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**SCHOOL OF NURSING**

**UNDERGRADUATE PROGRAMMES**

- Minimum Entry Requirements
- Bachelor of Nursing
- Bachelor of Public Health Nursing - Bridging

**POSTGRADUATE PROGRAMMES**

- Programme of Study
- Minimum Entry Requirements
- Postgraduate Certificate in Mental Health Nursing
- Postgraduate Diploma in Leadership and Management in Nursing
- Postgraduate Diploma in Nursing Practice (as Nurse Practitioner)
- Postgraduate Diploma in Midwifery

**SCHOOL OF PUBLIC HEALTH & PRIMARY CARE**

**UNDERGRADUATE PROGRAMMES**

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- Minimum Entry Requirements

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Senikuba Qolisese, FRN, BNS, GCTT
Talica Lewanavanua, FRN, Cert.(ICN), BNS, PGD(E. Leadership), Med. Leadership
Vasenai Qio, FRN, BNS, GCTT
Senimelia Hataogo, FRN, FRM, BNS, PGD-TT, Med
Dolores Hill, FRN, BSN, GCTT PGCert. Cardiac Nursing, PGD TT, Med
Laisa Tikoimaleya, FRN, PBPH, BNS, IDTT, MNS
Sainimilika Vuetai, FRN, FRM, PBPH, NUR.MGMT, CRH, BNS, GCTT
Paulini Qica, FRN, FRM, NP, BNS

LECTURER II
Aliti Qarikau, FRM, FRN, BNS
Avhinesh Kumar, FRN, PGCert.PH, MPPH, PGDTT
Dharmendra Naidu, FRN, BN, PGPH
Esita Vakatale, FRN, BSN, PGCert. (ICN)
Josfini Salabuco, DN, BSN, FRM
Lavenia Batisaresare, FRN, FRM, NUR.MGMT, WARD MGMT
Litia Sili, FRN, BNS, PGCert.MH
Samshun Nisha Aiyub, FRN, BNS, GCTT, PGCert.Ed
Sereana T. Baleikiwai, NZRN, NZRM, BNS, DFM, Dip in Frontline Management
Uma Lal, FRN, BNS, Cert in Curriculum Development & Tertiary Education
Mitiheli Tuirama Apenisa Waqanivalu, FRN, FRM, BNS
Karalaini Volavola, FRN, DBS, BNS, GCTT
Melika Waqaniveitagavi, FRN, BNS, PGCTT

PART-TIME LECTURER
Vacant

DEPARTMENT OF POSTGRADUATE STUDIES

HEAD OF DEPARTMENT
Sainimere Gadai, FRN, DN, Cert PHN, BSN, MNS, Cert IV Leadership

ASSISTANT PROFESSOR
Vacant

SENIOR LECTURER
Saubhag Wati Balgovind, B.A., DFM, NZRN, NZRM, PGDNM, MA

LECTURER I
Kavekini Neidiri, FRN, FRM, NP, BSN, MPOM
Chandra Dayal, FRN, FRM, BNS, PGCTT, PGDTT, MclM
Filomena McKay, FRN, FRM, PBPH, BNS, NUR MNGT, NP
Sainimere Gadai, FRN, DN, Cert PHN, BSN, MNS, Cert IV leadership
Torika Naisau, FRN, PBPH, FRM, BNS, MNS, GCTT
Latileta Gumatua, FRN, FRM, PBPH, BNS, GCTT, Med
Elina Veitamana FRN, BH(Nsg), Adv. Dip. Frontline Management, MNS (Admin)

LECTURER II
Merewairita Valu, FRN, FRM, BNS
Mita Pene, FRN, FRM, PBPH, PBNMG, BNS, GCTT
Olivia Atalilo, FRN, FRM, NP BNS, GCTT, DTT
Osea Masilaca, MNS (Admin), BNS, Dip. NSG, FRN
Ratu Luke Mudreilagi, RN, RM, DBS, TOTCert V, Leadership Cert,BNS
Vani Ramelomelo, PGCTT, BNS, DN, Certificate-PH, Certificate-Midwifery (PBM), FRN
Miliakere Nasorovakawalu, FRN, BNS, PGCMH, PGDNMgt
Josfini Salabuco, FRN, FRM, BNS
SCHOOL OF PUBLIC HEALTH & PRIMARY CARE

HEAD OF DEPARTMENT
Donald Wilson, M.B.B.S, Ph.D

DEPUTY HEAD OF DEPARTMENT
Railala Nakabea Tavui, Dip. EH, BEH, PGCEMD, MEMD

SECRETARY
Loata Qalilawa

CLERICAL ASSISTANT
Ateca Raibe

APPLIED EPIDEMIOLOGY

ASSOCIATE PROFESSOR
Donald Wilson, M.B.B.S, Ph.D

ASSISTANT PROFESSOR
Anaseini Batikawai, M.B.B.S, M.Epi,

LECTURER I
Sabiha Khan, B.Sc (Hons), M.Sc, GCTT
Ramneek Goundar, B.Sc, M. PUBLIC HEALTH, Ph.D

LECTURER II
Vinesh Jainendra Prasad, B.Sc

DIETETICS & NUTRITION

ASSOCIATE PROFESSOR
Pragya Singh, Ph.D

LECTURER I
Salanieta Corerega, BEd, B.Sc, PGCTT, M.Sc.

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

TUTORS
Mere Sevukiwai, DDPHN
Anasi Delai, DDPHN, PGDPH

ENVIRONMENTAL HEALTH

ADJUNCT PROFESSOR
Paul Jagals, Ph.D-Environmental Health; M. PUBLIC HEALTH; NHD-Public Health; ND- Public Health

ASSISTANT PROFESSOR
Railala Nakabea Tavui, Dip. EH, BEH, PGCEMD, MEMD

LECTURER I
Inia Wele Valemei, B.App.Sc (EH), Dip. PHI
Amelia Turagabeci, C-NFE, Dip.EH, BEH, Ph.D
Keshwa Nand Krishna, B.A., PGDip, M. PUBLIC HEALTH, Ph.D CANDIDATE

LECTURER II
Vacant

LABORATORY TECHNICIAN
Alanieta Navono, DILT

TUTORS
Nanise Vucago, DHI, DEH, B.A., PGCHPM, PGCHSM, MA Sociology Candidate
Waisele Delai, B.App. Sc , Dip. PHI
Philip Komai, Dip. PHI, Dip. in Health Education, PGD in Public Health

HEALTH SERVICES MANAGEMENT
ASSOCIATE PROFESSOR
Wayne Irava, BE (Hons), MBA, Ph.D, PGCertPH, PGCertHSM

LECTURER I
Neel Nitesh, Dip.Mgmt, B.D.S., MA (HM), MA (Int. PH)
Ledu Takube Tamani, DMLT, BMLS, PGCert.HSM, PGCert.FinAdmn, PGDip.PH, PG Dip Hyg. & Trop.Med,
MScPH(HSM), MBA(AMBA)

LECTURER II
Renata Ram, MHP

PUBLIC HEALTH

ADJUNCT Fellow
Kirstie Méheux, B.Sc (Hons), M.Sc., Ph.D

ASSOCIATE PROFESSOR
Masoud Mohammadnezhad, B.Sc Nursing, M.Sc. HE&HP, Ph.D

ASSISTANT PROFESSOR
Brian Mangum, B.A., M.Sc., Ph.D Candidate
Tamara Magum, B.Sc, MEd, Ph.D Candidate, Program Coordinator, EHM and DR
Timaima Tuiketei, DSM, MIPH, MPH-R,
Aneley Getahun, M.B.B.S, M.D

LECTURER I
Mosese Salusalu, CPHC, PGDip.TT, PGDip.PH, MBA

LECTURER II
Litia Makutu, FRN, DN, IDTT, PGDPH, BNS, CERT IV WTE, M. PUBLIC HEALTH Candidate
Adi Finau Dansey, [TI Assessor] – MBBS

TUTOR
Avendra Prakash, BPH, PGCAE, PGDHSM
**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>
It’s a great pleasure to introduce the programmes of study in the College of Medicine, Nursing and Health Sciences at the Fiji National University.

This is a special organisation that welcomes students and staff from many different cultures and walks of life, which plays a very important part in the future development of the Fiji Islands and countries throughout the Pacific and, which faces with excitement the great opportunities that can be realized in the next years and decades.

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

At the College we have a VISION “To be the leading health workforce, academic education and research institution in the Pacific Region” and a 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.” We will continue to deliver on this Vision and Mission with a strong focus on Excellence, Relevance and Opportunity in all that we do with a primary focus on students.

At the College of Medicine, Nursing and Health Sciences, students should have confidence in the quality of their education and their capacity to make a real difference when they graduate. They should learn to value education, student-life and life-long learning. The two schools that make up the College have long traditions in the provision of quality healthcare training.

The CMNHS formerly known as Fiji School of Medicine has a proud history of education and training for students from Fiji – but also from all other Pacific Island countries and Territories that spans 125 years. The Fiji School of Nursing has been training skilled and compassionate nurses for 122 years. Within the College you will see a focus on higher education which sees development of teaching and learning and applied research in partnership with the Ministries of Health and Education, with key donor agencies and with other regional Universities.

For someone like me with a life-long interest in health, education and the value of cultural diversity there must surely be no better place to work than the College of Medicine, Nursing and Health Sciences and it is a privilege to be part of the organisation at this important stage in the long and proud history of medical and health education and training of these iconic organisation in the Pacific Islands.

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

Dr William May
CMNHS – Acting 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.

UNDERGRADUATE PROGRAMME

<table>
<thead>
<tr>
<th></th>
<th>DURATION</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE CERTIFICATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Dental Hygiene</td>
<td>2 years</td>
<td>$15,500.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Diploma in Dental Technology</td>
<td>2 years</td>
<td>$15,500.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE DIPLOMA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>3 years</td>
<td>$15,500.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Bachelor of Dental Surgery</td>
<td>5 years</td>
<td>$15,500.00 Per Year (Tuition Only)</td>
</tr>
</tbody>
</table>

* Fees: Other charges log onto our website: [http://www.fnu.ac.fj](http://www.fnu.ac.fj)
## MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate in Dental Hygiene</strong></td>
<td>1. A pass in the Fiji Year 13 Examination or the equivalent, with a minimum aggregate of 250 out of 400 with at least 50% passes in English, Maths, Biology and Chemistry/Physics or with an equivalent qualification such as Foundation Science with GPA of 2.5</td>
<td>FF</td>
<td>2 Years</td>
</tr>
<tr>
<td><strong>Diploma in Dental Technology</strong></td>
<td>1. A pass in the Fiji Year 13 Examination or equivalent with a minimum aggregate of 250 out of 400. With compulsory pass in English, Mathematics and Biology and one other science subject e.g. Physics or Chemistry.</td>
<td>FF</td>
<td>2 Years</td>
</tr>
</tbody>
</table>
| **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. Fiji Year 13 Examination Pass of 300 and above or equivalent. Full foundation Science with minimum GPA of 3.5. Should have a compulsory pass in English, Maths and Biology and one other Science subject e.g Physics or Chemistry.  
2. Candidates who have completed a BSc should have attained a minimum GPA of 3.0.  
**Lateral Entry**  
1. A bridging programme will be implemented for CDH and DDT graduates to attain the BOH degree qualification. This will run for one year maximum for full time students. | 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 Certificate in Dental Hygiene, Diploma in Dental Therapy/BOH or Diploma in Dental Technology must have a 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 or satisfactory completion of exit clinical examinations at year 3 level at College of Medicine Nursing & Health Sciences Fiji National University,  
   • 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 | FF   | Additional 2-3 years after BOH2 (total 5 years) (Depending on date of graduation and courses completed) |
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 supporting 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 undertaken, 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 PROGRAMMES

CERTIFICATE IN DENTAL HYGIENE

AIM
To graduate compassionate and competent health professionals who are career ready to improve the oral health of people in the Pacific region.

PROGRAMME OUTCOME
At the completion of the Certificate in Dental Hygiene, a dental hygienist should be able to:

1. Practice oral health screening and oral hygiene treatment procedures
2. Perform administrative and clerical duties directed by their supervisors
3. Demonstrate an understanding of the principles in risk management and quality improvement
4. 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

YEAR 1

CERTIFICATE IN DENTAL HYGIENE - 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>DNT501</td>
<td>Clinical Dentistry</td>
<td>1 &amp; 2</td>
<td>31</td>
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<tr>
<td>2</td>
<td>DNT502</td>
<td>Oral Microbiology</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>DNT503</td>
<td>Dental Materials</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>DNT504</td>
<td>Preventive Dentistry</td>
<td>1 &amp; 2</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>DNT505</td>
<td>Basic Science in Oral Health</td>
<td>1 &amp; 2</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>DNT506</td>
<td>Oral Biology and Oral Diseases</td>
<td>1 &amp; 2</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>DNT508</td>
<td>Community Dentistry</td>
<td>1 &amp; 2</td>
<td>15</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - CERTIFICATE IN DENTAL HYGIENE

CLINICAL DENTISTRY

COURSE CODE: DNT 501
COURSE CONVENER: REGINALD KUMAR
CREDIT POINTS: 31
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description: 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.

ORAL MICROBIOLOGY

COURSE CODE: DNT 502
COURSE CONVENER: KAMAL KISHORE
CREDIT POINTS: 8
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description: 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
COURSE TITLE: DENTAL MATERIALS
COURSE CODE: DNT 503
COURSE CONVENER: VINAL HARKISHAN
CREDIT POINTS: 4
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
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: ANUMALA RAM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
The rest of the 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 geriatric population.

COURSE TITLE: BASIC SCIENCE IN ORAL HEALTH
COURSE CODE: DNT 505
COURSE CONVENER: BINDIYA CHAUHAN
CREDIT POINTS: 23
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
The Basic Science course runs 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 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 study of pertinent anatomical structures of most importance to the future dental practitioner, i.e. the head and neck.

COURSE TITLE: ORAL BIOLOGY AND ORAL DISEASES
COURSE CODE: DNT 506
COURSE CONVENER: ARTI NAIDU
CREDIT POINTS: 14
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
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.

COURSE TITLE: COMMUNITY DENTISTRY
COURSE CODE: DNT 508
COURSE CONVENER: JOJI RALOVO
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

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, biospychosocial, 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 overtime. 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.

YEAR 2

CERTIFICATE IN DENTAL HYGIENE - COURSE LISTING

<table>
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COURSE DESCRIPTORS - CERTIFICATE IN DENTAL HYGIENE

COURSE TITLE: PERIODONTICS
COURSE CODE: DNT 604
COURSE CONVENER: ANUMALA RAM
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
Course Description:
This course deals with the detailed anatomy, histology, embryology and function of the normal periodontium, 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: COMMUNITY DENTAL HYGIENE
COURSE CODE: DNT 605
COURSE CONVENER: SUNEIL NATH
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
This course forms the foundation of community work by the future dental hygienist. Concepts and principles of dental hygienist practice in the community setting are introduced and augmented by observation trips to various community dental facilities within reach of the college. Students are taught the skills of dealing with key community persons, e.g. public health nurses, nutritionists, women’s groups, medical officers and village elders for better public relations and collaboration in community activities. Students go to outlying maternity clinics, child welfare institutions and schools. The main focus of this course is for the students to obtain skills in organizing programs for dental caries prevention among schoolchildren and practicing basic skills of clinical dental hygiene, as they would necessarily be doing in future practice as a dental hygienist.

COURSE TITLE: CLINICAL DENTISTRY
COURSE CODE: DNT 606
COURSE CONVENER: KRITESH BHAJ
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS, JBS AND PACIFICA CLINIC, CWMH DENTAL CLINIC

Course Description:
This course follows from Clinical Dentistry One and introduces the student to his 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: COMMUNITY DENTISTRY II
COURSE CODE: DNT 609
COURSE CONVENER: SUNEIL NATH
CREDIT POINTS: 13
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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.

COURSE TITLE: INTRODUCTION TO HEALTH PSYCHOLOGY
COURSE CODE: HPM 501
COURSE CONVENER: MASOUD MOHAMMADNESZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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; and, lastly, issues related to risk factors and risk behaviors.

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.

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

1. Apply basic knowledge of the physics and chemistry of dental materials to ensure the proper materials are used in the correct proportions for specific dental laboratory procedures and that correct safety and disposal procedures are followed.
2. Perform all dental laboratory techniques associated with designing, fabrication and modification of complete dentures.
3. Apply general laboratory techniques to evaluate impressions and prepare casts, fabricate custom impression trays, articulate casts.
4. Perform all dental laboratory procedures associated with fabrication, and repair/ modification of removable partial denture prostheses.
5. Perform all dental laboratory procedures associated with fabrication of fixed prostheses, including gold and indirect composite inlays, on-lays, full crowns, and bridgework.
6. Perform all dental laboratory procedures associated with fabrication, repair and modification of a variety of removable orthodontic appliances.
7. 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.

YEAR 1

DIPLOMA IN DENTAL TECHNOLOGY - COURSE LISTING

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**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 WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

Course Description:  
The oral health science course runs for two semesters. 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.

**COURSE TITLE:** DENTAL MATERIALS  
**COURSE CODE:** DTE 501  
**COURSE CONVENER:** SAMANTHA KUMAR  
**CREDIT POINTS:** 5  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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:** COMPLETE DENTURE PROSTHODONTICS  
**COURSE CODE:** DTE 601  
**COURSE CONVENER:** VIDYA MUDALIAR  
**CREDIT POINTS:** 50  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

Course Description:  
This course deals with the 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.

**COURSE TITLE:** ORTHODONTICS  
**COURSE CODE:** DTE 602  
**COURSE CONVENER:** SAMANTHA KUMAR  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 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.

YEAR 2

DIPLOMA IN DENTAL TECHNOLOGY - COURSE LISTING

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COURSE DESCRIPTORS - DIPLOMA IN DENTAL TECHNOLOGY

COURSE TITLE: CROWN & BRIDGE  
COURSE CODE: DTE 603  
COURSE CONVENER: RICARDO RANKIN  
CREDIT POINTS: 50  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:
This course introduces and provides the students with the knowledge, competencies and problem solving techniques necessary to provide fixed prostheses via a dentist. Design and fabrication of the fixed appliances will include; crowns, inlays and on-lays. 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. The course also introduces the basic theoretical constructions of porcelain-metal-fused and all-ceramic crowns and bridge units.

COURSE TITLE: PARTIAL DENTURE PROSTHODONTICS  
COURSE CODE: DTE 604  
COURSE CONVENER: VIDYA MUDALIAR  
CREDIT POINTS: 50  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:
This course deals with the theories and procedures of partial denture framework fabrication. It specifically deals with various methods and concepts of treating a patient with removable restorative appliances and involves components of Removable Partial Dentures (RPD) frameworks and their functions, classification of partially edentulous arches, surveying, and designing, arranging artificial teeth, finishing and polishing RPD.

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.
PROGRAMME OUTCOMES
A graduate of the Bachelor of Oral Health programme will have acquired the knowledge, skills and attitudes to reliably demonstrate the ability to:
1. Safely perform oral health practices in patient care
2. Demonstrate effective communication skills
3. Apply reflective practice and problem solving skills
4. Adopt effective management skills
5. Advocate oral health promotion in the communities
6. Demonstrate administrative and managerial skills
7. 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

YEAR 1
BACHELOR OF ORAL HEALTH - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF ORAL HEALTH

COURSE TITLE: CLINICAL DENTISTRY
COURSE CODE: DNT 501
COURSE CONVENER: REGINALD KUMAR
CREDIT POINTS: 31
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
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 duties 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, preparation and processing of radiographs, minimal non-interventional patient interactions, basic first-aid and maintenance and preparation of dental instruments.

COURSE TITLE: ORAL MICROBIOLOGY
COURSE CODE: DNT 502
COURSE CONVENER: KAMAL KISHORE
CREDIT POINTS: 8
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
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.

COURSE TITLE: DENTAL MATERIALS
**COURSE CODE:** DNT 503
**COURSE CONVENER:** VINAL HARIKISUN
**CREDIT POINTS:** 4
**SEMESTER OF OFFERING:** 2
**MODE:** FF
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
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 programme.

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**COURSE TITLE:** PREVENTIVE DENTISTRY
**COURSE CODE:** DNT 504
**COURSE CONVENER:** ANUMALA RAM
**CREDIT POINTS:** 15
**SEMESTER OF OFFERING:** 1&2
**MODE:** FF
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
The course 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 geriatric population.

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**COURSE TITLE:** BASIC SCIENCE IN ORAL HEALTH
**COURSE CODE:** DNT 505
**COURSE CONVENER:** PBL TEAM (BINDIYA CHAUHAN - COORDINATOR)
**CREDIT POINTS:** 23
**SEMESTER OF OFFERING:** 1&2
**MODE:** FF
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
The Basic Science courses run for two years 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 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. Emphasis has been given to pertinent anatomical structures of most importance to the future dental practitioner, i.e. the head and neck.

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**COURSE TITLE:** ORAL BIOLOGY AND ORAL DISEASES
**COURSE CODE:** DNT 506
**COURSE CONVENER:** ARTI NAIDU
**CREDIT POINTS:** 14
**SEMESTER OF OFFERING:** 1&2
**MODE:** FF
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
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.

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**COURSE TITLE:** COMMUNITY DENTISTRY I
**COURSE CODE:** DNT 508
**COURSE CONVENER:** JOJI RALOVO
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course introduces the student to the future functions of the dental therapist and dental officer in the community. The concepts of Behavioral Sciences and Applied Psychology is introduced to prepare students to understand the importance of behavior 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 overtime. 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.

YEAR 2

BACHELOR OF ORAL HEALTH - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF ORAL HEALTH

COURSE TITLE: LOCAL ANAESTHESIA & ORAL SURGERY
COURSE CODE: DNT 601
COURSE CONVENER: ORIPA WAQA
CREDIT POINTS: 7
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is a combination of two major components of Dentistry and is designed to provide students with standard clinical knowledge and experience in clinical local analgesia and dento-alveolar 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.

COURSE TITLE: CONSERVATIVE DENTISTRY
COURSE CODE: DNT 602
COURSE CONVENER: TEVITA NAIVALU
CREDIT POINTS: 19
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course deals mainly with Cariology. Dental Caries has been identified as the most common dental disease in Fiji and the Pacific region. This course has been designed to introduce the student to the processes and factors in the production of Caries, and based
on scientific evidence, develop student skills in the prevention and treatment of this very common condition. 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.

**COURSE TITLE:** PERIODONTICS  
**COURSE CODE:** DNT 604  
**COURSE CONVENER:** ANUMALA RAM  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
This course deals with the detailed anatomy, histology, embryology and function of the normal periodontium, 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. 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:** 20  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
This course follows from Clinical Dentistry One and introduces the student to his 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:** 35  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**Course Description:**
The Basic Science courses run for two years 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 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. Emphasis has been given to pertinent anatomical structures of most importance to the future dental practitioner, i.e. the head and neck.

COURSE TITLE: COMMUNITY DENTISTRY II  
COURSE CODE: DNT 609  
COURSE CONVENER: SUNEIL NATH  
CREDIT POINTS: 13  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Case Studies and Special Issues in Health Promotion is concerned with studying the application of health promotion as a substantive discipline with public health and as an important diseases prevention entity and the way in which the other strategies and interventions can be applied within the clinical or public health settings. 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 behaviors or policies that have emerged as an effective way to promote 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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COURSE DESCRIPTORS - BACHELOR OF ORAL HEALTH

COURSE TITLE: PAEDIATRIC DENTISTRY  
COURSE CODE: DNT 603  
COURSE CONVENER: SEEMA LAL  
CREDIT POINTS: 11  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Paediatric dentistry is concerned with understanding normal growth and development and the promotion and maintenance of oral health for children. Emphasis is on developing communication skills to gaining rapport with the child, parent/guardians. 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
College of Medicine, Nursing and Health Sciences 2017 Handbook

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.

**COURSE TITLE:** CLINICAL DENTISTRY III  
**COURSE CODE:** DNT 707  
**COURSE CONVENER:** JOJI RALOVO  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
Clinical Dentistry as convened in the third year is a practice-based course that integrates all the previous clinical courses and themes studied by the students in the previous two years of their respective programs. The student population is composed of two programs with competencies for different scopes of practice, so the practical learning activities during this crucial year are specifically directed to their expected outcomes as either dentist or dental therapist.

This year-long course is designed to allow third year students to develop competence in comprehensive patient care, to be able to obtain clinical experience in general dental practice, and become competent in comprehensive treatment planning and patient care, thereby rendering a good level of clinical restorative therapy to all patients.

This course helps the student to understand the philosophy of total oral health care for each patient and the interaction of dental auxiliary care with general and specialty care in the overall treatment plan for the individual. Clinical exposure helps the student to recognize the limitations of particular treatment modalities and the need to refer more complex cases.

**COURSE TITLE:** COMMUNITY DENTISTRY III  
**COURSE CODE:** DNT 708  
**COURSE CONVENER:** JOJI RALOVO, SUNEIL NATH, TEMALESI KING, MOSESE SALUSALU & LITIA MAKUTU  
**CREDIT POINTS:** 36  
**SEMESTER OF OFFERING:** 1&2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS/TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
This course is aimed at clinical dentists, dental hygienists, dental therapists, dental students and others with substantial experience in the oral health care sector:

- Who wish to develop their understanding of the epidemiology and prevention of dental diseases and disorders,
- Who wish to take part in the planning, organization and evaluation of dental services.
- Provides a valuable opportunity for dental personnel to interact with a wide variety of health care professionals and to bring a broad perspective to bear on problems in dental health
- Community dental services can provide varied and high quality training, and thus feature as a key part of general professional training.

The Community Dental Health program will provide service-learning opportunities for dental students wishing to practice in public health and community-based environments. The program will offer excellent opportunities for multicultural and multidisciplinary education by being available at locations convenient to patients, including provision of dental services in long stay hospitals and supported accommodation. To provide domiciliary visits and make arrangements for special groups and institutions as part of an extended dental team or health team.

PBH 701 Community Health Needs Assessment components and practical hands-on is included in this course through which interaction is encouraged with students in other programs: Environmental Health, Nutrition and Dietetics, Medicine, Epidemiology, Health Promotion, Health Education, and Public Health. Entailed in the process are the data collection (primary and secondary), analysing and reporting and also formulation of an action plan, done in partnership with the community and relevant key stakeholders.

This course includes components of PBH 702 Community Health Project Intervention. The course will focus on planning evaluation programmes incorporating evaluation designs. Students will develop evaluation methods and tools and carry out an evaluation of a health program.

Students will develop a product for their community utilizing their social marketing and health communication background and skills.

**COURSE TITLE:** ELECTIVES  
**COURSE CODE:** DNT718  
**COURSE CONVENER:** JOJI RALOVO & ASHNEETA PRASAD
CREDIT POINTS: PASS/FAIL
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The Electives course is an opportunity for final year students to engage in learning experience or extra-curricular activity outside the scope of oral health. This may involve anything such as music, arts, business, science or areas of interest in dentistry. This course is an excellent opportunity for students to grow on an intellectual level and gain exposure to other venues and aspects in life. Electives may be undertaken locally or overseas.

COURSE TITLE: ORAL MEDICINE AND ORAL PATHOLOGY
COURSE CODE: DNT 727
COURSE CONVENER: OSEA G. DUKUNO
CREDIT POINTS: 7
SEMESTER OF OFFERING: 1
MODE: FF/MOODLE
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course offers a comprehensive study of the general concepts of pathophysiology as they relate to systemic and oral conditions. The first part of the course covers the basic concepts of general pathology and the second part focuses on the management of oral manifestations of systemic conditions and of the more common oral diseases.

COURSE TITLE: DENTAL PRACTICE AND ETHICS
COURSE CODE: DNT 728
COURSE CONVENER: JOJI RALOVO
CREDIT POINTS: 19
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The GDP module is competency–based, 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 729
COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 5
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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.

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.

PROGRAMME OUTCOME
Upon successful completion of this five year long program, the student is expected to:

1. Be able to identify oral diseases, diagnose, treatment plan and manage or refer patients accordingly.
2. Formulate the most appropriate logical, rational and defendable treatment plan, based on evidence from history, intra oral examination and diagnostic tests that provides the patient with the best predictable treatment outcome possible with economic, social and physiologically sound justifications.
3. Have developed knowledge in all the individual disciplines of dentistry to be able to justify the treatment and treatment plans developed for all patients under their care.
4. Work together with the community to facilitate oral health and total health wellness.
5. Be able to review scientific literature for application to the practice of operative dentistry and be lifelong learners in the process.
6. Be able to be a reflective practitioner, a lifelong learner with problem solving skills.
7. Demonstrate ethical and social understanding likewise effective communication skills.
8. Demonstrate good managerial skills.
9. Have developed knowledge in all the following individual disciplines of dentistry to be able to justify the treatment and treatment plans developed for all patients under their care.
   - Dental trauma
   - Endodontics
   - Fixed and removable prosthodontics
   - Pedodontic issues
   - Periodontic problems
   - Oral pathology
   - Oral medicine
   - Oral Surgery
   - Orthodontic issues
10. Be able to plan, request, make or refer for appropriate diagnostic aids for the correct diagnosis of oral disease/pathology
11. Be able to carry out surveys and research on issues regarding oral diseases, services utilization and report accordingly.
12. Appreciate diversity that recognizes the value of different viewpoints and the benefits of cultural integration that helps build community and contributes to the enrichment of life;
13. Adopt Ethical and fair behaviour that encourage honest, trustworthy and respectful practices, supported by equitable processes.

YEAR 3

BACHELOR OF DENTAL SURGERY - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF DENTAL SURGERY

COURSE TITLE: PAEDIATRIC DENTISTRY
COURSE CODE: DNT 603
COURSE CONVENER: SEEMA LAL
CREDIT POINTS: 11
SEMESTER OF OFFERING: 1&2
Paediatric dentistry is concerned with understanding normal growth and development and the promotion and maintenance of oral health for children. Emphasis is on developing communication skills to gaining rapport with the child, parent/guardians. 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.

Clinical Dentistry as convened in the third year is a competency-based course with an emphasis based in imparting basic skills essential to the practice of dentistry. The didactic and practice-based course will teach relevant knowledge and skills necessary to train a competent general dental practitioner or dentist. The subject will guide students to be in touch with the innovations in dentistry using evidence-based delivery concepts. This course helps the student to understand the philosophy of total oral health care for each patient and the interaction of dental auxiliary care with general and specialty care in the overall treatment plan for the individual. Clinical exposure helps the student to recognize the limitations of particular treatment modalities and the need to refer more complex cases.

The course offers a comprehensive study of the general concepts of pathophysiology as they relate to systemic and oral conditions. The first part of the course covers the basic concepts of general pathology and the second part focuses on the management of oral manifestations of systemic conditions and of the more common oral diseases.

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.
COURSE CODE: DNT 730
COURSE CONVENER: COMMON CORE TEAM
CREDIT POINTS: 42
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The art and science of practicing contemporary dentistry involves sequential development of proficiency of common core skills. This course is designed to lay the foundation of theoretical and practical knowledge for students and will provide the relevant experiences towards restoration of biological, microbial, mechanical, aesthetic functions of the dentition. This introductory thematic sequential module will focus on several inter-related disciplines towards development of preclinical and pre-laboratory skills. The inter-related discipline consists of endodontic, prosthodontics, orthodontics and material science.

COURSE TITLE: BASIC SCIENCES IN DENTISTRY III
COURSE CODE: DNT 738
COURSE CONVENER: PBL TEAM (OSEA G DUKUNO – COORDINATOR)
CREDIT POINTS: 12
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This 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.

YEAR 4

BACHELOR OF DENTAL SURGERY - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF DENTAL SURGERY

COURSE TITLE: RESEARCH PART I
COURSE CODE: DNT 700
COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 12  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
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. Through this unit, students will have a much better grasp on how to prepare for their final research project, which is a mandatory component of the undergraduate programme.

COURSE TITLE: PHARMACOLOGY  
COURSE CODE: DNT 701  
COURSE CONVENER: BILAL AHMED  
CREDIT POINTS: 8  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
The pharmacology courses in Health Sciences programmes are designed to introduce students of allied health professions to general principles of pharmacology, including both actions of drugs on the body (pharmacodynamics) and actions of the body on drugs (pharmacokinetics); areas of systematic pharmacology especially relevant to the particular professional group; and aspects of clinical pharmacology relevant to all health professionals dealing with patients who are prescribed drug therapy. Dental Pharmacology, introduces dental students to general aspects of pharmacology, and then covers drugs used commonly in dentistry or in treating important disorders of the major systems of the body, especially those conditions common in the Pacific region, or likely to affect or be affected by dental treatments and procedures.

COURSE TITLE: ENDODONTICS  
COURSE CODE: DNT 709  
COURSE CONVENER: ASHNEETA PRASAD  
CREDIT POINTS: 11  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Endodontics is the branch of dentistry concerned with the morphology, physiology, and pathology of the dental pulp and the peri-radicular tissues. In this unit students are taught in detail the patho-physiology of dental caries and the ways in which the pulp and peri-radicular tissues respond to such insult. Students are taught the fundamentals of providing root canal treatment in patients whose carious teeth or other physical trauma have caused pulpal exposure and demonstrating associated symptoms. Students will not only learn the clinical presentations, but also understand the histological processes involved as well. The Endodontics course will also encompass the emergency and long term management of physical trauma to the teeth and supporting alveolar structures.

COURSE TITLE: REMOVABLEPROSTHODONTICS  
COURSE CODE: DNT 710  
COURSE CONVENER: ARTI NAIDU, GOWRI SIVARAMAKRISHNAN, VINAL HARKISHAN  
CREDIT POINTS: 11  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
This course will enable students to take a step further into rehabilitation of the dentition whereby it focuses on the clinical skills necessary for design and construction of removable partial denture and full dentures. This course will comprises of theoretical, preclinical/laboratory and clinical components of complete and partial denture construction.

COURSE TITLE: CROWN & BRIDGE  
COURSE CODE: DNT 712  
COURSE CONVENER: MARK CUMBERBATCH  
CREDIT POINTS: 11  
SEMESTER OF OFFERING: 1&2
COURSE TITLE: ORAL SURGERY BDS IV  
COURSE CODE: DNT 713  
COURSE CONVENER: KANTARA TIIM  
CREDIT POINTS: 9  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF & MOODLE  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Students in 4th year of the programme should be able to demonstrate a thorough understanding and knowledge of the principles of medical evaluation of the surgical patient, regional anatomy, local anaesthesia, oral and parenteral sedation, perioperative haemorrhage and go onto building advanced skills to safely carry out teeth extractions under local anaesthesia. This course also ensures that they are able to recognize pre-and post-extraction problems, have full knowledge and understanding of management of medically compromised patients in relation to exodontias and other minor oral surgical procedures. They must also be able to develop knowledge and skills in identifying cases base on their limitation in the removal of teeth and general management of patient and make appropriate referrals.

COURSE TITLE: COMMUNITY DENTISTRY IV  
COURSE CODE: DNT 715  
COURSE CONVENER: TEMALESI KING  
CREDIT POINTS: 10  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
This course will focus on the assessment of the community, oral disease levels and related socio-demographic variables. It will also document on the natural history of disease and the identification of prevention and evaluation measures in early childhood, school-aged children and handicapped. Existing oral care system and the integration of Primary Health Care, Health Promotion and basic concepts and principles related to the practice of Community Dentistry will be included.

COURSE TITLE: PERIODONTICS  
COURSE CODE: DNT 716  
COURSE CONVENER: LEENU MAIMANUKU, AMARENDAR VEDIVELU  
CREDIT POINTS: 11  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
This Periodontics course is a continuation of the Preventive and Year II Periodontology units. This course will focus on more detailed understanding of the periodontal process, its diagnosis and treatment. The primary emphasis is placed on clinical competency in decision making based on foundational knowledge and evidence based rationales.
COURSE DESCRIPTION:
The Year IV clinical Course is designed to challenge the Fourth Year dental students with scenarios which will test their skills at General dental practice; including Diagnosis & Treatment Planning, Emergency Care, Preventive Dentistry, Periodontics, Anaesthesia, Oral Medicine, Paedodontology, Restorative dentistry, Minor Oral surgery, Endodontics, Orthodontics, and Fixed / Removable Prosthodontics. A full understanding of dental Ethics and Professionalism will be covered as part of the syllabus and this will be expected at all times in the clinic.

COURSE TITLE: INTRODUCTION TO EPI-INFO
COURSE CODE: PUBLIC HEALTH TEAM - TAMAVUA
COURSE CONVENER: TBC
CREDIT POINTS: 5
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The aim of this course is to equip students with basic operational skills (questionnaire design, entry and data analysis) in the “Epi-Info” database for basic research and data management. This course introduces free electronic resources that can be useful when planning and implementing public health projects in resource-poor settings apart from just using Epi-Info software. The primary resource emphasized in this course is Epi-Info™, a database and statistical analysis software programme created by the Centers for Disease Control (CDC). You will learn how to use Epi-Info™ for calculating sample size for a research study using built–in Statistically programme, entering research data, and for performing basic to advanced analysis on a dataset. In addition, you will be introduced to statistic component of Microsoft Excel programme.

COURSE TITLE: ORTHODONTICS
COURSE CODE: DNT 722
COURSE CONVENER: LEENU MAIMANUKU
CREDIT POINTS: 11
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA 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 year-long course delivered in year 4 of the B.D.S. 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 AND PATHOLOGY IV
COURSE CODE: DNT 747
COURSE CONVENER: OSEA G. DUKUNO
CREDIT POINTS: 11
SEMESTER OF OFFERING: 1&2
MODE: FF & MOODLE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course focuses on 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 disease 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 diseases pathogenesis, rationale and selection of the most appropriate diagnostic tests for confirmation and modalities of appropriate management or referral.

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>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>DNT 723</td>
<td>Oral Surgery BDS V</td>
<td>1 &amp; 2</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>DNT 724</td>
<td>Clinical Dentistry V</td>
<td>1 &amp; 2</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>DNT 725</td>
<td>Community Dentistry V</td>
<td>1 &amp; 2</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>DNT 726</td>
<td>Clinical Practice</td>
<td>1 &amp; 2</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>DNT 750</td>
<td>Research Part II</td>
<td>1 &amp; 2</td>
<td>12</td>
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</table>

Non-Core Subjects

<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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<tbody>
<tr>
<td>6</td>
<td>DNT 720</td>
<td>Electives</td>
<td>1 &amp; 2</td>
<td>7</td>
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<tr>
<td>7</td>
<td>HSM 705</td>
<td>Practical Health Services Management</td>
<td>2</td>
<td>20</td>
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COURSE DESCRIPTORS - BACHELOR OF DENTAL SURGERY

COURSE TITLE: ORAL SURGERY BDS V
COURSE CODE: DNT 723
COURSE CONVENER: JAYANTHA WEERASINGHE
CREDIT POINTS: 14
SEMESTER OF OFFERING: 1 & 2
MODE: FF & MOODLE
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Students in B.D.S. V will take on a more hands-on approach to Oral Surgery, observing, assisting and finally performing minor surgical procedures such as Surgical Removal of wisdom teeth and management of fracture cases. Students will also have the opportunity to assist in major surgical procedures carried out in the operating theatres, of Colonial War Memorial Hospital. As part of the curriculum, students will be taken on Hospital Ward rounds and be taught how to carry out primary assessments, admit, and monitor dental patients in the hospital setting. Drug prescription will also be revised.

COURSE TITLE: CLINICAL DENTISTRY V
COURSE CODE: DNT 724
COURSE CONVENER: MARK CUMBERBATCH
CREDIT POINTS: 11
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course seeks to combine the necessary skills for complete clinical practice with knowledge the students have gained over the five years of dentistry. The GDP course encourages the student to consider the continual development their dental skills and knowledge will require outside of the dental school through continued professional development and lifelong improvement of skills. The lecture/tutorial component of the course design incorporates great flexibility, with a multi-disciplinary approach to teaching. Each Lecturer probes students in student clinical sessions to define areas in which they may need to be strengthened. The lecturer then incorporates these areas into the streams to be discussed in class. Primarily the class is problem based with all relevant information provided in earlier years. Teaching is conducted through discussion based classes, problem solving sessions, case discussions and tutorials. The major component of the theoretical aspect have been presented to students through didactic and preclinical sessions in different disciplines in earlier years of study and this module encourages students to review all previous learning in order to partake of the class discussion, which aims to integrate knowledge from all previous dental exposure and experience.
COURSE CODE: DNT 725
COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 12
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course aims to prepare the student to enter the dental profession with appropriate knowledge and skills in dental public health developed over the five year program. The new practitioner will serve the community in both private and public 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 the 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.

COURSE TITLE: CLINICAL PRACTICE
COURSE CODE: DNT 726
COURSE CONVENER: SEEMA LAL, MARK CUMBERBATCH, LEENU MAIMANUKU, ARTI NAIDU, RICARDO RANKIN
CREDIT POINTS: 81
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Clinical dentistry at the fifth year level seeks to further develop and enhance the skills developed by the fourth year student. Final year clinical dentistry seeks to ready the student for practice as a dentist in private and public clinics throughout the Pacific. The course aims to allow students to demonstrate clinical competency in all aspects of general dental practice, and further develop their skills in comprehensive treatment planning with consideration to complete patient care.
In the clinic the student is made to focus on completing a comprehensive range of clinical criteria ranging from an individual restoration through to the total oral health care of an individual patient. Students also improve their skills in the management and treatment of periodontics, pedodontic, endodontic, orthodontic, removable and fixed prosthetics and oral surgery patients. With clinical training the student is able to enhance and develop all of the skills that have been taught in theory. These include communication and motivational skills, empathy, professional attributes and appropriate modes of behavior for the clinical environment. The student will also develop skills in the ethical treatment of all patients and to develop the student’s communication skill in terms of being able to change or modify patient behavior in order to achieve better health outcomes.
Working as a clinician within a clinical environment the student is able to recognize their role within the dental team and further develop the skills required to lead the dental team.
This module is designed to provide an update and integrate the basic and advanced skills the student has acquired in the lecture room, previous teaching blocks, and from personal experience in the oral health-teaching clinic.

COURSE TITLE: ELECTIVES
COURSE CODE: DNT 720
COURSE CONVENER: SUNEIL NATH
CREDIT POINTS: 7
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The Electives course is an opportunity for final year students to engage in learning experience or extra-curricular activity outside the scope of Dentistry. This may involve anything such as music, arts, business or science. This course is an excellent opportunity for students to grow on an intellectual level and gain exposure to other venues and aspects in life.
COURSE TITLE: RESEARCH PART II
COURSE CODE: DNT 750
COURSE CONVENER: TEMALESI KING
CREDIT POINTS: 12
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course is being an application of research; heavily rely on availability, competencies and commitment of DOH staff with expertise in topic related discipline to assist student progress in accomplishing each proposal stage towards completion. Research coordinator will monitor progress and advise student in consultation with their supervisors on the acceptability and depth of work submitted.

COURSE TITLE: PRACTICAL HEALTH SERVICES MANAGEMENT
COURSE CODE: HSM 705
COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: HYBRID MODE
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course is 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.

POSTGRADUATE PROGRAMMES

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Fees</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>
<td>$14,700.00 (Tuition Only)</td>
</tr>
<tr>
<td>Postgraduate Diploma in Oral Surgery</td>
<td>1 year</td>
<td>$15,750.00 Per Year (Tuition Only)</td>
</tr>
</tbody>
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MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>Programme</th>
<th>Entrance Requirements</th>
<th>Mode</th>
<th>Duration</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. At least three years of work experience is desired but candidates who have less years of experience can apply and have their application assessed. 2. 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>
<td>FF and Online</td>
<td>3 Semesters</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 candidates who do not have as many years of experience can apply and have their application assessed.</td>
<td>FF</td>
<td>2 semesters</td>
</tr>
</tbody>
</table>
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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<tbody>
<tr>
<td>1</td>
<td>HSM 801</td>
<td>Human Resource in Health</td>
<td>2</td>
<td>30</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>
<td>30</td>
</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>
</tr>
<tr>
<td>6</td>
<td>DNT804</td>
<td>Dental Health Services &amp; Epidemiology</td>
<td>1</td>
<td>20</td>
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<tr>
<td>7</td>
<td>EPI 801</td>
<td>Principles and Practice in Epidemiology</td>
<td>1</td>
<td>30</td>
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### Non-Core Subject

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EPI 802</td>
<td>Elective (Or HSM803) Principles &amp; Practice of Public Health Surveillance</td>
<td>1 30</td>
</tr>
<tr>
<td>HSM 803</td>
<td>Elective (Or EPI802) Health Service Organizations and Societal Change</td>
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</table>

#### 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:** ON-LINE  
**CAMPUS WHERE IT IS DELIVERED:** 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.

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**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 WHERE IT IS DELIVERED:** 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 WHERE IT IS DELIVERED:** 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
College of Medicine, Nursing and Health Sciences 2017 Handbook

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.

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**COURSE TITLE:** POPULATION HEALTH PROMOTION  
**COURSE CODE:** HPM 802  
**COURSE CONVENER:** MASOUD MOHAMMADNEZHAD  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1  
**MODE:** ONLINE  
**CAMPUS WHERE IT IS DELIVERED:** 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.

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**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 WHERE IT IS DELIVERED:** PASIFIKA 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.

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**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  
**CAMPUS WHERE IT IS DELIVERED:** 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.

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**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 WHERE IT IS DELIVERED: 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: PRINCIPLES AND PRACTICE OF PUBLIC HEALTH SURVEILLANCE
COURSE CODE: EPI 802
COURSE CONVENER: ANASEINI BATIKAWAI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: MIXED MODE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
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: HEALTH SERVICE ORGANISATIONS AND SOCIETAL CHANGE
COURSE CODE: HSM 803
NAME OF COURSE CONVENER: RAMNEEK GOUNDAR
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: ONLINE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
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

### Course Code: DNT 805: Advanced Oral Surgery

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Unit Title</th>
<th>Notes</th>
<th>Duration</th>
<th>SDL Hrs</th>
<th>Contact Hrs</th>
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<tr>
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<tr>
<td>1.</td>
<td>Principles of General Medicine</td>
<td>Duration= 8 wk Ward/Clinic (MOH)</td>
<td>220</td>
<td>320</td>
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<td>Principles of General Surgery</td>
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<td>Anaesthesiology &amp; Intensive Care</td>
<td>Duration= 2 wk ICU &amp; OT (MOH)</td>
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<tr>
<td>4</td>
<td>Oral Pathology</td>
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<td>5</td>
<td>Radiology relevant to Oral Surgery</td>
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<td>6</td>
<td>Plastic Surgery relevant to Oral Surgery</td>
<td>Duration= 2 wk Ward/Clinic &amp; OT (MOH)</td>
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<td>7</td>
<td>ENT relevant to Oral Surgery</td>
<td>Duration= 1 wk Ward/Clinic &amp; OT (MOH)</td>
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<td>8</td>
<td>Oral Surgery &amp; Allied Disciplines</td>
<td>Duration= 8 wk Dental Clinic (FNU), Oral Surgery Clinic, MOT, Ward, OT (MOH)</td>
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<td>320</td>
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<table>
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<td>740 1060 120</td>
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</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.
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 programmes 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.

UNDERGRADUATE CERTIFICATE PROGRAMMES

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>DURATION</th>
<th>FEES</th>
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<tbody>
<tr>
<td>Certificate in Phlebotomy</td>
<td>1 semester</td>
<td>$3,600.00 (Tuition Only)</td>
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<tr>
<td>Certificate in Disability and Community</td>
<td>1 year</td>
<td>$9,000.00 (Tuition Only)</td>
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<tr>
<td>Based Rehabilitation</td>
<td></td>
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<tr>
<td>Certificate in Clinical Laboratory Technology</td>
<td>2 years</td>
<td>$5,600.00 (Tuition Only)</td>
</tr>
</tbody>
</table>

*Fees: Other charges log onto our website: [http://www.fnu.ac.fj](http://www.fnu.ac.fj)

MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Disability &amp; Community</td>
<td>1. A pass in the Year 13 Examination, or its equivalent, with a minimum aggregate marks of 250 out of 400 including a 50% pass in English and at least 2 science subjects OR 2. A pass in Full foundation Science programme, or its equivalent, having a minimum Grade Point Average (GPA) of 2.5 out of 5 or/and out of 4.5 for the above subject combination. 3. Regional and international students will need qualifications assessed by the South Pacific Board of Education Assessment (SPBEA) or HEC (Higher Education Commission) 4. Mature-age entry or conditional enrolment: interested applicants with relevant work experience may be considered for placement upon approval by the Programme Coordinator, as per the University Academic &amp; Student Regulations (UASR).</td>
<td>FF</td>
<td>1 Year</td>
</tr>
<tr>
<td>Community Based Rehabilitation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Phlebotomy</td>
<td>1. A pass in the Fiji Year 13 Examination or the equivalent, with a minimum aggregate of 250 out of 400. (With at least 50% passes in English, Biology and Chemistry/Physics or with an equivalent qualification such as Full foundation Science with GPA of 2.5).</td>
<td></td>
<td>1 Semester</td>
</tr>
<tr>
<td>Certificate in Clinical Laboratory Technology</td>
<td>1. A pass in the Fiji Year 13 Examination or the equivalent, with a minimum aggregate of 250 out of 400. (With at least 50% passes in English, Biology and Chemistry/Physics or with an equivalent qualification such as Full foundation Science with GPA of 2.5).</td>
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<td>2 Years</td>
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<tr>
<td>Bachelor of Pharmacy</td>
<td>1. A pass in the Year 13 Examination, or its equivalent, with a minimum aggregate marks of 320 out of 400 in Mathematics, Chemistry (at least 75%), either Biology or Physics including 50% pass in English OR; 2. A pass in Full foundation Science programme, or its equivalent, with a minimum Grade Point Average (GPA) of 3.7 out of 5 or/and out of 4.5 - inclusive of the above subject combination</td>
<td>FF</td>
<td>4 Years</td>
</tr>
</tbody>
</table>
| Bachelor of Medical Imaging Science | 1. A pass in the Year 13 Examination, or its equivalent, with a minimum aggregate marks of 250 out of 400, including a mandatory pass in English, Physics and Biology OR;  
2. A pass in Full foundation Science Programme, or its equivalent, with a minimum Grade Point Average (GPA) of 2.8 out of 4.5 or 3.0 out of 5.0 including a mandatory pass in English, Physics and Biology OR;  
3. A minimum Grade Point Average (GPA) of 2.8 out of 4.5 or 3.0 out of 5.0 in Bridging Foundation Science Programme or Unclassified Foundation Programme with a mandatory pass in English, Physics and Biology OR;  
4. A holder of Certificate, Diploma or Degree in any of the Life/Health Sciences Programme.  
5. Mature/Lateral Entry - holder of Certificate or Diploma in Diagnostic Radiography from CMNHS/FSM or its equivalent institution.  
Admission will be based on merit until the required student numbers for the programme is met (also refer to FNU UASR Enrolment Section)  
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. | 3 Years |
| Bachelor of Medical Laboratory Science | 1. A pass in the Fiji Year 13 Examination with a minimum aggregate of 250 out of 400. Plus, 50% passes in English, Mathematics, Biology and Chemistry or with an equivalent qualification such as Full foundation Science, USP (GPA of 3.0).  
2. Fiji or regional graduates with a certificate or diploma qualification in medical laboratory sciences will have to provide the syllabus for the programme they undertook to receive cross credits. Courses undertaken more than 5 years ago or any changes in the course curriculum will NOT qualify a candidate for cross credit. | FF 4 Years |
| Bachelor of Physiotherapy | 1. A pass in Year 13 Examination, or its equivalent, with a minimum aggregate marks of 250 out of 400 in four subjects - Mathematics, Biology and Physics/Chemistry including 50% pass in English, OR;  
2. A pass in Full foundation Science programme, or its equivalent, with a minimum Grade Point Average (GPA) of 2.5 out of 5 or/and out of 4.5 for the above subject combination.  
3. Regional and International students will need qualifications assessed by the South Pacific Board of Education Assessment (SPBEA) or HEC (Higher Education Commission).  
4. Mature-age entry or conditional enrolment: relevant work experience and evidence of appropriate continuing education may be considered for placement upon approval by the | FF 4 Years |
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.

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>
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<tr>
<td>1</td>
<td>CLP 501</td>
<td>Legal and Ethical Issues</td>
<td>1</td>
<td>16</td>
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<tr>
<td>2</td>
<td>CLP 502</td>
<td>Introduction to Phlebotomy</td>
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<td>16</td>
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<td>3</td>
<td>CLP 503</td>
<td>Advanced Phlebotomy</td>
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<td>CLP 504</td>
<td>Blood Collection Variables and Complications</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>CLP 505</td>
<td>Clinical Attachment</td>
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COURSE DESCRIPTORS - CERTIFICATE IN PHLEBOTOMY

COURSE TITLE: LEGAL AND ETHICAL ISSUES
COURSE CODE: CLP 501
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 16
SEMESTER OF OFFERING: I
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course looks at the legal and ethical issues with blood collection. Customer care and Communication skills, Universal Laboratory Precautions and Safety Rules (OHS), Infection Control (HIV/HBV) and Computers Literacy will be covered in this module. The phlebotomy programme supports the extended role of nurses, technicians and health care workers to take blood for investigations, in the community, on behalf of General Practitioners, provided they have been appropriately trained, and are competent to do so.
COURSE TITLE: INTRODUCTION TO PHLEBOTOMY
COURSE CODE: CLP 502
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 16
SEMESTER OF OFFERING: I
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIPIKA CAMPUS
COURSE DESCRIPTION:
Phlebotomy is the scientific field of blood collection. The course is designed to enable the students to gain insight on the fundamental mechanisms of Phlebotomy by knowing the history and uses, looking at the various health sector set-up, how the body functions, equipment that you may require for blood collection, introducing you to laboratory quality and how to manage it, knowing a bit about mathematics for easy calculations that do not require technologies, and have some knowledge on the medical terminologies used in the laboratory.
The knowledge attained from this course builds a foundation and serves as a pre-requisite to CLP503. Students will have an understanding of what the Medical Laboratory Science field is all about and enable them to apply their knowledge and skills as a qualified health care professional.

COURSE TITLE: ADVANCE PHLEBOTOMY
COURSE CODE: CLP 503
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 32
SEMESTER OF OFFERING: I
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIPIKA CAMPUS
COURSE DESCRIPTION:
This course begins with a discussion on patient identification by the phlebotomists and labeling procedures. This aspect of the module also reviews ethical issues in maintaining patient confidentiality. This course also looks at venipuncture and donor bleeding procedures followed by practical in the laboratory. Other major topics covered are specimen collection procedures: handling, transport and processing of blood specimens. The order of draw during blood collection in terms of anticoagulants and specimen containers and skin puncture equipment and procedures is also covered in the latter proportion of this course. The knowledge attained from this course builds a foundation and serves as a pre-requisiteto CLP504. Students will have an understanding of what the Medical Laboratory Science field is all about and enable them to apply their knowledge and skills as a qualified health care professional.

COURSE TITLE: BLOOD COLLECTION VARIABLES AND COMPLICATIONS
COURSE CODE: CLP 504
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 28
SEMESTER OF OFFERING: I
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIPIKA CAMPUS
COURSE DESCRIPTION:
This course combines basic medical science knowledge learnt from the first three courses with blood collection variables and complications. This will basically looks at the types of variables that affect blood collection followed by Procedural errors and complications that occur. It reviews the types of complications that could occur during blood collection and ways to troubleshoot these problems. Other topics covered in this course are specific testing and collection requirements, which includes blood as well as other body specimens testing. This course also covers point of care testing and electrocardiography (ECG) whereby knowledge on basic point of care testing such as glucose, urine, blood pressure and ECG are taught to students. The knowledge acquired in this course is further enhanced with hands-on practice.
The knowledge attained from the other courses builds a foundation for CLP504. Students will have an understanding of what the Medical Laboratory Science field is all about and enable them to apply their knowledge and skills as a qualified health care professional. The successful completion of this course allows the students to proceed to their clinical attachment and completion of this programme.

COURSE TITLE: CLINICAL ATTACHMENT
COURSE CODE: CLP 505
COURSE CONVENER: EDWINA RAZAK
CREDIT POINTS: 28
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKAN CAMPUS

COURSE DESCRIPTION
This course will require students to do an 8 weeks clinical attachment. Students start dealing with patients at this level, however they are under supervision at all times. Students are expected to abide by the ethical laws and be competent and show professionalism. Students rotate in all the departments of the CWMH such as, laboratory out patients, SOPD, A&E, Diabetic center, ANC, and Blood Bank, Donor bleeding service. Any misconduct during this clinical attachment may lead to termination from the programme.

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.

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.

ATTENDANCE
Attendance is compulsory. Lectures, practical work and clinical attachments are compulsory. Students are expected to be in class from the beginning of the session till the instructor finishes the class. A roll is taking at the beginning of the class and the students are required to sign in an attendance sheet at the end of every session. During clinical attachment, students are expected to start and finish at the same times as the regular staff.
CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY COURSE LISTING

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<tr>
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<td>Laboratory Technology</td>
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<td>Transfusion Medicine</td>
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<td>CLT 505</td>
<td>Haematology</td>
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COURSE DESCRIPTIONS - CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY

HUMAN BIOLOGY
- COURSE TITLE: HUMAN BIOLOGY
- COURSE CODE: HBI 502
- COURSE CONVENER: SERA GONELEVU
- CREDIT POINTS: 20
- SEMESTER OF OFFERING: 1 & 2
- MODE: FF
- CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
- COURSE DESCRIPTION:
  Anatomy and Physiology are two basic science subjects that are required for all health professionals. These two disciplines are the foundations from which other basic sciences and all clinical sciences are based. For Dietetics and Nutrition students, knowledge of anatomy and physiology helps them understand how nutrients are metabolized and utilized in the body and how nutritional diseases may be produced.

BASIC IMMUNOLOGY
- COURSE TITLE: BASIC IMMUNOLOGY
- COURSE CODE: MLS 503
- COURSE CONVENER: TAINA NAIVALU
- CREDIT POINTS: 8
- SEMESTER OF OFFERING: 1
- MODE: FF
- CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
- COURSE DESCRIPTION:
  Immunology is the study of the body’s response to infections by bacteria, viruses and other foreign materials. It is concerned with the study of mechanisms that protect an individual. It is studied, with a focus on Specific and Non-specific Immunity; Cell-mediated and Humoral Defense; Production of Antibodies; Complement System; Hypersensitivity Reactions; Auto immune Diseases and Tumors; Sources of Antibodies; Antibody activity in vitro; and, Antibody-Antigen Reactions. The role of immunological concepts is studied along with focus on the practical aspects to cover molecular side of Immunology.

LABORATORY TECHNOLOGY
- COURSE TITLE: LABORATORY TECHNOLOGY
- COURSE CODE: MLS 504
- COURSE CONVENER: EDWINA RAZAK
- CREDIT POINTS: 8
- SEMESTER OF OFFERING: 1
- MODE: FF
- CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
- COURSE DESCRIPTION:
  Laboratory Technology or MLS504 is taught in the BMLS Year 1 which comprises of the following topics:
  - Introduction to Laboratory Technology and Laboratory Safety Policy
  - Laboratory Occupational Health and Safety and the OHS Act of Fiji
  - Glassware, Plasticware and Equipment used in a Clinical Laboratory
  - Laboratory Quality Management System
  - Laboratory Spectrophotometry
Laboratory Microscopy
Communication and Perspective Skills in a Healthcare Laboratory
Laboratory Sterilization and Disinfection Procedures
Personal and Interpersonal Skills in a Clinical Laboratory
Fire Safety Measures in a Healthcare Laboratory
Information Management and Research Skills for Healthcare Laboratory Personnel.
Evacuation Procedures in a Healthcare Laboratory
Time Management Skills
Clinical Laboratory Waste Disposal and Management

This unit is taught in the first Semester of their first year with 2hours of lecture and 2 hours of practical session per week. This unit prepares students with enough knowledge and hands-on practice that they can put into good use during their education and training and also when they graduate and join the workforce.

COURSE TITLE: CLINICAL BIOCHEMISTRY
COURSE CODE: BCH 500
COURSE COORDINATOR: SHIVANJALI SHARMA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The course 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; Cerebrospinal Fluid; 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.

COURSE TITLE: TRANSFUSION MEDICINE
COURSE CODE: CLT 501
COURSE CONVENER: ADRIU SEPETI
CREDIT POINTS: 8
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
Students learn about different blood group systems and also learn to perform blood grouping. In this course the theory and practical are equally weighed. Students are required to pass both the theory and practical component to pass the course.

COURSE TITLE: GENERAL MICROBIOLOGY
COURSE CODE: CLT502
COURSE CONVENER: TAINA NAIVALU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
General microbiology is concerned with the study of microorganisms that are of medical importance. It is important that a scholar of a medical and health training programme has adequate and sound knowledge in medical microbiology in order to be able to understand the mechanisms of how microorganisms cause diseases or infections in humans and their consequent effects. Such knowledge is an essential tool in making decisions on the clinical and laboratory diagnosis of patients’ medical/health conditions as well as in the treatment and management of such diseases/infections.

COURSE TITLE: HAEMATOLOGY
COURSE CODE: CLT 505
COURSE CONVENER: ASHLEY NAICKER
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & S2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  

COURSE DESCRIPTION:  
Haematology course is the study of all areas of the haematology laboratory including safety, specimen collection and quality assurance. This course covers the topics such as general blood cell development, maturation and function of each cell line. Manual testing in haematology is then covered in practical sessions, which is followed by the preparation, staining and systematic evaluation of the peripheral blood film.

YEAR 2  

CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY COURSE LISTING  

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
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<tr>
<td>1</td>
<td>CLT 500</td>
<td>Professional Practice</td>
<td>1&amp;2</td>
<td>60</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - CERTIFICATE IN CLINICAL LABORATORY TECHNOLOGY  

COURSE TITLE: PROFESSIONAL PRACTICE  
COURSE CODE: CLT 500  
COURSE COORDINATOR: TAINA NAIVALU  
CREDIT POINTS: 60  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  

COURSE DESCRIPTION:  
During the 36 weeks of clinical attachment, the students will be working in all the departments of the pathology laboratory in the district and rural hospitals. They will perform tests or task delegated to them during this attachment by their supervisors. Students will be required to fill their logbook and performed all the tests as required/mentioned in the logbook.

CERTIFICATE IN DISABILITY AND COMMUNITY BASED REHABILITATION  

INTRODUCTION  
This year long programme equips students with knowledge and skills in the area of disability and community rehabilitation. Specific teaching and learning will focus on:  
- Different disabilities and ways to reduce their impact  
- How to develop and provide disability awareness and education to communities which result in an enabling environment for people with disabilities  
- How to enable a person with a disability to live their life the way they choose  
- How to use available services to reduce the impact of disabilities and to maintain health and well being  

ATTENDANCE  
The Certificate in Community Disability and Rehabilitation Programme has a 100% attendance policy. Students are expected to attend all scheduled sessions.

ASSESSMENTS  
- Students must pass both Theory (Knowledge) and Practical Components of the Assessment.  
- Every component of the Assessment (Knowledge assessment, Fieldwork Assessment, Client Presentations, and Practical Skills Assessments) must be passed in all Community Disability and Rehabilitation courses.  
- Thus students are given the opportunity to re-sit failed assessment components until they have demonstrated competency.  
- The maximum mark for obtaining competency of a failed component will only be 50%.  
- Any student who fails to demonstrate competency in any of the courses within the semester will be deemed to have failed the course.
REPEAT

- A student who has failed in 1 or more courses in **semester 1** will be given the opportunity to repeat the semester. This student shall not progress into the next semester (semester 2) until the failed courses have been successfully passed.

- A student who has failed in 1 or more courses in **semester 2** will be given the opportunity to repeat the semester. Students MUST pass all the courses in order to be awarded with a Certificate in Disability and Community BASED Rehabilitation Award.

TERMINATION

A student, who has failed in 1 or more courses per semester and has not been given the opportunity to repeat the semester shall be terminated from the programme.

CERTIFICATE IN DISABILITY AND COMMUNITY BASED REHABILITATION - 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>CBR 501</td>
<td>Introduction to Disability</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>CBR 502</td>
<td>Cerebral Palsy</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>CBR 503</td>
<td>Physical Disabilities and Interventions</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>CBR 504</td>
<td>Introduction to Intellectual Disability and Behavior</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>CBR 505</td>
<td>Social Communication</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>CBR 506</td>
<td>Inclusion</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>CBR 507</td>
<td>Information Management</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>CBR 508</td>
<td>Train the Trainer ‘Speak Out’</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - CERTIFICATE IN DISABILITY AND COMMUNITY BASED REHABILITATION

**COURSE TITLE:** INTRODUCTION TO DISABILITY  
**COURSE CODE:** CBR 501  
**COURSE CONVENER:** SHARLENE NAND  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course prepares the Community and Disability Rehabilitation worker with in-depth knowledge of disability and a special attitude toward fulfillment of tasks and functions of this work. Special focus is on the involvement of the community and on basic procedures toward assessing and recording data regarding disabilities. The student is introduced to the International Classification of Functioning (ICF) and the Community Approaches to Handicapped in Development (CAHD), both of which the CDW will be using extensively in field practice. Assessment is through knowledge and practical assessment.

**COURSE TITLE:** CEREBRAL PALSY  
**COURSE CODE:** CBR 502  
**COURSE CONVENER:** SHARLENE NAND  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
Cerebral Palsy is the most prevalent childhood disability in Fiji. In this course, the students learn to identify children with this disability using specific assessment methods, procedures and instruments for intervention and helping families and the community in caring for a child who can then adapt to the home environment using local resources.

**COURSE TITLE:** PHYSICAL DISABILITIES AND INTERVENTIONS  
**COURSE CODE:** CBR 503  
**COURSE CONVENER:** SHARLENE NAND  
**CREDIT POINTS:** 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course of study introduces the student to the different types of disabilities that could be found in their communities, and gives them some therapeutic techniques that are safe and easy to follow. Students are also taught on how to handle parents, carers and the general public in protecting this vulnerable group.

COURSE TITLE: INTRODUCTION TO INTELLECTUAL DISABILITY AND BEHAVIOUR
COURSE CODE: CBR 504
COURSE CONVENER: SHARLENE NAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course introduces the subject of Intellectual Disability, its various definitions and presentations. It aims at establishing and increasing understanding of persons with intellectual disability. It will also develop basic knowledge and skills appropriate for working persons with intellectual disability, their families and the community.

COURSE TITLE: SOCIAL COMMUNICATION
COURSE CODE: CBR 505
COURSE CONVENER: SHARLENE NAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
In this module students learn the basic principles of Social Communication, plan and implement appropriate social communication activities in communities. Specifically they learn to develop and provide disability awareness and education to communities which result in an "enabling environment" for people with disabilities. It will develop their understanding of local attitudes and beliefs, undertake community mapping and developing disability resources for community awareness sessions. The goal of these activities is to motivate communities to support people with disabilities who live in their communities.

COURSE TITLE: INCLUSION
COURSE CODE: CBR 506
COURSE CONVENER: SHARLENE NAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
In this course students acquire knowledge and skills to assist those with a disability to live their lives the way they chose, as much as they can. They will learn ways to support people with disabilities and their families to obtain what they need to live as others live. They will identify environmental barriers for people with disabilities, assist in their starting as well as their leaving school; this will also include vocational training and supported employment. Real life case studies of people living with disabilities will be used.

COURSE TITLE: INFORMATION MANAGEMENT
COURSE CODE: CBR 507
COURSE CONVENER: SHARLENE NAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
In this course students learn how to use available services to reduce the impact of disabilities and to maintain health and wellbeing through providing accurate information to families to support their children and family members with disabilities. They will acquire
and utilize ways of inking people with disabilities with the services they need. Practical record keeping, identifying and facilitating achievement of relevant outcome measures are integral.

**COURSE TITLE:** TRAIN THE TRAINER ‘SPEAK OUT’
**COURSE CODE:** CBR 508
**COURSE CONVENER:** SHARLENE NAND
**CREDIT POINTS:** 15
**SEMESTER OF OFFERING:** 2
**MODE:** FF
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**
Students learn to adapt, deliver and assess competency based training. They will also learn ways to identify learning needs of participants, and how to design and develop learning programmes. Planning and facilitation of group based learning is emphasized as well developing and accessing the effectiveness of the training programme.

**UNDERGRADUATE PROGRAMMES**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Medical Imaging Science</td>
<td>3 years</td>
<td>$9,000.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Bachelor of Medical Laboratory Science</td>
<td>4 years</td>
<td>$9,000.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Bachelor of Pharmacy</td>
<td>4 years</td>
<td>$9,000.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Bachelor of Physiotherapy</td>
<td>4 years</td>
<td>$9,000.00 Per Year (Tuition Only)</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>
<tbody>
<tr>
<td>Bachelor of Pharmacy</td>
<td>1. A pass in the Year 13 Examination, or its equivalent, with a minimum aggregate marks of 320 out of 400 in Mathematics, Chemistry (at least 75%), either Biology or Physics including 50% pass in English OR; 2. A pass in full Foundation Science programme, or its equivalent, with a minimum Grade Point Average (GPA) of 3.7 out of 5 or and out of 4.5 of the full Foundation Science programme with at least B+ in Chemistry.</td>
<td>FF</td>
<td>4 Years</td>
</tr>
<tr>
<td>Bachelor of Medical Imaging Science</td>
<td>1. A pass in the Year 13 Examination, or its equivalent, with a minimum aggregate marks of 250 out of 400, including a mandatory pass in English, Physics and Biology OR; 2. A pass in Full foundation Science Programme, or its equivalent, with a minimum Grade Point Average (GPA) of 2.8 out of 4.5 or 3.0 out of 5.0 including a mandatory pass in English, Physics and Biology OR; 3. A minimum Grade Point Average (GPA) of 2.8 out of 4.5 or 3.0 out of 5.0 in Bridging Foundation Science Programme or Unclassified Foundation Programme with a mandatory pass in English, Physics and Biology OR; 4. A holder of Certificate, Diploma or Degree in any of the Life/ Health Sciences Programme. 5. Mature / Lateral Entry - holder of Certificate or Diploma in Diagnostic Radiography from CMNHS/FSM or its equivalent institution.</td>
<td></td>
<td>3 Years</td>
</tr>
</tbody>
</table>
Admission will be based on merit until the required student numbers for the programme is met (also refer to FNU UASR Enrolment Section)
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 of 250 out of 400. Plus, 50% passes in English, Mathematics, Biology and Chemistry or with an equivalent qualification such as Full foundation Science, USP (GPA of 3.0).
2. Fiji or regional graduates with a certificate or diploma qualification in medical laboratory sciences will have to provide the syllabus for the programme they undertook to receive cross credits. Courses undertaken more than 5 years ago or any changes in the course curriculum will NOT qualify a candidate for cross credit. | FF | 4 Years |

| Bachelor of Physiotherapy | 1. A pass in Year 13 Examination, or its equivalent, with a minimum aggregate marks of 250 out of 400 in four subjects - Mathematics, Biology and Physics/Chemistry including 50% pass in English, OR; 2. A pass in Full foundation Science programme, or its equivalent, with a minimum Grade Point Average (GPA) of 2.5 out of 5 or/and out of 4.5 for the above subject combination. 3. Regional and International students will need qualifications assessed by the South Pacific Board of Education Assessment (SPBEA) or HEC (Higher Education Commission). 4. Mature-age entry or conditional enrolment: relevant work experience and evidence of appropriate continuing education may be considered for placement upon approval by the Programme Coordinator, as per the University Academic & Student Regulations (UASR). 5. Graduates from the Certificate in Disability & Community Based Rehabilitation programme may be considered based on academic merit (GPA of 3.0 out of 5) | FF | 4 Years |

| Bachelor of Physiotherapy - Bridging | 1. Successfully passed all the requirements for the Diploma in Physiotherapy. | FF | 2 Years |

**BACHELOR OF MEDICAL IMAGING SCIENCE**

**AIM**
The Bachelor of Medical Imaging Science Programme is designed to produce practitioners who are both practical and thinking graduates. This programme will produce graduates who are capable of performing a wide range of procedures in the imaging modalities covered by the programme, and who will also be able to contribute substantially to the operation of any modern radiology/medical imaging department or clinic.

**THE OBJECTIVES OF THE PROGRAMME**

- Demonstrate understanding of the role of medical imaging as a health science profession
- Communicate effectively with patients, general public and other health professionals
- Demonstrate academic and professional communication and reporting skills
- Demonstrate problem solving and/or problem management skills
- Apply critical reasoning skills
- Apply clinical decision-making skills
- Demonstrate clinical practice competence
- Demonstrate confidence in the clinical role
- Show evidence of self-learning and responsibility for learning
- Undertake relevant clinical research and interpret the results
- Demonstrate safe practice of professional responsibility and ethical conduct

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>Clinical &amp; Professional Studies</td>
<td>MIM 505</td>
<td>MIM 603</td>
<td>MIM 703</td>
</tr>
<tr>
<td></td>
<td>MIM 506</td>
<td>MIM 605</td>
<td>MIM 705</td>
</tr>
<tr>
<td>Communication &amp; Health Psychology</td>
<td>MIM 502</td>
<td>HPM 501</td>
<td>MIM 700</td>
</tr>
<tr>
<td></td>
<td>EPI 501</td>
<td>HSM 502</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPI 602</td>
<td></td>
</tr>
<tr>
<td>Human Structure &amp; Function</td>
<td>MIM 501</td>
<td>MIM 601</td>
<td>MIM 701</td>
</tr>
<tr>
<td></td>
<td>HPY 502</td>
<td>PTH 606</td>
<td></td>
</tr>
<tr>
<td>Imaging Instrumentation &amp; Physics</td>
<td>MIM 503</td>
<td>MIM 602</td>
<td>MIM 702</td>
</tr>
<tr>
<td></td>
<td>MIM 504</td>
<td>MIM 604</td>
<td>MIM 704</td>
</tr>
</tbody>
</table>

THE KEY DIMENSIONS OF THE PROGRAMME:
- Pre-procedure decision making, planning and evaluation
- Post-procedure decision making, planning and evaluation
- Patient assessment and welfare
- Clinical methods, radiation safety and occupation health and safety
- Professional communication, oral and written
- Image interpretation and evaluation
- Management, administration and legal requirements
- Quality assurance
- Professional education and development
- Research

DEGREE AWARD REQUIREMENTS
To successfully complete the BMIS degree programme, the following systematic progression must be completed by all students in the Programme:

**Year 1**
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.

**Year 2**
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.

**Year 3**
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 clinical block attachments biannually at various teaching healthcare facilities. In addition, they are expected to do a major research project as part of the requirements for the award of the degree. Successful students will need to combine excellent interpersonal skills with technical knowledge.
LEVELS OF ENTRY INTO THE PROGRAMME

The block diagram below shows the levels of entry into the BMIS programme.

PROGRAMME STRUCTURE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>DURATION</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>One</td>
<td>MIM 501</td>
<td>Anatomy</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>HPY 502</td>
<td>Physiology for Medical Imaging Science</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 502</td>
<td>Patient Care and Communication</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 503</td>
<td>Diagnostic Instrumentation</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 504</td>
<td>Radiation Physics and Protection</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 505</td>
<td>Medical Imaging Methods</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 506</td>
<td>Clinical Practice</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>EPI 501</td>
<td>Introduction to Basic Epidemiology</td>
<td>Semesters 1 &amp; 2</td>
<td>Compulsory PH Course</td>
</tr>
<tr>
<td>Two</td>
<td>MIM 601</td>
<td>Imaging Anatomy</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 602</td>
<td>Radiation Biology and Safety</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
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<tr>
<td></td>
<td>MIM 603</td>
<td>Medical Imaging Methods II</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 604</td>
<td>Computed Tomography and Ultrasound Physics</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 605</td>
<td>Clinical Practice II</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>PTH 606</td>
<td>Basic Pathology</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>EPI 602</td>
<td>Introduction to Health Research Methods</td>
<td>Semester 1</td>
<td>Compulsory PH Course</td>
</tr>
<tr>
<td></td>
<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
<td>Semester 2</td>
<td>Compulsory PH Course</td>
</tr>
<tr>
<td></td>
<td>HSM 502</td>
<td>Introduction to Health Services Management</td>
<td>Semester 1</td>
<td>Compulsory PH Course</td>
</tr>
<tr>
<td>Three</td>
<td>MIM 700</td>
<td>Research Project</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
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<tr>
<td></td>
<td>MIM 701</td>
<td>Principles and Practice of Image Interpretation</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>MIM 702</td>
<td>Digital Imaging</td>
<td>Semesters 1 &amp; 2</td>
<td>Core Course</td>
</tr>
</tbody>
</table>
MIM 703 Medical Imaging Methods III  
Semesters 1 & 2  
Core Course

MIM 704 Specialist Imaging  
Semesters 1 & 2  
Core Course

MIM 705 Clinical Practice III  
Semesters 1 & 2  
Core Course

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

ACADEMIC PROGRESS

REPEAT

- Any student who fails up to three core courses at the end of the year will repeat the year (this applies to all year levels except Year 1). A student will not be allowed to repeat Year 1.
- The repeating student will not need to repeat the optional courses including Public Health Course(s) he/she has previously passed. In other words, a student repeating a year will be required to do all the courses of the particular year he or she is repeating, excluding the optional courses and the public health courses previously successfully completed.
  
  Rationale: This is to reduce the burden of the course-load the student has to do in the repeat-year.
- Any student, except those in Year 1, who fails the supplementary exam in a core course will not be allowed to proceed to the following year but will repeat the year.
- A final year student who fails the “Clinical Practice” course will need to spend one extra semester in the following year in order to pass the clinical component

TERMINATION

- A student who fails up to three courses in Year 1 will be terminated from the programme.
- A student who has failed a total of four or more courses at the end of the year will be terminated from the programme (applies to all Year levels).
- Any repeating student who fails up to three core courses will be terminated from the program (applies to all Year levels).
- A terminated student will not be allowed to re-enter the same programme, except in special circumstances.

SUPPLEMENTARY EXAMS
To qualify for supplementary exam, a student should score a total of at least 45%.

- A maximum of two core courses will be allowed for supplementary assessment in any one year. A student will be given advance notice for the date of supplementary exams by the College Academic Office. After passing the supplementary exams, a student will be allowed to proceed in the programme.
- If a student fails the supplementary exam in a core course, he/she will repeat the year. A student who fails an optional (elective) course however, will be allowed to carry it to the next level of study, but has to pass the course in order to proceed or graduate.
MONITORING OF UNSATISFACTORY ACADEMIC PROGRESS
For the purpose of addressing unsatisfactory performance of students in the programme, there is a Student Academic Progress (SAP) form which has been designed to take care of this.

- When a student has been found to be performing poorly in a course, the Course Convener fills a SAP form for poor performance with the student. The form will include all relevant documentation of the student’s performance as well as any relevant intervention strategies taken.
- The form is then signed by both the Course Convener and the student after counselling by the Course Convener.
- A copy of the signed form is given to the student and the Course Convener keeps a copy for record purposes.
- A copy of the form is also given to the Academic Advisor and Programme Coordinator who will counsel the student if necessary.

ASSESSMENTS

SUMMATIVE ASSESSMENT
This comprises of the Continuous Assessment (CA) and End-Point Examination (EPE) components of the programme. The Summative Assessment is designed to:
- Test or indicate whether a student has achieved the desired performance.
- Determine whether a student can proceed to the next level or earn a qualification.

CONTINUOUS ASSESSMENT
Continuous assessment comprises of Quizzes, Presentations, Assignments, Tests, Practical exams, OSCE/OSPE.

END POINT EXAMINATION
This comprises of a written paper and clinical assessment. Students will be informed or made aware of all summative assessment procedures by the Course Convener at the start of their course. Attendance and participation in all the summative assessments of the Medical Imaging Programme is compulsory, and follows the guidelines set out in the FNU Handbook. In an academic year, there will be Continuous Assessments (refer to Summative Assessment Plan of each Core Course) and an End Point Examination.

The percentage contribution of overall assessments is as follows:
- Continuous Assessments: 60%
- End Point Examination: 40%

To pass the course, a student must have a 50% pass in both the CA and EPE components.

REMEDIAL ASSESSMENT
A student who fails a CA component but provides a valid justification of the unsatisfactory performance may be invited to attend a remedial tutorial session. Formative remedial assessment shall be taken for the same topic(s), concept(s) or skill(s) to test the student’s understanding.

If the student will fail the formative remedial assessment, then he / she may be referred to the Academic Advisor or the Programme Coordinator for an appropriate cause of action.

FORMATIVE ASSESSMENT
The Formative Assessment takes place during the learning process. It is designed to guide the teachers and the students about their performances and to suggest areas for improvement. It comprises of short tests, individual/ group presentations, short answer questions, quizzes & assignments. The method used for each type of assessment will vary with the type of course and the convener/lecturer of the course.

EXTERNAL EXAMINER
The Bachelor of Medical Imaging Science program requires the services of an External Examiner to moderate the students’ assessment process for quality assurance and quality control purposes.

PENALTY

ATTENDANCE
The BMIS programme has a 100% attendance policy and students are expected to take responsibility for their learning. However, in order to accommodate periods of illness or other acceptable reasons for absence, the student is expected
to have attended a minimum of 80% of all sessions. Students must provide supporting documentary evidence for leave or absence. Leave or absence may only be granted by the respective course convener or the HOS.

It is compulsory to participate in all summative and formative assessments, be it written, oral or in practical form.

Unsatisfactory attendance includes:

1. Failure to regularly attend teaching & learning sessions and assessments without providing a satisfactory reason for absence.
2. Persistent late arrival in class or clinical sessions.
3. Persistent early departure from class or clinical sessions.

Any student who fails to satisfy the attendance requirements will be issued a caution letter (with a copy to the student’s sponsor) and will be referred to the Programme coordinator, the HOS and / or the College Dean.

ASSIGNMENTS
All assignments must be submitted on stipulated deadlines. Any extension to this must be made in writing by the student to the course convener at least 1 day before the deadline of the assignment.
Failure to comply with the assignment deadline will result in an immediate 10% penalty of the particular score of the assignment followed by an additional 5% penalty per day. Assignments will not be accepted 3 days after the stipulated/agreed deadline.

TESTS AND QUIZZES
Failure to turn up for tests and quizzes on the stipulated day without notifying the course convener at least an hour before its commencement will result in the student losing entire marks in that component of the assessment. However, a student may be considered for another assessment, based on justification provided for absentia.

PRESENTATIONS
Failure to turn up for a presentation without prior notification and appropriate justification given to the course convener will result in student losing entire marks in that component of the assessment.

LOG BOOKS
All log books must be submitted on stipulated deadlines set by the clinical skills coordinator. Any extension to this must be made in writing by the student to the clinical skills coordinator at least 1 day before the deadline for the submission of the log book.
Failure to comply with the stipulated deadline will result in an immediate 10% penalty from the total marks allocated for log books, followed by an additional 5% penalty per day. Log books will not be accepted 7 consecutive days after the stipulated/agreed deadline.

CLINICAL ATTENDANCE
All students are required to have 100% clinical attendance. 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).
Students without appropriate justification for their absence will be penalized under “Clinical Attendance” and “Professionalism” components of the assessment, based on the number of missed hours.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)
Failure to turn up for OSCE on the stipulated day without notifying the course convener at least an hour before its commencement will result in the student losing entire marks on that component of the assessment. However, a student may be considered for another assessment, based on justification provided for absentia.

PROFESSIONALISM
All students will be assessed on their professionalism based on the College Guidelines on “Professionalism” throughout the duration of study at each year level. Students are advised to familiarize themselves with the provisions in the College
Guidelines on “Professionalism”. Failure to comply with the guidelines, may lead to consequences such as suspension, repeat or termination from the program.

YEAR 1

BACHELOR OF MEDICAL IMAGING 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>MIM 501</td>
<td>Anatomy</td>
<td>1 &amp; 2</td>
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<td>2</td>
<td>MIM 502</td>
<td>Patient Care &amp; Communication</td>
<td>1 &amp; 2</td>
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<tr>
<td>3</td>
<td>MIM 503</td>
<td>Diagnostic Instrumentation</td>
<td>1 &amp; 2</td>
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<td>MIM 506</td>
<td>Clinical Practice</td>
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<td>HPY 502</td>
<td>Human Physiology for Medical Imaging Science</td>
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Non-Core Subjects

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<tr>
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<tr>
<td>1</td>
<td>EPI 501</td>
<td>Introduction to Basic Epidemiology</td>
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COURSE DESCRIPTORS - BACHELOR OF MEDICAL IMAGING SCIENCE

COURSE TITLE: ANATOMY
COURSE CODE: MIM 501
COURSE CONVENER: EDWIN SINGH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Foundational pillar of Radiology dealing with structure, location and relationship of organ structures of the body.

COURSE TITLE: PATIENT CARE & COMMUNICATION
COURSE CODE: MIM 502
COURSE CONVENER: REETIKA GOVIND PILLAY
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The study of Patient Care and Management in health care delivery.

COURSE TITLE: DIAGNOSTIC INSTRUMENTATION
COURSE CODE: MIM 503
COURSE CONVENER: NAVINESH RAI CHAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The study of the physical principles of medical imaging equipment, its accessories and quality assurance procedures.

COURSE TITLE: RADIATION PHYSICS & PROTECTION
COURSE CODE: MIM 504
COURSE CONVENER: KRISHNEEL PRASAD MISHRA
CREDIT POINTS: 15
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<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE DESCRIPTION</th>
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<tbody>
<tr>
<td>MEDICAL IMAGING METHODS</td>
<td>This course studies the physics of radiation and its biological and physical effects on humans.</td>
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<td>MIM 505</td>
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<td>EDWIN SINGH</td>
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<table>
<thead>
<tr>
<th>CLINICAL PRACTICE</th>
<th>The study of the various techniques of using different imaging modalities to diagnose injuries and disease.</th>
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<tbody>
<tr>
<td>MIM 506</td>
<td></td>
</tr>
<tr>
<td>NAVINESH RAI CHAND</td>
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<tr>
<td>PASIFIKA CAMPUS &amp; CWMH</td>
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<table>
<thead>
<tr>
<th>HUMAN PHYSIOLOGY FOR MEDICAL IMAGING SCIENCE</th>
<th>The study of the functions of structures and organs of the body.</th>
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<tbody>
<tr>
<td>HPY 502</td>
<td></td>
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<tr>
<td>MUDASSAR ROOMI</td>
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<td>15</td>
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<td>FF/ON-LINE</td>
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<table>
<thead>
<tr>
<th>INTRODUCTION TO BASIC EPIDEMIOLOGY</th>
<th>This course aims to give the student an understanding of the epidemiological principles and its application in the occurrence of health-related states in any population. Public Health activities seek to protect, promote, re-establish or maintain not just individual, but more so, collective health of whole or specific populations. Epidemiology works along similar lines through studies that try to identify, describe and measure the distribution of diseases or health-related states/phenomena and their determinants in a population or group of interest. Being in the health arena, future health professionals will be directing service or care to individuals or groups of people. At the end of this course the student should be able to identify, describe and measure a health-related event/phenomenon in his/her work discipline that could add value to health-related activities.</th>
</tr>
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<tbody>
<tr>
<td>EPI 501</td>
<td></td>
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<tr>
<td>VINESH PRASAD</td>
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<td>FF/DFL</td>
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### YEAR 2

#### BACHELOR OF MEDICAL IMAGING SCIENCE - COURSE LISTING

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<tr>
<td>1</td>
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<td>Imaging Anatomy</td>
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<td>2</td>
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<td>Radiation Physics &amp; Protection II</td>
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<td>Medical Imaging Methods II</td>
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<td>PTH 606</td>
<td>Basic Pathology</td>
<td>1 &amp; 2</td>
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<td>EPI 602</td>
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<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
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<td>HSM 502</td>
<td>Introduction to Health Services Management</td>
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#### COURSE DESCRIPTORS - BACHELOR OF MEDICAL IMAGING SCIENCE

**COURSE TITLE:** IMAGING ANATOMY  
**COURSE CODE:** MIM 601  
**COURSE CONVENER:** KRISHNEEL PRASAD MISHRA  
**CREDIT POINTS:** 12.5  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:** The study of the structures and organs of the body, their location and relationships, using radiant and non-radiant energies.

**COURSE TITLE:** RADIATION PHYSICS & PROTECTION II  
**COURSE CODE:** MIM 602  
**NAME OF COURSE CONVENER:** RAYMOND KESHWAN  
**CREDIT POINTS:** 12.5  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:** The study of the physical and biological effects of ionizing and non-ionizing radiations on humans.

**COURSE TITLE:** MEDICAL IMAGING METHODS II  
**COURSE CODE:** MIM 603  
**COURSE CONVENER:** NAVINESH RAI CHAND  
**CREDIT POINTS:** 12.5  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:** This course explores the study of the diagnosis of injuries and disease using a multi-modality pathway.

**COURSE TITLE:** COMPUTED TECHNOLOGY & ULTRASOUND PHYSICS  
**COURSE CODE:** MIM 604  
**COURSE CONVENER:** KESHNI LATA  
**CREDIT POINTS:** 12.5  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS
**COURSE DESCRIPTION:**
The study of the principles and applications of complementary procedures of CT and Ultrasound.

**COURSE TITLE:** CLINICAL PRACTICE II  
**COURSE CODE:** MIM 605  
**COURSE CONVENER:** KESHI LATA  
**CREDIT POINTS:** 12.5  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS & CWMH  
**COURSE DESCRIPTION:**  
The course teaches the demonstration and application of practical competence of contrast and non-contrast studies in medical imaging.

**COURSE TITLE:** BASIC PATHOLOGY  
**COURSE CODE:** PTH 606  
**COURSE CONVENER:** ABHA GUPTA  
**CREDIT POINTS:** 12.5  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
Pathology is the scientific study of the etiology, pathogenesis and consequences of diseases affecting the human body. The course is designed to enable the students to gain insight on the fundamental mechanisms of how pathological processes occurring in the body lead to disease. The knowledge attained from this paper builds a foundation and serves as a pre-requisite to understanding pathology at the systemic level. This course will enable students to apply their pathology knowledge in the later allied health years and then as a qualified health professional.

**COURSE TITLE:** INTRODUCTION TO HEALTH RESEARCH METHODS  
**COURSE CODE:** EPI 602  
**COURSE CONVENER:** MOSESE SALASALU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** MIXED MODES  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
The main focus of this course is to equip students with knowledge, skills and appropriate attitudes on the process of research and its role in the health profession. Students explore qualitative and quantitative methods of research, developing research questions and objectives. They identify research problems and conduct literature search. They will be required to develop a group research proposal.

**COURSE TITLE:** INTRODUCTION TO HEALTH PSYCHOLOGY  
**COURSE CODE:** HPM 501  
**COURSE CONVENER:** MASOUD MOHAMMADNESZADH  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF & DFL  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
The course draws on the sub-discipline health psychology, which emphasizes biopsychosocial causes of health & illness. The course will examine the inter-relationship between psychological, biological, environmental & socio-cultural factors in the physical & mental health of individuals and communities within the South Pacific context. A primary goal is to search for ways to induce behaviour change among the risk populations, a function that every health professional should be skilled in performing. The course further explores psychosocial patterns that influence health. As future workers, understanding behaviour and possessing appropriate skills for encouraging behaviour change for improved health is imperative in influencing healthy outcome for individuals and community as a whole.
COURSE TITLE: INTRODUCTION TO HEALTH SERVICES MANAGEMENT
COURSE CODE: HSM502
COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The course teaches generic management concepts, principles and functions of health and how these relate to health care delivery. This course will guide students towards good management practices that will be vital at district level health care. The course will also endeavor to put management theories and concepts into practical examples and exercises for students to understand what happens in lower to mid-levels of the health system.

YEAR 3

BACHELOR OF MEDICAL IMAGING SCIENCE - COURSE LISTING

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<td>MIM 701</td>
<td>Principles &amp; Practice of Image Interpretation</td>
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<td>Digital Imaging</td>
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<td>Medical Imaging Methods III</td>
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<td>MIM 704</td>
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<td>Clinical Practice III</td>
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COURSE DESCRIPTORS - BACHELOR OF MEDICAL IMAGING SCIENCE

COURSE TITLE: RESEARCH PROJECT
COURSE CODE: MIM 700
COURSE CONVENER: RAYMOND KESHWAN
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course teaches the acquisition and demonstration of knowledge and skills in quantitative and qualitative research in health care delivery.

COURSE TITLE: PRINCIPLES AND PRACTICE OF IMAGE INTERPRETATION
COURSE CODE: MIM 701
COURSE CONVENER: OLUSEGUN AJIBULU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course teaches the knowledge and skills of image evaluation, critical image analysis and spot diagnosis in radiology.

COURSE TITLE: DIGITAL IMAGING
COURSE CODE: MIM 702
COURSE CONVENER: KESHNI LATA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course teaches the principles and applications of digital image processing as well as quality assurance procedures, for accurate diagnosis in radiology.

COURSE TITLE: MEDICAL IMAGING METHODS III
COURSE CODE: MIM 703
COURSE CONVENER: REETIKA GOVIND PILLAY
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course teaches the identification and application of advanced methods of medical imaging principles, using a multi-modality approach.

COURSE TITLE: SPECIALIST IMAGING
COURSE CODE: MIM 704
COURSE CONVENER: RAYMOND KESHWAN
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION: The course teaches the principles and applications of specialized imaging modalities for the diagnosis of injuries and disease.

COURSE TITLE: CLINICAL PRACTICE III
COURSE CODE: MIM 705
COURSE CONVENER: RAYMOND KESHWAN
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS, MAJOR DISTRICT HOSPITALS
COURSE DESCRIPTION: The course teaches the demonstration and application of effective clinical competence and performance criteria in medical imaging.

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 Hematology, Transfusion Medicine, Histopathology, Cytopathology, Clinical Biochemistry, Medical Microbiology, Basic Immunology, Laboratory Management and Safety. The core medical laboratory science courses include Microbiology, Hematology, Transfusion Medicine and Clinical Biochemistry. The course emphasizes the development of advanced theoretical, practical and research skills needed in today’s Medical Science Laboratories.

ASSESSMENT CRITERIA
1. 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.
2. Summative assessment will comprise of both Continuous assessment and End-point (final exam) assessment. Each course will outline the details of its assessment criteria.
3. A student must satisfactorily fulfil all the components of the course assessment to be eligible to sit for the end point exam.

4. Students **MUST** pass both the Continuous Assessment (CA by 60%) and End Point (EP 40%) exam to progress to the next level. A student **MUST** pass the practical component of the CA.

5. **If a student fails the Course assessment, the student cannot sit the final written paper and therefore has to repeat the course.**

6. For every course, one final FNU grade will be given.

7. All the courses provided by the School will be assessed according to their assessment methods. Additionally medical laboratory students will be allowed to sit supplementary exams.

8. **Formative Assessment:** This will consist of Quizzes, Short tests, Oral question and answer sessions, Group presentations Assignments and Practicum’s. The method used will vary with the type of course and the course convener.

9. Students will be made aware of all assessment procedures by the course convener at the start of their course.

10. 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.

11. 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 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.

### ACADEMIC PROGRESS

#### TERMINATION:
A student is terminated if they **fail in four core courses** at the end of the year, otherwise they will be given the opportunity to repeat.  

(A student failing 4 courses [if two out of four courses are Basic Science or Public health courses], candidate may be considered for a repeat).

#### REPEAT:
- A student is allowed to **repeat the whole year if they fail in any three courses** at the end of the year.
- A student repeating a year will be required to do all the core courses of the particular year he/she is repeating **EXCEPT** for the public health courses and the Basic Science courses if successfully completed.
- Students failing a course in Public Health will be allowed to progress to next level and repeat the course failed.
- Students will be allowed to repeat once in the first two years and once in the third and fourth year in the lab science program.

A repeating student who **fails one course** will be considered for a supplementary exam.

#### SUPPLEMENTARY EXAMS:
- To qualify for supplementary exam students should score a total of at least 45% (Total CA and EP). If a student fails the end point and scores above 45% and less than 50% is eligible for a supplementary exam.
- A maximum of two courses will be allowed for supplementary assessment in any one semester. Students will be given advance notice for the date of this exam by the academic office. After passing the reassessment, students will be allowed to proceed to the next level in the programme. If they fail the supplementary, they will repeat the year and the students will only be required to repeat only the core courses failed but would not be eligible to proceed to the next year until satisfactory fulfilling the requirements of the failed core courses however the student will be allowed to undertake non-core courses of the next year.
- If it is a non-core course ‘Students failing a course in Public Health will be allowed to progress to next level and repeat the course failed will be applied, provided only one public health course was failed.'
• In the third year if a student fails only one supplementary exam, he/she maybe be considered to progress to next level [Year 4] and repeat the course failed, regardless if it is a core course or not.
• In year four, students would be required to repeat the block they have failed. The students will be required to repeat the professional practice year if they fail three or more blocks.
• A repeating student who fails one course will be considered for a supplementary exam

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.

YEAR 1

BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
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COURSE DESCRIPTORS - BACHELOR OF MEDICAL LABORATORY SCIENCE

GENERAL MICROBIOLOGY
COURSE CODE: MLS 502
NAME OF COURSE CONVENER: TAINA NAIVALU
CREDIT POINTS: 22
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
General microbiology is concerned with the study of microorganisms that are of medical importance. It is important that a scholar of a medical and health training programme has adequate and sound knowledge in medical microbiology in order to be able to understand the mechanisms of how microorganisms cause diseases or infections in humans and their consequent effects. Such knowledge is an essential tool in making decisions on the clinical and laboratory diagnosis of patients’ medical/health conditions as well as in the treatment and management of such diseases/infections.

BASIC IMMUNOLOGY
COURSE CODE: MLS 503
NAME OF COURSE CONVENER: TAINA NAIVALU
CREDIT POINTS: 22
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

Course Description:
Immunology is the study of the body’s response to infections by bacteria, viruses and other foreign materials. It is concerned with the study of mechanisms that protect an individual. It is studied, with a focus on Specific and Non-specific Immunity; Cell-mediated
and Humoral Defense; Production of Antibodies; Complement System; Hypersensitivity Reactions; Auto immune Diseases and Tumors; Sources of Antibodies; Antibody activity in vitro; and, Antibody- Antigen Reactions. The role of immunological concepts is studied along with focus on the practical aspects to cover molecular side of Immunology.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>LABORATORY TECHNOLOGY</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>MLS 504</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>EDWINA RAZAK</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>PASIFIKA CAMPUS</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
Laboratory Technology or MLS504 is taught in the BMLS Year 1 which comprises of the following topics:

- Introduction to Laboratory Technology and Laboratory Safety Policy
- Laboratory Occupational Health and Safety and the OHS Act of Fiji
- Glassware, Plasticware and Equipment used in a Clinical Laboratory
- Laboratory Quality Management System
- Laboratory Spectrophotometry
- Laboratory Microscopy
- Communication and Perspective Skills in a Healthcare Laboratory
- Laboratory Sterilization and Disinfection Procedures
- Personal and Interpersonal Skills in a Clinical Laboratory
- Fire Safety Measures in a Healthcare Laboratory
- Information Management and Research Skills for Healthcare Laboratory Personnel.
- Evacuation Procedures in a Healthcare Laboratory
- Time Management Skills
- Clinical Laboratory Waste Disposal and Management

This unit is taught in the first Semester of their first year with 2 hours of lecture and 2 hours of practical session per week. This unit prepares students with enough knowledge and hands-on practice that they can put into good use during their education and training and also when they graduate and join the workforce.

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<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>HAEMATOLOGY</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
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**COURSE DESCRIPTION:**
Haematology course is the study of all areas of the haematology laboratory including safety, specimen collection and quality assurance. This course covers the topics such as general blood cell development, maturation and function of each cell line. Manual testing in haematology is then covered in practical sessions, which is followed by the preparation, staining and systematic evaluation of the peripheral blood film.

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<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>BASIC BIOCHEMISTRY</th>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>SUJATHA VALLURI</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
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**COURSE DESCRIPTION:**
This Course is taught in the first year in the Bachelor of Medical Laboratory Sciences Programme. Biochemistry is the foundation of understanding biological processes in medical sciences. It has provided insight into the cause of many diseases in humans at both biochemical and genetic level which then allows for diagnosis and treatment of the diseases. In this course, the theory and the laboratory components are designed to provide the student with an insight on the fundamental mechanisms of life at the cellular
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 programme, and will also allow the student to draw relevant information during the later paramedical years and then as a qualified health professional.

**COURSE TITLE:** HUMAN BIOLOGY  
**COURSE CODE:** HBI 502  
**COURSE CONVENER:** SERA GONELEVU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
Anatomy and Physiology are two basic science subjects that are required for all health professionals. These two disciplines are the foundations from which other basic sciences and all clinical sciences are based. For Medical laboratory technology students, knowledge of anatomy and physiology helps them understand the normal basic organ systems structure and functions and also the disease mechanisms of some of the common diseases that they encounter and test in laboratory. At the end of this course the Year 1 Medical laboratory technology student should be able to understand and explain the structural and functional levels of the body from molecular to cellular, organisational levels and the basic structure and function of all the organ systems. Furthermore the student should be able to understand and explain the basic gross anatomy of all the body systems and their relevant tissue and cellular structures for organ systems.

**YEAR 2**

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

<table>
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<td>Medical Microbiology</td>
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<td>8</td>
<td>PTH 606</td>
<td>Basic Pathology &amp; Systemic Pathology</td>
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*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:** TRANSFUSION MEDICINE II  
**COURSE CODE:** MLS 601  
**COURSE CONVENER:** ADRIU SEPETI  
**CREDIT POINT:** 13  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  

**COURSE DESCRIPTION:**
Transfusion Medicine is studied with a focus on the Antigen- Antibody reactions and the tests used for detection. Components studied include Antiglobulin Testing, Antibody Identification, and Titration of antibodies. Pre- Transfusion Testing such as Compatibility Testing with the various mediums available is the major component of this unit. Other topics include Hemolytic Disease of the Newborn; Absorption and Elution; Hazards of Transfusion; Autologous Blood Transfusion; and Hemolytic Anemia (Auto- immune); Cold agglutinins, Mucoplasma Antibody Titers; Anticoagulants Used in Blood Banking and Introduction to Donor Procedures. This unit is studied with focus on practical aspects of laboratory where clinical attachment and laboratory practical sessions are compulsory.
COURSE TITLE: MEDICAL MICROBIOLOGY
COURSE CODE: MLS 602
COURSE CONVENER: TAINA NAIVALU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Medical Microbiology I is designed so that students meet the following objectives:
- Know the various groups of bacteria, which are of medical significance.
- Be able to select suitable culture media for a successful bacterial isolation
- Correlate bacteria to their colonial morphologies
- Identify and perform appropriate laboratory tests for the identification of bacteria
- Effectively identify and report on a bacterial isolate
- Be able to work confidently in a microbiology laboratory

COURSE TITLE: MOLECULAR BIOLOGY AND GENETICS
COURSE CODE: MLS 603
COURSE CONVENER: SHIVANJALI SHARMA
CREDIT POINTS: 12
SEMESTER OF OFFERING: 1
MODE: DFL
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Molecular Biology & Genetics biology overlaps with the disciplines of biology, chemistry, biochemistry, biotechnology, microbiology and bioinformatics. The unit is designed to enable students gain an understanding the interaction between various systems of cells, including the interrelationship of DNA, RNA and protein synthesis and how these interactions are regulated. How genetics 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, hematology, immunology and microbiology) will introduce the student to the rapid development in the field of molecular diagnostic and molecular medicine.

COURSE TITLE: HISTOPATHOLOGY
COURSE CODE: MLS 604
COURSE CONVENER: TBA
CREDIT POINTS: 8
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course provides a sound understanding of histology in medical science disciplines. It provides further understanding of the microscopic structure, organisation and functions of human cells and tissues and develops expertise in the techniques used for their microscopic study. This subject covers the theory and practice of section cutting and staining. Topics covered include: Impregnation and Embedding, paraffin-wax trimming and sectioning, tissue processing and staining; fixation and staining theory; special methods such as frozen sections, immunohistochemistry and bone decalcification.

COURSE TITLE: HAEMATOLOGY II
COURSE CODE: MLS 605
COURSE CONVENER: ASHLEY NAICKER
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Students learn to differentiate different types of anaemia, the etiology, physical and clinical presentation and interpretation of haematological parameters. The course also introduces coagulation cascade and factors.

COURSE TITLE: INTRODUCTION TO BASIC EPIDEMIOLOGY
COURSE TITLE: CLINICAL BIOCHEMISTRY
COURSE CODE: BCH 601
COURSE CONVENER: SHIVANJALI SHARMA
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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. The unit primarily focuses on all biochemical tests. An understanding of pathophysiological basis of diseases is examined including: Proteins; Enzymes; Nutrition; Diabetes Mellitus and Hypoglycemia; Cerebrospinal Fluid; Lipids and Cholesterol; Renal Function; Basic Instrumentation; Cancer and Clinical uses of Tumor Markers; and, Endocrinology. This unit also examines a range of chemical analyses on biological materials using established biochemical criteria to help in laboratory diagnosis.

COURSE TITLE: BASIC PATHOLOGY & SYSTEMIC PATHOLOGY
COURSE CODE: PTH 606
COURSE CONVENER: ABHA GUPTA
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Pathology is the scientific study of the etiology, pathogenesis and consequences of diseases affecting the human body. The course is designed to enable the students to gain insight on the fundamental mechanisms of how pathological processes occurring in the body lead to disease. The knowledge attained from this paper builds a foundation and serves as a pre-requisite to understanding pathology at the systemic level. This course will enable students to apply their pathology knowledge in the later allied health years and then as a qualified health professional.

YEAR 3

BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING

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<td>EPI 602</td>
<td>Introduction to Health Research Methods</td>
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COURSE DESCRIPTORS - BACHELOR OF MEDICAL LABORATORY SCIENCE

COURSE TITLE: BASIC CYTOPATHOLOGY  
COURSE CODE: MLS 701  
COURSE CONVENER: TAINA NAIVALU  
CREDIT POINTS: 12  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Cytology 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 prepares the student during their career as a qualified health professional working in the specialty of cytology.

COURSE TITLE: TRANSFUSION MEDICINE III  
COURSE CODE: MLS 702  
COURSE CONVENER: ADRIU SEPETI  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Transfusion Medicine is a representation of all tests and procedures done in Blood Banks. This unit, focuses on detailed Donor Procedures; Blood Components: Types, Preparation, Storage and Transportation; Haemapheresis, Clinical Conditions associated with immunohematology such as, AIDS and Hepatitis; Human Leukocyte Antigens; False agglutination reactions; Transfusion Therapy such as Storage changes in Blood; Quality Assurance and Safety in immunohematology; Laboratory Management; Blood Bank Records; latest development in Automation and Instrumentation in Transfusion Medicine; and, Paternity Testing. This unit places emphasis on practical aspects of laboratory where laboratory practical sessions are compulsory and exam able.

COURSE TITLE: MEDICAL MICROBIOLOGY II  
COURSE CODE: MLS 703  
COURSE CONVENER: ARUNA DEVI  
CREDIT POINTS: 22  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
The BMLS 3 Semester 1 Microbiology unit is designed to cover topics in Food and Water Microbiology, Clinical Bacteriological Analyses, Automation in Microbiology and Quality Control Procedures utilized in Microbiology. Semester 2 focuses mostly on infections and pathogenesis of diseases in different body organs/systems with special topics on serological testing and mycology. Laboratory practical sessions have a greater emphasis on microbiological laboratory methods used in the processing and analysis of clinical specimens as well as interpretation and reporting of test results.

COURSE TITLE: HAEMATOLOGY III  
COURSE CODE: MLS 704  
COURSE CONVENER: ASHLEY NAICKER  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Haematology III, introduction to bleeding disorders, where students learn in detail on the pathophysiology of inherited and acquired bleeding disorders. The course focuses on an introduction to haematological malignancies such as leukaemia, MDS, MPD etc. Moreover introduction to special stains and bone marrow aspiration. Students will also learn interpretation of abnormal results, morphology and related CD markers. The course also looks into the different therapies and patient management and laboratory quality assurance.
COURSE TITLE: INTRODUCTION TO HEALTH RESEARCH METHODS
COURSE CODE: EPI 602
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The main focus of this course is to equip students with knowledge, skills and appropriate attitudes on the process of research and its role in the health profession. Students explore qualitative and quantitative methods of research, developing research questions and objectives. They identify research problems and conduct literature search. They will be required to develop a group research proposal.

COURSE TITLE: RESEARCH WRITING & CRITICAL ANALYSIS OF THE LITERATURE
COURSE CODE: EPI 603
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The 21st century is the information era. Advance technology has allowed quick and easy access to just about any information via electronic media. Health professionals are expected to keep abreast with developments in their fields and be knowledgeable of new ideas to be able to deliver the most effective health care possible. To do this the search for information becomes an integral part of their work. However, they need to be aware that not all publications are valid or reliable. Therefore, there is a need to learn skills of assessing literature for their worth. In this course, the student will be introduced to the method of critical appraisal of scientific papers in health. The IMRaD format and epidemiological concepts in writing will be discussed. The skill learnt should assist the student to critique literature for research project purposes.

COURSE TITLE: CLINICAL BIOCHEMISTRY II
COURSE CODE: BCH 701
NAME OF COURSE CONVENER: SHIVANJALI SHARMA
CREDIT POINT: 16
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Biochemistry III provides an understanding of the patho-physiological basis of diseases and gives guidelines about the use of clinical biochemistry laboratories. This unit is a continuation of BI 201, and it aims to bring together the physiology, biochemistry and relevant pathlogy 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; Drugs and Toxic Substances; Overseas specimens; Quality Control; Liver Function; Gastrointestinal and Pancreatic Function; Iron, Copper and Zinc; Calcium, Phosphorus and Magnesium; and, Urate. Practical aspects of Biochemistry analyzers will be examined with emphasis on clinical laboratory attachments.

YEAR 4

BACHELOR OF MEDICAL LABORATORY SCIENCE - COURSE LISTING

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<tr>
<td>1</td>
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<td>Introduction to Health Services Management</td>
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<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
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<td>MLS 700</td>
<td>Research Projects</td>
<td>1 &amp; 2</td>
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<td>4</td>
<td>MLS 705</td>
<td>Professional Practice</td>
<td>1 &amp; 2</td>
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</table>
The students will need to successfully complete all the requirements to qualify for the Bachelor in Medical Laboratory Science award.

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

**COURSE TITLE:** INTRODUCTION TO HEALTH SERVICES MANAGEMENT  
**COURSE CODE:** HSM 502  
**COURSE CONVENER:** TBA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
The course teaches generic management concepts, principles and functions of health and how these relate to health care delivery. This course will guide students towards good management practices that will be vital at district level health care. The course will also endeavor to put management theories and concepts into practical examples and exercises for students to understand what happens in lower to mid-levels of the health system.

**COURSE TITLE:** INTRODUCTION TO HEALTH PSYCHOLOGY  
**COURSE CODE:** HPM 501  
**COURSE CONVENER:** MASOUD MOHAMMADNESZHAD  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
The course draws on the sub-discipline health psychology, which emphasizes biopsychosocial causes of health & illness. The course will examine the inter-relationship between psychological, biological, environmental & socio-cultural factors in the physical & mental health of individuals and communities within the South Pacific context. A primary goal is to search for ways to induce behaviour change among the risk populations, a function that every health professional should be skilled in performing. The course further explores psychosocial patterns that influence health. As future workers, understanding behaviour and possessing appropriate skills for encouraging behaviour change for improved health is imperative in influencing healthy outcome for individuals and community as a whole.

**COURSE TITLE:** RESEARCH PROJECT  
**COURSE CODE:** MLS 700  
**COURSE CONVENER:** ARUNA DEVI  
**CREDIT POINTS:** 45  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
MLS 700 is a full year internally assessed paper, which relies heavily on the principle of self-directed learning. It is designed to develop essential academic research skills that complement the experimental skills taught in the core causes for Medical Laboratory Science.  
**Specific objectives:**
- Sound written and oral communication skills.  
- Keep a good laboratory notebook that can be followed by other scientists.  
- Display the critical assessment of research.  
- Exhibit the ability to design sound experiments (appropriate controls etc.) and the technical ability to carry them out.  
- Demonstrate critical planning (the ability to work hard and efficiently)

**COURSE TITLE:** PROFESSIONAL PRACTICE  
**COURSE CODE:** MLS 705  
**COURSE CONVENER:** ADRIU SEPETI  
**CREDIT POINTS:** 45  
**SEMESTER OF OFFERING:** 1 & 2
MODE: CLINICAL ATTACHMENT
CAMPUS WHERE IT IS DELIVERED: DIVISIONAL PATHOLOGY HOSPITALS

COURSE DESCRIPTION:
Professional Practice requires the students to gain hands-on experience with the laboratory procedures in all pathology laboratories. This unit is taken up by BMLS Year 4 students and consists of 36 weeks of attachment at the Pathology Divisional Hospitals; during which students are placed on rotations of 4 weeks at each of these laboratories; Hematology, Biochemistry, Transfusion Medicine, Microbiology, Serology, Histology, Cytology and Virology (Mataika House)/ PJ Twomey Hospital. Assessment of this unit is based on log-books which need to endorse by the supervisors of each sections followed by a Viva with the External Examiners.

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. This is a ‘multi-entry, multi-exit’ programme wherein students wishing to exit after the second year, and having satisfied the academic requirements of the programme, are able to do so as pharmacy technicians.

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.

ATTENDANCE
• The pharmacy programme has a 100% attendance policy and students are expected to attend all scheduled sessions. However, in order to accommodate periods of illness or other acceptable reasons for absence, the student is expected to have attended a minimum of 80% of all sessions.
• 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 Programme coordinator, the HoS and / or the Dean of the College.

YEAR 1

BACHELOR OF PHARMACY - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF PHARMACY

COURSE TITLE: ANATOMY
COURSE CODE: ANT 501
COURSE CONVENER: MOHAMMED ALI
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Anatomy and Physiology are two basic science subjects that are required for all health professionals. These two disciplines are the foundations on which other basic sciences and all clinical sciences are based. For Health science students, knowledge of anatomy and physiology helps them understand basic normal cell structure, tissue types and organ systems structure and apply this knowledge in understanding and treating diseases that they may encounter when they practice.

At the end of this course the Yr. 1 Health science student is able to understand and explain the structural and functional levels of the body from molecular to cellular, organisational levels and the basic structure and function of all the organ systems.
The student should also be able to explain the basic gross anatomy of all the body systems and the relevant tissue and cellular structures for the organ systems. Students should also be able to use appropriate terminology and nomenclature for the gross anatomy in all the body systems.

**COURSE TITLE:** HUMAN PHYSIOLOGY  
**COURSE CODE:** HPY 501  
**COURSE CONVENER:** MUDASSAR ROOMI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF & ON LINE  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
The study of the functions of structures and organs of the body.

**COURSE TITLE:** PHARMACEUTICAL CHEMISTRY  
**COURSE CODE:** PHM 501  
**COURSE CONVENER:** TBA  
**CREDIT POINTS:** 32  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 fields such as Pharmaceutics, Medicinal Chemistry, Analytical Chemistry, Pharmacology and Biochemistry. Course content include but are not limited to instrumentation, error calculations and reaction aspects of organic chemistry, kinetics and thermodynamics to protein analysis and finally ends up with advanced instrumentation.

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 about different bonds and their stability in different media to reactions with other functional groups. Helps them explain things such as why beta-lactam antibiotics are not taken while intoxicated.

**COURSE TITLE:** PHARMACEUTICS  
**COURSE CODE:** PHM 502  
**COURSE CONVENER:** PRAVEEN MAHARAJ  
**CREDIT POINTS:** 28  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course is basically an introduction to pharmacy students of the key elements of pharmaceutical practice and formulation. The professional roles and responsibilities of a pharmacist in various settings are discussed as well as basic pharmaceutical processes and techniques are taught. It also covers in depth physical pharmacy in terms of selected liquid pharmaceutical dosage forms, the various dosage forms available and the properties of commonly used medicinal substances. The course also introduces students to various types of pharmaceutical calculations which form a key part in all of their labs later on. This subject is important to the Pharmacy student as the techniques, calculations and information learnt will be applied in the later allied pharmacy years.

**COURSE TITLE:** BASIC BIOCHEMISTRY  
**COURSE CODE:** BCH 502  
**COURSE CONVENER:** SUJATHA VALLURI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This Course is also taught in the first year of the Bachelor of Pharmacy Programme. Biochemistry is the foundation of understanding biological processes in medical sciences. It has provided insight into the cause of many diseases in humans at both biochemical and genetic level which then allows for diagnosis and treatment of the diseases. In this course, the theory and the laboratory
components are designed to provide the student with an insight on the fundamental mechanisms of life at the cellular and molecular level. 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 programme, and will also allow the student to draw relevant information during the later paramedical years and then as a qualified health professional. 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.

YEAR 2

BACHELOR OF PHARMACY - COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF PHARMACY

COURSE TITLE: MICROBIOLOGY
COURSE CODE: PHM 601
COURSE CONVENER: ANAMICA GHOSH
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Microbiology is concerned with the study of microorganisms that are of medical importance. It is important that a scholar of a medical and health training programme has adequate and sound knowledge in medical microbiology in order to be able to understand the mechanisms of how microorganisms cause diseases or infections in humans and their consequent effects. Such knowledge is an essential tool in making decisions on the clinical and laboratory diagnosis of patients’ medical/health conditions as well as in the treatment and management of such diseases/infections.

COURSE TITLE: MEDICINAL CHEMISTRY
COURSE CODE: PHM 602
COURSE CONVENER: TBA
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is about the structural designs of drugs and how their structure relates to pharmaceutical activity. This course covers 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 are from analgesics, NSAIDS, anti-infectives, anti-fungal, anti-viral, adrenergic, cardiac glycosides, anti-anginals, anti-arrhythmic, anti-cancer, anti-ulcer, steroids, endocrine and CNS drugs. 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 as to why drug interactions can happen, why not to take drugs before food or with alcohol and basically be knowledgeable on drugs behavior 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 603
COURSE CONVENER: ALVISH PILLAI
CREDIT POINTS: 28
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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. This 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  
**COURSE CODE:** PHM 604  
**COURSE CONVENER:** NAPOLIoni VULAKOUVAKi  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 recipient. 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, pharmaco-dynamics, 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  
**COURSE CODE:** PHM 605  
**COURSE CONVENER:** ALVISH PILLAI  
**CREDIT POINTS:** 28  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF & DFL  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS & POLHN WEBSITE  
**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 drug supply system in the first semester. In the second semester the course covers the hospital drug distribution system, inpatient drug management system. In addition the various methods of unwanted drug disposal and means or reducing drug wastage in a hospital setting are also looked at. Safe Prescribing, medication errors, adverse drug reaction and how to overcome these problems, and the reporting system in place are also examined. The drug information system and the use and handling of vaccines are also covered in this course to help practicing pharmacy staff gain more insight to everyday practice and the essence of safe handling of vaccines.

**COURSE TITLE:** BASIC PATHOLOGY  
**COURSE CODE:** PTH 601  
**COURSE CONVENER:** ABHA GUPTA  
**CREDIT POINTS:** 12  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
Pathology is the scientific study of the etiology, pathogenesis and consequences of diseases affecting the human body. The course is designed to enable the students to gain insight on the fundamental mechanisms of how pathological processes occurring in the body lead to disease. The knowledge attained from this paper builds a foundation to understanding basic and systemic pathology. This
course will enable students to apply their pathology knowledge in the later allied health years and then as a qualified health professional.

**YEAR 3**

**BACHELOR OF PHARMACY COURSE LISTING**

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**COURSE DESCRIPTORS – BACHELOR OF PHARMACY**

**MAJOR RESEARCH PROJECT**

COURSE TITLE: **MAJOR RESEARCH PROJECT**  
COURSE CODE: **PHM 700**  
COURSE CONVENER: **NUMA VERA & PRAVEEN MAHARAJ**  
CREDIT POINTS: **11**  
SEMESTER OF OFFERING: **STARTS IN SEMESTER 2 OF YEAR 3 AND ALL THROUGH YEAR 4**  
MODE: **FF**  
CAMPUS WHERE IT IS DELIVERED: **PASIFIKA CAMPUS**

COURSE DESCRIPTION:
Research conducted in Pharmacy draws on the traditional scientific disciplines to improve the design and development of medicines. However, it also incorporates economics and public health issues to improve the way medicines are used. A research project is an alternative experience to classroom learning. This course provides an excellent opportunity for students to learn how to do a scientific research and explore pharmacy topics from a hands-on perspective in several areas. The aim of these projects is to enable students to study in depth a topic of relevance to pharmacy. The project may be library, laboratory, and hospital or community practice based.

**PHARMACEUTICS (PHARMACOKINETICS)**

COURSE TITLE: **PHARMACEUTICS (PHARMACOKINETICS)**  
COURSE CODE: **PHM 701**  
COURSE CONVENER: **ALVISH PILLAI**  
CREDIT POINTS: **16**  
SEMESTER OF OFFERING: **1 & 2**  
MODE: **FF**  
CAMPUS WHERE IT IS DELIVERED: **PASIFIKA CAMPUS**

COURSE DESCRIPTION:
The strategy of treating 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 Pharmaceutics that explains what the body is doing to the drug rather than the effect of the drug on the body – Pharmaco-dynamics. Pharmacokinetics includes the study of the mechanism 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 relation between 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 the patient.

**PHARMACOLOGY**

COURSE TITLE: **PHARMACOLOGY**  
COURSE CODE: **PHM 702**  
COURSE CONVENER: **NAPOLIONI VULAKOUVAKI**  
CREDIT POINTS: **16**  
SEMESTER OF OFFERING: **1 & 2**  
MODE: **FF**  
CAMPUS WHERE IT IS DELIVERED: **PASIFIKA CAMPUS**

COURSE DESCRIPTION:
This course builds on the knowledge gained in PHM604 completed last year. The focus shall be on the clinical pharmacology of organ systems. To be presented in an integrated form, the course shall emphasize the basic pharmacology and clinical uses of drugs for diseases of organs and systems of the body, including their sources, pharmacokinetics, pharmaco-dynamics, clinical indications and contraindications, dosages, and side effect profiles.

**COURSE TITLE:** PHARMACY PRACTICE  
**COURSE CODE:** PHM 703  
**COURSE CONVENER:** JOSHILA LAL  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**

The Pharmacy Practice course (PHM703) is divided into two semesters.

- Pharmacy practice is governed by rules, regulations and laws. These are essential knowledge that every Pharmacy graduate is to master in order to have integrity and professionalism in practice. This course is an in-depth coverage of legislation in Pharmacy practice in Fiji Islands, namely Cap 114 and Cap 115. Students will learn legislation controlling the professional practice of pharmacy and the legislation controlling access to drugs and poisons. Students will also undergo a two week pharmacist supervised retail pharmacy attachment which will give a ‘snap shot’ of retail pharmacy practices. It presents an opportunity for the student to observe and participate in diagnosis of minor illness, selection and recommendation of patent medicine and counseling on the appropriate use of these medicines. Students will also get a chance to see health ethics and health law in practice, products available for over the counter (OTC) purchase and pharmacy management in action.
- The second semester looks at the role of pharmacists in prevention and treatment of poisoning in the home and in hospital settings, examines Health Economics and Pharmaco-economics, basic financial management skills for a pharmacist and integrating the concept of health promotion into pharmacy practice. There is an intensive look at OTC medicines and pharmacists role in the diagnosis and treatment of simple medical conditions.

**COURSE TITLE:** PHARMACO-THERAPEUTICS  
**COURSE CODE:** PHM 704  
**NAME OF COURSE CONVENER:** NUMA VERA  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**

The Pharmaco-therapeutics III course is offered in Year 3 of the Bachelor of Pharmacy programme. The course combines the basic medical sciences knowledge with the discipline of Microbiology, Pathology, Pharmacology and Pharmacy Practice to provide the clinical expertise in drug use and to prepare pharmacy graduates for work in Pharmacy careers. This course covers pharmacotherapy concerning Hematology, Cardiovascular Disorders, Nephrology, Endocrinology, Respiratory Disorders and Gastrointestinal Disorders. The course also aims to develop skills for graduates who will work as pharmacists in the community or in the hospitals.

**COURSE TITLE:** INTRODUCTION TO EPIDEMIOLOGY  
**COURSE CODE:** EPI 501  
**COURSE CONVENER:** VINESH PRASAD  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**

This course introduces the student to the theories and concepts of Epidemiology and its application in the calculation of incidence and prevalence of disease or injury in a specified population. The practice of Epidemiology is directly related to the intervention programmes for communicable and non-communicable disease control and the maintenance of health in a community or defined population.
COURSE TITLE: BIOSTATISTICS FOR HEALTH
COURSE CODE: EPI 601
COURSE CONVENER: VINEISH PRASAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course is designed to learn the statistical methods used in the public health, biological and medical sciences. It builds on the knowledge on statistics and provides an overview of Biostatistical concepts and practices.

Like almost all fields of study, statistics has two aspects: theoretical and applied. Theoretical or mathematical statistics deals with the development, derivation, and proof of statistical theorems, formulae, rules, and laws. Applied statistics (biostatistics) involves applications of those theorems, formulae, rules, and laws to solve real-world problems. In this course, our focus is on applied statistics.

I am confident that on completion of this course, you will realize how easy it is to organize, statistically analyze and interpret research data.

This is a semester-long course and there will be a two–hour lecture and a one hour tutorial each week. For the purpose of assessment, all the calculations in this course will be done using a scientific calculator. However, in instances certain calculations will be demonstrated using Excel and Epi-info. It will be helpful if you make note of this during class for your own benefit for real data analysis.

CC = Basic Time series studies, spatial analyses

COURSE TITLE: HEALTH RESEARCH METHODS
COURSE CODE: EPI 602
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The course teaches the philosophical foundations of quantitative and qualitative research it introduces the student to research as an essential tool for knowledge generation in health service delivery. It will cover the traditional quantitative research approach, which looks at disease causation and disease patterns in a society. It will also cover the qualitative approach, which looks at social circumstances and individual behavior as factors determining health and disease.

YEAR 4

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COURSE DESCRIPTORS - BACHELOR OF PHARMACY

COURSE TITLE: MAJOR RESEARCH PROJECT
COURSE CODE: PHM 700
NAME OF COURSE CONVENER: NUMA VERA & PRAVEEN MAHARAJ
CREDIT POINT: 11
SEMESTER OF OFFERING: 1 & 2 (STARTS IN SEMESTER 2 OF YEAR 3 AND ALL THROUGH YEAR 4)
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Research conducted in Pharmacy draws on the traditional scientific disciplines to improve the design and development of medicines. However, it also incorporates economics and public health issues to improve the way medicines are used. A research project is an alternative experience to classroom learning.
This course provides an excellent opportunity for students to learn how to do a scientific research and explore pharmacy topics from a hands-on perspective in several areas. The aim of these projects is to enable students to study in depth a topic of relevance to pharmacy. The project may be library, laboratory, and hospital or community practice based.

COURSE TITLE: ANALYTICAL CHEMISTRY (ELECTIVE)
COURSE CODE: PHM 706
COURSE CONVENER: TBA
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1 OR 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course is an in-depth study of analytical techniques widely used in quantitative and qualitative analysis of samples in drug productions and production in general as well as research. Topics covered include qualitative and quantitative analysis, gravimetric, titrimetric, atomic, mass, IR, Visible and UV spectrometry, high performance liquid, thin layer and size exclusion chromatography and quality control. At the end of the unit students are also assessed on their ability to design experimental set-ups and determine unknown compounds, their concentrations etc. 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 etc.
With the continuing need in drug production companies for efficient and highly skilled assurance managers, this course trains our pharmacy students to be competent and suitable for roles of assurance managers. So apart from retail and hospital sectors our students can also have the scope to enter the production fields.

COURSE TITLE: PHARMACY PRACTICE
COURSE CODE: PHM 707
COURSE CONVENER: JOSHILA LAL
CREDIT POINTS: 38
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The Pharmacy Practice course is offered to students in 4th year. This course is an extension of year 3 pharmacy practice and introduces students to the concepts of evidence based practice and develops their critical skills. It applies knowledge from pharmaco-therapeutics, pharmacology and pharmaceutics to pharmacy practice. It also enables students develop their communication skills in practical laboratory and viva sessions.
Students also develop firsthand experience of pharmacy practice as they would spend one day per week at attachment sites either in hospital or retail pharmacies.

COURSE TITLE: PHARMACO-THERAPEUTICS
COURSE CODE: PHM 708
COURSE CONVENER: PRAVEEN MAHARAJ
CREDIT POINTS: 24
SEMESTER OF OFFERING: 1 & 2
MODE: FACE-TO-FACE
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The Pharmaco-therapeutics (PHM708) course delivered to the final year of the pharmacy programme is a continuation from the Year 3 Pharmaco-therapeutics (PHM 704) course. The course combines the knowledge from the discipline of Pathology, Pharmacology, Pharmacy Practice and Year 3 Pharmaco-therapeutics to provide the clinical expertise in drug use to prepare pharmacy graduates for work in a variety of fields. This course looks at pharmacotherapy concerning Mental Health and Neurology, Men’s and Women’s Health, Rheumatology, Dermatology, Oncology and HIV/AIDS. A new topic would be the Medication Review Process. The course 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 the approval and regulation of new pharmaceutical products, providing drug information to other health professionals, hospitals and government departments, while others can undertake postgraduate training for careers such as academics or researchers.

COURSE TITLE: OVERSEAS PHARMACY PLACEMENT (CO-CURRICULAR)
COURSE CODE: PHM 709
NAME OF COURSE CONVENER: JOSHILA LAL
CREDIT POINT: 16
SEMESTER OF OFFERING: 1 OR 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: OVERSEAS
COURSE DESCRIPTION:
Overseas Pharmacy Placement is a co-curricular course and students who are enrolled in this course go abroad to Australia for a week or two. Students are given brief introductory lectures at James Cook University, or at other placement sites, and proceed on to their attachments. During this time, students can do Community Pharmacy, Hospital Pharmacy or Industrial Pharmacy attachments and they practice under supervision of Pharmacists in charge. This gives them an opportunity to broaden their knowledge on Pharmacy Practice in a new environment and setting. Upon their return they are expected to submit a report and give a short presentation on their experiences and new things.

COURSE TITLE: APPLIED EPIDEMIOLOGY
COURSE CODE: EPI 604
COURSE CONVENER: VINESH PRASAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The aim of this course is to equip students with basic operational skills (questionnaire design, entry and data analysis) in the “Epi-Info” database for basic research and data management. This course introduces free electronic resources that can be useful when planning and implementing public health projects in resource-poor settings apart from just using Epi-Info software. The primary resource emphasized in this course is Epi-Info™, a database and statistical analysis software programme created by the Centers for Disease Control (CDC). You will learn how to use Epi-Info™ for calculating sample size for a research study using built-in Statistical programme, entering research data, and for performing basic to advanced analysis on a dataset. In addition, you will be introduced to statistic component of Microsoft Excel programme.

COURSE TITLE: CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION
CODE: HPM 703
COURSE CONVENER: LITIA MAKUTU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: MIXED MODE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
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. Moreover, students will be involved in hands on case analyses and identifying priority health
promotion issues within selected intervention programs in various healthy settings. As well as learning theoretical concepts, students will be provided with the opportunity to demonstrate their understanding through a seven-week practical component.

BACHELOR OF PHYSIOTHERAPY

INTRODUCTION

The Physiotherapy programme has a 4 level developmental structure and will be the leading educational and evidence based practice centre for physiotherapy in Fiji and the Pacific Islands region. This will be based on excellent learning, teaching and research focused on clinical problems.

The curriculum is aimed at “bringing the strengths of physiotherapy into a more ‘holistic’ population – based approach to health care” (Nicholls & Larmer, 2005). In the Pacific island countries context physiotherapists need to be ‘comprehensive’ rehabilitation workers.

The curriculum requires a considerable shift in the nature of physiotherapy education in order to accommodate new content and evidence based educational practice. It is planned to use a hybrid PBL approach to curriculum design and to deliver parts of the program online via Moodle.

The students need in-depth knowledge of the biomedical, psychosocial and physiotherapy sciences in preparation for practice. These subjects will be taught in an integrated manner using problems as the basis of learning and teaching and specifically this will be introduced in the first two years of the programme. The last two years will have yearlong courses to allow for integration of theory, evidence and practice along a continuum of learning across these years.

The curriculum content will include content and learning experiences in the following domains or streams:

Biomedical Sciences

The biomedical sciences will be taught in a systems based curriculum which will cover the core areas of cardiorespiratory, musculoskeletal and neurological systems. These should include: detailed anatomy, physiology (including biochemistry), exercise physiology, pathology (including some basic microbiology), neuroscience, imaging and pharmacology.

Psychological and Social Sciences

Students need to have an understanding of the social context of the person and how this has an effect on their health and illness.

This will include applied psychology, population health, disability, epidemiology and applied statistics, health promotion and research methods.

Physiotherapy Sciences

In preparation for clinical practice students need detailed knowledge of the science that underpins practice: biomechanics, kinesiology and applied anatomy, exercise, motor skill learning and motor control, pain and pain management, electrotherapy, disability, evidence based practice, the specialty areas of physiotherapy (in a variety of contexts), normal development across the life span, ethics and values, teaching and learning, communication, clinical reasoning and decision making.

Physiotherapy Skills

A variety of complex skills will be developed throughout the curriculum, through practice on peers prior to application in the clinical context. These will include:

- Oral and written communication; e.g. case notes, referral letters, submissions, case presentations, ward rounds, conference presentations, patient, family, carer and community education.
- Manual handling; including risk management principles and body biomechanics.
- Patient assessments from neonates to the elderly and including history taking and physical examination, assessment of functional capacity in home, work and recreational environments.
- Manual skills to include: soft tissue massage, positioning and transfers of patients, joint mobilisations, joint manipulation, muscle stretches, facilitation of movement.
- Exercise: including individual, group, land and water based and apparatus.
- Electrotherapy, thermotherapy, electromagnetic radiation therapy.
• Biomechanics and kinesiological analysis of movement.
• Splinting, prostheses and orthotics, aids prescription.
• Wound management.
• Facilitation of movements to enhance activities of daily living.

Attitudes
This programme equips learners to have a patient centered approach to their practice that includes empathy, cultural sensitivity, and respect for the individual and their family, professional behaviors and ethical approaches to practice. They also have to:
• Develop skills in learning and appraise that they need to become lifelong learners.
• Become critical thinkers willing to ask questions and challenge assumptions.
• Become reflective practitioners in order to maintain quality of practice.
• Adopt evidence based practice approaches.
• Take up leadership roles where appropriate.
• Demonstrate compassion in their interactions.

Attendance
• The Bachelor of Physiotherapy Programme has a 100% attendance policy.
• Students are expected to attend all scheduled sessions, including classroom and clinical placement blocks.
• Students must attend at least 80% of scheduled sessions, to be eligible to sit final examinations.
• While on Clinical Education Placement, students must inform the clinical supervisor or educator if they will be absent due to illness or any other reason by 8.30am on that day.
• If absence from clinical education placement and or classroom sessions is due to illness, students are required to present a sick sheet from the medical officer or the Health Care provider.
• Absence due to any other reasons, such as personal or family issues or problems, students are encouraged to seek assistance and support from their Year Coordinator, and or Programme Coordinator and Student Counsellor.

Assessments of Courses
• 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, theory or practical tests and clinical examinations.
  • End-Point Assessment in most cases will include a 2-3 hour paper and/or ½ - 1 hour practical/patient examination/presentation.

NB. Students must pass both components (theory and practical/clinical) in order to pass.
• 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.
• Every competency based component of the Continuous Assessment (Patient/Clinical Examinations, Case Presentations, and Practical Skills Assessments) must be satisfactorily passed in all Physiotherapy courses.
• Thus students are given the opportunity to retake (total 3) a competency based component of the Continuous Assessment which they have failed till they demonstrate competency.
• The maximum mark for obtaining competency of a failed component will only be 50%.
• Any student who fails to demonstrate competency in the Practical Skills and or Patient/clinical examinations within the semester will be deemed to have failed the course.
• Students must pass both the practical/patient examination and theory components of the end point examinations in order to pass the course.
• Detail of assessments can be found in each course outline.
• The minimum pass mark for summative assessment is 50% for all Physiotherapy courses. USP and Public Health courses will follow their own assessment guidelines.

• 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 and will result in a 10% penalty from the score of the assignment. Requests for extension of time must be made in writing to the course convener.

ACADEMIC PROGRESS
• Students may sit only TWO (2) supplementary examinations in each year of the degree provided the failing mark for the failed courses is 45% or more.
• Failure in 1 or 2 courses with a mark of < 45% or failure to pass supplementary examinations may result in the opportunity to repeat the courses when they are next offered or in termination from the programme.
• Students shall not progress into the next semester and year until any failed physiotherapy and basic science courses have been successfully passed; the exception are the students in the BPT-Bridging programme who may proceed to take other courses in the next semester. However they will have to pass the failed course (pass all courses) in order to graduate from the programme.
• Students will be able to progress to the next semester and/or year if the course(s) is a USP or Public Health course and is not a pre-requisite to other courses.

NB. However BPT Year 2 students must have successfully passed all their courses to proceed to BPT Year3.

• Failure in 3 or more courses per semester may result in termination from the programme or being given the opportunity to repeat the year.
• Students repeating a year of the programme will be required to repeat all the basic science and physiotherapy courses. They will not have to repeat USP and Public Health courses if they have already successfully passed them.

MONITORING OF UNSATISFACTORY PROGRESS
The following will be undertaken in monitoring unsatisfactory progress of physiotherapy students:
• Students found to be struggling or seen to be facing difficulty in achieving satisfactory progress in any course will be counselled by the Course Convener and Year Coordinator and Programme Coordinator, if deemed necessary.
• Appropriate Student Academic Progress forms will be filled for all students for poor or unsatisfactory performance during the course as well as following a failed assessment.
• The form will include all relevant documentation of the students’ performances as well as any intervention strategies which were undertaken.
  o The form(s) is included in discussions at PT faculty monthly meetings.
  o The completed form(s) will be included in the presentation of results at DHS Examiners’ Meeting each semester and to Exam Board if and where appropriate.

YEAR 1

BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

<table>
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<td>BMS 501</td>
<td>Introduction to Biomedical Sciences</td>
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<td>EPI 501</td>
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<td>LNG 501</td>
<td>English for Academic Studies</td>
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<td>BMS 502</td>
<td>Musculoskeletal Systems</td>
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<td>Physiotherapy Theory and Practice 1 (Musculoskeletal)</td>
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COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

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<tr>
<th>COURSE TITLE: INTRODUCTION TO BIOMEDICAL SCIENCES</th>
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SEMESTER OF OFFERING:  1
MODE:  FF
CAMPUS WHERE IT IS DELIVERED:  PASIFIKA CAMPUS
COURSE DESCRIPTION:
This Course establishes students' knowledge of anatomy, physiology, biochemistry, microbiology, pathology and pharmacology pertinent to the musculoskeletal cases or problems that students are focusing on during the semester. The problems are centered on cases that an entry level graduate would commonly encounter in the clinical hospital setting.

COURSE TITLE:  INTRODUCTION TO PHYSIOTHERAPY
COURSE CODE:  PHT 501
COURSE CONVENER:  IRINIETA MACUNAQIO
CREDIT POINTS:  24
SEMESTER OF OFFERING:  1
MODE:  FF
CAMPUS WHERE IT IS DELIVERED:  PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course introduces physiotherapy principles and concepts based on problems around which students' learning will be facilitated. Content includes professional issues; ethics, professional identity, profession, health context; scope of physiotherapy practice; disability, WHO, contexts. Professional and life skills such as communication skills, basic physiotherapy handling skills - soft tissue massage, general exercise basics, physiotherapy self-management – lifting, body mechanics, movement analysis – gait, posture, gait aids, balance; kinesiology and applied anatomy including basic biomechanics, general terminology are included. Lectures, tutorials, practical sessions and group and independent learning are used to assist students' learning. The PBL learning concept will be introduced utilizing lifespan approach for problems in a variety of ages and contexts. Assessment is through quizzes, viva, OSPE, tests and examinations.

COURSE TITLE:  INTRODUCTION TO BASIC EPIDEMIOLOGY
COURSE CODE:  EPI 501
COURSE CONVENER:  VINESH PRASAD
CREDIT POINTS:  15
SEMESTER OF OFFERING:  1
MODE:  FF/DFL
CAMPUS WHERE IT IS DELIVERED:  TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course aims to give students an understanding of epidemiological principles and its application in the occurrence of health-related states, in any population. Public Health activities seek to protect, promote, re-establish or maintain not just individual, but more so, the collective health of whole or specific populations. Epidemiology works along similar lines through studies that try to identify, describe and measure the distribution of diseases or health-related states/phenomena and their determinants in a population or group of interest. By the end of this course, students should be able to describe the nature and uses of epidemiology and its terminologies, define and calculate measures of disease frequency in a population and understand what they mean, identify appropriate study designs for different study questions with knowledge of their strengths, weaknesses and biases and how to deal with them, calculate the appropriate measure of association between a risk factor and its outcome and interpret its meaning, describe and identify disease prevention strategies to minimize or eradicate disease and ill health in a population, describe surveillance and how it relates to outbreak investigations and describe social determinants of health in your community and how they impact on health.

COURSE TITLE:  ENGLISH FOR ACADEMIC STUDIES
COURSE CODE:  LNG 501
COURSE CONVENER:  ZAKIA ALI-CHAND
CREDIT POINTS:  15
SEMESTER OF OFFERING:  1
MODE:  FF
CAMPUS WHERE IT IS DELIVERED:  TAMAVUA CAMPUS & PASIFIKA CAMPUS
COURSE DESCRIPTION:
This unit offers learners the opportunity to grasp various components of English for research purposes. It begins with visiting core grammatical constituents. Learners will be exposed to the mechanics of the planning and writing processes, honing the skills of data collection, and acknowledging sources of literature and ideas in referencing. Students will learn to plan, prepare and present proposals/seminars. This unit makes students aware that plagiarism is unacceptable. The students should be able to use English for
academic and specific purposes accurately and appropriately; read academic articles and discuss, analyze and express academic comments accurately and fluently; use spoken and written English for academic purposes correctly and appropriately, write essays, reports and proposals using every day and field-related topics accurately and suitably.

COURSE TITLE: MUSCULOSKELETAL SYSTEMS
COURSE CODE: BMS 502
COURSE CONVENER: IRINIETA MACUNAQIO
CREDIT POINTS: 16
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course details the anatomy, physiology, pathology, pertinent to the problems the students are focusing on during the semester. There will be large group sessions for impartation of all the information. These will focus on the peripheral musculoskeletal systems and the problems in which they occur.

COURSE TITLE: PHYSIOTHERAPY THEORY AND PRACTICE 1 (MUSCULOSKELETAL)
COURSE CODE: PHT 507
COURSE CONVENER: SHOFEEN BEGUM
CREDIT POINTS: 24
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course introduces theory and practice of physiotherapy specifically focusing on those with musculoskeletal problems being studied under BMS501. It will include PBL’s incorporating the peripheral joints, lifespan approach for problems; utilize a variety of ages, variety of contexts, and variety of musculoskeletal problems. Content and concepts (large group learning sessions) will include applied anatomy, biomechanics of tissues, assessment of peripheral joints, exercise principles, soft tissue massage, electrotherapy concepts. Skills (practical classes) will include assessment of peripheral joints, physiotherapy interventions, exercise, massage/soft tissue mobilizations, joint mobilizations and electrotherapy. Attitudes will be developed, assessed through group work, self-directed learning and cultural awareness. Clinical education will also be included.

COURSE TITLE: INTRODUCTION TO HEALTH PSYCHOLOGY
COURSE CODE: HPM 501
COURSE CONVENER: MASOUD MOHAMMADNESZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
The course draws on the sub-discipline health psychology, which emphasizes biopsychosocial causes of health & illness. The course will examine the inter-relationship between psychological, biological, environmental & socio-cultural factors in the physical & mental health of individuals and communities within the South Pacific context. A primary goal is to search for ways to induce behavior change among the risk populations, a function that every health professional should be skilled in performing. The course further explores psychosocial patterns that influence health. As future workers, understanding behavior and possessing appropriate skills for encouraging behavior change for improved health is imperative in influencing healthy outcome for individuals and community as a whole.

YEAR 2

BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

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<td>BMS 601</td>
<td>Cardiorespiratory systems</td>
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<td>PHT 607</td>
<td>Physiotherapy Theory and Practice 2 (Cardiorespiratory)</td>
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<td>BMS 602</td>
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<td>HPM 705</td>
<td>Applied Health Psychology</td>
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### COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

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<td>GINA BEER</td>
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<td>COURSE DESCRIPTION:</td>
<td>This course establishes students’ knowledge of anatomy, physiology, biochemistry, microbiology, pathology and pharmacology pertinent to the cardio-respiratory cases or problems that students are focusing on during the semester. The problems are centered on cases that an entry level graduate would commonly encounter in the clinical hospital setting.</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td>Students will acquire basic physiotherapy knowledge and interventions of thoracic spine and cardio-respiratory problems. Basic assessment and management skills will include surface anatomy, use of the stethoscope, vital statistics, and outcome measures e.g. 6 minute walk test, Oxygen saturation. It will also include general and specific exercises for management of these problems. Laboratory and clinical sessions will be included.</td>
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<th>COURSE TITLE:</th>
<th>NEUROLOGICAL SYSTEMS PLUS VERTEBRAL ANATOMY</th>
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<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>ELIZABETH YOUNGER</td>
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<td>COURSE DESCRIPTION:</td>
<td>In this course students will acquire basic knowledge of the anatomy, physiology, biochemistry, microbiology, pathology and pharmacology pertinent to the neurological cases or problems that students are focusing on during the semester. The problems are centered on cases that an entry level graduate would commonly encounter in the clinical hospital setting. Problems will include those commonly encountered in the clinical setting such as stroke, head injury, spinal cord injury, and peripheral neuropathy.</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td>Knowledge developed here will include assessment, impairment and function based analysis of motor dysfunction including gait assessment; upper limb assessment and treatment; balance and postural control; clinical decision making; reach and grasp; normal development; higher cortical dysfunction; communication including speech pathology; muscle length and muscle tone; management of stroke; ataxia; motor skill learning; spinal cord injuries; peripheral neuropathies and problems focused on in BMS602. Skills development will include transfers and handling skills; assessment; posture and balance retraining; Attitudes: team work, empathy, critical thinking. The course will involve clinical education and laboratory skills development sessions.</td>
</tr>
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CMNHS 2017 HANDBOOK
COURSE TITLE: APPLIED HEALTH PSYCHOLOGY  
COURSE CODE: HPM 705  
COURSE CONVENER: MASOUD MOHAMMADNEZHAD  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
HPM705 will begin with a revisit of the Biopsychosocial model to health. The course will examine the various research methods in health psychology; the predictors of health behaviours and changing health beliefs and behaviours at the inter and intra personal levels, psychoneuroimmunology, working with survivors of trauma using communications-behaviour change model, motivational interviewing and solution focused therapy, and lastly, an exploration of professional issues related to ethical practice.

YEAR 3

BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

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<td>Musculoskeletal Physiotherapy</td>
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<td>PHT 709</td>
<td>Neurological Physiotherapy</td>
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<td>PHT 710</td>
<td>Evidence based Physiotherapy Practice 1</td>
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<td>Cardiorespiratory Physiotherapy</td>
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NB: Courses in Year 3 are annualized with Theory blocks (4 – 8 wks.) followed by Clinical Education blocks. PHT707 Clinical Education has three segments and all will be undertaken at the CWM Hospital, Suva:

- Clinical Education 1: Acute General Hospital – 6wks
- Clinical Education 2: Cardio-respiratory (acute and chronic) - 6wks
- Clinical Education 3: Musculoskeletal (Inpatient and Outpatient) -6wks

Courses will be yearlong ones and taught in modules so that students can rotate into clinical practice.

COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

COURSE TITLE: CLINICAL EDUCATION 1-3  
COURSE CODE: PHT 707  
COURSE CONVENER: AKENETA KACUNISAWANA  
CREDIT POINTS: 24  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Students will be on Clinical Placement full time at the Colonial War Memorial Hospital clinics and Outpatient department. These placements will consist of three block including:

- Clinical Education 1 (Acute General Hospital);
- Clinical Education 2 (Cardiorespiratory- acute/chronic disease management) and
- Clinical Education 3 (Musculoskeletal – Inpatient & OP).

Students to undertake tasks that are simple focusing on assessments of uncomplicated patients including taking Blood pressure, heart rate, respiratory rate etc. They will also undertake basic rehabilitation such as gait training, all forms of exercises, mobilization of patients, group work and appropriate documentation. Assessment: Continuous clinical assessment and case presentations.

COURSE TITLE: MUSCULOSKELETAL PHYSIOTHERAPY  
COURSE CODE: PHT 708  
NAME OF COURSE CONVENER: IRINIETA MACUNAQIO  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 1&2  
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

THEORETICAL SESSIONS:
Theoretical sessions will focus on fractures, sprains and strains, other soft tissue injuries and more complex pathologies of the musculoskeletal system as a continuum from year 2. Assessment: practical and theory exams at end of theory block prior to first major clinic.

COURSE TITLE: NEUROLOGICAL PHYSIOTHERAPY
COURSE CODE: PHT 709
COURSE CONVENER: ELIZABETH YOUNGER
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1&2
MODE: FF

CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course will include assessment of stroke patients and degenerative neurological conditions and interventions in the acute and follow-up phases. Assessment: practical and theory exams at end of theory block prior to first major clinic.

COURSE TITLE: EVIDENCE BASED PHYSIOTHERAPY PRACTICE 1
COURSE CODE: PHT 710
COURSE CONVENER: AYOADE Aakinremi
CREDIT POINTS: 8
SEMESTER OF OFFERING: 1
MODE: DFL

CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course focuses on concepts of critical inquiry and reflective practice and will establish basic knowledge and skills in accessing information effectively, reading and critiquing literature in the various areas pertinent to physiotherapy; establishing best clinical practice, through the use of most appropriate knowledge and skills available for service delivery.

COURSE TITLE: PHYSIOTHERAPY ACROSS THE LIFE SPAN (PAEDIATRICS)
COURSE CODE: PHT 711
COURSE CONVENER: SHOFEEN BEGUM
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1&2
MODE: FF

CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course focuses on conditions and issues in paediatric conditions in the acute and community health care setting. It will include basic examination and assessment of patients and basic interventions. Conditions will include congenital as well acquired paediatric problems of all body systems. Assessment: practical and theory exam at end of theory block prior to first major clinic.

COURSE TITLE: PROFESSIONAL PHYSIOTHERAPY PRACTICE 1
COURSE CODE: PHT 712
COURSE CONVENER: MARIA WALOKI
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1&2
MODE: FF

CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
This course will provide a broader view of where physiotherapy fits into the health care system. It will include ethics and professional issues; working in clinics both in the community and in hospitals, ergonomics and risk analysis in the working environment, communication in the workplace and planning and inter-professional relationships. Assessment will include an assignments on risk analysis and management plan in the workforce, poster presentation on specific topics in groups - students’ conference.
COURSE TITLE: CARDIORESPIRATORY PHYSIOTHERAPY
COURSE CODE: PHT 713
COURSE CONVENER: AYO DELE AKINREMI
CREDIT POINTS: 16
SEMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
This course will include theoretical knowledge on basic pathologies of the cardio-respiratory system, assessment and interventions in the acute and follow-up phases; medical and surgical conditions as a continuum from year 2. Preparation for clinical education during the theory block will include specific knowledge and skills for basic cardio-respiratory pathologies and management of patients in the acute setting developing professional practice with appropriate ethic and team work in the hospital setting. Assessment: practical and theory exams at end of theory block prior to first major clinic.

YEAR 4

BACHELOR OF PHYSIOTHERAPY - COURSE LISTING

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>2</td>
<td>PHT 715</td>
<td>Advanced Exercise Prescription</td>
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<td>4</td>
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<td>8</td>
<td>HPM 703</td>
<td>Case Studies and Special Issues in Health Promotion</td>
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NB: With the exception of PHT720 and HPM703 courses in Year 4 are annualized with Theory blocks (4 – 6wks) followed by Clinical Education blocks.
Clinical blocks will be scheduled at various clinical sites both hospital and community settings.
Clinical Education 4: Neurology (acute and sub-acute) – 5wks
Clinical Education 5: Paediatrics (acute) – 5wks
Clinical Education 6: Women’s Health and Gerontology - 5 weeks
Clinical Education 7: Community Based Rehabilitation - 5 weeks

PHT 500: Elective placement may be undertaken at any clinical site. Students are encouraged to undertake this elective in their own country.
Courses in year 4 will be a mix of semester long and yearlong taught in modules to allow students into clinical practice/education blocks.

COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CLINICAL EDUCATION 4-7</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>SHARLENE NAND</td>
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<tr>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>CWMH/LAUTOKA HOSPITAL</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
These are clinical blocks of advanced practice in specific areas at the Colonial War Memorial Hospitals, Lautoka Hospital or other centers: Clinical Education 4: Neurology; Clinical Education5: Paediatric; Clinical Education 6: Women’s Health & Gerontology and Clinical Education 7: Community based Rehabilitation.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>ADVANCED EXERCISE PRESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>PHT 715</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>VENASIO RAMABUKE</td>
</tr>
</tbody>
</table>
COURSE TITLE: PHYSIOTHERAPY ACROSS THE ADULT LIFE SPAN  
COURSE CODE: PHT 716  
COURSE CONVENER: GINA BEER  
CREDIT POINTS: 12  
SEMESTER OF OFFERING: 1&2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
Students will acquire knowledge and skills in the prescription of exercises to individuals and groups of persons with specific age groups and rehabilitation needs. It will also include motor control and motor skill learning; group classes in the community; advanced understandings of exercise prescription. It will be based on sound biomedical, physiological and psychosocial principles. Assessment will include community presentations (exercise classes to specific groups and exercise prescription presentations).
This course will include a whole person approach to rehabilitation including wound management (especially the diabetic foot, amputation); splinting; activities of daily living including speech, swallowing, dressing, return to home and or work. It will also include planning of support structures for the patient and their families and will include a 4 week Community Based Rehabilitation placement. Assessment will include skills assessment, case study presentations group rehabilitation programmes and community projects.

**COURSE TITLE:** ELECTIVE  
**COURSE CODE:** PHT 720  
**COURSE CONVENER:** MARIA WALOKI  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 2  
**MODE:** DFL  
**CAMPUS WHERE IT IS DELIVERED:** CLINICAL WORK SITES  
**COURSE DESCRIPTION:**  
This course provides students with the opportunity to explore an area of practice that is of particular interest to them and allows for some specialization in these areas, for example paediatrics, sports medicine, cardio-respiratory, neurological physiotherapy, community based rehabilitation or clinical education. It involves a clinical placement of 4 weeks duration in the area. Assessment will include a report and presentation including recommendations on the focus of their work during the elective  

**COURSE TITLE:** CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION  
**CODE:** HPM 703  
**COURSE CONVENER:** LITIA MAKUTU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1  
**MODE:** MIXED MODE  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**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. Moreover, students will be involved in hands on case analyses and identifying priority health promotion issues within selected intervention programs in various healthy settings. As well as learning theoretical concepts, students will be provided with the opportunity to demonstrate their understanding through a seven-week practical component.

### BACHELOR OF PHYSIOTHERAPY (BRIDGING) - COURSE LISTING

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<td>Case Studies and Special Issues In Health Promotion</td>
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### COURSE DESCRIPTORS - BACHELOR OF PHYSIOTHERAPY – BRIDGING

**COURSE TITLE:** ADVANCED EXERCISE PRESCRIPTION  
**COURSE CODE:** PHT 715  
**COURSE CONVENER:** VENASIO RAMABUKE  
**CREDIT POINTS:** 12  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
Students will acquire knowledge and skills in the prescription of exercises to individuals and groups of persons with specific age groups and rehabilitation needs. It will also include motor control and motor skill learning; group classes in the community; advanced understandings of exercise prescription. It will be based on sound biomedical, physiological and psychosocial principles. Assessment will include community presentations (exercise classes to specific groups and exercise prescription presentations).

**COURSE TITLE:** EVIDENCE BASED PRACTICE 2  
**COURSE CODE:** PHT 717  
**COURSE CONVENER:** AYODELE AKINREMI  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 2  
**MODE (FACE-TO-FACE/DFL):** DFL  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:** This course is a continuum from PHT 710. It provides students with the capacity to evaluate and apply evidence based approach to physiotherapy patient management. The competency will be demonstrated and integrated into clinical physiotherapy practice and to applied research in physiotherapy.

**COURSE TITLE:** REHABILITATION  
**COURSE CODE:** PHT 719  
**COURSE CONVENER:** GINA BEER  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS /CLINIC  
**COURSE DESCRIPTION:** This course will include a whole person approach to rehabilitation including wound management (especially the diabetic foot, amputation); splinting; activities of daily living including speech, swallowing, dressing, return to home and or work. It will also include planning of support structures for the patient and their families and will include a 4 week Community Based Rehabilitation placement. Assessment will include skills assessment, case study presentations group rehabilitation programmes and community projects.

**COURSE TITLE:** ELECTIVE  
**COURSE CODE:** PHT 720  
**COURSE CONVENER:** MARIA WALOKI  
**CREDIT POINTS:** 16  
**SEMESTER OF OFFERING:** 1  
**MODE:** DFL  
**CAMPUS WHERE IT IS DELIVERED:** CLINICAL WORK SITES  
**COURSE DESCRIPTION:** This course provides students with the opportunity to explore an area of practice that is of particular interest to them and allows for some specialization in these areas, for example paediatrics, sports medicine, cardio-respiratory, neurological physiotherapy, community based rehabilitation or clinical education. It involves a clinical placement of 4 weeks duration in the area. Assessment will include a report and presentation including recommendations on the focus of their work during the elective.

**COURSE TITLE:** CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION  
**CODE:** HPM 703  
**COURSE CONVENER:** LITIA MAKUTU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:** This course will provide students with the opportunity to further enhance their knowledge and skills in health promotion (HP) from what they had learned from past years. It has three main intentions: firstly to review students’ knowledge and skills in as far as understanding health promotion theories and concepts; secondly, in conjunction with the first intention to examine a range of health promotion strategies. Thirdly, to look at HP Issues pertaining to the students’ areas of work, special interest groups and different population groups.
COURSE TITLE: ADVANCED CLINICAL PRACTICE  
COURSE CODE: PHT 721  
COURSE CONVENER: VENASIO RAMABUKE  
CREDIT POINTS: 16  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
This course will have modules in Cardio-respiratory, Musculoskeletal and Neurological conditions across the life span and will reflect the latest research evidence for practice wherever possible and the development of specific clinical skills and practice. Assessment will include continuous clinical assessment, case presentations, and clinical examination.

COURSE TITLE: REFLECTIVE PRACTICE / CRITICAL INQUIRY  
COURSE CODE: PHT 723  
COURSE CONVENER: MARIA WALOKI  
CREDIT POINTS: 12  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
This is a crucial part of physiotherapy practice. This course will include reflection on critical incidents; the posing of clinical questions; the development of new clinical protocols or clinical pathways based on the best evidence available. Students will be required to maintain a reflective diary will be part of the assessment. Assessment will also include critique of literature as base for developing clinical pathways and protocols, case conferencing and presentations.

COURSE TITLE: APPLIED HEALTH PSYCHOLOGY  
COURSE CODE: HPM 705  
COURSE CONVENER: MASOUD MOHAMMADNEZHAD  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION:  
HPM705 will begin with a revisit of the Biopsychosocial model to health. The course will examine the various research methods in health psychology; the predictors of health behaviours and changing health beliefs and behaviours at the inter and intra personal levels, psychoneuroimmunology, working with survivors of trauma using communications-behaviour change model, motivational interviewing and solution focused therapy, and lastly, an exploration of professional issues related to ethical practice.

POSTGRADUATE PROGRAMMES

<table>
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<tr>
<th>PROGRAMME</th>
<th>DURATION</th>
<th>FEES</th>
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<tr>
<td>Postgraduate Diploma in Pathology</td>
<td>2 years</td>
<td>$15,750.00 Per Year (Tuition Only)</td>
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<tr>
<td>Master In Pathology</td>
<td>2 years</td>
<td>$15,750.00 Per Year (Tuition Only)</td>
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MINIMUM ENTRY REQUIREMENTS

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<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| 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. | FF   | 2 Years  |
| Master in Pathology               | 1. Postgraduate Diploma in Pathology  
2. Other criteria as per FNU/CMNHS student admission rules and regulations. | FF   | 2 Years  |
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 (due to be offered in 2014) are to allow trainees to:

- Acquire competence in the management and organisation of the diagnostic anatomic pathology services.
- 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 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>1 &amp; 2</td>
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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN PATHOLOGY

**COURSE TITLE:** ANATOMIC PATHOLOGY

**COURSE CODE:** PTH 801

**COURSE CONVENER:** FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM

**CREDIT POINTS:** 120

**SEMESTER OF OFFERING:** 1&2 (ON ROTATION)

**MODE:** FF

**CAMPUS WHERE IT IS DELIVERED:** 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:** FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM

**CREDIT POINTS:** 30

**SEMESTER OF OFFERING:** 1&2(ON ROTATION)
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: FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM  
CREDIT POINTS: 30  
SEMESTER OF OFFERING: 1 & 2 (ON ROTATION)  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: 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: FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM  
CREDIT POINTS: 30  
SEMESTER OF OFFERING: 2 & 1 (ON ROTATION)  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: 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: FACULTY OF PATHOLOGY AND MICROBIOLOGY TEAM  
CREDIT POINTS: 30  
SEMESTER OF OFFERING: 2 & 1 (ON ROTATION)  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: 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 anaemia and diverse blood clotting disorders. Transfusion medicine also falls into the specialty of haematology.

MASTER IN PATHOLOGY - COURSE LISTINGS

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<td>PTH 904</td>
<td>Project and Advanced Techniques</td>
<td>S1 &amp; S2</td>
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### COURSE DESCRIPTORS - MASTER IN PATHOLOGY

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<tr>
<td>COURSE CONVENER:</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
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**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.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PROJECT AND ADVANCED TECHNIQUES</th>
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<tr>
<td>COURSE CODE:</td>
<td>PTH 904</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>RAGHWA SHARMA, KAMAL KISHORE, ABHA GUPTA, ANAMICA GHOSH &amp; HOSPITAL</td>
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<td></td>
<td>SUPERVISORS</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
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</table>

**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 SCIENCE

INTRODUCTION
The M.B.B.S Programme is a six-year Programme that trains students to become doctors. The School of Medical Science 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 blocks for M.B.B.S 4 and 5 may be similar, the content of the assessment for each block 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.

UNDERGRADUATE PROGRAMME

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

A student enrolled in the M.B.B.S Program may require longer than the usual six years to complete the Program 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 M.B.B.S Program must complete the program of study, and graduate with the M.B.B.S degree, within a maximum time period of nine years from the date of enrolment in the M.B.B.S-1 year. (For students admitted with advanced standing, the maximum time period to complete the Program is reduced by the number of years of study for which they were credited).

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

<table>
<thead>
<tr>
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M.B.B.S COURSES

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<td>Surgery</td>
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<tr>
<td>Community Medicine</td>
<td>MED708</td>
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<tr>
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<td>MED709</td>
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<tr>
<td>Training Internship - Hospital Attachment</td>
<td>MED710</td>
</tr>
<tr>
<td>Trainee Internship – Community Based</td>
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MINIMUM ENTRY REQUIREMENTS

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<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
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</thead>
</table>
| Bachelor of Medicine & Bachelor of Surgery | 1. Candidates from Fiji should have attained a minimum score in the Fiji Year 13 Examination of **340 marks out of 400** including **65+** in English AND Biology, plus the 2 science subjects Chemistry or Mathematics or Physics or Information Technology) OR;
2. A minimum GPA of 4.55/4.6 from FNU or GPA of 4.1 from USP in full Foundation Science programme including a B grade in English AND Biology, plus 2 other science subjects: Chemistry / Mathematics / Physics /Information Technology); Candidates who have completed a BSc should have attained a minimum GPA of 3.5.
3. Regional students will be considered for admission based on a grade in the SPBEA Year 12 assessment of less than 10 made up of grades in English, BIOLOGY and the best 2 Science subjects; together with Year 13 grades demonstrating an equivalent level of achievement. Candidates from the American-associated Pacific should have graduated from high school in the top 10% of their graduating class, and have completed at least one year of tertiary education, preferably in science subjects.
4. *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.* | FF | 6 Years |

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.

ATTENDANCE REQUIREMENTS IN THE M.B.B.S PROGRAMME

1. The M.B.B.S Programme has a 100% attendance policy - students are expected to attend all scheduled sessions.
2. 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 sessions for each Course. Any student who does not meet these requirements will not be allowed to sit the final exams.
3. In MED501, 502, and 601, attendance is mandatory at PBL tutorials (subject to the 80% rule above).
4. Any student who fails to satisfy attendance requirements will be issued a letter of warning (with a copy to the student’s sponsor), and will be referred to the Programme Coordinator, the Head of School, and/or the Dean of the College.

ASSESSMENT OF PROFESSIONALISM

1. The M.B.B.S 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.
2. Formal assessment will be done by way of the Tutor Assessment form (in M.B.B.S 1-3), or by the Assessment Form for Professionalism (in M.B.B.S 4-6). Any student found to be below the expected level will be counselled, and may be referred to a professional counsellor, for remediation.
3. 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 Program Coordinator (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 program (ie, it is not of an annual nature and does not “expire” at the end of the year in which it is issued).
4 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 Program for a minimum of 6 months, or may be terminated from the Program if it is determined that the student is unlikely to accomplish adequate remediation.

**M.B.B.S YEARS ONE TO THREE**

The first, second, and third years of the M.B.B.S Program 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**

Assessment of students in MED501, MED502, and MED601, 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.

**Formative assessment** will consist of a variety of methods, including but not limited to the following:
1. 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.
2. **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.
3. **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.
4. 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 summative at the end of the semester. The tutor will discuss the formative assessment with the student before submitting the final assessment form to the Program Coordinator.
5. For M.B.B.S 1 students only, a **Formative OSPE Quiz** will be set for M.B.B.S-1 students late in the first semester or early second semester, before the summative OSPE in the second semester.

**Summative assessment** will be at intervals, and will have a continuous component and an end-point component.

**Continuous component:**
1. For **M.B.B.S 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.
2. 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.
3. 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.
4. A **feedback session** will occur in the following 1-2 weeks after the written and OSPE/OSCE exams
5. A **clinical log book** will need to be completed which contributes 5% to the final grade in MED 501 and 10% in MED 502 and 601.
6. **Tutor assessment** grading participation and preparation will contribute 10% to the final grade.
7. For **MED601**, assessment of the assignments and reports of the community health attachment (PCP 704 community health and needs assessment) will contribute 10% to the final grade.

**End-point (Final) examination:**
1. Two written papers, each of 3 hours duration will contribute 30% to final grade for MED501 and 502, and 20% for MED 601
2. Objective Structured Practical and Clinical Examination (OSPE/OSCE) will contribute 20% to final grade.

**Note:**
1. Students are required to participate in all components of formative assessment.
2. 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 Program. 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 Program.
3. 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.
4 Students who fail MED501, MED502 or MED 601 with a course grade of > 45% will be eligible to sit a comprehensive supplementary assessment, which includes written and practical components.

5 Students who are required to sit the supplementary exam must pass both the written and practical component to be allowed to proceed to the next year level.

6 Students will be permitted a maximum of 4 supplementary assessments for the entirety of the programme. However, more than 4 supplementary assessments may be granted under exceptional circumstances.

7 Students who are repeating a year of study, and who receive a failing grade at the end of the repeat year of study, will not be permitted to sit a supplementary examination at the end of the repeat year, but will be terminated from the Program.

8 M.B.B.S-1 students who receive a failing grade for the course, and fail the Supplementary Examination, will be terminated from the M.B.B.S Program.

9 Students may repeat only one year of study in MED 502/MED 601.

10 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 Program Coordinator.

M.B.B.S YEARS FOUR AND FIVE

During Years 4 and 5, M.B.B.S 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 nine weeks in duration, except Community Medicine I/II, which is eighteen weeks in duration. By the end of Year 5, the M.B.B.S student will have completed:

- **Medicine** (MED 702)  
- **Obstetrics / Gynaecology** (MED703)  
- **Paediatrics** (MED704)  
- **Surgery** (MED707)  
- **Psychiatry** (MED705)  
- **Community Medicine** (MED708)  
- **Special Topics** (MED706)

("Special Topics" includes Radiology, Anaesthesia, Accidents & Emergency, Ophthalmology, and Physiotherapy)

In addition to the above, at the end of Year 5, M.B.B.S students take a **Trainee Internship Entry Examination** (MED 709) (also called the **MB5 Exit Examination**), consisting of two 3-hour written papers. This examination is graded on a Pass / Fail basis, and the examination must be passed for the student to proceed to the Year 6 Trainee Internship.

**CLINICAL ATTACHMENTS**: Assessment of students in each clinical attachment (Medicine, Paediatrics, Surgery, Obstetrics/Gynaecology, and Psychiatry) will be both formative and summative.

**Formative assessment** will be continuous throughout each attachment and may consist of:

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

**Summative assessment**: For each of the five clinical attachments, a grade will be given based entirely on the summative assessment within that course. The course grade for the **five clinical attachments** will consist of the following:

1. **Continuous Assessment: Assessment Form, Learning Portfolio/Logbook/Case Studies, etc.** 30%
2. **Block Written Examination** 35%
3. **Block Practical / Clinical Examination** 35%

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 (ie, the combined score for the assessment form, learning portfolio, logbook, case studies, etc);
- The Written Examination;
- The Practical / Clinical Examination.

**COMMUNITY MEDICINE - MED 708**: Community Medicine is an 18-week attachment providing exposure to public health and primary care. This attachment is organized by the School of Public Health and Primary Care (DPHPC) and will be coordinated by the M.B.B.S-4/5 Public Health Facilitator. The eighteen-week attachment will be taken in any of the semesters in Year 4 or Year 5.
There are 3 integrated Public Health and Primary Care courses (PCP 701, PCP 702 and PCP703) in this attachment. **PCP701** includes Communicable Diseases, Clinical Epidemiology, some aspects of Health Services Management and Environmental Health. **PCP 702** includes Non-Communicable Diseases, Nutrition, Burden of occupational diseases and injuries in workplaces and Basic health economics. **PCP703** includes Sexual and Reproductive Health, gender, Violence against Women and Child Health issues. The Community Medicine attachment will be assessed both formatively and summatively. Assessment will be continuous throughout the attachment and will include quizzes, group cases presentation and clinical attachment with log books and case assessments at the Health Centres and specialised clinics in Suva Subdivision. Summative assessment will consist of an Examination, with allocations for the individual courses as noted in the table below. In order to pass the Community Medicine attachment, the student must receive a minimum overall grade of 50% in both the continuous assessment component plus the exam component of this final grade of this attachment, and must pass all the three integrated Primary Care and Public Health courses in the attachment. The overall Community Medicine grade will be the average of the three course grades, each of the courses receiving equal weight in determining the overall composite grade for the attachment.

<table>
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<th>Course</th>
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<td>PCP 701 Communicable Diseases Management and Control in Primary Care Settings</td>
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<td>PCP702 Lifestyle and Occupational Medicine in General Primary Care settings</td>
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</tr>
<tr>
<td>PCP703 Reproductive Health and Child Health in Primary Care</td>
<td>60</td>
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If students fail one or two of the three courses with a score > 45% they will be required to sit a supplementary in the courses that they have failed. If a student fails all three courses they will be required to repeat the year. If any course is failed <45% the student will be required to repeat the year.

The MED 708 supplementary exam will be for three weeks. The assessment will include an additional clinical attachment (30%) within the three weeks and a supplementary exam paper (70%) in the last week.

**SPECIAL TOPICS (MED706):** The student is assigned to the following specialties during the 9 week attachment:

- Anaesthesia (3 weeks);
- Accidents and Emergency (3 week);
- Physiotherapy (1 week);
- Ophthalmology (2 weeks);

**Formative assessment** is continuous through each discipline component and consists of:

- Logbook/learning portfolio appraisal
- Active participation in clinical duties and other discipline activities (CME, QA sessions)

**Summative Assessment:** By nature of the attachment, summative assessment is continuous throughout the nine weeks, and consists of the following methods: Assignments; Clinical vivas; Quizzes.

**Details of summative assessment for each specialty:**

### ANAESTHESIA – 35%  
- Assignment – Case Presentation – 10%
- Attendance & Professionalism - 10%
- Log Book Appraisal – 15%
- Clinical Skills:
  - Completion of CPR Workshop
  - Completion of Airway Management Workshop
  - Completion of 10 Discussion topics

### EMERGENCY MEDICINE – 35%  
- Attendance and Professionalism – 10%
- Case Presentation – 5%
- Discussions – 5 %
- Quiz – 10%
- Logbook – 5%

### OPHTHALMOLOGY – 20%  
- Assignment – 10%
- Professionalism – 5%
- Logbook Appraisal – 5%

### PHYSIOTHERAPY – 10%  
- Assignment – Written Case Discussion – 4%
- Logbook Appraisal – 3%
- Professionalism – 3%
Students must pass each discipline component to receive a grade of “Pass” for the Special Topics attachment. A student with unsatisfactory performance in any discipline would be required to undergo a supplementary process, involving repeating the failed component(s), or repeating the whole attachment should this be deemed necessary.

Continuous assessment during Years 4 and 5:
For all courses in Years 4 and 5, components of Continuous Assessment (logbooks, journals, assignments, etc) must be completed and submitted by the deadline set. Any extension of time must be approved by the course convener, must not exceed two weeks beyond the original deadline, and will result in a 10% penalty from the score of the assignment.

PROGRESSION WITHIN THE COURSE
An assessment of Professionalism as outlined in the relevant section must be passed for any student to progress from year to year. In addition, a student must pass all 4 blocks or its equivalent (2 blocks plus the Community Medicine attachment) within the academic year. At the end of the successful completion of the 5th Year, students need to pass the FINAL Written examination (this is the Trainee Internship Entry Examination.) to enter into the trainee internship year.

NOTES regarding students who fail one or more courses during Years 4 or 5:

1. A student who fails a single attachment during Year 4 or Year 5 with a grade of > 45% will be required to undergo a comprehensive supplementary process, which includes a minimum 5-week supplementary attachment, followed by a supplementary assessment which includes both written and practical components.
2. A student who, in Year 4 or Year 5, fails more than one attachment, OR who fails any one attachment with a grade of < 45%, OR who fails the 18-week long Community Medicine attachment, will be deemed to have failed the year of study, and will be required to repeat all components of the year, including any attachment the student may have already passed.
3. A student who fails the supplementary component of any attachment will be deemed to have failed the year and will be required to repeat all components of the year, including any attachment the student may have already passed.
4. A student who is repeating Year 4 or Year 5 will not be eligible to undergo a supplementary in any attachment for that year, including any attachment the student may have already passed during a previous year of study. Failure in any attachment during this repeat year will result in termination from the Program.
5. A student who fails the Trainee Internship Entry Examination with a score of > 45% will be eligible to take the examination again as a Supplementary Examination at the start of the following year. A student who fails the Supplementary Exit Examination will be required to repeat the MB5 year of study. This repeat year may necessarily include attachments which the student has already passed in a previous year of study. Any student repeating Year 5 in this manner must pass each attachment. Failure in any attachment during this repeat year will result in termination from the Program.
6. At the end of Year 5, a student who is undergoing a supplementary process for a failed Year 5 attachment will be ineligible to sit the Trainee Internship Entry Examination. After passing the supplementary assessment, the student will then be eligible to sit the Trainee Internship Entry Examination when it is conducted again at the start of the following year, before the Trainee Internship commences.
7. A student who fails the Trainee Internship Entry Examination when it is conducted as stated in # 6 above, will not be allowed the opportunity for a supplementary Examination, but will be required to repeat a year as an M.B.B.S-5 student. As mentioned previously, this repeat year may necessarily include attachments which the student has already passed in a previous year of study. Any student repeating Year 5 in this manner must pass each attachment. Failure in any attachment during this repeat year will result in termination from the Program.
8. A student who repeats Year 5 must re-sit and pass the Trainee Internship Entry Exam.
9. A “STUDENT PROGRESS FORM” will be used to track students who fail one or more courses during Years 4 and 5, in order to keep students informed of their need to plan for any supplementary.
10. A student may repeat only one year of study in MB 4 to 6 as per the M.B.B.S programme Annex.
11. A student who exceeds the number of supplementary assessments as prescribed under the FNU UASR (i.e more than 30% of the courses in the MBBS Program or over 4 supplementary assessments) shall be dealt with on a case by case basis. The College Exam Board shall consider recommendations from the Department Assessment Committee in its decision.

M.B.B.S YEAR SIX
The sixth year of the M.B.B.S Program is a Trainee Internship (TI) and is comprised of two courses that may be undertaken in Fiji or other accredited health facilities in the region for example: Solomon Islands, Tonga, Samoa and Kiribati
• Trainee Internship – Hospital Attachment MED710: A 20-week Hospital-based attachment consisting of four 5-week rotations in Medicine, Paediatrics, Surgery, and Obstetrics/Gynaecology.
Trainee Internship Primary Care Attachment MED711: A 16-week Primary Care based Public Health attachment, with an additional 2-week attachment in Anaesthesia

The overall continuous assessment is essentially formative and consists primarily of the following:

1. An assessment of Professionalism as outlined before.
2. Clinical & Primary Care logbook of competencies
3. Placement supervisor’s assessment form (assesses the student’s attitudes and behaviour)
4. Clinical Appraisal Form (assesses the student’s skills and attitudes)
5. Learning Portfolio (assesses the ability to access, use and critically appraise medical literature)
6. Topic presentations (assesses communication and presentation skills)
7. CMNHS Supervisors’ / Coordinators’ Reports (assesses global competencies)

In addition, summative assessment for Trainee Interns in the hospital rotation will consist of formal assessments in certain identified core competencies. Students who fail to achieve these core competencies will be given opportunities for remediation during the five week block, and be re-assessed for competency in the task. Failure to achieve competency within the block will require the student to return for an extra week at the end of the Trainee Intern Year. If remediation is not achieved this will result in the student having to repeat the sixth year of study.

Remediation will be required for the following reasons:
1. Failure to achieve core competencies.
2. Absenteeism, on work days, tutorials or during weekend on calls.
3. Failure to complete minimum log book requirement.
4. Issues in regards to professionalism.

Trainee interns in the primary care-based public health attachment have additional formative assessment activities, including the following:

1. Provision and conduct of primary care health services in the sub divisional health facilities including GOPD, SOPD, ANC, MCHC, admissions, deliveries, outbreak investigations & follow up, minor surgical procedures, domiciliary care and medico-legal documentation including to be rostered on call with SDMO or designate (assessed by Sub-divisonal and FSM staff).
2. Participation, completion and Presentation of an epidemiological surveillance of a communicable disease using the WHO/SPC clinical case definition in the subdivision (assessed by Sub-divisional and FSM staff).
3. Participation and completion of an NCD Intervention project in a community in medical sub-division in which they are attached (facilitated and assessed by the SDMO and CMNHS staff).
4. Presentation of selected topics at the monthly medical sub-divisional meetings (assessed by SDMO).
5. Delivery of health education/health promotion activities sessions to school children (assessed by senior nursing staff), the captured populations in the SOPD, GOPD MCHC & ANC clinics; and to the community (assessed by SDMO and senior nursing staff).
6. Participate in the Environmental health, dietetics and other outreach activities in the subdivision (assessed by SDMO & senior staff).
7. Presentation of the patients which the students have admitted, to the medical officer in charge of the ward (assessed by the SDMO and other medical officers).
8. Assessment of professionalism by SDMO & CMNHS staff.
9. Completion of an individual student research project with the assistance and guidance of SDMO & CMNHS staff.
10. Completion and presentation of the 2 group projects and the 1 individual research project to the medical subdivision staff and CMNHS staff at the end of the community based attachment.
11. Some of the above assessment tasks are summative as well as formative, in that the assessment must be passed.
12. These tasks are specifically set out in the assessment sheet for the community-based attachment.
13. The progress of all trainees in completing their logbook requirements will be assessed regularly by FSM academic faculty.
14. Trainees will be provided feedback on their progress and will be given advice as required.
15. Components of Continuous Assessment (logbooks, journals, assignments, etc.) during Year 6 must be completed and submitted by the deadline set.

16. 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 assignment.

17. Trainee Interns are awarded a grade of Pass (P) or Fail (F) for each of the courses, Trainee Internship – Hospital-based Attachment (MED 710) and for Trainee Internship – Community-based Attachment (MED 711).

18. A pass in all of the core competencies and in the assessments for the community-based attachment, and the satisfactory completion of the hospital and community-based attachments, will be sufficient for the student to graduate.

19. An “Adverse Tracking Form” will be used to track students who are in danger of failing one of the courses in Year 6.

### BACHELOR OF MEDICINE & BACHELOR OF SURGERY PROGRAMME COURSE LISTING

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<td>Obstetrics &amp; Gynaecology</td>
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<td>6</td>
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<td>Paediatrics</td>
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<td>8</td>
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<td>Surgery</td>
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<td>Training Internship – Community Based</td>
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### YEAR 1

#### COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

**COURSE TITLE:** PROBLEM BASED LEARNING MB1  
**COURSE CODE:** MED 501  
**COURSE CONVENER:** ESETA VAKASIGALEKA  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS

**COURSE DESCRIPTION:**

The annualized year-long course is an integrated course delivered in the problem-based method of instruction. Students meet in small tutorial groups twice a week with a PBL tutor to learn the basic sciences of anatomy, physiology, biochemistry, microbiology, pathology, and pharmacology, along with the public health disciplines of epidemiology, health promotion, nutrition, health services management. The clinical skills of patient history-taking and physical examination are introduced from the start. These topics are studied in the context of a series of paper-based clinical cases presented throughout the academic year. PBL tutorials are supplemented by interactive resource sessions with the various discipline lecturers in the anatomy, pathology, microbiology, and clinical skills labs. In MED 501, the focus is on the integument, musculoskeletal, cardiovascular and respiratory systems.

### YEAR 2

#### COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

**COURSE TITLE:** PROBLEM BASED LEARNING MB2  
**COURSE CODE:** MED 502  
**COURSE CONVENER:** MIRIAMA WAQAINABETE  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The annualized year-long course is an integrated course delivered in the problem-based method of instruction. Students meet in small tutorial groups twice a week with a PBL tutor to learn the basic sciences of anatomy, physiology, biochemistry, microbiology, pathology, and pharmacology, along with the public health disciplines of epidemiology, health promotion, nutrition, health services management. The clinical skills of patient history-taking and physical examination are introduced from the start. These topics are studied in the context of a series of paper-based clinical cases presented throughout the academic year. PBL tutorials are supplemented by interactive resource sessions with the various discipline lecturers in the anatomy, pathology, microbiology, and clinical skills labs. In MED 502, the focus is on the gastrointestinal, renal, endocrine, reproductive, and nervous systems.

YEAR 3

COURSE DESCRIPTOR - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

COURSE TITLE: PROBLEM BASED LEARNING MB3
COURSE CODE: MED 601
COURSE CONVENER: LAISENIA TALENIWESI
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The annualized year-long course is an integrated course delivered in the problem-based method of instruction. Students meet in small tutorial groups twice a week with a PBL tutor to learn the basic sciences of anatomy, physiology, biochemistry, microbiology, pathology, and pharmacology, along with the public health disciplines of epidemiology, health promotion, nutrition, health services management. The clinical skills of patient history-taking and physical examination are introduced from the start. These topics are studied in the context of a series of paper-based clinical cases presented throughout the academic year. PBL tutorials are supplemented by interactive resource sessions with the various discipline lecturers in the anatomy, pathology, microbiology, and clinical skills labs. In MED 601, the systems studied in MED501 and MED502 are revised, while the focus is on management and treatment of various illnesses. In addition, students in MED601 are involved in a year-long village project conducted by faculty in the School of Population Health.

YEARS 4 AND 5

COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

COURSE TITLE: MEDICINE
COURSE CODE: MED 702
COURSE CONVENER: JOJI MALANI AND MAI LING PERMAN
CREDIT POINTS: 15
MODE: FF
CAMPUS: HOODLESS HOUSE
SEMESTER OF OFFERING: 9 WEEKS BLOCK ROTATIONS, 4 ROTATIONS A YEAR

COURSE DESCRIPTION:
This is a clinical attachment for year 4 (MB4) and 5 (MB5) undergraduate students. It is a 9 weeks block rotation at the CWM hospital. There are 4 such rotations in a year. Here, our young budding doctors put theory into practice. The first 8 weeks is mainly supervised clinical duties, whereby students are attached to different teams and are expected to be involved with admission and care of real patients. They learn to fine tune the art of history taking and practice their clinical skills. They go on-call with their respective medical teams. They are expected to clerk patients on admission and “SOAP” cases early morning before and present during ward rounds. Students are expected to keep a record of procedures they must perform (e.g. IV cannulation, NGT insertion, bladder catheterization, & etc.) and also of procedures they must observe (e.g. joint aspirations, thoracocentesis, bone marrow biopsy, & etc.).

Other group activities include bedside teaching (aimed at demonstrating technique of examining patients and allowing students to practice their clinical skills), classroom case presentations, and interactive therapeutic seminars and lab medicine topics. At the end of medicine block, exams are conducted in the form of a clinical exam and a 3hour written paper. Overall assessment is both formative and summative. The former is an assessment of professionalism and the latter comprises of a continuous assessment (30%), 2 short case clinical exams (35%) and a written paper (35%).
COURSE TITLE: OBSTETRICS & GYNAECOLOGY  
COURSE CODE: MED 703  
COURSE CONVENER: JULIA SINGH  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 4 X 9 WEEK ROTATIONS  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: HOODLESS HOUSE/CWMH  
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 important topics relevant to O&G for knowledge base and clinical application are compiled in 20 modules which are discussed and completed during the 9 week block. 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 with a mid-term examination consisting of both written and practical portion. At the end of the rotation the summative assessment is a three hour written examination, a long clinical case and a viva-voce.

COURSE TITLE: PAEDIATRICS  
COURSE CODE: MED 704  
COURSE CONVENER: ALOK DUBEY, KHALID MAHMOOD  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 4 X 9 WEEK ROTATIONS A YEAR  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: CWMH  
COURSE DESCRIPTION: In keeping with ethos of Problem Based Learning, groups of 16 students are attached to the Paediatric rotation for duration of 9 weeks. Knowledge acquisition and application builds on material already covered in the earlier years of the M.B.B.S programme. There are broad subject areas encompassing all the common problems and all the emergency situations prevalent in the local epidemiological enhancement have been included as core learning objectives. Students carry out an initial self-direct tutorial to be followed by another session is conducted by a discipline expert to thrash out the nitty-gritty of the subject matter. The broad subject areas provide the depth of Paediatrics. Students also present on less common subjects selected from the patients in the ward or any other learning issue emanating from the discussions in the ward rounds. These presentations provide the breath of Paediatrics and are part of continuous assessment. Clinical Skills acquisition and training take the form of ward rounds and bedside teaching. Consultants and registrars impart knowledge during ward rounds to stimulate them by giving them issues and proper feedback is opted. Students are assigned patients on which to SOAP and follow up the patient till the final disposal with the view to give them the real time feel of the patient. Formal bedside teachings are conducted to complement the ward work. Students are expected to perform/observe practical procedural skills under supervision during the rotation and also perform on call duties. Additional special training include neonatal resuscitation, breastfeeding and integrated management of childhood illness (IMCI using ICATT), as per protocol of the WHO and the AMA to encompass the health needs of the developing world. All along their attachment ,values of medical ethics and professional code of conduct imperative of a medical practitioner are imparted to the student thereby enabling them to become a wholesome clinician who not only knows the signs of medicine but also the art of practicing it. At the end of the rotation, they are subjected a comprehensive evaluative process consisting of a written exam and multiple structured clinical stations or OSCE.

COURSE TITLE: PSYCHIATRY  
COURSE CODE: MED 705  
COURSE CONVENER: ODILLE CHANG  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: S1 & S2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS  
COURSE DESCRIPTION: The general approach of psychiatry, which stresses the unity of body and mind, is important in the whole of medical practice as skills learned in psychiatry are important for all physicians.
The core component in this psychiatric curriculum covers commonly encountered symptoms and syndromes in psychiatry, psychological aspects of medical disorders and psychosocial issues including stigma (prevention of illness and promotion of health). This has been drawn from the Core Curriculum in Psychiatry for Medical Students recommended by the World Psychiatric Association and World Federation for Medical Association. These are to be taught and learned in the context of an integrated biological, psychological and social approach. It provides the students with the essential knowledge, attitudes and skills in the management of common psychiatric morbidities in primary care. It also offers a good foundation for those who may wish to pursue further training in psychiatry.

The Psychiatry Block rotation is a 9-week term. Students will have a broad range of experiences that cover such diverse situations as working with patients on medical and surgical wards who need psychiatric or drug and alcohol services (CWMH), the acutely unwell and forensic patients (St. Giles Hospital), children, adolescents and families with difficulties (CWMH – SOPD), and psycho-geriatric patients (Old Peoples’ Home).

Structured teaching in the form of problem-based learning and evidence-based medicine sessions occurs throughout the rotation. Further instructions are also given through case reviews and discussions, journal reports, and resource sessions.

### COURSE TITLE: SPECIAL TOPICS
### COURSE CODE: MED 706
### COURSE CONVENER: KENTON BIRIBO
### CREDIT POINTS: 15
### SEMESTER OF OFFERING: 4 X 9 WEEK ROTATIONS
### MODE: FF
### CAMPUS WHERE IT IS DELIVERED: CWMH

### COURSE DESCRIPTION:
The student is assigned to the following specialities during the 9 week attachment:

- **Anaesthesia** - 3 weeks;
- **Accidents and Emergency** - 1 week;
- **Physiotherapy** - 1 week;
- **Ophthalmology** - 2 weeks;
- **Radiology** - 2 weeks;

### Formative assessment
is continuous through each discipline component and consists of:
- Logbook/learning portfolio appraisal
- Active participation in clinical duties and other discipline activities (CME, QA sessions)

### Summative Assessment:
By nature of the attachment, summative assessment is continuous throughout the nine weeks, and consists of the following methods: Assignments; Clinical vivas; Quizzes.

### Details of summative assessment for each speciality:

#### ANAESTHESIA – 35%
- Assignment – Case Presentation – 10%
- Attendance & Professionalism - 10%
- Log Book Appraisal – 15%
- Clinical Skills:
  - Completion of CPR Workshop
  - Completion of Airway Management Workshop
  - Completion of 10 Discussion topics

#### EMERGENCY MEDICINE – 35%
- Attendance and Professionalism – 10%
- Case Presentation – 5%
- Discussions – 5 %
- Quiz – 10%
- Logbook – 5%

#### OPHTHALMOLOGY – 20%
- Assignment – 10%
- Professionalism – 5%
- Logbook Appraisal – 5%

#### PHYSIOTHERAPY – 10%
- Assignment – Written Case Discussion – 4%
- Logbook Appraisal – 3%
- Professionalism – 3%
Students must pass each discipline component to receive a grade of “Pass” for the Special Topics attachment. A student with unsatisfactory performance in any discipline would be required to undergo a supplementary process, involving repeating the failed component(s), or repeating the whole attachment should this be deemed necessary.

**COURSE TITLE:** SURGERY  
**COURSE CODE:** MED 707  
**COURSE CONVENER:** IFEREIMI WAQA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS & CWMH  

**COURSE DESCRIPTION:**  
Clinically Based Course  
This is a 9 week surgical block attachment done mostly in the surgical School of CWM hospital with a few tutorial sessions in the Pacifica classrooms. The students are part of the surgical clinical working teams in the hospital getting to see and learn off cases in the clinics, wards and operation theaters learning issues are discussed around the tutorial and case presentation sessions.

**COURSE TITLE:** COMMUNITY MEDICINE  
**COURSE CODE:** MED 708  
**COURSE CONVENER:** TIMAIMA TUIKETEI  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 1 or 2  
**MODE:** FF  

**CAMPUS WHERE IT IS DELIVERED:**  
This course is delivered both on class room mode and through clinical attachments in various health centres around the Suva area and the Tamavua hospital complex.  

**COURSE DESCRIPTION:**  
The Community Medicine MB04/MB05 is termed a Mega block as 3 units are delivered over a semester long period unlike the clinical blocks where 2 units are delivered within a semester. Community Medicine is an 18-week attachment providing exposure to public health and primary care. This attachment is organized by the School of Population Health. The eighteen-week attachment will be taken either in Semester 2 of Year 4, or in Semester 1 of Year 5.  
There are three Primary Care courses (PCP 701, PCP 702) in this attachment. The Community Medicine attachment will have both formative and summative assessments. Summative assessment will consist of Continuous Assessment and Examination, with allocations for the individual courses as noted in the table below. In order to pass the Community Medicine attachment, the student must receive a minimum overall grade of 50% in both the continuous assessment component plus the exam component of this final grade of this attachment, and must pass at least two of the four Public Health courses in the attachment, and both of the Primary Care courses. The overall Community Medicine grade will be the average of the six course grades, each of the courses receiving equal weight in determining the overall grade for the attachment.  
These 3 units include:

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE CODE</th>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>Communicable Diseases in Primary Care</td>
<td>PCP701</td>
<td>Globally, communicable diseases take a huge toll on human lives. Despite the advances in diagnostic technology and treatment modalities, infections still play a big role in producing morbidity and mortality that impact on social and economic losses, especially in developing countries. This course has been designed for M.B.B.S students to have an in-depth view of globally-important communicable diseases from an epidemiological standpoint. Examples of communicable diseases currently emerging or persisting in the region and other parts of the world serve as stimuli for understanding and discussion. The emphasis of this course is on the clinical and laboratory investigations that are required for identification and diagnosis, and on how these diseases are managed at the primary care level.</td>
</tr>
<tr>
<td>General Primary Care Clinics</td>
<td>PCP702</td>
<td>General Primary Clinics is designed as an undergraduate introductory course for undergraduate medical students in Primary Health Care. It has both lectures and clinical components that are designed to equip medical students with clinical and theoretical</td>
</tr>
</tbody>
</table>
knowledge on preventative and primary health care of both common acute diseases and injuries as well as chronic non communicable diseases. It also introduces students to the World Health Organisation's public health profiles of all Pacific Island countries, for students to grasp the various primary and public health issues that affect these countries.

Students rotate at various primary health care clinics in the Suva medical subdivision as well as specialized clinics in reproductive health care as well as NCDs, e.g. Special Outpatient clinics and the National Diabetes Center and Rehabilitation wards.

Sexual Reproductive Health (SRH) And Child Health (CH) Management In Primary Care Settings

PCP 703

The aim of the course is to recognize, demonstrate and apply the M.B.B.S 4-5 students' updated knowledge and clinical skills on sexual reproductive health (SRH) and child health (CH) issues and their management, together with the basic understanding on the WHO SRH and CH intervention strategies and their linkages from the international, to the regional, national and in their expected own area of work as future doctors in primary care settings.

This Course will demonstrate and review the various program activities on reproductive health/sexual health/family planning and priority child health issues in Fiji and the region. It will also recognize and deliberate the Millennium Development Goals (MDGs) in particular MDG 4, 5, 6 and the intervention strategies to achieve them. Furthermore, it will also specifically discuss various components of nutritional issues including anemia in reproductive health, child health and nutrition in special groups such as in HIV and in sports medicine. There is a component on the application of clinical dietetics in health care. The course also has a practical clinical component where the students are attached to the Oxfam Clinic in CWMH, the STI/HIV Hub centre, the Adolescent health clinic – Our Place working with peer educators, Mataika House and the various MCH and FP clinics and GOPDs at the 6 health centers in Suva Subdivision. These practical sessions allows the students to demonstrate and apply their clinical skills in managing SRH and CH conditions, and participating in the SRH and CH program activities in the primary care settings.

COURSE TITLE: TRAINEE INTERNSHIP QUALIFYING EXAM (WRITTEN)
COURSE CODE: MED 709
COURSE CONVENER: KHALID MAHMOOD
CREDIT POINTS: 0
SEMESTER OF OFFERING: END POINT
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFika Campus

COURSE DESCRIPTION:
This Course takes the form of two comprehensive 3 hour long written papers to access the core knowledge and application of knowledge required for practice as a doctor. This assessment is the final knowledge based assessment of the M.B.B.S programme. Students must have successfully completed all the rotations before they are eligible to sit the exam. Students who fail this exam may be able to sit a supplementary exam 2 months later if they have achieved a 45% in this course. However, students who fail this exam will need to repeat a year for remediation.

YEAR 6

COURSE DESCRIPTORS - BACHELOR OF MEDICINE & BACHELOR OF SURGERY

COURSE TITLE: TRAINING INTERNSHIP-HOSPITAL ATTACHMENT
COURSE CODE: MED 710
COURSE CONVENER: ABHAY CHoudari AND AMANDA HILL
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: LAUTOKA Campus, LAUTOKA Hospital

COURSE DESCRIPTION:
Training Internship at Lautoka Hospital.
The TI year is an apprenticeship year whereby final year MB6 students spend a 20 weeks attachment at the four major disciplines at the Lautoka Hospital (surgery, paediatrics, obstetrics & gynaecology and medicine). During this period the TI is expected to work and learn at the same time. It is our aim to put all the theoretical knowledge and experience attained from the last five years into practice.
While the training model is totally practical, the student will at all-time be under the supervision of the clinical supervisor and other delegated staff member of their respective department. The students are assessed based on professionalism and core competencies at the end of each five week block.
At the end of each semester their respective clinical supervisors submit an assessment feedback regarding each individual student performance.

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<th>TRAINING INTERNSHIP – COMMUNITY BASED</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>ILISAPECI KUBUABOLA</td>
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<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>MODE:</td>
<td>PRACTICAL ATTACHMENT IN SUB DIVISIONAL PUBLIC HEALTH SETTINGS</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>National Referral Hospital, Rove Clinic and Honiara Township Clinic in the Solomon Islands; National Health services, Apia Hospital and MT2 Hospital in Savaii, 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>
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</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:
  o 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
o Have basic management knowledge and skills to prepare them to be in charge of a department.
o Be able to research pertinent subjects relevant to their day-to-day activities.
o Be able to practice medicine based on current evidence.
o 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**

1. Postgraduate Diploma in Anaesthesia
2. Postgraduate Diploma in Child Health
3. Postgraduate Diploma in Internal Medicine
4. Postgraduate Diploma in Obstetrics and Gynaecology
5. Postgraduate Diploma in Surgery
6. Postgraduate Diploma in Emergency Medicine
7. Postgraduate Diploma in Mental Health
8. Master of Medicine in Anaesthesia
9. Master of Medicine in Internal Medicine
10. Master of Medicine in Obstetrics and Gynaecology
11. Master of Medicine in Paediatrics
12. Master of Medicine in Surgery
13. Master of Emergency Medicine

<table>
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<tr>
<td>Postgraduate Diploma in Anaesthesia</td>
<td>1 Year</td>
<td>$15750.00 Per Year (Tuition Only)</td>
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<tr>
<td>Postgraduate Diploma in Child Health</td>
<td>1 Year</td>
<td>$15750.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Postgraduate Diploma in Internal Medicine</td>
<td>1 Year</td>
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</tr>
<tr>
<td>Postgraduate Diploma in Obstetrics &amp; Gynaecology</td>
<td>1 Year</td>
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</tr>
<tr>
<td>Postgraduate Diploma in Surgery</td>
<td>1 Year</td>
<td>$15750.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Postgraduate Diploma in Emergency Medicine</td>
<td>1 Year</td>
<td>$15750.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Postgraduate Diploma in Mental Health</td>
<td>1 Year</td>
<td>$15750.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Master of Medicine in Anaesthesia</td>
<td>3 Years</td>
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</tr>
<tr>
<td>Master of Medicine in Internal Medicine</td>
<td>3 Years</td>
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</tr>
<tr>
<td>Master of Medicine Obstetrics &amp; Gynecology</td>
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<td>$15750.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Master of Medicine in Pediatrics</td>
<td>3 Years</td>
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</tr>
<tr>
<td>Master of Medicine in Surgery</td>
<td>3 Years</td>
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</tr>
<tr>
<td>Master of Emergency in Medicine</td>
<td>3 Years</td>
<td>$15750.00 Per Year (Tuition Only)</td>
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## MINIMUM ENTRY REQUIREMENTS

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<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 | 1. Duly certified papers at testing 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 Mental Health         |                                                                                        |        |           |
| Postgraduate Diploma in Emergency Medicine    | 1. Duly certified papers at testing to completion of the required basic medical degree (MBBS or MD) from recognised tertiary institution in country of origin and with medical registration in Fiji.  
2. Certificate of good ethical and moral character from previous supervisors/institutions.  
3. Satisfactory results of general physical examination (signed by appointed medical practitioner).  
4. Police clearance. | FF and Online | 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 Emergency Medicine

1. Completion of the required PG Diploma of Emergency Medicine at or greater than 65% pass – or international equivalent. (e.g. completion of PGY1 in EM Fellowship (Australasia) or EM Residency programme (USA).
2. Reference stating above average performance and good ethical and moral character from previous supervisor/institutions.
3. Submission of up to date Curriculum Vitae detailing postgraduate training, courses and experience.
4. Ability to transfer to campus offering programme
5. Ability to attend, and success at interview on application for place on programme.

ATTENDANCE REQUIREMENT
1. The clinical postgraduate 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 Postgraduate 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 various formats such as long cases, short cases, OSCEs, viva voces 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 various formats such as long cases, short cases, OSCEs, viva voces 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 – Introduction to 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>
<th>POSTGRADUATE DIPLOMA</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>IMD 801</td>
<td>Internal Medicine</td>
<td>1 &amp; 2</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>OBG 801</td>
<td>Obstetrics &amp; Gynecology</td>
<td>1 &amp; 2</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>PDT 801</td>
<td>Child Health</td>
<td>1 &amp; 2</td>
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<td>4</td>
<td>SGR 801</td>
<td>Surgery</td>
<td>1 &amp; 2</td>
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### Year 1

**POSTGRADUATE DIPLOMA IN INTERNAL MEDICINE**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Mode</th>
<th>Campus</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMD 801</td>
<td>INTERNAL MEDICINE</td>
<td>FF</td>
<td>HOODLESS HOUSE &amp; CWMH * LAUTOKA HOSPITAL</td>
<td>120</td>
</tr>
</tbody>
</table>

**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 fulfil 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.

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**POSTGRADUATE DIPLOMA IN OBSTETRICS & GYNECOLOGY**

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

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>OBSTETRICS &amp; GYNAECOLOGY</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>OBG 801</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>RAJANISHWAR GYANESHWAR/AMANDA HILL</td>
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<td>CREDIT POINTS:</td>
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<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</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, Maternity ICU, Gynaeology 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 CHILD HEALTH**

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

<table>
<thead>
<tr>
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<tr>
<td>COURSE CODE:</td>
<td>PDT 801</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>JOSEPH KADO</td>
</tr>
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<td>CREDIT POINTS:</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>HOODLESS &amp; CWMH &amp; LAUTOKA HOSPITAL</td>
</tr>
</tbody>
</table>

**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 all 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 SURGERY**

**COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN SURGERY**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CODE:</td>
<td>SGR 801</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>IFEREIMI WAQAINABETE</td>
</tr>
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<td>CREDIT POINTS:</td>
<td>120</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 IS ENCOURAGED OTHERWISE FIRST 6 MONTHS CAN BE DONE IN OTHER REGIONAL COUNTRIES AS LONG AS SUPERVISORY IS ADEQUATE.</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>CWMH</td>
</tr>
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</table>

**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.

**POSTGRADUATE DIPLOMA IN ANAESTHESIA**

**COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN ANAESTHESIA**

<table>
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<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CONVENER:</td>
<td>SEREIMA BALE</td>
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</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>HOODLESS HOUSE/CWMH</td>
</tr>
</tbody>
</table>

**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 EMERGENCY MEDICINE**

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

<table>
<thead>
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<td>COURSE CODE:</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>DENNIS LEE</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>CWMH * LAUTOKA HOSPITAL</td>
</tr>
</tbody>
</table>

**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 MENTAL HEALTH

COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN MENTAL HEALTH

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>COURSE CODE</td>
<td>MMH 800</td>
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<tr>
<td>COURSE CONVENER</td>
<td>MYRIELLE ALLEN</td>
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<td>CREDIT POINTS</td>
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<td>SEMESTER OFFERING</td>
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</tr>
<tr>
<td>MODE</td>
<td>FACE TO FACE</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED</td>
<td>SUVA (CWMH, ST. GILES HOSPITAL AND HEALTH CENTERS)</td>
</tr>
</tbody>
</table>

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.

COURSE TITLE: EPIDEMIOLOGY/RESEARCH METHODOLOGY

| COURSE CODE        | RES 820               |
| COURSE CONVENER    | SHARON BIRIBO         |
| CREDIT POINTS      | 30                    |
| SEMESTER OF OFFERING | 1&2                  |
| MODE               | FF                    |
| CAMPUS WHERE IT IS DELIVERED | PASIFIKI CAMPUS |

COURSE DESCRIPTION:
This course offers a basic introduction to research methods for the Masters of Medicine cohort. It is designed to orient them towards designing a research proposal for implementation in their 3rd or 4th year of study. The course is examinable at the end of semester 1 of the 2nd year and the final grade is confirmed after the submission of a complete research proposal in the second semester of the 2nd year of study.

YEAR 2

MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE DESCRIPTORS - MASTER OF MEDICINE IN INTERNAL MEDICINE

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<tr>
<td>COURSE CONVENER</td>
<td>JOJI MALANI</td>
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<tr>
<td>CREDIT POINTS</td>
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<td>MODE</td>
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<td>CAMPUS</td>
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</tr>
<tr>
<td>SEMESTER OF OFFERING</td>
<td>1 &amp; 2</td>
</tr>
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</table>

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**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>OBSTETRICS &amp; GYNAECOLOGY</th>
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<td>COURSE CONVENER:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</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.

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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**

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<tr>
<td>COURSE CONVENER:</td>
<td>ALOK DUBEY</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>YEAR LONG</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</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 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 1 year 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 Pediatrics 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 Pediatric 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>
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</tr>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>SGR 820</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>IFEREIMI WAQAINABETE</td>
</tr>
<tr>
<td>CREDIT POINT:</td>
<td>120</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 WHERE IT IS DELIVERED:</td>
<td>PASIFIKA CAMPUS &amp; CWMH</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

Having attained the B or higher grade from the postgraduate diploma year trainees are expected to learn about surgery in the second year. In depth discussion on the surgical pathologies in regards to outpatients, inpatients or operative management. More operative skills will be attained with more responsibilities in order to maintain a high standard of health care. Public health courses will also be introduced in the year and the candidates are expected to successfully complete the continuous and formative assessment to proceed to the third year.

**MASTER OF MEDICINE IN ANAESTHESIA**

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

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>HOODLESS HOUSE/CWMH</td>
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</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>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
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<td>CAMPUS:</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
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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.

YEAR 3

MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE DESCRIPTORS - MASTER OF MEDICINE IN INTERNAL MEDICINE

<table>
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<tr>
<th>COURSE TITLE:</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>JOJI MALANI</td>
</tr>
<tr>
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<tr>
<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS:</td>
<td>HOODLESS HOUSE</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
ACADEMIC COMPONENT
This is 3rd year master of medicine (MMEDIII). The course work component will continue in the same manner as the 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. 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 DESCRIPTORS - MASTER OF MEDICINE IN OBSTETRICS & GYNECOLOGY

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<td>COURSE CONVENER:</td>
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<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</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 DESCRIPTORS - MASTER OF MEDICINE IN PAEDIATRICS

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
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<td>SEMESTER OF OFFERING:</td>
<td>1 &amp; 2</td>
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<td>MODE:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</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 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 imibe 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 Pediatric 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>
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<td>COURSE CODE:</td>
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<td>COURSE CONVENER:</td>
<td>IFEREIMI WAQANAIBETE/ EDDIE MCCAIG</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE (FF/DFL):</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>PASIFIKA CAMPUS &amp; CWMH</td>
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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.

MASTER OF MEDICINE IN ANAESTHESIA

COURSE DESCRIPTORS – MASTER OF MEDICINE IN ANAESTHESIA

<table>
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<tr>
<th>COURSE TITLE:</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>ANA 830</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>SEREIMA BALE/ ELIZABETH BENNETT</td>
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<td>CREDIT POINTS:</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 WHERE IT IS DELIVERED:</td>
<td>HOODLESS HOUSE/CWMH</td>
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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>
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<tr>
<th>COURSE TITLE:</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>DENNIS LEE</td>
</tr>
</tbody>
</table>
CREDIT POINTS: 120  
MODE: FF  
CAMPUS: CWMH * LAUTOKA HOSPITAL  
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.

YEAR 4
MASTER OF MEDICINE IN INTERNAL MEDICINE

COURSE DESCRIPTORS - MASTER OF MEDICINE IN INTERNAL MEDICINE

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<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>JOJI MALANI</td>
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<td>CREDIT POINTS:</td>
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<td>MODE:</td>
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<td>CAMPUS:</td>
<td>HOODLESS HOUSE</td>
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<tr>
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<td>COURSE DESCRIPTION:</td>
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</table>
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

<table>
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<tr>
<th>COURSE TITLE:</th>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>CWMH &amp; LAUTOKA HOSPITAL</td>
</tr>
<tr>
<td>COURSE DESCRIPTION:</td>
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</table>
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

<table>
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<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CONVENER:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
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</tbody>
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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 Pediatrics 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 DESCRIPTORS - MASTER OF MEDICINE IN SURGERY

<table>
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<tr>
<th>COURSE TITLE:</th>
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<td>COURSE CONVENER:</td>
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**CAMPUS WHERE IT IS DELIVERED:** 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.

**MASTER OF MEDICINE IN ANAESTHESIA**

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

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
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**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>
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<th>COURSE TITLE:</th>
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**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.
PUBLIC HEALTH COURSES OFFERED WITH MMED PROGRAMMES

<table>
<thead>
<tr>
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<tr>
<td>PCP801</td>
<td>Evidence Based Medicine</td>
<td>1</td>
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<tr>
<td>EPI807</td>
<td>Rapid Health Research in Small Populations</td>
<td>2</td>
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<tr>
<td>HSM805</td>
<td>Management of Health Services</td>
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<tr>
<td>HSM 809</td>
<td>Health Resource Management</td>
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<td>PCP806</td>
<td>Disaster Risk Management Concepts</td>
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<td>HSM803</td>
<td>Health Service Organization &amp; Societal Changes</td>
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<td>RES820</td>
<td>Epidemiology/Research Methodology</td>
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<tr>
<td>MED840</td>
<td>MMed Research Project</td>
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COURSE DESCRIPTORS

INTRODUCTION TO PACIFIC PUBLIC HEALTH

COURSE CODE: PBH 803
COURSE CONVENER: TIMAIMA TUIKETEI
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: DFL & TUTORIALS IN SUVA, LAUTOKA & LABASA/SAVUSAVU
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

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.

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 WHERE IT IS DELIVERED: TBA

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 WHERE IT IS DELIVERED:** 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 WHERE IT IS DELIVERED:** 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 WHERE IT IS DELIVERED:** 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.

**COURSE TITLE:** DISASTER RISK MANAGEMENT CONCEPTS  
**COURSE CODE:** PCP 806  
**COURSE CONVENER:** TBC
COURSE TITLE: HEALTH SERVICE ORGANISATIONS AND SOCIETAL CHANGE  
COURSE CODE: HSM 803  
NAME OF COURSE CONVENER: RAMNEEK GOUNDAR  
CREDIT POINTS: 30  
SEMESTER OF OFFERING: 1  
MODE: ONLINE  
CAMPUS WHERE IT IS DELIVERED: 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: 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 WHERE IT IS DELIVERED: 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 emphasise 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 convenor(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  
CONVENER: SHARON BIRIBO  
CREDIT POINTS: 90  
SEMESTER OF OFFERING: 1&2  
MODE: FF/DFL  
CAMPUS WHERE IT IS DELIVERED: 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 convenor.

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.

PROGRAMMES OFFERED BY PACIFIC EYE INSTITUTE (PEI)-CONFERRED BY FNU

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 Certificate in Diabetes Eye Care (6 months)
2. Postgraduate Diploma in Eye Care (1 year)
3. 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>
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</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 Admissions Committee (e.g. evidence of support by the Ministry of Health in the candidate’s own country, evidence of sponsorship). | FF    | 1 year   |
| 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). | FF    | 4 years  |
| Postgraduate Certificate in Diabetes Eye Care  | 1. A nursing qualification permitting registration in the Pacific OR Bachelor of Health Science OR Bachelor of Science  
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 eye care | FF    | 6 months |
| 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 | FF    | 1 year   |
| 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 | FF/DFL| 2-3 years|

POSTGRADUATE DIPLOMA IN OPHTHALMOLOGY

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YEAR 1

COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN OPHTHALMOLOGY

COURSE TITLE: OPHTHALMOLOGY 1  
COURSE CODE: OPH 801  
COURSE CONVENER: BADRI BADHU
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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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YEAR 2

COURSE DESCRIPTORS - MASTER OF MEDICINE IN OPHTHALMOLOGY

COURSE TITLE: OPTHALMOLOGY 2
COURSE CODE: OPH 820
COURSE CONVENER: BADRI BADHU
CREDIT POINTS: 120
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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

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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

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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.
POSTGRADUATE CERTIFICATE IN DIABETES EYE CARE

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<tr>
<td>3</td>
<td>PG 732</td>
<td>Management Of Diabetes Eye Services</td>
<td>1</td>
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</tr>
</tbody>
</table>

COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN DIABETES EYE CARE

COURSE TITLE: IDENTIFICATION AND CLASSIFICATION OF DIABETES EYE DISEASE
COURSE CODE: PG 730
COURSE CONVENER: BIU SIKIVOU
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PACIFIC EYE INSTITUTE
COURSE DESCRIPTION:
This course is designed to enable students to:
- Apply their knowledge of anatomy, physiology and pathology of the eye to explain the pathogenesis and natural history of diabetes and the relevance to diabetes eye conditions, and to enable them to provide appropriate patient education.
- Understand the impact of diabetes and its management.
- Make differential diagnoses from other retinovascular conditions, describe therapies that influence the development or progression of retinopathy and manage diabetes eye disease by classification and referral according to guidelines.

COURSE TITLE: CLINICAL SKILLS FOR ASSESSMENT OF DIABETES EYE DISEASE
COURSE CODE: PG 731
COURSE CONVENER: BIU SIKIVOU
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PACIFIC EYE INSTITUTE
COURSE DESCRIPTION:
This course is designed to enable students to:
- Assess diabetes eye disease by providing a comprehensive examination that includes measuring visual acuity, ophthalmoscopy after pharmacological dilation and imaging the eye (digital retinal camera) to detect retinal disease.
- Develop, document, and provide follow up care and counselling to enable patients to adhere to an appropriate management plan that is based on their findings, advice from other health personnel, and discussion with the patient.

COURSE TITLE: MANAGEMENT OF DIABETES EYE SERVICES
COURSE CODE: PG 732
COURSE CONVENER: BIU SIKIVOU
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PACIFIC EYE INSTITUTE
COURSE DESCRIPTION:
This course is designed to enable students to:
- Provide comprehensive care through partnerships with diabetes related agencies and other health professionals dealing with diabetic related complications, health promotion and prevention.
- Manage diabetes eye disease screening programs both at the base hospital and at outreach services through the maintenance of an information system; implementation of process and protocols for screening and prevalence and utilization surveys and evaluations to improve the quality of eye care services for people with diabetes.
POSTGRADUATE DIPLOMA IN EYE CARE

<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>PEC 801</td>
<td>Advanced Eye Care</td>
<td>1&amp;2</td>
<td>120</td>
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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 WHERE IT IS DELIVERED: 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

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
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<tr>
<td>1</td>
<td>EPI 801</td>
<td>Principles and Practice of Epidemiology</td>
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<tr>
<td>2</td>
<td>EPI 806</td>
<td>Biostatistics For Health and Research Data</td>
<td>2</td>
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<tr>
<td>3</td>
<td>EPI 807</td>
<td>Rapid Health Research In Small Island Populations</td>
<td>2</td>
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<tr>
<td>4</td>
<td>PBH 803</td>
<td>Pacific Public Health</td>
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<td>Non-Core Subjects Block 1 (Choose Either Block)</td>
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<tr>
<td>5</td>
<td>HSM 801</td>
<td>Human Resources Management For Health Services</td>
<td>1</td>
<td>30</td>
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<tr>
<td>6</td>
<td>HSM 804</td>
<td>Strategic Management In Health</td>
<td>2</td>
<td>30</td>
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<tr>
<td>7</td>
<td>HSM 805</td>
<td>Management Of Health Services</td>
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<tr>
<td>8</td>
<td>PG 730</td>
<td>Identification and Classification of Diabetes Eye Disease</td>
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<td>60</td>
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<tr>
<td>9</td>
<td>PG 731</td>
<td>Clinical Skills For Assessment of Diabetes Eye Disease</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>PG 732</td>
<td>Management of Diabetes Eye Services</td>
<td>1</td>
<td>60</td>
</tr>
</tbody>
</table>

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 WHERE IT IS DELIVERED: 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.
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>BIOSTATISTICS FOR HEALTH AND RESEARCH DATA ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>EPI 806</td>
</tr>
<tr>
<td>COURSE CONVENER</td>
<td>SABIHA KHAN</td>
</tr>
<tr>
<td>CREDIT POINTS</td>
<td>30</td>
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<td>SEMESTER OF OFFERING</td>
<td>2</td>
</tr>
<tr>
<td>MODE</td>
<td>MIXED MODE</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED</td>
<td>TAMAVUA CAMPUS</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>RAPID HEALTH RESEARCH IN SMALL POPULATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>EPI 807</td>
</tr>
<tr>
<td>COURSE CONVENER</td>
<td>AMELIA TURAGABECI</td>
</tr>
<tr>
<td>CREDIT POINTS</td>
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<td>SEMESTER OF OFFERING</td>
<td>2</td>
</tr>
<tr>
<td>MODE</td>
<td>MIXED MODE</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED</td>
<td>FACE-TO-FACE (SPH); ONLINE (MOODLE)</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>INTRODUCTION TO PACIFIC PUBLIC HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>PBH 803</td>
</tr>
<tr>
<td>COURSE CONVENER</td>
<td>TIMAIMA TUIKETEI</td>
</tr>
<tr>
<td>CREDIT POINTS</td>
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<tr>
<td>SEMESTER OF OFFERING</td>
<td>1</td>
</tr>
<tr>
<td>MODE</td>
<td>DFL &amp; TUTORIALS IN SUVA, LAUTOKA &amp; LABASA/SAVUSAVU</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED</td>
<td>TAMAVUA CAMPUS</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>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 &amp; 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HUMAN RESOURCES IN HEALTH</th>
</tr>
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<tbody>
<tr>
<td>COURSE CODE</td>
<td>HSM 801</td>
</tr>
<tr>
<td>COURSE CONVENER</td>
<td>RAMNEEK GOUNDAR</td>
</tr>
<tr>
<td>CREDIT POINTS</td>
<td>30</td>
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<tr>
<td>SEMESTER OF OFFERING</td>
<td>1</td>
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<tr>
<td>MODE</td>
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</tr>
</tbody>
</table>
CAMPUS WHERE IT IS DELIVERED: 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: 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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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.

COURSE TITLE: IDENTIFICATION AND CLASSIFICATION OF DIABETES EYE DISEASE
COURSE CODE: PG 730
COURSE CONVENER: BIU SIKIVOU
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PACIFIC EYE INSTITUTE

COURSE DESCRIPTION:
This course is designed to enable eye care personnel to:
Apply their knowledge of anatomy, physiology and pathology of the eye to explain the pathogenesis and natural history of diabetes and the relevance to diabetes eye conditions, and to enable them to provide appropriate patient education.
Understand the impact of diabetes and its management.
Make differential diagnoses from other retinovascular conditions, describe therapies that influence the development or progression of retinopathy and manage diabetes eye disease by classification and referral according to guidelines.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>CLINICAL SKILLS FOR ASSESSMENT OF DIABETES EYE DISEASE</th>
</tr>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>PG 731</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>BIU SIKIVOU</td>
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<td>CREDIT POINTS:</td>
<td>60</td>
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<td>SEMESTER OF OFFERING:</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>PACIFIC EYE INSTITUTE</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

This course is designed to enable eye care personnel to:

Assess diabetes eye disease by providing a comprehensive examination that includes measuring visual acuity, ophthalmoscopy after pharmacological dilation and imaging the eye (digital retinal camera) to detect retinal disease.

Develop, document, and provide follow up care and counselling to enable patients to adhere to an appropriate management plan that is based on their findings, advice from other health personnel, and discussion with the patient.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>MANAGEMENT OF DIABETES EYE SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>PG 732</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>BIU SIKIVOU</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>60</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>PACIFIC EYE INSTITUTE</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**

This course is designed to enable eye care personnel to:

Provide comprehensive care through partnerships with diabetes related agencies and other health professionals dealing with diabetic related complications, health promotion and prevention.

Manage diabetes eye disease screening programs both at the base hospital and at outreach services through the maintenance of an information system; implementation of process and protocols for screening and prevalence and utilization surveys and evaluations to improve the quality of eye care services for people with diabetes.
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 nursing registration with the Fiji nursing regulatory authority as mandated by the Nursing Decree 2011. The School strives to provide a dynamic curriculum that meets the evolving health needs of Fiji and regional islands in ensuring the commitment for life-long learning and quality nursing education.

Students who wish to enroll into 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
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 in Fiji must be licensed by the FNC, the office of which is located
at the Ministry of Health, Dinem House, Suva. The FNC also sets the criteria for nursing competencies in Fiji, which are adhered to by the School of Nursing. The school is also bound by the FNU Decree (2009 and Amendment in 2010) and the Higher Education Promulgation Act (2008) under the Ministry of Education.

The undergraduate and postgraduate programmes are all competency-based. The Nurses and nursing practice in Fiji are regulated under the Nursing Decree (2011) for the safety of the public and through these competencies; their performances are duly assessed and monitored by the regulatory authority. The four core competencies approved by the then Nurse Regulatory Authority of Fiji (Nurses, Midwives & Nurse Practitioners Board), 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).

### UNDERGRADUATE PROGRAMMES

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Nursing</td>
<td>3 years</td>
<td>$4,500.00 Per Year (Tuition Only)</td>
</tr>
<tr>
<td>Bachelor of Public Health Nursing – Bridging</td>
<td>1 year</td>
<td>$900.00 Per Course (Tuition Only)</td>
</tr>
</tbody>
</table>

*Fees: Other charges log onto our website: [http://www.fnu.ac.fj](http://www.fnu.ac.fj)*

### MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>Programme</th>
<th>Entrance Requirements</th>
<th>Mode</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Bachelor of Nursing                | 1. A pass in the Fiji Year 13 examination or the equivalent with a minimum aggregate score of 250 out of 400.  
                                        A mandatory pass of at least 60% or more in English and Biology, and at least 50% in Mathematics and another science subject preferably Chemistry.  
                                        2. A minimum GPA of 3.0 in the Full foundation Science from a recognized Tertiary Institution with a mandatory pass in English, Biology and Maths with another science subject preferably chemistry.  
                                        3. Regional students will be considered for admission based on (2) above and its equivalence in the Secretariat of Pacific Board for Educational Assessment (SPBEA).  
                                        4. Applicants with any other academic qualification(s) or standing will be referred to the Registrar’s Office for advice. | FF   | 3 Years  |
| Bachelor of Public Health Nursing – Bridging | 1. Must have graduated with a Diploma in Nursing with a minimum of two (2) years of experience  
                                        2. Pre service Certificate in Nursing with from a recognized school of Nursing program with a minimum of three (3) years of experience | FF and DFL | 1 Year  |
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>Bachelor of Nursing</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Bachelor in Public Health Nursing (Bridging)</td>
<td>80%</td>
<td>20%</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>Postgraduate 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 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:
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>
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</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

The programme is designed to prepare graduates for an entry qualification to practice as a 1st level general and obstetrics nurse practitioner in Fiji and the Pacific. The degree should also enable the graduate to be comparable and eligible for registrations in other countries such as New Zealand and Australia. As an entry qualification for nursing practice in Fiji, the graduates promise to improve and enhance the quality of nursing services including the total delivery of health services in Fiji and the Pacific.

Moreover the programme no doubt underpins the graduate profile embodied by the Nursing Council, namely; the following skills:
- Critical analysis, reflection and inquiry oriented, be able to use evidence in care
- Appropriately respond to health needs of families and societies etc.
- Provide Holistic and culturally safe nursing care to Fijians within relevant legal provisions
- Is capable of birthing women and is able to function at first level practice in all nursing areas; physical, mental, psychological, disability, sick and well.

YEAR 1

BACHEOR OF NURSING PROGRAMME - 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>NUR 511</td>
<td>Human Bio-Sciences: Normal Body</td>
<td>1</td>
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<tr>
<td>2</td>
<td>NUR 512</td>
<td>Life Sciences in Nursing</td>
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<tr>
<td>3</td>
<td>NUR 521</td>
<td>Theoretical Foundations of Nursing Practice</td>
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<td>NUR 522</td>
<td>Praxis I: Medical/Surgical Nursing I</td>
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### COURSE DESCRIPTORS - BACHELOR OF NURSING

<table>
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<th>COURSE TITLE</th>
<th>COURSE CODE</th>
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<th>TRIMESTER OF OFFERING</th>
<th>MODE</th>
<th>CAMPUS WHERE IT IS DELIVERED</th>
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<tbody>
<tr>
<td>Communication, Thinking and Academic Writing in Nursing</td>
<td>NUR 541</td>
<td>TALICA LEWANAVANUA/RUTH POUCHIE</td>
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<tr>
<td>Spirituality and Culture in Nursing</td>
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<td>Psychological Aspects of Nursing</td>
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<td>Health and Wellbeing</td>
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<tr>
<td>Health Assessment and Clinical Decision Making</td>
<td>NUR 552</td>
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<td>2</td>
<td>13</td>
<td>FF</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</table>

**COURSE DESCRIPTION:***

Human body function in the context of anatomy and physiology including concepts of homeostasis and metabolism are covered in this unit. The subject begins with an overview of the body then biological concepts such as cells, tissues, organs and systems are addressed. A systems approach is adopted to address the skin, musculo-skeletal, cardiovascular, respiratory, gastro-intestinal, genitourinary, neurological, reproductive, immune and endocrine systems and the special senses. The unit also includes discussions on inflammatory processes and the impact of the ageing process on the body system and homeostasis. A psychosocial perspective of the human body is also discussed and included in the unit. Such views include the various cultural perspectives of the human body especially the importance of understanding the spiritual and the social functions of the various human anatomy and physiological processes within a given context like Fiji.

**COURSE DESCRIPTION:***

This unit equips student nurses with the basic knowledge of pharmacology, drug calculations and the skills of administration of drugs. The unit also covers fundamentals of microbiology, identification of various microorganisms and provides opportunities for practicing infection control measures in hospital and community settings. Introduction to patho-physiological concepts of diseases is also included in this unit where students learn to care for adults with altered body functions.

**COURSE DESCRIPTION:***

This course aims to equip the beginning student with the theoretical basis of nursing practice and skills in assessing the health and nursing needs of the individual, family and community. The unit also equips the student to providing promotive, creative, comforting, supportive nursing measures to meet the people’s health needs as well as in working with patient, family and the health team towards common health goals.

The student is expected to utilize critical thinking skills and to use the nursing process in the care of the patients needing comfort.
COURSE DESCRIPTION:
This is a practical part of the course and it aims to equip the beginning student with the theoretical basis of nursing practice and skills. The unit also equips the student to providing promotive, creative, comforting, supportive nursing measures to meet the people’s health needs as well as in working with patient, family and the health team towards common health goals. Students will be attached in General Ward Low Dependency except for Obstetric unit. The practical part of this learning also includes Log books and competencies. Students will not progress to the following year unless this book is presented at the end of the academic year and that a 100% clinical attendance is achieved. The student is expected to utilize critical thinking skills and to use the nursing process in the care of the patients.

COURSE TITLE: COMMUNICATION, THINKING AND ACADEMIC WRITING IN NURSING
COURSE CODE: NUR 541
COURSE CONVENER: PADMA PRASAD
CREDIT POINTS: 12
TRIMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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. Academic writing conventions and skills are taught within this unit, which should provide students with the relevant foundation for the subsequent courses in the BNur programme.

COURSE TITLE: SPIRITUALITY AND CULTURE IN NURSING
COURSE CODE: NUR 542
COURSE CONVENER: TBA
CREDIT POINTS: 12
TRIMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
The 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 spiritual needs of the client. The spiritual worldviews of the Indigenous I Taukei, the Indo-Fijian population and two other major ethnic groups in Fiji are examined in their implications for nurses as caregivers 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: 12
TRIMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This unit introduces the student to contemporary concepts of lifespan development and their influences on health and nursing. Contextual influences such as the physical, cognitive, emotional, spiritual and socio-cultural aspects of development and their impact on health maintenance and prevention of illness is explored and applied to the practice of nursing in Fiji and the Pacific. Developmental psychology, psychoanalytic theories and sociological theories of health and illness are discussed, analyzed and applied to major life threatening epidemics, environmental disorders, lifestyle related diseases and disabilities so that the behaviour of nurses and those of the clients are better understood and assisted to maximize health potentials and prolong lives.
COURSE TITLE: HEALTH AND WELLBEING  
COURSE CODE: NUR 544  
COURSE CONVENER: DHARMENDRA NAIDU  
CREDIT POINTS: 12  
TRIMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)  
COURSE DESCRIPTION:  
The course introduces students to systems and sources of knowledge basic to understanding health and wellness in communities. The course provides an early opportunity for students to explore systems of health care delivery and methods of health measurement. The course also introduces the student to the concepts of community, community health, public health systems and concepts of primary health care. Theories and models of health and health care and community and family health are also identified and applied to community case studies.

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COURSE TITLE: HEALTH ASSESSMENT AND CLINICAL DECISION MAKING  
COURSE CODE: NUR 552  
COURSE CONVENER: RUTH POUCHIE/TALICA LEWANAVANUA  
CREDIT POINTS: 13  
TRIMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)  
COURSE DESCRIPTION:  
This unit introduces the theory and skills required to collect a comprehensive health history and perform a systematic health assessment with the healthy adult. Health assessment forms the foundation of all nursing care. Whether the patient is young or old, well or ill, assessment is an ongoing process that evaluates the whole person as a physical, psychosocial, and functional being. This course will allow the student to perform assessment on the patient to assess the health history, which will guide the student to make a nursing diagnosis, preparing him/her to caring out interventions to provide nursing care for the patient.

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YEAR 2

BACHELOR OF NURSING PROGRAMME - COURSE LISTING

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<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>Human Bio-Sciences: Altered Body Functions</td>
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<td>2</td>
<td>NUR613</td>
<td>Obstetrics Nursing I</td>
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<td>6</td>
<td>NUR615</td>
<td>Child Health Nursing</td>
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<td>9</td>
<td>NUR622</td>
<td>Praxis II: Medical/Surgical II, Obstetrics and Community Health Nursing</td>
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<td>3</td>
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<td>Epidemiology in Nursing</td>
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<td>7</td>
<td>NUR633</td>
<td>Health Promotion Across the Life Span</td>
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<tr>
<td>4</td>
<td>NUR643</td>
<td>Ethics and Law in Nursing</td>
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<td>8</td>
<td>NUR644</td>
<td>Principles and Practice of Nursing Management</td>
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COURSE DESCRIPTORS - BACHELOR OF NURSING

COURSE TITLE: HUMAN BIO-SCIENCES: ALTERED BODY FUNCTIONS  
COURSE CODE: NUR 611  
COURSE CONVENER: SAMSUN AIYUB  
CREDIT POINTS: 13  
TRIMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)  
COURSE DESCRIPTION:  
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 their cultural perspectives of diseases and altered health states and how ill-health is managed, reversed and prevention of relapse is maintained.

<table>
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<tr>
<th>COURSE TITLE:</th>
<th>OBSTETRICS NURSING I</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>SENIMELIA HATAOGO</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
This course will be taught in Trimester 1 and will introduce you to concepts and perspectives in Maternity Nursing locally and internationally. It begins with an overview of the anatomy and physiology of the reproductive systems and the physiology of pregnancy. It emphasizes preventative and supportive care during pregnancy; the socio cultural aspects of care of the pregnant woman; the high risk approach in screening; and the promotion of breastfeeding, nutrition, planned pregnancies and family planning. The complications of pregnancy and their management are also discussed. Students are entitled to a minimum of 4 weeks clinical practice. The clinical experiences in antenatal clinics will provide the student the opportunity to apply knowledge about pregnancy and to provide prenatal supervision on women in varying pregnancy states and of different socio-cultural background.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<tr>
<td>COURSE CONVENER:</td>
<td>ALITI QARIKAU</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
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</tbody>
</table>

**COURSE DESCRIPTION:**
This course is scheduled for trimester 2 and provides the student the understanding of and learning experiences related to the care of normal and abnormal labor, normal Pueperium and the complications of labor and birth. It will also cover Post-Partum Care and Nursing obstetric emergencies. This course will prepare the student for clinical practice in the Maternity Units and management of Maternal and Child Health in the community. The clinical experiences in Maternity settings will provide the student the opportunity to apply knowledge and care for the women in labor, conduct normal deliveries, manage complications and assist in obstetric emergencies.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CHILD HEALTH NURSING</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NUR 615</td>
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<tr>
<td>COURSE CONVENER:</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</table>

**COURSE DESCRIPTION:**
This course is designed for developing and understanding of the approach to child health care, identification, prevention and nursing management of common problems in children. Growth and development needs of the child and the response of the nurse in the Fijian context will be covered. Focus on Nutrition and integrated management of childhood illnesses disease (IMCI) is also an integral component of this course. Another feature will be to examine the role of family in childhood health and illnesses in Fiji and the Pacific.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PRAXIS II: MEDICAL/ SURGICAL II, OBSTERICs AND COMMUNITY HEALTH NURSING</th>
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<tbody>
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<td>COURSE CODE:</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>RITA NAUKU</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
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</table>

**COURSE DESCRIPTION:**
This is a practical part of the course and it aims to continue to equip the beginning student with the theoretical basis of nursing practice and skills. The unit also equips the student to providing promotive, creative, comforting, supportive care measures to meet the people’s health needs as well as in working with patient, family and the health team towards common health goals. Students will be attached in General Ward Low Dependency and Acute Wards. The practical part of this learning also includes Log books and competencies. Students will not progress to the following year unless this book is presented at the end of the academic year and that a 100% clinical attendance is achieved. The student is expected to utilize critical thinking skills and to use the nursing process in the care of the patients.

**COURSE TITLE:** PUBLIC HEALTH NURSING & EPIDEMIOLOGY  
**COURSE CODE:** NUR 631  
**COURSE CONVENER:** AVHINESH KUMAR  
**CREDIT POINTS:** 12  
**TRIMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
The Public health care and health promotion and health education strategies used by nurses will be discussed for the prevention and control of the communicable diseases within Fiji and the Pacific context. Students will also learn about the common communicable disease present in community. The second major component will be epidemiology, including disease patterns and trends within Fiji and the Pacific region. The expanded Immunization (EPI) as a component of Primary Health Care and School Health will be integrated in order for students to understand as a preventative measures for communicable diseases. Furthermore student will be able to demonstrate the ability to give immunizations and store vaccines as according to the cold chain policy.

**COURSE TITLE:** HEALTH PROMOTION ACROSS THE LIFE SPAN  
**COURSE CODE:** NUR 633  
**COURSE CONVENER:** LAISA TIKOIMALEYA  
**CREDIT POINTS:** 12  
**TRIMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 life span. 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 the integrated management of childhood illness (IMCI), 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 plan, implement, monitor and evaluate the community health promotion including emergency protocols and to be able to prepare communities to manage and minimize the impacts of a disaster locally on the families, total population and the environment.

**COURSE TITLE:** ETHICS AND LAW IN NURSING  
**COURSE CODE:** NUR 643  
**COURSE CONVENER:** SEREANA BALEKIWAI/PADMA PRASAD  
**CREDIT POINTS:** 12  
**TRIMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
This course will address Law and Ethics 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 frameworks which govern and influence nursing practice.
COURSE TITLE: PRINCIPLES AND PRACTICE OF NURSING MANAGEMENT
COURSE CODE: NUR 644
COURSE CONVENER: UMA LAL/PADMA PRASAD
CREDIT POINTS: 12
TRIMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
Contemporary management 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 organisational environments is concerned with a leader being more generative or transformational rather than autocratic, laissez-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>
<th>NO</th>
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<tr>
<td>5</td>
<td>NUR 721</td>
<td>Praxis III Acute Nursing &amp; Trauma</td>
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<td>6</td>
<td>NUR 722</td>
<td>Praxis IV Obstetrics and Neonate</td>
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<tr>
<td>7</td>
<td>NUR 723</td>
<td>Praxis V Rural Attachment/Management</td>
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<td>8</td>
<td>NUR 724</td>
<td>Praxis VI Mental Health Nursing</td>
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<tr>
<td>2</td>
<td>NUR 725</td>
<td>Acute Nursing and Trauma</td>
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<td>11</td>
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<tr>
<td>3</td>
<td>NUR 735</td>
<td>Non Communicable Diseases in the Pacific</td>
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<td>4</td>
<td>NUR 745</td>
<td>Research in Nursing</td>
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</tbody>
</table>

COURSE DESCRIPTORS - BACHELOR OF NURSING

COURSE TITLE: MENTAL HEALTH NURSING
COURSE CODE: NUR 715
COURSE CONVENER: LITIA SILI
CREDIT POINTS: 11
TRIMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

COURSE DESCRIPTION:
This course is designed for developing an understanding of the management of mental health care in the Fiji Context. Particular focus will be on the current trends of mental health, mental health across the life span, psychotic disorders, mood disorders, drug addiction behaviour, cognitive decline in the older adult, dual diagnosis and mental deficiency disorders of children and adolescence. Advanced Communication skills, treatment modalities and therapeutic mental health intervention for individuals, families and communities in the Fijian Context will be emphasized. Legal issues in mental Health nursing, community mental health, psychiatric crisis / emergency interventions and care of the client in the community and special population will also be addressed.

COURSE TITLE: PRAXIS III ACUTE NURSING & TRAUMA
COURSE CODE: NUR 721
COURSE CONVENER: DOLORES HILL/LATILETA MATAITINI
CREDIT POINTS: 35
TRIMESTER OF OFFERING: 1&2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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.

COURSE TITLE: PRAXIS IV OBSTERICS AND NEONATE
COURSE CODE: NUR 722
COURSE CONVENER: SENIMELIA HATAOGO/ALITI QARIKAU
CREDIT POINTS: 22
TRIMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)
COURSE DESCRIPTION:
This is a practical part of the course and it aims to equip the beginning student with the theoretical basis of nursing practice and skills. The unit also equips the student to providing promotive, creative, comforting, supportive nursing measures to meet the people’s health needs as well as in working with patient, family and the health team towards common health goals. Students will be attached in maternity units-Antenatal clinic, Antenatal Ward, Postnatal Ward, Labour Ward, MICU, NICU and Oxfam. The practical part of this learning also includes Log books and competencies. Students will not progress to the following year unless this book is presented at the end of the academic year and that a 100% clinical attendance is achieved. The student is expected to utilize critical thinking skills and to use the nursing process in the care of the patients.

COURSE TITLE: PRAXIS V RURAL ATTACHMNET/MANAGEMENT
COURSE CODE: NUR 723
COURSE CONVENER: DHARMENDRA NAIDU
CREDIT POINTS: 33
TRIMESTER OF OFFERING: 3
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)
COURSE DESCRIPTION:
The continuity of health service delivery and the maintenance of wellness are vital in any community. In this semester students will be exposed to clinical practicum. The Community Rural program, and the clinical rotation placement areas, fulfils the focus of the curriculum through the depth & breadth of the skills & knowledge to be practiced by the students. In this clinical rotation, the Rural Community, urban health care settings, hospital wards and nursing stations, become a nursing laboratory for the implementation of the knowledge learned & the skills taught in theory. It also prepares the students to assume responsibilities as first practitioners (S/Nurses) in hospital wards and community health facilities. The attachments aim at providing the essential experiences which would develop the student’s positive attitudes as service providers towards managing hospital wards and community health facilities.

COURSE TITLE: PRAXIS VI MENTAL HEALTH NURSING
COURSE CODE: NUR 724
COURSE CONVENER: LITIA SILI
CREDIT POINTS: 12
TRIMESTER OF OFFERING: 3
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)
COURSE DESCRIPTION:
The course is clinically designed and oriented to assist students in developing expertise and in depth training in the field of psychiatric and mental health nursing. It allows the student to appreciate the trends and issues in the field of psychiatry and mental health nursing, recognize the roles of the psychiatric nurses and as a member of the mental health team in various therapeutic modalities to manage clients 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 the Psychiatric Unit. Students, whilst on clinical rotation are expected to complete the minimum required hours and also to complete competencies and case study relevant to the level of nursing practice expected.

COURSE TITLE: ACUTE NURSING AND TRAUMA
COURSE CODE: NUR 725
COURSE CONVENER: DOLORES HILL/LATILETA MATAITINI
CREDIT POINTS: 11
TRIMESTER OF OFFERING: 1
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.

**Course Title:** NON COMMUNICABLE DISEASES IN THE PACIFIC  
**Course Code:** NUR 735  
**Course Convener:** LAISA TIKOMAIMALEYA  
**Credit Points:** 11  
**Trimester of Offering:** 1  
**Mode:** FF  
**Campus Where It Is Delivered:** TAMAVUA CAMPUS (FSN)

This unit focuses on an in-depth study of the problem of Non Communicable Diseases (NCDs) in Fiji and the Pacific countries and its impact on the general health of the populations and the socioeconomic prospects of the developing countries of the Pacific. The unit allows the students to explore the bio-psychosocial aspects of the target diseases inclusive of Diabetes, Hypertension and Obesity, their major risk factors and complications of these diseases. Models of community assessments important in identifying NCD risk factors are taught and mastered and students are expected to be able to use them as frameworks for PHC and Health Promotional activities. The course is offered at level 7 and it therefore expects the students to be able to work independently with nursing models, NCD specific assessment kits and frameworks to collect data, interpret them and plan strategies for the management of lifestyle diseases, chronic disorders and disabilities, and initiate health promotional programmes for communities in Fiji and the Pacific.

**Course Title:** RESEARCH IN NURSING  
**Course Code:** NUR 745  
**Course Convener:** KESHNI NAIDU  
**Credit Points:** 10  
**Trimester of Offering:** 1  
**Mode:** FF  
**Campus Where It Is Delivered:** TAMAVUA CAMPUS (FSN)

This unit will introduce you to the fundamentals and principles of research process and their application in nursing. 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 process are identified, discussed and developed into a proposal. This course also introduces students to the basic concepts and techniques of data collection and analysis in professional health care.

**Bachelor of Public Health Nursing – Bridging**

**Introduction**

The nursing degree programme in Public Health will provide advanced public health nursing knowledge and clinical skills to prepare the specialized nurses and appropriately equip them to meet the demanding roles and responsibilities of the services and the many expectations of the Public and the community, as well as the Ministry of Health and the other multi-disciplinary social and health related services. The programme consists of six courses. Students must successfully complete the core subjects. The course is designed to assist students to incorporate theoretical information from each of the subjects and extent and develop their existing nursing practice in the field of Public Health nursing. The students will also gain experience in a range of Public health settings to develop experience in caring for clients in families and communities and to also gain experience working in multidisciplinary teams in various health settings.

**Bachelor of Public Health Nursing–Bridging Programme Course Listing**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Code</th>
<th>Course Title</th>
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<td>1</td>
<td>NPH 700</td>
<td>Public Health Nursing Research</td>
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<tr>
<td>2</td>
<td>NPH 750</td>
<td>Pacific Public Health Nursing</td>
<td>1 &amp; 2</td>
<td>15</td>
</tr>
<tr>
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<td>NPH 751</td>
<td>Child Health</td>
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<td>15</td>
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<td>Course Title</td>
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<td>NPH 752</td>
<td>Maternal Health</td>
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<tr>
<td>NPH 753</td>
<td>Leadership and Public Health Policy</td>
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<tr>
<td>HSM 503</td>
<td>Introduction to Health Information Systems</td>
<td>15</td>
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</table>

**COURSE DESCRIPTORS - BACHELOR OF PUBLIC HEALTH NURSING - BRIDGING**

**COURSE TITLE:** PUBLIC HEALTH NURSING RESEARCH  
**COURSE CODE:** NPH 700  
**COURSE CONVENER:** KAVEKINI NEIDIRI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF/DFL  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:** Equip students with knowledge, skills and attitude on the process of research and its role in the nursing profession in particular public health and community Health nursing. Students explore qualitative and quantitative methods of research, developing research questions and objectives.

**COURSE TITLE:** PACIFIC PUBLIC HEALTH NURSING  
**COURSE CODE:** NPH 750  
**COURSE CONVENER:** TORIKA NAISAU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF/DFL  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:** This course is designed to provide candidates with the essential knowledge of the health situation in the Pacific and the extent of existing health problems, as well as the impact of globalization on the health of Pacific populations.

**COURSE TITLE:** CHILD HEALTH  
**COURSE CODE:** NPH 751  
**COURSE CONVENER:** TORIKA NAISAU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF/DFL  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:** The course reviews the normal growth and development patterns of a child from birth to five years, identify the deviations from normal and accounts for the factors that impact on growth and development. Integrated Management of Childhood Illnesses (IMCI) as a lifesaving strategy for children is also covered.

**COURSE TITLE:** MATERNAL HEALTH  
**COURSE CODE:** NPH 752  
**COURSE CONVENER:** PAULINI QICA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF/DFL  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)  
**COURSE DESCRIPTION:** This course aims to equip students with knowledge and skills to identify and institute appropriate basic management regimen for the common conditions associated with pre-, intra- and post child birthing period. It also assists the student to review or device an effective system in the management of emergency obstetrics.

**COURSE TITLE:** LEADERSHIP AND PUBLIC HEALTH POLICY  
**COURSE CODE:** NPH 753  
**COURSE CONVENER:** ELINA VEITAMANA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1 & 2
MODE: FF/DFL  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)  
COURSE DESCRIPTION:  
This course prepares the nurses to analyze the public health nurses’ roles and responsibilities against the public health functions and public health nursing competencies as per WHO and ministries of health’s focus on Public Health programmes.

COURSE TITLE: INTRODUCTION TO HEALTH INFORMATION SYSTEMS  
COURSE CODE: HSM 503  
NAME OF COURSE CONVENER: NEEL NITESH  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1 & 2  
MODE: FF/DFL  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (DPH) & LAUTOKA  
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.

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 programmes are currently offered at the School of Postgraduate Studies:-

CERTIFICATE  
Postgraduate Certificate in Mental Health Nursing

DIPLOMA  
Postgraduate Diploma in Leadership and Management in Nursing  
Postgraduate Diploma in Nursing Practice (As Nurse Practitioner)  
Postgraduate Diploma in Midwifery

PROGRAMME OF STUDY

<table>
<thead>
<tr>
<th>POSTGRADUATE CERTIFICATE</th>
<th>DURATION</th>
<th>FEES</th>
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<tbody>
<tr>
<td>Postgraduate Certificate in Mental Health Nursing</td>
<td>1 year</td>
<td>$12,600.00 (Tuition only)</td>
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<th>POSTGRADUATE DIPLOMA</th>
<th>DURATION</th>
<th>FEES</th>
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<tr>
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<td>$1,5750.00 (Per Course &amp; Tuition Only)</td>
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<tr>
<td>Postgraduate Diploma in Nursing Practice (As Nurse Practitioner)</td>
<td>13 months</td>
<td>$14,950.00 (Tuition Only)</td>
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<tr>
<td>Postgraduate Diploma in Midwifery</td>
<td>1 year</td>
<td>$12,600.00 (Tuition Only)</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>
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</thead>
</table>
| Postgraduate Certificate in Mental Health Nursing | 1. Bachelor in nursing with a minimum GPA of 3.0, 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 GPA of 3.0, 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 | 1 Year |
| Postgraduate Diploma in Nursing Practice (As Nurse Practitioner) | 1. Bachelor in nursing with a minimum GPA of 3.0, 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 | 1 Year |
| Postgraduate Diploma in Midwifery | 1. Bachelor in nursing with a minimum GPA of 3.0, 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 | 1 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

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<td>Concepts of Psychiatric/Mental Health Nursing</td>
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<td>NMH 861</td>
<td>Assessment and Counseling in Psychiatric/Mental Health Nursing</td>
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<td>3</td>
<td>NMH 862</td>
<td>Managing Psychiatric/Mental Health Problems</td>
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<td>4</td>
<td>NMH 863</td>
<td>Issues in Psychiatric/Mental Health Nursing</td>
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COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN MENTAL HEALTH NURSING

**CONCEPTS OF PSYCHIATRIC/MENTAL HEALTH NURSING**

**COURSE CODE:** NMH 860  
**COURSE CONVENER:** SAINIMERE GADAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** I  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 nurse in this specialist area, and emphasise 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.

**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 WHERE IT IS DELIVERED:** 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.

**MANAGING PSYCHIATRIC/MENTAL HEALTH NURSING PROBLEMS**

**COURSE CODE:** NMH 862  
**COURSE CONVENER:** SAINIMERE GADAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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.

**ISSUES IN PSYCHIATRIC/MENTAL HEALTH NURSING**

**COURSE CODE:** NMH 863  
**COURSE CONVENER:** SAINIMERE GADAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS (FSN)

**COURSE DESCRIPTION:**
The subject extends and advances students’ knowledge of major mental disorders and effective nursing care, and focuses specifically on management of psychosocial issues associated with mental health problems/disorders. These include concomitant substance abuse/dependence and/or intellectual disability (dual diagnosis), and managing risk associated with suicide and self-harm. Other psychosocial issues which may impact upon, or influence the development of mental disorders include the effects of HIV/AIDS, and the experience of sexual assault, and domestic violence and other forms of abuse.
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

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<th>NO</th>
<th>COURSE CODE</th>
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<td>Research and Electronic Data Management in Nursing</td>
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<td>Human Resource Management in Nursing Practice and Health</td>
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<td>Health Economics and Financial Management for Nurses</td>
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<td>Nursing Administration</td>
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COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN LEADERSHIP AND MANAGEMENT IN NURSING

INTRODUCTION TO MANAGEMENT
COURSE CODE: NMG 840
COURSE CONVENER: SAUBHAG BALGOVIND
CREDIT POINTS: 14
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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, organisational 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 on 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 CODE: NMG 841
COURSE CONVENER: SAUBHAG BALGOVIND
CREDIT POINTS: 14
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>RESEARCH AND ELECTRONIC DATA MANAGEMENT IN NURSING</th>
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<tr>
<td>COURSE CONVENER:</td>
<td>OSEA MASILACA</td>
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<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 843</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>MITA PENE</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>16</td>
</tr>
<tr>
<td>SEMESTER OF OFFERING:</td>
<td>1</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 844</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>MITA PENE</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>14</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>2</td>
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<td>MODE:</td>
<td>FF</td>
</tr>
<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS (FSN)</td>
</tr>
</tbody>
</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 mangers 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>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>NMG 845</td>
</tr>
<tr>
<td>COURSE CONVENER:</td>
<td>SAUBHAG BALGOVIND</td>
</tr>
<tr>
<td>CREDIT POINTS:</td>
<td>16</td>
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<tr>
<td>SEMESTER OF OFFERING:</td>
<td>2</td>
</tr>
<tr>
<td>MODE:</td>
<td>FF</td>
</tr>
</tbody>
</table>
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

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.

COURSE TITLE: HEALTH ECONOMICS AND FINANCIAL MANAGEMENT FOR NURSES
COURSE CODE: NMG 846
COURSE CONVENER: OSEA MASILACA
CREDIT POINTS: 14
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

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 TITLE: NURSING ADMINISTRATION
COURSE CODE: NMG 847
COURSE CONVENER: MITA PENE
CREDIT POINTS: 16
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

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 heath 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 NURSING PRACTICE (AS NURSE PRACTITIONER)

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 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>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>NAP 880</td>
<td>Advanced Health Assessment and Advanced Community Health Nursing 1</td>
<td>1</td>
<td>30</td>
</tr>
<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>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTORS - POSTGRADUATE DIPLOMA IN NURSING PRACTICE (AS NURSE PRACTITIONER)

COURSE TITLE: 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 examinations. The Paediatric Timed, Observed Physical Examination (TOPE) occurs midway through the second phase.

COURSE TITLE: 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 TITLE: ADVANCE COMMUNITY HEALTH NURSING
COURSE CODE: NAP 882
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 will enable the student to plan, implement and evaluate activities in the community. It offers students multiple community-based opportunities to integrate clinical assessment and management skills into a family and community oriented approach to primary health care.

COURSE TITLE: 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.
POSTGRADUATE DIPLOMA IN MIDWIFERY

INTRODUCTION
The Postgraduate Diploma in Midwifery is a one year programme for registered nurses and prepares graduates for endorsement as midwives. 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.

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>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>NMS 870</td>
<td>Preconception and Antenatal Care</td>
<td>1</td>
<td>30</td>
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<tr>
<td>2</td>
<td>NMS 871</td>
<td>Normal Labour and Birth</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>NMS 872</td>
<td>Normal Puerperium</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>NMS 873</td>
<td>The New Born</td>
<td>2</td>
<td>20</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>
<td>10</td>
</tr>
</tbody>
</table>

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 WHERE IT IS DELIVERED: 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.

COURSE TITLE: NORMAL LABOUR AND BIRTH
COURSE CODE: NMS 871
COURSE CONVENER: LATILETA GUMATUA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)
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.

COURSE TITLE: NORMAL PUERPERIUM
COURSE CODE: NMS 872
COURSE CONVENER: LATILETA GUMATUA
CREDIT POINTS: 10
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS (FSN)

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.

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<tr>
<th>COURSE TITLE</th>
<th>COURSE CODE</th>
<th>COURSE CONVENER</th>
<th>CREDIT POINTS</th>
<th>SEMESTER OF OFFERING</th>
<th>MODE</th>
<th>CAMPUS WHERE IT IS DELIVERED</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE NEW BORN</td>
<td>NMS 873</td>
<td>CHANDRA DAYAL</td>
<td>20</td>
<td>2</td>
<td>FF</td>
<td>TAMAVUA CAMPUS (FSN)</td>
<td>This unit is divided into three modules. The unit will enable the student midwife to assess and provide excellent care for the newborn.</td>
</tr>
<tr>
<td>THE ‘AT RISK’ PREGNANCY</td>
<td>NMS 874</td>
<td>LATILETA GUMATUA</td>
<td>30</td>
<td>2</td>
<td>FF</td>
<td>TAMAVUA CAMPUS (FSN)</td>
<td>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.</td>
</tr>
<tr>
<td>PROFESSIONAL ISSUES</td>
<td>NMS 875</td>
<td>CHANDRA DAYAL</td>
<td>10</td>
<td>2</td>
<td>FF</td>
<td>TAMAVUA CAMPUS (FSN)</td>
<td>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.</td>
</tr>
</tbody>
</table>
INTRODUCTION

The six (6) 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).
- **“Special Topics in …” Courses**: Courses offered when an important academic topic, or a new scientific development, or a visit by a Lecturer/Scientist, from another Institution, becomes available.

UNDERGRADUATE PROGRAMMES

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></th>
<th>DURATION</th>
<th>FEES</th>
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<tbody>
<tr>
<td><strong>UNDERGRADUATE CERTIFICATE</strong></td>
<td></td>
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</tr>
<tr>
<td>Certificate in Environmental Health</td>
<td>1 Year</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Certificate in Public Health</td>
<td>1 Year</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Certificate in Health Services Management</td>
<td>1 Year</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Certificate in Nutrition</td>
<td>1 Year</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE DIPLOMA</strong></td>
<td></td>
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</tr>
<tr>
<td>Diploma in Environmental Health</td>
<td>2 Years</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Diploma in Health Services Management</td>
<td>2 Years</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Diploma in Dietetics and Public Health Nutrition</td>
<td>2 Years</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Diploma in Public Health</td>
<td>2 Years</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Diploma in Health Promotion</td>
<td>2 Years</td>
<td>$900.00 (per unit)</td>
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<tr>
<td><strong>UNDERGRADUATE DEGREE</strong></td>
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<tr>
<td>Bachelor of Environmental Health</td>
<td>3 Years</td>
<td>$900.00 (per unit)</td>
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<tr>
<td>Bachelor of Environmental Health - Bridging</td>
<td>1 Year</td>
<td>$900.00 (per unit)</td>
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<tr>
<td>Bachelor of Health Services Management</td>
<td>3 Years</td>
<td>$900.00 (per unit)</td>
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<tr>
<td>Bachelor of Dietetics And Nutrition</td>
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<td>$900.00 (per unit)</td>
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<td>Bachelor of Dietetics And Nutrition-Bridging</td>
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<td>$900.00 (per unit)</td>
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<tr>
<td>Bachelor of Public Health</td>
<td>3 Years</td>
<td>$900.00 (per unit)</td>
</tr>
<tr>
<td>Bachelor of Public Health (Health Promotion)</td>
<td>3 Years</td>
<td>$900.00 (per unit)</td>
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## MINIMUM ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>MODE</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| Certificate in Public Health | 1. Screening of applications and Interview may be required.  
2. Passed English & the 3 best Science subjects in the Fiji Year 13 Examination with a minimum score of 250 or an examination deemed equivalent by the Academic Board. Specific emphasis on the following four subjects to meet the entry requirement:  
  - English  
  - Biology  
  - Chemistry  
  - Mathematics  
3. Candidates who have passed courses to complement their year 13 results.  
4. A pass in full Foundation Science programme with a minimum GPA of 2.0 or passed an examination deemed equivalent by the Academic Board e.g. South Pacific Board of Examination and Assessment (SPBEA).  
5. Candidates who have completed an undergraduate Certificate, Diploma or Degree in the relevant disciplines, qualify to apply with cross-credit (maximum of 25%) if applicable and advanced standing as approved by the HOD of DPHPC and/or Programme Coordinator.  
6. For Bridging, a holder of the Diploma Programme (in the related field) from FSMed/ FNU or its equivalent  
7. Demonstrate the ability to succeed at these levels on the basis of maturity, work experiences or Recognition of Prior Learning [RPL] or as approved by the HOD of DPHPC. | FF | 1 Year |
| Certificate in Environmental Health |  | FF | 2 years |
| Certificate in Nutrition |  |  |  |
| Certificate in Health Services Management |  |  |  |
| Diploma in Dietetics and Public Health Nutrition |  |  |  |
| Diploma in Public Health |  |  |  |
| Diploma in Environmental Health |  |  |  |
| Diploma in Health Services Management |  |  |  |
| Diploma in Health Promotion |  |  |  |
| Bachelor of Environmental Health |  | FF | 3 years |
| Bachelor of Environmental Health –Bridging |  |  |  |
| Bachelor of Public Health |  |  |  |
| Bachelor of Public Health (Health Promotion) |  |  |  |
| Bachelor of Health Services Management |  |  |  |
| Bachelor of Dietetics and Nutrition | 1. With 280+/ 400 overall pass in Fiji Year 13 or GPA of 3.0 with great emphasis on the following four subjects to meeting up the marks.  
  - English  
  - Biology  
  - Chemistry  
  - Mathematics  
2. Candidates who have completed an undergraduate Certificate, Diploma or Degree in the relevant disciplines, qualify to apply with | FF | 3 years |
| Bachelor of Dietetics and Nutrition -Bridging |  |  |  |
cross-credit (maximum of 25%) if applicable and advanced standing as approved by the HOD of DPHPC and/or Programme Coordinator.

3. For Bridging, a holder of the Diploma Programme from FSMed/FNU or its equivalent

UNDERGRADUATE PROGRAMME STRUCTURE

The general structure of the Public Health Undergraduate Programmes is presented by the schematic below:

![Schematic Diagram]

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.

**Fees:** For all the programmes, each course/unit is $900.00 (tuition only) and for other charges log onto our Website: [http://www.fnu.ac.fj](http://www.fnu.ac.fj)

**ENVIRONMENTAL HEALTH**
- Certificate in Environmental Health
- Diploma in Environmental Health
- Bachelor in Environmental Health
- Bachelor of Environmental Health [Bridging]

**HEALTH PROMOTION**
- Diploma in Health Promotion
- Bachelor of Public Health (Health Promotion)

**HEALTH SERVICES MANAGEMENT**
- Certificate in Health Services Management
- Diploma in Health Services Management
- Bachelor of Health Services Management

**DIETETICS AND NUTRITION**
- Certificate in Nutrition
- Diploma in Dietetics and Public Health Nutrition
- Bachelor of Dietetics and Nutrition
- Bachelor of Dietetics and Nutrition [Bridging]

**PUBLIC HEALTH**
- Certificate in Public Health
- Diploma in Public Health
- Bachelor of Public Health

**GENERAL COURSE RULES**

All Courses have Formative and Summative assessment components. The details for these are provided in the Course Outlines and Prescriptions. Generally, the assessment for all Courses will be as follows:

- **Formative Assessment:** This may occur in a range of manners—group discussions, oral question and answer sessions, quizzes and trial examination papers. The methods used vary with the type of Course and the lecturer’s approaches. Its purpose is to provide students with feedback on their progress as they proceed through a Course.
Summative Assessment: This consists of continuous assessment and examinations. There will be “end-point” examinations for all Courses, except for ‘research-based’ Courses. For these the “end-point” assessment will be the presentation of the Research Project Report. Continuous assessment will vary from short quizzes and long essay assignment to the drawing up of research proposals and/or short-answer questions.

REPEATING COURSES
Students will be allowed to repeat a Course once only. This may occur after a failure or in an attempt to improve a grade.

EXTENDING A COURSE BEYOND ONE SEMESTER
On request to the HOS and on the provision of evidence of extenuating circumstances, a student may be allowed to extend the Course over one additional Semester. This will normally only apply to research projects in the final year.

TERMINATION FROM A PROGRAMME
If a student fails 4 Courses in consecutive semesters, then he/she will be terminated and excluded from that Programme. Such a Student will be able to apply for successfully completed courses to be cross-credited to a new Programme.

SUPPLEMENTARY EXAMINATIONS
Students will be allowed to sit for supplementary examination if they attain 45-49% in total course assessment.

OTHER RULES AND REGULATIONS
SPHPHC complies with the FNU Academic Rules & Regulations. Any departure from those would be explicitly stated in the individual course documents.

UNDERGRADUATE PROGRAMMES
APPLIED EPIDEMIOLOGY
No programme is offered at undergraduate levels, but epidemiology courses are taught across other undergraduate programmes.

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:

\[ \text{MAN} \leftrightarrow \text{ENVIRONMENT} \]

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.

CERTIFICATE IN ENVIRONMENTAL HEALTH

CERTIFICATE IN ENVIRONMENTAL HEALTH - COURSE LISTING

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<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>Introduction to Environmental Health Science</td>
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<td>Practicum 2: Food Safety</td>
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<td>EPI 501</td>
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COURSE DESCRIPTORS - CERTIFICATE IN ENVIRONMENTAL HEALTH

COURSE TITLE: PRACTICUM 1: ENVIRONMENTAL HEALTH AND THE COMMUNITY
COURSE CODE: EVH 501
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This Practicum will introduce students to the dynamics of different communities and the challenges a future community health worker needs to prepare for. Students will study in groups and be introduced into a community where they will work with existing key leaders and organisations to identify environmental health hazards and facilitate community health activities. They will learn how to solicit community participation so that communities will be self-reliant to make their own decisions regarding to their own health.

The “concept of Healthy Islands” will be introduced and they will be guided to apply this concept to a community setting. Another component of this course is community health education where students will prepare training package to address environmental health hazards and needs identified by their selected community. Students will also be introduced to the challenges of climate change (CC) faced by the community. CC = Upstream causes of disease, effect of environmental changes on livelihoods, cultural norms of resource use and sustainability.

COURSE TITLE: INTRODUCTION TO ENVIRONMENTAL HEALTH SCIENCE
COURSE CODE: EVH 502
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This Course deals with the relevant aspects of descriptive Public Health and the principles and practices of environmental health as applied in Fiji. Health professionals play key roles towards the protection and promotion of health of the community. The Course ensures that students are equipped with sufficient knowledge and skills to advise, instruct and work with the community, to create an environment conducive to healthy living.

The course is designed to build student understanding of the relationship between environment and health of mankind. Focus is on general practice of environmental health in Fiji with references to other Pacific islands and developed countries. Topics briefly introduced include; ecology, water supply and treatment, waste management, building technology, occupational health & safety, environment impact assessment, wastewater treatment, food safety and vector control. Under each environmental health issue, the roles and responsibilities of EHO and other stakeholders as well as local legislation and international standards are discussed.
The impacts of climate change (CC) on island ecosystems will be briefly introduced. CC=direct versus indirect effects of exposures.
COURSE TITLE: PRACTICUM 2: FOOD SAFETY
COURSE CODE: EVH 504
COURSE CONVENER: INIA VALEMEI/ WAISALE DELAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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. This course is therefore designed for workers and supervisors in the food industry who are directly involved with preparation, cooking, processing, packaging, preserving and handling food. It is also for food regulators like Food safety officers, Health Inspectors or Environmental Health officers who are concerned with enforcing food hygiene standards.

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.

This Food Safety Practicum provides valuable experience for working and learning in small groups. Students will work in groups and be placed at different food production settings. This allows active interaction with workers and management. The impact of climate change on food safety will be introduced also.

COURSE TITLE: PUBLIC HEALTH LEGISLATIONS
COURSE CODE: EVH 505
COURSE CONVENER: KESHWANAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The course is concerned with the laws that Central Board of Health (CBH) and Local Health Authorities are required to enforce. Health Inspectors and Environment Health officers are appointed by the CBH to serve in the Local Authorities (Towns/City and Rural).

Students will be introduced to the following legislations they will be required to enforce; Public Health Act, Food Safety Act, Quarantine Act, Burial and Cremation Act, Environment Management Act, Litter Decree, Town Planning & Subdivision of Land Acts. Students will be required to demonstrate their ability to draft legal charges, summons and be able to prepare for legal process in the Court. The tutorial sessions will comprise discussions and group presentations on application of the different legislations. Site visits will be organised to observe enforcement authorities and processes.

COURSE TITLE: BASIC MEDICAL ENTOMOLOGY
COURSE CODE: EVH 506
COURSE CONVENER: AMELIA TURAGABECI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
Entomology is the study of arthropods that affect human health. The Course introduces students to arthropods and insects of Public Health importance and some of the major diseases caused by them. Insect vectors of diseases, such as malaria, dengue fever, yellow fever, sleeping sickness, plague and filariasis will be studied. The students will also be introduced to collection and identification of common vectors such as mosquitoes. The Course also explores the various control measures, which can be implemented to minimise/prevent morbidity and mortality, caused by these pests. Measures include environmental management, chemical and biological control and personal protection. There will be organised field visit where students will be exposed to basic operations in entomology fields and they will also be required to do presentations in selected topics. CC= Climate influences on vectors, enteric infectious parasites will also be discussed.
COURSE TITLE: PREVENTION & CONTROL OF DISEASES
COURSE CODE: EVH 507
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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 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 should 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 should be 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 i.e. Primary, Secondary and Tertiary. Relationship between climate and disease: CC=

Upstream causes of disease, ecological mechanisms and sustainability.

COURSE TITLE: INTRODUCTION TO BUILDING TECHNOLOGY
COURSE CODE: EVH 509
COURSE CONVENER: KESHWA NAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is designed for students who will work in rural or urban local authorities where they will be checking all stages of building construction works. The course will cover knowledge and skills in building technology. In order to do this the students are required to read and interpret building plans. Topics will include; ability to read and interpret building plans, inspection of building sites, foundations, footings, drainage and plumbing works. Students will also be guided on skills to write technical reports on buildings plans before construction and those under construction upon inspection.

Topics will also cover different technologies associated with building materials, construction techniques and guidelines on building designs, size, shapes and choice of building materials.

CC = Housing thermal properties and extreme events; energy efficiency and passive heating/cooling / cyclone proofing;

The course will also address various legislations and codes that govern the building standards and construction practices which the local authorities are required to enforce. Students will also be introduced to the roles of other stakeholders like engineers, draftsman, architects and town planners

COURSE TITLE: INTRODUCTION TO BASIC EPIDEMIOLOGY
COURSE CODE: EPI 501
COURSE CONVENER: VINESH PRASAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF/DFL
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course aims to give the student an understanding of the epidemiological principles and its application in the occurrence of health-related states in any population. Public Health activities seek to protect, promote, re-establish or maintain not just individual, but more so, collective health of whole or specific populations. Epidemiology works along similar lines through studies that try to identify, describe and measure the distribution of diseases or health-related states/phenomena and their determinants in a population or group of interest. Being in the health arena, future health professionals will be directing service or care to individuals or groups of people. At the end of this course the student should be able to identify, describe and measure a health-related event /phenomenon in his/her work discipline that could add value to health-related activities.
DIPLOMA IN ENVIRONMENTAL HEALTH

DIPLOMA IN ENVIRONMENTAL HEALTH - COURSE LISTING

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<tr>
<th>NO</th>
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<td>EVH 602</td>
<td>Waste Management</td>
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<td>Human Physiology &amp; Toxicology</td>
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<td>EVH 604</td>
<td>Occupational Health &amp; Safety</td>
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<td>Practicum 4: Terrestrial &amp; Human Ecology</td>
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<td>EVH 608</td>
<td>Food Assessment &amp; Control</td>
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<td>EPI 601</td>
<td>Introduction to Biostatistics for Health</td>
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<td>HSM 602</td>
<td>Health Care Management in the Pacific</td>
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COURSE DESCRIPTORS - DIPLOMA IN ENVIRONMENTAL HEALTH

COURSE TITLE: PRACTICUM 3: AQUATIC ENVIRONMENT
COURSE CODE: EVH 601
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The need to sustain Fiji’s aquatic environment is more important than ever as we face rapidly increasing pressure of extreme pollution and unmonitored effluents washed to our nearby rivers, streams and creeks. In this practicum, students will be introduced to an area of study in which they may have had little or no previous exposure to. Similar to other Practicums, much of the learning will be done by the student either individually or in a group work (as distinct from the traditional lecture format of teaching used in supporting subjects). Students will be introduced to many new concepts during this Practicum. However some areas will assume prior knowledge e.g. Biology should prove useful to their studies during this practicum. Identifying with solving a problem is the key to unlocking these two Practical components (the EH methodology and the knowledge of aquatic environment). The problem initially is to identify impacts and issues that affect a waterway flowing through the study catchment. Many of the effects produce visible changes as well as changes one cannot see. Students will be assisted to concentrate on the visible ones first, even if they don’t fully understand what has caused those changes. During the field visit and detail study, they will be encouraged to consider the changes observed and critically analyze possible explanations for those changes to the aquatic system. This course is also at aimed at furthering the student’s problem solving ability in the design of field experiments and the collection, analysis, interpretation and presentation of data. The focus of the practicum study will be on disturbances of an ecosystem with particular reference to chemical, physical and biological aspects of water pollution. CC = Eco-Health Ecological services - eg buffering of floods by forests, wetlands - Integrated water management e.g. ciguatera poisoning as case study.

COURSE TITLE: WASTE MANAGEMENT
COURSE CODE: EVH 602
COURSE CONVENER: KESHWA NAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The course will address the management of these types of waste; liquid, solid, e-waste, hazardous and medical waste. Emphasis will focus on problems associated with their management which are growing concerns to the Pacific and the world. On solid waste; sanitary landfill designs, suitable site considerations, technologies available and solid waste management principles will be covered. The concept of 3R will also be covered.

For hazardous waste, e-waste and medical waste the focus is on available technologies and other management options that could be relevant to the PICTs.
Under wastewater (sewage), students will learn about conventional treatment of industrial wastewaters and domestic sewage. Topics will include technologies available such as oxidation ponds, cesspools, septic tanks, biogas digesters and stakeholder’s role in wastewater management.

The Course aims at equipping students with knowledge and skills to advice monitor and control pollution from the different categories of waste. CC = Climate resilience of sanitation.

**COURSE TITLE:** HUMAN PHYSIOLOGY AND TOXICOLOGY  
**COURSE CODE:** EVH 603  
**COURSE CONVENER:** INIA VALEMEI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course is divided into 2 parts

**Human Physiology:** This portion of the course provides an understanding of how the body maintains a normal constant environment, and how this condition is affected by poisons or toxicants. Topics include; The Cell, Introduction to Human Physiology, Homeostasis and the control systems of the body, Circulatory system – Blood and blood vessels, Circulatory system – Heart, Respiratory system, Digestive system, Urinary system, Central nervous system and Endocrine system.

**Toxicology:** This portion of the course looks at toxicology, and provides an understanding of how toxicants affect the human body. Topics include; development of modern toxicology, quantitative aspects of toxicology, how toxicants are taken in, distributed to the various organs, and how they are changed before being excreted. Students will also differentiate between the different classes of toxicants and the various signs and symptoms they produce during toxicity or poisoning. Natural toxins in the soil, animals, fish etc in the environment will also be studied. Finally, Chemical Risk Assessment and ways in which chemical mismanagement can be prevented will be addressed. This part of the course will be delivered at Tamavua Campus.

CC = Thermal regulation, air pollution, UV radiation effects.

**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 WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This Course seeks to introduce students to the problem of managing the work environment and workers. It will include theoretical and practical sessions on identification of workplace hazards, analyzing risks associated with particular hazards and recommending prevention strategies including risk minimization. Students will also be introduced to the Fiji OHS legislation and review of other occupational standards and guidelines. Other topics include occupational diseases, toxicological implications of workplace exposure to chemicals and response characteristics. 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”. CC = Vulnerable occupational groups – include factors i.e. heat exposure

**COURSE TITLE:** PRACTICUM 4: TERRESTRIAL AND HUMAN ECOLOGY  
**COURSE CODE:** EVH 605  
**COURSE CONVENER:** INIA VALEMEI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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.

CC = Human influences on the natural environment, feedbacks to health via ecological services.

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<th>COURSE TITLE:</th>
<th>FOOD ASSESSMENT &amp; CONTROL</th>
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COURSE DESCRIPTION:
This course is designed for Food Safety Inspectors who have dual role to play. They are concerned with promotion of household food quality and safety in the homes and enforcing Food safety legislations and monitoring of HACCP practices in the food industry. It is also for workers and supervisors in the food industry who are directly involved with preparation, cooking, processing, packaging, preserving and handling 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 quality of food must be protected right from the source and throughout its processing phases to the consumer. The implementation of HACCP and the other prerequisite programmes 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. For practical sessions, students will visit several food production settings and encouraged to interact with workers and management to learn and observe HACCP implementation. They will also need to learn about the importance of monitoring of HACCP that is done by the industry and the MOH Food Unit. CC = Zoonoses, ecological footprint of food, co-benefits of mitigation

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<th>COURSE TITLE:</th>
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COURSE DESCRIPTION:
This course is designed to learn the statistical methods used in the public health, biological and medical sciences. It builds on the knowledge on statistics and provides an overview of Biostatistical concepts and practices.

Like almost all fields of study, statistics has two aspects: theoretical and applied. Theoretical or mathematical statistics deals with the development, derivation, and proof of statistical theorems, formulae, rules, and laws. Applied statistics (biostatistics) involves applications of those theorems, formulae, rules, and laws to solve real-world problems. In this course, our focus is on applied statistics.

I am confident that on completion of this course, you will realize how easy it is to organize, statistically analyze and interpret research data.

This is a semester-long course and there will be a two–hour lecture and a one hour tutorial each week. For the purpose of assessment, all the calculations in this course will be done using a scientific calculator. However, in instances certain calculations will be demonstrated using Excel and Epi-info. It will be helpful if you make note of this during class for your own benefit for real data analysis.

CC = Basic Time series studies, spatial analyses

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<th>COURSE TITLE:</th>
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CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is follow-on to the Introduction to Health Services Management. The course will discuss issues and concepts related to organisational theory and health services management with emphasis on health care 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, Organisational Structure and Design, Human Resources Management, Waste Management, Urbanization Poverty and Health and Asset Management.

BACHELOR OF ENVIRONMENTAL HEALTH & BACHELOR OF ENVIRONMENTAL HEALTH - BRIDGING

BACHELOR OF ENVIRONMENTAL HEALTH & BACHELOR OF ENVIRONMENTAL HEALTH - BRIDGING COURSE LISTING

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<td>HPM 703</td>
<td>Case Studies and Special Issues in Health Promotion</td>
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COURSE DESCRIPTORS - BACHELOR OF ENVIRONMENTAL HEALTH & BACHELOR OF ENVIRONMENTAL HEALTH - BRIDGING

COURSE TITLE: PRACTICUM 5: RISK ASSESSMENT AND MANAGEMENT
COURSE CODE: EVH 701
COURSE CONVENER: RAILALA NAKABEA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF/DFL
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The EHIA course introduces students to the different roles of developers, control authorities and health officers in the assessment of developments and their impacts on human health and the environment. In this Course Environment Impact Assessment (EIA) and Health Impact Assessment (HIA) and their importance are introduced and emphasized to students. Students will not only learn the theory behind EIA and HIA, but also get hands-on experience of using some of the different assessment tools or techniques available. Students will also be introduced to EIA legislation and standards that have been developed by other countries.
The Course comprises group activities and is directed towards the recognition and assessment of the potential impacts of proposed developments on quality of life parameters. Students will incorporate data collection techniques developed in earlier practical, to assist in the assessment and decision-making process.
CC = Upstream causes, cross-scale effects, environmental justice, projection of future impacts (decade to century scale) - vulnerability assessment.

COURSE TITLE: PUBLIC HEALTH RESEARCH DESIGN AND METHODOLOGY
COURSE CODE: EVH 702
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The Course aims at encouraging students into the field of research. It will focus on selection of a health problem, the method of analyzing the problem for research and preparation of a problem statement. Students will then be guided on how to review literature and information on his/her specific topic. They will also be guided on how to formulate research question and research objectives. Both the Quantitative and Qualitative research designs will be covered including their differences and strengths. Topics
covered include; different methods employed under each design, sampling methods, types of variables etc. The Course will cover methods of recording, analysis and interpretation of both qualitative and quantitative data and how to write up a research proposal. CC=Eco-epidemiology; Bayesian networks integrated modeling, GIS, intervention evaluation.

Students will need to wait until their research proposal has received ethical approval from the Department Research Committee, the College Research & Ethics Committee and the relevant Ministries.

**COURSE TITLE:** REGIONAL AND URBAN PLANNING  
**COURSE CODE:** EVH 704  
**COURSE CONVENER:** KESHWA NAND  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF/DFL  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**

The course will also discuss how urban and transport planning and design (eg encourage walking, cycling, and public transport use) can directly and indirectly affect non-communicable diseases, traffic injuries, and other adverse health and environmental outcomes.

Topics include: the planning process, practices, techniques and policies of planning for residential, industrial, commercial and retail developments, the subdivision of land process, residential amenity, solar access, privacy, environmental and heritage conservation, urbanization trend, policy of regional development, physical and land use planning and Town Planning schemes.

CC = Design of settlements for active transport, passive cooling, avoiding extreme events e.g. sea level rise, optimal use of land (for ecosystem resilience, human uses, energy and waste), co-benefits of CC mitigation;

**COURSE TITLE:** ENVIRONMENTAL HEALTH IN PRACTICE  
**COURSE CODE:** EVH 705  
**COURSE CONVENER:** RAILALA NAKABEA  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**

This course is designed to prepare environmental health students for their future roles as environmental health officers and practitioners. 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 programme, 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.

CC = Upstream causes, cross-scale effects, environmental justice, projection of future impacts (decade to century scale) - vulnerability assessment.

**COURSE TITLE:** SURVEILLANCE AND OUTBREAK MANAGEMENT  
**COURSE CODE:** EPI 701  
**NAME OF COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**

In EPI 701 you will learn about two core public health activities, namely public health surveillance and outbreak management. As future public health workers, it is essential that you understand the concepts that underpin these two activities and to become familiar with current surveillance activities in place in Fiji and the Pacific. The identification and management of outbreaks is also an important skill you will need to learn and be able to implement effectively in your work.

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. CC = Risk mapping, early warning forecasts
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 BPH (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.

DIPLOMA IN HEALTH PROMOTION

DIPLOMA IN HEALTH PROMOTION LISTING

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COURSE DESCRIPTORS - DIPLOMA IN HEALTH PROMOTION

COURSE TITLE: RESEARCH WRITING & CRITICAL ANALYSIS OF THE LITERATURE
COURSE CODE: EPI 603
COURSE CONVENER: ANA BATIKAWA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF & DFL
CAMPUS WHERE IT IS DELIVERED: PASIFIKA

COURSE DESCRIPTION:
The 21st century is the information era. Advance technology has allowed quick and easy access to just about any information via electronic media. Health professionals are expected to keep abreast with developments in their fields and be knowledgeable of new ideas to be able to deliver the most effective health care possible. To do this the search for information becomes an integral part of their work. However, they need to be aware that not all publications are valid or reliable. Therefore, there is a need to learn skills of assessing literature for their worth. In this course, the student will be introduced to the method of critical appraisal of scientific papers in health. The IMRaD format and epidemiological concepts in writing will be discussed. The skill learnt should assist the student to critique literature for research project purposes.

COURSE TITLE: OCCUPATIONAL HEALTH AND SAFETY
COURSE CODE: EVH 604
COURSE CONVENER: AMELIA TURAGABECI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)

COURSE DESCRIPTION:
This Course seeks to introduce students to the problem of managing the work environment and workers. It will include theoretical and practical sessions on identification of workplace hazards, analyzing risks associated with particular hazards and recommending prevention strategies including risk minimization. Students will also be introduced to the Fiji OHS legislation and review of other occupational standards and guidelines. Other topics include occupational diseases, toxicological implications of workplace exposure to chemicals and response characteristics. 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”. CC = Vulnerable occupational groups – include factors i.e. heat exposure.
COURSE TITLE: PRINCIPLES OF HEALTH PROMOTION  
COURSE CODE: HPM601  
COURSE CONVENER: TBC  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)  
COURSE DESCRIPTION:  
Health promotion is a new discipline in health studies and service, while the ideas, which underpin health promotion, are not new, dating back in many ways to the founder medical sciences – Hippocrates, Health Promotions contemporary genesis came from the spirit of Alma Ata and has been strongly amplified by subsequent international conventions, recommendations and declarations. The course will examine the role of Health Promotions within the context of the New Public Health, and trace its developments from Ottawa Charter, Jakarta Declaration, Adelaide Recommendations and the Healthy Island Policy of the Yanuca and Rarotonga meetings. Upon completion of the course, students should be able to describe:  
• The historical rise of health promotion and its major approaches and models  
• The provisions of the Alma Ata Declaration, Ottawa Charter, Adelaide Recommendations, Yanuca Island Declaration and Rarotonga Agreement;  
• How human behaviour and the environment can influence health.  
• Basic communication, education, health information investigation and evaluation in health promotion.

COURSE TITLE: TRAINING METHODS FOR HEALTH PROFESSIONALS  
COURSE CODE: HPM 602  
COURSE CONVENER: TBC  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)  
COURSE DESCRIPTION:  
The primary focus of this course is to provide related skills, knowledge and understanding in the training of primary health resource personnel and community workers. It is a “training of trainers” course designed to help facilitate the transfer of knowledge and skills in health promotions in any healthy island setting. It provides overview of the basics of health education services and other outreach work that is designed to help facilitate improving knowledge and skills which is identified action area under health promotions.

COURSE TITLE: SOCIAL MARKETING IN HEALTH PROMOTION  
COURSE CODE: HPM 603  
COURSE CONVENER: TBC  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)  
COURSE DESCRIPTION:  
Social marketing and the use of community wide campaigns are important components of any health promotion programme. The two strategies are used interchangeably expanding 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 (including IEC materials) advertising and promotion. In this course student will be required to write one major project paper.

COURSE TITLE: HEALTH CARE MANAGEMENT IN THE PACIFIC  
COURSE CODE: HSM 602  
COURSE CONVENER: LEDUA TAMANI  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: ONLINE  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)  
COURSE DESCRIPTION:  

This course is follow-on to the Introduction to Health Services Management. The course will discuss issues and concepts related to organisational theory and health services management with emphasis on health care 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, Organisational Structure and Design, Human Resources Management, Waste Management, Urbanization Poverty and Health and Asset Management.

**COURSE TITLE:** PROJECT AND PARTICIPATORY MANAGEMENT  
**COURSE CODE:** HSM603  
**NAME OF COURSE CONVENER:** RAILALA NAKABEA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA (SPH)  
**COURSE DESCRIPTION:**  
Reflecting on past experiences, thinking about the future and planning to improve the situation are essential parts of human life. Any strategy for development at the grassroots level has to consider the experiences of communities in planning and action. In this Course, Students will be taught the principles of Participatory Project Cycle Management (PPCM). The principles of PPCM ensure the blending of the knowledge, experiences and potentials of local people with the views and expertise of government officials, NGO workers as well as international partners. Different development models will be discussed in class, which will illustrate case history. Reference will be made to gender sensitive needs and gender specific strategies. Participatory Rural Appraisal methods are applied within the framework of Project Cycle Management to strengthen the participation of communities in all phases of the development project. The ultimate goal of such Participatory Project Cycle Management is to strengthen self-help potential of rural communities. PPCM is based on eight guiding principles which will be taught as part of this Course. The eight principles are: participation of all stakeholders, dialogical communication, and sequential process, and systemic analysis, cyclic process, cross cultural sensitivity, consensus orientation and transparency. Since the stakes in Project Management are high, Students will be taught the various skills in Project Planning, Project Scheduling, Project Controlling and Project Management Techniques. Students will also learn the various skills of strengthening community action and developing the interest for community connections. Selected communities will be used for practicing this.

**COURSE TITLE:** FOOD, NUTRITION AND LIFESTYLE DISEASES  
**COURSE CODE:** DNU 603  
**COURSE CONVENER:** SALANIETA COREREGA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA (SPH)  
**COURSE DESCRIPTION:**  
There are multiple factors that contribute to lifestyle diseases. Those that are non-modifiable in nature are age, gender, family history and those we can change include environmental conditions, lifestyle factors and eating patterns. Most island nations have on the rise problems with non-communicable diseases e.g. heart diseases, diabetes mellitus, hypertension, gout, overweight, obesity and certain types of cancers. This course will specifically identify the relationship between nutrition, physical activity and good health, it will explore factors that contribute to lifestyle diseases and identify nutritional preventative measures to combat those factors. Students will develop dietary guidelines that will be commonly used in the communities. They will assess community health status and will empower the communities through, health promotion strategies with knowledge and skills of healthy diets and physical exercise.  
In conclusion, we in the health sectors must work with the people to address important lifestyle changes that must take place to allow them to enjoy good health.

**BACHELOR OF PUBLIC HEALTH (HEALTH PROMOTION)**

**BACHELOR OF PUBLIC HEALTH (HEALTH PROMOTION) COURSE LISTING**

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COURSE DESCRIPTORS - BACHELOR OF PUBLIC HEALTH (HEALTH PROMOTION)

COURSE TITLE: PUBLIC HEALTH RESEARCH DESIGN AND METHODOLOGY
COURSE CODE: EVH 702
COURSE CONVENER: INIA VALEMEI
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)

COURSE DESCRIPTION:
The Course aims at encouraging students into the field of research. It will focus on selection of a health problem, the method of analyzing the problem for research and preparation of a problem statement. Students will then be guided on how to review literature and information on his/her specific topic. They will also be guided on how to formulate research question and research objectives. Both the Quantitative and Qualitative research designs will be covered including their differences and strengths. Topics covered include; different methods employed under each design, sampling methods, types of variables etc. The Course will cover methods of recording, analysis and interpretation of both qualitative and quantitative data and how to write up a research proposal.

Students will need to wait until their research proposal has received ethical approval from the Department Research Committee, the College Research & Ethics Committee and the relevant Ministries.

Only then can they proceed with data collection using the methods they had proposed. Students will receive minimal guidance from their supervisors on the different phases of implementation of research.

The supervisor will be available to support in this last lag of the research activity. Students are encouraged to maintain contact with their supervisor on a regular basis who can only point the way forward or for re-assurance.

Under Quantitative Research the emphasis will be on the Environmental Health methodology, i.e. observation, literature review, contextual analysis, preliminary data analysis, hypothesis formulation, experimental design, quantitative data collection, analysis, interpretation and communication. Under Qualitative Research, practical training is provided on qualitative methods of data collection. At the end of this Course, students would be able to finalize and defend a research proposal and submit literature review.

COURSE TITLE: HEALTHY PUBLIC POLICY
COURSE CODE: HPM 701
COURSE CONVENER: MOSESE SALUSALU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)

COURSE DESCRIPTION:
Healthy public policy is a fundamental component of health services 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 both the popular and professional perceptions 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 reduce poor health and individual, family, community health needs. The course also includes the study of formal health policy formulation and analysis.

COURSE TITLE: SETTINGS APPROACH IN HEALTH PROMOTIONS
COURSE CODE: HPM 702
COURSE CONVENER: TBC
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA (SPH)

COURSE DESCRIPTION:
This course is concerned with the principles of working within any community settings. The Healthy Settings movement came out of the WHO strategy of Health for All in 1980. The approach was more clearly laid out in the 1986 Ottawa Charter for Health Promotion. These documents were important steps towards establishing the holistic and multifaceted approach embodied by Healthy Settings programmes, and towards the integration of health promotion and sustainable development. Building on the Ottawa Charter, the Sundsvall Statement of 1992 called for the creation of supportive environments with a focus on settings for health. In 1997, the Jakarta Declaration emphasized the value of settings for implementing comprehensive strategies and providing an infrastructure for health promotion. Today, various settings are used to facilitate the improvement of public health throughout the world.

**COURSE TITLE:** CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION  
**COURSE CODE:** HPM 703  
**COURSE CONVENER:** TBC  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA (SPH)  
**COURSE DESCRIPTION:**
Case Studies and Special Issues in Health Promotion is concerned with studying the applications of health promotion as a substantive discipline with public health and as an important diseases prevention entity and the way in which the other strategies and interventions can be applied within the clinical or public health settings. The course will involve the review of principles of health promotion with particular focus on 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 programme. Moreover, students will be involved in hands on health education and communication (IEC) strategies development using the state of the art HP studio and explore other health promotion practices.

**COURSE TITLE:** APPLIED HEALTH PSYCHOLOGY  
**COURSE CODE:** HPM 705  
**COURSE CONVENER:** TBA  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**
HPM705 will begin with a revisit of the Biopsychosocial 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, psychoneuroimmunology, 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.

**COURSE TITLE:** COMMUNITY HEALTH PROJECT INTERVENTIONS  
**COURSE CODE:** PBH 702  
**COURSE CONVENER:** MOSESE SALUSALU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA (SPH)  
**COURSE DESCRIPTION:**
This course is designed to develop strategies for implementation as identified in PBH 701 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 programme/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 programmes incorporating evaluation designs. Students will develop evaluation methods and tools and actually carry out an
evaluation of a health programme. 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.

HEALTH SERVICES MANAGEMENT

The growth in knowledge and increased demands for health services necessitated the emergence of many health providers and organisations to coordinate services given by these providers. It was seen that as the best and most efficient way of providing health services was to bring the health providers and the resources needed for their activities together. For a long time, health organisations have been regarded as special. Therefore, what has been expected of other organisations was not demanded of the health services. The unusual assumptions have been that health, and therefore health services are so important and essential that it must be delivered by specially trained professionals. Another reason has been that anyone who has not undertaken this special training is not capable of being involved in the organisation or the delivery of health services. However, the increasing costs of health services, better understanding of disease processes, increased specialization, and the growth of health organisations has forced us to look at the health services organisation to improve its efficiency and effectiveness. That is, health organisations began to be subjected to existing management theories and approaches.

CERTIFICATE IN HEALTH SERVICES MANAGEMENT

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COURSE DESCRIPTORS - CERTIFICATE IN HEALTH SERVICES MANAGEMENT

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COURSE DESCRIPTION: In the pacific a dual health care system exists. This mainly consists of traditional and western form practices. This course attempts to introduce the various forms of health care system in the Pacific and the special situations under which these exists, for instance during disaster. The course also provides an overview of social policy, and health traditional medicine, utilization of health services and other contemporary issues.

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COURSE DESCRIPTION: Health Services Management (HSM) 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 centre to organizing a large hospital or being responsible for running the health needs of a region or a nation. Mangers should manage in such a manner that would bring about more productive and satisfied workers. Work must be interesting and stimulating after all regular pays and efficient work
conditions does 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 HEALTH INFORMATION SYSTEMS  
**COURSE CODE:** HSM 503  
**NAME OF COURSE CONVENER:** NEEL NITESH  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1 & 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 PUBLIC HEALTH  
**COURSE CODE:** PBH 501  
**COURSE CONVENER:** MOSESE SALUSALU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This will be the first course that a new PH student should take as this introduces all aspects of Public Health. The course provides a comprehensive overview of public health from its historical roots to what public health is today, how governmental public health agencies are organized, the core public health functions and the 10 Essential Public Health Services. In addition, despite of the evolving changes in definition, the concept remains i.e. to prolong, protect and promote live. The course is designed to give the student a better understanding of the core concepts of Public Health. Students are expected to first define, understand and learn the meaning of the term health before exploring the different concepts that explain and clarify public health, health promotion and primary health care. The differences and similarities between the old and the new public health will also be explored. This course also introduces students to the concepts, principles and definitions of Epidemiology, Community Development, Health Services Management, Environmental Health and Nutrition; and the roles they play in public health and primary care. Health care systems, laws, policies and regulations governing public health practice will also be introduced.

**COURSE TITLE:** PUBLIC HEALTH LEGISLATIONS  
**COURSE CODE:** EVH 505  
**COURSE CONVENER:** KESHWA NAND  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
The course is concerned with the laws that Central Board of Health(CBH) and Local Health Authorities are required to enforce. Health Inspectors and Environment Health officers are appointed by the CBH to serve in the Local Authorities (Towns/City and Rural). Students will be introduced to the following legislations they will be required to enforce; Public Health Act, Food Safety Act, Quarantine Act, Burial and Cremation Act, Environment Management Act, Litter Decree, Town Planning & Subdivision of Land Acts. Students will be required to demonstrate their ability to draft legal charges, summons and be able to prepare for legal process in the Court. The tutorial sessions will comprise discussions and group presentations on application of the different legislations. Site visits will be organised to observe enforcement authorities and processes.

**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 WHERE IT IS DELIVERED: 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 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 should 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 should be 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 i.e. Primary, Secondary and Tertiary. Relationship between climate and disease: CC=
Upstream causes of disease, ecological mechanisms and sustainability.

COURSE TITLE: COMMUNITY DEVELOPMENT AND HEALTH
COURSE CODE: HPM 504
COURSE CONVENER: LITIA MAKUTU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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.

COURSE TITLE: ENGLISH FOR ACADEMIC STUDIES
COURSE CODE: LNG 501
COURSE CONVENER: ZAKIA ALI-CHAND
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This unit offers learners the opportunity to grasp various components of English for research purposes. It begins with visiting core grammatical constituents. Learners will be exposed to the mechanics of the planning and writing processes, honing the skills of data collection, and acknowledging sources of literature and ideas in referencing. Students will learn to plan, prepare and present proposals/seminars. This unit makes students aware that plagiarism is unacceptable. The students should be able to use English for academic and specific purposes accurately and appropriately; read academic articles and discuss, analyse and express academic comments accurately and fluently; use spoken and written English for academic purposes correctly and appropriately, write essays, reports and proposals using every day and field-related topics accurately and suitably.

DIPLOMA IN HEALTH SERVICES MANAGEMENT

DIPLOMA IN HEALTH SERVICES MANAGEMENT - COURSE LISTING

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<td>EPI 605</td>
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<td>HSM 601</td>
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COURSE DESCRIPTORS - DIPLOMA IN HEALTH SERVICES MANAGEMENT

COURSE TITLE: INTRODUCTION TO BIOSTATISTICS FOR HEALTH
COURSE CODE: EPI 601
COURSE CONVENER: RAMNEEK GOUNDAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to learn the statistical methods used in the public health, biological and medical sciences. It builds on the knowledge on statistics and provides an overview of Biostatistical concepts and practices. Like almost all fields of study, statistics has two aspects: theoretical and applied. Theoretical or mathematical statistics deals with the development, derivation, and proof of statistical theorems, formulae, rules, and laws. Applied statistics (biostatistics) involves applications of those theorems, formulae, rules, and laws to solve real-world problems. In this course, our focus is on applied statistics. I am confident that on completion of this course, you will realize how easy it is to organize, statistically analyze and interpret research data. This is a semester-long course and there will be a two–hour lecture and a one hour tutorial each week. For the purpose of assessment, all the calculations in this course will be done using a scientific calculator. However, in instances certain calculations will be demonstrated using Excel and Epi-info. It will be helpful if you make note of this during class for your own benefit for real data analysis.

CC = Basic Time series studies, spatial analyses

COURSE TITLE: COMPUTERS IN PUBLIC HEALTH
COURSE CODE: EPI 605
COURSE CONVENER: RAMNEEK GOUNDAR
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to meet the needs of Public Health Practitioners in being able to use computers and information. Candidates would be expected to write reports and proposals using word processing software (e.g. Word).

COURSE TITLE: COMMUNICATION IN HEALTH
COURSE CODE: HSM 601
NAME OF COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course introduces and discusses important issues and concepts in communication in health care. Two different aspects of communication will be addressed: human communications with regards to peers and patients, and management communications with regards to information and policy within organisational setting. The course will discuss theories and principles that determine good communication practices. Topics that will be covered will include essential skills in interpersonal communications, health professional and patient communication, and intercultural. The Course is designed to help students who plan careers in health fields to be more effective communicators and therefore more effective health practitioners.

COURSE TITLE: HEALTH CARE MANAGEMENT IN THE PACIFIC
COURSE CODE: HSM 602
COURSE CONVENER: LEDUA TAMANI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: ONLINE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is follow-on to the Introduction to Health Services Management. The course will discuss issues and concepts related to organisational theory and health services management with emphasis on health care in the Pacific. Specific emphasis will be placed on management principles and practices in the area of health. Topics that will be covered 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, Organisational Structure and Design, Human Resources Management, Waste Management, Urbanization Poverty and Health and Asset Management.

COURSE TITLE: PROJECT AND PARTICIPATORY MANAGEMENT
COURSE CODE: HSM 603
NAME OF COURSE CONVENER: NEEL NITESH/LEDUA TAMANI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
Reflecting on past experiences, thinking about the future and planning to improve the situation are essential parts of human life. Any strategy for development at the grassroots level has to consider the experiences of communities in planning and action. In this Course, Students will be taught the principles of Participatory Project Cycle Management (PPCM). The principles of PPCM ensure the blending of the knowledge, experiences and potentials of local people with the views and expertise of government officials, NGO workers as well as international partners. Different development models will be discussed in class, which will illustrate case history. Reference will be made to gender sensitive needs and gender specific strategies. Participatory Rural Appraisal methods are applied within the framework of Project Cycle Management to strengthen the participation of communities in all phases of the development project. The ultimate goal of such Participatory Project Cycle Management is to strengthen self-help potential of rural communities. PPCM is based on eight guiding principles that will be taught as part of this Course. The eight principles are: Participation of all stakeholders, dialogical communication, and sequential process, and systemic analysis, cyclic process, cross cultural sensitiviety, consensus orientation and transparency. Since the stakes in Project Management are high, Students will be taught the various skills in Project Planning, Project Scheduling, Project Controlling and Project Management Techniques. Students will also learn the various skills of strengthening community action and developing the interest for community connections. Selected communities will be used for practicing this.

COURSE TITLE: MANAGEMENT OF HEALTH INFORMATION SYSTEM
COURSE CODE: HSM 604
NAME OF COURSE CONVENER: RAMNEEK GOUNDAR & NEEL NITESH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This Course is designed to promote the management of information systems and the use of epidemiological methods in planning and evaluation. Students will learn to incorporate epidemiology in developing evidence-based health care services and policies. This Course will be useful to all health workers at any level of the health service especially those working in health statistics sections. The Course is available as a paper-based flexible and distance-learning package.

COURSE TITLE: INTRODUCTION TO HEALTH ECONOMICS
COURSE CODE: HSM 605
COURSE CONVENER: TBC
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course begins with a broad introduction to Economics, starting with basic concepts and methods. The course looks at concepts of resources and scarcity along with the theory of demand, supply and market economy. More economic concepts are examined, including that of competition and of market equilibrium. During the course, students will focus on how to blend the basic economic concepts applied to critical areas in the health system. Finally, we review and discuss in some detail the basic concepts of health.
economics, which include financing health care; the use of cost information; measuring health benefits and economic appraisal and evaluation of health interventions.

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 WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
COURSE DESCRIPTION:  
This Course seeks to introduce students to the problem of managing the work environment and workers. It will include theoretical and practical sessions on identification of workplace hazards, analyzing risks associated with particular hazards and recommending prevention strategies including risk minimization. Students will also be introduced to the Fiji OHS legislation and review of other occupational standards and guidelines. Other topics include occupational diseases, toxicological implications of workplace exposure to chemicals and response characteristics. 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”. CC = Vulnerable occupational groups – include factors i.e. heat exposure

BACHELOR OF HEALTH SERVICES MANAGEMENT  

BACHELOR OF HEALTH SERVICES MANAGEMENT COURSE LISTING

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<th>NO</th>
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<td>HSM 702</td>
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<td>HSM 704</td>
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COURSE DESCRIPTORS - BACHELOR OF HEALTH SERVICES MANAGEMENT

COURSE TITLE: ETHICS, EQUITABLE HEALTH PRACTICE AND QUALITY CARE  
COURSE CODE: HSM 701  
COURSE CONVENER: NEEL NITESH & LEDUA TAMANI  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
COURSE DESCRIPTION:  
The two strands of ethics and equity in Health are addressed together, in this course to show their reciprocal linkages. The bases for rational and socially acceptable solutions to the problems encountered in health management which invoke ethics and/or consideration are discussed and students guided towards a ‘pre-service’ perception of the issues.

COURSE TITLE: GENDER AND HEALTH  
COURSE CODE: HSM 702  
COURSE CONVENER: LEDUA TAMANI  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 2  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
COURSE DESCRIPTION:  
Gender and Health 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 learners and participants to appreciate the different cultural gender roles and
theories and the importance of gender mainstreaming and gender auditing. Learners will learn all Gender and international treaties and what each countries are doing in terms of implementing this treaties. Key gender aspects will also be covered like Gender and Poverty, Gender and Diseases, Gender and Reproductive health issues.

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<tr>
<th>COURSE TITLE</th>
<th>HEALTH POLICY AND PLANNING IN THE PACIFIC</th>
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**COURSE DESCRIPTION:**
This course will introduce and discuss theory, models and concepts in policy development. Particular emphasis will be placed on the 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 systems and power in policy process, policy development in the Pacific, policy development internationally and policy evaluation.

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**COURSE DESCRIPTION:**
The course addresses the ‘social’ dedication of health services as the basis for the study of cost-effective choices in resource identification and sustained provision. The rational selection of:
- facilities design and distribution
- equipment including servicing/maintenance
- supplies including disposables, drugs/medicaments and their storage
- transportation devices including servicing/maintenance
- simple accounting including imprest and revenue accounts; budget estimate forms the core of the studies which comprise practical participatory exercises

The course places the burden of financial manpower and material resourcing into focus. It highlights the different methods of health care resourcing adopted by different socio-economic realities and it centers on the options available to Pacific health administrators including national revenues, health insurance, user charges, private sector cooperation etc. During the course students also review the concept and management of National health Accounts.

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**COURSE DESCRIPTION:**
The course is 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.

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CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
COURSE DESCRIPTION:
The Course aims at encouraging students into the field of research. It will focus on selection of a health problem, the method of analyzing the problem for research and preparation of a problem statement. Students will then be guided on how to review literature and information on his/her specific topic. They will also be guided on how to formulate research question and research objectives. Both the Quantitative and Qualitative research designs will be covered including their differences and strengths. Topics covered include; different methods employed under each design, sampling methods, types of variables etc. The Course will cover methods of recording, analysis and interpretation of both qualitative and quantitative data and how to write up a research proposal.

Under Quantitative Research the emphasis will be on the Environmental Health methodology, i.e. observation, literature review, contextual analysis, preliminary data analysis, hypothesis formulation, experimental design, quantitative data collection, analysis, interpretation and communication. Under Qualitative Research, practical training is provided on qualitative methods of data collection. At the end of this Course, students would be able to finalize and defend a research proposal.

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.

CERTIFICATE IN NUTRITION

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COURSE DESCRIPTORS - CERTIFICATE IN NUTRITION

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This course aims to give the student an understanding of the epidemiological principles and its application in the occurrence of health-related states in any population. Public Health activities seek to protect, promote, re-establish or maintain not just individual, but more so, collective health of whole or specific populations. Epidemiology works along similar lines through studies that try to identify, describe and measure the distribution of diseases or health-related states/phenomena and their determinants in a population or group of interest. Being in the health arena, future health professionals will be directing service or care to individuals or groups of people. At the end of this course the student should be able to identify, describe and measure a health-related event/phenomenon in his/her work discipline that could add value to health-related activities.

**COURSE TITLE:** COMMUNITY DEVELOPMENT AND HEALTH  
**COURSE CODE:** HPM 504  
**COURSE CONVENER:** LITIA MAKUTU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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.

**COURSE TITLE:** INTRODUCTION TO HUMAN NUTRITION  
**COURSE CODE:** DNU 501  
**COURSE CONVENER:** SALANIETA COREREGA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 the 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 disease, micronutrient deficiencies and HIV/AIDS. The course enables students to grasp the use and limitations of Dietary Assessment methods in determining the nutritional status of the population. The Food Composition Table for the South Pacific and Food Works software will be used as tools for analyzing the nutrient content of foods. The final part of the course introduces the students to the role of a dietitian in a community setting and the steps used by a community nutritionist in delivering nutrition services in the community.

**COURSE TITLE:** FOOD SCIENCE I: FOUNDATIONS OF FOOD PREPARATION  
**COURSE CODE:** DNU 502  
**COURSE CONVENER:** SALANIETA COREREGA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This is a semester length course designed to introduce students to the functional properties of foods and the application of scientific principles in food preparation to emphasize quality standards of food production. 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 laboratory or practical work which includes the cooking of different types of foods (starches, meat, pulses and legumes, vegetables and soups, stocks and sauces) using different cooking methods. A basic understanding of the basic food preparation principles, including physical, chemical, preparation
methods and equipment usage will be an advantage. In addition, students are required to calculate nutritional value of foods prepared using the Food work software or the South Pacific Food Composition Table.

COURSE TITLE: FOOD SCIENCE 11: QUANTITY FOOD PRODUCTION AND SMALL BUSINESS
COURSE CODE: DNU 503
COURSE CONVENER: SALANIETA COREREGA
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The course is designed for students to gain skills to enable them to create their own small business using Competency Based Economies through the formation of Enterprises (CEFE). CEFE is an internationally recognized new business creation course which has benefited people in many countries including Fiji. The CEFE business training method uses experiential, with action learning methods, to develop as well as enhance entrepreneurial competencies with capabilities of participants. It 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, Organisation and Management and Financial). The second 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, including physical, chemical, preparation methods and equipment usage will be explored.

COURSE TITLE: INTRODUCTION TO BIOCHEMISTRY
COURSE CODE: BCH 501
COURSE CONVENER: ANSA ROOMI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Basic Chemistry 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. The Basic Chemistry 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 paper 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.

COURSE TITLE: HUMAN BIOLOGY
COURSE CODE: HBI 501
COURSE CONVENER: SERA GONELEVU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
COURSE DESCRIPTION:
Anatomy and Physiology are two basic science subjects that are required for all health professionals. These two disciplines are the foundations from which other basic sciences and all clinical sciences are based. For Dietetics and Nutrition students, knowledge of anatomy and physiology helps them understand how nutrients are metabolized and utilized in the body and how nutritional diseases may be produced.

COURSE TITLE: ENGLISH FOR ACADEMIC STUDIES
COURSE CODE: LNG 501
COURSE CONVENER: ZAKIA ALI-CHAND  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  

COURSE DESCRIPTION: 
This unit offers learners the opportunity to grasp various components of English for research purposes. It begins with visiting core grammatical constituents. Learners will be exposed to the mechanics of the planning and writing processes, honing the skills of data collection, and acknowledging sources of literature and ideas in referencing. Students will learn to plan, prepare and present proposals/seminars. This unit makes students aware that plagiarism is unacceptable. The students should be able to use English for academic and specific purposes accurately and appropriately; read academic articles and discuss, analyse and express academic comments accurately and fluently; use spoken and written English for academic purposes correctly and appropriately, write essays, reports and proposals using every day and field-related topics accurately and suitably.

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DIPLOMA IN DIETETICS AND PUBLIC HEALTH NUTRITION

DIPLOMA IN DIETETICS AND PUBLIC HEALTH NUTRITION COURSE LISTING

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COURSE DESCRIPTORS - DIPLOMA IN DIETETICS AND PUBLIC HEALTH 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 WHERE IT IS DELIVERED: TAMAVUA CAMPUS  

COURSE DESCRIPTION: 
In this course the basic principles of nutrition are applied to the nutritional needs of different age groups and special groups according to their specific requirements. The focus is on pregnant and lactating mothers, young children, adolescents, older adults and sports persons. Many factors affect an individual’s ability to meet the nutritional needs at different stages of the lifecycle. The science of human nutrition addresses disparate 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. The use and application of the nutritional anthropometric measures and growth monitoring that have been learnt in DNU 501 are once again utilized when students hone their skills detecting signs of inadequacies of nutrient intake, or over-nutrition.

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COURSE TITLE: FOOD SERVICE MANAGEMENT  
COURSE CODE: DNU 602  
COURSE CONVENER: DITOGA KABUKEINAMALA  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  

COURSE DESCRIPTION: 
This course introduces students to the management roles and functions of dieticians within the context of typical foodservice systems in health institutions in South Pacific countries. The management roles of Dieticians include planning a new food service facility or renovating an existing facility, purchasing, receiving and storage of food items, food production, assembly and service.
Others include budgeting, selection, purchasing and maintenance of large scale catering equipment, food safety and Hazard Analysis Critical Control Point (HACCP) and the award of food contracts to suppliers by government.

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**COURSE TITLE:** FOOD, NUTRITION AND LIFESTYLE DISEASES  
**COURSE CODE:** DNU 603  
**COURSE CONVENER:** SALANIETA COREREGA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**

There are multiple factors that contribute to lifestyle diseases. Those that are non-modifiable in nature are age, gender, family history and those we can change include environmental conditions, lifestyle factors and eating patterns. Most island nations have on the rise problems with non-communicable diseases e.g. heart diseases, diabetes mellitus, hypertension, gout, overweight, obesity and certain types of cancers. This course will specifically identify the relationship between nutrition, physical activity and good health, it will explore factors that contribute to lifestyle diseases and identify nutritional preventative measures to combat those factors. Students will develop dietary guidelines that will be commonly used in the communities. They will assess community health status and will empower the communities through, health promotion strategies with knowledge and skills of healthy diets and physical exercise. In conclusion, we in the health sectors must work with the people to address important lifestyle changes that must take place to allow them to enjoy good health.

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**COURSE TITLE:** CLINICAL DIETETICS I  
**COURSE CODE:** DNU 604  
**COURSE CONVENER:** DITOGA KABUKENAMALA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**

This course deals with the nutritional care of individuals who are ill. Students learn how to manipulate hospital regular diets and modify nutrient contents to suit patient’s clinical conditions. They also learn the different modes of feeding which are administered to patients who are unable to gain nutrition orally. Students will be taught how to calculate individuals’ daily energy and macronutrient requirements for those who are sick in hospitals. Students develop skills in nutritional assessment and therapeutic diets. They will be introduced to the idea of health care team initiative where they work with other health professionals. They will also learn to disseminate vital nutrition information on anemia and non-communicable diseases to outpatients.

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**COURSE TITLE:** COMMUNITY NUTRITION  
**COURSE CODE:** DNU 605  
**COURSE CONVENER:** PRAGYA SINGH  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**

The course intends to provide students with a sound knowledge based on common issues in community nutrition in relation to the situation in the Pacific, and the skills to identify problems and address them. 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. Recent regional/international conferences focusing on these issues will also be highlighted in the course e.g. Food Security, World Food Summit, the International Conference on Nutrition, and resolutions on contemporary issues. The practical component of the course provides hands-on experience in nutritional 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 WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed for the Dietetics and Nutrition student to develop competencies in medical nutritional therapy as part of patient management. The future dietician needs to provide specific dietary regimens appropriate to the disease condition of each patient. Essential in this course is the basic understanding of the patho-physiology of disorders and diseases that require hospital care, and the role of nutritional support and therapy in daily patient management. Students learn to plan specific meals, select proper foods and their consistency, calculate the appropriate quantity of ingredients, and the administration and timing of feedings.

COURSE TITLE: COUNSELLING FOR HEALTH PROFESSIONALS
COURSE CODE: PBH 601
COURSE CONVENER: LITIA MAKUTU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course introduces students to counseling skills and theories. 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, PBH 601 enables the students to apply the counseling skills acquired to different health settings, according to their expertise.

COURSE TITLE: NUTRITIONAL BIOCHEMISTRY
COURSE CODE: BCH 603
COURSE CONVENER: ANSA ROOMI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA 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 than allows for ways to treat or cure these diseases. The Nutritional Biochemistry BI 203 course is taught to Dietetics students. The theory and the lab components are designed to enable the student to apply the basic biochemistry knowledge attained in the 1st year to get insight into the biological basis of nutrition and the mechanisms by which diet affects the metabolic processes in the cell which ultimately influences health and disease susceptibility. 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.

BACHELOR OF DIETETICS AND NUTRITION

BACHELOR OF DIETETICS AND NUTRITION COURSE LISTING

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COURSE DESCRIBERS IN THE BACHELOR OF DIETETICS AND NUTRITION

COURSE TITLE: PUBLIC HEALTH RESEARCH DESIGN AND METHODOLOGY
COURSE CODE: EVH 702
COURSE CONVENER: INIA VALEMEI/ MOSESE SALUSALU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The Course aims at encouraging students into the field of research. It will focus on selection of a health problem, the method of analyzing the problem for research and preparation of a problem statement. Students will then be guided on how to review literature and information on his/her specific topic. They will also be guided on how to formulate research question and research objectives. Both the Quantitative and Qualitative research designs will be covered including their differences and strengths. Topics covered include; different methods employed under each design, sampling methods, types of variables etc. The Course will cover methods of recording, analysis and interpretation of both qualitative and quantitative data and how to write up a research proposal.

CC=Eco-epidemiology; Bayesian networks integrated modelling, GIS, intervention evaluation.

Students will need to wait until their research proposal has received ethical approval from the Department Research Committee, the College Research & Ethics Committee and the relevant Ministries.

Only then can they proceed with data collection using the methods they had proposed. Students will receive minimal guidance from their supervisors on the different phases of implementation of research.

The supervisor will be available to support in this last lag of the research activity. Students are encouraged to maintain contact with their supervisor on a regular basis who can only point the way forward or for re-assurance.

CC=Eco-epidemiology; Bayesian networks integrated modelling, GIS, intervention evaluation

Under Quantitative Research the emphasis will be on the Environmental Health methodology, i.e. observation, literature review, contextual analysis, preliminary data analysis, hypothesis formulation, experimental design, quantitative data collection, analysis, interpretation and communication. Under Qualitative Research, practical training is provided on qualitative methods of data collection. At the end of this Course, students would be able to finalize and defend a research proposal and submit literature review.

COURSE TITLE: PRACTICAL HEALTH SERVICES MANAGEMENT
COURSE CODE: HSM 705
COURSE CONVENER: NEEL NITESH
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
The course is 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 TITLE: ADVANCED FOOD SERVICE MANAGEMENT
COURSE CODE: DNU 701
COURSE CONVENER: DITOGA KABUKEINAMALA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course is primarily concerned with human resource and quality management in the foodservice system. It will introduce the functions of management, leadership roles, staffing including performance appraisal and orientation, effective communication and total quality management (TQM). Occupational Health and Safety (OHS) and terms and conditions of employment for un-established kitchen staff are other topics that will be covered in this course. Students will also have hands-on experience in running a
foodservice for two (2) weeks, and which will expose them to the various quality management concepts and public relations activities with users of the foodservice, administrators and food suppliers. As a major project, students may conduct a needs assessment in health care institutions to which they are attached and then plan and conduct an in-service training for the foodservice staff based on this assessment during the two weeks of practical attachment, or as part of their course work. Students are assessed on this based on this assessment during the 2-week practical attachment.

COURSE TITLE: PRACTICAL ATTACHMENTS
COURSE CODE: DNU 702
COURSE CONVENER: DITOGA KABUKEINAMALA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course represents a series of hands-on practical activities organized and determined by staff in the field in consultation with relevant FSMed faculty, to facilitate student work experience. It provides an invaluable opportunity for students to observe and practice in the work environment. The practical activities will cover all three areas of clinical dietetics, food service, and community nutrition. Students will acquire hands-on experience in the conduct of certain important functions peculiar to the specific area of attachment, e.g. carry out nutritional assessment on an assigned patient, counsel the patient in the ward, or help to prepare and serve portions for prescribed diets for in-patients. To practice Community Nutrition, the student may assist in the MCH clinic weighing children, counseling mothers, and conduct a nutrition education session. In addition to the practical activities, students may also identify with the help of their supervising Dietitian, some issues that they can develop a proposal for. This will form the basis for students’ research projects in the future, either from clinical dietetics, food service management or community nutrition. The practical attachment is programmed for one whole semester, and is determined by the student’s selection of topic in accordance with their area of interest. It will be organized so that students carry out practical activities relating to their specific area of study. Resource sessions will be given by the course convener as well as the supervising Dietitians to supplement student knowledge on important topics that will assist the proper conduct of activities planned for the attachment. It is important that a student completes a minimum of 500 hours of professional practice to satisfy the requirements for registration as a Dietitian. The course convener will be required to constantly monitor the progress of students in the field.

COURSE TITLE: SPORTS NUTRITION
COURSE CODE: DNU 704
COURSE CONVENER: DITOGA KABUKEINAMALA
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
Good nutrition is an important factor in fitness and sport’s performance. Athletes, however, have different nutritional requirements in comparison to non-athletic individuals. Optimal performance is influenced by a lifetime of good food habits rather the use or avoidance of particular food types during competition time. Both nutrition and exercise are closely involved with the important factors of body composition, muscular competence, respiratory and cardiovascular capabilities. It is important to choose a diet that will not only support fitness programme but also for overall health as well. This course has been designed to introduce the student to basic concepts of nutrition as applied to the special population of individuals who are engaged in some form of sports or intense physical activity. It is aimed at developing skills in selection of foods, quantifying these foods for meals, counseling athletes in balancing nutritional needs with physical activity, and identifying the risks and effects of poorly-selected or inadequate nutritional requirements on sporting individuals.

COURSE TITLE: DIET, PHYSICAL ACTIVITY AND HEALTH
COURSE CODE: DNU 705
COURSE CONVENER: PRAGYA SINGH
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course provides students with introductory knowledge of healthy food choices, the benefits of physical activities for improvement of health, and physical fitness for the enhancement of a healthy lifestyle and total well-being. Unhealthy diets and physical inactivity are among the leading causes of major non communicable diseases, including cardiovascular disease, type 2 diabetes, and certain types of cancer. This contributes substantially to the global burden of disease, death and disability (World Health Organisation Global Strategy on Diet, Physical Activity and Health Report, 2004). Food and physical activity influence health both together and separately. Physical inactivity is recognized as a lifestyle which carries considerable risks for poor health. The challenge for improving healthy food choices and eating habits and increasing the level of physical activity in the population requires an understanding of individual and situational factors that inhibit regular activity. It is also recognized that other population groups such as school students and teachers, people in medical clinics and communities could benefit from regular activity. Health workers dealing with patient groups need an understanding of how to promote long term adherence to healthy food choices and physical activity.

BACHELOR OF DIETETICS AND NUTRITION - BRIDGING

BACHELOR OF DIETETICS AND NUTRITION - BRIDGING COURSE LISTING

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COURSE DESCRIPTORS - BACHELOR OF DIETETICS AND NUTRITION BRIDGING

COURSE TITLE: PUBLIC HEALTH PROJECT DESIGN AND METHODOLOGY
COURSE CODE: EVH 702
COURSE CONVENER: INIA VALEMEI / MOSESE SALUSALU
CREDIT POINTS: 20
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:

The Course aims at encouraging students into the field of research. It will focus on selection of a health problem, the method of analyzing the problem for research and preparation of a problem statement. Students will then be guided on how to review literature and information on his/her specific topic. They will also be guided on how to formulate research question and research objectives. Both the Quantitative and Qualitative research designs will be covered including their differences and strengths. Topics covered include; different methods employed under each design, sampling methods, types of variables etc. The Course will cover methods of recording, analysis and interpretation of both qualitative and quantitative data and how to write up a research proposal.

CC=Eco-epidemiology; Bayesion networks integrated modelling, GIS, intervention evaluation.

Students will need to wait until their research proposal has received ethical approval from the Department Research Committee, the College Research & Ethics Committee and the relevant Ministries.

COURSE TITLE: PRACTICAL HEALTH SERVICES MANAGEMENT
COURSE CODE: HSM 705
COURSE CONVENER: NEEL NITESH
CREDIT POINTS: 20
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:

The course is 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.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CASE STUDIES AND SPECIAL ISSUES IN HEALTH PROMOTION</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>HPM 703</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>LITIA MAKUTU</td>
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<td>CREDIT POINTS:</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
<td>MIXED MODE</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td>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. Moreover, students will be involved in hands on case analyses and identifying priority health promotion issues within selected intervention programs in various healthy settings. As well as learning theoretical concepts, students will be provided with the opportunity to demonstrate their understanding through a seven-week practical component.</td>
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<thead>
<tr>
<th>COURSE TITLE:</th>
<th>COMMUNITY HEALTH NEEDS ASSESSMENT</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>PBH 701</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>LITIA MAKUTU</td>
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<td>MODE:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td>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.</td>
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<tr>
<th>COURSE TITLE:</th>
<th>SPORTS NUTRITION</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>DNU 704</td>
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<tr>
<td>COURSE CONVENER:</td>
<td>DITOGA KABUKEINAMALA</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS</td>
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<td>COURSE DESCRIPTION:</td>
<td>Good nutrition is an important factor in fitness and sport’s performance. Athletes, however, have different nutritional requirements in comparison to non-athletic individuals. Optimal performance is influenced by a lifetime of good food habits rather the use or avoidance of particular food types during competition time. Both nutrition and exercise are closely involved with the important factors of body composition, muscular competence, respiratory and cardiovascular capabilities. It is important to choose a diet that will not only support fitness programme but also for overall health as well. This course has been designed to introduce the student to basic concepts of nutrition as applied to the special population of individuals who are engaged in some form of sports or intense physical activity. It is aimed at developing skills in selection of foods, quantifying these foods for meals, counseling athletes in balancing nutritional needs with physical activity, and identifying the risks and effects of poorly-selected or inadequate nutritional requirements on sporting individuals.</td>
</tr>
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</table>
COURSE TITLE: DIET, PHYSICAL ACTIVITY AND HEALTH  
COURSE CODE: DNU 705  
COURSE CONVENER: PRAGYA SINGH  
CREDIT POINTS: 20  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
COURSE DESCRIPTION:  
This course provides students with introductory knowledge of healthy food choices, the benefits of physical activities for improvement of health, and physical fitness for the enhancement of a healthy lifestyle and total well-being. Unhealthy diets and physical inactivity are among the leading causes of major non communicable diseases, including cardiovascular disease, type 2diabetes, and certain types of cancer. This contributes substantially to the global burden of disease, death and disability (World Health Organisation Global Strategy on Diet, Physical Activity and Health Report, 2004). Food and physical activity influence health both together and separately. Physical inactivity is recognized as a lifestyle which carries considerable risks for poor health. The challenge for improving healthy food choices and eating habits and increasing the level of physical activity in the population requires an understanding of individual and situational factors that inhibit regular activity. It is also recognized that other population groups such as school students and teachers, people in medical clinics and communities could benefit from regular activity. Health workers dealing with patient groups need an understanding of how to promote long term adherence to healthy food choices and physical activity.

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.

CERTIFICATE IN PUBLIC HEALTH - COURSE LISTING

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<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>1</td>
<td>LNG 501</td>
<td>English for Academic Studies</td>
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<td>2</td>
<td>EPI 501</td>
<td>Introduction to Basic Epidemiology</td>
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<td>3</td>
<td>EVH 502</td>
<td>Introduction to Environmental Health Science</td>
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<td>4</td>
<td>EVH 507</td>
<td>Prevention and Control of Diseases</td>
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<td>5</td>
<td>HPM 501</td>
<td>Introduction to Health Psychology</td>
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<td>15</td>
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<tr>
<td>6</td>
<td>HPM 504</td>
<td>Community Development and Health</td>
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<td>15</td>
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<tr>
<td>7</td>
<td>HSM 502</td>
<td>Introduction to Health Services Manag</td>
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<td>PBH 501</td>
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COURSE DESCRIPTORS - CERTIFICATE IN PUBLIC HEALTH

COURSE TITLE: ENGLISH FOR ACADEMIC STUDIES  
COURSE CODE: LNG 501  
COURSE CONVENER: ZAKIA ALI-CHAND  
CREDIT POINTS: 15  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
COURSE DESCRIPTION:  
This unit offers learners the opportunity to grasp various components of English for research purposes. It begins with visiting core grammatical constituents. Learners will be exposed to the mechanics of the planning and writing processes, honing the skills of data collection, and acknowledging sources of literature and ideas in referencing. Students will learn to plan, prepare and present proposals/seminars. This unit makes students aware that plagiarism is unacceptable. The students should be able to use English for academic and specific purposes accurately and appropriately; read academic articles and discuss, analyse and express academic
comments accurately and fluently; use spoken and written English for academic purposes correctly and appropriately, write essays, reports and proposals using every day and field-related topics accurately and suitably.

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**COURSE TITLE:** INTRODUCTION TO BASIC EPIDEMIOLOGY  
**COURSE CODE:** EPI 501  
**COURSE CONVENER:** VINESH PRASAD  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF/DFL  
**CAMPUS WHERE IT IS DELIVERED:** PASIFIKA CAMPUS  
**COURSE DESCRIPTION:**  
This course aims to give the student an understanding of the epidemiological principles and its application in the occurrence of health-related states in any population. Public Health activities seek to protect, promote, re-establish or maintain not just individual, but more so, collective health of whole or specific populations. Epidemiology works along similar lines through studies that try to identify, describe and measure the distribution of diseases or health-related states/phenomena and their determinants in a population or group of interest. Being in the health arena, future health professionals will be directing service or care to individuals or groups of people. At the end of this course the student should be able to identify, describe and measure a health-related event/phenomenon in his/her work discipline that could add value to health-related activities.

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**COURSE TITLE:** INTRODUCTION TO ENVIRONMENTAL HEALTH SCIENCE  
**COURSE CODE:** EVH 502  
**COURSE CONVENER:** INIA VALEMEI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**  
This Course deals with the relevant aspects of descriptive Public Health and the principles and practices of environmental health as applied in Fiji. Health professionals play key roles towards the protection and promotion of health of the community. The Course ensures that students are equipped with sufficient knowledge and skills to advise, instruct and work with the community, to create an environment conducive to healthy living.  
The course is designed to build student understanding of the relationship between environment and health of mankind. Focus is on general practice of environmental health in Fiji with references to other Pacific islands and developed countries. Topics briefly introduced include; ecology, water supply and treatment, waste management, building technology, occupational health & safety, environment impact assessment, wastewater treatment, food safety and vector control. Under each environmental health issue, the roles and responsibilities of EHO and other stakeholders as well as local legislation and international standards are discussed.  
The impacts of climate change (CC) on island ecosystems will be briefly introduced. CC=direct versus indirect effects of exposures.

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**COURSE TITLE:** PREVENTION AND CONTROL OF DISEASES  
**COURSE CODE:** EVH 507  
**COURSE CONVENER:** MOSESE SALASALU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 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 should 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 should be 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 i.e. Primary, Secondary and Tertiary. Relationship between climate and disease: CC=Upstream causes of disease, ecological mechanisms and sustainability.

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**COURSE TITLE:** INTRODUCTION TO HEALTH PSYCHOLOGY
COURSE CODE: HPM 501
COURSE CONVENER: MASOUD MOHAMMADNESZHAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS

COURSE DESCRIPTION:
The course draws on the sub-discipline health psychology, which emphasizes biopsychosocial causes of health & illness. The course will examine the inter-relationship between psychological, biological, environmental & socio-cultural factors in the physical & mental health of individuals and communities within the South Pacific context. A primary goal is to search for ways to induce behaviour change among the risk populations, a function that every health professional should be skilled in performing. The course further explores psychosocial patterns that influence health. As future workers, understanding behaviour and possessing appropriate skills for encouraging behaviour change for improved health is imperative in influencing healthy outcome for individuals and community as a whole.

COURSE TITLE: COMMUNITY DEVELOPMENT AND HEALTH
COURSE CODE: HPM 504
COURSE CONVENER: LITIA MAKUTU
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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.

COURSE TITLE: INTRODUCTION TO HEALTH SERVICES MANAGEMENT
COURSE CODE: HSM 502
COURSE CONVENER: LEDUA TAMANI/NEEL NITESH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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 centre 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 pays and efficient work condition does not always do the trick. HSM502 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 PUBLIC HEALTH
COURSE CODE: PBH 501
COURSE CONVENER: AVENDRA PRAKASH
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This will be the first course that a new PH student should take as this introduces all aspects of Public Health. The course provides a comprehensive overview of public health from its historical roots to what public health is today, how governmental public health agencies are organized, the core public health functions and the 10 Essential Public Health Services. In addition, despite of the
evolving changes in definition, the concept remains i.e. to prolong, protect and promote life. The course is designed to give the student a better understanding of the core concepts of Public Health. Students are expected to first define, understand and learn the meaning of the term health before exploring the different concepts that explain and clarify public health, health promotion and primary health care. The differences and similarities between the old and the new public health will also be explored. This course also introduces students to the concepts, principles and definitions of Epidemiology, Community Development, Health Services Management, Environmental Health and Nutrition; and the roles they play in public health and primary care. Health care systems, laws, policies and regulations governing public health practice will also be introduced.

DIPLOMA IN PUBLIC HEALTH

DIPLOMA IN PUBLIC HEALTH PROGRAMME - COURSE LISTING

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<th>NO</th>
<th>COURSE CODE</th>
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<tr>
<td>1</td>
<td>EPI 601</td>
<td>Introduction to Biostatistics for Health</td>
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<td>2</td>
<td>EPI 603</td>
<td>Research Writing and Critical Analysis of the Literature</td>
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<tr>
<td>3</td>
<td>EVH 603</td>
<td>Human Physiology and Toxicology</td>
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<td>4</td>
<td>EVH 604</td>
<td>Occupational Health and Safety</td>
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<td>5</td>
<td>HPM 601</td>
<td>Principles of Health Promotion</td>
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<td>6</td>
<td>HSM 602</td>
<td>Health Care Management in the Pacific</td>
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<td>7</td>
<td>HSM 605</td>
<td>Principles to Health Economics</td>
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<td>8</td>
<td>DNU 603</td>
<td>Food, Nutrition, and Lifestyle Diseases</td>
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COURSE DESCRIPTORS - DIPLOMA IN PUBLIC HEALTH

INTRODUCTION TO BIOSTATISTICS FOR HEALTH

COURSE CODE: EPI 601
COURSE CONVENER: SABIHA KHAN/ VINESH PRASAD
CREDIT POINTS: 15
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
This course is designed to learn the statistical methods used in the public health, biological and medical sciences. It builds on the knowledge on statistics and provides an overview of Biostatistical concepts and practices.

Like almost all fields of study, statistics has two aspects: theoretical and applied. Theoretical or mathematical statistics deals with the development, derivation, and proof of statistical theorems, formulae, rules, and laws. Applied statistics (biostatistics) involves applications of those theorems, formulae, rules, and laws to solve real-world problems. In this course, our focus is on applied statistics.

I am confident that on completion of this course, you will realize how easy it is to organize, statistically analyze and interpret research data.

This is a semester-long course and there will be a two–hour lecture and a one hour tutorial each week. For the purpose of assessment, all the calculations in this course will be done using a scientific calculator. However, in instances certain calculations will be demonstrated using Excel and Epi-info. It will be helpful if you make note of this during class for your own benefit for real data analysis.

RESEARCH WRITING AND CRITICAL ANALYSIS OF THE LITERATURE

COURSE CODE: EPI 603
COURSE CONVENER: ANA BATIKAWAI
CREDIT POINTS: 15
SEMESTER OF OFFERING: 2
MODE: MIXED MODE
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS
COURSE DESCRIPTION:
The 21st century is the information era. Advance technology has allowed quick and easy access to just about any information via electronic media. Health professionals are expected to keep abreast with developments in their fields and be knowledgeable of new
ideas to be able to deliver the most effective health care possible. To do this the search for information becomes an integral part of their work. However, they need to be aware that not all publications are valid or reliable. Therefore, there is a need to learn skills of assessing literature for their worth. In this course, the student will be introduced to the method of critical appraisal of scientific papers in health. The IMRaD format and epidemiological concepts in writing will be discussed. The skill learnt should assist the student to critique literature for research project purposes.

**COURSE TITLE:** HUMAN PHYSIOLOGY AND TOXICOLOGY  
**COURSE CODE:** EVH 603  
**COURSE CONVENER:** INIA VALEMEI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course is divided into 2 parts

**Human Physiology:** This portion of the course provides an understanding of how the body maintains a normal constant environment, and how this condition is affected by poisons or toxicants. Topics include; The Cell, Introduction to Human Physiology, Homeostasis and the control systems of the body, Circulatory system — Blood and blood vessels, Circulatory system — Heart, Respiratory system, Digestive system, Urinary system, Central nervous system and Endocrine system.

**Toxicology:** This portion of the course looks at toxicology, and provides an understanding of how toxicants affect the human body. Topics include; development of modern toxicology, quantitative aspects of toxicology, how toxicants are taken in, distributed to the various organs, and how they are changed before being excreted. Students will also differentiate between the different classes of toxicants and the various signs and symptoms they produce during toxicity or poisoning. Natural toxins in the soil, animals, fish etc in the environment will also be studied. Finally, Chemical Risk Assessment and ways in which chemical mismanagement can be prevented will be addressed. This part of the course will be delivered at Tamavua Campus.

CC = Thermal regulation, air pollution, UV radiation effects.

**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 WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This Course seeks to introduce students to the problem of managing the work environment and workers. It will include theoretical and practical sessions on identification of workplace hazards, analyzing risks associated with particular hazards and recommending prevention strategies including risk minimization. Students will also be introduced to the Fiji OHS legislation and review of other occupational standards and guidelines. Other topics include occupational diseases, toxicological implications of workplace exposure to chemicals and response characteristics. 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”. CC = Vulnerable occupational groups – include factors i.e. heat exposure

**COURSE TITLE:** PRINCIPLES OF HEALTH PROMOTION  
**COURSE CODE:** HPM 601  
**COURSE CONVENER:** MASOUD MOHAMMADNEZHAD/LITIA MAKUTU  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** MIXED MODE  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA 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 and 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:** HEALTH CARE MANAGEMENT IN THE PACIFIC  
**COURSE CODE:** HSM 602  
**COURSE CONVENER:** LEDUA TAMANI  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** ONLINE  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
This course is follow-on to the Introduction to Health Services Management. The course will discuss issues and concepts related to organisational theory and health services management with emphasis on health care 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, Organisational Structure and Design, Human Resources Management, Waste Management, Urbanization Poverty and Health and Asset Management.

**COURSE TITLE:** INTRODUCTION TO HEALTH ECONOMICS  
**COURSE CODE:** HSM 605  
**COURSE CONVENER:** WAYNE IRAVA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
This course begins with a broad introduction to Economics, starting with basic concepts and methods. The course looks at concepts of resources and scarcity along with the theory of demand, supply and market economy. More economic concepts are examined, including that of competition and of market equilibrium. During the course, students will focus on how to blend the basic economic concepts applied to critical areas in the health system. Finally, we review and discuss in some detail the basic concepts of health economics, which include financing health care; the use of cost information; measuring health benefits and economic appraisal and evaluation of health interventions.

**COURSE TITLE:** FOOD, NUTRITION AND LIFESTYLE DISEASES  
**COURSE CODE:** DNU 603  
**COURSE CONVENER:** SALANIETA COREREGA  
**CREDIT POINTS:** 15  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS  
**COURSE DESCRIPTION:**
There are multiple factors that contribute to lifestyle diseases. Those that are non-modifiable in nature are age, gender, family history and those we can change include environmental conditions, lifestyle factors and eating patterns. Most island nations have on the rise problems with non-communicable diseases e.g. heart diseases, diabetes mellitus, hypertension, gout, overweight, obesity and certain types of cancers. This course will specifically identify the relationship between nutrition, physical activity and good health, it will explore factors that contribute to lifestyle diseases and identify nutritional preventative measures to combat those factors. Students will develop dietary guidelines that will be commonly used in the communities. They will assess community health status and will empower the communities through, health promotion strategies with knowledge and skills of healthy diets and physical exercise. In conclusion, we in the health sectors must work with the people to address important lifestyle changes that must take place to allow them to enjoy good health.

**BACHELOR OF PUBLIC HEALTH**

**BACHELOR OF PUBLIC HEALTH PROGRAMME COURSE LISTING**

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<td>EPI 701</td>
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<td>EVH 702</td>
<td>Public Health Research Design and Methodology</td>
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COURSE DESCRIPTORS - BACHELOR OF PUBLIC HEALTH

### SURVEILLANCE AND OUTBREAK MANAGEMENT

**COURSE TITLE:** SURVEILLANCE AND OUTBREAK MANAGEMENT  
**COURSE CODE:** EPI 701  
**NAME OF COURSE CONVENER:** ANASEINI BATIKAWAI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** MIXED MODE  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
Public Health Surveillance is a core public health activity in many nations around the world, requiring the collection of standard measurable health information on the occurrence of diseases and disease risk factors in specified populations. This course starts with the essential prerequisite to the identification of outbreaks of disease - public health surveillance. Basic principles of surveillance and the different types of public health surveillance systems will be examined including a basic introduction to the evaluation of these systems. Fundamental principles of surveillance and an example of a system (namely the National Notifiable Disease Surveillance System) will also be studied. Using mock surveillance data that has been collected, collated, analyzed and interpreted, the student will be oriented towards using surveillance information to monitor early signs of potential outbreaks (epidemics) using epidemiological criteria. Furthermore, once an outbreak is detected or identified the student will then be guided through a logical, yet “down-to-earth”, set of steps that form the “management”, or control of an epidemic, such as: interruption of transmission, case management, data gathering for investigative “tools of the trade”, preventive measures, consolidation of data and writing a well summarized report.

### PUBLIC HEALTH RESEARCH DESIGN AND METHODOLOGY

**COURSE TITLE:** PUBLIC HEALTH RESEARCH DESIGN AND METHODOLOGY  
**COURSE CODE:** EVH 702  
**COURSE CONVENER:** INIA VALEMEI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
The Course aims at encouraging students into the field of research. It will focus on selection of a health problem, the method of analyzing the problem for research and preparation of a problem statement. Students will then be guided on how to review literature and information on his/her specific topic. They will also be guided on how to formulate research question and research objectives. Both the Quantitative and Qualitative research designs will be covered including their differences and strengths. Topics covered include; different methods employed under each design, sampling methods, types of variables etc. The Course will cover methods of recording, analysis and interpretation of both qualitative and quantitative data and how to write up a research proposal.

CC=Eco-epidemiology; Bayesion networks integrated modelling, GIS, intervention evaluation.

Students will need to wait until their research proposal has received ethical approval from the Department Research Committee, the College Research & Ethics Committee and the relevant Ministries.

### HEALTHY PUBLIC POLICY

**COURSE TITLE:** HEALTHY PUBLIC POLICY  
**COURSE CODE:** HPM 701  
**COURSE CONVENER:** MASOUD MOHAMMEDNEDZHAD/LITIA MAKUTU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**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.

**COURSE TITLE:** PRACTICAL HEALTH SERVICES MANAGEMENT  
**COURSE CODE:** HSM 705  
**COURSE CONVENER:** NEEL NITESH/LEDUA TAMANI  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
The course is 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 TITLE:** COMMUNITY HEALTH NEEDS ASSESSMENT  
**COURSE CODE:** PBH 701  
**COURSE CONVENER:** LITIA MAKUTU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 supervisors.

**COURSE TITLE:** COMMUNITY HEALTH PROJECT INTERVENTIONS  
**COURSE CODE:** PBH 702  
**COURSE CONVENER:** MOSESE SALUSALU/LITIA MAKUTU  
**CREDIT POINTS:** 20  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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 programme/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 programmes incorporating evaluation designs. Students will develop evaluation methods and tools and actually carry out an evaluation of a health programme. 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.

**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 Certificate in Public Health Emergency Management
- Postgraduate Diploma in Public Health Emergency Management
- Postgraduate Diploma in Public Health
- Master of Public Health
- Master of Public Health – Non Communicable Diseases (NCD)

**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.

MINIMUM ENTRY REQUIREMENT

1. To be considered for admission, interested candidates must apply through the prescribed form. This form could be submitted either electronically or in hardcopy.
2. Obtained an undergraduate Degree in the relevant discipline as approved by the HOS and/or Programme Coordinator.
3. With the approval of the HOS - SPHPHC, applicants may also be admitted (conditional admission), who may not meet the requirement as per No. 3.1.1.2 above, but who are able to demonstrate their ability to succeed in the programme at this level on the basis of their maturity, work experience, or prior learning.
4. Candidates who have prior postgraduate qualifications from another institution qualify to apply with cross-credit (maximum of 25%) if applicable and advanced standing as approved by the HOS of SPHPHC and/or Programme Coordinator.

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

MINIMUM ENTRY REQUIREMENT

1. To be considered for admission, interested candidates must apply through the prescribed form. This form could be submitted either electronically or in hardcopy.
2. Obtained an undergraduate Degree in the relevant discipline as approved by the HOS of SPHPHC and/or Programme Coordinator.
3. With the approval of the HOS, applicants may also be admitted (conditional admission), who may not meet the requirement as per No. 2 above, but who are able to demonstrate their ability to succeed in the programme at this level on the basis of their maturity, work experience, or prior learning.
4. Having completed the Postgraduate Certificate (Public Health or as approved by the HOS and/or Programme Coordinator) courses.
5. Candidates who have prior postgraduate qualifications from another institution qualify to apply with cross-credit (maximum of 25%) if applicable and advanced standing as approved by the HOS and/or Programme Coordinator.

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
MINIMUM ENTRY REQUIREMENT:
1. To be considered for admission, interested candidates must apply through the prescribed form. This form could be submitted either electronically or in hardcopy.
2. Obtained an undergraduate Degree in the relevant discipline as approved by the HOS of SPH.
3. With the approval of the HOS, applicants may also be admitted (conditional admission), who may not meet the requirement as per No. 2 above, but who are able to demonstrate their ability to succeed in the programme at this level on the basis of their maturity, work experience, or prior learning.
4. Obtained an FNU Postgraduate Diploma in Public Health
5. Candidates who have prior postgraduate qualifications, qualify to apply with cross-credit (maximum of 25%) if applicable and advanced standing as approved by the HOS of SPH and/or Programme Coordinators.

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>Programme</th>
<th>Duration</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSTGRADUATE CERTIFICATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Applied Epidemiology</td>
<td>1 Year</td>
<td>$1575.00 (per unit)</td>
</tr>
<tr>
<td>Postgraduate Certificate in Food Safety</td>
<td>1 Year</td>
<td>$1575.00 (per unit)</td>
</tr>
<tr>
<td>Postgraduate Certificate in Health Research</td>
<td>1 Year</td>
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</tr>
<tr>
<td>Postgraduate Certificate in Field Epidemiology</td>
<td>2 Years</td>
<td>SPC Cohort Programme</td>
</tr>
<tr>
<td>Postgraduate Certificate in Health Services Management</td>
<td>1 Year</td>
<td>$1575.00 (per unit)</td>
</tr>
<tr>
<td>Postgraduate Certificate in Disaster Risk Management</td>
<td>1 Year</td>
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<tr>
<td>Postgraduate Certificate in Public Health</td>
<td>1 Year</td>
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</tr>
<tr>
<td>Postgraduate Certificate in Public Health Emergency Management</td>
<td>1 Year</td>
<td>$1575.00 (per unit)</td>
</tr>
<tr>
<td><strong>POSTGRADUATE DIPLOMA</strong></td>
<td></td>
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</tr>
<tr>
<td>Postgraduate Diploma in Health Services Management</td>
<td>1 Year</td>
<td>$1575.00 (per unit)</td>
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<tr>
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<td><strong>MASTER</strong></td>
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<tr>
<td>Master of Health Services Management</td>
<td>2 Years</td>
<td>$1575.00 (per unit)</td>
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<tr>
<td>Master of Public Health – Non Communicable Diseases (NCD)</td>
<td>2 Years</td>
<td>$1575.00 (per unit)</td>
</tr>
<tr>
<td>Master of Applied Epidemiology</td>
<td>2 Years</td>
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</tr>
<tr>
<td>Program</td>
<td>Duration</td>
<td>Cost</td>
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<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>Master of Public Health</td>
<td>2 Years</td>
<td>$1575.00 (per unit)</td>
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## 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 | 1. Screening of applications, and Interview process may be required  
2. Obtained a Bachelor’s degree in the relevant discipline with a minimum GPA of 3.0 or equivalent OR  
3. Qualified for advanced standing admission as approved by the HOD of DPHPC or Programme Coordinators OR  
4. Demonstrate the ability to succeed at these levels on the basis of maturity, work experiences or Recognition of Prior Learning [RPL] or as approved by the HOD of DPHPC. | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Health Services Management | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Disaster Risk Management | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Health Research | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Food Safety | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Public Health | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Public Health Emergency Management | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Field Epidemiology –SPC Cohort | | FF and Online /DFL | 2 semesters |
| Postgraduate Diploma in Applied Epidemiology | | FF and Online /DFL | 2 semesters |
| Postgraduate Diploma in Health Services Management | | FF and Online /DFL | 2 semesters |
| Postgraduate Diploma in Public Health | | FF and Online /DFL | 2 semesters |
| Postgraduate Certificate in Public Health Emergency Management | | FF and Online /DFL | 2 semesters |
1. Screening of applications and Interview process by the respective disciplines is recommended.
2. Obtained a Bachelor’s degree in the relevant discipline with a minimum GPA of 3.0 or equivalent.
3. Having completed the Postgraduate Diploma courses with an overall grade ‘B’ average or 65% and above in PGD. If a student cannot attain this grade, he/she needs to repeat a course or improve their marks in order to qualify to do the Masters programme.
4. Qualified for advanced standing admission as approved by the HOD of DPHPC or Programme Coordinators.
5. Mature age entry – proven record for (academic) writing for publication
6. Students enrolling straight for Masters have to have their thesis topic ready or pick from research priority in Department
7. Completed Master’s degree in related field (Humanities, Sociology, Medicine, Research, Climate Change, etc.), can apply to only to the Masters level courses (4 units). This is conditional and subject to Credit Transfer Clause under the UASR.

APPLIED EPIDEMIOLOGY

POSTGRADUATE CERTIFICATE IN APPLIED EPIDEMIOLOGY

<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>
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<tr>
<td>2</td>
<td>EPI 802</td>
<td>Principles and Practice of Public Health Surveillance</td>
<td>2</td>
<td>30</td>
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<tr>
<td>3</td>
<td>EPI 803</td>
<td>Outbreak Investigations and Field Epidemiology</td>
<td>2</td>
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<tr>
<td>4</td>
<td>EPI 805</td>
<td>Research Data Management</td>
<td>2</td>
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</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 WHERE IT IS DELIVERED:** 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 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:** 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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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: SABIHA KHAN
CREDIT POINTS: 30
SEMESTER OF OFFERING: 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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>
<th>NO</th>
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<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>CREDIT POINTS</th>
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<tr>
<td>1</td>
<td>EPI 806</td>
<td>Biostatistics for Health</td>
<td>2</td>
<td>30</td>
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<tr>
<td>2</td>
<td>PCP 802</td>
<td>Evidenced Based Health Policy and Health Care</td>
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<td>30</td>
</tr>
<tr>
<td>3</td>
<td>EPI 800</td>
<td>Research Project in Applied Epidemiology</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

Choose one (1) elective from the list below:
4  EPI 804  Occupational and Environmental Epidemiology 2  30
5  EPI 810  Special Topics in Applied Epidemiology 2  30

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 WHERE IT IS DELIVERED:  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:  1
MODE:  FF & DFL
CAMPUS WHERE IT IS DELIVERED:  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 WHERE IT IS DELIVERED:  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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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

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<td>Advanced Biostatistics</td>
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<td>EPI 809</td>
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<td>PBH 980</td>
<td>Dissertation Proposal Development</td>
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<td>PBH 990</td>
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# COURSE DESCRIPTORS - 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 WHERE IT IS DELIVERED:** 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.

## FIELD PLACEMENT

**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 WHERE IT IS DELIVERED:** 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.

## DISSERTATION PROPOSAL DEVELOPMENT

**COURSE TITLE:** DISSERTATION PROPOSAL DEVELOPMENT  
**COURSE CODE:** PBH 980  
**COURSE CONVENER:** MASOUD MOHAMMADNEDZHAD  
**CREDIT POINTS:** 60  
**SEMESTER OF OFFERING:** 1  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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.

## MASTERS THESIS IMPLEMENTATION

**COURSE TITLE:** MASTERS THESIS IMPLEMENTATION  
**COURSE CODE:** PBH 990  
**COURSE CONVENER:** MASOUD MOHAMMADNEDZHAD  
**CREDIT POINTS:** 60
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 be able to design or overhaul health information systems or perform complex data analyses.

**YEAR 1**

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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 WHERE IT IS DELIVERED:** 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.
COURSE CONVENER: PACIFIC PUBLIC HEALTH SURVEILLANCE NETWORK (PPHSN) EPIDEMIOLOGISTS
CREDIT POINTS: 10
SEMESTER OF OFFERING: 1
MODE: FACE TO FACE AND FLEXIBLE MODE
CAMPUS WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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/Subdivisional, 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 WHERE IT IS DELIVERED: 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 WHERE COURSE DELIVERED: 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

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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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: TAMAVUA CAMPUS  
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 WHERE IT IS DELIVERED: 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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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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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

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 WHERE IT IS DELIVERED: 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.

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<thead>
<tr>
<th>COURSE TITLE:</th>
<th>PRINCIPLES AND PRACTICE OF HEALTH SERVICES MANAGEMENT</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>HSM 802</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
<td>NEEL NITESH</td>
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<td>SEMESTER OF OFFERING:</td>
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<td>MODE:</td>
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<tr>
<td>CAMPUS WHERE IT IS DELIVERED:</td>
<td>TAMAVUA CAMPUS</td>
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### 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.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>STRATEGIC MANAGEMENT IN HEALTH</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
<td>NAME OF COURSE CONVENER:</td>
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<td>TAMAVUA CAMPUS</td>
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### 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.

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<tr>
<th>COURSE TITLE:</th>
<th>MANAGEMENT OF HEALTH SERVICES</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
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<tr>
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### 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

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>HSM 803</td>
<td>Health Service Organisations and Societal Change</td>
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<td>2</td>
<td>HSM 807</td>
<td>Organisational Analysis for Health Reform Management</td>
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<td>3</td>
<td>EPI 806</td>
<td>Biostatistics for Health and Research Data Analysis</td>
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<td>4</td>
<td>HSM 809</td>
<td>Health Resource Management</td>
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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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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

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<thead>
<tr>
<th>NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>1</td>
<td>HSM 806</td>
<td>Health Care and the Law</td>
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<td>3</td>
<td>HSM 808</td>
<td>Principles of International Health</td>
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<td>2</td>
<td>HSM 811</td>
<td>Health Economics</td>
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<td>4</td>
<td>PCP 802</td>
<td>Evidence Based Health Policy and Health Care</td>
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Core Courses

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<tr>
<td>5</td>
<td>PBH 980</td>
<td>Dissertation Proposal Development</td>
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<td>6</td>
<td>PBH 990</td>
<td>Masters Thesis Implementation</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 WHERE IT IS DELIVERED: 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: NEEL NITESH
CREDIT POINTS: 30
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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: DISSERTATION PROPOSAL DEVELOPMENT
COURSE CODE: PBH 980
NAME OF COURSE CONVENER: AMELIA TURAGABECI
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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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<th>NO.</th>
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<td>PCP 806</td>
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<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 WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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 RISK MANAGEMENT  
COURSE CODE: PCP 808  
COURSE CONVENER: TAMARA MANGUM
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 WHERE IT IS DELIVERED: 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: 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 WHERE IT IS DELIVERED: 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
concerns such as the Tonga Commitment, Samoa Commitment, Vanuatu Commitment and the Millennium Development Goals. The course is divided into 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 WHERE IT IS DELIVERED:** 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.

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**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 WHERE IT IS DELIVERED:** 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.

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**POSTGRADUATE CERTIFICATE IN PUBLIC HEALTH EMERGENCY MANAGEMENT COURSE LISTING**

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<th>NO.</th>
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<tbody>
<tr>
<td>1</td>
<td>HSM 808</td>
<td>Principles Of International Public Health</td>
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<td>2</td>
<td>PCP 803</td>
<td>Emergency Health, Framework and Policy</td>
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<td>3</td>
<td>PCP 804</td>
<td>Emergency Health, Planning and Exercise Management</td>
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<td>4</td>
<td>PCP 805</td>
<td>Safe Healthy Facilities in Disaster</td>
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**COURSE DESCRIPTORS - POSTGRADUATE CERTIFICATE IN PUBLIC HEALTH EMERGENCY MANAGEMENT**

**COURSE TITLE:** PRINCIPLES OF INTERNATIONAL PUBLIC HEALTH  
**COURSE CODE:** HSM 808  
**NAME OF COURSE CONVENER:** TBA  
**CREDIT POINTS:** 30  
**SEMESTER OF OFFERING:** 2  
**MODE:** FF  
**CAMPUS WHERE IT IS DELIVERED:** 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:** EMERGENCY HEALTH, FRAMEWORK AND POLICY
**COURSE CODE:** PCP 803
**COURSE CONVENER:** TIMAIMA TUIKETEI
**CREDIT POINTS:** 30
**SEMESTER OF OFFERING:** 2
**MODE:** FF/DFL
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course introduces the student to the various international and regional frameworks and policies and institutions that engage emergency health preparedness. It also uses the Fiji National emergency and disaster management plans as an example of the national frameworks that exist in a pacific island country at a national level. Students will examine and evaluate the Fiji National pandemic preparedness plans in the context of emergency preparedness, communicable disease outbreaks, using pandemic influenza as the case study.

**COURSE TITLE:** EMERGENCY HEALTH, PLANNING AND EXERCISE MANAGEMENT
**COURSE CODE:** PCP 804
**COURSE CONVENER:** TIMAIMA TUIKETEI
**CREDIT POINTS:** 30
**SEMESTER OF OFFERING:** 2
**MODE:** FF/DFL
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course trains the students on the planning of emergency health preparedness activities by using the emergency health preparedness cycle methodology through creation of emergency plans and emergency committees to coordinate them. It also trains the student to conduct emergency exercise methodologies to be able to test these written plans by the use of simulations, desk top exercises and drills.

**COURSE TITLE:** SAFE HEALTHY FACILITIES IN DISASTERS
**COURSE CODE:** PCP 805
**COURSE CONVENER:** INIA VALEMEI
**CREDIT POINTS:** 30
**SEMESTER OF OFFERING:** 2
**MODE:** FF/DFL
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS

**COURSE DESCRIPTION:**
This course has been designed to equip students with basic technical ability to determine vulnerability of a health facility to the potential effects of disasters. The course is patterned after the ‘safe hospital’ training modules developed by World Health Organisation for basic training of health and community workers. In addition, the course will provide the incumbent and prospective students invaluable knowledge to identify, assess and reduce health facility vulnerability to the effects of hazardous agents and diseases.

**POSTGRADUATE DIPLOMA IN PUBLIC HEALTH**

**POSTGRADUATE DIPLOMA IN PUBLIC HEALTH 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>HSM 804</td>
<td>Strategic Management in Health</td>
<td>2</td>
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<td>Course Title</td>
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<tr>
<td>EPI 806</td>
<td>Biostatistics for Health and Research Data Analysis</td>
<td>1</td>
<td>30</td>
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<tr>
<td>HPM 802</td>
<td>Population Health Promotion</td>
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<td>30</td>
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<tr>
<td>PCP 802</td>
<td>Evidenced Based Health Policy and Health Care</td>
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### COURSE DESCRIPTIONS - POSTGRADUATE DIPLOMA IN PUBLIC HEALTH

#### STRATEGIC MANAGEMENT IN HEALTH
- **Course Title:** Strategic Management in Health
- **Course Code:** HSM 804
- **Course Convener:** Neel Nitesh
- **Credit Points:** 30
- **Semester of Offering:** 2
- **Mode:** FF and On-Line
- **Campus Where it is Delivered:** 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.

#### BIOSTATISTICS FOR HEALTH AND RESEARCH DATA ANALYSIS
- **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 Where it is Delivered:** 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.

#### POPULATION HEALTH PROMOTION
- **Course Title:** Population Health Promotion
- **Course Code:** HPM 802
- **Course Convener:** Masoud Mohammadnezhad
- **Credit Points:** 30
- **Semester of Offering:** 1
- **Mode:** Online
- **Campus Where it is Delivered:** 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 CODE: PCP 802  
COURSE CONVENER: TIMAIMA TUIKETEI  
CREDIT POINTS: 30  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: PASIFIKA 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-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>1</td>
<td>HSM 808</td>
<td>Principles of International Public Health</td>
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<td>2</td>
<td>EPI 811</td>
<td>Advanced Biostatistics</td>
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<td>3</td>
<td>PBH 980</td>
<td>Dissertation Proposal Development</td>
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COURSE DESCRPTORS - MASTER OF PUBLIC HEALTH

COURSE TITLE: PRINCIPLES OF INTERNATIONAL PUBLIC HEALTH  
COURSE CODE: HSM 808  
NAME OF COURSE CONVENER: NEEL NITESH  
CREDIT POINTS: 30  
SEMESTER OF OFFERING: 1  
MODE: FF  
CAMPUS WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: 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: DISSERTATION PROPOSAL DEVELOPMENT
COURSE CODE: PBH 980
COURSE CONVENER: MASOUD MOHAMMADNEDZHAD
CREDIT POINTS: 60
SEMESTER OF OFFERING: 1
MODE: FF
CAMPUS WHERE IT IS DELIVERED: 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 WHERE IT IS DELIVERED: TAMAVUA CAMPUS

COURSE DESCRIPTION:
This course sees the implementation of the approved PBH 980 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 management in 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

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<td>DNU 804</td>
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<td>Motivational Interview in Health Care</td>
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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 WHERE IT IS DELIVERED:** 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 WHERE IT IS DELIVERED:** 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.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<td>COURSE CODE:</td>
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<tr>
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<td>MASOUD MOHAMMADNEZHAD</td>
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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.

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
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<td>COURSE CONVENER:</td>
<td>TIMAIMA TUIKETEI/CLINICAL SUPERVISORS</td>
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<td>CAMPUS WHERE IT IS DELIVERED:</td>
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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.

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 TITLE:** THESIS PROPOSAL DEVELOPMENT
**COURSE CODE:** PBH980
**COURSE CONVENER:** MASOUD MOHAMMADNEDZHADEH
**CREDIT POINTS:** 60
**SEMESTER OF OFFERING:** 1
**MODE:** MIXED MODE
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS/ONLINE

**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.

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**COURSE TITLE:** MASTERS THESIS IMPLEMENTATION
**COURSE CODE:** PBH990
**COURSE CONVENER:** MASOUD MOHAMMADNEDZHADEH
**CREDIT POINTS:** 60
**SEMESTER OF OFFERING:** 2
**MODE:** MIXED MODE
**CAMPUS WHERE IT IS DELIVERED:** TAMAVUA CAMPUS/ONLINE

**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 implementing and contributing to a range of learning support programs, initiatives and interventions including Peer Learning, First Year Experience initiatives, Academic Skills, Mentoring, Progress Tracking System and Academic Consultation. The Unit is also responsible for designing and delivery of Preparatory & Bridging Programs as well as conducting Institutional and Academic Research, when required. The key objectives of the Unit are grounded in facilitation of retention, engagement, improving transition and widening participation. Some of the core areas that the Unit is engaged in include the following:

- Delivery of learning enhancement and academic support programs
- Contribution to learning enhancement development initiatives of CMNHS
- Contribute to progression and retention of initiatives
- Engagement in research and scholarly initiatives
- Formulation of strategic links
- Contribution to supervision of institutional surveys when necessary

Therefore, HPEU offers a comprehensive range of student academic support services and plays a key role at 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

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</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>
</tr>
<tr>
<td>Peer Assisted Study Sessions (PASS) Program</td>
<td>Peer Mentoring Program</td>
</tr>
<tr>
<td>Training And Consultation Session For Instructors</td>
<td>Peer Assisted Teaching Scheme (PATS)</td>
</tr>
</tbody>
</table>

PREPARATORY PROGRAM FOR HEALTH PROFESSIONS EDUCATION

The unit delivers 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 are 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

COURSE TITLE: INTRODUCTORY ACADEMIC PREPARATORY FOR HEALTH PROFESSIONS EDUCATION
COURSE CODE: IAP 500
COURSE CONVENER: NIRAJ SWAMI
CREDIT POINTS: NA
SEMESTER OF OFFERING: 1 & 2
MODE: FF
CAMPUS WHERE IT IS DELIVERED: PASIFIKA CAMPUS
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)

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.

Other Departments are also delivering courses on DFL e.g bridging in Bachelor in Physiotherapy.

WHAT ARE THE BENEFITS OF STUDYING VIA DFL

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.
- 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.

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 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

UNDERGRADUATE COURSES

<table>
<thead>
<tr>
<th>NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>MODES</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>DNT717</td>
<td>Oral Pathology</td>
<td>DFL</td>
</tr>
<tr>
<td>2</td>
<td>EVH502</td>
<td>Introduction to Environmental Health Science</td>
<td>DFL, Online</td>
</tr>
<tr>
<td>3</td>
<td>EVH604</td>
<td>Occupational Health &amp; Safety</td>
<td>DFL</td>
</tr>
<tr>
<td>4</td>
<td>EVH701</td>
<td>Risk Assessment &amp; Management</td>
<td>DFL</td>
</tr>
<tr>
<td>5</td>
<td>EVH704</td>
<td>Regional &amp; Urban Planning</td>
<td>DFL</td>
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## POSTGRADUATE COURSES

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<tr>
<th>No</th>
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<tr>
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<td>EPI801</td>
<td>Principles and Practice in Epidemiology</td>
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<tr>
<td>2</td>
<td>EPI804</td>
<td>Occupational &amp; Environmental Epidemiology</td>
<td></td>
<td>✓</td>
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<tr>
<td>3</td>
<td>EPI806</td>
<td>Biostatistics for Health and Research Data Analysis</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>EPI807</td>
<td>Rapid Health Research in Small Island Population</td>
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<td>✓</td>
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<tr>
<td>5</td>
<td>HSM801</td>
<td>Human Resources for Health</td>
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<tr>
<td>6</td>
<td>HSM802</td>
<td>Principles and Practice of Health Services</td>
<td></td>
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<tr>
<td>7</td>
<td>HSM803</td>
<td>Health Service Organization &amp; Societal Change</td>
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<tr>
<td>8</td>
<td>HSM804</td>
<td>Strategic Management for Health</td>
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<tr>
<td>9</td>
<td>HSM805</td>
<td>Management for Health Services</td>
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<tr>
<td>10</td>
<td>HSM807</td>
<td>Organizational Analysis for Health Reform Management</td>
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<td>11</td>
<td>HSM808</td>
<td>Principles of International Public Health</td>
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<td>12</td>
<td>HSM809</td>
<td>Health Resource Management</td>
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<td>13</td>
<td>HSM811</td>
<td>Health Economics</td>
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<td>15</td>
<td>PBH980</td>
<td>Dissertation Proposal Development</td>
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<td>16</td>
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<td>Master’s Thesis Implementation</td>
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<td>PCP801</td>
<td>Evidence based Medicine</td>
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<td>PCP802</td>
<td>Evidence Based Health Policy &amp; Health Care</td>
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<td>19</td>
<td>PCP806</td>
<td>Disaster Risk Management Concepts</td>
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<td>20</td>
<td>PCP807</td>
<td>Disaster Risk Reduction</td>
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<td>21</td>
<td>PCP808</td>
<td>Emergency Response Management</td>
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</tr>
<tr>
<td>22</td>
<td>PCP809</td>
<td>Emergency Recovery &amp; Evaluation</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

## 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
The Distance and Flexible Learning Unit is under the Academic Services which is under the Registrar’s Office.

For other support services you may contact:
Mere Tupou Dilo (Admin Coordinator)
Phone No:  (679) 3311700 ext.  3843 or 3233843
Fax No:     (679) 3303469
Email:      mere.diloi@fnu.ac.fj