Uniform must be practical and modest to allow freedom of movement when undertaking any clinical activity such as bending or lifting.
- Hair neatly combed, tied back and above shoulders if long for females and kept away from face. Coloured/dyed hair is not permitted during clinical placement.
- Students are only permitted to wear plain stud earring and no other jewelry or wrist band is allowed.
- Married students only are allowed to wear a plain band wedding ring on ring finger.
- Students are identified by name displayed photo identification worn at all times.
- Long and/or painted fingernails or acrylic nails are not permitted and may cause patient injury.
- Students may be refused access to clinical practicum placement if uniforms are not appropriate.
- It is essential that the student maintains a high standard of personal grooming in order to demonstrate to patients, families and other health professional that he/she takes pride in the profession.
BAGS:
A small bag will be appropriate to carry your clinical pack and log book. Valuables taken to clinical placement will be your own responsibility.

STUDENT PROGRESS

The award of Certificate IV in Enrolled Nursing certificates shall be granted on the successful completion of the programme.

PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Certificate IV in Enrolled Nursing are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
</table>
| PROFICIENT          | 1. Appropriately respond to the needs of the clients and families with respect and empathy  
|                     | 2. Competent in carrying out the nursing duties and responsibilities.  
|                     | 3. Multi-skilled and they safely/confidently perform within their scope of practice. |
| CRITICAL THINKER    | 1. Demonstrates critical thinking abilities in the course of their practice.  
|                     | 2. Analyze situations and apply critical thinking skills. |
| ETHICAL             | 1. Demonstrate the skills necessary to implement the principles of safe, ethical nursing care to a level of a beginning enrolled nursing practice.  
|                     | 2. Be decent at all times during the course of practice and adhere to the proper code of conduct, keeping all clients information confidential.  
|                     | 3. Provide and maintain accurate information of clients and families.  
|                     | 4. Being aware of their own limitations and the legal requirements related to their practice. |
| EFFECTIVE COMMUNICATOR | 1. Demonstrate basic communication skills in all aspects of practice including the clients, relatives and working colleagues.  
|                     | 2. Display professionalism during discussion and planning of client care with co-workers.  
|                     | 3. Ensures accurate reporting and recording of documents in relation nursing care. |
| COMPASSIONATE       | 1. Demonstrate empathy and sympathy during the course of practice.  
|                     | 2. Convey encouraging and considerate words to clients and families when required. |
| ADAPTABLE           | 1. Being flexible during challenging situations.  
|                     | 2. Ability to adjust to different supervisors and team members for the common goal of achieving the best for the clients.  
|                     | 3. Maintain an objective view of issues that arises within the working environment. |
| TEAM PLAYER          | 1. Enthusiastically demonstrate support for the general function of the organization.  
|                     | 2. Effective communicator with issues relating to achieving the organization goals and objectives.  
|                     | 3. Contributes in developing positive changes for improvement of practice. |
| LEADER              | 1. Take initiatives in developing and supporting new strategies that contributes to the development of the organization.  
|                     | 2. Demonstrate assertiveness and confidence in taking the leading role to carry out responsibilities of the unit. |

CERTIFICATE IV IN ENROLLED NURSING – COURSE LISTING

<table>
<thead>
<tr>
<th>No</th>
<th>Course Code</th>
<th>Course</th>
<th>Semester</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NUR 410</td>
<td>Basic Professional Concepts and Communication Skills in Nursing</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>NUR 411</td>
<td>Basic Nursing Sciences</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>NUR 412</td>
<td>Nursing Arts</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>NUR 413</td>
<td>Clinical Skills Practicum</td>
<td>2</td>
<td>60</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - CERTIFICATE IV IN ENROLLED NURSING

COURSE NAME: BASIC PROFESSIONAL CONCEPTS AND COMMUNICATION SKILLS IN NURSING
COURSE CODE: NUR 410  
COURSE CONVENER: VASENAI QIO  
CREDIT POINTS: 15  
MODE: FF  
CAMPUS: CWM * Lautoka Hospital  
SEMESTER OF OFFERING: 1  
COURSE DESCRIPTION: The course introduces the student to the historical overview of nursing, nursing as a profession, health care delivery system, and scope of practice and competency standards of an enrolled nurse. An overview of the nursing process will be studied including a brief introduction to Orem’s nursing process with special on the focusing on the three nursing systems. Students will also learn the basic communication skills, and dynamics of man to embrace the vitality of the concept of holistic nursing. In the process, the knowledge of man as an individual, culture and spirituality will also be discussed.

COURSE NAME: BASIC NURSING SCIENCE  
COURSE CODE: NUR 411  
COURSE CONVENER: TALICA LEWANAVANUA  
CREDIT POINTS: 15  
MODE: FF  
CAMPUS: CWM * Lautoka Hospital  
SEMESTER OF OFFERING: 1  
COURSE DESCRIPTION: The course will provide students with an understanding of the basic human anatomy and physiology. The students will learn the concepts of health and ill-health as in health-illness continuum, cultural perspectives of health and ill-health, and the basic principles of nutrition, fluid and electrolyte balance, homeostasis, health promotion, prevention and basic mental health concepts in nursing. The concepts of infection prevention and control; medical and surgical sepsis, are also discussed.

COURSE NAME: NURSING ARTS  
COURSE CODE: NUR 412  
COURSE CONVENER: SENIKUBA QOLISESE  
CREDIT POINTS: 30  
MODE: FF  
CAMPUS: CWM * Lautoka Hospital  
SEMESTER OF OFFERING: 1  
COURSE DESCRIPTION: The course introduces the student to the historical overview of nursing, nursing as a profession, health care delivery system, and scope of practice and competency standards of an enrolled nurse. An overview of the nursing process will be studied including a brief introduction to Orem’s nursing process with special on the focusing on the three nursing systems. Students will also learn the basic communication skills, and dynamics of man to embrace the vitality of the concept of holistic nursing. In the process, the knowledge of man as an individual, culture and spirituality will also be discussed.

COURSE NAME: CLINICAL SKILLS PRACTICUM  
COURSE CODE: NUR 413  
COURSE CONVENER: SENIKUBA QOLISESE  
CREDIT POINTS: 60  
MODE: FF  
CAMPUS: CWM * Lautoka Hospital  
SEMESTER OF OFFERING: 2  
COURSE DESCRIPTION: The purpose of this course is to teach the student skills needed to support and/or assist the patient in the areas of personal hygiene, an area of activities of daily living, and elimination. Appropriate methods and techniques of basic care are applied. The promotion of comfort and safety of patient is addressed. Students also report and recognize changes seen in a patient. The overall role of the enrolled nurse of being a reflective, responsible, accountable and professional caregiver is realized. The Enrolled Nurse should assist with or perform personal care only when patients are unable to perform a skill for themselves. The course includes clinical skills application in selected hospital wards/units where skills are leaned and applied using the supplied materials of guidelines and competencies.
UNDERGRADUATE DEGREE PROGRAMMES

BACHELOR OF NURSING

INTRODUCTION

The Bachelor of Nursing is designed as an integrated programme of theoretical knowledge, including applied sciences, social sciences and an integration of spirituality and socio ecological components of nursing.

The aim of the programme is to prepare safe and competent beginning practitioners who have the knowledge, attitude and skills that will allow them to contribute in positive ways within diverse and varying health care contexts including research and continuing education.

The development of the Bachelor of Nursing curriculum and framework is influenced by:

1. The Programme Philosophy
2. The Graduate Profile
3. The Competency Criteria (FNC)

PROGRAMME PHILOSOPHY

The philosophy of the programme is underpinned by the following perspectives:

1. Fiji as a sovereign nation:
   - Geophysical/socioeconomic and politically influential
   - Global positioning
   - Environmental sustainability issues/disasters
2. The people:
   - Fijians are made up of a rich variety of cultures
3. Nursing practice:
   - Visionary, innovative, culturally appropriate and community focused; Values professionalism, excellence, integrity, respect, caring, collegiality
4. Nursing education:
   - Relevant, responsive to community/consumer needs/ continuing education/contemporary methods of teaching/learning
5. Nursing Research:
   - Environment that cultivates and nurture research skills and utilization
6. Health Promotion, Primary Care

GRADUATE PROFILE

Graduates of this programme are expected to be employable in Fiji and the Pacific region and to practice as first level practitioners in all aspects of general, obstetrics, community and psychiatric nursing. Graduates of the degree programme are able to proceed to higher education and postgraduate education in tertiary institutions locally and abroad. It is also expected that the graduates would enhance the research capacity of nurses in Fiji and the Pacific.

COMPETENCY CRITERIA

The general aim of any nursing training programme is to give the individual student the opportunity to develop skills and confidence for effective clinical participation.

The clinical praxis for this new Bachelor in Nursing program has been expanded to incorporate evidence-based teaching, the ability to deliver competency based education and assessment, and innovative teaching based upon best practice principles of teaching, learning, and research. Students are allowed to practice discovery learning through teaching methodologies that meet the new emphasis on critical thinking, analysis and problem solving. The objective of clinical placement is now centered on the ‘achievement’ of explicit objectives as specified by the curriculum. In addition, clinical placements are expected to develop and enhance a critical analytical and reflective thinker and practitioner.

Students are therefore encouraged to explore, to conceptualize, to criticize and discover for them the meanings of ‘nursing’ in the clinical practice. Individual practice settings have their own learning objectives. Students are also encouraged to write their own objectives of clinical placements, which should help guide, their clinical learning process.
Students will be assessed on theory (knowledge) and application of concepts (competency). In order to pass the course, students will need to pass all the competencies which will be articulated in the log books (to be provided to each student).

The clinical assessment tool in co-operates elements and competencies of the Core Competencies of the Fiji Registered Nurses.

A competency worksheet has been developed to allow students to observe, participate and perform nursing skills under supervision before being graded. Some students may gain sufficient confidence before completing the Worksheet, and request to be assessed with skills competency.

The ratings and their meaning of the assessments are:

**Competent: ‘C’**:  
- Student is able to complete the skill or procedure (or meet the objective) without any prompts from assessor.  
- Student is able to relate and apply theory to practice.  
- Assessor feels confident of the student’s ability to perform the procedure without supervision

**Requires Supervision: ‘S’**:  
- Student is able to complete the skill or procedure (or meet the objective) but requires further prompting.  
- Student may or may not be able to discuss rationale, theory and link it to practice.  
- Student may complete procedure efficiently without understanding the rationale of procedure.  
- Assessor does not feel confident allowing the student to complete this skill without at least further supervision.

**Requires Development: ‘D’**:  
- Student requires considerable assistance and prompts from assessor to complete procedure.  
- Student has difficulty in linking theory to practice.  
- Assessor is not confident of student’s abilities.  
- Assessor does not allow student to complete procedure without supervision.

**Comments/Remarks:**  
- Assessor is to write when necessary, any recommendations for improvement or how the student met these criteria.  
- Any unsatisfactorily element/or competency related to professional misconduct or unethical behavior, placement may be immediately terminated and the student may not be permitted to repeat it.

**Assessment Tips**  
- Students with two or more “S” in one competency should not be assessed for that particular competency but to be encouraged to practice under supervision more before another assessment is done.  
- Students who continue to get “S” in another two assessments of the same competency is deemed to have “D” where she/he requires development.  
- Students with a “D” in any of the competency should not be assessed for that particular competency. The student needs assistance and close supervision with a lot of practice before being considered for competencies assessments.  

A student that continues to have “D” in the same competency for two other subsequent assessments would be referred to responsible school authority for consideration of continuation of training.

For all competency based training as regulated in the University Academic & Student Regulations (UASR), results shall be specified in terms of competencies:

<table>
<thead>
<tr>
<th>Result Notation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp</td>
<td>Competent</td>
</tr>
<tr>
<td>NComp</td>
<td>Not Competent</td>
</tr>
</tbody>
</table>

These competencies maybe at different levels, such as credit, distinction and high distinction.
The Bachelor of Nursing is designed as an integrated programme of theoretical knowledge, including applied sciences, social sciences and an integration of spirituality and socio ecological components of nursing. Praxis includes the collaboration of the theoretical and clinical education strategies culminating in an active involvement of the clinical service providers in the hospitals, the community health agencies, specialist hospitals such as St Giles hospital for psychiatry and the TB and Leprosy hospital and clinics for re-emerging chronic infectious disease.

Throughout the three years program, the courses underpin four main stands, namely:

- Nursing Research Personal and Professional Development
- Nursing Knowledge
- Nursing Practice
- Primary Health Care

Consistent with the mission statement for the College of Medicine, Nursing and Health Sciences and the FNU, the learning environment will be supportive to students and facilitate learning, critique and preservation of knowledge through research and scholarship. The Bachelor of Nursing programme allows successful students at the end of year three to sit the registration examinations set by the Fiji Nursing Council.

**PROGRAMME OBJECTIVE**

In the BN programme, students are expected to:

Develop skills and confidence for effective clinical participation where student nurses are no longer just rostered in the clinical areas to complete required clinical hours. The objective of clinical placement is now centered on the achievement of explicit objectives as specified by the curriculum. In addition, clinical placements are expected to develop and enhance a critical, analytical and reflective thinker, and practitioner. Students are therefore encouraged to explore, to conceptualize, to criticize and discover, for themselves, the current meaning of ‘nursing’ in the clinical practice. Individual practice settings have their own learning objectives. Students are also encouraged to write their own objectives of clinical placements, which should help guide their clinical learning process.

**DURATION OF PROGRAMME**

The duration of the BN programme is three years of full time study, however, students may take up to a maximum of 5 years with the appropriate approvals from the College Examination Board (CEB) on the advice of the School Academic Committee and Head of the School.

Special consideration for extension of programme duration beyond the maximum period may be given for country or sub-regional cohorts on a case by case basis. Reasons for extension may be considered, but not limited to instances such as lack of funding or natural disasters.

**PROGRESSION WITHIN THE PROGRAMME**

Students must pass all of year 1-s1 courses to progress to the next level year 1-s2

Students must pass all of year 1-s2 courses to progress to the next level year 2-s1

Students must pass all of year 2-s1 courses to progress to the next level year 2-s2

Students must pass all of year 2-s2 courses to progress to the next level year 3-s1

Students must pass all of year 3-s2 courses to complete the programme.

In addition all enrolled courses with competencies as well as clinical hours are to be completed before progressing to the next level or/and academic term.

**REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION**

- The award of Bachelor of Nursing certificate shall be granted on the successful completion of the 22 courses
- The award of Bachelor of Nursing certificate shall be granted to students who have gained entry from their Diploma in nursing award (lateral entry) and upon their successful completion of the additional two (2) courses

**GENERAL GUIDELINE**

**ATTENDANCE**

SON has a 100% attendance policy – and students must attend all scheduled lecture sessions particularly laboratory, tutorials, and clinical sessions including clinical attachments in the various health facilities and communities.

However, in order to accommodate periods of illness (which MUST be certified with a medical certificate or other acceptable reasons for absence) the students must have attended a minimum of 80% of all the theoretical components of a course and 100% of clinical learning requirements in order to be eligible to sit for the summative assessment for
that course. Remedial tutorial and lab sessions will be conducted only if students produce medical certificate, otherwise students are deemed absent and failure to do the work within the designated time may result in zero grade.

With the mandatory 100% clinical attendance requirements students are therefore expected to make-up lost clinical attendances (ONLY for acceptable reasons of absence) through a well-organized and supervised compensation programme. Students are entitled to five (5) days compensations per year. Only students with medical certificate/evidence of immediate family's demise, as proof of absence will be allowed to compensate in the same clinical placements. Students will attend the equivalent shift assigned in clinical roster. Compensations will commence a week after absence or at the discretion of the clinical coordinator. No pre-compensation will be allowed, but for unforeseen circumstances, decision will be made by HOS. Students who absent themselves for valid reasons will be classified as Level 1 (under the CMNHS Progress Policy) and will be counselled. Extended hours need to be completed at the end of the course.

A blended mode of learning and teaching activities are implemented at SoN. Due to the nature of nursing practice, the students go on clinical duty rotations at the major hospitals, health centres and community clinics. Every opportunity to hone their skills in patient and client care is explored for student development.

TUTORIAL
It is mandatory to attend 100% tutorials for your course. Allowances for makeup work will only be allowed when medical certificate is produced or written evidence of reasons for absences and approved by the Head of School.

All make-up work must be submitted to the course convener before the next tutorial. Students are responsible for follow up on missed tutorials. Students are entitled to two (2) make up work per course/semester. Students are divided into groups for compulsory tutorial and laboratory sessions. These sessions are not open to any other students other than group members, unless prearranged by the course convener.

If more than 40% of the tutorials are missed, students are not eligible/ qualify to sit End Point examinations.

LABORATORY
It is mandatory to attend all nursing lab experiences [clinical& science] Attendance will be taken upon entering and leaving the laboratory. It is compulsory to bring your clinical kit to every clinical laboratory sessions.

Allowances for laboratory makeup work will only be allowed when medical certificate is produced or written evidence of reasons for absences and approved by the Programme Coordinator.

Non-attendance at any laboratory sessions must be covered as soon as possible. Students can only proceed to the next laboratory session after the completion of all nursing practices in the previous given session. Each student is responsible for makeup work in missed clinical lab hours.

If more than 40% of the laboratory is missed, students are not eligible/ qualify to sit End Point examinations.

Students and staff are expected to be in full uniform during clinical laboratory sessions. Mobile phones are not allowed at any time in any laboratory session these rules apply to both students and staff.

Unauthorized removal/damage of laboratory equipment is considered a crime and will be dealt with accordingly.

MAKE UP WORK
The course convener will assign make up work for each tutorial. Each tutorial/leader will be responsible for coverage of laboratory session that is not attended. Make up work shall be submitted to the tutorial leader before the next tutorial session.

PROGRAMME OUTCOMES
The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Nursing are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>1. Demonstrate safe competent midwifery care utilising a number of processes to promote pregnancy, labour, birth and breastfeeding as a normal physiological event in the lifespan of a woman</td>
</tr>
<tr>
<td></td>
<td>2. Applies knowledge, skills and attitudes to facilitate woman centred care, demonstrating a sound theoretical knowledge to support quality care</td>
</tr>
<tr>
<td></td>
<td>3. Assess, plan, provide and evaluate safe and effective midwifery care upholding duty of</td>
</tr>
</tbody>
</table>
CRITICAL THINKER
1. Apply a framework for reflective practice
2. Analyse appropriate midwifery care for all women and their families throughout childbearing age and responding effectively in emergencies or urgent situations

ETHICAL
1. Practice within the legal and ethical requirements of the profession and scope of practice
2. Demonstrates accountability and responsibility for own actions within midwifery practice
3. Interprets evidence and utilises research as a basis to inform practice and decision making

EFFECTIVE COMMUNICATOR
1. Develops a professional partnership with the woman and her family by communicating information for decision making
2. Collaborates with other health care providers of care to childbearing women and their families whose experience of pregnancy, birth and/or postnatal period is complicated

COMPASSIONATE
1. Provide a holistic individualised midwifery care to the childbearing woman and her family across the continuum of pregnancy, birth and postnatal period
2. Advocates to protect the rights of women, families and communities in relation to maternity care

ADAPTABLE
1. Function as a health counsellor and educator in any settings of practice
2. Acts to enhance the professional development of self and others

TEAM PLAYER
1. Function collaboratively as part of a team with other health care providers

LEADER
1. Function as a lead maternity carer for childbearing woman and her family throughout a normal pregnancy, birth and postnatal period
2. Plan, implement and evaluate strategies for providing culturally safe practices for women, their families and colleagues either by delegating or supervising

YEAR 1
BACHELOR OF NURSING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>1</td>
<td>NUR 511</td>
<td>Human Bio-Sciences: Normal Body Structure and Functions</td>
<td>1</td>
<td>15</td>
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<tr>
<td>2</td>
<td>NUR 512</td>
<td>Life Sciences in Nursing</td>
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<td>3</td>
<td>NUR 521</td>
<td>Foundations of Nursing Practice</td>
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<td>5</td>
<td>NUR 541</td>
<td>Communication and Critical Thinking in Nursing</td>
<td>1</td>
<td>15</td>
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<tr>
<td>6</td>
<td>NUR 542</td>
<td>Spirituality and Culture in Nursing Practice</td>
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<tr>
<td>7</td>
<td>NUR 543</td>
<td>Psychosocial Aspects of Nursing</td>
<td>2</td>
<td>15</td>
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<tr>
<td>8</td>
<td>NUR 544</td>
<td>Foundational Concepts of Community Health Nursing</td>
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<td>15</td>
</tr>
<tr>
<td>9</td>
<td>NUR 552</td>
<td>Health Assessment and Clinical Decision Making</td>
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COURSE DESCRIPTORS - BACHELOR OF NURSING

COURSE TITLE: HUMAN BIO-SCIENCES: NORMAL BODY STRUCTURE AND FUNCTIONS
COURSE CODE: NUR 511
COURSE CONVENER: TALICA LEWANAVANUA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)
COURSE DESCRIPTION:
This course is designed to provide students with a basic foundation in normal human anatomy and physiology. The course will take on a head to toe approach to the description of body system and how they function. Sections covered are: the body and its constituents, communication systems, Intake of raw materials and elimination of waste and protection and survival. This is supplemented by describing common age related changes to structure and function, before considering some important pathology and pathophysiology of some important disorders and diseases. The use of ‘real life’ examples will encourage students to reflect on their own clinical placement experiences to ensure that biological concepts become integrated knowledge. The base of knowledge...
provided by this course will encourage students to adopt an attitude to incorporating scientific concepts throughout their nursing career and especially in relation to the nursing assessment.

Laboratory sessions complement lectures. In Laboratory instructions, emphasizes on structure and how it relates to function and the maintenance of homeostasis in the whole body will be related and reemphasized.

### COURSE TITLE:
LIFE SCIENCES IN NURSING

### COURSE CODE:
NUR 512

### COURSE CONVENER:
TBA

### CREDIT POINTS:
15

### SEMESTER OF OFFERING:
2

### MODE:
FF

### CAMPUS:
TAMAVUA CAMPUS (FSN)

### COURSE DESCRIPTION:
This course encourages the student to develop knowledge of the interrelationship between the various organ systems and the effects on them of disease. The development of disease is an intricate and involved relationship between normal physiology and altered functioning. Concepts from microbiology, physiology, and pharmacology are explored to enable the student to understand pathophysiological processes.

### COURSE TITLE:
FOUNDATIONS OF NURSING PRACTICE

### COURSE CODE:
NUR 521

### COURSE CONVENER:
SAMSUN NISHA

### CREDIT POINTS:
15

### SEMESTER OF OFFERING:
1

### MODE:
FF

### CAMPUS:
TAMAVUA CAMPUS (FSN)

### COURSE DESCRIPTION:
This course is designed to provide students with beginning foundational nursing practice knowledge and skills. Students will be able to define nursing and discuss the concepts of nursing at the beginning level. It will assist students to understand the early civilization of nursing, the origins and contemporary nursing definitions. The student will also be able to integrate nursing knowledge into practice by carrying out basic nursing skills and procedures in the clinical laboratory.

### COURSE TITLE:
COMMUNICATION AND CRITICAL THINKING IN NURSING

### COURSE CODE:
NUR 541

### COURSE CONVENER:
PADMA PRASAD

### CREDIT POINTS:
15

### SEMESTER OF OFFERING:
1

### MODE:
FF

### CAMPUS:
TAMAVUA CAMPUS (FSN)

### COURSE DESCRIPTION:
The role of the nurse in any context requires competencies in communication, critical and reflective thinking skills and the ability to read and apply evidence based nursing practice. Nurses are expected to master communication skills in any diverse contexts and this unit prepares the student with the foundational knowledge for communication, thinking and best practice behaviour and attitude which are important to the developing professional discipline. This unit should also include cross cultural communications protocols within the Fijian context, types of thinking and their importance in creating self-awareness skills and developing therapeutic relationships with clients and families.

### COURSE TITLE:
SPRITUALITY AND CULTURE IN NURSING PRACTICE

### COURSE CODE:
NUR 542

### COURSE CONVENER:
MELIKA WAQANIVEITOGAVI

### CREDIT POINTS:
15

### SEMESTER OF OFFERING:
1

### MODE:
FF

### CAMPUS:
TAMAVUA CAMPUS (FSN)

### COURSE DESCRIPTION:
This course is underpinned by the philosophical basis of spirituality and of the relationship of the cultural and spiritual perspectives of health and ill-health in the Fijian society. Spiritual and cultural understandings of health form the basis for an exploration of cultural, biological, social, economic, environmental and political interactions and their impacts on Fijian people's health. The course also explores the spiritual aspects of nursing, the nurse and the client and prepares the nurse with the relevant skills to reflect on own spirituality in order to meet the spirituality needs of the client. The spiritual worldviews of the Indigenous iTaukei, the Indo-
Fijian population and two other major ethnic groups in Fiji are examined in their implications for nurses as care givers and in evaluating health care policies and services in Fiji and the Pacific.

**COURSE TITLE:** PSYCHOSOCIAL ASPECTS OF NURSING  
**COURSE CODE:** NUR 543  
**COURSE CONVENER:** VASENAI QIO  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
The course introduces the student to contemporary concepts of lifespan developmental psychology. Or the study of how and why people change overtime as well as how and why they remain the same from the conception stage through the aging process and their influences on health and nursing. The course is presented with an interdisciplinary perspectives focusing on the cognitive, psychosocial, psychosexual, moral, emotional and sociocultural aspects of human development. The course also addresses the social environment and its impact on human development. Social theorists discuss the structure of society and addressing issues that positively supports human development as well as issues that deter human development. The impact of ethnicity, gender inequality, cultural factors, politics and the issue of classing people is addressed. The emphasis is placed on the concepts of culture, belief systems, health and caring, and how these concepts affect the nursing care delivery system.

**COURSE TITLE:** FOUNDATIONAL CONCEPTS OF COMMUNITY HEALTH NURSING  
**COURSE CODE:** NUR 544  
**COURSE CONVENER:** DHARMENDRA NAIDU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
The course introduces you to the concepts of man and their interdependence on environment. Community, community health, public health systems and concepts of primary health care are comprehensively discussed during the course. Health and the environment are linked and the link is explored to determine some of the causal webs of disease and disability. Community Health Nursing explores underpinnings of key nursing theorists who provide platform for population centered nursing care. Action for Health covers theories and models of health and health care in community. The concepts and components of Primary Health Care are studied and the course critically analyses the principles of Primary Health Care in the provision of Health care services. The course provides opportunity to look at concepts relating to disease occurrence trends from a global to local perspective and critically studying the possible contributing factors to disease causation. The course concludes with providing you with theoretical foundation of essentials in public health education.

**COURSE TITLE:** HEALTH ASSESSMENT AND CLINICAL DECISION MAKING  
**COURSE CODE:** NUR 552  
**COURSE CONVENER:** RITA NAUKU/TALICA LEWANAVANUA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
This course will introduce you to an evidence-based assessment practice in nursing care. It will include the health interview and physical examination. A complete health assessment, methods of assessments, gathering data, and making a nursing diagnosis for the patient, will be discussed in-depth. It will outline the importance of history taking, performing physical examination, making nursing diagnosis, and clinical decision-making, and reporting pertinent abnormal finding to deliver optimum client care.

**YEAR 2**

**BACHELOR OF NURSING PROGRAMME - COURSE LISTING**

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>NUR611</td>
<td>Human Bio-Sciences: Altered Body Functions I</td>
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<td>2</td>
<td>NUR613</td>
<td>Obstetrics Nursing I</td>
<td>1</td>
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<td>3</td>
<td>NUR614</td>
<td>Human Bio – Sciences: Altered Body Functions II</td>
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### COURSE DESCRIPTORS - BACHELOR OF NURSING

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<tr>
<td>NUR611</td>
<td>HUMAN BIO-SCIENCES: ALTERED BODY FUNCTIONS I</td>
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<td>NUR613</td>
<td>OBSTETRICS NURSING I</td>
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<tr>
<td>NUR614</td>
<td>HUMAN BIO – SCIENCES: ALTERED BODY FUNCTIONS II</td>
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<tr>
<td>NUR615</td>
<td>CHILD HEALTH NURSING</td>
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</tbody>
</table>

#### COURSE DESCRIPTION:

**HUMAN BIO-SCIENCES: ALTERED BODY FUNCTIONS I**
- **COURSE CODE:** NUR 611
- **COURSE CONVENER:** KESHNI NAIDU
- **CREDIT POINTS:** 15
- **SEMESTER OF OFFERING:** 1
- **MODE:** FF
- **CAMPUS:** TAMAVUA CAMPUS (FSN)

The unit examines the etiology of diseases and alteration of health status and the relevant scientific clinical tests, including the role of microorganisms in disease processes. The course introduces the student to health problems of the adolescent, adult and the elderly which can be medically and/or surgically managed. It focuses on concepts, principles and techniques of medical/surgical nursing. Students are expected to know the impact of diseases on the psychosocial, economical and spiritual wellbeing of the client as an individual, on families, communities and Fiji as a nation. The course also encourages students to reflect on own cultural perspectives of diseases and altered health states and how ill-health is managed, reversed and prevention of relapse is maintained.

**OBSTETRICS NURSING I**
- **COURSE CODE:** NUR 613
- **COURSE CONVENER:** SENIMELIA HATAOGO
- **CREDIT POINTS:** 15
- **SEMESTER OF OFFERING:** 1
- **MODE:** FF
- **CAMPUS:** TAMAVUA CAMPUS (FSN)

This course is designed to provide students with a foundational knowledge of reproductive health, pregnancy, labor, birth peperium and the normal newborn. It will also provide students with knowledge and skills of how to identify and refer high risk cases. Students will also be introduced to obstetric Nursing procedures and taught necessary skills for monitoring and care of pregnant and laboring women, normal newborn and post-partum care. This course will also include clinical attachment to Maternity units.

**HUMAN BIO – SCIENCES: ALTERED BODY FUNCTIONS II**
- **COURSE CODE:** NUR 614
- **COURSE CONVENER:** VENINA NAVUTA
- **CREDIT POINTS:** 15
- **SEMESTER OF OFFERING:** 2
- **MODE:** FF
- **CAMPUS:** TAMAVUA CAMPUS (FSN)

This course examines the aetiology of disease and alteration of health status and the relevant scientific clinical tests, including the role of micro-organisms in the disease processes. The course introduces the student to health problems of the adolescent, adult and the elderly which can be medically and/or surgically managed. It focuses on concepts, principles and techniques of medical/surgical nursing. Students' are expected to know the impact of diseases on the psychosocial, economical and spiritual wellbeing of the client as an individual, on families, communities and Fiji as a nation. The course also encourages students to reflect on own cultural perspectives of diseases and altered health states and how ill-health is managed, reversed and prevention of relapse is maintained.

**CHILD HEALTH NURSING**
- **COURSE CODE:** NUR 615
- **COURSE CONVENER:** JOSIFINI SALABUCO/PAULINI QICA
- **CREDIT POINTS:** 15
- **SEMESTER OF OFFERING:** 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This course is designed to provide students with understanding of the approach to child health care identification, prevention and nursing management of common problems in children. Growth and development and nutritional needs of the child with the respond of the nurse in the Fijian context will be covered. The role of family in childhood health and illnesses in Fiji and the Pacific will also be examined.

COURSE TITLE: PUBLIC HEALTH NURSING AND EPIDEMIOLOGY
COURSE CODE: NUR 631
COURSE CONVENER: AVHINESH KUMAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This course is designed to help student in acquiring nursing knowledge and skills that will enable them to promote health and prevent illness at the primary health care level. Students will learn the importance of statistical data in health planning, the dissemination of health services and disease trend. Furthermore they will learn about the emerging and re-emerging communicable diseases in the region, chain of transmission, legal issues pertaining to these diseases and the nursing roles in the controlling of these diseases. The utilization of health promotion strategies will be discussed and explored in the control of both the communicable and non-communicable disease in the region. Also integrated in the course are two components of Primary Health Care which are Expanded Immunization (EPI) and School Health of which the students will learn how to assess a school aged child, how to give immunization and store vaccines.

COURSE TITLE: HEALTH PROMOTION ACROSS THE LIFE SPAN
COURSE CODE: NUR 633
COURSE CONVENER: LAISA TIKOIMALEYA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
Health and wellness of the community members are the main focus of the community health nurses. In this unit students will be able to explore the different health services offered to the individual, family and the community members across the lifespan. The unit allows the student to be able to explore and describe the different types of health promotion services offered across the lifespan e.g. Reproductive sexual health services, maternal child health nursing and care of adult man and woman and the aged person in the community. Disaster management will be covered as a community response in the Pacific. The role of the nurse in community health promotion across the life span will be critiqued. The nurse will be expected to assess, plan, implement, monitor and evaluate the community health programs which will be implemented in their in year 3 praxis. The role of the nurse also extends to preparation of communities to manage and minimize the impacts of a disaster locally on the families, total population and the environment.

COURSE TITLE: ETHICS AND LEGAL ISSUES IN NURSING
COURSE CODE: NUR 643
COURSE CONVENER: SEREANA BALEKIWAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This course is designed to provide students with this course will address Ethics and legal issues in nursing. Ethics deal with standards of conduct and moral judgment. Healthcare ethics pertain to how professionals fulfill their responsibilities and provide care to clients. It also serves as a basis for interpreting and analyzing clinical situations in decision making. Ethical decision making theories are introduced and discussed using local scenarios and contexts. Nurses have a responsibility to understand the legal basis of nursing practice. The relationship of law and the legality of nursing practice within its context are discussed. Such contexts of practice include the geo physical, socio, political, economic and legal framework which govern and influence nursing practice.
COURSE TITLE: PRINCIPLES AND PRACTICE OF NURSING MANAGEMENT
COURSE CODE: NUR 644
COURSE CONVENER: SERERANA BALEKIWAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This course is designed to provide students with contemporary management knowledge and its effectiveness essentially requires a balance between good leadership and good management. Both of these facets are required for competence in management. Effective leadership in current organizational environments is concerned with a leader being more generative or transformational rather than autocratic, laisser-faire, or even transactional. Competent managers exhibit the qualities of generative, transitional leaders and they also operate within a sound management framework that incorporates a number of different areas that will be explored.

YEAR 3
BACHELOR OF NURSING PROGRAMME COURSE LISTING

<table>
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<tr>
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<td>NUR 715</td>
<td>Mental Health Nursing</td>
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<td>2</td>
<td>NUR 721</td>
<td>Praxis: Acute Nursing and Management</td>
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<td>3</td>
<td>NUR 723</td>
<td>Praxis: Community Attachment and Mental Health Nursing</td>
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<td>NUR 745</td>
<td>Research in Nursing</td>
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COURSE DESCRIPTORS - BACHELOR OF NURSING

COURSE TITLE: MENTAL HEALTH NURSING
COURSE CODE: NUR 715
COURSE CONVENER: LITIA SILI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This course is designed to provide students with information to develop their understanding on the management of mental health care in the Fiji context. Particular focus will be on the evolution of mental health care, practice and treatment, Psychosocial Assessment and major mental health disorders affecting people across the life span such as Neurotic disorders, Psychosis, Mood disorders, Personality, Substance Related disorder and Cognitive disorders. Ethico-legal issues, Psychiatric crisis/emergency intervention and continuum of mental health care in the primary setting will also be addressed. Advanced communication skills, psychopharmacology and therapeutic mental health intervention for the individuals, families and communities in the Fiji context will be strengthened. Using an ADPIE approach the results of Mental Health examination is utilized to formulate nursing diagnosis and management of mental health disorders. In addition the students will further be assessed on their competencies for Mental Health Examination and History taking in NUR 723.

COURSE TITLE: PRAXIS: ACUTE NURSING AND MANAGEMENT
COURSE CODE: NUR 721
COURSE CONVENER: DOLORES HILL/SEREANA BALEKIWAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
The course is clinically designed and oriented to allows the student to apply theories of acute and advanced nursing cares as well as the nursing responses in medical, surgical emergencies and trauma as well as and psychiatric care. A rotation of 20 weeks in clinical practice is required in the following special general nursing areas, Intensive Care, Coronary Care, Operating Theatre, Burns, Accidents and Emergencies and Special clinics as well as the Acute Psychiatric units. Students, whilst on clinical rotation are
expected to complete the minimum required hours and also to complete competencies relevant to the level of nursing practice expected.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PRAXIS: COMMUNITY ATTACHMENT AND MENTAL HEALTH NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NUR 723</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>DHARMENDRA NAIDU</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>30</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**
Mental health nursing dimensions of Praxis is clinically designed and orientated to assist students in developing expertise and in depth in the field of mental health and psychiatric nursing. The praxis shows how to apply assessment processes to treatment practice, work with client or patients with a range of disorders, and apply nursing intervention strategies in order to achieve best practice outcomes. Starting with the context of mental health services, then building through parts focused on the challenges to people’s mental health. The praxis of mental health nursing allows the mental health and psychiatric nursing team in various therapeutic modalities to manage clients or patients with mental disorders. A three weeks rotation in designated areas of clinical practice is required to be completed by the students while on clinical attachment in a Mental Health and Psychiatric Unit. Students, whilst on clinical rotation are expected to complete the minimum required hours and also to complete competencies, check list, journals and case study relevant to the level of nursing practice expected. Students will not pass the Course unless 100% of the clinical competencies, requirements and clinical hours are completed.

This course is also designed to provide students with the opportunity to integrate clinical and theoretical learning from previous nursing courses through a role-transition clinical experience.

In consultation with the lecturer, students plan, coordinate, implement, and evaluate community health project using the nursing process with a focus on a professional nursing role.

The purpose is for students to function in one of the professional nursing roles and further the transition from student nurse to professional nurse.

The emphasis of this course is, it addresses community health nursing issues, focusing on key concepts of wellness, prevention, chronic case management and nursing mentally challenged patients while caring for culturally diverse populations.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>ACUTE NURSING AND TRAUMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NUR 725</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>DOLORES HILL / LATILETA MATAITINI</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>15</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**
Advanced nursing care prepares the student with advanced assessment and clinical skills and techniques that will be required to care for an emergency patient or one who is acutely ill. Patients who have complex illnesses or multiple injuries require refined nursing care to provide an optimum chance of recovery. Ethical and legal problems encountered in high dependency areas of nursing are addressed. Self-care of the nurse is also emphasized to prevent burnout. The team work required to work in high acuity situations is emphasized.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>NON COMMUNICABLE DISEASES IN THE PACIFIC</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NUR 735</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>LAISA TIKOMAIMALEYA</td>
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<td>CREDIT POINTS:</td>
<td>15</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
This course focuses on the nursing management of chronic diseases such as those that are included in the NCD classification. Such disease as Diabetes, Hypertension, Respiratory disorders, Cardiac diseases and Mental Health are presented as vehicles for the student to apply the principles of Chronic Care Model of nursing in Primary Health Care. The student is expected to know and be able to apply the 6 phases of the chronic care model which would be practiced in the clinical rotation in the next semester. The student will explore the bio-psychosocial aspects of the target diseases, their major risk factors, the complication of disease and
their impact on the socioeconomic status of a community. Furthermore students will learn the different strategies used to prevent NCD and promote wellness in the community.

**COURSE TITLE:** RESEARCH IN NURSING  
**COURSE CODE:** NUR 745  
**COURSE CONVENER:** PADMA PRASAD  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:**  
This course deals with the fundamentals and principles of the research principles of the research process and their application in Nursing. The major focus of this course is an introduction to the research process applied to the practice of nursing in an effort to promote, maintain, restore, and reorganize health. This course will examine the research process as the basis for scientific nursing knowledge. Approaches to research and the ways of knowing in Nursing are explored. The steps in the research processes are identified, discussed and developed into a proposal. This course also introduces students to the basic concepts and techniques of data collection and analysis needed in professional health care practice.

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**BACHELOR OF NURSING (LATERAL ENTRY)**

<table>
<thead>
<tr>
<th>No</th>
<th>Course Code</th>
<th>Course</th>
<th>Semester</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NUR 552-L</td>
<td>Health Assessment and Clinical Decision Making</td>
<td>1&amp;2</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>NUR 615-L</td>
<td>Child Health Nursing</td>
<td>1&amp;2</td>
<td>15</td>
</tr>
</tbody>
</table>

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**COURSE DESCRIPTORS – BACHELOR IN NURSING (LATERAL ENTRY)**

**COURSE TITLE:** HEALTH ASSESSMENT AND CLINICAL DECISION MAKING  
**COURSE CODE:** NUR 552-L  
**COURSE CONVENER:** PAULINI QICA/OLIVIA ATALIFO  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:**  
This course will introduce you to an evidence-based assessment practice in nursing care. It will include the health interview and physical examination. A complete health assessment, methods of assessments, gathering data, and making a nursing diagnosis for the patient, will be discussed in-depth. It will outline the importance of history taking, performing physical examination, making nursing diagnosis, and clinical decision-making, and reporting pertinent abnormal finding to deliver optimum client care.

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**COURSE TITLE:** CHILD HEALTH NURSING  
**COURSE CODE:** NUR 615-L  
**COURSE CONVENER:** JOSIFINI SALABUCO/PAULINI QICA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:**  
This course is designed to provide students with understanding of the approach to child health care identification, prevention and nursing management of common problems in children. Growth and development and nutritional needs of the child with the respond of the nurse in the Fijian context will be covered. The role of family in childhood health and illnesses in Fiji and the Pacific will also be examined.
POSTGRADUATE PROGRAMMES

INTRODUCTION

The Postgraduate programmes in the School of Nursing are offered to graduate nurses who wish to pursue further studies. The aim is to equip the nurses for active roles in specialized areas of practice, management and research. These programmes are designed to meet the Health Care needs of Fiji and the Region and are available to the local and Regional students.

All candidates must be registered by the Fiji Nursing Council with a valid license to practice.

The following post graduate programmes are currently offered at the School of Nursing:-

CERTIFICATE

- Postgraduate Certificate in Mental Health Nursing

DIPLOMA

- Postgraduate Diploma in Leadership and Management in Nursing
- Postgraduate Diploma in Midwifery

PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>POSTGRADUATE PROGRAMME</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>Postgraduate Certificate in Mental Health Nursing</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Leadership And Management In Nursing</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Midwifery</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Nursing Practice (as Nurse Practitioner)</td>
<td>13 months</td>
</tr>
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</table>
MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| Postgraduate Certificate in Mental Health Nursing | 1. Bachelor in Nursing with a minimum Grade Point Average (GPA) of 3.0 out of 4.5 and/or out of 5.0 or equivalent with 3 years of general nursing experience.  
2. Applicants who do not meet the bachelor requirement above, but who are able to demonstrate ability to succeed on the basis of maturity, work experience, or prior learning may also apply with minimum experience of four (4) years of clinical experience in general nursing. | FF | 1 Year |
| Postgraduate Diploma in Leadership and Management in Nursing | 1. Bachelor in Nursing with a minimum Grade Point Average (GPA) of 3.0 out of 4.5 and/or out of 5.0 or equivalent with at least 3 years of nursing experience.  
2. Applicants who do not meet the bachelor requirement (1) above, but who are able to demonstrate ability to succeed on the basis of maturity, work experience, or prior learning may also apply. Specifically, nurses with 5 years of general nursing experience. | FF | 2 Year |
| Postgraduate Diploma in Midwifery | 1. Bachelor in Nursing with a minimum Grade Point Average (GPA) of 3.0 out of 4.5 and/or out of 5.0 or equivalent with 3 years of experience of which 6 months of recent obstetrics unit experience prior to enrolment.  
2. Applicants who do not meet the bachelor requirement (1) above, but who are able to demonstrate ability to succeed on the basis of maturity, work experience, or prior learning may also apply specifically, registered nurses with 5 years of general nursing experience of which 6 months of recent obstetrics unit experience prior to enrolment. | FF | 2 Year |
| Postgraduate Diploma in Nursing Practice as a Nurse Practitioner | 1. Bachelor in Nursing with a minimum Grade Point Average (GPA) of 3.0 out of 4.5 and/or out of 5.0 or equivalent with 3 years of experience in general nursing.  
2. Applicants who do not meet the bachelor requirement (1) above, but who are able to demonstrate ability to succeed on the basis of maturity, work experience, or prior learning may also apply. Specifically, registered nurses with 5 years of general nursing experience. | FF | 2 Year |

POSTGRADUATE CERTIFICATE IN MENTAL HEALTH NURSING

INTRODUCTION
The Postgraduate Certificate in Mental Health is conducted part-time over one year. The programme consists of four core subjects with a total of 300 hours of theory and five months of clinical placements in mental health settings. Students must successfully complete the core subjects. The course is designed to assist students to incorporate theoretical information from each of the subjects and extend and develop their existing nursing practice in the field of psychiatric mental health nursing. The students will also gain experience in a range of mental health settings to develop experience in caring for clients who have acute and/or chronic mental health presentations and to also gain experience working in multidisciplinary teams in various mental health settings.

POSTGRADUATE CERTIFICATE IN MENTAL HEALTH NURSING COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>NMH 860</td>
<td>Concepts of Psychiatric/Mental Health Nursing</td>
<td>1</td>
<td>20</td>
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<tr>
<td>2</td>
<td>NMH 861</td>
<td>Assessment and Counseling in Psychiatric/Mental Health Nursing</td>
<td>1</td>
<td>20</td>
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<tr>
<td>3</td>
<td>NMH 862</td>
<td>Managing Psychiatric/Mental Health Problems</td>
<td>2</td>
<td>20</td>
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<tr>
<td>4</td>
<td>NMH 863</td>
<td>Issues in Psychiatric/Mental Health Nursing</td>
<td>2</td>
<td>20</td>
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</tbody>
</table>

COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN MENTAL HEALTH NURSING

- COURSE TITLE: CONCEPTS OF PSYCHIATRIC/MENTAL HEALTH NURSING
- COURSE CODE: NMH 860
- COURSE CONVENER: SAINIMERE GADAI
- CREDIT POINTS: 20
- SEMESTER OF OFFERING: 1
### ASSESSMENT AND COUNSELLING IN PSYCHIATRIC/MENTAL HEALTH NURSING

**COURSE CODE:** NMH 861  
**COURSE CONVENER:** SAINIMERE GADAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** I  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
This subject introduces the student to some of the specialist knowledge that is needed for psychiatric/mental health nursing. It addresses the roles and responsibilities of the nurse in this specialist area, and emphasis the importance of effective interpersonal communication skills when working with clients experiencing mental health-related problems. The unique context of mental health services in Fiji, as well as ethical and legal considerations in mental health care in Fiji, is explored.

### MANAGING PSYCHIATRIC/MENTAL HEALTH NURSING PROBLEMS

**COURSE CODE:** NMH 862  
**COURSE CONVENER:** SAINIMERE GADAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
This subject builds upon and extends the student’s existing mental health assessment knowledge and skills, and introduces them to basic counseling approaches and skills for mental health. A range of assessments, including the use of a variety of commonly used assessment tools, are covered. Assessment and Counseling for crisis situations is introduced and students will have an opportunity to practice and develop their skills in each of these areas.

### ISSUES IN PSYCHIATRIC/MENTAL HEALTH NURSING

**COURSE CODE:** NMH 863  
**COURSE CONVENER:** SAINIMERE GADAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
This subject extends and develops students’ existing understandings of the major mental disorders, and explores the various classification systems used for psychiatric diagnosis. Nursing care of clients with psychotic, affective, cognitive, and anxiety disorders, and personality problems, is covered in dept. The various somatic treatments/therapies and approaches to rehabilitation for persons with mental health problems/disorders are explored. The area of intellectual disability (mental retardation) and related nursing care is also addressed.

### POSTGRADUATE DIPLOMA IN LEADERSHIP AND MANAGEMENT IN NURSING

**INTRODUCTION**
This programme is specifically tailored for Nurse Managers and the provisions of nursing services within the Health Department. Nursing Management is a specialized management course that is peculiar to the delivery of health care services universally and has standard levels of practice for all cadres of the work force. The programme enables participants to graduate with the Postgraduate Diploma in Nursing Management in line with the current nursing management competencies in both the clinical and public health settings.

The academic content of the programme is prepared and tailored to specifically address nurse managers need in terms of human resources, health resources planning, evidenced based information and research, electronic health information system and the
traditional PHC and PH concepts in the hospital settings, therefore merging the hospital and community health services. Two out of the eight courses will be taught by the Health Service Management Team within the School of Public Health, covering the general principles and concepts of management.

**POSTGRADUATE DIPLOMA IN LEADERSHIP AND MANAGEMENT IN NURSING COURSE LISTING**

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>NMG 840</td>
<td>Introduction to Management</td>
<td>1</td>
<td>14</td>
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<tr>
<td>2</td>
<td>NMG 841</td>
<td>Communication and Educational Strategies in Nursing</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>NMG 842</td>
<td>Research and Electronic Data Management in Nursing</td>
<td>1</td>
<td>16</td>
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<tr>
<td>4</td>
<td>NMG 843</td>
<td>Quality Management in Nursing Practice</td>
<td>1</td>
<td>16</td>
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<tr>
<td>5</td>
<td>NMG 844</td>
<td>Leadership in Nursing</td>
<td>2</td>
<td>14</td>
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<tr>
<td>6</td>
<td>NMG 845</td>
<td>Human Resource Management in Nursing Practice and Health</td>
<td>2</td>
<td>16</td>
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<tr>
<td>7</td>
<td>NMG 846</td>
<td>Health Economics and Financial Management for Nurses.</td>
<td>2</td>
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<tr>
<td>8</td>
<td>NMG 847</td>
<td>Nursing Administration</td>
<td>2</td>
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</tbody>
</table>

**COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN LEADERSHIP AND MANAGEMENT IN NURSING**

**INTRODUCTION TO MANAGEMENT**

- **COURSE TITLE:** INTRODUCTION TO MANAGEMENT
- **COURSE CODE:** NMG 840
- **COURSE CONVENER:** SAUBHAG BALGOVIND
- **CREDIT POINTS:** 14
- **SEMESTER OF OFFERING:** 1
- **MODE:** FF
- **CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**

This course will provide the opportunity for nurse managers to identify their managerial styles as well as the skills to critically analyze health sector, organizational structures and the distribution of power and authority. This will determine the direction for the need for good planning, control and team leaders’ responsibilities. Nurse Managers derive their managerial and leadership knowledge and skills from experience, mainly upon the job training. The need to provide a structured and well tiered learning platform forms the basis for this course. This course provides the avenue to pursue the broad understanding of the concepts and principles of management, the evolution of management theory and the vital roles and functions of nurse managers.

**COMMUNICATION AND EDUCATIONAL STRATEGIES IN NURSING**

- **COURSE TITLE:** COMMUNICATION AND EDUCATIONAL STRATEGIES IN NURSING
- **COURSE CODE:** NMG 841
- **COURSE CONVENER:** SAUBHAG BALGOVIND
- **CREDIT POINTS:** 14
- **SEMESTER OF OFFERING:** 1
- **MODE:** FF
- **CAMPUS:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**

This course is designed to build an understanding of the behavior of individuals, the health professionals, major stakeholders and nursing personnel and the means of effective communication styles. It is vital that an appreciation of the diverse cultural background, beliefs especially within the nursing culture is well understood for the provision of quality care. As a manager, the nurse is still a professional health worker with specific codes of behavior and ethics that must be maintained at all times. Added to this is the scope of nursing practice within which a nurse must practice. This course targets the specific skills in the conduct and maintenance of vital professional relationship. Important communication forums available in the course of the nurses ‘managers duties must be identified and utilized effectively.

**RESEARCH AND ELECTRONIC DATA MANAGEMENT IN NURSING**

- **COURSE TITLE:** RESEARCH AND ELECTRONIC DATA MANAGEMENT IN NURSING
- **COURSE CODE:** NMG 842
- **COURSE CONVENER:** OSEA MASILACA
- **CREDIT POINTS:** 18
- **SEMESTER OF OFFERING:** 1
- **MODE:** FF
- **CAMPUS:** TAMAVUA CAMPUS (FSN)
COURSE DESCRIPTION:
This course will also enhance information technology skills for nurse managers and practicum be provided to master IT programs that will assist in data analysis. The role of the Nurse Manager in the maintenance and storage of good data for decision making process is vital for health service delivery. Data storage policy and ensuring good controlling system will also enhance research work of health professionals.
A practicum component will include the use of Epidemiology Info and other statistical analysis programmes on specific research project for the students.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>QUALITY MANAGEMENT IN NURSING PRACTICE</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 843</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>MITA PENE</td>
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<td>CREDIT POINTS:</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</table>

COURSE DESCRIPTION:
This course will highlight issues and trends in nursing management and the implications to the specific roles and responsibilities of nurse managers in the clinical settings. The students should also develop an understanding of good knowledge of management practices that contribute to safe and quality patient care. The role of the Nurse Manager in any health care setting is crucial and must be identified early to assist towards the best coordination of all activities in the coordination of health service delivery. This course aims to prepare the nurse manager to understand her profession and the context in which she operates as a manager.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>LEADERSHIP IN NURSING</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 844</td>
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<tr>
<td>COURSE CONVENER:</td>
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</table>

COURSE DESCRIPTION:
This course will describe the features and effect of globalization and its impact on health. Therefore preparing the public health nurse managers to appreciate the understanding of the national economic status and health/economic policies and how this affects the health of the community at the grassroots. This course provides the nurse managers in the public health care settings the appreciation for evidenced based information in the need for accurate and timely reporting. Further this course will describe the intricate relationship of education and nursing practice also ensure that public health nurse managers are taught to effectively utilize needs assessment for in-service training and competency assessment of nurses within their subdivision or health care settings. A major component of this covers emergencies and disasters and health hazards as well as the national Act and regulations for Disaster management.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>HUMAN RESOURCE MANAGEMENT IN NURSING PRACTICE AND HEALTH</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 845</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>SAUBHAG BALGOVIND</td>
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<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</table>

COURSE DESCRIPTION:
This course aims to prepare the nurse managers on the critical aspects of planning/mapping of resources and its cost implications and the relationship of quality care. The nurse managers are prepared for acquiring competency on the utilization of evidenced based information for vital decision making in determining the required manpower. In addition, this course focus on the nurse managers at all level who are responsible for the work of others and provides a structure within which the manager can examine the fundamentals of what are resources and the need for resources in the provision of health care services. Further the nurse managers will critically analyse all factors that contribute towards the best nursing services, within the structure, the process and the outcome of acquiring the human resources for health. The students will be prepared on the development of monitoring tools and the importance of quality appraisal system to monitor and supervise staff for quality service.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>HEALTH ECONOMICS AND FINANCIAL MANAGEMENT FOR NURSES</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 846</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>OSEA MASILACA</td>
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</tbody>
</table>
COURSE DESCRIPTION:
This course aims to provide an introductory coverage of understanding the concepts of health economics and the nature of financial management to nurse managers. The overview of the course content will cover basic concepts of economics in relation to health and good financial management. The use of micro-economics in general and as well in health care settings will be addressed with the utility Theory.

COURSE DESCRIPTION:
This course aims to prepare the Pacific Nursing leaders to understand that the provision of health care for the nation involves far more than providing treatment to the Sick and that the government responsibility for the prevention of disease and the promotion of health is quite broad and involves the close integration of the public health sectors and community involvement. The scarcity of resources and the economic downturns contribute to poor population health but provide the Pacific Nursing leaders the opportunity to maximize on the traditional social structures and leadership protocol for quality health service delivery.

POSTGRADUATE DIPLOMA IN MIDWIFERY
INTRODUCTION
The current Postgraduate Diploma in Midwifery is a one year programme for registered nurses and prepares graduates to specialize as midwives in Fiji. The programme of study is by coursework offered as a combination of residential school and clinical experiences in the various locations. The 800 hours of clinical experience will be spread across the midwifery continuum. During the residential school, emphasis will be given to theory supporting the practice of clinical skills. Students must successfully complete the core subjects. This year will be the last year of offer for this programme. It is now upgraded to the Bachelor in Midwifery Post Registration an 18 months programme (3 semesters) in line with the International Standard for Midwifery Courses by the International Confederation for Midwives (ICM) which will commence in 2018. The hand book outline for this course will be amended once the Bachelor of Midwifery Curriculum is passed through the College Academic Board and Senate of the Fiji National University.

POSTGRADUATE DIPLOMA IN MIDWIFERY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NMS 870</td>
<td>Preconception and Antenatal Care</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>NMS 871</td>
<td>Normal Labour and Birth</td>
<td>1</td>
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<tr>
<td>3</td>
<td>NMS 872</td>
<td>Normal Pueperium</td>
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<td>4</td>
<td>NMS 873</td>
<td>The New Born</td>
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<tr>
<td>5</td>
<td>NMS 874</td>
<td>The ‘At Risk’ Pregnancy</td>
<td>2</td>
<td>30</td>
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<tr>
<td>6</td>
<td>NMS 875</td>
<td>Professional Issues</td>
<td>2</td>
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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN MIDWIFERY

COURSE TITLE: PRECONCEPTION AND ANTE NATAL CARE
COURSE CODE: NMS 870
COURSE CONVENER: CHANDRA DAYAL
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS (FSN)
COURSE DESCRIPTION:
This unit is divided into five modules. This course will help the student midwife to demonstrate a understanding of preconception, conception and antenatal periods; integrate anatomical, physiological knowledge and psycho-social knowledge of preconception, conception and pregnancy into their care of a woman during early pregnancy; communicate effectively with women, family, peers
and other professionals; develop a culturally and spiritually safe plan of care in partnership with the woman requiring midwifery care; demonstrate a range of problem solving skills (incorporating critical thinking, reflection, decision making and working within an ethical model of care); discuss the various methods of contraception available to women in Fiji and other Pacific island countries; assist women who have a range of family planning issues to make informed decisions; demonstrate competency in a range of skills related to early pregnancy, contraception and pap smear collection; use the principles of PHC to plan the ongoing care of the family through family planning, preconception and pregnancy; facilitate antenatal education at the individual, family and community levels.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>NORMAL LABOUR AND BIRTH</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>LATILETA GUMATUA</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This unit will prepare the student midwife to be able to provide physical and psychosocial support to the woman during the normal events of the four stages of labour. The student midwife will 'be with' women in labour and birth.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>NORMAL PUEPERIUM</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMS 872</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>LATILETA GUMATUA</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>10</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</tbody>
</table>

COURSE DESCRIPTION:
This unit will help the student midwife provide physical and psychosocial support to the woman during the normal events of the pueperium including assistance with mother crafting and breastfeeding.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>THE NEW BORN</th>
</tr>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMS 873</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>CHANDRA DAYAL</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>20</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</tbody>
</table>

COURSE DESCRIPTION:
This unit is divided into three modules. The unit will enable the student midwife to assess and provide excellent care for the newborn.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>THE ‘AT RISK’ PREGNANCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMS 874</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>LATILETA GUMATUA</td>
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<td>CREDIT POINTS:</td>
<td>30</td>
</tr>
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<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This unit is divided into four modules. This unit helps the student midwife to identify the woman with an ‘at risk’ pregnancy, birth complications and/or obstetric emergency and implement appropriate interventions.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PROFESSIONAL ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMS 875</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>CHANDRA DAYAL</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>10</td>
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<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</table>
This unit is divided into six modules with competencies. This unit guides the student to communicate with mothers, families, colleagues and community in a respectful and professional manner. It also helps the student to develop critical thinking skills including reflective practice, problem solving, and effective decision-making will underpin all aspects of midwifery practice.

**POSTGRADUATE DIPLOMA IN NURSING PRACTICE (AS A NURSE PRACTITIONER)\(^{1}\)**

**INTRODUCTION**

A Nurse Practitioner is a registered nurse and midwife educated to function autonomously and collaboratively in an advanced and expanded clinical role. This role includes assessment and management of clients using nursing knowledge and skills but is not limited to the direct referral of clients to other health care professionals, prescribing medications and ordering diagnostic investigations. The programme is a thirteen month programme which consists of three sequential phases including a five month clinical practicum during NAP883 and students must successfully complete the courses.

**POSTGRADUATE DIPLOMA IN NURSING PRACTICE (AS A NURSE PRACTITIONER) - COURSE LISTING**

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>NAP 880</td>
<td>Advanced Health Assessment and Advanced Community Health Nursing 1</td>
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<tr>
<td>2</td>
<td>NAP 881</td>
<td>Advanced Clinical Decision Making in Primary Health Care</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>NAP 882</td>
<td>Advanced Community Health Nursing</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>NAP 883</td>
<td>Primary Health Care Seminar and Clinical Internship</td>
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<td>30</td>
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**COURSE DESCRIPTORS IN POSTGRADUATE DIPLOMA IN NURSING PRACTICE (AS A NURSE PRACTITIONER) PROGRAMME**

**Course Name:** ADVANCE HEALTH ASSESSMENT AND ADVANCED COMMUNITY HEALTH NURSING 1  
**Course Code:** NAP 880  
**Course Convener:** OLIVIA ATALIFO & FILOMENA MCKAY  
**Credit Points:** 30  
**Semester of Offering:** 1  
**Mode:** FF  
**Campus where it is delivered:** TAMAVUA CAMPUS (FSN)

**Course Description:**
This course focuses on the development of high level interviewing, history-taking, physical assessment and data analysis skills. It also encourages the student to view the patient as a member of both a family and a community that is affected by economic and socio-political changes. Prior to entering the second phase of the programme, the student must perform and pass a timed, observed adult history and physical examination. The Paediatric Timed, Observed Physical Examination (TOPE) occurs midway through the second phase.

**Course Name:** ADVANCE CLINICAL DECISION MAKING IN PRIMARY HEALTH  
**Course Code:** NAP 881  
**Course Convener:** OLIVIA ATALIFO & FILOMENA MCKAY  
**Credit Points:** 30  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus where it is delivered:** TAMAVUA CAMPUS (FSN)

**Course Description:**
This course is built upon previously acquired clinical decision making skills and the theoretical framework of clinical decision-making introduced in the first course. Through problem-based learning, the students learn to identify signs and symptoms of disease conditions, diagnose, prescribe and treat along with appropriate primary health care management. Students take evening and weekend calls per week. There are two other courses that are part of this phase and they are Reproductive Health and Paediatrics in Primary Care. The courses give the students an opportunity to gain advanced skills in the management of paediatric, gynecological and obstetric problems. They are given the opportunity to discuss and create methods to work in collaboration with the community and non-governmental organisations.

**Course Name:** ADVANCE COMMUNITY HEALTH NURSING  
**Course Code:** NAP 882  
**Course Convener:** OLIVIA ATALIFO & FILOMENA MCKAY  
**Credit Points:** 30
Course Name: PRIMARY HEALTH CARE SEMINAR AND CLINICAL INTERNSHIP
COURSE CODE: NAP 883
Course Convener: OLIVIA ATALIFO & FILOMENA MCKAY
Credit Points: 30
Semester of Offering: 2
Mode: FF
Campus where it is delivered: TAMAVUA CAMPUS (FSN)

Course Description:
This course is scheduled concurrently with a five-month clinical internship during Phase III, the latter half of the Advanced Diploma in Clinical Primary Care Programme. Weekly peer-group learning seminars focus on case presentations, patho-physiology, clinical decision making processes, community diagnoses and interventions and research questions, drawn from clinical field study. Emphasis is on analysis and evaluation of services and strategies that promote Healthy Islands. A major course goal is to assist students to re-conceptualize the process of providing clinical services in rural, outlying primary health care settings.
SCHOOL OF PUBLIC HEALTH & PRIMARY CARE

INTRODUCTION

The Nine (9) programmes offered by the Department of Public Health and Primary Health Care (SPHPHC) are Dietetics & Nutrition, Environmental Health and Climate Change, Epidemiology and Biostatistics, Health Services Management, Primary Care and Sexual Reproductive Health, Public Health, Health Promotion and Disaster Risk Management, Courses in Epidemiology and Health Promotion are taught throughout these programmes.

The Programmes are structured so that full-time students can complete a Certificate in the first year, a Diploma in the second and a Bachelor Degree in the third year, in which they have the opportunity to focus on particular areas of interest in Public Health.

DEFINITIONS

- **Course:** a unit of study. It is one of a number of courses within a programme of study.
- **Core Course:** these courses are compulsory and form the core of knowledge and skills required in each program of study.
- **Programme:** an arrangement of courses which, when combined, fulfill the requirement for a FNU qualification (Certificate; Diploma; Degree).
- **Pre-requisite:** a course which must be passed before enrollment in a subsequent course at a higher level or in another discipline considered to be essential knowledge for study. (In special cases where students can demonstrate competence, this requirement may be waived on application to the Head of School (HOS).
- **Cross credit:** a credit for, or exemption from studying a FNU Course awarded to a student on application with supporting evidence to the Head of School on the basis of a pass obtained in the same or similar course at another tertiary institution. (No more than one quarter of the Courses required in FNU programmes may be selected or cross-credited from another institution or a SPHPC higher qualification. Courses may only be cross-credited once to a qualification of the same level).
- **Conditional Admission:** on the basis of the applicants' age, academic background, nature of employment or occupation in which they are engaged and the likelihood of their being successful in their proposed programme.
- **500, 600 and 700 levels:** All introductory courses (Certificate) are taught at the 500 level. Assessment requires students to describe the public health situations they are taught about and to consider their application in their home place. All 600 level courses (Diploma) investigate public health problems and issues at greater depth. Assessment requires students to further explore the factors that contribute to public health problems and issues. All 700 level courses (Degree) develop the beginnings of specialist knowledge and skills on particular topics. Assessment requires students to describe, analyze and make informed commentary on the application of solutions to public health problems and issues within the context of the Pacific community.
- **Elective Courses:** are those selected by the student for personal interest and are not mandated by the programme structure. (Note: An elective course in one programme may be a core course in another).

PROGRAMME COMPETENCIES

These are the broad competencies required of graduates of FNU Undergraduate Public Health Programmes.

THE ANTICIPATED COMPETENCIES OF GRADUATES:

**CERTIFICATE LEVEL**

- Describe the biological and social determinants of public health and the mortality and morbidity profiles of Pacific nations.
- Describe and discuss the scope and role of public health in the management of the health of populations, groups and individuals within the context of the Pacific Region.
- Identify and obtain from the literature and other sources the public health and population information needed to support public health management decisions.

**DIPLOMA LEVEL**

- Apply basic demographic, epidemiological and statistical measures to describe a population or group.
- Analyze and discuss strategies to address the public health issues and problems of Pacific nations and recommend effective public health actions.
Demonstrate the capacity to manage a public health program by identifying the essential components of management problems and proposing effective strategic and operational responses.

**BACHELOR LEVEL**

- Apply epidemiological and statistical measures to describe and analyze public health risks and to evaluate the impact of public health measures.
- Critically analyze the national and sectorial policies in public health and how to apply policy advocacy to making feasible recommendations on the social determinants of health.
- Demonstrate a high level of knowledge and competency in discussing one particular area of public health; and to participate in and report on research work in this area.

### PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>UNDERGRADUATE CERTIFICATE</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>Certificate in Emergency Care Practice</td>
<td>1 Year</td>
</tr>
<tr>
<td>Certificate in Public Health</td>
<td>1 Year</td>
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<table>
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<th>UNDERGRADUATE DIPLOMA</th>
<th>MODE</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>Diploma in Public Health</td>
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<td>2 Years</td>
</tr>
<tr>
<td>Diploma in Health Promotion</td>
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<td>2 Years</td>
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<th>UNDERGRADUATE DEGREE</th>
<th>MODE</th>
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<tbody>
<tr>
<td>Bachelor of Environmental Health</td>
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<td>3 Years</td>
</tr>
<tr>
<td>Bachelor of Health Promotion</td>
<td>FF</td>
<td>3 Years</td>
</tr>
<tr>
<td>Bachelor of Health Services Management</td>
<td>FF</td>
<td>3 Years</td>
</tr>
<tr>
<td>Bachelor of Dietetics And Nutrition</td>
<td>FF</td>
<td>3 Years</td>
</tr>
<tr>
<td>Bachelor of Public Health</td>
<td>FF</td>
<td>3 Years</td>
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### MINIMUM ENTRY REQUIREMENTS

<table>
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<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Emergency Care Practice</td>
<td>1. Applicants that are working and with relevant emergency work experience (Ambulance Drivers, Fire Officers, Border Control Officers, Custom Officers, Miners, Police, Military) OR; 2. Conditional enrolment or alternative entry: applicants who are able to demonstrate their ability to succeed in this programme on the basis of their maturity, relevant work experience in care giving or prior learning may be considered for placement upon approval by the Dean or/and the Programme Coordinator, as per the University Academic &amp; Student Regulations (UASR).</td>
<td>FF</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English and 3 other Science subjects: Biology, Chemistry, Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR;
2. A pass in full Foundation Science programme with a minimum Grade Point Average (GPA) of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English and 3 other Science subjects: Biology, Chemistry, Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR;
3. A pass in the Bridging or Unclassified Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English and 3 other Science subjects: Biology, Chemistry, Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR;
4. Applicants who have completed an undergraduate Degree in the relevant disciplines (Bachelor of Health Services Management, Bachelor of Public Health, Bachelor of Public Health (Health Promotion), qualify to apply with cross-credit (maximum of 80%) if applicable and advanced standing as approved by the HOS of SPHPC and/or Programme Coordinator.
5. For Bachelor of Environmental Health Bridging ONLY: must be a holder of the Diploma Programme (in the related field) from FSMed/ FNU or equivalent.
6. Applicants may also be admitted to the Bachelor of Environmental Health programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).

7. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

IMPORTANT NOTE:

8. This is a multi-exit programme where all candidates will be enrolled at the Degree level and can exit with a Diploma or Degree only after completion of all the requirements for the respective Diploma or Degree programmes.

9. However, students who want to continue to the next level would need to achieve an average of 65% overall scores or B- at their respective level before they can be allowed to move to the Degree level.

Bachelor of Health Services Management

1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including a pass in English and Mathematics and 2 other Science subjects: Biology, Chemistry, Physics, Computer Studies, Food Technology and Agricultural Science OR;

2. A pass in full Foundation Science programme with a minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including pass in English and Mathematics plus 2 other Science subjects: Biology, Chemistry, Physics, Computer Studies, Food Technology and Agricultural Science OR;

3. A pass in the Bridging or Unclassified Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English and Mathematics plus 2 other Science subjects: Biology, Chemistry, Physics, Computer Studies, Food Technology and Agricultural Science OR;

4. Applicants who have completed an undergraduate Degree in the relevant disciplines, qualify to apply with cross-credit (maximum of 80%) if applicable and advanced standing as approved by the HOS of SHPC and/or Programme Coordinator OR;

5. Applicants may also be admitted to the Bachelor of Environmental Health programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.28 6.8.2).

6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

IMPORTANT NOTE:

7. This is a multi-exit programme where all candidates will be enrolled at the Degree level and can exit with a Diploma or Degree only after completion of all the requirements for the respective Diploma or Degree programmes.
| Certificate in Public Health | 1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 250 out of 400 including pass in English and the 3 other Science subjects: Biology, Chemistry, Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR; | FF | 1 years |
| Diploma in Public Health | 2. A pass in full Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English and the 3 other Science subjects: Biology, Chemistry, Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR; | FF | 2 years |
| Bachelor of Public Health | 3. A pass in the Bridging or Unclassified Foundation Science programme with minimum GPA of 2.5 out of 4.5 or 2.53 out of 5.0 including a pass in English and the 3 other Science subjects: Biology, Chemistry, Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR; | FF | 3 years |
| Diploma in Health Promotion | 4. Applicants who have completed an undergraduate Degree in the relevant disciplines, qualify to apply with cross-credit (maximum of 80%) if applicable and advanced standing as approved by the HOS of SPHPC and/or Programme Coordinator OR; | FF | 2 years |
| Bachelor of Public Health Promotion | 5. Applicants may also be admitted to the Bachelor of Public Health programmes who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed further (UASR p.28 6.8.2). | FF | 3 years |
| Bachelor of Dietetics and Nutrition | 6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)'s Educational Quality and Assessment Program. Note: |  |
| | 7. This is a multi-exit programme where all candidates will be enrolled at the Degree level and can exit with a Diploma or Degree only after completion of all the requirements for the respective Diploma or Degree programmes. |  |
| Bachelor of Dietetics and Nutrition | 1. A pass in Year 13 Examination or equivalent with a minimum aggregate mark of 280 out of 400 including English, Biology, Chemistry and one other science subject: Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR; | FF | 1 years |
| | 2. A pass in full Foundation Science programme with a minimum GPA of 3.0 out of 4.5 and/or out of 5.0 including English, Biology, Chemistry and one other science subject: Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR; | FF | 2 years |
| | 3. A pass in the Bridging or Unclassified Foundation Science programme with minimum GPA of 3.0 out of 4.5 and/or out of 5.0 including English, Biology, Chemistry and one other science subject: Mathematics, Physics, Computer Studies, Food Technology and Agricultural Science OR; | FF | 3 years |
| | 4. Applicants who have completed an undergraduate qualification in the relevant disciplines, qualify to apply with cross-credit (maximum of 80%) if applicable and advanced standing as approved by the HOS of SPHPC and/or Programme Coordinator OR; |  |
| | 5. Applicants may also be admitted to the Bachelor of Dietetics and Nutrition (BDN) programmes who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed further (UASR p.28 6.8.2). |  |
to progress further (UASR p.28 6.8.2)

6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)'s Educational Quality and Assessment Program.

7. If we do not get the prescribed intake number of students, then the MER may be lowered and considered on case by case basis until the prescribed number is reached. All applications will be vetted by School of Public Health and Primary Care BDN admission committee.

IMPORTANT NOTE:

8. This is a multi-exit programme where all candidates will be enrolled at the Degree level and can exit with a Certificate, Diploma or Degree but only after completion of all the requirements for the respective Certificate, Diploma or Degree programmes.

UNDERGRADUATE PROGRAMME STRUCTURE

The general structure of the Public Health Undergraduate Programmes is presented by the schematic below:

For any of the public health undergraduate certificate programmes, a student would be required to complete eight (8) courses; additional (8) for the undergraduate diploma and an additional six (6) for the undergraduate degree. In addition to the generalist undergraduate Certificate, Diploma and Bachelor of Public Health, other specialist programmes are available to students. These specialist undergraduate qualifications follow the same structure as the generalist undergraduate certificate, diploma and degree programme.

PRIMARY CARE
- Certificate in Emergency Care Practice

ENVIRONMENTAL HEALTH
- Bachelor of Environmental Health

HEALTH PROMOTION
- Diploma in Health Promotion
- Bachelor of Health Promotion

HEALTH SERVICES MANAGEMENT
- Bachelor of Health Services Management

DIETETICS AND NUTRITION
- Bachelor of Dietetics and Nutrition

PUBLIC HEALTH
- Certificate in Public Health
- Diploma in Public Health
- Bachelor of Public Health

UNDERGRADUATE PROGRAMMES

CERTIFICATE IN EMERGENCY CARE PRACTICE
To be updated later as this will be offered in Semester 2, 2018

BACHELOR OF ENVIRONMENTAL HEALTH

Environmental Health embraces the responsibilities traditionally covered by Health Inspectors and others who have served under titles such as Sanitarians, Health Surveyors and Health Officers. It extends well beyond the above traditional roles into a very broad and interdisciplinary sphere.

WHO has defined the terms “environment” and “environmental health” thus:
- The term “environment” (all) that which is external to individual human host. (It) can be divided into physical, biological, social, cultural all or any of which can adversely affect health status in populations (WHO)
The term “Environmental health”...comprises those aspects of human health including quality of life that are determined by physical, biological, social and psychosocial factors in the environment.

It also refers to the theory and practice of assessing, correcting, controlling and preventing all those factors in the environment that can potentially affect the health of present and future generations (WHO)

The definition includes other people as part of man’s surroundings that contribute to the status of Environmental Health. This interacting system may be depicted as follows:

Where not only do man and his environment interact, but man is shown to be a vital factor of his own environment.

The external environment contains elements which are essential for life and for the maintenance of good health. The environment also contains potential hazards. Man has a wide range of tolerance of environmental conditions because of his ability to adapt. Such biological adaptation has its limits and the breakdown of adaptation represents the onset of disease.

**DURATION OF PROGRAMME**

This is a 3-year full time Bachelor Degree program with 360 Credit points.

**REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION**

Award will only be awarded after completing level 7 or Year 3 courses and successfully completed and passed all assessment components.

Special awards will also be given for highest achiever in the program.

**GENERAL GUIDELINE**

**ATTENDANCE: TUTORIALS, PROBLEM BASED TEACHING SESSIONS, LABORATORY PRACTICALS, FIELD PRACTICALS, FIELD WORK, AND WORKPLACE ATTACHMENTS.**

The School encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials, problem based teaching sessions, practical’s. pre-clinical and clinical sessions

Failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.

**PROGRESSION BETWEEN YEARS**

Progression into next level is approved on condition that they have completed ALL the courses prescribed for that level i.e. to proceed to Year 2, all Year 1 courses need to be completed and successfully passed.

Students progression from Year 1 to Year 3, are encouraged to participate in components of formative and summative assessment.

**ASSESSMENT**

- For courses that have a 100% Continuous Assessment (CA), students will be required to attain at least 50% in the final assessment component (e.g. final report).
- To be eligible to sit for End Point (EP) assessment, students will have to pass with at least 50% in all continuous assessment (CA) for all courses.
- Progression into Level 7 will require an average of 65% overall scores or B.

**STUDENT PROGRESS**

Students in each course will be assessed through both formative and summative assessment. Formative assessment consists of a variety of assessment methods that do not contribute to the final grade and are intended to provide feedback to students. Summative assessment will comprise both continuous and final endpoint assessment.

**PROGRAMME OUTCOMES**

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Environmental Health are aligned with this GAs.
Graduate Attribute | Program Outcome
--- | ---
PROFICIENT | Use the relevant and applied knowledge and understanding as well as apply skills to protect healthy (non-hazardous) environments that pose low risk to the health of people.
CRITICAL THINKER | Demonstrate and apply critical and objective analysis of epidemiological data and other evidences in the reduction of exposures to hazardous environments.
ETHICAL | Demonstrate professional attitude encompassing respect, integrity and confidentiality, by adhering to the health professional code of ethics and conduct ensuring that Environmental Health services are delivered and managed effectively and efficiently.
EFFECTIVE COMMUNICATOR | Display and translate advanced oral, written and listening skills to facilitate transition and flow of relevant, pertinent and accurate information in any Pacific settings.
COMPASSIONATE | Addressing Environmental Health Programs by protecting healthy (non-hazardous) environments that pose low risk to the health of people.
ADAPTABLE | Illustrate resilience and design positive imperative responses to public health solutions in novel or changing environments.
TEAM PLAYER | Demonstrate flexibility and promote good environmentally-related behaviours of people to reduce exposure to hazardous environments.
LEADER | Demonstrate leadership qualities and apply initiatives to articulate a vision, plans and strategies that positively influencing others for improvements in the goals and objectives of Environmental Health.

**YEAR 1**

**BACHELOR OF ENVIRONMENTAL HEALTH - COURSE LISTING**

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>1</td>
<td>EVH 511</td>
<td>Foundation of Environmental Health</td>
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<td>EVH 513</td>
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<td>EVH 515</td>
<td>Administration and Management for EH</td>
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<tr>
<td>3</td>
<td>PBH 505</td>
<td>Introduction to Anatomy and Physiology</td>
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<td>EVH 512</td>
<td>Environmental Health and Community Resilience</td>
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<td>6</td>
<td>EVH 516</td>
<td>Disease Vector Management</td>
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<td>7</td>
<td>EVH 507</td>
<td>Prevention and control of Diseases</td>
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<td>8</td>
<td>EPI 519</td>
<td>Built Environment and Health</td>
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**COURSE DESCRIPTORS - BACHELOR OF ENVIRONMENTAL HEALTH**

**COURSE TITLE:** FOUNDATION OF ENVIRONMENTAL HEALTH  
**COURSE CODE:** EVH 511  
**COURSE CONVENERS:** AMELIA TURAGABECI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**
This course provides new undergraduate students of Environmental Health with the basic knowledge for understanding Environmental Health. Environmental Health (EH) refers to a very complex interaction between environments and human health. Environmental Health is a very wide-ranging and diverse field / discipline. EH studies and responds to all the many aspects - from environmental states of hazard in settings (e.g. at home like in ‘domestic’), environmental carrier media (water, air, food, soil, goods), exposures (how we interact with these hazards and media) and the health effects (disease and illness) we might contract from these exposures. This all happens within a continuum – ranging from our genetic make-up on the one end - to our social and behavioural traits at the other end. Environmental Health professionals / practitioners as well as Environmental Health scientists think of - and explore - how ‘environment’ in all its forms - might affect human health and work towards preventing the detrimental impacts - as well as promote the beneficial impacts - that flow from this Environment and Health relationship.
At the same time, you the EH student must understand Environmental Health in its fullest context. We therefore make sure that you are given the developed as well as developing country environmental health context - from local to regional to global to develop you towards practicing also in other areas of the globe.

This course will introduce students to the scope beyond the basics of geographical, environmental and biological sciences and brings in new and modern concepts of understanding environment and health. It’s not always how humans dominate and pollute the environment but it’s how the environment can support the growing human population and assimilate its problems.

COURSE TITLE: ECOLOGY AND HEALTH
COURSE CODE: EVH 513
COURSE CONVENER: RAILALA NAKABEA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This study is the foundation course for ecology and health and the focus of the course will be on the ecological disturbance of an ecosystem with particular reference to chemical, physical and biological effects that may have a health impact on the environment & human health. Students will be introduced to the literature concerning the form and function of aquatic & terrestrial environments. Content will be oriented during the semester by a series of group discussions relating to ecological principles and experimental design techniques to the study of ecosystems. The use of relevant methods of statistical analysis to aid in the interpretation of data generated from ecological studies will also be covered. In addition, Students will be encouraged to increase their awareness and to have a balanced perspective on environmental health issues.

COURSE TITLE: ADMINISTRATION AND MANAGEMENT FOR EH
COURSE CODE: EVH 515
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Governance and leadership are among the major challenges that healthcare professionals face as they work to keep pace with rapid the evolution of the sector. This program will give you insights into the nature of management in healthcare systems. The program will also give you insights into the nature of the administration and management of environmental health services, and with reference to Fiji.

This course is therefore designed for people who intend to work as Health Inspectors or Environmental Health officers and others who will work in the Government Ministries and local Town and City Councils.

They will need to work towards ensuring that environmental health services are provided in accordance with the relevant provisions in the Public Health Legislation and relevant international legislations.

The course provides valuable experience for working and learning as a group, interaction with EHOs in the field, MOH workers and understanding the works involved in the operation and management of the environmental health service.

COURSE TITLE: INTRODUCTION TO ANATOMY AND PHYSIOLOGY
COURSE CODE: PBH 505
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course will enable the student to understand the structures that make up the human body systems and the basic principles of how they functions on both the micro and macro level. The course will include the study of the structure and function of the human biology including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. A sound knowledge in anatomy and physiology helps the students or health workers in decision making when working in the hospital, or in the field. Emphasis is on interrelationships among systems and regulations of physiological functions involved in maintain homeostasis. We will be using a wide variety of print and web-based resources along with some hands-on learning activities and labs.
utilizing models and specimens to investigate the structures and functions of the human body systems. EVH and PH students who will be taking this course will actually benefit, as this course will lead to EVH507 titled Prevention and Control of Diseases.

**Course Title:** ENVIRONMENTAL HEALTH AND COMMUNITY RESILIENCE  
**Course Code:** EVH 512  
**Course Convener:** INIA VALEMEI  
**Credit Points:** 15  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus:** TAMAVUA CAMPUS  
**Course Description:**
The way this course is taught will be very different. As an Environmental Health Officer, you will become a manager of change. This means that you will often be presented with problems, which you have never met before. Even with the best possible foresight, no one can predict the nature of those problems, so we can’t teach you about them now. What we can do, however is teach you how to recognize a problem when you have one, and how to attack it when a solution is needed.

If we choose problems carefully, our learning experiences will always be relevant and real and they will present exciting challenges, which will demand your attention and invite your commitment.

If the Tutor solves all the problems and give you “pat answers”, you may admire his ability or lament his lack of it but you will learn nothing about problem solving yourself.

In short, you will derive benefits from the Practicum in direct proportion, to the effort you make according to your gifts and abilities.

You need to put forward your ideas, listen to the ideas of others, contribute to discussion, participate in making decisions, help organize the group and take your turn in leading group activities.

That means: everyone has a right to be heard; everyone has a responsibility to contribute and the whole group must agree on a proposed course of action.

We know you will find this difficulty and we will be ready to help you cope with these feelings.

If you are to be effective as a problem solver, you must become a life-long learner. The process will include gathering new information, sorting it, relating it to past experience and applying it. The teaching strategy of the practicum is designed to help you develop this ability.

Our role as tutors or facilitators is to guide and facilitate practical exercises while you as students will be expected to do bulk of the work for effective learning.

**Course Title:** DISEASE VECTOR MANAGEMENT  
**Course Code:** EVH 516  
**Course Convener:** AMELIA TURAGABECI  
**Credit Points:** 15  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus:** TAMAVUA CAMPUS  
**Course Description:**
This course is about studying the different types of vectors of diseases - whether they are insects or animals - and examine their life-cycle, reproduction and growth. It also enables students to study in detail the common vector borne diseases, prevention and control mechanism of transmission. For insects alone, there are approximately one million species described throughout the world, with about ten thousand species of medical and public health importance.

This course does not attempt to cover all the arthropods and animals in nature but only those who have significance public health concern. It has been designed to introduce the environmental health student to vectors that commonly serve as disease agent transmission vehicles in the Pacific region. Environmental health students are also oriented to their future functions of surveillance and control of vectors as public health officers in the Health Ministries and local municipalities. Surveillance and control protocols are essential technical competencies required of every public health worker.

**Course Title:** PREVENTION AND CONTROL OF DISEASES  
**Course Code:** EVH 507  
**Course Convener:** MOSESE SALUSALU  
**Credit Points:** 15  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus:** TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with training in the preparation and presentation of information on diseases at a level required for application in the communities while working with other public health workers. The course will enable students to acquire basic skills in identifying the disease and applying various intervention methods to prevent infections to people and animal and also to decrease morbidity and mortality of some common communicable and non-communicable diseases. In identifying diseases, students should have at least some skills in arriving at probable diagnosis by relating with signs and symptoms of disease, the causative organism, the host, vectors etc. In terms of NCDs by means of identifying the risk factors and to apply what levels of preventions that are needed in that situations.
Students should also reflect on the physiology and anatomy covered at form seven levels and will also grasp an idea of the above with a re-run by the course convener.

COURSE TITLE: BUILT ENVIRONMENT AND HEALTH
COURSE CODE: EPI 519
COURSE CONVENER: TBA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF/DFL
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide an understanding on how the built environment impacts health both positively and negatively. The advancement of the field of built environment contains elements that are strongly positive for both current and future health, all successes contain within them dangers and the seeds for failure. A genuine danger is that health issues may become the next mere design fad, and just as new buildings and developments are being “green washed”, so “health washing” may erode substantive improvements to health and the built environment. While the future of BEH efforts will succeed or fail depending on the cogency of data and clarity of the messaging by future practitioners of public health, urban planning, architecture, business, law and related fields.

YEAR 2
BACHELOR OF ENVIRONMENTAL HEALTH - COURSE LISTING

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<th>NO</th>
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<td>1</td>
<td>EVH 611</td>
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<td>EVH 607</td>
<td>Solid Waste Management</td>
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<tr>
<td>3</td>
<td>EVH 613</td>
<td>Toxicology, Infection and Injury</td>
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<td>4</td>
<td>EPI 600</td>
<td>Basic Biostatistics</td>
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<td>5</td>
<td>EVH 604</td>
<td>Occupational Health and Safety</td>
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<tr>
<td>6</td>
<td>EVH 617</td>
<td>Climate Change, Mitigation and Adaptation</td>
<td>2</td>
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<tr>
<td>7</td>
<td>EVH 618</td>
<td>Food Safety Management</td>
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<tr>
<td>8</td>
<td>EVH 619</td>
<td>Energy, Air Pollution and Health</td>
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</table>

COURSE DESCRIPTORS - BACHELOR OF ENVIRONMENTAL HEALTH

COURSE TITLE: WATER QUALITY MANAGEMENT
COURSE CODE: EVH 611
COURSE CONVENER: RAILALA NAKABEA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students in the Water Quality Management Program learn about distribution, collection and treatment of water and wastewater through hands-on laboratory analysis. Students will learn about wastewater reclamation and reuse, and how toxins are removed from water. Water regulatory agencies and laws are also learned. Furthermore, the focus of the study will also include disturbances to ecosystems with particular reference to chemical, physical and biological aspects of water pollution that has health impact on the body of water. In addition, Students will be encouraged to increase their awareness and to have a balanced perspective on environmental health issues, in particular to Water Treatment Operations, Water Distribution Operations, Wastewater Collection Operations and Wastewater Treatment Operations.
COURSE TITLE: SOLID WASTE MANAGEMENT
COURSE CODE: EVH 607
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The ongoing pollution of the environment from poorly managed solid waste disposal is of concern at the local level, regional and worldwide. Poorly managed waste can directly affect quality of life of communities. Uncontrolled waste attract vermin and insects which can contribute to outbreaks of vector-borne diseases. Decaying waste create gaseous or liquid emissions which contribute to a very unaesthetic environment which in turn is unattractive to tourists thereby impacting economy of the country. The controlled collection, storage, treatment and disposal of all types of waste are a necessity to avoid air and water pollution and promotion of human wellbeing.

For the protection of public health, EHOs are required under various legislations, to oversee the safe disposal of domestic, commercial, industrial and municipal wastes.

The course will introduce students to the waste management system – from generation of waste, storage, collection and their ultimate treatment and disposal as practiced by developed countries and methods that are appropriate for PICs. Municipal solid waste management as well as rural and island community challenges will be addressed. The technologies in use by developed countries will be reviewed with emphasis on what is appropriate and relevant to PICs.

COURSE TITLE: TOXICOLOGY, INFECTION AND INJURY
COURSE CODE: EVH 613
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course provides an understanding of how toxicants affect the human body. We'll look at the history and development of modern toxicology, and discuss the quantitative aspects of toxicology. We will also look at how toxicants are taken in the body, how it is distributed to the various organs, how they are then broken down or changed before being excreted. We will also study the classification of the various toxicants and the various signs and symptoms they produce during toxicity or poisoning. We will then have a basic run of Environmental Toxicology before we look at Chemical Risk Assessment. Finally we will look at ways in which chemical mismanagement can be prevented and finish of with Toxicology issues in the Pacific.

This part of the course will be delivered by me here on Tamavua Campus. Today's technology has enabled man to produce more chemicals. All these chemicals are used to support how we live today. Toxicology has evolved from a deathly art to a preventative science that tries to limit the hazardous nature of the many chemicals that we rely upon.

COURSE TITLE: BASIC BIOSTATISTICS
COURSE CODE: EPI 600
NAME OF COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Biostatistics is the study of statistical methods used to collect, analyse and interpret quantitative information in the context of biological system. This course is designed to teach introductory statistical methods used in public health, and medical sciences. It builds on the knowledge of statistics and provides an overview of biostatistics concepts and practical data analysis practices. The course will cover techniques in both descriptive and inferential statistics commonly used in quantitative data analyses for health researcher and includes practical exercises to demonstrate their use and provide experience in data analysis skills using available statistical software.

COURSE TITLE: OCCUPATIONAL HEALTH AND SAFETY
COURSE CODE: EVH 604
COURSE TITLE: CLIMATE CHANGE, MITIGATION AND ADAPTATION
COURSE CODE: EVH 617
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed for students to the principles experimental design, data collection, analysis and interpretation in relation to the study of terrestrial ecosystems and human ecology. An increased awareness and a balanced perspective on environmental issues will be encouraged among students.

Students will be introduced to the literature concerning the form and function of terrestrial ecosystems and quality of life in the communities. Groups will study a land corridor and select a terrestrial ecosystem, which shows evidence of disturbance in a natural environment and will use simple field measurements to assess the impact of development upon plant, animal and social communities. Impact of climate change on different terrestrial ecosystems will also be addressed.

COURSE TITLE: FOOD SAFETY MANAGEMENT
COURSE CODE: EVH 618
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
Food is a vehicle for pathogens and toxins that cause food-borne illnesses and diseases. It is therefore very important that stakeholders perform their part to ensure safety of food. The quality of food must be protected right from the source and throughout its processing phases to the consumer, that is from “farm to fork”.

This course is designed for food regulators like environmental (EHO’s) who are concerned with enforcing food hygiene standards and monitoring of HACCP practices. It is also for workers and supervisors in the food industry who are directly involved with preparation, cooking, processing, packaging, preserving and handling food.

They should be able to understand the definitions for Food Safety and Food Quality

It is important that all players in the food industry know the different types of micro-organisms which can be present in specific food and the conditions which are conducive to their growth and multiplication. They need to work towards ensuring that food establishments comply with standards under the respective legislations of their country and/or internationally accepted guidelines for safety of food. It is important that all players in the food industry know the important influence different types of micro-organisms can have on the quality of food.

The implementation of HACCP and the other pre-requisite programs are therefore crucial in the food industry. Students will be introduced the key concepts of HACCP and why the seven HACCP principles are developed the way they are. Other internationally recognized guidelines and standards such as ISO 22000 and Codex Alimentarius will also be introduced.

For practical sessions, students will be placed on compulsory attachment at several food production settings and encouraged to interact with workers and management to learn and observe HACCP implementation. This allows active interaction with
workers and management. They will also need to learn about the importance of monitoring of HACCP that is done by the industry and the MOH Food Unit. The impact of climate change on food safety will be introduced also.

**COURSE TITLE:** ENERGY, AIR POLLUTION AND HEALTH  
**COURSE CODE:** EPI 619  
**COURSE CONVENER:** RAMNEEK GOUNDAR  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
The ongoing pollution of the environment is of concern at the local level, regional and worldwide. Air pollution is caused by pollutants (gases, particulates) that may be suspended or present in the environment for some time. The level of air pollution has increased accompanied by their subsequent impacts on the biosphere. Topics include; impact of air pollution on climate, climate change and health, types of ambient air pollution, motor vehicles and stationary sources of air pollution and noise.

The course will introduce the sources of energy on earth from natural sources to man-made such as nuclear reactors and burning of fossil fuels. The earth environments (geosphere, hydrosphere, biosphere and our atmosphere) are polluted from the very industries and technology that support our way of life today. A nation’s development is associated with increased energy use and each source of energy has a profile of health and environment impacts. WHO agency estimates that more than 2 million people die yearly from breathing in particles present in indoor and outdoor pollution. Such particles, which are 10 micrometers or smaller, can penetrate the lungs and enter the bloodstream, causing heart disease, lung cancer, asthma and acute lower respiratory infections.

According to a WHO analysis of air quality measurements taken from 2003-2010 and released in September, the largest contributors to urban outdoor air pollution in both developed and developing countries are motorized transportation, small-scale manufacturers and other industries, burning of biomass and coal for cooking and heating and coal-fired power plants. Various forms of air pollutants behind the global Climate Change and their impacts on environment and human health will be covered in detail.

Students will discuss international Guidelines, Conventions and Legislations and the different strategies and protocols to address air pollution. They will be introduced to Technologies available to prevent and control air pollution at the source will also be studied.

Techniques of conducting rapid assessment surveys using appropriate tools and methods will be introduced. It is hoped that students will be introduced to Geographic Information System (GIS) in presentation of information.

**YEAR 3**  
**BACHELOR OF ENVIRONMENTAL HEALTH - COURSE LISTING**

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<td>EVH 704</td>
<td>Regional and Urban Planning</td>
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<td>Surveillance and Outbreak management</td>
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<td>Environmental Health in Practice</td>
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**COURSE DESCRIPTORS - BACHELOR OF ENVIRONMENTAL HEALTH**

**COURSE TITLE:** ENVIRONMENTAL HEALTH RISK AND IMPACT MANAGEMENT  
**COURSE CODE:** EVH 711  
**COURSE CONVENER:** RAILALA NAKABEA  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF/DFL  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
This core course is one of the 6 accredited courses towards your Bachelor of Environmental Health Programme. EVH711 has 50% practical components which allow you as students to apply your theoretical impact assessment knowledge to your practical assessments that contribute to your total end-point assessment. It includes other aspects of health and risk assessments that you have learnt in the programme. Risk assessment is a very significant process as they form an integral part of an occupational health and safety plan. Risk assessments plans help to: Create awareness of hazards and risks. It also help to identify who may be at risk; community members, employees, the general public, contractors, visitors, patients, children etc.
### EPI 705

**COURSE CODE:** EPI 705  
**COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**

EPI705 is a blended course co-facilitated by members of the Epidemiology & Biostatistics Team at the SPHPC with support from other faculty members in the school. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will review the principles of research and study design before learning and applying knowledge on the development of a research study from concept to a full research proposal. It is expected that students will begin the semester with an identified area of interest for research. Prior knowledge is assumed: it is expected that students would have already been introduced to the basic concepts of research design and data analysis in prior courses. Assessment for the course will be divided into 40% for continuous assessment and 60% for the end point assessment which will be a fully developed research proposal. Tutorial activities will be online and each week students will be expected to complete a prescribed online activity. 80% attendance for the course is mandatory.

### EVH 717

**COURSE CODE:** EVH 717  
**NAME OF COURSE CONVENER:** INIA VALEMEI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** MIXED MODE  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**

This course is designed to provide an understanding of the major Legislations for which Environmental health officers are required to enforce. The Laws are quite varied ranging from Public Health Law to Food safety, Quarantine and Planning. The Laws have a direct bearing on preventing and control of diseases as well as improving the quality of life of communities. The different legislations will be explored individual through lectures and group discussions. Scenarios and actual field visits will present situations where students need to assess which laws would be applicable. The application of the law or prosecution is always the last resort when trying to change behavior of people. Depending on the situation, it is applied only after repeated warnings and non-compliance to advice. It is an essential tool that is available to EHOs in Local Authorities to for example, close down a restaurant, withholding licenses for a business to operate a business from a premises.

### EVH 704

**COURSE CODE:** EVH 704  
**COURSE CONVENER:** KESHWA NAND  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF/DFL  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**

As would be the prospective managers or law enforcers in an area, it’s your legitimate duty to ensure compliance to planning laws and other statutes is effectively being carried out as part of duty on behalf of a local authority. Hence, this will ensure orderly development of towns, cities and other sub-urban areas. It will also ensure adequate infrastructure is also provided by the government to ensure health, safety and convenience. This course will allow the graduating students to learn about laws relating to urban planning and rural planning which includes development control, zoning law and change of use. The local authorities in consultation with Town Planning Department is required to process application relating to building, rebuilding, renovations and also subdivision applications that deals with scheme plans, compensation issues including reclamation issues. Therefore, planning issues may deal with regional issues as well a local district; General Provision, a legal document prepared relating stricter controls on land uses and space which have been developed to provide guidelines to the developers. It is required that the students are fully conversant with planning laws so that a resource such as land which is infinite is utilized to its maximum. In addition, the theories will also allow the students to realize the importance to reminisce theories and models that may help planners to develop planning laws in order to suit modern times. This would help the planners to revisit the policies and change laws so that such policies are compatible with changing times; it is important to realize that development shall benefit the proponents and should not be compromised with the resources which are
getting finite. If the populace is to benefit; then developments had to be designed for its purposes so that issues on health, safety and convenience has to be seen to be provided. It is also important that supply of food, water and basic sanitation is provided when and development is proposed. In most cases the use of agricultural lands may not be used for other purposes as it may undermine food security of an area.

COURSE TITLE: SURVEILLANCE AND OUTBREAK MANAGEMENT
COURSE CODE: EPI 701
NAME OF COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
EPI 701 is conducted over a single semester and is administered both online and face-to-face. The course begins with an introduction to public health surveillance and its historical development. A discussion of surveillance systems in the Pacific follows before key components in the surveillance cycle are covered in greater detail. Key aspects of surveillance that will be examined closely are implementation, evaluation, data sources, data analysis, interpretation and presentation. Steps in outbreak management are discussed in the final weeks and practical experience in outbreak investigation and management is facilitated through table top exercises.

Assessment activities will include written individual and group assignments, group presentations and a final exam.

COURSE TITLE: ENVIRONMENTAL HEALTH IN PRACTICE
COURSE CODE: EVH 705
COURSE CONVENER: RAILALA NAKABEA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed for final year Environmental Health Students in order to apply work Ethics, Codes of practice and standard of work procedures. Essential tasks and functions related to the work of the EH officer are covered, with discussion on the appropriate course of action and behavior of the EH officer in certain situations.

Essentially, this course is offered in the last semester of the bachelor program, since background knowledge regarding the professional practice of the EH officer would have been covered in previous semesters in various courses. Apart from the professional practice of the EH officer, this course also emphasizes the need for reflective practice and attitude development; the student is taught to develop honest self-evaluation as a tool for improvement of professional behavior.

HEALTH PROMOTION
Health Promotion is regarded as the panacea for all ill health. Students preparing for careers in Health Promotion need to become acculturated to the foundation of the profession. The Undergraduate Courses in Health Promotion will lead to the awarding of Diploma in Health Promotion (after completion of Certificate in Public Health). This qualification can be the base for a Bachelor of Health Promotion.

The Programme provides academic Courses that are appropriate to the acquisition of basic knowledge and skills in Health Promotion. It is targeted for individuals who want to develop their career in Health Promotion and other related Disciplines such as community development both in the government and non-government sector. This will involve classroom based learning and working closely with local agencies and centers for Health Promotion.

DURATION OF PROGRAMME
Diploma in Health Promotion - A full-time student should be able to complete the program in 2-3.5 years and for part timers, students should complete the program in 4-6 years.
Bachelor of Health Promotion - A full-time student should be able to complete the program in 3-4.5 years and for part timers, students should complete the program in 5-6 years.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
Successful completion of year 1 and year 2 courses as prescribed in programme document for Diploma in Health Promotion.
Successful completion of year 1, year 2 and year 3 courses as prescribed in programme document for Bachelor of Health Promotion.

GENERAL GUIDELINE

ATTENDANCE

- The School encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials, problem based teaching sessions, practicals, pre-clinical and clinical sessions.
- Failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.

The following steps needs to be taken when a student is absent from a scheduled session:

- If a student is absent for a tutorial, he/she should submit a medical certificate or discuss the reason(s) for the absenteeism with the respective tutor in the very next tutorial/session.
- If a student is absent for a continuous summative assessment, the student should report to the course convener with a valid reason (which can be verified) within 5 working days requesting for a resit for assessment not completed. Failure to follow this will result in student not getting an opportunity for remedial.

STUDENT ASSESSMENTS

Most of the courses offered at SPHPC have a continuous assessment and an end point component. The continuous assessment comprises of formative and summative assessments. Formative assessments do not contribute directly to the end point however are useful for the students to experience different assessment tools and feedback to the course convener on student progress in learning and teaching.

A minimum of two and a maximum of five assessments modes are allowed in any one course using assessment methods appropriate for each particular course. A student must attain a 50% pass in the summative continuous assessment to be eligible to sit an end point examination. It is compulsory to attempt all the prescribed summative continuous assessments.

Students should attempt all scheduled assessments. In case of sickness or absence due to other reasons, a written notification needs to be provided to the course convener and opportunities for remedial should be discussed.

PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Diploma and Bachelor in Health Promotion are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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<tbody>
<tr>
<td>PROFICIENT</td>
<td>Use relevant and applied knowledge to provide quality health assessment, surveillance and reporting, strategic management of PH legislation and regulation for diseases and environmental risk and the development of evidence based primary and secondary preservation Public Health programmes in the Pacific.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>Demonstrate and apply critical and objective analysis of epidemiological data and other evidences in the prevention of risk factors, management and control of disease in the Pacific.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>Utilize and develop professional attitude encompassing respect, integrity and confidentiality, by adhering to the health professional code of ethics and conduct and ensuring that Health promotion services are delivered and managed effectively and efficiently.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>Display and translate advanced oral, written and listening skills to facilitate transition and flow relevant pertinent and accurate information in the Pacific settings.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>Exhibit and apply equity, human rights, social justice, cultural sensitivity, empathy, caring attitude and altruism when working with diverse population to address Public Health (HP) programs.</td>
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<tr>
<td>ADAPTABLE</td>
<td>Illustrate resilience and design positive imperative responses to health promotion solutions in novel or changing environments.</td>
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<tr>
<td>TEAM PLAYER</td>
<td>Demonstrate flexibility and respect for diverse opinions through inter disciplinary and collaborative practice to achieve Public Health goals.</td>
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</tbody>
</table>
LEADER

Demonstrate responsibilities and apply initiatives to articulate a vision, plans strategically in collaboration; and positively influencing others for improvements in Public Health.

DIPLOMA IN HEALTH PROMOTION

DIPLOMA IN HEALTH PROMOTION - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>PBH 601</td>
<td>Counseling Skills for Health Professionals</td>
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<tr>
<td>2</td>
<td>HPM 601</td>
<td>Principles of Health Promotion</td>
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<tr>
<td>3</td>
<td>HPM 602</td>
<td>Communication Strategies and Training Methods in Health Promotion</td>
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<td>4</td>
<td>HPM 603</td>
<td>Social Marketing in Health Promotion</td>
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<tr>
<td>5</td>
<td>EPI 600</td>
<td>Basic Biostatistics</td>
<td>2</td>
<td>15</td>
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<tr>
<td>6</td>
<td>HPM 604</td>
<td>Social Determinants of Health</td>
<td>2</td>
<td>15</td>
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<tr>
<td>7</td>
<td>EVH 604</td>
<td>Occupation Health and Safety</td>
<td>2</td>
<td>15</td>
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<tr>
<td>8</td>
<td>PBH 606</td>
<td>Climate Change, Environment and Human Health</td>
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COURSE DESCRIPTORS - DIPLOMA IN HEALTH PROMOTION

COURSE TITLE: COUNSELING SKILLS FOR HEALTH PROFESSIONALS
COURSE CODE: PBH 601
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF & BLENDED
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Counseling is an important element in helping people who encounters bio psychosocial problems, helping clients in rehabilitation to achieve the person’s wellbeing. Due to the many problems that we have in the Pacific, this course will increase students’ awareness of the field of counseling, including its evolution, processes, theories and specialties. Counseling skills help the future health professional to empower patients or clients to manage their problems more effectively. Students get to explore many facets of counseling; they learn to identify which counseling strategy they are comfortable with and which they inevitably adopt as part of the nature of their practice in the future. Given the diverse background of students taking this course will help enable the students to apply the counseling skills acquired to different health settings, according to their expertise.

COURSE TITLE: PRINCIPLES OF HEALTH PROMOTION
COURSE CODE: HPM 601
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF & BLENDED
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course entails holistic (physical, mental, social) approaches to health promotion and disease prevention and outlines practical theories that underpin behavioral change at an individual, group and community level. This course will also cover effective communication techniques and approaches to the planning, development and evaluation of health promotion programmes in the students’ programme area. There are four units of study:
• Unit 1: Introduction to Health Promotion
• Unit 2: Key Models and Strategies for Health Promotion
• Unit 3: Health Promotion in Practice
• Unit 4: Planning, Implementing and Evaluating Health Promotion Programmes

As well as learning the underpinning theories and principles, students will be provided with the opportunity to demonstrate their knowledge through practical assessment strategies including the development of a health promotion plan.

COURSE TITLE: COMMUNICATION STRATEGIES AND TRAINING METHODS IN HEALTH PROMOTION
COURSE CODE: HPM 602
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF & BLENDED
CAMPUS: TAMAVUA

COURSE DESCRIPTION:
This course provides you with the knowledge and skills of effectively communicating messages to individuals and families in the community using the basic health education methods. You will be introduced to the basic concepts and practices in health education and also how you can use some of the important tools in disseminating information or health messages to the individuals and the community. The course will also include the art of effective communication and health education. You will learn the basic cycle of health education, theories and ethics as well as different approaches. You will explore the nature of communication and its importance of communicating messages affecting norms and behaviours of individuals and communities. It also includes the use of the media and other mediums to disseminate your health messages. Public health has an important role to play in disseminating information, but the information should be accurate and timely; false information will be so misleading and also breaks networks.

COURSE TITLE: SOCIAL MARKETING IN HEALTH PROMOTION
COURSE CODE: HPM 603
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF & BLENDED
CAMPUS: TAMAVUA

COURSE DESCRIPTION:
Social Marketing and the use of community wide campaigns are two critical components of any Health Promotion Programs. These approaches expand on health education and communication methods with the aim of informing and changing social norms. Social marketing uses commercial marketing techniques where the consumer (target audience) is the focus of market research, behavioural analysis, product development, advertising and promotion. In this course, each student will attend a practical session at a relevant workplace.

COURSE TITLE: BASIC BIOSTATISTICS
COURSE CODE: EPI 600
COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF & BLENDED
CAMPUS: TAMAVUA /PASIFIKA CAMPUS

COURSE DESCRIPTION: Biostatistics is the study of statistical methods used to collect, analyze and interpret quantitative information in the context of biological system. This course is designed to teach introductory statistical methods used in public health, and medical sciences. It builds on the knowledge of statistics and provides an overview of biostatistics concepts and practical data analysis practices. The course will cover techniques in both descriptive and inferential statistics commonly used in quantitative data analyses for health researcher and includes practical exercises to demonstrate their use and provide experience in data analysis skills using available statistical software.

COURSE TITLE: SOCIAL DETERMINANTS OF HEALTH
COURSE CODE: HPM 604
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF & BLENDED
CAMPUS: TAMAVUA (SPH)

COURSE DESCRIPTION: This course provides an opportunity for participants to develop or strengthen their understanding of social determinants of health using local, regional, national and international perspectives. Participants will critically examine social inequities and the health consequences in diverse populations. The course aims to examine the social determinants of health and health inequalities and to evaluate appropriate public policy responses. The course explores in detail current theories explaining the development and persistence of inequalities in health. In particular it will encourage students to examine theories focusing on behavioural/cultural, psycho-social, structural/materialist, and life course explanations of health inequalities. The course will also investigate the role of government in determining economic and social policy, and the impact of economic and social policy on inequalities. It will specifically consider how government approaches to taxation, provision of the welfare state, and the funding and delivery of public services can impact on the equitable distribution of resources within society. The course will finally consider the impact of specific areas of public policy (for example relating to health services, transport, and/or food) on health inequalities.
COURSE TITLE: OCCUPATION HEALTH AND SAFETY
COURSE CODE: EVH 604
COURSE CONVENER: AMELIA TURAGABECI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF & BLENDED
CAMPUS: TAMAVUA (SPH)

COURSE DESCRIPTION:
Occupational Health is essentially preventive medicine and its aim as endorsed by a joint ILO/WHO Committee is to:
Promote maintenance of the highest degree of physical, mental and social well-being of workers in all occupations.
Prevention: among workers of departures from health caused by their working conditions
Protection: of workers in their employment from risks resulting from factors adverse to health i.e. “the adaptation of work to man and each man to his job”
The Course is designed to involve active participation both in individual and group learning through discussions, presentations and field visits. The group will also be challenged to prepare a health promotion package under the banner of “Health promoting workplace”.

COURSE TITLE: CLIMATE CHANGE, ENVIRONMENT AND HUMAN HEALTH
COURSE CODE: PBH 606
NAME OF COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF & BLENDED
CAMPUS: TAMAVUA

COURSE DESCRIPTION:
This course will also examine the pathways through which climate change is likely to influence human health. These include the likely health effects of rising ambient temperatures, shifting patterns of vector-borne and food-borne diseases, physical and mental health risks of extreme weather events, potential food and water insecurity, occupational health risks, and the likely impacts of climate change on health equity, vulnerability and resilience. This course will enlighten students on studies to be done in respect to the impact of climate change on human health. There have been a lot of studies, video documentary etc. done about climate change in the Pacific and this course should allow students that are mostly Pacific Islanders to take up the challenge.
The course will introduce students to the issues associated with Climate Change and how environment and health are closely linked with it. The land and our atmosphere are polluted from the very industries and technology that support our way of life today. A nation’s development is associated with increased energy use and each source of energy has a profile of health impacts. There will be detail discussion of the energy sources on earth and their impact on health and the environment.

BACHELOR OF HEALTH PROMOTION

BACHELOR OF HEALTH PROMOTION - COURSE LISTING

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<tr>
<td>1</td>
<td>PBH 701</td>
<td>Community Need Assessment</td>
<td>1</td>
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<td>2</td>
<td>HPM 701</td>
<td>Healthy Public Policy</td>
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<tr>
<td>3</td>
<td>HPM 703</td>
<td>Case Studies and Special Issues in Health Promotion</td>
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<td>4</td>
<td>HPM 705</td>
<td>Applied Health Psychology</td>
<td>2</td>
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<td>5</td>
<td>EPI 705</td>
<td>Health Research Proposal</td>
<td>2</td>
<td>15</td>
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<tr>
<td>6</td>
<td>PBH 702</td>
<td>Community Health Project Interventions</td>
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<td>30</td>
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</tbody>
</table>

COURSE DESCRIPTORS - BACHELOR OF HEALTH PROMOTION

COURSE TITLE: COMMUNITY NEED ASSESSMENT
COURSE CODE: PBH 701
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF & BLENDED
CAMPUS: TAMAVUA (SPH)

COURSE DESCRIPTION:
Community Needs Assessment is an important course for the final year BPH students as this discusses in details the first step for any community development whether it is in health or otherwise. Some call this as community profiling or auditing, but the idea is to
Collected a baseline data which discusses the full report of the community health needs. Entailed in the process are the data collection (primary and secondary), analyzing and reporting and also the formulation of an action plan. In undertaking this practicum the students will be working alongside/with field practitioners and their supervisor to assist in carrying out needs assessment as and when needed. All of the above will be done in partnership with the community and relevant key stakeholders. Students will be doing all of these (hands-on) with the guidance of the supervisors and Public Health Practitioners in the field.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
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<tr>
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<tr>
<td>COURSE CONVENER</td>
<td>MASOUD MOHAMMADNEZHAD</td>
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COURSE DESCRIPTION:
Healthy public policy is a fundamental component of education in public health and a key action area for health promotion. By studying healthy policy the health professional is able to comprehend the historical developments in the provision of health and health services, the role health services play in government’s overall social services provision and what society is able to do to address individual, family, community health needs. The course also includes the study of formal health policy formulation, implementation and analysis as well as the key skills required to drive the policy process; advocacy and leadership.

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<th>COURSE TITLE</th>
<th>CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION</th>
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<td>COURSE CONVENER</td>
<td>MOSESE SALUSALU</td>
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</table>

COURSE DESCRIPTION:
This course focuses on studying the application of health promotion with particular focus on environmental health protection and promotion and other application areas within your discipline. It also gives students an opportunity to discuss their experiences around the theories of the health promotion approaches and other health prevention strategies that they have been exposed to in class and in life. Students will also have an opportunity to enhance their knowledge and skills in health planning, implementing and evaluating health promotion programs.

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<thead>
<tr>
<th>COURSE TITLE</th>
<th>APPLIED HEALTH PSYCHOLOGY</th>
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<tr>
<td>COURSE CODE</td>
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<td>TAMAVUA</td>
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</table>

COURSE DESCRIPTION:
HPM705 will begin with a revisit of the Bio psychosocial model to health. The course will examine the various research methods in health psychology; the predictors of health behaviors’ and changing health beliefs and behaviors’ at the inter and intra personal levels, psycho-neuro-immunology, working with survivors of trauma using communications-behavior change model, motivational interviewing and solution focused therapy, and lastly, an exploration of professional issues related to ethical practice. In our concerted bid to maximize your learning, please do note the following:

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HEALTH RESEARCH PROPOSAL</th>
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<tbody>
<tr>
<td>COURSE CODE</td>
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<tr>
<td>COURSE CONVENER</td>
<td>ANASEINI BATIKAWAI</td>
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research study from concept to a full research proposal. It is expected that students will begin the semester with an identified area of interest for research. Prior knowledge is assumed: it is expected that students would have already been introduced to the basic concepts of research design and data analysis in prior courses. Assessment for the course will be divided into 40% for continuous assessment and 60% for the end point assessment which will be a fully developed research proposal. Tutorial activities will be online and each week students will be expected to complete a prescribed online activity. 80% attendance for the course is mandatory.

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<tr>
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<tr>
<td>COURSE CONVENER:</td>
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<td>TAMAVUA (SPH)</td>
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</table>

COURSE DESCRIPTION:
This course is designed to develop strategies for Project Implementation on one prioritized issue, as identified in PBH 701 and also to evaluate the activities carried out in this project. In an orderly manner, students will be required to develop Gantt chart (from a formulated Action Plan from PBH 701), action plan for Intervention and at the same time identify risks with its management. Monitoring and Evaluation also plays a role in project implementations which is important for accountability purposes. However, the benefits of monitoring and evaluation are more wide-reaching than meeting accountability requirements. Monitoring and Evaluation is crucial for assessing the effect your program/strategy has had within the local community, its cost effectiveness, whether you achieved what you expected, and identifying opportunities for improvement.
This course will also focus on planning monitoring and evaluation programmes incorporating M & E designs and tools. Students are expected to write M & E report at the end of this project and communicate findings of M&E to key stakeholders.

BACHELOR OF HEALTH SERVICES MANAGEMENT
Health services management or health care administration is the field relating to leadership, management, and administration of public health systems, health care systems, hospitals, and hospital networks. Health services managers also called health care executives or health care administrators, plan, direct, and coordinate medical and health services. They might manage an entire facility, a specific clinical area or department, or a medical practice for a group of physicians. Health care managers or health services administrators, have varying roles and functions depending on the size of the facility they oversee. Generally, health care managers plan, coordinate, and supervise the functions of health care facilities and the staff that work there. Health services managers are responsible for ensuring that health care facilities provide the most effective patient care. They plan and coordinate services in hospitals and clinics, overseeing specific departments or entire facilities.

DURATION OF PROGRAMME
Full time 3 Years
Part Time 6 Years

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
Degree will only be awarded after completing level 7 or Year 3 courses and successfully completed and passed all assessment components.

GENERAL GUIDELINE
ATTENDANCE
The Programme encourages 100% attendance but allows up to 20% absence due to sickness in tutorial and workplace attachments.

The following steps need to be taken when a student is absent from a scheduled session:
If a student is absent, he/she should submit a medical certificate or discuss the reason(s) for the absenteeism with the respective course convener in the very next session.

Any student who fails to satisfy the attendance requirements will be issued a letter of warning (with a copy to the student’s sponsor) and will be referred to the Head of Department and or the Dean of the college.
If a student is absent for a continuous assessment, the student should report to the course convener with a valid reason (which can be verified) within 5 working days requesting for a resit for assessment not completed. Failure to follow this will result in student not getting an opportunity for remedial.
STUDENT ASSESSMENTS
All the courses offered for BHSM Programme have a continuous assessment and an end point component. Students should attempt all scheduled assessments. In case of sickness or absence due to other reasons, a written notification needs to be provided to the course convener and opportunities for remedial should be discussed.

PROGRESSION BETWEEN YEARS
Progression from Year 1 to Year 2 generally requires the completion of all Year 1 courses.
Progression from Year 2 to Year 3 generally requires the completion of all Year 1 and Year 2 courses.
However, progression will be determined by the Programme Coordinator in consultation with the Head of Department, Head of School and the College Dean on a case by case basis.

PROGRAMME OUTCOMES
The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Health Services Management are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
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</thead>
</table>
| PROFICIENT          | 1. Apply theoretical knowledge and practical skills in various disciplines of the specialty.  
                      2. Competent in health services management and skills, with strong community orientation, social and ethical commitments, aware of and utilizing all recent and emerging developments in evidence-based health services management practice and education.  
                      3. Use health management knowledge in investigating health management problems, according to known methods and procedures, and show understanding of the health management background related to the problem. |
| CRITICAL THINKER    | 1. Demonstrate problem-solving and critical thinking skills in the health care organization setting.  
                      2. Exhibit the ability to identify, analyze and interpret health data and statistics to solve problems or provide health management advice.  
                      3. Demonstrate independent judgment and decision making skills in the management of health care systems, organizations and facilities. |
| ETHICAL             | 1. Demonstrate the highest professional and ethical standards and practice health management according to the ethical frame work of the profession.  
                      2. Professional conduct, respecting the feelings and needs of others, and not allowing personal concerns and biases to interfere with the welfare of customers.  
                      3. Ensure high quality management practices are safe, effective, efficient, timely, equitable, and customer-centered.  
                      4. Maintaining the highest level of individual competence as customer needs change, yet practicing within the limits of their authority.  
                      5. Maintain strict confidentiality of customer information and medical or health records.  
                      6. Safeguard the dignity and privacy of clients and colleagues both internal and external. |
| EFFECTIVE COMMUNICATOR | 1. Demonstrate proficiency in written communication skills as health care professionals.  
                          2. Demonstrate proficiency in oral communication skills as health care professionals  
                          3. Show respect to customers, supervisors and colleagues using productive communication with each of them, and observing confidentiality at all levels of communication and care. |
| COMPASSIONATE       | 1. Appreciate the value of cultural diversity and multi-ethnicity in practicing health management with empathy, humane and fair practice.  
                      2. Demonstrate cultural awareness and compassion towards customers, colleagues and supervisors.  
                      3. Display empathy whilst making managerial decisions without compromising values. |
| ADAPTABLE           | 1. Adapt to different health care settings to effectively interact with professionals and patients to provide best possible services to customers.  
                      2. Adjust to low resource settings to ensure health services delivery is of a high quality.  
                      3. Ability to adapt to varying management challenges at various levels of the health care system. |
TEAM PLAYER

1. Responsibility to contribute from their sphere of professional competence to the general well-being of society.
2. Contribute to team activities to achieve agreed team goals, going to the extent to sacrifice personal goals.
3. Ensuring collegial relationships with fellow colleagues and with other health professionals.
4. Demonstrate the ability to interact with people from different groups of society.

LEADER

1. Demonstrate respectable conduct and principles to positively influence and effect change in colleagues.
2. Lead the organization and employees into the future with well-articulated vision and strategy.
3. Demonstrate the ability to protect the organization from unexpected challenging circumstances.
4. Display skills to achieve organizational goals and objectives in partnership with employees.

YEAR 1

BACHELOR OF HEALTH SERVICES MANAGEMENT - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>HSM502</td>
<td>Introduction to Health Services Management</td>
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<td>2</td>
<td>HSM503</td>
<td>Introduction to Information Systems for Health Managers</td>
<td>1</td>
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<tr>
<td>3</td>
<td>PBH505</td>
<td>Introduction to Anatomy and Physiology</td>
<td>1</td>
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<td>4</td>
<td>PBH501</td>
<td>Introduction to Public Health</td>
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<tr>
<td>5</td>
<td>HSM504</td>
<td>Introduction to Health Planning and Human Resources</td>
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<td>6</td>
<td>HSM505</td>
<td>Introduction to Health Care Systems</td>
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<td>7</td>
<td>EPI500</td>
<td>Basic Epidemiology</td>
<td>2</td>
<td>15</td>
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<tr>
<td>8</td>
<td>EVH507</td>
<td>Prevention and Control of Diseases</td>
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COURSE DESCRIPTORS - BACHELOR OF HEALTH SERVICES MANAGEMENT

**COURSE TITLE:**  INTRODUCTION TO HEALTH SERVICES MANAGEMENT  
**COURSE CODE:**  HSM 502  
**NAME OF COURSE CONVENER:**  TBC  
**CREDIT POINTS:**  15  
**SEMESTER OF OFFERING:**  1  
**MODE:**  FF  
**CAMPUS:**  TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  Health Services management is the administrative machinery for planning, delivery and monitoring health care provided by health professionals and their support staff. This may range from running a small primary care center to organizing a large hospital or being responsible for running the health needs of a region or a nation. Managers should manage in such a manner that would bring about more productive and satisfied workers. Work must be interesting and stimulating, after all, regular pay and efficient work conditions do not always do the trick.  
HSM 502 is an introductory course that allows health service managers who are administrators with special training and skills in managing health care. Sometimes they are doctors, nurses or other health professionals requiring the need to be professionally trained.

**COURSE TITLE:**  INTRODUCTION TO INFORMATION SYSTEMS FOR HEALTH MANAGERS  
**COURSE CODE:**  HSM 503  
**NAME OF COURSE CONVENER:**  RAMNEEK GONDAR  
**CREDIT POINTS:**  15  
**SEMESTER OF OFFERING:**  1  
**MODE:**  FF  
**CAMPUS:**  TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  This Course aims to provide health professionals with a firm understanding of the need, relevance and benefits of efficient and meaningful systems for the collection of Health Information and its appropriate utilization. Furthermore, the Course will introduce epidemiological concepts of health, health measurements and the role of Information Systems in disease prevention and control, thus providing the basis for successful health planning and management.
COURSE TITLE: INTRODUCTION TO ANATOMY AND PHYSIOLOGY
COURSE CODE: PBH 505
COURSE CONVENER: MOSESE SALASALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course will enable the students to understand the structures that make up the human body systems and the basic principles of how they functions on both the micro and macro level. The course will include the study of the structure and function of the human biology including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. A sound knowledge in anatomy and physiology helps the students or health workers in decision making when working in the hospital, or in the field. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. We will be using a wide variety of print and web-based resources along with some hands-on learning activities and labs utilizing models and specimens to investigate the structures and functions of the human body systems. EVH and PH students who will be taking this course will actually benefit, as this course will lead to EVH507 titled Prevention and Control of Diseases.

COURSE TITLE: INTRODUCTION TO PUBLIC HEALTH
COURSE CODE: PBH 501
COURSE CONVENER: AVENDRA PRAKASH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This will be the first course that a year 1 PH student should take as this introduces all aspects of Public Health that includes Epidemiology, Health Service Management, Environmental Health, Health Promotion, Dietetics and Nutrition. The course provides a comprehensive overview of public health from its historical roots to what public health is today, how governmental and non-governmental public health agencies are organized, the core public health functions and the 10 Essential Public Health Services, the millennium development goals (MDG’s) and the sustainable development goals (SDG’s). In addition, despite of the evolving changes in definition, the concept remains i.e. to prolong life, protect and promote health. The course will be a snap shot of all that the students will encounter throughout learning in the field of Public Health.

COURSE TITLE: COMMUNITY DEVELOPMENT AND HEALTH
COURSE CODE: HSM 504
COURSE CONVENER: HSM DEPARTMENT LECTURERS AS ALLOCATED
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
In this course, the student will be introduced to understand what is health planning and why health planning is important for health managers to know considering the continuous challenges that is currently facing the health care systems globally and also in the pacific. Students will be introduced to the six steps of health planning and the cycle involved making it a complete process. In addition, the course will also cover basic knowledge and skills required by health managers in managing human resources in the health sector, within the organization, departments and units. Furthermore, students will be also introduce on how to relate HRM to management process, how health managers can use HR concepts and techniques in strategic health planning and improving organizational performance, the competencies required of HR managers in the health sector, the challenges of global competition, strategic objectives to lower costs, improve productivity, and increase organizational effectiveness.

COURSE TITLE: PREVENTION AND CONTROL OF DISEASES
COURSE CODE: HSM 505
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with an overview of the various health care systems in the Pacific region. This course introduces the history and origins of health care systems in the Pacific. A comprehensive discussion will focus on the different WHO Building Blocks for Health Care Systems. This will occur over six weeks. Students will gain an understanding of the roles that different health professionals play in health care delivery and management. In addition the course outlines some of the current challenges that have an impact on the management of Pacific health care systems. Discussion will center on the major health problems and the leading causes of death amongst Pacific people. The course will also cover how the health status of Pacific people is impacted by global forces. Students will be exposed to some of the key internal and external stakeholders which have important roles to play in the Pacific health care systems. Case studies on some of the Pacific health care organizations structure and operations will further complement the course.

COURSE TITLE: BASIC EPIDEMIOLOGY
COURSE CODE: EPI 500
COURSE CONVENER: RAMNEEK GOUNDAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The course begins with an introduction to epidemiology. A discussion of the measures of morbidity and mortality commonly used in epidemiological studies then follows. The course provides various epidemiological approaches to the study of disease patterns in populations and emphasizes the application of these studies to the control of public health problems. The study designs examined are descriptive, ecologic, cross-sectional, case-control, cohort, and experimental and systematic reviews. Measures of association in epidemiologic studies are describing along with issues in interpretation of epidemiological studies, in particular the roles of chance, bias, confounding and effect modification. Causation is then explored including disease prevention and control and the role of screening in public health. Following this is a discussion on principles of public health surveillance and how it relates to outbreak investigations. Finally, this course will also focus on analysing and displaying of health data.

COURSE TITLE: PREVENTION AND CONTROL OF DISEASES
COURSE CODE: EVH 507
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course will equip students in the preparation and presentation of information on diseases at a level required for application with the communities while working with other Public Health workers. The course will also enable students to acquire basic skills identifying the disease and applying various intervention methods to prevent infections and also to decrease morbidity and mortality of common communicable and non-communicable diseases. Students will have some common knowledge and skills in arriving at a probable diagnosis by the signs, symptoms and some basic body measurements. With the above skills, students will able to link with the causative organism, the host, vectors for communicable diseases and also by identifying the risk factors and to apply what level of prevention is needed namely the Primary, Secondary and Tertiary level.

YEAR 2
BACHELOR OF HEALTH SERVICE MANAGEMENT - COURSE LISTING

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<tr>
<td>1</td>
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<td>2</td>
<td>HSM603</td>
<td>Project and Participatory Management</td>
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<td>3</td>
<td>HSM605</td>
<td>Introduction to Health Economics</td>
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<td>EPI600</td>
<td>Basic Biostatistics</td>
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<td>5</td>
<td>HSM602</td>
<td>Health Care Management in the Pacific</td>
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<td>6</td>
<td>HSM606</td>
<td>Management of Health Information System</td>
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<td>7</td>
<td>EPI606</td>
<td>Introduction to Health Research and Evidence Based Health Care</td>
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<td>15</td>
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<tr>
<td>8</td>
<td>EVH604</td>
<td>Occupational Health and Safety</td>
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### COURSE DESCRIPTORS – BACHELOR OF HEALTH SERVICES MANAGEMENT

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<tr>
<th>COURSE TITLE:</th>
<th>COMMUNICATION IN HEALTH</th>
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<td>COURSE CODE:</td>
<td>HSM 601</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>LEDUA TAMANI, RENATA RAM, WAYNE IRAVA</td>
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<td>CREDIT POINTS:</td>
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<td>MODE:</td>
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<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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**COURSE DESCRIPTION:**
This course is meant to provide students with a comprehensive introduction to health communication by combining the theory and practice of this field with some hands-on guide introduction to program development and implementation. This course on health communication is a much-needed skills that address the needs of students and professionals who are pursuing a career in healthcare. The course also evolves the nature of health communication and the importance of recognizing that there is in single magical health communication intervention. Student will also understand that health communication is a multi-disciplinary approach that relies on different action areas, such as interpersonal communications, public relations, public advocacy, community mobilization, professional communications, and constituency relations with the ultimate goal to improve health outcomes. The content of the course will be divide into three (3) parts; Part 1 focuses on introduction to health communication (3 sessions); Part 2 focuses on Health Communication Approaches and Action Areas (5 sessions); and Part 3 focuses on Planning, Implementing and Evaluating Health Communication Program (5 sessions). Therefore, in terms of the course structure, there are 13 different topics/lectures to be covered. Each session is delivered through face to face, followed by weekly tutorial, quizzes and supplementary notes. Students are required to prepare themselves for each session beforehand. Self-directed learning is fundamental concept in higher education. As such this course requires students to engage in at least 6 hours of self-directed learning per week.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PROJECT AND PARTICIPATORY MANAGEMENT</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>RENATA RAM</td>
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<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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**COURSE DESCRIPTION:**
Community development is a major function of all health professionals. This course has been designed to provide public health students with the essential background knowledge and skills to utilize latest tools and technologies to develop skills in analyzing community needs, and use this to plan, implement and evaluate projects. While it is important for students as future health managers or facilitators to consider all that is of best interest for all stakeholders, the students will be taught to conduct projects with a long rage of perspective in mind, for community development to be sustained. Things to consider would be the various types of development which are economic, social, political and human development. Participatory management is learning the skills to initiate development from a more “participatory” or “bottoms up approach”, where the community or population is involved.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>INTRODUCTION TO HEALTH ECONOMICS</th>
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<td>COURSE CODE:</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>WAYNE IRAVA</td>
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<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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</table>

**COURSE DESCRIPTION:**
This course begins with a broad introduction to Economics, starting with basic concepts. The course looks at concepts of resources and scarcity along with the theories of demand, supply and market formation, and economic systems. With a basic exposure to Economics, students will be focused on application of a set of selected theories, concepts and techniques of Economics to the institutions, actors and activities that affect health. The broad areas covered by the course are formation of markets for health care, methods of costing health care services, methods for the economic evaluation of health care programmes, financing health care services, reforming the health sector and capacity building in the process of reforming. For each and every lesson practical examples will be brought up and enriched the learning process.
**COURSE TITLE:** BASIC BIOSTATISTICS  
**COURSE CODE:** EPI 600  
**COURSE CONVENER:** SABIHA KHAN  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** ONLINE  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
Biostatistics is the study of statistical methods used to collect, analyse and interpret quantitative information in the context of biological system. This course is designed to teach introductory statistical methods used in public health, and medical sciences. It builds on the knowledge of statistics and provides an overview of biostatistics concepts and practical data analysis practices. The course will cover techniques in both descriptive and inferential statistics commonly used in quantitative data analyses for health researcher and includes practical exercises to demonstrate their use and provide experience in data analysis skills using available statistical software.

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**COURSE TITLE:** HEALTH CARE MANAGEMENT IN THE PACIFIC  
**COURSE CODE:** HSM 602  
**NAME OF COURSE CONVENER:** LEDUA TAMANI, RENATA RAM, WAYNE IRAVA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
The course will discuss issues and concepts related to organizational theory and health services management with great emphasis on health care services and management in the Pacific. Specific emphasis will be placed on management principles and practices in the area of health. Topics that will be covered will include an Introduction to management, Role of Managers, Management Theory and Practice, Internal and External Analysis of the Health Sector, Quality Assurance in Health, Decision Making, Strategic Management, Organizational Structure and Design, Human Resources Management, Waste Management, Urbanization Poverty and Health and Pharmaceutical Management. In terms of the course structure, there are 14 different topics/lectures to be covered. Each session is delivered through the online platform Moodle with interactive discussion, quizzes and supplementary notes. Students are required to prepare themselves for each session beforehand. Self-directed learning is fundamental concept in higher education. As such this course requires students to engage in at least 6 hours of self-directed learning per week.

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**COURSE TITLE:** MANAGEMENT OF HEALTH INFORMATION SYSTEM  
**COURSE CODE:** HSM 606  
**NAME OF COURSE CONVENER:** RAMNEEK GOUNDAR  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This course utilizes epidemiological approaches in planning, implementation, and evaluation of health services to reinforce prior Health Information system concepts learnt in this programme. Students will also discuss the role of computers to assess the quality of published or unpublished information and its usefulness for decision making for better health. Methods to improve data quality of health records and statistical reports including proper clinical coding and use of medical terminologies in H.I.S in the Pacific will also be discussed to describe measures of disease frequency in a population. Student will also learn about potential errors in epidemiological studies followed by concepts of data protection, security and presentation & communication of health information.

This course will be a useful tool for people at any level, within public, private, or voluntary health services. This tool can be used by doctors, nurses, nutritionists, health educators, laboratory/x-ray technicians, health inspectors, administrative officers and clerks, pharmacists, physiotherapists, medical assistants, dental therapists, and community health workers.

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**COURSE TITLE:** INTRODUCTION TO HEALTH RESEARCH AND EVIDENCE BASED HEALTH CARE  
**COURSE CODE:** EPI 606  
**COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
EPI 606 is a blended course. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will learn about health research and the principles on which it is based, study designs, how data is analyzed in health research and how health research is appraised for evidence based practice. Students will be assessed through assignments, online quizzes and a final written exam. Assessment for the course will be divided into 60% for continuous assessment and 40% for the final exam. Each week’s topic and learning objectives will be defined and students are expected to go through the resources provided in order to achieve the learning objectives. Tutorial activities will be online and each week students will be expected to complete the prescribed activity.

COURSE TITLE: OCCUPATIONAL HEALTH AND SAFETY
COURSE CODE: EVH 604
NAME OF COURSE CONVENER: AMELIA TURAGABECI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Occupational Health is essentially preventive medicine and its aim as endorsed by a joint ILO/WHO Committee is to:
- Promote maintenance of the highest degree of physical, mental and social well-being of workers in all occupations.
- Prevention: among workers of departures from health caused by their working conditions
- Protection: of workers in their employment from risks resulting from factors adverse to health i.e. “the adaptation of work to man and each man to his job”

The Course is designed to involve active participation both in individual and group learning through discussions, presentations and field visits. The group will also be challenged to prepare a health promotion package under the banner of “Health promoting workplace”.

YEAR 3
BACHELOR OF HEALTH SERVICES MANAGEMENT - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
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<td>2</td>
<td>HSM708</td>
<td>Health Services Management</td>
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<td>15</td>
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<tr>
<td>3</td>
<td>HSM707</td>
<td>Monitoring and Evaluation in Health</td>
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<td>4</td>
<td>EPI705</td>
<td>Health Research Proposal</td>
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<td>5</td>
<td>HSM709</td>
<td>Ethics and Equitable Health Practice</td>
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<td>15</td>
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<tr>
<td>6</td>
<td>HSM710</td>
<td>Gender, Ageing and Health</td>
<td>2</td>
<td>15</td>
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<tr>
<td>7</td>
<td>HSM711</td>
<td>Health Care Financing</td>
<td>2</td>
<td>15</td>
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<tr>
<td>8</td>
<td>HSM706</td>
<td>Health Services Management In Practice</td>
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</tbody>
</table>

COURSE DESCRIPTORS - HEALTH SERVICES MANAGEMENT

COURSE TITLE: HEALTH POLICY AND PLANNING IN THE PACIFIC
COURSE CODE: HSM 703
COURSE CONVENER: RENATA RAM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
HSM703 introduce theory, models and concepts in policy development. The course emphasizes power and process in the study of making health policies. It views these two themes as integral to understanding policy making. Who makes and implement policy decision and how decisions are made largely determine the content of the health policy and, thereby ultimately people’s health. Particular emphasis will be placed on health policies of Pacific nations. Discussions will also pertain to what is happening globally in terms of policy initiatives to bridge the gap between increasing demands in health care and scarcity of resources. Topics that will be covered include theories that influence policy development, influence political system and power in policy process, policy development in the Pacific, policy development internationally and policy evaluation. Sequence of policy development events is
imperative to the students for better understanding of the process involved and its applicability to them as future health care professionals.

COURSE TITLE: HEALTH SERVICES MANAGEMENT  
COURSE CODE: HSM 708  
COURSE CONVENER: TBC  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  
COURSE DESCRIPTION:
Health managers have been struggling a long time with the appropriate managing of health resources in the entire health systems. This is due to the complexity of the health systems and the need to meet the health need and demand from our clients within our scarce health resources. The challenge for our health managers is to meet these expectations from our clients and key stakeholders and at the same time the delivery of quality health services. Some of the management challenges include internal targets like meeting the goal of the organization, management of manpower strength, conflict resolution, decision making, quality management, leadership, and external targets like clinical governance and negotiations with other key stakeholders to name a few. This course aims to highlight all the important areas that are encountered by health managers in the day to day operations of health services. It is designed to provide essential and practical knowledge and skills in the health services management. Practically, health professionals spend approximately 40 – 50% of their time in managing resources such as people, medical supplies, finance, assets, planning and supervision. The course intends to address these issues and draws experience from all levels of care, i.e. primary, secondary and tertiary level care and focuses on the development of a multi-skilled health workforce.

The course is designed to offer the following benefits to students:
• Multi-skilled workforce
• Well versed with management principles, communication and planning
• Improved collaboration with the stakeholders in the health sector
• Better understanding of the roles, responsibilities, accountability and transparency of the health professionals
• Efficient and effective delivery of the health services
• Well managed public sector resources and assets
• Institutional capacity building

COURSE TITLE: MONITORING AND EVALUATION IN HEALTH  
COURSE CODE: HSM 707  
COURSE CONVENER: RENATA RAM  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  
COURSE DESCRIPTION:
Monitoring & Evaluation (M&E) is an important management function in today’s business, Non-Governmental Organizations and government landscape. Monitoring and Evaluation systems essentially focus on the tracking and evaluation of organisational performance. Governments, as well as business managers are increasingly challenged to provide evidence for whether their projects or policies are achieving clearly defined outcomes and impacts. Monitoring and Evaluation systems provide feedback on the actual outcomes and goals of government programmes and projects.

COURSE TITLE: HEALTH RESEARCH PROPOSAL  
COURSE CODE: EPI 705  
COURSE CONVENER: ANASEINI BATIKAWAI  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  
COURSE DESCRIPTION:
EPI705 is a blended course co-facilitated by members of the Epidemiology & Biostatistics Team at the SPHPC with support from other faculty members in the school. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will
review the principles of research and study design before learning and applying knowledge on the development of a research study from concept to a full research proposal. It is expected that students will begin the semester with an identified area of interest for research. Prior knowledge is assumed: it is expected that students would have already been introduced to the basic concepts of research design and data analysis in prior courses. Assessment for the course will be divided into 40% for continuous assessment and 60% for the end point assessment which will be a fully developed research proposal. Tutorial activities will be online and each week students will be expected to complete a prescribed online activity.

COURSE TITLE: ETHICS AND EQUITABLE HEALTH PRACTICE
COURSE CODE: HSM 709
COURSE CONVENER: RENATA RAM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
Equity Equitable Health Practice and is a course that refers to the study of differences in the health care across the different populations. This course introduces and discusses the important areas that are encountered by the decision makers in the field of health care organization in relation to ethics. Students are highlighted on decision taken by managers and leaders on the overlaps between equity and equality and trade-offs between equity and efficiency. Understanding of the frameworks on accessing healthcare services and utilization of services will be also emphasized for the students to know and be able to appreciate the decision making process accordingly.

A good decision is reflected on the quality of services provided to the key customers and patients at various levels in the health settings. In sustaining quality, students will be taught on the quality tools that can be used by health professionals to measure the quality of health services and also for evidence-based informed decision in the future of the health setting.

COURSE TITLE: GENDER, AGEING AND HEALTH
COURSE CODE: HSM 710
COURSE CONVENER: HSM DEPARTMENT LECTURERS AS ALLOCATED
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with Gender Ageing and Health issue and brings attention to the ways in which biological and social differences between women and men affect health and the steps needed to achieve health equality. The main emphasis of Gender and Health is to promote the inclusion of gender perspectives in the work of Health by collaborating with other departments and, regional and international bodies. It aims to increase knowledge of gender issues by sharing and discussing on how socio-cultural factors and discrimination affect health especially in the Pacific Region. The course will allow students to appreciate the different cultural gender roles and theories and the importance of gender mainstreaming and gender auditing, gender and international treaties and what each country is doing in terms of implementing these treaties, key gender issues like gender and poverty, gender and diseases, and age-friendly environment, responsive health systems, with evidence on ageing and health.

COURSE TITLE: HEALTH CARE FINANCING
COURSE CODE: HSM 711
COURSE CONVENER: WAYNE IRAVA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to provide students with an understanding of what entails the process of financing the health sector. Our regional and national health systems are under increasing pressures and demands for the provision of health services that far exceeds their ability to provide them effectively given the constraints on financing resources. The mobilization and utilization of scarce health financing resources within health systems is a challenge for many health managers. Mobilization of financing resources deals with how health managers understand the health financing flows in a health system and actively engages in exploiting resourcing for health. Utilization is about the equitable, efficient and effective allocation of scarce health financing resources to
deliver quality health services. The economic decision making environment also stresses the importance of financial information as a key ingredient for decisions in financial and resource allocation and management.

**COURSE TITLE:** HEALTH SERVICES MANAGEMENT IN PRACTICE  
**COURSE CODE:** HSM 706  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
HSM706 is the practical component for the more theoretically based HSM705 course where students are first introduced to the theory underpinning Health Services Management (HSM). In this course students will be expected to attach to an Organization and engage in activities that reinforce health services management concepts. During this attachment students will document their learning experiences and demonstrate how HSM theory informs or fails to inform practice. At the end of the course students will be expected to present a written report together with a formal presentation to demonstrate how they relate HSM theory to practice in the workplace. Essentially, this course is offered in the last semester of the bachelor program, since background knowledge regarding Health Services Management would have been covered in previous semesters in various courses.

**DIETETICS AND NUTRITION**
The Dietetics and Nutrition Discipline caters a wide range of needs and services in the Pacific region. It is geared towards graduating persons qualified to work in public health settings, clinical settings, and in institutional food services including the commercial food outlets, in the Pacific. They should be able to undertake research, health promotion and community development activities. It also introduces flexibility for Students to continue to upgrade their qualification as and when they are ready and an opportunity for multi-skilling. Responding to current needs, the program has expanded the knowledge and skill base of graduates and has upgraded the qualification from a Diploma to a Bachelor degree. The recommended mix of Courses is listed after each Programme.

**BACHELOR OF DIETETICS AND NUTRITION**

**DURATION OF PROGRAMME**
Full time students in the BDN programme is 3 years, while the maximum duration to complete studies is 6 years.

**REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION**
This is a 3-year course, comprising 23 courses altogether with 360 credit points in total. The 1st year has 8 courses, 2nd year 8 courses, and 3rd year 7 courses. Following successful completion of all courses and assessments, the Bachelor of Dietetics and Nutrition degree is awarded.

**GENERAL GUIDELINE**

**ATTENDANCE: TUTORIALS, PROBLEM BASED TUTORIAL SESSIONS, PRACTICALS, PRE-CLINICAL AND CLINICAL SESSIONS**
The School encourages 100% attendance but allows up to 20% absence due to sickness or other valid reasons in tutorials, problem based teaching sessions, practicals, pre-clinical and clinical sessions
Failure to satisfy the attendance requirement for a course in the programme may render the student ineligible to sit the end-point exam.
The following steps needs to be taken when a student is absent from a scheduled session:
If a student is absent for a tutorial, he/she should submit a medical certificate or discuss the reason(s) for the absenteeism with the respective tutor in the very next tutorial/session.
If a student is absent for a continuous summative assessment, the student should report to the course convener with a valid reason (which can be verified) within 5 working days requesting for a resit for assessment not completed. Failure to follow this will result in student not getting an opportunity for remedial.

**STUDENT ASSESSMENTS**
All the courses offered for BDN Programme have a continuous assessment and an end point component. Students should attempt all scheduled assessments. In case of sickness or absence due to other reasons, a written notification needs to be provided to the course convener and opportunities for remedial should be discussed.

**PROGRESSION BETWEEN YEARS**
For progression to next year level, a student must successfully pass prerequisite courses.
PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Bachelor of Dietetics and Nutrition are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>Apply advanced knowledge of human nutrition and dietetics to support safe food practices and provide nutrition care for individuals, groups, and communities.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>Apply critical thinking in the dietetic and nutrition assessment and management of individuals, groups and communities to guide decision making and action.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>Demonstrates professionalism that encompasses fairness, equity, respect, integrity, confidentiality, a commitment to justice, and adherence to the Dietetic and Nutrition professional’s code of conduct and ethics.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>Demonstrate excellent oral, written and listening communication skills to facilitate meaningful and inclusive discourse with patients, colleagues, stakeholders and communities.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>Display sensitivity to culture, a caring attitude, humanity, empathy and altruism to others in managing nutritional issues.</td>
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<tr>
<td>ADAPTABLE</td>
<td>Illustrate resilience, flexible, innovative and optimism in responding to changing food and nutrition environments.</td>
</tr>
<tr>
<td>TEAM PLAYER</td>
<td>Establish and maintain collaborative relationships with a range of stakeholders to advance nutrition and dietetic sciences to improve client outcomes.</td>
</tr>
<tr>
<td>LEADER</td>
<td>Demonstrates initiative to articulate a vision, plan strategically, and harness the energies and input of others to achieve change, improvements, plans and agreed goals.</td>
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</tbody>
</table>

YEAR 1

BACHELOR OF DIETETICS AND NUTRITION - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>DNU 501</td>
<td>Introduction to Human Nutrition</td>
<td>1</td>
<td>15</td>
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<tr>
<td>2</td>
<td>DNU 502</td>
<td>Food Science I: Foundation of Food Preparation</td>
<td>1</td>
<td>15</td>
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<tr>
<td>3</td>
<td>HBI 503</td>
<td>Human Biology I</td>
<td>1</td>
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<tr>
<td>4</td>
<td>EPI 500</td>
<td>Basic Epidemiology</td>
<td>1</td>
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<tr>
<td>5</td>
<td>HBI 504</td>
<td>Human Biology II</td>
<td>2</td>
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<tr>
<td>6</td>
<td>DNU 503</td>
<td>Food Science II: Small Business and Quantity Food Production</td>
<td>2</td>
<td>15</td>
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<tr>
<td>7</td>
<td>BCH 501</td>
<td>Introduction to Biochemistry</td>
<td>2</td>
<td>15</td>
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<tr>
<td>8</td>
<td>HPM 504</td>
<td>Community Development and Health</td>
<td>2</td>
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COURSE DESCRIPTORS - BACHELOR OF DIETETICS AND NUTRITION

COURSE TITLE: INTRODUCTION TO HUMAN NUTRITION
COURSE CODE: DNU 501
COURSE CONVENER: SALANIETA HAWEA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This is a comprehensive course that provides an integrated overview of the physiological requirements and functions of nutrients that are determinants of health and diseases in human populations. It provides useful information about the components of the human diet and how food is processed in the body as well as what happens in the body if these essential nutrients are not adequately supplied in the human diet. The course deals with the chemistry of the main nutrients – proteins, fats, carbohydrate, vitamins and minerals and their importance in the diet, energy intake and output. It enables students to apply this information to understand the links between nutrition and health issues such as under-nutrition, obesity, heart diseases and micronutrient deficiencies. The course enables students to grasp the use and limitations of Nutritional Assessment methods in determining the nutritional status of the population, specifically in the use of Body Mass Index (BMI).
<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>FOOD SCIENCE I: FOUNDATION OF FOOD PREPARATION</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>DNU 502</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>SALANIETA HAWEA</td>
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<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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**COURSE DESCRIPTION:**
Knowledge of the basic principles of food science helps the student to understand the changes that occur during food preparation, as well as the formulation and functional attributes of new foods that appear in the market place. An essential component of this course involves practical work in the Food Lab which includes the preparation and cooking of different types of foods (e.g. starchy foods, meat, pulses and legumes, vegetables, soups, stocks and sauces, and salads) and using different cooking methods and equipment. A basic understanding of the basic food preparation principles, including the physical and chemical properties of food and equipment usage will be an advantage. Knowledge and understanding of safe food handling is an essential component in this course. Students will learn about basic food safety, personal hygiene, cross contamination, allergens and additives, time and temperature control and use of proper and safe cleaning and sanitizing agents. In addition, students will also know about Food preservation principles and techniques employed in food preparation including traditional methods such as drying, smoking and salting.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>HUMAN BIOLOGY I</th>
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<tr>
<td>COURSE CODE:</td>
<td>HBI 503</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>GAUSAL KHAN</td>
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<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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**COURSE DESCRIPTION:**
This course is designed to provide students with knowledge of Human Physiology and human anatomy of cells and tissues, skeletal and circulatory systems that is required for all health professionals, and serve as foundations for other basic sciences and all clinical sciences are based. For Dietetics students, knowledge of human physiology and anatomy helps them to understand the normal organ systems’ structure and functions. You will have weekly lectures and tutorials in Physiology and anatomy.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>BASIC EPIDEMIOLOGY</th>
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<td>COURSE CODE:</td>
<td>EPI 500</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>RAMNEEK GOUNDAR</td>
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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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**COURSE DESCRIPTION:**
The course begins with an introduction to epidemiology. A discussion of the measures of morbidity and mortality commonly used in epidemiological studies then follows. The course provides various epidemiological approaches to the study of disease patterns in populations and emphasizes the application of these studies to the control of public health problems. The study designs examined are descriptive, ecologic, cross-sectional, case-control, cohort, and experimental and systematic reviews. Measures of association in epidemiologic studies are describing along with issues in interpretation of epidemiological studies, in particular the roles of chance, bias, confounding and effect modification. Causation is then explored including disease prevention and control and the role of screening in public health. Following this is a discussion on principles of public health surveillance and how it relates to outbreak investigations. Finally, this course will also focus on analyzing and displaying of health data. Course assessment activities will include short tests, a major practical project and a written end point exam.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>HUMAN BIOLOGY II</th>
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<tr>
<td>COURSE CODE:</td>
<td>HBI 504</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>GAUSAL KHAN</td>
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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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</tbody>
</table>
This course is designed to provide students with knowledge of Human Physiology and human anatomy of digestive, reproductive, endocrine, renal, nervous systems that is required for all health professionals, and serve as foundations for other basic sciences and all clinical sciences are based. For Dietetics students, knowledge of human physiology and anatomy helps them to understand the normal organ systems' structure and functions. You will have weekly lectures and tutorials in Physiology and anatomy.

### FOOD SCIENCE II: SMALL BUSINESS AND QUANTITY FOOD PRODUCTION

**Course Code:** DNU 503  
**Course Convener:** Salanieta Hawea  
**Credit Points:** 15  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus:** Tamavua Campus

**Course Description:**
The first part of the course is designed to help students apply the skills gained in creating a small catering business in small food service operations. Small food service operations refer to school canteens, workplace canteens and small catering business operating from home. The student is expected to plan menus and prepare dishes that are compatible with specific characteristics and intended clientele, and within the usually small operating budgets that characterize small food service operations. A basic understanding of the basic food preparation principles as physical and chemical properties of food is of much value to forming your background knowledge in doing this course. DNU 503 is anchored on methodologies, which requires participants to play an active role in simulated business games, and structured learning experiences. The methodology enables the participants to discover for themselves the learning points of entrepreneurial values, the search/selection of indigenous business ideas, and internalize their application into their own environment. The course covers 4 elements of business plan (Marketing, Production, Organization and Management and Financial).

### INTRODUCTION TO BIOCHEMISTRY

**Course Code:** BCH 501  
**Course Convener:** Ansa Mudassar  
**Credit Points:** 15  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus:** Tamavua Campus

**Course Description:**
Introduction to Biochemistry BCH 501 is an overview of the basic biochemical processes of the human body, including cell structure and function, mineral and vitamins, carbohydrates, amino acids, proteins, nucleic acid chemistry. Knowledge of biochemistry is vital for understanding the various chemical activities in our cells. Biochemistry is one of the most rapidly advancing areas of health sciences. Biochemistry and nutrition are inextricably linked, from the structure of the molecules in food to the processes by which nutrients are metabolized and digested.

### COMMUNITY DEVELOPMENT AND HEALTH

**Course Code:** HPM 504  
**Course Convener:** Masoud Mohammednezhad  
**Credit Points:** 15  
**Semester of Offering:** 2  
**Mode:** FF  
**Campus:** Tamavua Campus

**Course Description:**
This course will begin with a detailed overview of the various types of communities and will then explore the impact of various social structures such as gender, ethnicity and social class. An introduction to the key health issues facing Pacific Islander communities will be provided and then an analysis of how these health issues impact on various sub structures of our communities will be undertaken. This course will also provide opportunities for students to reflect on their own values as well as exploring the role of compassion when working with others. Finally the course will outline practical approaches to identify evidenced based participatory and empowering approaches to community development to address health issues.
### NO  | COURSE CODE | COURSE TITLE                          | SEMESTER | CREDIT POINTS |
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<tbody>
<tr>
<td>1</td>
<td>DNU 601</td>
<td>Food and Nutrition in the Lifecycle</td>
<td>1</td>
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<td>2</td>
<td>DNU 602</td>
<td>Food Service Management</td>
<td>1</td>
<td>15</td>
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<tr>
<td>3</td>
<td>PBH 601</td>
<td>Counseling for Health Professionals</td>
<td>1</td>
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<tr>
<td>4</td>
<td>DNU 604</td>
<td>Clinical Dietetics I</td>
<td>1</td>
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<tr>
<td>5</td>
<td>DNU 605</td>
<td>Community Nutrition</td>
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<td>15</td>
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<td>6</td>
<td>DNU 606</td>
<td>Clinical Dietetics II</td>
<td>2</td>
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<tr>
<td>7</td>
<td>BCH 603</td>
<td>Nutritional Biochemistry</td>
<td>2</td>
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<tr>
<td>8</td>
<td>EPI 606</td>
<td>Introduction to Health Research and Evidence Based Health Care</td>
<td>2</td>
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</tbody>
</table>

### COURSE DESCRIPTORS - BACHELOR OF DIETETICS AND NUTRITION

**COURSE TITLE:** FOOD AND NUTRITION IN THE LIFECYCLE  
**COURSE CODE:** DNU 601  
**COURSE CONVENER:** PRAGYA SINGH  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
Many factors affect an individual’s ability to meet the nutritional needs at different stages of the lifecycle. The science of human nutrition addresses personal needs, therefore knowledge of nutrients at different lifecycle stage is essential in the light of changing food habits, expanding population, personal health care, bodily changes, food beliefs and values and prevention of diseases.

**COURSE TITLE:** FOOD SERVICE MANAGEMENT  
**COURSE CODE:** DNU 602  
**COURSE CONVENER:** DITOGA KABUKEINAMALA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
The course will introduce students to the management/supervisory roles of the Dietician within the context of typical foodservice systems in health institutions in the Pacific Island Countries (PIC). In this course, the management roles of the Dietician that would be explored include; planning a new food service facility or renovating an existing facility, food and catering equipment procurement, receiving and storage of food items, food production, assembly and service of products to customers. Other tools of management that would be explored are budgeting, operation and maintenance of large scale catering equipment, food safety programs and the award of food contracts to suppliers by government. The course will introduce students to the food service settings to observe how a food service system is managed and supervised by a Dietician/Catering Manager.

**COURSE TITLE:** COUNSELING FOR HEALTH PROFESSIONALS  
**COURSE CODE:** PBH 601  
**COURSE CONVENER:** LITIA MAKUTU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** MIXED MODE  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
Counselling is an important element in helping people who encounters bio psychosocial problems, helping clients in rehabilitation to achieve the people’s wellbeing. Due to the many problems that we have in the Pacific, this course will increase students’ awareness on the field of counselling, including its evolution, processes, theories and specialties. Counselling skills help the future health professional to empower patients or clients to manage their problems more effectively. Students get to explore many facets of counselling; they learn to identify which counselling strategy they are comfortable with and which they inevitably adopt as part of the nature of their practice in the future. Given the diverse background of students taking this course will help enable the students to apply the counselling skills acquired to different health settings, according to their expertise.
COURSE TITLE: CLINICAL DIETETICS I
COURSE CODE: DNU 604
COURSE CONVENER: DITOGA KABUKEINAMALA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed to provide students with the clinical dietetic care of individuals who are not well in the hospital. Students will learn how to modify hospital regular diets to meet the nutritional requirement for a patient to assist in recovery. The course will also explore the different modes of feeding which are administered to patients who are unable to gain nutrition orally. The nutrition assessment concepts and approaches will be covered in-depth within this course. The importance of the health care team initiative will be explored and the importance of communicating nutrition related information to patients. The course will also introduce students to on-site attachment in the clinical setting and to observe and apply the nutritional assessment techniques.

COURSE TITLE: COMMUNITY NUTRITION
COURSE CODE: DNU 605
COURSE CONVENER: PRAGYA SINGH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
During the course, students are also exposed to the various contemporary issues that are of critical importance for the attainment of sound nutritional health, the role of nutrition within the broader framework of primary health care and in use of various conceptual models to guide selection of intervention modes in the community. Contemporary issues of interest in food and nutrition at the global and regional levels are also discussed as examples relevant to the national and community levels of the country. The practical component of the course provides hands-on experience in need assessment activities, compilation and analysis of resultant data to determine the nutritional status of a given community, and the analysis of existing data to determine the trends in the nutrition situation, e.g. in the food supply, and the likely impact on nutritional status of the community. Students develop relevant and appropriate intervention activities, including nutrition education and development of IEC materials (using relevant computer software) for community nutritional health promotion.

COURSE TITLE: CLINICAL DIETETICS II
COURSE CODE: DNU 606
COURSE CONVENER: DITOGA KABUKEINAMALA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The course is designed for students to learn the diseases and develop competencies in the medical nutrition therapy. A core role of the Dietician in the clinical setting is to be able to develop specific dietary strategies appropriate to the diseases. An essential component of the course is the basic understanding of the pathophysiology of diseases that require clinical care management and to align the role of nutritional support in patient management. Students will be able to plan and modify specific diets, select proper foods and their consistency, texture and estimate the appropriate quantity of ingredients and administration with the timing of feedings. Continual monitoring and evaluation of the plan is also an essential part of MNT.

COURSE TITLE: NUTRITIONAL BIOCHEMISTRY
COURSE CODE: BCH 603
COURSE CONVENER: ANSA MUDASSAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Biochemistry has become the foundation of understanding biological processes in the medical field. It has provided insight into the causes of many diseases in humans at both biochemical and genetic level which then allows for ways to treat or cure these diseases.
The Nutritional Biochemistry BCH 603 course is taught to Dietetics students. The theory and the lab components are designed to enable the student to get insight on the fundamental mechanisms of life at the cellular and molecular level. This course allows the student to develop a sound understanding of Nutritional Biochemistry essential to the understanding of the normal and abnormal metabolic process of the human body. The knowledge acquired from this subject would form a firm nucleus from which the student can draw relevant information during later paramedical years and then as qualified dietician.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>INTRODUCTION TO HEALTH RESEARCH AND EVIDENCE BASED HEALTH CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>EPI 606</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>ANASEINI BATIKAWAI</td>
</tr>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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</table>

COURSE DESCRIPTION:

EPI 606 is a blended course. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will learn about health research and the principles on which it is based, study designs, how data is analysed in health research and, how health research is appraised for evidence based practice. Students will be assessed through assignments, online quizzes and a final written exam. Assessment for the course will be divided into 60% for continuous assessment and 40% for the final exam. Each week’s topic and learning objectives will be defined and students are expected to go through the resources provided in order to achieve the learning objectives. Tutorial activities will be online and each week students will be expected to complete the prescribed activity. 80% attendance for the course is mandatory. Course assessment is 60% for continuous assessments and 40% for the final exam.

YEAR 3

BACHELOR OF DIETETICS AND NUTRITION - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>1</td>
<td>DNU 701</td>
<td>Advanced Food Service Management</td>
<td>1</td>
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<tr>
<td>2</td>
<td>DNU 706</td>
<td>Food Securities, Climate Change and Nutrition in Emergencies.</td>
<td>1</td>
<td>15</td>
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<tr>
<td>3</td>
<td>DNU 707</td>
<td>Diet Physical Activity and Wellness</td>
<td>1</td>
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<tr>
<td>4</td>
<td>HPM 703</td>
<td>Case Studies and Special Issues in Health Promotion</td>
<td>1</td>
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<tr>
<td>5</td>
<td>DNU 702</td>
<td>Practical Attachment</td>
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<tr>
<td>6</td>
<td>DNU 704</td>
<td>Sports Nutrition</td>
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<td>7</td>
<td>HSM 703</td>
<td>Health Policy and Planning in the Pacific</td>
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COURSE DESCRIPTORS - BACHELOR OF DIETETICS AND NUTRITION

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>ADVANCED FOOD SERVICE MANAGEMENT</th>
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<tbody>
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<td>COURSE CODE:</td>
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<td>COURSE CONVENER:</td>
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</table>

COURSE DESCRIPTION:
The course is primarily concerned with human resource and quality management in the food service system. It introduces the concept of human resource and total quality management (TQM) in the food service facility. Occupational health and safety (OHS) and terms and conditions (TCE) of Government Wage Earners (GWE) staff will also be explored in this course. Students will have a feel of running a food service system thus exposing them to the various quality management concepts and public relations activities with users of the food services, administrators and food suppliers.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>FOOD SECURITIES, CLIMATE CHANGE AND NUTRITION IN EMERGENCIES.</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>DNU 706</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>PRAGYA SINGH</td>
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COURSE DESCRIPTION:
The world’s climate is rapidly changing due to global warming and will continue to do so for the decades and centuries ahead. This poses major challenges for future agricultural systems to provide food and other bio-resources for the 9 billion people that will occupy the planet by 2050. So it is a challenge to food security. On the other hand there is now a growing recognition of how different agriculture systems can contribute to climate change, past and present. Hence, the dual challenge of adapting future agricultural systems to climate change must also include mitigation of the effects of agriculture on climate change.

Climate change is also associated with emerging emergencies and malnutrition. The course gives an understanding to the students about the relationship between food and nutrition security, climate change and emergencies, assessment of the nutritional status during emergencies and planning of intervention for these vulnerable groups.

### COURSE TITLE: DIET PHYSICAL ACTIVITY AND WELLNESS

<table>
<thead>
<tr>
<th>COURSE CODE:</th>
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<tbody>
<tr>
<td>COURSE CONVENER:</td>
<td>SALANIETA HAWEA</td>
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**COURSE DESCRIPTION:**

Fiji, together with other developing Pacific Island nations, have seen a decrease in infectious diseases and a significant rise in the prevalence of non-communicable diseases (NCDs), most notably cardiovascular disease (CVD). The most recent NCD STEPS survey in Fiji has revealed alarming trends of increasing levels of risk factors such as smoking, alcohol, poor diet, low physical activity and unhealthy behaviors. The Global Burden of Disease study in Fiji indicated that the main contributors to the burden of years of life lost (YLLs) due to premature death were ischemic heart disease, diabetes mellitus, and cerebrovascular disease in 2010.

There is a direct relationship between physical activity and risk reduction to NCD’s. Promoting physical activity in combination with healthy diets has been estimated to be a cost effective, low cost and highly feasible option.

NCDs are largely preventable. Both population wide measures and improved access to individual health care interventions can result in a major reduction in the health and socioeconomic burden caused by these diseases and their risk factors.

### COURSE TITLE: CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION

<table>
<thead>
<tr>
<th>COURSE CODE:</th>
<th>HPM 703</th>
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</thead>
<tbody>
<tr>
<td>COURSE CONVENER:</td>
<td>MOSESE SALUSALU</td>
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**COURSE DESCRIPTION:**

This course focuses on studying the application of health promotion with particular focus on environmental health protection and promotion and other application areas within your discipline. It also gives students an opportunity to discuss their experiences around the theories of the health promotion approaches and other health prevention strategies that they have been exposed to in class and in life. Students will also have an opportunity to enhance their knowledge and skills in health planning, implementing and evaluating health promotion programs.

### COURSE TITLE: PRACTICAL ATTACHMENT

<table>
<thead>
<tr>
<th>COURSE CODE:</th>
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<tbody>
<tr>
<td>COURSE CONVENER:</td>
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**COURSE DESCRIPTION:**

This course represents a series of hands-on practical activities organized and determined by the Discipline in collaboration with field supervisors from the Ministry of Health and Medical Services. It provides invaluable opportunities for students to observe and practice in the work environment. The practical activities will cover the three areas of the discipline; clinical dietetics, community nutrition and food service management.

### COURSE TITLE: SPORTS NUTRITION

<table>
<thead>
<tr>
<th>COURSE CODE:</th>
<th>DNU 704</th>
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<tbody>
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<td>COURSE CONVENER:</td>
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<td>CREDIT POINTS:</td>
<td>15</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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</tbody>
</table>
Good nutrition is an important factor in fitness and sports performance. Athletes have vastly differing nutritional requirements in comparison to non-athletic. Optimal performance is influenced by a lifetime of good food habits rather than the use or avoidance of particular food types during performance. Nutrition and exercise are closely involved in improving performance and physical fitness. Other factors of importance are understanding body composition, muscular competence, respiratory and cardiovascular capabilities. It is important to choose a diet that supports fitness program more so enhances overall good health.

COURSE TITLE: HEALTH POLICY AND PLANNING IN THE PACIFIC
COURSE CODE: HSM 703
COURSE CONVENER: RENATA RAM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

HSM703 introduce theory, models and concepts in policy development. The course emphasizes power and process in the study of making health policies. It views these two themes as integral to understanding policy making. Who makes and implement policy decision and how decisions are made largely determine the content of the health policy and thereby ultimately people’s health. Particular emphasis will be placed on health policies of Pacific nations. Discussions will also pertain to what is happening globally in terms of policy initiatives to bridge the gap between increasing demands in health care and scarcity of resources. Topics that will be covered include theories that influence policy development, influence political system and power in policy process, policy development in the Pacific, policy development internationally and policy evaluation. Sequence of policy development events is imperative to the students for better understanding of the process involved and its applicability to them as future health care professionals.

PUBLIC HEALTH
The ‘General Strand’ of studies in Public Health allows the consolidation of Courses selected from special Disciplines as well as of Courses which span over and bridge specific disciplines into a Public Health academic qualification. The Public Health qualification have ‘generalist’ connotation, which can offer both a sound basis for eventual discipline specialization as well as the preparation, in knowledge and skills for Public Health Officers, Administrators and Researchers.

DURATION OF STUDY
Certificate in Public Health - On full time, a CPH student should be able to complete the program in 1-1.5 years i.e. 4 courses in a semester. But for part time, students are to complete the program within 2 years.

Diploma in Public Health - On full time, a DPH student should be able to complete the program in 2-3.5 years i.e. 8 courses for year 1, 8 courses for year 2. For DPH, part timers, students should complete the program in 4-6 years.

Bachelor of Public Health - On full time, a BPH student should be able to complete the program in 3-4.5 years i.e. 8 courses for year 1, 8 courses for year 2 and 6 courses for year 3. But for part time, students are to complete the program within 9 years. For DPH, a full-time student should be able to complete the program in 2-3.5 years and for part timers, students should complete the program in 4-6 years.

REQUIREMENTS FOR THE AWARD OF THE QUALIFICATION
Certificate in Public Health - This is a 1-year program, comprising of 8 courses altogether with 120 credit points in total. At the end of 1st Year, following successful completion of all 8 courses and examinations, the Certificate of Public Health degree is awarded.

Diploma in Public Health - This is a 2-year program, comprising of 16 courses altogether with 240 credit points in total.

Bachelor of Public Health - This is a 3-year program, comprising of 24 courses altogether with 360 credit points in total.

PROGRESSION BETWEEN YEARS
Students must pass all courses in the previous year to enroll into the next year.
PROGRAMME OUTCOMES

The College of Medicine, Nursing and Health Sciences has recognised following eight Graduate Attributes (GAs) for its programmes: Proficient, Critical Thinker, Ethical, Effective Communicator, Compassionate, Adaptable, Team Player and Leader. The Programme Outcomes of proposed Certificate, Diploma and Bachelor of Public Health are aligned with this GAs.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENT</td>
<td>Use relevant and applied knowledge to provide quality health assessment, surveillance and reporting, strategic management of PH legislation and regulation for diseases and environmental risk and the development of evidence based primary and secondary preservation Public Health programs in the Pacific.</td>
</tr>
<tr>
<td>CRITICAL THINKER</td>
<td>Demonstrate and apply critical and objective analysis of epidemiological data and other evidences in the prevention of risk factors, management and control of disease in the Pacific.</td>
</tr>
<tr>
<td>ETHICAL</td>
<td>Utilize and develop professional attitude encompassing respect, integrity and confidentiality, by adhering to the health professional code of ethics and conduct and ensuring that PH services are delivered and managed effectively and efficiently.</td>
</tr>
<tr>
<td>EFFECTIVE COMMUNICATOR</td>
<td>Display and translate advanced oral, written and listening skills to facilitate transition and flow relevant pertinent and accurate information in the Pacific settings.</td>
</tr>
<tr>
<td>COMPASSIONATE</td>
<td>Exhibit and apply equity, human rights, social justice, cultural sensitivity, empathy, caring attitude and altruism when working with diverse population to address Public Health programs.</td>
</tr>
<tr>
<td>ADAPTABLE</td>
<td>Illustrate resilience and design positive imperative responses to Public Health solutions in novel or changing environments.</td>
</tr>
<tr>
<td>TEAM PLAYER</td>
<td>Demonstrate flexibility and respects for diverse opinions through inter disciplinary and collaborative practice to achieve Public Health goals.</td>
</tr>
<tr>
<td>LEADER</td>
<td>Demonstrate responsibilities and apply initiatives to articulate a vision, plans strategically in collaboration; and positively influencing others for improvements in Public Health.</td>
</tr>
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</table>

CERTIFICATE IN PUBLIC HEALTH

CERTIFICATE IN PUBLIC HEALTH - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>1</td>
<td>PBH 505</td>
<td>Introduction to Anatomy and Physiology</td>
<td>1</td>
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<tr>
<td>2</td>
<td>PBH 501</td>
<td>Introduction to Public Health</td>
<td>1</td>
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<tr>
<td>3</td>
<td>PBH 502</td>
<td>Introduction to Sexuality, Gender, and Human Rights</td>
<td>1</td>
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<tr>
<td>4</td>
<td>PBH 503</td>
<td>Introduction to Pacific Society, Culture and Health</td>
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<td>5</td>
<td>PBH 504</td>
<td>Introduction to Healthy Islands</td>
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<td>6</td>
<td>EVH 507</td>
<td>Prevention and Control of Diseases</td>
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<td>7</td>
<td>EPI 500</td>
<td>Basic Epidemiology</td>
<td>2</td>
<td>15</td>
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<tr>
<td>8</td>
<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
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COURSE DESCRIPTORS - CERTIFICATE IN PUBLIC HEALTH

COURSE TITLE: INTRODUCTION TO ANATOMY AND PHYSIOLOGY
COURSE CODE: PBH505
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course will enable the student to understand the structures that make up the human body systems and the basic principles of how they functions on both the micro and macro level. The course will include the study of the structure and function of the human biology including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. A sound knowledge in anatomy and physiology helps the students or health workers in decision making when working in the hospital, or in the field. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintains homeostasis. We will be using a wide variety of print and web-based resources along with some hands-on learning activities and labs.
utilizing models and specimens to investigate the structures and functions of the human body systems. EVH and PH students who will be taking this course will actually benefit, as this course will lead to EVH507 titled Prevention and Control of Diseases.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>INTRODUCTION TO PUBLIC HEALTH</th>
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<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
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</table>

**COURSE DESCRIPTION:**
This will be the first course that a year 1 PH student should take as this introduces all aspects of Public Health that includes Epidemiology, Health Service Management, Environmental Health, Health Promotion, Dietetics and Nutrition. The course provides a comprehensive overview of public health from its historical roots to what public health is today, how governmental and non-governmental public health agencies are organized, the core public health functions and the 10 Essential Public Health Services, the millennium development goals (MDG's) and the sustainable development goals (SDG's). In addition, despite of the evolving changes in definition, the concept remains i.e. to prolong life, protect and promote health.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>INTRODUCTION TO SEXUALITY, GENDER AND HUMAN RIGHTS</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>SOVAIA TINAI/AVELINA ROKODURU</td>
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**COURSE DESCRIPTION:**
This course is designed to provide students with basic understanding and knowledge, definitions and concepts for Sexual and Reproductive Health, Gender Equality and Human Rights. The course consists of an introduction to basic concepts and terminology related to Sexuality Changes, Norms, Anatomy and Physiology, Interpersonal Relationship, Communication and Decision Making Skills. The course will also enable students to understand Gender Identity, Gender Norms, Roles, Social Connections with Civic and Political Participation, Forms of Gender Based Violence and their Responses to the Different Forms of Gender Based Violence. The course also aims to equip students with appropriate attitude, knowledge and skills to be able to identify their roles as agent of change in quality management of Sexual and Reproductive Health issues and Understanding Human Rights and its Concepts and explores its links to Sexual Experience and Health.

In addition, this is in response to the many ratified human rights as passed by the United Nations. One of the core issues in human rights is discrimination and it could be racial, gender, disabilities, children, women, workers, the vulnerable and minorities. Gender equality is also part of this course and taught to the students as it forms the basis of our lives. Included in this course is are some key topics not always discussed at home and may be regarded in our society as ‘taboo’ like teenage pregnancy, STIs, HIV, unwanted pregnancy etc.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>INTRODUCTION TO PACIFIC SOCIETY, CULTURE AND HEALTH</th>
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<tr>
<td>COURSE CONVENER:</td>
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**COURSE DESCRIPTION:**
This course will examine the social context of health explaining health in the social system. The view of health and illness in the social realm will be discussed and this will look at current perspective & emerging concerns from social Integration. The course will look at social pathways to health, social inequalities in health, illustrations of the influence of social change on disease, social difference in morbidity and potential explanations of social inequalities in health. Concepts of medical anthropology, concepts & context of culture and cultural significance in health are also part of this course. In terms of cultural significance in health, the focus is on influences of culture on health, cultural approach to determinants of health, examples will be discussed in alignment with: culture and diet, culture and stress and culture and pain. Role of ethnicity in health will be also be analyzed. Other topics in this course include cultural factors in epidemiology, where the relationship of culture and diseases is discussed in references to case studies. The content also promotes how to develop strategic approaches about society, culture and health.
COURSE CODE: PBH 504  
COURSE CONVENER: MOSESE SALUSALU  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  

COURSE DESCRIPTION:  
This is in response to the 2015 Pacific Health Minister’s meeting that confirmed about the Healthy Island vision that they believed that it has served the Pacific for the past two decades and have been applied to suit the contexts of different Pacific Islands. Contextual settings like Healthy Island, Healthy Province and Healthy Cities are supported at a lower level by healthy villages, healthy markets, healthy churches, healthy schools etc. The visions remains that once these elements are healthy, they will contribute to a healthy island/cities/province. Strategies used will incorporate the 7 Ds, the ABCD models in order to arrive at the visions. The course will cover visitations to healthy settings around the greater Suva Area and people will be interviewed on challenges and successes of the settings.

COURSE TITLE: PREVENTION AND CONTROL OF DISEASES  
COURSE CODE: EVH 507  
COURSE CONVENER: MOSESE SALUSALU/AVENDRA PRAKASH  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  

COURSE DESCRIPTION:  
This course is designed to provide students with training students in the preparation and presentation of information on diseases at a level required for application in the communities while working with other public health workers. The course will enable students to acquire basic skills in identifying the disease and applying various intervention methods to prevent infections to people and animal and also to decrease morbidity and mortality of some common communicable and non-communicable diseases. In identifying diseases, students should have at least some skills in arriving at probable diagnosis by relating with signs and symptoms of disease, the causative organism, the host, vectors etc. In terms of NCDs by means of identifying the risk factors and to apply what levels of preventions that are needed in that situations. Students should also reflect on the physiology and anatomy covered at form seven level and will also grasp an idea of the above with a re-run by the course convener.

COURSE TITLE: BASIC EPIDEMIOLOGY  
COURSE CODE: EPI 500  
COURSE CONVENER: RAMNEEK GOUNDAR  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  

COURSE DESCRIPTION:  
The course begins with an introduction to epidemiology. A discussion of the measures of morbidity and mortality commonly used in epidemiological studies then follows. The course provides various epidemiological approaches to the study of disease patterns in populations and emphasizes the application of these studies to the control of public health problems. The study designs examined are descriptive, ecologic, cross-sectional, case-control, cohort, and experimental and systematic reviews. Measures of association in epidemiologic studies are describing along with issues in interpretation of epidemiological studies, in particular the roles of chance, bias, confounding and effect modification. Causation is then explored including disease prevention and control and the role of screening in public health. Following this is a discussion on principles of public health surveillance and how it relates to outbreak investigations. Finally, this course will also focus on analysing and displaying of health data. Course assessment activities will include short tests, a major practical project and a written end point exam.

COURSE TITLE: INTRODUCTION TO HEALTH PSYCHOLOGY  
COURSE CODE: HPM 501  
COURSE CONVENER: JARED ISRAEL  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS: TAMAVUA CAMPUS  

COURSE DESCRIPTION:
This course will cover a variety of topics, such as, theoretical foundations of health psychology; understanding the role of psychology on individual and community health in the Pacific; understanding health related beliefs and behaviors; illness cognitions; understanding stress, pain and coping in relation to illness and daily stress; and, lastly, issues related to risk factors and risk behaviors.

### DIPLOMA IN PUBLIC HEALTH

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<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>1</td>
<td>PBH 601</td>
<td>Counselling Skills for Health Professionals</td>
<td>1</td>
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<tr>
<td>2</td>
<td>PBH 602</td>
<td>Community Health Education and Communications</td>
<td>1</td>
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<tr>
<td>3</td>
<td>PBH 603</td>
<td>Principles of Health Project /Program Planning, Monitoring and Evaluation</td>
<td>1</td>
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<td>4</td>
<td>HPM 601</td>
<td>Principles of Health Promotion</td>
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<td>EPI 600</td>
<td>Basic Biostatistics</td>
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<td>6</td>
<td>EPI 606</td>
<td>Introduction to Health Research Methods and Evidence Based Health Care</td>
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<td>7</td>
<td>EVH 604</td>
<td>Occupation Health and Safety</td>
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<td>8</td>
<td>PBH 606</td>
<td>Climate Change, Environment and Human Health</td>
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</tbody>
</table>

### COURSE DESCRIPTORS - DIPLOMA IN PUBLIC HEALTH

**COURSE TITLE:** COUNSELLING SKILLS FOR HEALTH PROFESSIONALS  
**COURSE CODE:** PBH 601  
**COURSE CONVENER:** JARED ISRAEL  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**
Counseling is an important element in helping people who encounters bio psychosocial problems, helping clients in rehabilitation to achieve the people’s wellbeing. Due to the many problems that we have in the Pacific, this course will increase students’ awareness on the field of counseling, including its evolution, processes, theories and specialties. Counseling skills help the future health professional to empower patients or clients to manage their problems more effectively. Students get to explore many facets of counseling; they learn to identify which counseling strategy they are comfortable with and which they inevitably adopt as part of the nature of their practice in the future. Given the diverse background of students taking this course will help enable the students to apply the counseling skills acquired to different health settings, according to their expertise.

**COURSE TITLE:** COMMUNITY HEALTH EDUCATION AND COMMUNICATIONS  
**COURSE CODE:** PBH 602  
**COURSE CONVENER:** LITIA MAKUTU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course provides the students with the knowledge and skills of effectively communicating messages to individuals and families in the community using the basic health education methods. The students will be introduced to the basic concepts and practices in health education and also how you can use some of the important tools in disseminating information or health messages to the individuals and the community. The course will also include the art of effective communication and health education. The students will learn the basic cycle of health education, theories and ethics as well as different approaches. They will explore the nature of communication and its importance of communicating messages affecting norms and behaviours of individuals and communities. It also includes the use the media and other mediums to disseminate your health messages. Public health has an important role to play in disseminating information, but the information should be accurate and timely; false information will be so misleading and also breaks networks.

**COURSE TITLE:** PRINCIPLES OF HEALTH PROJECT /PROGRAM PLANNING, MONITORING AND EVALUATION  
**COURSE CODE:** PHB603  
**COURSE CONVENER:** LATILETA ODRO/MOSESE SALUSALU  
**CREDIT POINTS:** 15
Effective planning, implementing, managing, monitoring and evaluating projects/programs require proper and sound understanding of the appropriate principles and concepts. This course will enable the student to grasp the necessary knowledge and skills required to plan health projects/programs together with monitoring its progress, evaluating outcomes and also a structured approach to managing projects. The course provides a thorough understanding of the essential components of project/program management methodology and identifies key elements that should be applied throughout the project lifecycle. Students will be taught on projects/program, why and how to do projects, how to carry out scoping and planning, managing human resources and financial resources to ensure quality deliverables. The student will learn to identify risks and strategies and how to mitigate this risk and also the important phases of monitoring and evaluation. The concepts of this course are relevant to all projects regardless of their size and complexity.

**COURSE TITLE:** PRINCIPLES OF HEALTH PROMOTION  
**COURSE CODE:** HPM 601  
**NAME OF COURSE CONVENER:** MASOUD MOHAMMADNEZHAD  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
This course entails holistic (physical, mental, social) approaches to health promotion and disease prevention and outlines practical theories that underpin behavioral change at an individual, group and community level. This course will also cover effective communication techniques and approaches to the planning, development and evaluation of health promotion programs in the students’ program area. There are four units of study:

- Principles of Health Promotion
- Key Models and Strategies for Health Promotion
- Health Promotion in Practice
- Planning, Implementing and Evaluating Health Promotion Programs

As well as learning the underpinning theories and principles, students will be provided with the opportunity to demonstrate their knowledge through practical assessment strategies including the development of a health promotion plan.

**COURSE TITLE:** BASIC BIOSTATISTICS  
**COURSE CODE:** EPI 600  
**COURSE CONVENER:** SABIHA KHAN  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**
Biostatistics is the study of statistical methods used to collect, analyse and interpret quantitative information in the context of biological system. This course is designed to teach introductory statistical methods used in public health, and medical sciences. It builds on the knowledge of statistics and provides an overview of biostatistics concepts and practical data analysis practices. The course will cover techniques in both descriptive and inferential statistics commonly used in quantitative data analyses for health researcher and includes practical exercises to demonstrate their use and provide experience in data analysis skills using available statistical software.

**COURSE TITLE:** INTRODUCTION TO HEALTH RESEARCH AND EVIDENCE BASED HEALTH CARE  
**COURSE CODE:** EPI 606  
**COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**
EPI 606 is a blended course. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will learn...
about health research and the principles on which it is based, study designs, how data is analyzed in health research and, how health research is appraised for evidence based practice. Students will be assessed through assignments, online quizzes and a final written exam. Assessment for the course will be divided into 60% for continuous assessment and 40% for the final exam. Each week’s topic and learning objectives will be defined and students are expected to go through the resources provided in order to achieve the learning objectives.

Tutorial activities will be online and each week students will be expected to complete the prescribed activity. 80% attendance for the course is mandatory. Course assessment is 60% for continuous assessments and 40% for the final exam.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>OCCUPATION HEALTH AND SAFETY</th>
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<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>AMELIA TURAGABECI</td>
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<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS</td>
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COURSE DESCRIPTION:
Occupational Health is essentially preventive medicine and its aim as endorsed by a joint ILO/WHO Committee is to:

Promote maintenance of the highest degree of physical, mental and social well-being of workers in all occupations.
Prevention: among workers of departures from health caused by their working conditions
Protection: of workers in their employment from risks resulting from factors adverse to health i.e. “the adaptation of work to man and each man to his job”

The Course is designed to involve active participation both in individual and group learning through discussions, presentations and field visits. The group will also be challenged to prepare a health promotion package under the banner of “Health promoting workplace”.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CLIMATE CHANGE, ENVIRONMENT AND HUMAN HEALTH</th>
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<tr>
<td>COURSE CODE:</td>
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<td>COURSE CONVENER:</td>
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<td>CAMPUS:</td>
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COURSE DESCRIPTION:
This course will also examine the pathways through which climate change is likely to influence human health. These include the likely health effects of rising ambient temperatures, shifting patterns of vector-borne and food-borne diseases, physical and mental health risks of extreme weather events, potential food and water insecurity, occupational health risks, and the likely impacts of climate change on health equity, vulnerability and resilience.

This course will enlightened students on studies to be done in respect to the impact of climate change on human health. There have been a lot of studies, video documentary etc. done about climate change in the Pacific and this course should allow students that are mostly Pacific Islanders to take up the challenge.

The course will introduce students to the issues associated with Climate Change and how environment and health are closely linked with it. The land and our atmosphere are polluted from the very industries and technology that support our way of life today. A nation’s development is associated with increased energy use and each source of energy has a profile of health impacts. There will be detail discussion of the energy sources on earth and their impact on health and the environment.

The ongoing pollution of the environment is of concern at the local level, regional and on a worldwide scale. Air pollution is caused by pollutants (gases, particulates) that may be suspended or present in the environment for some time. There is a global concern for some pollutants while for others the problem may be confined to the immediate vicinity or indoors. The level of air pollution has increased accompanied by their subsequent impacts on the biosphere. Topics include; impact of air pollution on climate, climate change and health, types of ambient air pollution, motor vehicles and stationary sources of air pollution and noise.

Techniques of conducting rapid assessment surveys using appropriate tools and methods will be used. It is hoped that students will be introduced to Geographic Information System (GIS) in presentation of information.
BACHELOR OF PUBLIC HEALTH

BACHELOR OF PUBLIC HEALTH PROGRAMME COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
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<tr>
<td>1</td>
<td>PBH 701</td>
<td>Community Needs Assessment</td>
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<td>2</td>
<td>PBH 702</td>
<td>Community Health Project Interventions</td>
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<td>3</td>
<td>EPI705</td>
<td>Health Research Proposal</td>
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<td>4</td>
<td>HSM 708</td>
<td>Health Services Management</td>
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<td>15</td>
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<tr>
<td>5</td>
<td>EPI 701</td>
<td>Public Health Surveillance and Outbreak Response</td>
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<tr>
<td>6</td>
<td>HPM 701</td>
<td>Healthy Public Policy</td>
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COURSE DESCRIPTORS - BACHELOR OF PUBLIC HEALTH

COURSE TITLE: COMMUNITY NEEDS ASSESSMENT
COURSE CODE: PBH701
NAME OF COURSE CONVENER: AVENDRA PRAKASH/MOSESE SALUSALU
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
Community Needs Assessment is an important course for the final year BPH students as this discusses in details the first step for any community development whether it is in health or otherwise. Some call this as community profiling, but the idea is to collect a baseline data which discusses the full report of the community. Entailed in the process are the data collection (primary and secondary), analyzing and reporting and also the formulation of an action plan. All of the above will be done in partnership with the community and relevant key stakeholders. Students will be doing all of these (hands-on) with the guidance of the internal and field supervisors. Outcomes of this course are: 1. Development of assessment tools 2. Needs Assessment Report and an, 3. Action Plan. Students are expected to collect data for 3 days, data analysis for 3 days, reporting to the village as well as to the school for 3 days.

COURSE TITLE: COMMUNITY HEALTH PROJECT INTERVENTIONS
COURSE CODE: PBH702
COURSE CONVENER: MOSESE SALUSALU/AVENDRA PRAKASH
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to develop strategies for implementation as identified in PBH701 and evaluate community Intervention activities in health. Students will be required to develop GANTT Chart and management plan for Intervention at the same time identify risk. Better quality evaluation in health activities will lead to better intervention. Evaluation is often conducted for accountability purposes. However, the benefits of evaluation are more wide-reaching than meeting accountability requirements. Evaluation is crucial for assessing the effect your program/strategy has had within the local community, its cost effectiveness, whether you achieved what you expected, and identifying opportunities for improvement. This course will also focus on planning evaluation programs incorporating evaluation designs. Students will develop evaluation methods and tools and actually carry out an evaluation of a health program. Different aspects of evaluation will also be discussed and when and how to use them. They will also practice communication findings of evaluation to major stakeholders.

COURSE TITLE: HEALTH RESEARCH PROPOSAL
COURSE CODE: EPI705
COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
EPI 705 is a blended course co-facilitated by members of the Epidemiology & Biostatistics Team at the SPHPC with support from other faculty members in the school. All course materials will be provided through the FNU Moodle platform and there will be face to face sessions in the form of weekly lectures. The course runs over 15 weeks with a mid-semester break in Week 8. Students will review the principles of research and study design before learning and applying knowledge on the development of a research study
from concept to a full research proposal. It is expected that students will begin the semester with an identified area of interest for research. Prior knowledge is assumed: it is expected that students would have already been introduced to the basic concepts of research design and data analysis in prior courses. Assessment for the course will be divided into 40% for continuous assessment and 60% for the end point assessment which will be a fully developed research proposal. Tutorial activities will be online and each week students will be expected to complete a prescribed online activity. 80% attendance for the course is mandatory.

COURSE TITLE: HEALTH SERVICES MANAGEMENT
COURSE CODE: HSM 708
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Health managers have been struggling a long time with the appropriate managing of health resources in the entire health systems. This is due to the complexity of the health systems and the need to meet the health need and demand from our clients within our scarce health resources. The challenge for our health managers is to meet these expectations from our clients and key stakeholders and at the same time the delivery of quality health services. Some of the management challenges include internal targets like meeting the goal of the organization, management of manpower strength, conflict resolution, decision making, quality management, leadership, and external targets like clinical governance and negotiations with other key stakeholders to name a few. This course aims to highlight all the important areas that are encountered by health managers in the day to day operations of health services. It is designed to provide essential and practical knowledge and skills in the health services management. Practically, health professionals spend approximately 40 – 50% of their time in managing resources such as people, medical supplies, finance, assets, planning and supervision. The course intends to address these issues and draws experience from all levels of care, i.e. primary, secondary and tertiary level care and focuses on the development of a multi-skilled health workforce.

The course is designed to offer the following benefits to students:
- Multi-skilled workforce
- Well versed with management principles, communication and planning
- Improved collaboration with the stakeholders in the health sector
- Better understanding of the roles, responsibilities, accountability and transparency of the health professionals
- Efficient and effective delivery of the health services
- Well managed public sector resources and assets
- Institutional capacity building

COURSE TITLE: PUBLIC HEALTH SURVEILLANCE AND OUTBREAK RESPONSE
COURSE CODE: EPI 701
COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
EPI 701 is conducted over a single semester and is administered both online and face-to-face. The course begins with an introduction to public health surveillance and its historical development. A discussion of surveillance systems in the Pacific follows before key components in the surveillance cycle are covered in greater detail. Key aspects of surveillance that will be examined closely are implementation, evaluation, data sources, data analysis, interpretation and presentation. Steps in outbreak management are discussed in the final weeks and practical experience in outbreak investigation and management is facilitated through table top exercises.

Assessment activities will include written individual and group assignments, group presentations and a final exam.

COURSE TITLE: HEALTHY PUBLIC POLICY
COURSE CODE: HPM 701
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
Healthy public policy is a fundamental component of education in Public Health and a key action area for health promotion. By studying healthy policy the health professional is able to comprehend the historical developments in the provision of health and health services, the role health services play in government’s overall social services provision and what society is able to do to address individual, family, community health needs. The course also includes the study of formal health policy formulation, implementation and analysis as well as the key skills required to drive the policy process; advocacy and leadership.

POSTGRADUATE PROGRAMMES

INTRODUCTION

The Postgraduate programmes offered take several forms. The Programme structure permits students to graduate with a Postgraduate Certificate or Postgraduate Diploma or progress to the Master Degree.

The Master of Public Health degree is offered in:

- MPH by Coursework and Project

The MPH by Coursework offers a broad-based education in public health with the opportunity to focus on a particular area of interest in the preparation and conduct of a dissertation.

There are fifteen (15) Public Health programmes that are offered to postgraduate students. The programme structure allows for continued study towards the Master of Public Health (coursework and project or research) degree following the successful completion of any one of these specialist Diplomas.

APPLIED EPIDEMIOLOGY AND BIOSTATISTICS

- Postgraduate Certificate in Applied Epidemiology
- Postgraduate Diploma in Applied Epidemiology
- Master of Applied Epidemiology

FIELD EPIDEMIOLOGY (SPC COHOROT)

- Postgraduate Certificate in Field Epidemiology

ENVIRONMENTAL HEALTH

- Postgraduate Certificate in Food Safety

HEALTH RESEARCH

- Postgraduate Certificate in Health Research

HEALTH SERVICES MANAGEMENT

- Postgraduate Certificate in Health Services Management
- Postgraduate Diploma in Health Services Management
- Master of Health Services Management

PRIMARY CARE

- Postgraduate Certificate in Disaster Risk Management

PUBLIC HEALTH

- Postgraduate Certificate in Public Health
- Postgraduate Diploma in Public health
- Master of Public Health
- Master of Public Health – Non Communicable Diseases (NCD)

HEALTH PROMOTION

- Postgraduate Diploma in Health Promotion

DEFINITION

Dissertation: This is a fulltime research activity for an equivalent of at least one semester. A content and methodology supervisors will supervise the student. It is an in depth analysis of a research project with an emphasis on the analysis of the methodology, results and the utilization of the results research.

Thesis - A thesis is “a proposition lay down or stated esp. one to be discussed and proved or to be maintained against objections” (Macquarie Dictionary 2002).
This definition is based on the notion that a thesis is stated at the beginning of a study and subsequently supported or refuted by experiment or observation based on quantitative methods and deductive logic. In some circumstances students will wish to apply inductive logic to generate a conjecture (a proto-theory) by qualitative methods and observation - otherwise called ‘grounded theory’. In these circumstances the validity or otherwise of such a thesis must be tested by the degree of acceptance as a valid explanation by the subjects upon whose behavior or opinions the conjecture is based.

(All definitions, as described in the Public Health Undergraduate Annex, apply to the Postgraduate Programmes, with the exception of the increased number of formal study hours).

PROGRAMME COMPETENCIES

POSTGRADUATE CERTIFICATE
- Critically analyze the morbidity and mortality experience of Pacific population
- Identify and assess the relative contributions of social and environmental determinants of health in the Pacific Region.
- Collect, summarize, interpret population health information and decides on the appropriate course of action.

POSTGRADUATE DIPLOMA
- Apply statistical and epidemiological methods to a range of public health issues occurring among Pacific populations.
- Demonstrate specialist knowledge and skills in a selected area of study chosen from Applied Epidemiology, Health Promotion or Health Service management.
- Evaluates the integrity and comparability of data and identifies gaps in data sources
- Apply ethical principles to the collection, maintenance, use, and dissemination of data and information

MASTER
- Critically analyze the range of public health issues occurring among Pacific populations; and propose feasible recommendations based on theoretical propositions and professional principles.
- Apply the methods of literature review, epidemiology and statistics to the study of a particular public health issue, submitted in a Major Project presented at a high level of written expressions and analytical precision.
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences

PUBLIC HEALTH AND PRIMARY CARE POSTGRADUATE PROGRAMME

The general structure of the Public Health Postgraduate Programmes is presented by the schematic below:

For any of the public health postgraduate certificate programmes, a student would be required to complete four (4) 800-level courses; an additional four (4) for postgraduate diploma and a total of twelve (12) for the Masters programme by coursework.

Fees: Please log onto our Website: [http://www.fnu.ac.fj](http://www.fnu.ac.fj)

All postgraduate courses involve a mixture of lecturers, face to face/on-line, video/teleconferencing, tutorials and group work (contact hours). Students are advised that private study is additional to these requirements. Students are expected to supplement their classroom activities with their own research and group discussions (Self-directed learning).

Students seeking cross-credits from FNU or other institutions can do so to a limit of 25% of the programme.

PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>POSTGRADUATE CERTIFICATE</th>
<th>DURATION</th>
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<td>Postgraduate Certificate in Applied Epidemiology</td>
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<tr>
<td>Postgraduate Certificate in Food Safety</td>
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<tr>
<td>Postgraduate Certificate in Health Research</td>
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<td>Postgraduate Certificate in Field Epidemiology</td>
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Postgraduate Certificate inHealth Services Management  &d 1 Year
Postgraduate Certificate in Disaster Risk Management  &d 1 Year
Postgraduate Certificate in Public Health  &d 1 Year

**POSTGRADUATE DIPLOMA**

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<thead>
<tr>
<th>Programme</th>
<th>Mode</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Health Services Management</td>
<td></td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Public Health</td>
<td></td>
<td>1 Year</td>
</tr>
<tr>
<td>Postgraduate Diploma in Applied Epidemiology</td>
<td></td>
<td>1 Year</td>
</tr>
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**MASTER**

<table>
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<tr>
<th>Programme</th>
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</thead>
<tbody>
<tr>
<td>Master of Health Services Management</td>
<td></td>
<td>2 Years</td>
</tr>
<tr>
<td>Master of Public Health – Non Communicable Diseases (NCD)</td>
<td></td>
<td>2 Years</td>
</tr>
<tr>
<td>Master of Applied Epidemiology</td>
<td></td>
<td>2 Years</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td></td>
<td>2 Years</td>
</tr>
</tbody>
</table>

### MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| **Postgraduate Certificate in Applied Epidemiology** | For entry into the Postgraduate Certificate in Applied Epidemiology (PGCAE) programme the following criteria will apply:  
• A bachelor’s degree; or  
• A minimum of three years’ experience in the health sector (demonstrated on their curriculum vitae) with three positive and written references from a supervisor.  
Applicants may also be admitted to the PGCAE programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.29 6.11.2).  
All admissions into the PGCAE must be approved by the Programme Coordinator of Epidemiology & Biostatistics School of the SPHPC, CMNHS.  
Upon completion of PGCAE programme, graduates can seek admission into PGDAE programme.  
Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program. | Online /DFL | 2 Semesters |
| **Postgraduate Certificate in Health Research**   | For entry into the Postgraduate Certificate in Health Research (PGCHR) programme the following criteria will apply:  
• A bachelor’s degree; or  
• A minimum of three years’ experience in the health sector (demonstrated on their curriculum vitae) with three positive and written references from a supervisor.  
Applicants may also be admitted to the PGCHR programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.29 6.11.2).  
All admissions into the PGCHR programme must be approved by the Programme Coordinator of Epidemiology & Biostatistics School of the SPHPC, CMNHS.  
Upon completion of PGCHR programme, graduates can seek admission into PGDPH programme where they will have to do another elective in the PGDPH | Online | 2 Semesters |
<table>
<thead>
<tr>
<th>Programme in lieu of EPI 806. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postgraduate Certificate in Field Epidemiology</strong></td>
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</tbody>
</table>
| For entry into the Postgraduate Certificate in Field Epidemiology (PGCFE) programme the following criteria will apply:  
- A bachelor’s degree; or  
- A minimum of three years’ experience in the health sector (demonstrated on their curriculum vitae) with three positive and written references from a supervisor.  
Applicants may also be admitted to the PGCFE programme who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.29 6.11.2).  
All admissions into the PGCFE programme must be approved by the Programme Coordinator of Epidemiology & Biostatistics School of the SPHPC, CMNHS. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program. |
| Online  |
| **Postgraduate Certificate in Health Services Management** |
| For entry into the Postgraduate Certificate in Health Services Management programme the following criteria will apply:  
1. Obtained a Bachelor’s degree in the relevant discipline with a minimum GPA of 3.0 out of 4.5 and/or out of 5.0 **OR**;  
2. Applicants may also be admitted to these postgraduate certificate programmes who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.29 6.11.2).  
3. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program. |
| FF and Online/DFL  |
| **Postgraduate Diploma in Applied Epidemiology** |
| For entry into the Postgraduate Diploma in Applied Epidemiology (PGDAE) programme the following criteria will apply:  
- Progression from PGCAE Programme  
- Direct admission through a bachelor’s degree; or  
- A minimum of three years’ experience in the health sector (demonstrated on their curriculum vitae) with three positive and written references from a supervisor.  
Applicants may also be admitted to these postgraduate certificate programmes |
| Online  |
| **Postgraduate Certificate in Disaster Risk Management** |
| **Postgraduate Certificate in Food Safety** |
| **Postgraduate Certificate in Public Health** |
| **Postgraduate Diploma in Health Services Management** |
| **Postgraduate Diploma in Public Health** |
who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.29 6.12.2).

All admissions into the PGDAE must be approved by the Programme Coordinator of Epidemiology & Biostatistics School of the SPHPC, CMNHS.

Upon completion of PGDAE programme, graduates can seek admission into MAE programme. However, if a student exits with a PGDAE with less than a 65% cumulative average and not able to progress, they may pay and repeat the course only ONE time to better their grades to be able to progress to the next level.

Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

<table>
<thead>
<tr>
<th>Master of Applied Epidemiology</th>
<th>Online &amp; FF</th>
<th>4 Semesters</th>
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</thead>
<tbody>
<tr>
<td><strong>1.0 Direct Entry</strong></td>
<td></td>
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</tr>
<tr>
<td>Eligible Applicants for direct admission into the Masters in Applied Epidemiology (MAE) programme must have:</td>
<td></td>
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</tr>
<tr>
<td>A bachelor’s degree with a minimum GPA of 3.0 out of 4.5 and/or out of 5.0 OR;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ A minimum of three years’ experience in the health sector (demonstrated on their curriculum vitae) with three positive and written references from a supervisor OR;</td>
<td></td>
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</tr>
<tr>
<td>▪ Having completed the Postgraduate Diploma courses in Applied Epidemiology with an overall grade ‘B-’ average or 65% and above in PGD. If an applicant cannot attain this grade, he/she needs to repeat a course from the relevant PGD level to improve their marks in order to qualify for do the Masters programme OR;</td>
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</tbody>
</table>

Applicants may also be admitted to these master’s programmes who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.30 6.13.2).

All admissions into the MAE programme must be approved by the Programme Coordinator of Epidemiology & Biostatistics School of the SPHPC, CMNHS.

Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

<table>
<thead>
<tr>
<th>2.0 Lateral Entry</th>
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</thead>
<tbody>
<tr>
<td>▪ Applicants who have completed a postgraduate level course (or courses) in epidemiology, surveillance or outbreak investigation and management, within the 5 years prior to enrolment, may be considered for lateral entry into the programme.</td>
<td></td>
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</tr>
<tr>
<td>▪ Applicants who have passed courses equivalent to the introductory courses EPI 801, EPI 802 and EPI 803 may have these courses cross credited. Cross credit must be applied for as FNU regulations and all applications for the cross crediting of courses must be endorsed by the Programme Coordinator of Epidemiology &amp; Biostatistics School and Head of School of Public Health</td>
<td></td>
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</tbody>
</table>
and Primary Care.

Master of Public Health
Master of Health Services Management
Master in Public Health – Non Communicable Diseases (NCD)

1. Obtained a Bachelor’s degree in the relevant discipline (Humanities, Sociology, Medicine, Research, Climate Change, etc.) with a minimum GPA of 3.0 out of 4.5 and/or out of 5.0.

1. Having completed the Postgraduate Diploma courses in HSM, Public Health and Applied Epidemiology with an overall grade ‘B-’ average or 65% and above in PGD.

2. If an applicant cannot attain this grade, he/she needs to repeat a course from the relevant PGD level to improve their marks in order to qualify for the Masters programme.

3. Applicants may also be admitted to these master’s programmes who may not meet the requirement on the years of continuous education progression, but who are able to demonstrate their ability to succeed in programmes at these levels on the basis of their maturity, work experience or prior learning. The Dean may require such an applicant to sit for any specific or general examination as a prerequisite for any such enrolment, or may restrict enrolment only to certain prescribed courses that must be passed to progress further (UASR p.30 6.13.2).

4. Applicants enrolling straight for Master’s Degree level have to submit their application form together with their Research Intent. Topic of research can be students own choice or to select a topic from SPHPC research priority.

5. Students who have completed a Master’s degree in related field (Humanities, Sociology, Medicine, Research, Climate Change, etc.), can apply to only the Masters level courses (4 units). This is conditional and subject to Credit Transfer Clause under the UASR, however, there will be no cross-credit to the Thesis course(s). Students will also be required to submit their Research Intent with application form.

6. Regional and international applicants will need qualifications assessed by the Pacific Community (SPC)’s Educational Quality and Assessment Program.

### APPLIED EPIDEMIOLOGY

#### POSTGRADUATE CERTIFICATE IN APPLIED EPIDEMIOLOGY

#### POSTGRADUATE CERTIFICATE IN APPLIED EPIDEMIOLOGY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>EPI 801</td>
<td>Principles and Practice in Epidemiology</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>EPI 802</td>
<td>Principles and Practice of Public Health Surveillance</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>EPI 803</td>
<td>Outbreak Investigations and Field Epidemiology</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>EPI 805</td>
<td>Research Data Management</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

#### COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN APPLIED EPIDEMIOLOGY

**COURSE TITLE:** PRINCIPLES AND PRACTICE IN EPIDEMIOLOGY
**COURSE CODE:** EPI 801
**COURSE CONVENER:** ANASEINI BATIKAWAI
**CREDIT POINTS:** 30
**SEMESTER OF OFFERING:** 1
**MODE:** MIXED MODE
**CAMPUS:** FACE-TO-FACE (FNU CAMPUS IN COUNTRY); ONLINE (MOODLE)

**COURSE DESCRIPTION:**
Epidemiology is a basic science of Public Health. It is the study of the distribution and determinants of disease and other health-related events in populations, and acting on the information gathered to promote health and reduce disease, injury and death. Epidemiology provides a robust basis for scientific enquiry, systematic approach, and the population and prevention frameworks necessary to address health problems. This course has been designed to increase the depth of understanding of basic epidemiological principles, concepts and procedures. It is structured in a way that candidates will learn basic Epidemiology. The Course will also cover the application of study designs to various questions that may be asked in different settings in practice or the
field and at the same time examine the strengths and weakness. Detailed principle causation, prevention, screening, data presentation and organisation will also be covered in this Course. It is envisaged that upon completion of this Course a candidate would have received a broad exposure of basic Epidemiology and Field or Applied Epidemiology.

**COURSE TITLE:** Principle and Practice of Public Health Surveillance  
**COURSE CODE:** EPI 802  
**COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS:** Face-to-face (FNU Campus in Country); Online (Moodle)  
**COURSE DESCRIPTION:**
Public Health Surveillance is the mechanism that public health agencies or Ministries of Health use to monitor disease and/or health events within their communities or populations. This system provides the factual basis from which health authorities can appropriately set priorities, plan programmes and take actions to promote and protect the public’s health. In this course an in-depth understanding of the principles of Public Health Surveillance including the purpose of these systems, the benefits and the different types of designs will be explored. It has been designed to take the student through an organized approach to planning, developing and implementing public health surveillance systems and goes beyond the surveillance of particular conditions to the basic elements common to the application of surveillance to all types of health-related problems in the pacific region.

**COURSE TITLE:** Outbreak Investigation and Field Epidemiology  
**COURSE CODE:** EPI 803  
**COURSE CONVENER:** ANASEINI BATIKAWAI  
**PRE-REQUISITES:** EPI801 OR EPI802  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS:** Face-to-face (FNU Campus in Country); Online (Moodle)  
**COURSE DESCRIPTION:**
One of the most exciting and challenging tasks facing an epidemiologist working in a public health department is the investigation of an outbreak. In the Pacific environment, outbreaks are often not recognized early and are often not investigated for all sorts of reasons. Often by the time investigations are initiated the epidemic is on its way on the decline or controlled or invariably over. Hence opportunities for lessons learned are also missed if outbreaks are not investigated. In this pressure-packed situation the epidemiologist/physician/Divisional, Sub-divisional or medical office/medical personnel, must remain calm, and scientifically objective. Outbreaks or epidemics are common in the Pacific, some of which are quite important or have remarkable historical significance, hence the need to train public health personnel. Field epidemiology involves the application of basic epidemiologic principles in real time, place and person to solve problems of an urgent or emergency nature. It is the application of epidemiology when timing is unexpected; a timely response is demanded and the extent of the investigation is likely to be limited because of the importance of timely intervention. This course will focus on the how to investigate and respond to public health problems such as outbreaks.

**COURSE TITLE:** Research Data Management  
**COURSE CODE:** EPI 805  
**COURSE CONVENER:** SABIIHA KHAN  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
This course introduces and builds on elementary knowledge of EPI Info and Data Management. The primary aim of this course is to enable participants to use the EPI Info for data management and analysis for basic research purposes. In addition to these students will learn about other functions possible in the software e.g. facilitating outbreak data analysis, surveillance data analysis, general database and statistical applications.
### POSTGRADUATE DIPLOMA IN APPLIED EPIDEMIOLOGY

#### POSTGRADUATE DIPLOMA IN APPLIED EPIDEMIOLOGY - COURSE LISTING

<table>
<thead>
<tr>
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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>EPI 806</td>
<td>Biostatistics for Health</td>
<td>2</td>
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<tr>
<td>2</td>
<td>PCP 802</td>
<td>Evidenced Based Health Policy and Health Care</td>
<td>2</td>
<td>30</td>
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<tr>
<td>3</td>
<td>EPI 800</td>
<td>Research Project in Applied Epidemiology</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>EPI 804</td>
<td>Occupational and Environmental Epidemiology</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>EPI 810</td>
<td>Special Topics in Applied Epidemiology</td>
<td>2</td>
<td>30</td>
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</table>

*Choose one (1) elective from the list below:*

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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>4</td>
<td>EPI 804</td>
<td>Occupational and Environmental Epidemiology</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>EPI 810</td>
<td>Special Topics in Applied Epidemiology</td>
<td>2</td>
<td>30</td>
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</tbody>
</table>

#### COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN APPLIED EPIDEMIOLOGY

**COURSE TITLE:** BIOSTATISTICS FOR HEALTH  
**COURSE CODE:** EPI 806  
**COURSE CONVENER:** SABIHA KHAN  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS:** TAMAVUA (SPH)

**COURSE DESCRIPTION:**
This course will teach candidates the principles of statistics and how they are used, populations and samples, data presentation, numerical summary measures, probability, normal distribution, sampling distributions of means, one-sampled/two-sampled significance testing, point estimates, confidence intervals, ANOVA, the Chi-square test, correlation and linear regression, non-parametric methods. Candidates will be expected to be able to analyze and present research data alongside in the form of multiple exercises.

**COURSE TITLE:** EVIDENCED BASED HEALTH POLICY AND HEALTH CARE  
**COURSE CODE:** PCP 802  
**COURSE CONVENER:** TIMAIMA TUIKETEI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF & DFL  
**CAMPUS:** PASIFIKA AND DFL

**COURSE DESCRIPTION:**
In this Course, the students will be expected to demonstrate an understanding of the principles of evidence-based health care in policy decision. They should be able to critically appraise research and create evidence; find evidence from systematic reviews; and apply the findings in health management, clinical and healthcare settings. Students will be expected to use and assess practice guidelines as a way to change health management, policies, administrative, health care practices, clinical practice and public health based on evidence. In the field of quality of care, students should be able to determine and demonstrate whether a professional research article evaluating health care systems, policies, patient management or administrative management has drawn conclusions that are both valid and applicable to the clinical or administrative policy decision-making. Evidence based health care is the application of the best evidence available to make the most appropriate clinical and administrative management policy-decision making and policy development. Evidence based approaches (those explicitly linked to the best available scientific evidence and reflecting community preferences and feasibility are increasingly used to inform health policy decision making on the burden of a disease attributable to particular causes, interventions and policies that might work to confront those issues of community fit and feasibility.

**COURSE TITLE:** RESEARCH PROJECT IN APPLIED EPIDEMIOLOGY  
**COURSE CODE:** EPI 800  
**COURSE CONVENER:** DONALD WILSON  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** PASIFIKA

**COURSE DESCRIPTION:**

In this course Candidates will go through research methods, design a proposal and execute a pilot study in issues pertaining to Applied Epidemiology. This would enhance candidates’ grasp of all the spectrum of research methods including limitations and ethical aspects. Candidates should be able to define the population studied, select an appropriate sampling frame and an adequate method of sampling, discuss problems of bias that should be avoided when selecting a sample and choosing an appropriate sample size. In the pilot study, Candidates must demonstrate knowledge of the proper techniques of data collection, entry, storage retrieval and analysis. At the completion of the pilot study, Candidates should be able to appropriately report the findings, with relevant interpretations, and, at the same time realises the possible biases and limitations.

ELECTIVES

COURSE TITLE: OCCUPATIONAL AND ENVIRONMENTAL EPIDEMIOLOGY
COURSE CODE: EPI 804
COURSE CONVENER: DONALD WILSON/ AMELIA TURAGABECI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS: FACE-TO-FACE & ONLINE (MOODLE)

COURSE DESCRIPTION:
This course has been designed specifically for postgraduate students and experienced environmental health officers to expand their exposure to two rapidly developing areas in applied epidemiology: occupational and environmental epidemiology. In public health practice, occupational epidemiology is concerned with the specialized epidemiology relevant to buildings, occupations and work settings. It aims to promote health and prevent occupationally related diseases, injuries and events by measuring these and/or their exposures – and taking appropriate public health action. Environmental epidemiology is the study of the distribution and determinants of health-related states or events in specified populations that are influenced by physical, chemical, biological and psychosocial factors in the environment.

It is hoped that upon completion of this course the students would better respond to the problems in the environment and occupational settings in the pacific region at least from the epidemiological investigation and intervention point of view.

COURSE TITLE: SPECIAL TOPICS IN APPLIED EPIDEMIOLOGY
COURSE CODE: EPI 810
COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: TAMAVUA (SPH)

COURSE DESCRIPTION:
Through this course new courses would be tested before being included in the postgraduate listing. This provides flexibility for the introduction of multidisciplinary courses. The course code will identify only one course in any one semester. Each course will have to be approved by the SPH curriculum committee and the FSMed Academic Board. Furthermore this course code would also identify courses the sessions of which would be held by visiting academics and/or scientists on invitation by SPH and CMNHS.

MASTER OF APPLIED EPIDEMIOLOGY

PRE-REQUISITES - A SUCCESSFUL COMPLETION OF THE FOLLOWING COURSES:
- EPI 801 Principles and Practice in Epidemiology
- EPI 802 Principles and Practice of Public Health Surveillance
- EPI 803 Outbreak Investigations and Field Epidemiology
- EPI 805 Research Data Management
- EPI 806 Biostatistics for Health and Research Data Management
- PCP 802 Evidenced Based Health Policy and Health Care
- EPI 800 Research Project Applied Epidemiology
- Either EPI 804 Occupational and Environmental Epidemiology or EPI 810 Special Topics in Applied Epidemiology

MASTER OF APPLIED EPIDEMIOLOGY - COURSE LISTING

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EPI 811</td>
<td>Advanced Biostatistics</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>EPI 809</td>
<td>Field Placement</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>PBH 980</td>
<td>Thesis Proposal Development</td>
<td>1</td>
<td>60</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS - MASTER OF APPLIED EPIDEMIOLOGY

COURSE TITLE: ADVANCED BIOSTATISTICS
COURSE CODE: EPI 811
PRE-REQUISITES: EPI805 & EPI806
COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA

COURSE DESCRIPTION:
This course is specially designed for medical and health professionals (pharmacist, dentists, physicians, nutritionist, nursing and laboratory technology, etc.) Who deal with medical data and want to acquire some advanced statistical skills. These include ANOVA, Correlation & Regression, Logistic regression, Poisson regression, and Survival Analysis. The student is assumed to have some familiarity with classical principals and methods which are taught in EPI806 (Biostatistics for Health and Research Data Analysis). In particular, understanding the concepts of estimation, sampling distributions and hypothesis testing, confidence interval, chi-squared test, Cross-tabulations analysis, etc., is necessary.

COURSE TITLE: FIELD PLACEMENT
COURSE CODE: EPI 809
PRE-REQUISITES: EPI805 & EPI806
COURSE CONVENER: DONALD WILSON
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: PASIFIKA

COURSE DESCRIPTION:
This is a log-book driven course whereby the candidate will be attached to a public health unit/facility. The placement will be identified by the programme coordinator in consultation with identified supervisors. The aim of this unit is to provide practical experience and exposure for the candidate where he/she applies the concepts learned at the PG Certificate and Diploma level. During this course, the candidate will be required to participate in the following core activities: outbreak investigation/risk assessment; analyze a public health dataset and write a report for a local or national public health audience; prepare a lesson from the field (LFF) which they will share with their colleagues; give an oral presentation at a national or international scientific conference.

COURSE TITLE: THESIS PROPOSAL DEVELOPMENT
COURSE CODE: PBH 980
COURSE CONVENER: MASOUD MOHAMMADNEDZHAD
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA (SPH)

COURSE DESCRIPTION:
This course will expose students to the philosophy of research and various approaches in social research including health research. While students learn the theory in terms of research approaches they are also able to put theory to practice and develop the necessary skills they need to have, to enable students to approach and engage in research in a systematic way. Both quantitative methods and qualitative methods will be covered, dealing with theoretical approaches and views to practical issues in research utilizing these methods, and analysis. Discipline-specific research methods will also be covered and can be treated at more in-depth levels through work-shop style sessions. The practical component of the course encourages students to select research methods, variables and how to measure selected variables, using a choice of quantitative or qualitative methods, or a combination of the two. Computing and analytical skills will also be strengthened through a number of workshops. Students acquire hands-on experience in conducting social research from the conception of a research idea, through to the presentation of its findings. This will make students mindful of pitfalls to watch out for when doing their own Masters research project, or other research exercises.

COURSE TITLE: MASTERS THESIS IMPLEMENTATION
COURSE CODE: PBH 990
FIELD EPIDEMIOLOGY

POSTGRADUATE CERTIFICATE IN FIELD EPIDEMIOLOGY

BACKGROUND INFORMATION

Pacific island countries and territories (PICTs) are undergoing an acute crisis in health due to the triple burden of communicable and non-communicable diseases, and the accelerating impacts of climate change. With small populations scattered over wide geographical areas and under-resourced health systems, PICTs require robust public health approaches to counter the effects of these health threats. While substantial amounts of data have been collected in the Pacific, the quality of these data is variable, and very little have been analyzed and made available for interventions, policies and planning. Capacities for public health surveillance, outbreak identification and response, and analysis of health data are very limited. These are essential public health functions for addressing emerging and re-emerging diseases in the region. Furthermore, they constitute core capacity requirements under the International Health Regulations (2005). Capacity assessments in the region have clearly indicated the existing deficiencies in these areas and action plans emphasize strengthening health information systems, including disease surveillance, and enhancing outbreak preparedness and response.

The lack of public health skills, particularly in the epidemiological capacities described are a vital area of need for the Pacific region and this has been emphasized at recent regional health meetings. This limitation is considered a significant barrier to improving the health status of Pacific populations that must be addressed with some urgency. In addition, PICT health systems generate huge amounts of data that are not adequately utilized to inform the interventions needed to curb current health crises. Epidemiology is a core science of public health that includes the surveillance of diseases, analysis of health data and generation of research outputs that can be used to inform strategies for disease prevention and control. It is necessary for health workers and managers in the region to have core skills in epidemiology in order to fulfill these key capacity requirements and work towards both improving the health status of Pacific populations and health information systems themselves. The need for a coordinated and sustainable public health surveillance training programme and the identification of opportunities for field training has been advocated for in the Pacific over the past two decades. This programme seeks to address this area of need by providing field based training in epidemiology for health workers in the region.

In 1996, the Pacific Public Health Surveillance Network (PPHSN) was formed by the South Pacific Commission (now Secretariat of the Pacific Community, SPC), the World Health Organization (WHO), the Fiji School of Medicine (FSM now the College of Medicine, Nursing and Health Sciences, CMNHS, of the Fiji National University, FNU) and 22 member countries of the PICTs. The key function of the PPHSN was to promote public health surveillance and promote appropriate responses to health challenges within the region. FSM (now FNU) is a permanent member of this alliance and plays a key role in providing training and capacity building initiatives to facilitate the overall goals of this network. Current Pacific Public Health Surveillance Network (PPHSN) partners, including (in alphabetical order) the Fiji National University (FNU), the Pacific Community (SPC), the Pacific Island Health Officers Association (PIHOA), the US Centres for Disease Control and Prevention (CDC), and the World Health Organization (WHO), have been building capacity in surveillance and response across the Pacific for many years. Several efforts have been previously initiated to address the gap in Pacific epidemiological capacity. Most of these have involved conducting non-credited data workshops, and providing in-country technical assistance for the data needs of externally-funded public health programmes.

In 2004, curricula from the Fiji School of Medicine and CDC Data for Decision-Making (DDM) Programme were adapted to the Pacific and delivered in several PICTs by PPHSN partners from 2004 to 2011. The goal of the programme was to build capacity in basic field epidemiology of PICT health staff whose job requires them to have a basic understanding of field epidemiology, but whose level of capacity was insufficient to undertake their responsibilities effectively. The curriculum was oriented around surveillance and response to outbreak-prone diseases. Academic accreditation was awarded in 2010 as a Postgraduate Certificate in Field Epidemiology (PGCFE) by the FSM. Two cohorts of students graduated with this qualification after delivery of the program in Fiji and the Solomon Islands in 2010 and 2011. Following the loss of key facilitator staff in PPHSN organizations, and evolving accreditation requirements with the newly formed FNU the programme was halted.
Subsequent meetings of the Pacific Island Health Ministers in 2011 and 2013 emphasized the continued and urgent need for capacity building in the region to allow health workers to analyze, interpret and use health data effectively as an evidence-base for informing and evaluating policies, actions and programs. In response, PPHSN partners have overhauled the existing PGCFE/DDM programme to incorporate new health priorities and needs for PICTs, ensure greater student engagement, and adopt a health-system wide approach applicable to communicable, and non-communicable diseases. This modified programme is hereby described for the purpose of accreditation by the FNU. Extensive consultations for the development and accreditation of this programme have been conducted within PPHSN organizations, in particular with the secretariat (SPC) and PIHOA.

**AIM**

To improve capacities in field epidemiology for health workers in PICTs and drive changes in health outcomes through the effective utilization of health data for interventions, decision making, policy development and health information systems.

**PROGRAMME PURPOSE**

The Postgraduate Certificate in Field Epidemiology (PGCFE) aims to address the recognized urgent need for capacity building in core epidemiological skills for health workers in the region. Its purpose is to produce competent field epidemiologists, or epidemiology technicians (“Epi-techs”) for the region who can effectively conduct public health surveillance, investigate and manage outbreaks, and utilize health data to inform interventions, decisions and policy development. The PGCFE programme focuses on providing a coherent introduction in the areas described and developing practical and technical skills. In addition, graduates of the programme are expected to contribute directly to their respective health systems through the development of high priority surveillance and health information system components throughout the course of the programme.

A secondary purpose of the programme is to promote the role of the FNU within the PPHSN and to enhance existing relationships with regional and international partner organizations.

Specific programme goals, in terms of student outcomes are to ensure the health workers can: 1) work with and understand data sets to perform their roles; 2) identify health threats and assure the quality of source data; 3) operate well-designed data and surveillance systems; 4) generate, understand, present and explain high-quality information products from these systems; and 5) perform straightforward descriptive and basic analytical data analysis. It must be noted that at this level of study students will not be expected to design or overhaul health information systems or perform complex data analyses.

**YEAR 1**

**POSTGRADUATE CERTIFICATE IN FIELD EPIDEMIOLOGY - COURSE LISTING**

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<td>Outbreak Investigation and Management</td>
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**COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN FIELD EPIDEMIOLOGY**

**COURSE TITLE:** INTRODUCTION TO EPIDEMIOLOGY AND FIELD EPIDEMIOLOGY

**COURSE CODE:** EPI 821

**COURSE CONVENER:** PACIFIC PUBLIC HEALTH SURVEILLANCE NETWORK (PPHSN) EPIDEMIOLOGISTS

**CREDIT POINTS:** 10

**SEMESTER OF OFFERING:** 1

**MODE:** FACE TO FACE AND FLEXIBLE MODE

**CAMPUS:** DEPENDS ON COUNTRY WHERE THE COURSE IS DELIVERED

**COURSE DESCRIPTION:**

In this course, students will learn the definition of epidemiology, its branches, uses, assumptions, various health indicators and measurements. The course will also cover the application of study designs to various questions that may be asked in different settings in practice or the field and at the same time examine the strengths and weakness of these systematic approaches. Principles of Epidemiology will be covered in depth including principles of causation, prevention, screening, data analysis, presentation and organization. Upon completion of this course students are expected to have broad knowledge of epidemiology and field or applied epidemiology.
SEMESTER OF OFFERING: 1
MODE: FACE TO FACE AND FLEXIBLE MODE
CAMPUS: DEPENDS ON COUNTRY WHERE THE COURSE IS DELIVERED
COURSE DESCRIPTION:
Public health Surveillance is an essential public health function. It is a mechanism by which Public Health agencies, governments and Ministries of Health monitor health of their communities. The purpose of surveillance is to provide factual basis from which health authorities can appropriately set priorities, plan programs and take actions to promote and protect health of its populations. The product of surveillance, the surveillance data, constitutes a standardized language of Public Health which helps Public health workers with an assessment of health of the community. In this course candidates will be able to examine the structural details of surveillance system for notifiable diseases and gain an in-depth understanding of the public health surveillance system, its purpose or functions, uses, data sources, strengths, limitations or bias, attributes and the current status in PICTs. In addition, candidates will learn to assess an existing surveillance system and recommend ways to improve this.

COURSE TITLE: OUTBREAK INVESTIGATION AND MANAGEMENT
COURSE CODE: EPI 823
COURSE CONVENER: PACIFIC PUBLIC HEALTH SURVEILLANCE NETWORK (PPHSN) EPIDEMIOLOGISTS
CREDIT POINTS: 10
SEMESTER OF OFFERING: 1
MODE: FACE TO FACE AND FLEXIBLE MODE
CAMPUS: DEPENDS ON COUNTRY WHERE THE COURSE IS DELIVERED
COURSE DESCRIPTION:
One of the most exciting and challenging tasks facing; an epidemiologist working in a public health department or the Divisional Medical Officer, Subdivisional Medical Officer, Medical Officer of Public health or Medical personnel in the field is investigating an outbreak. In the Pacific environment outbreaks are often not recognized early and often not investigated for all sorts of reasons. Often by the time investigation are initiated epidemic is way on the decline or controlled or invariably over. Hence opportunities for lessons learned are also missed if outbreaks are not investigated. "The real picture or experience is that frequently, the cause and source of the outbreak are unknown. Sometimes large numbers of people are affected. Often, the people in the community are concerned because they fear more people, including themselves, may be stricken unless the cause is found soon. There may be hostilities and defensiveness if an individual, product, or company has been accused of being the cause. Into this pressure-packed situation come the epidemiologist/ physician/Divisional, sub divisional or medical officer/medical personnel, often from the local health department in the Pacific setting." In this setting the epidemiologist or above mentioned Public Health Officer’s must remain calm, professional, and scientifically objective. Fortunately, epidemiology provides the scientific basis, the systematic approach, and the population and prevention orientations that are needed. Outbreaks or epidemics are common in the Pacific, some of quite important or remarkable historical significance. Hence the need to train medical personnel in this essential public health function.

This course has assigned readings with exercises and assignments including journal articles. Epi-Info versions of outbreak investigation especially questionnaire design and data analysis for outbreak will also be taught and Do-Epi versions will be familiarized.

COURSE TITLE: COMPUTING FOR PUBLIC HEALTH PRACTICE
COURSE CONVENER: PACIFIC PUBLIC HEALTH SURVEILLANCE NETWORK (PPHSN) EPIDEMIOLOGISTS
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FACE TO FACE AND FLEXIBLE MODE
CAMPUS: DEPENDS ON COUNTRY WHERE THE COURSE IS DELIVERED
COURSE DESCRIPTION:
The ultimate goal of this course together with the other PGCFE courses is to enable students to perform important basic functions in epidemiology, including creating a database, entering and analyzing data, and presenting and communicating data in a number of ways. This is a highly practical "hands on" course with demonstrations. Students are expected to have passed the courses EPI 821, EPI 822 and EPI 823 prior to enrolling in this course. After completion of the course students are expected to have gained knowledge and experience in data management, data transfer, data analysis and presentations. Students are also expected to identify a dataset, and use the principles they learn in the course to analyze and interpret the data in the dataset.
YEAR 2
POSTGRADUATE CERTIFICATE IN FIELD EPIDEMIOLOGY - COURSE LISTING

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COURSE DESCRIPTORS - CERTIFICATE IN FIELD EPIDEMIOLOGY
COURSE TITLE: FIELD EPIDEMIOLOGY PROJECT
COURSE CODE: EPI 825
COURSE CONVENER: PACIFIC PUBLIC HEALTH SURVEILLANCE NETWORK (PPHSN) EPIDEMIOLOGISTS
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1&2
MODE: FACE TO FACE AND FLEXIBLE MODE
CAMPUS: DEPENDS ON COUNTRY WHERE THE COURSE IS DELIVERED

COURSE DESCRIPTION:
Over the course of two semesters, students conduct an independent field epidemiology project. The project concept and proposal should have been approved prior to commencement of the course. Projects should involve the application of principles learned throughout the previous PGCFE courses. Students will be required to submit a written report of the project before the due date. Students are assessed continuously for this course and marks are allocated for both student participation and the final project.

ENVIRONMENTAL HEALTH
POSTGRADUATE CERTIFICATE IN FOOD SAFETY
POSTGRADUATE CERTIFICATE IN FOOD SAFETY - COURSE LISTING

<table>
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<td>EVH 806</td>
<td>Special Food Projects: Planning and Presentation</td>
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COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN FOOD SAFETY
COURSE TITLE: FOOD MICROBIOLOGY AND FOOD SAFETY
COURSE CODE: EVH 803
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course will enable students to acquire knowledge in the application of food microbiology in all phases of food production to final consumption as a critical factor in ensuring food safety.

COURSE TITLE: RISK MANAGEMENT OF FOOD SAFETY
COURSE CODE: EVH 804
COURSE CONVENER: RAILALA NAKABEA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course has been designed for students to gain in-depth knowledge of the dynamics of globalization of food trade and the consequent risks of emerging and re-emerging foodborne diseases occurring worldwide as a result of cross-border transmission of infectious agents.

COURSE TITLE: FOOD LEGISLATIONS
COURSE CODE: EVH 805
COURSE CONVENER: RAILALA NAKABEA
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
COURSE DESCRIPTION:
This course is aimed at strengthening the knowledge and skills of students in understanding food safety legislations and policies of food safety fit for human consumption.

COURSE TITLE: SPECIAL FOOD PROJECTS: PLANNING AND PRESENTATION
COURSE CODE: EVH 806
COURSE CONVENER: INIA VALEMEI/ AMELIA TURAGABECI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is aimed at assisting students in designing project proposals and formulation of project designs for scientific studies. Research is an integral part of environmental health work in devising possible ways to explore, investigate, review, research and discover new ideas and paradigms that can adopted for policy changes and to improve health and living standards. Food safety will be the focus in this research context, building up to implementation phases at masters’ level.

HEALTH RESEARCH
POSTGRADUATE CERTIFICATE IN HEALTH RESEARCH
POSTGRADUATE CERTIFICATE IN HEALTH RESEARCH - COURSE LISTING

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<td>Rapid Health Research in Small Populations</td>
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COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN HEALTH RESEARCH

COURSE TITLE: PRINCIPLES AND PRACTICE IN EPIDEMIOLOGY
COURSE CODE: EPI 801
COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Epidemiology is a basic science of Public Health. It is the study of the distribution and determinants of disease and other health-related events in populations, and acting on the information gathered to promote health and reduce disease, injury and death. Epidemiology provides a robust basis for scientific enquiry, systematic approach, and the population and prevention frameworks necessary to address health problems. This course has been is designed to increase the depth of understanding of basic epidemiological principles, concepts and procedures. It is structured in a way that candidates will learn basic Epidemiology. The Course will also cover the application of study designs to various questions that may be asked in different settings in practice or the field and at the same time examine the strengths and weakness. Detailed principle causation, prevention, screening, data presentation and organisation will also be covered in this Course. It is envisaged that upon completion of this Course a candidate would have received a broad exposure of basic Epidemiology and Field or Applied Epidemiology.

COURSE TITLE: RESEARCH DATA MANAGEMENT
COURSE CODE: EPI 805
COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course introduces and builds on elementary knowledge of Epi Info and Data Management. The primary aim of this course is to enable participants to use the Epi Info for data management and analysis for basic research purposes. In addition to these students
will learn about other functions possible in the software e.g. facilitating outbreak data analysis, surveillance data analysis, general database and statistical applications.

**COURSE TITLE:** BIOSTATISTICS FOR HEALTH AND RESEARCH DATA ANALYSIS  
**COURSE CODE:** EPI 806  
**COURSE CONVENER:** SABIHA KHAN  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This course will teach candidates the principles of statistics and how they are used, populations and samples, data presentation, numerical summary measures, probability, normal distribution, sampling distributions of means, one-sampled/two-sampled significance testing, point estimates, confidence intervals, ANOVA, the Chi-square test, correlation and linear regression, non-parametric methods. Candidates will be expected to be able to analyze and present research data alongside in the form of multiple exercises.

**COURSE TITLE:** RAPID HEALTH RESEARCH IN SMALL POPULATIONS  
**COURSE CODE:** EPI 807  
**COURSE CONVENER:** AMELIA TURAGABECI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS:** FACE-TO-FACE (SPH); ONLINE (MOODLE)  
**COURSE DESCRIPTION:**  
The impetus for this course arose from the need for credible information about small Pacific islands populations. It raises special question about confidentiality, privacy, use of qualitative and quantitative methods, and the dissemination of information. The course will introduce epidemiological and statistical methods for small numbers, the usefulness of insider researchers, participatory research, health systems/operation research, cluster sampling, quality assurance sampling, meta-analysis, retrospective use of historical databases, and computer packages appropriate for rapid research and small number data analysis.

**HEALTH SERVICES MANAGEMENT**  
**POSTGRADUATE CERTIFICATE IN HEALTH SERVICES MANAGEMENT - COURSE LISTING**

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**COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN HEALTH SERVICES MANAGEMENT**

**COURSE TITLE:** HUMAN RESOURCES IN HEALTH  
**COURSE CODE:** HSM 801  
**COURSE CONVENER:** RENATA RAM  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** ON-LINE  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
The importance of human resources management (HRM) to the success or failure of health system performance has, until recently, been generally overlooked. In recent years it has been increasingly recognised that getting HR policy and management "right" has to be at the core of any sustainable solution to health system performance. In comparison to the evidence based on health care reform related issues of health system finance and appropriate purchaser/provider incentive structures, there is very limited information on the HRM dimension or its impact. Despite the limited, but growing, evidence base on the impact of HRM on organisational performance in other sectors, there have been relatively few attempts to assess the implications of this evidence for the health
This course reviews some of the underlying issues related to HRM in the health sector in the hope of providing a practical approach to improving health services through human resources management.

### COURSE DESCRIPTION:

The course is designed to introduce and provide students with basic understanding of Health Services Organisation. Health care organisations in the region have been very dynamic. The area of health reform is widely covered and the course addresses some very important issues in the reform. The course focuses on leadership and management issues, including styles of leadership/management; characteristics thereof; vision and mission statements; and other basic concepts of leadership/management. Furthermore the Course addresses issues of organisational diversity and the management of conflicts; managerial approaches to ‘change’; management and staff motivation; and team work and change management. It is anticipated that after successfully completing the course students will be able to be part of the positive changes in the dynamic health care organisations in the region.

### COURSE DESCRIPTION:

Strategic Management can be defined as the art and science of formulating, implementing and evaluating cross functional decisions that enable an organisation to achieve its objectives. As this definition implies strategic management focuses on integrating management, marketing, finance/accounting, production/operations, research and development and computer information systems to achieve organisational goals. Strategic management provides a clear understanding of organisations vision, mission, objectives, strategic choice and competitive analysis. The various definitions and concepts will be discussed with reference to health sector to create better understanding and application by the health professionals and administrators. We are living in a globalized economy and every organisation is striving for a competitive advantage. The purpose of strategic management is to exploit and create new and different opportunities for tomorrow. Health services faces a major challenge and we have to move with the tides of change to create a healthy and economically productive life for all. To achieve this we need to have sound policies and good strategies.

### COURSE DESCRIPTION:

This course aims to provide health professionals and health workers with a more operational approach to principles and practices applicable to health services management in the Pacific. Important issues such as policy making, how to formulate goals and objectives, roles and responsibilities of various health disciplines in the delivery of health services are the core content of the course. The definition of hospital and categories are discussed and a deep insight of the functional organisation and processes and management of wards, theatres, ancillary and allied services are covered. Special topics are introduced based on the needs and trends in the health services department. Topics such as health financing, hospital waste management, infection control, asset management, laundry services and poverty, contracting of services, privatization are covered.
POSTGRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT

POSTGRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT - COURSE LISTING

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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT

COURSE TITLE: HEALTH SERVICE ORGANISATIONS AND SOCIETAL CHANGE
COURSE CODE: HSM 803
NAME OF COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: ONLINE
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The course introduces health services management as the discipline expected to streamline the organisation and day-to-day running of health services as an ‘organisation’. It aims at establishing a necessary link with general concepts of management; at identifying similarities and necessary differences between health organisations and other organisations traditionally more amenable to standard management approaches. The course offers an insight into management theories; the management environment, the organisation cultures; and also addresses principles of ethics and social responsibility in health services management.

COURSE TITLE: ORGANISATIONAL ANALYSIS FOR HEALTH REFORM MANAGEMENT
COURSE CODE: HSM 807
NAME OF COURSE CONVENER: RENATA RAM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: ONLINE
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
Organisations face multiple challenges and threats today – threats to effectiveness, efficiency and profitability and challenges from turbulent environments, increased competition and changing customer demands and the constant challenge to maintain congruence among organisational dimensions such as technology, strategy, culture and processes. Keeping organisations healthy and viable in today’s world is a daunting task. Organisation analysis and development is about improving organisations. But it is also about developing individuals. This dual focus is a unique strength of organisational development. It is possible for people within an organisation to collaboratively manage the culture of that organisation in such a way that the goals and purpose of the organisation are attained at the same time human values of individuals within the organisation are furthered. It energizes the talents of organisation members in pursuit of their own self-interest in making the organisation more successful and making the quality of their working life more satisfying. The greatest challenge for most health managers in the Pacific today would be with the reforming of the institutional structures and technology to meet increased competitions as a component of the health reform and preparing the workforce to take on and manage organisational change. This course is tailored specifically to meet the needs of health managers in health organisations. Issues and discussions will relate to the Pacific context. As part of the major project students will be asked to analyze a local organisation, diagnose organisational problems and select from a range of possible solutions while acknowledging that there may be unforeseen consequences arising from the selection. It should also prepare them to make decisions which reflect sensitivity to both the internal corporate culture and the external transnational cultural dimensions of organisations.

COURSE TITLE: BIOSTATISTICS FOR HEALTH AND RESEARCH DATA ANALYSIS
COURSE CODE: EPI 806
COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course will teach candidates the principles of statistics and how they are used, populations and samples, data presentation, numerical summary measures, probability, normal distribution, sampling distributions of means, one-sampled/two-sampled significance testing, point estimates, confidence intervals, ANOVA, the Chi-square test, correlation and linear regression, non-parametric methods. Candidates will be expected to be able to analyze and present research data alongside in the form of multiple exercises.

COURSE TITLE: HEALTH RESOURCE MANAGEMENT
COURSE CODE: HSM 809
COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: ON-LINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This Course aims to provide Health Professionals with basic knowledge and skills in medical equipment management, human resources management and financial management. The Course will address issues such as equipment procurement and maintenance with a look at emerging trends for future technology development; human resource management issues including quality customer care, conflict resolution and management, leadership issues and change management; financial management issues including principles in accounting, basic accounting methods, uses of financial statements, and decision-making based on financial performance.

MASTER OF HEALTH SERVICES MANAGEMENT - COURSE LISTING

<table>
<thead>
<tr>
<th>NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
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<td>HSM 806</td>
<td>Health Care and the Law</td>
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<td>3</td>
<td>HSM808</td>
<td>Principles of International Health</td>
<td>1</td>
<td>30</td>
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<td>2</td>
<td>HSM 811</td>
<td>Health Economics</td>
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<td>30</td>
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<tr>
<td>4</td>
<td>PCP802</td>
<td>Evidence Based Health Policy and Health Care</td>
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Core Courses

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<td>Thesis Proposal Development</td>
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<td>6</td>
<td>PBH990</td>
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COURSE DESCRIPTORS - MASTER OF HEALTH SERVICES MANAGEMENT

COURSE TITLE: HEALTH CARE AND LAW
COURSE CODE: HSM 806
NAME OF COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course introduces health care professional to the basic principles of the law and how it relates to their work. There is discussion on various topics including the rights to make an informed choice and give informed consent. Other topics like health information focuses on the issues of privacy and confidentiality. This topic also covers the workings of the legal system and legislation in relation to health. The case studies covered in this course not only help students apply their practice. Candidates will be expected to write three assignments and one reflective journal.

COURSE TITLE: PRINCIPLES OF INTERNATIONAL PUBLIC HEALTH
COURSE CODE: HSM 808
NAME OF COURSE CONVENER: TBC
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This Course is designed to introduce and provide health professionals and public health advocates with the basic understanding of the various issues in International health. International health is a multidisciplinary field of study that takes a multi-nation perspective on the state of people’s health, enhances knowledge and implementation of effective intervention strategies through a systematic examination of health problems, their determinants, and their solutions around the world (Aboud 1998 p281). In this Course the Students will define & describe priority international health issues and conditions; discuss health, social work and international development international health policies and regulations; discuss and review global and regional trends of International Diseases and their Prevention and Control Priorities as prioritized by the WHO & be able to apply these international health principles and concepts to a specific national health programme in their country through the development of a project. Students of this course are prepared with appropriate knowledge and relevant skills for working with local, international and civil society organisations that have a mandate for.

**COURSE TITLE:** HEALTH ECONOMICS  
**COURSE CODE:** HSM 811  
**NAME OF COURSE CONVENER:** WAYNE IRAVA  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This course rapidly reviews and summarizes the basic concepts of Economics and Health Economics, and expands, thereafter, into the areas of economic evaluation of health interventions, and reviews, in some detail the methods available for that. The course also focuses on appropriate methods for the collection and analysis of data relevant to economic evaluations, and reviews the economic impact of health sector reforms.

**COURSE TITLE:** EVIDENCED BASED HEALTH POLICY AND HEALTH CARE  
**COURSE CODE:** PCP 802  
**COURSE CONVENER:** TIMAIMA TUIKETEI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
In this Course, the students will be expected to demonstrate an understanding of the principles of evidence-based health care in policy decision. They should be able to critically appraise research and create evidence; find evidence from systematic reviews; and apply the findings in health management, clinical and healthcare settings. Students will be expected to use and assess practice guidelines as a way to change health management, policies, administrative, health care practices, clinical practice and public health based on evidence. In the field of quality of care, students should be able to determine and demonstrate whether a professional research article evaluating health care systems, policies, patient management or administrative management has drawn conclusions that are both valid and applicable to the clinical or administrative policy decision-making. Evidence based health care is the application of the best evidence available to make the most appropriate clinical and administrative management policy-decision making and policy development. Evidence based approaches (those explicitly linked to the best available scientific evidence and reflecting community preferences and feasibility are increasingly used to inform health policy decision making on the burden of a disease attributable to particular causes, interventions and policies that might work to confront those issues of community fit and feasibility.

**COURSE TITLE:** THESIS PROPOSAL DEVELOPMENT  
**COURSE CODE:** PBH 980  
**NAME OF COURSE CONVENER:** AMELIA TURAGABECI  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This course will assist the student develop the ideas for a dissertation or thesis including a study proposal. The focus will be on critically reviewing and becoming competent on the chosen study methodology study; developing research instruments; starting a comprehensive literature search on the chosen topic; and the use of either Reference Manager or End Point computer software.
COURSE TITLE: MASTERS THESIS IMPLEMENTATION
COURSE CODE: PBH 990
NAME OF COURSE CONVENER: RAMNEEK GOUNDAR
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This consists of an original work based on individual research/study, or at least, the analysis of an existing database including meta-analysis or a direct comprehensive analytical review of the existing literature and/or other sources. The dissertation should be no less than 15,000 words and would not normally exceed 35,000 words.

PRIMARY CARE PROGRAM
POSTGRADUATE CERTIFICATE IN DISASTER RISK MANAGEMENT
POSTGRADUATE CERTIFICATE IN DISASTER RISK MANAGEMENT - COURSE LISTING

<table>
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<td>PCP 806</td>
<td>Disaster Risk Management Concepts</td>
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<td>PCP 807</td>
<td>Disaster Risk Reduction</td>
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<td>3</td>
<td>PCP 808</td>
<td>Emergency Response Management</td>
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<td>4</td>
<td>PCP 809</td>
<td>Emergency Recovery and Evaluation</td>
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COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN DISASTER RISK MANAGEMENT

COURSE TITLE: DISASTER RISK MANAGEMENT CONCEPTS
COURSE CODE: PCP 806
COURSE CONVENER: TAMARA MANGUM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: DFL
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to equip students with necessary skills to confidently conduct assessment of disaster vulnerability and risk in any given community using vulnerability and risk assessment tools. Students are also encouraged to adopt a coordinated and proactive approach which is deemed necessary to enhance community resilience and capability to cope with the adverse negative impact of hazards.

COURSE TITLE: DISASTER RISK REDUCTION
COURSE CODE: PCP 807
COURSE CONVENER: TAMARA MANGUM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: DFL
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course will allow students to conduct detail risk evaluation and analysis before proposing practicable, cost effective and manageable risk reduction, treatment and transfer strategies. The course also aims to increase acquired knowledge of these topics. An in depth understanding will ensure an effective reduction, treatment and transfer strategy to minimize the negative consequences on all elements of life.

COURSE TITLE: EMERGENCY RESPONSE MANAGEMENT
COURSE CODE: PCP 808
COURSE CONVENER: TAMARA MANGUM
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: DFL
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION:
In this course, students will learn the emergency procedures in the event of a disaster. Since emergencies and disasters are caused by natural and extreme human-induced events, this course will explore totally new set of actions which will minimize the secondary consequences on human lives, property, economy, infrastructure and the environment.

**COURSE TITLE:** EMERGENCY RECOVERY AND EVALUATION  
**COURSE CODE:** PCP 809  
**COURSE CONVENER:** TAMARA MANGUM  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** DFL  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This course is designed to develop skills in responding to and managing the aftermath of a disaster. Students will acquire knowledge pertaining to the identification and implementation of efficient and effective short, medium and long term recovery actions. With these strategies disruptions caused by the impact of the emergencies and disasters would be minimal. Moreover while the international minimum standards have been developed through SPHERE project, this course will enable participants to contextualize the standards.

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**PUBLIC HEALTH**

**POSTGRADUATE CERTIFICATE IN PUBLIC HEALTH**

**POSTGRADUATE CERTIFICATE IN PUBLIC HEALTH - COURSE LISTING**

<table>
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<tr>
<th>NO</th>
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<td>PBH 803</td>
<td>Pacific Public Health</td>
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<td>2</td>
<td>EPI 801</td>
<td>Principles and Practice in Epidemiology</td>
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<td>3</td>
<td>HSM 805</td>
<td>Management of Health Services</td>
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**COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN PUBLIC HEALTH**

**COURSE TITLE:** PACIFIC PUBLIC HEALTH  
**COURSE CODE:** PBH 803  
**COURSE CONVENER:** MOSESE SALUSALU  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** DFL & TUTORIALS IN SUVA, LAUTOKA & LABASA/SAVUSAVU  
**CAMPUS:** FACE-TO-FACE (FNU CAMPUS IN COUNTRY); ONLINE (MOODLE)  
**COURSE DESCRIPTION:**  
This Course is designed to introduce, define and provide health professionals and public health advocates with the basic understanding of the principles of public health & primary health care, health promotion, epidemiology, risk factors and various health issues affecting the pacific people. It further identifies successful intervention strategies that are workable in the pacific perspective on the state of people’s health, enhances knowledge and implementation of these effective intervention strategies through a systematic examination of health problems, their determinants, and their solutions. This course is also to develop and increase your knowledge and skills in the area of public health in the pacific region. The course will help the students understand and discuss the various common and prevalent public health issues in the region and the intervention strategies to address these diseases and problems. These include discussing the broad areas of public health, health promotion and the primary health care concepts, epidemiology communicable diseases, non-communicable diseases, reproductive health and other family health issues. With the political commitment from the Pacific Ministers of Health meetings, the signatory of pacific island countries to international agreements and declarations with support from WHO and SPC, this course also discusses and defines these concurrences such as the Tonga Commitment, Samoa Commitment, Vanuatu Commitment and the Millennium Development Goals. The course is divided in to 5 modules and specific instructions are given for each module.

**COURSE TITLE:** PRINCIPLES AND PRACTICE IN EPIDEMIOLOGY  
**COURSE CODE:** EPI 801  
**COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** MIXED MODE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Epidemiology is a basic science of Public Health. It is the study of the distribution and determinants of disease and other health-related events in populations, and acting on the information gathered to promote health and reduce disease, injury and death. Epidemiology provides a robust basis for scientific enquiry, systematic approach, and the population and prevention frameworks necessary to address health problems. This course has been designed to increase the depth of understanding of basic epidemiological principles, concepts and procedures. It is structured in a way that candidates will learn basic Epidemiology. The Course will also cover the application of study designs to various questions that may be asked in different settings in practice or the field and at the same time examine the strengths and weaknesses. Detailed principle causation, prevention, screening, data presentation and organisation will also be covered in this Course. It is envisaged that upon completion of this Course a candidate would have received a broad exposure of basic Epidemiology and Field or Applied Epidemiology.

COURSE TITLE: MANAGEMENT OF HEALTH SERVICES
COURSE CODE: HSM 805
NAME OF COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF & ONLINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course aims to provide health professionals and health workers with a more operational approach to principles and practices applicable to health services management in the Pacific. Important issues such as policy making, how to formulate goals and objectives, roles and responsibilities of various health disciplines in the delivery of health services are the core content of the course. The definition of hospital and categories are discussed and a deep insight of the functional organisation and processes and management of wards, theatres, ancillary and allied services are covered. Special topics are introduced based on the needs and trends in the health services department. Topics such as health financing, hospital waste management, infection control, asset management, laundry services and poverty, contracting of services, privatization are covered.

POSTGRADUATE DIPLOMA IN PUBLIC HEALTH
POSTGRADUATE DIPLOMA IN PUBLIC HEALTH - COURSE LISTING

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<td>HSM 804</td>
<td>Strategic Management in Health</td>
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<td>2</td>
<td>EPI 806</td>
<td>Biostatistics for Health and Research Data Analysis</td>
<td>1</td>
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<td>3</td>
<td>HPM 802</td>
<td>Population Health Promotion</td>
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<td>PCP 802</td>
<td>Evidenced Based Health Policy and Health Care</td>
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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN PUBLIC HEALTH

COURSE TITLE: STRATEGIC MANAGEMENT IN HEALTH
COURSE CODE: HSM 804
COURSE CONVENER: TBC
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF AND ON-LINE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Strategic Management can be defined as the art and science of formulating, implementing and evaluating cross functional decisions that enable an organisation to achieve its objectives. As this definition implies strategic management focuses on integrating management, marketing, finance/accounting, production/operations, research and development and computer information systems to achieve organisational goals. Strategic management provides a clear understanding of organisations vision, mission, objectives, strategic choice and competitive analysis. The various definitions and concepts will be discussed with reference to health sector to create better understanding and application by the health professionals and administrators. We are living in a globalized economy and every organisation is striving for a competitive advantage. The purpose of strategic management is to exploit and create new and different opportunities for tomorrow. Health services faces a major challenge and we have to move with the tides of change to create a healthy and economically productive life for all. To achieve this we need to have sound policies and good strategies.
COURSE TITLE: BIOSTATISTICS FOR HEALTH AND RESEARCH DATA ANALYSIS
COURSE CODE: EPI 806
COURSE CONVENER: SABIHA KHAN
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course will teach candidates the principles of statistics and how they are used, populations and samples, data presentation, numerical summary measures, probability, normal distribution, sampling distributions of means, one-sampled/two-sampled significance testing, point estimates, confidence intervals, ANOVA, the Chi-square test, correlation and linear regression, non-parametric methods. Candidates will be expected to be able to analyze and present research data alongside in the form of multiple exercises.

COURSE TITLE: POPULATION HEALTH PROMOTION
COURSE CODE: HPM 802
COURSE CONVENER: MASOUD MOHAMMADNEZHAD
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: BLENDED
CAMPUS: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed for health professionals who will be involved in promoting health and preventing disease amongst various population groups. Population health promotion aims to improve the health and well-being of whole populations, and to reduce inequities between specific population groups. It takes into account the environmental, economic, political, social, cultural and behavioural factors that contribute to the health and well-being of communities and populations. Population health planning is grounded in effective and meaningful community, intersectoral and whole-of-government partnership and builds on evidence based health promotion approaches. There are five key units of study: Population approaches to health promotion, Community engagement and partnership development, Communication and education skills in health promotion, Evidence based decision making and managing effective population health programs. As well as learning underpinning theories and principles, students will be provided with the opportunity to demonstrate their understanding through practical assessment strategies.

COURSE TITLE: EVIDENCED BASED HEALTH POLICY AND HEALTH CARE
COURSE CODE: PCP 802
COURSE CONVENER: TIMAIMA TUIKETEI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS: PASIFIK A CAMPUS

COURSE DESCRIPTION:
In this Course, the students will be expected to demonstrate an understanding of the principles of evidence-based health care in policy decision. They should be able to critically appraise research and create evidence; find evidence from systematic reviews; and apply the findings in health management, clinical and healthcare settings. Students will be expected to use and assess practice guidelines as a way to change health management, policies, administrative, health care practices, clinical practice and public health based on evidence. In the field of quality of care, students should be able to determine and demonstrate whether a professional research article evaluating health care systems, policies, patient management or administrative management has drawn conclusions that are both valid and applicable to the clinical or administrative policy decision-making. Evidence based health care is the application of the best evidence available to make the most appropriate clinical and administrative management policy-decision making and policy development. Evidence based approaches (those explicitly linked to the best available scientific evidence and reflecting community preferences and feasibility are increasingly used to inform health policy decision making on the burden of a disease attributable to particular causes, interventions and policies that might work to confront those issues of community fit and feasibility.
### MASTER OF PUBLIC HEALTH

#### MASTER OF PUBLIC HEALTH - COURSE LISTING

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<td>EPI 811</td>
<td>Advanced Biostatistics</td>
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<td>PBH 980</td>
<td>Thesis Proposal Development</td>
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<td>PBH 990</td>
<td>Masters Thesis Implementation</td>
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#### COURSE DESCRIPTORS - MASTER OF PUBLIC HEALTH

**COURSE TITLE:** PRINCIPLES OF INTERNATIONAL PUBLIC HEALTH  
**COURSE CODE:** HSM 808  
**NAME OF COURSE CONVENER:** TBC  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**  
This Course is designed to introduce and provide health professionals and public health advocates with the basic understanding of the various issues in International health. International health is a multidisciplinary field of study that takes a multi-nation perspective on the state of people’s health, enhances knowledge and implementation of effective intervention strategies through a systematic examination of health problems, their determinants, and their solutions around the world (Aboud 1998 p281). In this Course the Students will define & describe priority international health issues and conditions; discuss health, social work and international development international health policies and regulations; discuss and review global and regional trends of International Diseases and their Prevention and Control Priorities as prioritized by the WHO & be able to apply these international health principles and concepts to a specific national health programme in their country through the development of a project. Students of this course are prepared with appropriate knowledge and relevant skills for working with local, international and civil society organisations that have a mandate for.

**COURSE TITLE:** ADVANCED BIOSTATISTICS  
**COURSE CODE:** EPI 811  
**NAME OF COURSE CONVENER:** SABIHA KHAN  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**  
This course is specially designed for medical and health professionals (pharmacist, dentists, physicians, nutritionist, nursing and laboratory technology, etc.) Who deal with medical data and want to acquire some advanced statistical skills. These include ANOVA, Correlation & Regression, Logistic regression, Poisson regression, and Survival Analysis. The student is assumed to have some familiarity with classical principals and methods which are taught in EPI806 (Biostatistics for Health and Research Data Analysis). In particular, understanding the concepts of estimation, sampling distributions and hypothesis testing, confidence interval, chi-squared test, Cross-tabulations analysis, etc., is necessary.

**COURSE TITLE:** THESIS PROPOSAL DEVELOPMENT  
**COURSE CODE:** PBH 980  
**COURSE CONVENER:** MASOUD MOHAMMADNEDZHAD  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS:** TAMAVUA CAMPUS  

**COURSE DESCRIPTION:**  
This course will expose students to the philosophy of research and various approaches in social research including health research. While students learn the theory in terms of research approaches they are also able to put theory to practice and develop the necessary skills they need to have, to enable students to approach and engage in research in a systematic way. Both quantitative methods and qualitative methods will be covered, dealing with theoretical approaches and views to practical issues in research utilizing these methods, and analysis. Discipline-specific research methods will also be covered and can be treated at more in-depth
levels through work-shop style sessions. The practical component of the course encourages students to select research methods, variables and how to measure selected variables, using a choice of quantitative or qualitative methods, or a combination of the two. Computing and analytical skills will also be strengthened through a number of workshops. Students acquire hands-on experience in conducting social research from the conception of a research idea, through to the presentation of its findings. This will make students mindful of pitfalls to watch out for when doing their own Masters Research project, or other research exercises.

**COURSE TITLE:**
MASTERS THESIS IMPLEMENTATION

**COURSE CODE:**
PBH 990

**NAME OF COURSE CONVENER:**
MASOUD MOHAMMADNEDZHAD

**CREDIT POINTS:**
60

**SEMESTER OF OFFERING:**
1 & 2

**MODE:**
FF

**CAMPUS:**
TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course sees the implementation of the approved proposals. This consists of original work based on individual research, or the analysis of an existing database or a directed comprehensive analytical review of the existing literature and/or other sources. A step-wise approach into data collection, collation, analyses, and the write-up of the final report will be assessed and monitored throughout the duration of the course. Students are encouraged to work closely with their supervisors to ensure that they are making satisfactory progress and will complete their dissertation on time. The dissertation should be no less that 25,000 words and would normally not exceed 35,000 words.

**MASTER OF PUBLIC HEALTH - NON COMMUNICABLE DISEASES (NCD)**

**AIM**
The objectives and desired learning outcomes of the Postgraduate Master of Public Health in NCD is to produce competent specialist health professionals knowledgeable in the fundamental principles of population and high risk approaches in managing NCDs and be proficient in relevant practical clinical skills using the Package of Essential NCD Interventions for Primary Health Care (PEN) approaches – specifically pertaining to Fiji and the Pacific Region.

**PROGRAM OBJECTIVES**
Students are expected to:
1. Interpret and apply the burden of NCDs, NCD epidemiology and surveillance in the prevention, management and control of NCDs.
2. Demonstrate and apply the assessment tools and skills in the evidenced based obesity prevention and physical activity in the NCDs.
3. Execute and demonstrate health promotion theories, principles and practical skills through Motivational Interview and counseling techniques to elicit positive health behavior in NCD patients and the population at large in the prevention, management and control of NCDs.
4. Demonstrate and conduct the Package of Essential NCD interventions for primary care based on integrated high-risk factor approaches and ethical practices.
5. Formulate and apply skills in developing a NCD research project proposal.
6. Execute and demonstrate the implementation of the NCD research project, analyze the results and conduct thesis academic writing.

**GRADUATE PROFILE**
The graduates of the Postgraduate Diploma in NCD and Master of Public Health - NCD will have developed a body of knowledge and be able to demonstrate practical performance skills in: history-taking; physical examination; effective clinical problem solving; motivational interview, counseling and communication, ordering of appropriate first investigations, their interpretation; diagnosis & initial management of NCD patients in primary care settings; effective communication with other medical practitioners and health professionals (at all hierarchical levels) working both autonomously and collaboratively; independent, self-directed learning. Graduates are expected to be committed to ethical action and social responsibility in their practices.

The Graduates of MPH-NCD would have developed additional new body of knowledge in developing NCD research proposals and conducting research in NCD, analyzing, interpreting the data collected and academically writing up the study.

A Master graduate may be qualified to pursue higher training in PH or NCD at the Ph.D. degree levels, if the level/grade of their pass meets the requirements of a 65% pass or greater. A student can also exit with a Postgraduate Diploma in
NCD after completing the first 4 courses. To continue with the Master of Public Health -NCD programme which has two courses, a candidate must have 65% overall pass in PG Diploma in NCD. A candidate who does not reach the 65% mark may request for a re-sit in the courses within a 2 year timeframe from the completion of the Post Grad Diploma.

OVERALL LEARNING OUTCOMES OF THE PROGRAMME
1. Interpret and apply the burden of NCDs, NCD epidemiology and surveillance in the prevention, management and control of NCDs.
2. Demonstrate and apply the assessment tools and skills in the evidenced based obesity prevention and physical activity in the management in NCDs.
3. Execute and demonstrate health promotion theories, principles and practical skills to elicit positive health behavior in NCD patients and the population at large in the prevention, management and control of NCDs.
4. Demonstrate and conduct the Package of Essential NCD interventions for primary care based on integrated high-risk factor approaches and ethical practices.
5. Formulate and apply skills in developing a NCD research project proposal.
6. Execute and demonstrate the implementation of the NCD research project, analyze the results and conduct thesis academic writing.

GRADUATE QUALITIES AND ATTRIBUTES
1. Leader and be competent, compassionate health professionals and conducting ethical practices in managing NCD patients at primary care settings.
2. Skilled, highly proficient and capable experienced NCD health advocates and providers in motivational interview with communication and counseling techniques in NCD patients.
3. Critical thinker, highly knowledgeable, educator and be a trainer of trainers for the PEN module in the effective management and control of NCDs.
4. Problem solving and creative thinking in the interpretation and application of NCD burdens, NCD epidemiology and surveillance, and NCD risk factors management strategies.
5. Self-directed and analytical thinking in the development and implementation of NCD research proposals and report writing.
6. Be adaptable in low resources settings, be compassionate and also functions as a team player at whatever level of employment.

TEACHING METHODOLOGY:
The programme is of hybrid and mix mode learning with some courses offered as Distance – Flexible learning and workshops.

MASTER OF PUBLIC HEALTH – NON COMMUNICABLE DISEASES (NCD) COURSE LISTING

<table>
<thead>
<tr>
<th>NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>PCP 810</td>
<td>Burdens of NCDs</td>
<td>1</td>
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<tr>
<td>2</td>
<td>DNU 804</td>
<td>Obesity Prevention and Management</td>
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<td>3</td>
<td>HPM 805</td>
<td>Motivational Interview in Health Care</td>
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<td>4</td>
<td>PCP811</td>
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<td>Thesis Proposal Development</td>
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<td>Masters Thesis Implementation</td>
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</tbody>
</table>

COURSE DESCRIPTORS - MASTER OF PUBLIC HEALTH – NON COMMUNICABLE DISEASES (NCD)

COURSE TITLE: BURDENS OF NCDs
COURSE CODE: PCP810
COURSE CONVENER: TIMAIMA TUIKETEI/ ANASEINI BATIKAWAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: MIXED MODE
CAMPUS: TAMAVUA CAMPUS
COURSE DESCRIPTION: This Course is about the burden of non-communicable disease (NCDs), risk factors, NCD epidemiology, NCD and the Law and covering other dimensions of NCD globally, in the Pacific and in Fiji. It will review and discuss the Pacific NCD framework and targets,
the social determinants and economic burden for NCDs and the causal webs. PCP810 will also discuss the components of NCDs strategies and plans with the different populations and high risk approaches in prioritizing health issues. Cardiovascular diseases, diabetes, cancers and chronic respiratory diseases are the four main NCDs contributing to the global burden of diseases. Countries around the world including the Pacific Island nations have acknowledged that the burden of NCDs constitutes one of the major challenges for development in this century. It is a vicious cycle whereby NCDs and their risk factors worsen poverty, while poverty contributes to rising rates of NCDs. Current NCD burden is high in Pacific Island countries and areas placing an enormous burden on individuals, families and communities as well as national health systems. As such Pacific Islands Forum Leaders and the Pacific Ministers of Health meeting have declared the Pacific being in a NCD crisis in 2011. The political declaration of the high level meeting of the United Nations General Assembly on the prevention and control of NCDs urged relevant international organisations to continue to provide technical assistance and capacity building in the areas of NCD prevention and control. NCDs diseases are preventable. The World Health Organization estimated that up to eighty per cent of diseases could be prevented by eliminating four shared risk factors of tobacco use, unhealthy diet, physical inactivity and harmful use of alcohol. Exposure to these risk factors could be reduced through collective multisectoral and health systems action by governments and key stakeholders. The learning activities in cooperates the principles of NCD framework and the social determinants of health in primary care delivery in community and workplace settings in the areas of prevention and control with health promotion towards positive behavioural changes and understanding the NCD burden. The practical component includes the planning and development of a local NCD program.

**COURSE TITLE:** OBESITY PREVENTION AND MANAGEMENT  
**COURSE CODE:** DNU804  
**COURSE CONVENER:** PRAGYA SINGH  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
Non communicable diseases (NCD) are the leading cause of global death, causing more deaths and strike hardest at the world’s low and middle income populations. These diseases have reached epidemic proportions, yet they could be significantly reduced with millions of lives saved through reduction of risk factors, early detection and timely treatments (WHO, Global Status Report on NCD, 2010). Obesity has reached epidemic proportions globally and all this evidence suggests that the situation is likely to get worsen. The two risk factors to obesity and overweight that would be explored in this course are physical inactivity and poor diet as have been scientifically identified to be the leading contributor to overweight and obesity. The course would explore their roles to the prevention and management of obesity amongst individuals. It will also highlight the importance of understanding energy balance to assist you in planning an appropriate weight loss program that is addressed to meeting the individuals’ nutritional and behavioral needs. Understanding body composition through body fat distribution as will be determined by the different anthropometry assessment used in the course will also be explored. Finally a weight loss or weight maintenance program would not be effective and sustainable by the individual if environment and behavioural factors are not addressed well. Thus this course would bring to light some of these aspects which would prepare you to the practical component of the course that would be facilitated in PCP 811.

**COURSE TITLE:** MOTIVATIONAL INTERVIEW IN HEALTH CARE  
**COURSE CODE:** HPM805  
**COURSE CONVENER:** MASOUD MOHAMMADNEZHAD  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF AND BLENDED  
**CAMPUS:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This course is designed for health professionals who will be tasked with counseling patients/clients towards positively changing behavior for better health in relation to Smoking, Nutrition, Alcohol and Physical Activity (SNAP). In the 21st century health care services is increasingly about long term condition management. In reality, it is about health behavior change – which people can do for themselves to improve their health. Having a positive effect on patient’s health behaviors can enhance or contribute to prevention, treatment or maintenance of good health (Rollnick, Miller & Butler,. 2008, pp. 4).

However most people who seek health care services still seem to be looking for medical cure. They expect Health Care Professionals to ask a series of question and then prescribe a treatment that will restore them to health or at least alleviate their symptoms. In
simple terms no matter how people mistreat themselves, the responsibility for curing them is seen to lie solely with the Physician, the Nurse or the overall Health Care Professionals (Rollnick et al., 2008, pp. 4)

In order to curb this kind’s negative attitude towards holistic health, Motivational Interviewing was born. Motivational Interview is a counselling method which uses principles of evidence-based practice and client-centered counselling style of Carl Rogers with directive psychological methods to help clients increase motivation for change, resolve ambivalence, strengthen commitment, and carry through with their positive behaviour change.

Originally developed by William Miller and Steve Rollnick in 1991 for helping people with addiction problems, motivational interview is now being applied more widely in health care, criminal justice, vocational, rehabilitation and mental health settings. According to latest research, Motivational Interview achieved better results in enhancing positive health related behaviours change compared to the traditional way of advising patients.

The learning activities of this course will include student’s knowledge of NCD from PCP 810 and MI concepts and practice. The assessments will be based on students understanding of MI concepts and practice. Students will also be required to self-learn in groups some basic psychological concepts and present it as a class presentation. Since this is a very hands-on course, student’s class attendance and participation will be strictly assessed. There will also be a reflective writing assignment where students understanding of the traditional way of advising and MI style of counselling patients in relation to health will be assessed. The End Point assessment will contain a practicum exam and a written paper.

Therefore this course is especially suitable for Health Workers who need the skills in talking with patients/clients to elicit positive SNAP health behaviour change in prevention, compliance and treatment procedures. In the completion of this course students will be able to confidently use Motivational Interview in their future career wherever or whenever the need arises for eliciting positive health related SNAP behaviour change.

**COURSE DESCRIPTION:**

This course is about the WHO package of essential NCD interventions for primary health care in low resource settings, and how these strategies can be used to address the burden of non-communicable disease (NCDs) in the Pacific and in Fiji. It will review and discuss the different intervention strategies within the Pacific NCD framework and targets and how these can be implemented locally in the different countries in the Pacific. PCP811 will also discuss the components of NCDs intervention strategies and plans with the different populations and high risk approaches in prioritizing health issues.

Cardiovascular diseases, diabetes, cancers and chronic respiratory diseases are the four main NCDs contributing to the global burden of diseases. Countries around the world including the Pacific Island countries have acknowledged that the burden of NCDs constitutes one of the major challenges for development in this century. It is a vicious cycle whereby NCDs and their risk factors worsen poverty, while poverty contributes to rising rates of NCDs. Current burden is high in Pacific Island countries and areas placing an enormous burden on individuals, families and communities as well as national health systems. As such Pacific Islands Forum Leaders declared the Pacific being in a NCD crisis in 2011. The political declaration of the high level meeting of the United Nations General Assembly on the prevention and control of NCDs urged relevant international organisations to continue to provide technical assistance and capacity building in the areas of NCD prevention and control.

The aim of this course is to utilize knowledge, generate skills and execute practices for participants introducing the Package of Essential NCD interventions for primary care based on integrated high-risk factor approach. During this process participants will also learn about why it is important to combine primary prevention in population with individual prevention and management of NCDs, what are the most efficient measures and how exactly it can be done in health care facilities. It bridges the knowledge gap and strengthens capacities on NCD prevention and control for those who work in the NCD area.

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**COURSE DESCRIPTION:**

This course is about the WHO package of essential NCD interventions for primary health care in low resource settings, and how these strategies can be used to address the burden of non-communicable disease (NCDs) in the Pacific and in Fiji. It will review and discuss the different intervention strategies within the Pacific NCD framework and targets and how these can be implemented locally in the different countries in the Pacific. PCP811 will also discuss the components of NCDs intervention strategies and plans with the different populations and high risk approaches in prioritizing health issues.
This course will assist the student develop the ideas for a dissertation or thesis including a study proposal. The focus will be on critically reviewing and becoming competent on the chosen study methodology study; developing research instruments; starting a comprehensive literature search on the chosen topic; and the use of either Reference Manager or End Point computer software.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>MASTERS THESIS IMPLEMENTATION</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>MASOUDE MOHAMMADNEDZHAD</td>
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<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>MODE:</td>
<td>MIXED MODE</td>
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<tr>
<td>CAMPUS:</td>
<td>TAMAVUA CAMPUS/ONLINE</td>
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</table>

**COURSE DESCRIPTION:**
This consists of an original work based on individual research/study, or at least, the analysis of an existing database including meta-analysis or a direct comprehensive analytical review of the existing literature and/or other sources. The dissertation should be no less than 15,000 words and would not normally exceed 35,000 words.
HEALTH PROFESSIONS EDUCATION UNIT (HPEU)

The Health Professions Education Unit is the student learning development and enhancement arm of the College of Medicine, Nursing and Health Sciences. The Unit is responsible for designing and implementing a range of learning support programs, initiatives and interventions including Peer Learning, First Year Experience initiatives, Academic Skills, Mentoring, Student Academic Progress, Early Alert System and Academic Consultation. The Unit is also responsible for delivery of Medical Preparatory programmes and engagement in academic research. The key functions of the Unit are in the areas of retention, engagement, improving transition and widening participation. HPEU offers a comprehensive range of learning enhancement and development programs and plays a crucial role in the College of Medicine, Nursing and Health Sciences' commitment to providing an academic environment of high quality that will enable all students to realize their maximum academic potential.

THE PROGRAMMES DELIVERED BY HPEU

<table>
<thead>
<tr>
<th>Individual Consultations Sessions For Learning Enhancement</th>
<th>Student Learning Development Programs</th>
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</thead>
<tbody>
<tr>
<td>Peer Leadership Development Workshops</td>
<td>Peer Learning Sessions Facilitation Workshops</td>
</tr>
<tr>
<td>Academic Skills Enhancement Workshops</td>
<td>Motivational Interviews</td>
</tr>
<tr>
<td>Recovery Coaching</td>
<td>Clinical Learning Skills Enhancement Workshops</td>
</tr>
<tr>
<td>Human Biosciences Learning Skills Workshops</td>
<td>Special Learning Sessions</td>
</tr>
<tr>
<td>Peer Writing Program</td>
<td>Academic Preparatory Program For Health Professions Education</td>
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<tr>
<td>Peer Assisted Study Sessions (PASS) Program</td>
<td>Peer Mentoring Program</td>
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<tr>
<td>Training And Consultation Session For Instructors</td>
<td>Peer Assisted Teaching Scheme (PATS)</td>
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</tbody>
</table>

PREPARATORY PROGRAM FOR HEALTH PROFESSIONS EDUCATION

The academic preparatory program which is a semester long course specially designed for students in health professions disciplines. This program provides the learners with an opportunity to enhance their academic skills which in turn should help them perform better in their selected program of study in the health professions discipline. The aim of this course is to facilitate acquisition of essential learning skills that will help the learner to adapt to the teaching and learning culture of CMNHS.

PEER ASSISTED STUDY SESSIONS (PASS) PROGRAM

The unit also delivers a peer learning program call Peer Assisted Study Sessions (PASS). PASS Program at HPEU is a multi-award winning peer learning program. The PASS program delivered through HPEU has achieved top ranks in International PASS awards twice (in 2013 and 2015). It’s noteworthy that, CMNHS is credited with the rare feat of being the first institution in the South Pacific region to introduce PASS and win an international award all within three years of introduction.

The program was launched at the CMNHS Pasifika Campus by the Head of Australasian National PASS center at the University of Wollongong (UoW). The collaboration between UoW and CMNHS for the programme commenced in 2011 through the initiative of the Head of HPEU and has led to a very close association with the University of Wollongong. The past five years has been marked by significant development of the PASS program. A significant number of courses from the Nursing, Medicine, Health Sciences and Oral Health have the PASS program. This has resulted in over seven-fold increase in the number of the PASS leaders to twenty-nine along with a five member information and promotions team. In 2015 a residential PASS program was also introduced.

The purpose of the Peer Assisted Student Study Sessions (PASS) programme is to augment students’ learning initiatives while they study at the College of Medicine, Nursing and Health Sciences (CMNHS). It provides a non-threatening student-centered learning environment where students are able to explore their maximum potential as they shift from individual development to the zone of proximal development during the knowledge and skills acquisition process.
PASS is an excellent program to support the entire range of students in terms of academic achievement. We have had great success in the learners shift from their Present State of Affairs (PSA) to Desired State of Affairs (DSA) in terms of learning goals through PASS over the years.

CONTACT
The details of the key point of contact at HPEU is provided below:
Shayal Singh (Program Assistant)
Phone No: +679 3233000 ext. 3304
Email: shayal.s@fnu.ac.fj

LIST OF LEARNING SKILLS WORKSHOPS OFFERED BY HPEU

<table>
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<th>COURSE TITLE</th>
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<tr>
<td>COURSE CONVENER:</td>
<td>NIRAJ SWAMI</td>
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<td>MODE:</td>
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<tr>
<td>CAMPUS:</td>
<td>PASIFIKA CAMPUS</td>
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COURSE DESCRIPTION:
This learning enhancement course will provide the students with an opportunity to upgrade their learning skills which could prove to be beneficial in improving academic performance in the study of health professions disciplines. The fundamental aim of this course is to facilitate the acquisition of essential learning skills for students to adapt to the teaching and learning approaches employed at the College of Medicine, Nursing and Health Sciences. Therefore, upon completion of this introductory preparatory course it is expected that the learner’s will be able to demonstrate acquisition of a range of skills necessary for critical reading, thinking and writing. They should also be able to demonstrate advancements in skills pertaining to oral communication, listening, presentation, discussion and peer learning. Furthermore, time management and organization skills are another key feature of this course.
Finally, upon completion of this course students will become better acquainted with the various resources that are available at the college in addition to learning the critical skill of working collaboratively with peers and instructors to solve problems which in turn will culminate in acquisition of knowledge and skills necessary for health professions education.
DISTANCE FLEXIBLE LEARNING (DFL) OR ONLINE

Distance and Flexible Learning aims to deliver a quality university education to students locally and also around the Pacific Regions. It aims students who are not able to be physically present on campus.

College of Medicine, Nursing and Health Sciences (CMNHS) under Fiji National University offers options that students can study from home, work or anywhere in the world at a time that suits them and their lifestyle. CMNHS has come up with this mode of delivery after noting the growing needs of health workers to upgrade their skills and knowledge without leaving their workplace.

DISTANCE & FLEXIBLE LEARNING (DFL) MEANS:
Whereby the learner and the teacher are separated by geographical boundaries and courses of programme of study are set within a time frame. There is flexibility of courses in terms of content and method of delivery. Delivery mode range from: face-to-face, audio/video conferencing, teleconferencing etc.”

The CMNHS is continually developing courses for DFL delivery encouraged by the ever increasing demand for such courses. We hope to continue developing a greater range of courses to cater for diverse requirements. In the past the school has gone as far as the Northern Pacific to deliver some of their courses.

WHAT ARE THE BENEFITS OF STUDYING VIA DFL/ONLINE

When studying via this mode, you have the opportunity to upgrade your knowledge without:

- Having to take study leave
- Leaving your family and friends behind and coming to take courses on campus it should be noted that the same type of assessment that applies to “students on campus” also applies to DFL/ONLINE.
- Student has the freedom to choose when and where they want to complete their degrees or master.
- Students can study their own way in their own time

WHAT ARE THE MODES OF DELIVERY?

There are some differences in the way learning will take place via DFL compared to your counterparts’ on-campus. Face-to-face courses are taught with some contact hours by the convener and will be enhanced by the use of teleconferencing, audio-video tapes and group tutorials,
The College do offer some programme and courses fully online. Online study will require quality time put aside for constructive learning and may be challenging for part time students. Students are expected to be active daily as they participate in their daily activities as an integral component of their assessment. Such is learning because there are no face to face classes.

DFL is centred on the notion of flexibility, which may involve short, face-to-face, fully online and intensive courses, e.g. “summer school”.

WHAT DO I NEED TO BE AWARE OF WHEN ENROLLING AS A DFL/ONLINE STUDENT?

You must meet the enrolment criteria specified in your programme of study. This is to ensure that you will be able to tackle the content and at the same time ensure that your learning will be positive and rewarding. The following are some points of consideration:

- Be aware of when the courses are advertised and send in your applications
- Courses will be advertised when it is available
- The enrolment criteria will be mentioned in the advertisement.

COURSES OFFERED BY DFL/ON-LINE

<table>
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<td>2</td>
<td>EVH502</td>
<td>Introduction to Environmental Health Science</td>
<td>DFL</td>
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<td>3</td>
<td>EVH604</td>
<td>Occupational Health &amp; Safety</td>
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<td>4</td>
<td>EVH701</td>
<td>Risk Assessment &amp; Management</td>
<td>DFL</td>
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<tr>
<td>5</td>
<td>EVH704</td>
<td>Regional &amp; Urban Planning</td>
<td>DFL</td>
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<td>6</td>
<td>EPI501</td>
<td>Introduction to Basic Epidemiology</td>
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<td>7</td>
<td>EPI601</td>
<td>Introduction to Biostatics for Health</td>
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<td>8</td>
<td>EPI602</td>
<td>Introduction to Health Research</td>
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POSTGRADUATE COURSES

The College of Medicine, Nursing and Health Sciences offers the following programme/courses fully online.

Postgraduate Certificate in Public Health

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<td>EPI801</td>
<td>Principles and Practice in Epidemiology</td>
<td>DFL</td>
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<tr>
<td>2</td>
<td>PBH803</td>
<td>Pacific Public Health</td>
<td>Online</td>
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<tr>
<td>3</td>
<td>HSM805</td>
<td>Management of Health Services</td>
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Postgraduate Diploma in Public Health

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<td>Strategic Management for Health</td>
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<tr>
<td>2</td>
<td>EPI806</td>
<td>Biostatistics for Health and Research Data Analysis</td>
<td>Online</td>
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<tr>
<td>3</td>
<td>HPM802</td>
<td>Methods &amp; Strategies in Health Promotion</td>
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<tr>
<td>4</td>
<td>PCP802</td>
<td>Evidence Based Health Policy &amp; Health Care</td>
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Master in Public Health

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<td>Principles of International Public Health</td>
<td>DFL</td>
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<td>PBH980</td>
<td>Thesis Proposal Development</td>
<td>Online</td>
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<td>3</td>
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Master in Public Health – Non Communicable Diseases

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<tr>
<td>1</td>
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<td>Obesity Prevention and Management</td>
<td>DFL</td>
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<td>HPM805</td>
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Postgraduate Certificate in Health Services Management

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<td>HSM802</td>
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3  HSM804  Strategic Management in Health  
4  HSM805  Management of Health Services

**Postgraduate Diploma in Health Services Management**

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**Master in Health Services Management**

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**Postgraduate Certificate in Health Research**

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<td>Rapid Health Research in Small Island Population</td>
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**Postgraduate Certificate in Applied Epidemiology**

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<td>EPI802</td>
<td>Principles and Practice of Public Health Surveillance</td>
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<td>Outbreak Investigations and Field Epidemiology</td>
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**Postgraduate Certificate in Disaster Risk Management**

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**Postgraduate Certificate in Food Safety**

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<td>Special Food Projects: Planning and Presentation</td>
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**TUITION FEE**

Tuition fee is the same as on-campus students. Other costs may be incurred and charged to corporate sponsors.

**HOW TO APPLY?**

Details would be mentioned in the advertisement. However, you may apply via email or the postal services. Enrolment forms can also be obtained from the College of Medicine, Nursing and Health Sciences or [http://www.fnu.ac.fj](http://www.fnu.ac.fj).
GENERAL INFORMATION

For other support services you may contact:

Ms Mere Tupou Diloi (DFL Administrative Coordinator)

Phone No: (679) 3311700 ext. 3843 or 3233843
Fax No: (679) 3303469
Email: mere.diloi@fnu.ac.fj
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