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# WELCOME

## TENA KOUTOU KATO

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Welcome to the Rehabilitation Teaching and Research Unit (RTRU), New Zealand's leading academic centre of distance-taught postgraduate rehabilitation education. Our Unit offers a range of postgraduate courses and research opportunities for health professionals with an interest in contemporary clinical rehabilitation. This prospectus provides information on all these courses but if you have any questions or require additional information then we would be glad to hear from you.

The Postgraduate Diploma in Rehabilitation was first offered in 1997. It was developed in response to the need for a clinically focussed course for rehabilitation professionals. We believe that one of the main strengths of our programme is its interprofessional focus, which provides an opportunity for the exchange of ideas between people with different perspectives and from different backgrounds.

The Postgraduate Certificate in Health Sciences (Clinical Rehabilitation) was introduced in 2002 and has targeted rehabilitation professionals who are employed by District Health Boards and publicly funded Non-Government Organisations. This Certificate is intended as a stand-alone qualification, but provides additional opportunities for entry into further postgraduate study.

Also in 2002 we celebrated our first graduates from the Master in Health Sciences (Rehabilitation) programme. Since then, RTRU has successfully supervised four PhD students and 23 Masters of Health Science students to completion, with a further two thesis under examination at the time of writing this Prospectus. Opportunities to undertake a research thesis (Masters or PhD) within the RTRU are now available to those students who are interested in pursuing an academic and research career in rehabilitation. In addition, we offer a coursework Masters for those whose goal is to be exemplars and leaders in clinical rehabilitation.

Effective rehabilitation is interdisciplinary and our staff composition reflects this. The current staffing of the RTRU includes a rehabilitation physician, a rheumatologist, a geriatrician, an occupational health physician, two physiotherapists, an occupational therapist, two clinical psychologists, a counsellor/educationist and our programme administrator. Our common interest is our passion for teaching and researching rehabilitation. “Rehabilitation” is meant in its widest sense, including rehabilitation and disability support following acute medical events (such as stroke or head injury), rehabilitation for people with chronic disabling conditions, inherited conditions, age-related disabilities, mental health conditions, neurological conditions, occupational injuries and much more. The perspective of people with disabilities is an important aspect of all our courses and we teach how to incorporate this into research and clinical practice.

Throughout your study with the RTRU you will frequently encounter four important concepts that we believe are the fundamental characteristics of modern rehabilitation. It is these four concepts or “core themes” that we consider underpin good rehabilitation. They are:

- The World Health Organisation’s International Classification of Functioning, Disability and Health (ICF) as a conceptual framework for rehabilitation
- The interprofessional team
- Understanding process and measuring outcomes
- Understanding the client in context.

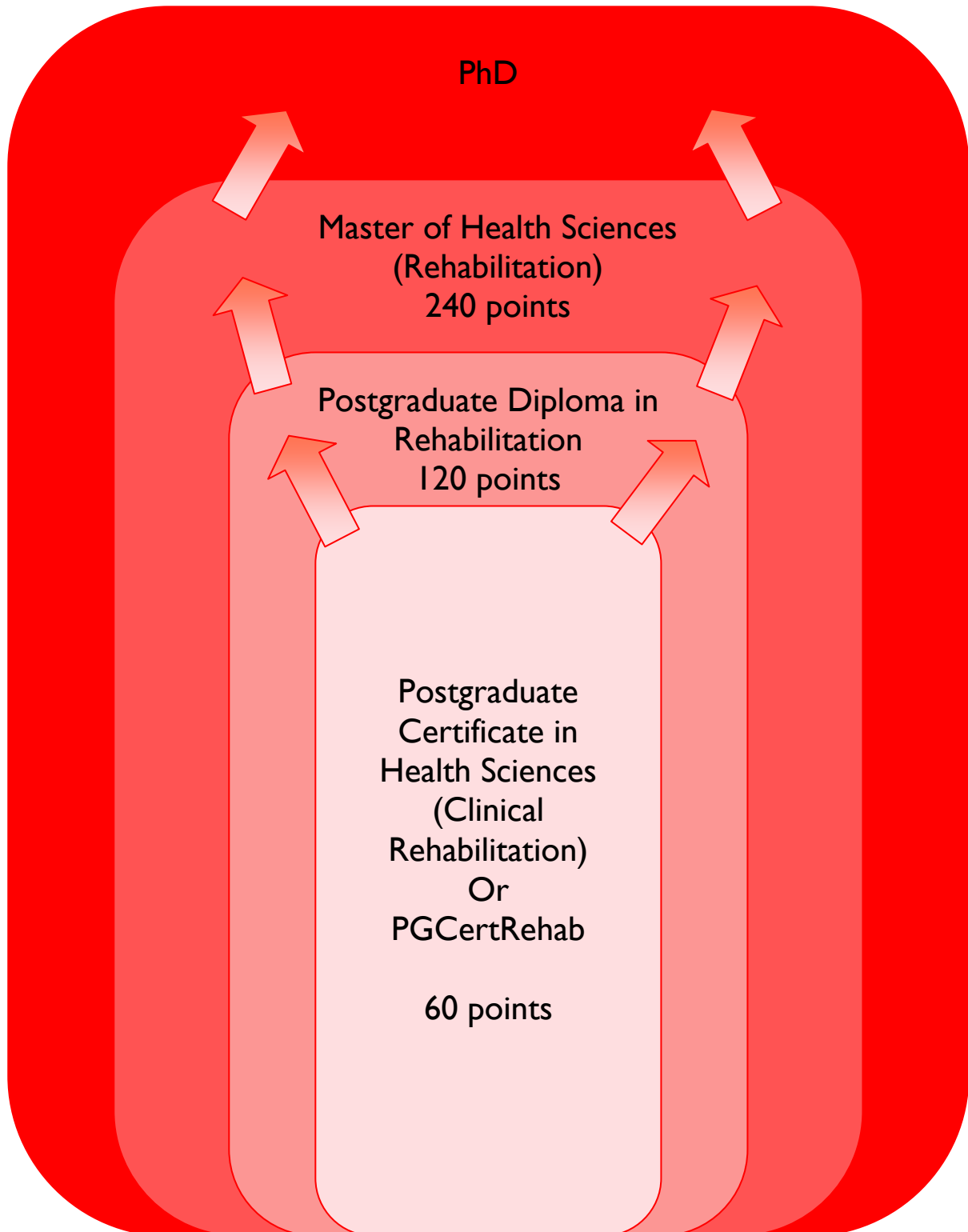
We aim to make all our programmes stimulating and enjoyable ways to gain a greater understanding of evidence-based rehabilitation while providing opportunities to work towards a recognised academic qualification. The University of Otago aims to promote lifelong learning skills and we actively support that goal. This means that as well as building your level of knowledge in rehabilitation we aim to help you build learning skills that will be ongoing and transferable. While such a model of learning can be challenging and different to the rote learning models you may have been used to, it is certainly rewarding. We hope, and will work to ensure, that you will find what you are looking for in the Rehabilitation Teaching and Research Unit's Postgraduate Programme in Rehabilitation.

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# COURSES

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## THE RTRU POSTGRADUATE PATHWAYS



# POSTGRADUATE CERTIFICATE IN HEALTH SCIENCES (CLINICAL REHABILITATION)

## WHAT DOES IT INVOLVE?

This is a one-year, part-time Postgraduate Certificate for clinicians who are registered health professionals currently employed in a disability support service provided by a District Health Board (DHB) or publicly funded Non-Government Organisation (NGO) in a rehabilitation setting. The Postgraduate Certificate aims to provide a combination of rehabilitation theory and principles, integrated into clinical practice, for rehabilitation clinicians wanting to extend their knowledge and skills at a postgraduate level. Clinicians who complete the programme will have gained a clear understanding of rehabilitation theory and frameworks, an ability to analyse information critically and will have demonstrated how to integrate that information and skill into their rehabilitation practice.

## WHO IS IT INTENDED FOR?

The programme is intended for rehabilitation professionals (such as nurses, physiotherapists, occupational therapists or clinical psychologists) who are currently employed by a DHB or NGO\* for at least 0.8 of a fulltime position. Students must be registered as independent health practitioners under the HPCA Act (2003) with a minimum of two years post registration experience relevant to rehabilitation\*.

The course regulations for the Postgraduate Certificate in Health Sciences (Clinical Rehabilitation) are set out in the University of Otago

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\*The Postgraduate Certificate is funded by Health Workforce New Zealand (Investment Relationships and Purchasing), a branch of the Ministry of Health. So only employees of DHBs or publicly funded NGOs are eligible. Rehabilitation health professionals who are not currently employed by a DHB or eligible NGO may wish to consider enrolling in the Postgraduate Certificate of Rehabilitation, which is funded by the Ministry of Education, as an alternative to this Certificate.

\*Speech language therapists and social workers are also eligible to do this course, despite these professions not yet being registered under the HPCA Act.

Calendar 2010. Health Workforce New Zealand's Service Specification for this course can be downloaded at:

<http://www.healthworkforce.govt.nz/our-work/investment-relationships-and-purchasing/specifications>

(Click on the file I/B30 – Rehabilitation.)

If you are unsure as to whether you meet the required conditions for admission, please contact Fi (Fiona) Graham at [fi.graham@otago.ac.nz](mailto:fi.graham@otago.ac.nz).

## STUDENT SUPPORT

To support students undertaking this course the University of Otago provides:

- Clinical mentoring in your local region, within your place of employment if possible. The selection of a clinical mentor is negotiated with students and their employers, but paid for by the University of Otago.
- A release time subsidy paid to your employer to assist you to attend the residential teaching days required for the academic component of the programme.
- A student fees subsidy of \$1500 for all students enrolled for this Certificate.

As part of your enrolment your employer will be contacted to formalise arrangements to support you in your studies including the clinical support, supervision, mentorship, clinical release time and student fees subsidy referred to above.

## WHAT IS THE COURSE CONTENT?

The course runs from end of February to mid-November. There are two papers:

### REHX701: REHABILITATION PRINCIPLES (SEMESTER ONE)

This paper addresses the core themes of rehabilitation and aims to establish a solid base on which to build rehabilitation skills.

Key topics include:

- Analysis of the World Health Organisation's International Classification of Health, Disability, and Functioning (ICF)
- Ethical and cultural issues in rehabilitation
- Consumer perspectives and the social construction of disability
- Working with families and carers
- Goals and goal planning
- Understanding teams and interdisciplinary best practice
- Case co-ordination
- ACC and its role in rehabilitation
- The economics of rehabilitation and service development

### REHX710: CLINICAL REHABILITATION (SEMESTER TWO)

This paper investigates clinical rehabilitation practice within their own service through single case studies and clinical audit. This is an applied paper where students are expected to demonstrate the integration of rehabilitation theory and research evidence into the management of clients/patients at both an individual and service level.

Key topics include:

- Case study and case presentation
- Evidence-based rehabilitation
- Critique and development of clinical standards and guidelines
- Development and completion of a clinical audit

## HOW IS THE CERTIFICATE TAUGHT?

Distance learning has been chosen as the main method of teaching as it gives students flexible access to the course. As a result rehabilitation professionals throughout New Zealand can join the course, avoiding the need to take extended time out from their practice. Primarily one tutor, Fi Graham, teaches this course, with additional input from guest speakers (including consumers of rehabilitation and disability services) for specific subject areas. Clinical mentors are employed to work with small groups of students within their own region on a fortnightly basis. Mentors assist with the integration of the course material into the student's clinical practice, and provide support for academic aspects of the course. Teaching involves a range of interactive approaches including:

### AUDIO-CONFERENCE SESSIONS

There are seven scheduled audio-conferences throughout the year for the Certificate students, all of which are held on Thursday afternoons from 12.00noon – 1.30pm. These sessions are used to discuss course material including case studies and questions posed in the Course Workbook. Additional sessions are arranged with students throughout the year on an “as needed” basis. There is no additional cost for the audio-conference link.

### SEMINARS AND REGIONAL WORKSHOPS

Seminars and regional workshops provide face-to-face teaching sessions. Students attend **two** compulsory seminars and a **half-day** regional workshop held in different centres around the country. The seminars are held at our Wellington campus. The locations for regional workshops are picked to best suit the students on the course. The dates for these seminars and regional workshops are on page 12 of this prospectus.

### INTERNET AND EMAIL

A range of Internet based resources are used to supplement teaching. This includes access to electronic libraries and reference databases (such as Medline). Readings will be sent to students on a CD ROM. You will also be taught to search for and access research relevant to your own

specific areas of clinical practice. You should however have basic computer literacy skills before starting the course. You will also need regular access to a Mac or PC. For information about the minimum level of computer technology required please visit the following website: [http://www.otago.ac.nz/blackboard/computer\\_requirements.html](http://www.otago.ac.nz/blackboard/computer_requirements.html) or call the University of Otago Computer Facility Helpdesk on 0800 479 888.

## COURSE WORKBOOKS

Course Workbooks will be provided for each paper in electronic format which students are welcome to print. Each workbook contains background information, reading lists, course material, case studies and assignments.

## ASSESSMENT

Assessment for REHX701 is based on three written assignments (75% of the final mark) and a two-hour exam (25% of the final mark). Assessment for REHX710 involves completion of one oral presentation (at the Second Semester Block Course), one written case study, and a two-part clinical audit project. There is no exam for REHX710.

## CONTACT WITH THE TUTOR

Contact with the tutor at the audio-conferences, block courses and regional workshops is supplemented by telephone and email contact. Email is used as the primary method of communication with students.

## WHAT CAN THIS CERTIFICATE LEAD TO?

Past graduates of the Postgraduate Certificate in Health Sciences (Clinical Rehabilitation) have gone on to:

- Assume clinical leadership and clinical specialist positions
- Undertake specialist advisory and health management roles
- Successfully gain funding for service initiatives
- Become skilful consumers of clinical research

- Complete Diploma's, Masters and PhD's in Rehabilitation

## WHO SHOULD I CONTACT FOR MORE INFORMATION?

For general enrolment information, or an application form, please contact Trudy Murrell, Programme Administrator for the RTRU, at [rtru@otago.ac.nz](mailto:rtru@otago.ac.nz) or 04 385-5591.

For enquires about other aspects of the course content, please contact Fi (Fiona) Graham on email: [fi.graham@otago.ac.nz](mailto:fi.graham@otago.ac.nz) or William Levack on email: [william.levack@otago.ac.nz](mailto:william.levack@otago.ac.nz) or phone: 04 385 5591

# IMPORTANT DATES FOR THE PGCERTHEALSC(CLINICAL REHABILITATION) PROGRAMME IN 2011

## **SEMESTER ONE (REHX701)**

- |                                |   |
|--------------------------------|---|
| 28 February                    | – First teaching week                           |
| 1-2 April (Friday to Saturday) | – 1 <sup>st</sup> Semester Seminar (Wellington) |
| 2-6 May (Dates pending)        | – Half day regional workshops                   |

## **SEMESTER TWO (REHX710)**

- |                                     |  |
|-------------------------------------|--|
| 11-13 August (Thursday to Saturday) | – 2 <sup>nd</sup> Semester Seminar (Wellington) & Case Presentations |
|-------------------------------------|--|

# POSTGRADUATE CERTIFICATE IN REHABILITATION

## WHAT DOES IT INVOLVE?

The Postgraduate Certificate in Rehabilitation is a part-time course that is usually completed in one year. It is comprised of two papers: REHX701 Rehabilitation Principles and REHX712 Evaluating Rehabilitation. Please see pages 16-17 for details of these papers and how they are taught.

## WHAT CAN IT LEAD TO?

The Postgraduate Certificate in Rehabilitation is an introduction to postgraduate study. Students who successfully complete this Certificate may be eligible to go on to complete the Postgraduate Diploma in Rehabilitation and/or Master of Health Sciences.

## WHO SHOULD I CONTACT FOR MORE INFORMATION?

For general enrolment information, or an application form, please contact Trudy Murrell, Programme Administrator for the RTRU, at [rtru@otago.ac.nz](mailto:rtru@otago.ac.nz) or 04 385-5591.

# POSTGRADUATE DIPLOMA IN REHABILITATION

## WHAT DOES IT INVOLVE?

The Diploma is a one-year full-time-equivalent postgraduate course, although most often it is completed by people studying part-time over two years. The Diploma combines an interdisciplinary learning model with clinical and research expertise, making this course unique.

## WHO IS IT INTENDED FOR?

The course is intended for people from a wide range of professional backgrounds who are:

- Involved in rehabilitation or wishing to address rehabilitation issues
- Wanting to develop a questioning approach to their practice
- Wanting to work towards a recognised academic qualification

Previous students have included nurses, physiotherapists, occupational therapists, speech-language therapists, social workers, psychologists, mental health professionals and support workers, doctors, case managers, health service managers, exercise specialists, special education lecturers and vocational counsellors.

Previous students have come from a range of backgrounds including hospitals, community services, rehabilitation clinics, vocational or work-site rehabilitation practices, general practices, private hospitals or rest homes, supported housing for mental health consumers, ACC case management, government departments or insurance companies and private practice.

The course regulations for the Postgraduate Diploma in Rehabilitation are set out in the **University of Otago Calendar 2010**. Students are required to have a tertiary degree or equivalent qualification to undertake this course. If you are unsure as to whether you meet the required conditions for admission please contact one of the tutors (email addresses are provided on page 35 of this prospectus).

## WHAT IS THE COURSE CONTENT?

Students undertaking the Diploma are required to complete four 30-point papers. There are two core papers (REHX701 and REHX712) but students are able to choose the remaining two papers according to their specific areas of interest. There is a broad range of optional papers to meet student demand and to allow, where possible, for links with other postgraduate courses. You may also substitute papers from other University of Otago programmes if they meet the academic level and content required by the Board of Studies. One of the most common substitutions is a research methods paper; this is particularly important to consider if you are planning to go on from the Diploma to a Masters degree. *It is important to have such substitution of papers approved by the Board of Studies in advance.* If you think you might wish to do this, please contact us in good time so we can discuss your programme of study.

Each paper requires a minimum of 8 to 10 hours work each week per academic semester. Thus the Diploma is usually completed over a two-year period. Individual papers may also be undertaken as a “stand alone” option for enhancing your professional profile - this is called completing a Certificate of Proficiency (CoP). Students may also be admitted as CoP if their qualification is not adequate for full admittance, then following successful completion of the two core papers with satisfactory grades and Board of Studies approval they can be fully admitted to the programme.

## POSTGRADUATE DIPLOMA PAPERS AVAILABLE IN 2011

### **REHX701: REHABILITATION PRINCIPLES (SEMESTER ONE)**

REHX701 is one of the core papers in which we explore some of the important concepts of modern rehabilitation practice. There is wide variation in the understanding of rehabilitation and the most effective ways to set up and run rehabilitation services. It is only by investigating some of these core ideas that we make sense of specific management strategies for conditions such as stroke, head injury, back pain and schizophrenia. This paper will pose challenging questions with the objective that students gain a better understanding of what we do and why we do it. It is hoped that as a result of reading, thinking and discussion, students will further develop their ideas regarding appropriate practice in rehabilitation.

Key topics include:

- Analysis of the World Health Organisation's International Classification of Health, Disability, and Functioning (ICF)
- Ethical and cultural issues in rehabilitation
- Consumer perspectives and social construction of disability
- Working with families and carers
- Goals and goal planning
- Understanding teams and interdisciplinary best practice
- Case co-ordination
- ACC and its role in rehabilitation
- The economics of rehabilitation and service development

### **REHX712: EVALUATING REHABILITATION (SEMESTER TWO)**

This 2<sup>nd</sup> core paper will offer students the opportunity to reflect on and 'rethink' their rehabilitation practice and outcomes in the light of evidence drawn from their experience (as clinician, consumer,

funder/manager or researcher) and existing literature. Students completing this paper will develop into confident consumers of rehabilitation research, and be able to present a sound case to support their decision making in their own field of rehabilitation.

Teaching and assessment will draw on questions and 'cases' arising from the student's own rehabilitation context, with a focus on:

- Framing 'answerable' questions.
- Effective and efficient use of electronic searching methods.
- Choosing useful and meaningful 'evidence' (including qualitative or quantitative research, practice guidelines, reviews, and personal observations) to inform decision making.
- Reflecting and 'revisiting' rehabilitation practice, based on a synthesis of 'evidence' from literature and your experience.

There will be fortnightly audioconferences, a two day seminar in Wellington, course workbook, CD, and independent learning activities to support student learning.

### **REHX703: MUSCULOSKELETAL REHABILITATION**

Not on offer in 2011. This paper will next be offered in 2012.  
(REHX703 and REHX715 will be offered in alternate years.)

### **REHX704: NEUROLOGICAL REHABILITATION**

Not on offer in 2011. This paper will next be offered in 2012.  
(REHX704 and REHX707 are offered in alternate years.)

### **REHX706: WORK REHABILITATION (SEMESTER TWO)**

An important part of a person's health and independence is determined by their ability to undertake remunerative work in addition to the normal activities of daily living. So a key component of rehabilitation interventions for people previously or potentially employed is that of vocational rehabilitation. In its general philosophy and approach there are few differences between vocational rehabilitation and other forms of general

and medical rehabilitation. In fact, splitting out vocational rehabilitation from initial medical, social and educational rehabilitation may well be unhelpful, in that it implies that these are separate and sequential. In the ideal world vocational rehabilitation should start at the very first time that an injured person becomes unfit for work, through the time of greatest incapacity until the time that the person has become effectively resettled back at work, and normal work activities have become re-established.

The interfaces between the vocational rehabilitation team and both clinical services and workplace based health services should be seamless. Workplace occupational health professionals (such as the occupational physician, the ergonomist and occupational health nurse) are responsible for primary prevention that protect workers from illness and injury while at work, and minimises hazards to health or safety. The inevitable failures of primary prevention require rehabilitation services to return injured and disabled workers back to useful employment. The most effective occupational rehabilitation programmes start and finish in the workplace, and attempt to maintain the injured person's orientation firmly on getting back to work during recovery.

Rehabilitation is essentially a multidisciplinary process and a team approach needs to be taken to vocational rehabilitation. Disciplines include occupational therapy, assessment, physiotherapy, medicine, case management, nursing, job placement and occupational health service staff etc. Those of you enrolled in this paper may come from any one of those professions and we will look at your profession as well as the roles of others in providing effective vocational rehabilitation services.

Key topics include:

- Vocational rehabilitation: Content and context
- Partnerships in vocational rehabilitation
- Barriers to return to work
- Assessment of fitness to work and workplace assessment
- Assessment of disability and work capacity

## **REHX707: REHABILITATION FOR OLDER ADULTS (SEMESTER ONE)**

The Diploma as a whole is intended to have an age “unrelated” focus, with issues affecting older adults covered in many of the other papers. However we recognise that for some candidates there will be a special need to focus on issues specific to the older adult. This paper seeks to address that need.

Key topics include:

- Defining ageing - the concepts of usual and successful ageing
- Demography of ageing in New Zealand
- Introduction to disability and ageing
- General principles of care for older adults
- Introduction to the main diseases contributing to impairment and disability in older adults such as congestive cardiac failure, chronic obstructive airways disease, dementia, osteoporosis and fractures
- Introduction to the main syndromes affecting older people such as falls, iatrogenic disease and drug use, urinary incontinence, constipation, pressure areas, sleep disturbance and depression
- Introduction to rehabilitation of the older adult, carers, institutional care, home care and service provision for older adults

## **REHX709: FAMILY SYSTEMS AND REHABILITATION (SEMESTER ONE)**

The aim of this paper is to increase students’ ability to think systemically, to assess the family system and to have a firm knowledge base for working with whole or parts of families.

Students completing this paper will have an understanding of:

- Systems Theory and its application to working with families
- Some theories of change as applied to systems and behaviours

- A framework for comparing models of working with families
- Their own experience of being part of a family and how this impacts on their work
- Issues of adjustment and adaptation in rehabilitation
- Indications and counter-indications for working with the wider family system
- Responsible referral patterns in working with families

Following completion of this paper, students will have the knowledge to:

- Assess the family system
- Work with families in their specialist area
- Seek out further information on working with families in rehabilitation

As part of the process of providing students with an opportunity to relate both theory and practice to their own experience in a family system and to be more aware of how such experiences may affect their clinical work, the paper includes a compulsory full day workshop in which students consider their own experience of being part of a family. This workshop will be held the day before the semester seminar weekend begins so that students are only required to travel to Wellington once. It is followed by a second two-hour workshop on the Friday of the seminar weekend. The short workshop is not compulsory but students are strongly advised to attend as it focuses on following up any unfinished themes and issues which have been raised in the earlier day and is an opportunity to give feedback to the facilitator about the day.

**REHX713: GOAL SETTING & THE THERAPEUTIC PROCESS (SEMESTER ONE) AUDIO-CONFERENCES: TUESDAY 12-1:30PM.**

This paper aims to explore in depth the application of goal setting to rehabilitation and chronic condition management. Content for this paper is drawn from contemporary research and theory, leading students towards an evidence-based understanding of this increasingly complex

area of clinical practice. The paper provides an opportunity for students to examine theories of rehabilitation from other fields (e.g. industrial-organisational psychology, sport psychology, education) and to consider how well these theories apply (or do not apply) to clinical practice.

Key topics include:

- Exploring the range of possible approaches to goal setting, and how these approaches differ
- Goal theory from psychology, sport, and education
- Ethics of goal setting (ethical principles, model of engagement with patients, deontological versus utilitarian perspectives)
- Patient perspectives and preference from qualitative research
- Family and other stakeholders' involvement in goal setting
- Goal theory for motivation and treatment adherence
- Goal theory for self-regulation and rehabilitation of identity
- Life goals and their role in recovery from illness and injury
- Goal disengagement and goal re-engagement
- Goal setting for outcome evaluation
- Selecting between approaches to goal setting for specific clinical contexts

## **REHX714: PERSONAL & PSYCHOLOGICAL FACTORS IN REHABILITATION (SEMESTER TWO)**

This paper aims to develop students' understanding of the personal and psychological factors that influence the expression of an individual's disability and related functioning. Students completing the course will become critical consumers of the literature on psychological risk and protective factors pertaining to rehabilitation outcomes. This will assist them to make sense of the significant individual differences that can influence such outcomes. The course will incorporate the International Classification of Functioning (ICF) as a conceptual framework, and draw

on fields of research including rehabilitation psychology, health psychology, clinical psychology and psychiatry, and positive psychology.

Key topics will include:

- Contributions from ICF – “Temperament and Personality functioning” and “Personal Factors”.
- The “stress-diathesis” model and how this relates to the understanding of psychological responses to physical disabilities.
- The nature and prevalence of mental-physical health co-morbidities, including the interactions between mental disorders and physical conditions, and their consequent impact on disabilities.
- Evidence based medical and psychological treatments for common psychological and psychiatric syndromes presenting in people with physical disabilities.
- Post-trauma coping styles.
- Resilience and related “ability-focused” models of rehabilitation.

### **REHX780: RESEARCH PROJECT (TWO SEMESTERS)**

This paper can be completed over one or two semesters. However we strongly advise all students to take two semesters to complete this paper and rarely approve the single semester option. The purpose of REHX780 is to develop research skills and it is primarily intended for those students who enrol for a Masters award after they have completed the PGDipRehab. Students who might wish to include this paper in their programme of study (whether PGDipRehab or MHealSc) must contact the course coordinator prior to enrolment, to ensure that REHX780 is undertaken at the right time and in the right sequence; for example, REHX780 will normally be preceded by a 30 point research methods paper.

In REHX780 the student must complete a supervised research project in any field of rehabilitation. The important goal of completing this paper is to develop new research skills. However, for most students REHX780 will be their first attempt at research and given the practical constraints of distance supervision and the limited size of the project report (10,000 words), the project should be relatively limited in scope. Suitable projects

might include – a systematic review, small pilot study or audit, or preparation of a detailed research proposal or method development.

Approval will require a 3 to 4 page outline of the project supplied to the Rehabilitation Board of Studies, who submits this to the Board of Graduate Studies (Health Sciences) for noting.

Please contact A/Prof. Will Taylor ([will.taylor@otago.ac.nz](mailto:will.taylor@otago.ac.nz)) for more information or if you are interested in this paper.

## NEW PAPER ON OFFER IN 2011

### **REHX715: CARDIO AND PULMONARY REHABILITATION (SEMESTER TWO)**

Audio-conferences: Probably Thursday evening

*Please note: REHX715 is currently being considered by the University's academic committees. Availability of this paper is dependent on University approval, which is currently pending. For more information or to express interest in this paper, please email [rtru@otago.ac.nz](mailto:rtru@otago.ac.nz)*

An opportunity for an in-depth investigation of the theory, research and practice of rehabilitation and self-management for people with cardiac or pulmonary disease. This paper would be suitable for any health professional working with people with cardiac and/or respiratory conditions who is interested in a multidisciplinary approach to their patient's care and rehabilitation.

Teaching and assessment will emphasize a multidisciplinary, evidence-based approach to cardiac and respiratory rehabilitation using critical appraisal of the primary literature and problem-based learning to address:

- The issues facing people with cardiopulmonary disease-related disability and the role for rehabilitation.
- A critical evaluation of models and components of rehabilitation programmes for people with cardiac and pulmonary disease.
- Key assessment and outcome measures in cardiac and pulmonary rehabilitation programmes and issues for quality care.
- Practicalities and issues for assisted ventilation for people with neuromuscular disorders.

There will be fortnightly audioconferences, a two day seminar in Wellington, online course notes and literature, and independent learning activities to support student learning.

This paper is intended to be offered in 2011 and then alternate years.

## HOW IS THE DIPLOMA TAUGHT?

Distance learning has been chosen as the main method of teaching as it gives flexible access to students. As a result, rehabilitation professionals throughout New Zealand can join the course, avoiding the need to take extended time out from their practice. The academic staff come from a range of professional backgrounds including medicine, psychology, physiotherapy and occupational therapy, with additional input from guest tutors for specific subject areas. A number of strategies are used to allow and encourage interactive sessions for the course as a whole and also in smaller study groups.

## AUDIO-CONFERENCE SESSIONS

Audio-conference sessions are used as the vehicle for the main tutorial sessions with tutors and the other rehabilitation professionals on the course. Each paper will have several audio-conference sessions lasting one to two hours and these are used to discuss material including case studies and questions posed in the course books. The aim is to build on the knowledge and experience that the candidates bring to the course from their own practice. We hope that in turn, the discussion and material in the course will feed back into the clinical practice of the candidates, illustrating the major advantage of the distance learning approach. The cost of audio-conferences is included in the course fee.

## SEMINARS

In addition to the audio-conferences, students attend **two** compulsory Seminars held in Wellington. The dates for these are as follows:

**Semester One Seminar:** Friday 1 April - Saturday 2 April 2011

**Semester Two Seminar:** Friday 12 August – Saturday 13 August 2011

If there are specific reasons prohibiting your attendance please bring this to our attention at the time of your application.

## INTERNET AND EMAIL

Tutors use a range of Internet based resources to supplement teaching. This includes access to electronic libraries and reference databases (such as Medline). Web-based tools are used to post announcements to

students, set up discussion groups and store articles that can then be downloaded to your own computer. These are invaluable resources for all students and basic computer literacy is required to be able to use them. You will also need regular access to a Mac or PC. For information about the minimum level of computer technology required please visit the following website:

[http://www.otago.ac.nz/blackboard/computer\\_requirements.html](http://www.otago.ac.nz/blackboard/computer_requirements.html) or call the University of Otago Computer Facility Helpdesk on 0800 479 888.

## COURSE WORKBOOKS

Course Workbooks are provided for each paper; each contains background information, reading lists, course material, case studies and assignments. Workbooks may be supplemented by readings and other resources on a CD.

## ASSESSMENT

Assessment for the majority of papers is based on three assignments (or case studies) which make up 75% of the final mark. A two-hour written examination provides the remaining 25% of the final mark.

Some papers (e.g. REHX712) do not have a final written exam but rather have an oral presentation that takes place during the exam weeks.

## CONTACT WITH TUTORS

Contact with tutors at the audio-conferences is supplemented by telephone and email contacts between these sessions.

## CONTACT WITH OTHER STUDENTS

Many people benefit from forming small work groups. The most notable benefits are in providing peer support, a good forum for discussion and even as an aid to preparing assignments. In order to facilitate the formation of smaller groups, permission is sought from students to circulate a list of contact names and email addresses of other students in their area prior to commencement of the course.

## WHAT CAN IT LEAD TO?

The people who complete the Diploma will find themselves better equipped to deal with a broad range of rehabilitation issues and be able to demonstrate to potential employers and funders that they possess the necessary skills for evidence based practice. The Diploma can also be an avenue into the Masters in Health Sciences (Rehabilitation) programme, which is an option for selected students. Completing a Masters in Health Sciences (Rehabilitation) goes a step further and demonstrates possession of research skills at an internationally recognised standard.

If you think you might want to progress from the Diploma to the Master's programme let us know as soon as possible because we can help you plan the most efficient course of study at Diploma level to facilitate entry to the Master's programme.

## WHO SHOULD I CONTACT FOR MORE INFORMATION?

For general enrolment information, or an application form, please contact Trudy Murrell, Programme Administrator for the RTRU, at [rtru@otago.ac.nz](mailto:rtru@otago.ac.nz) or 04 385-5591.

Contact details for general inquiries or for more information about specific papers can be found on pages 35 of this prospectus.

# MASTER OF HEALTH SCIENCES (REHABILITATION)

## WHAT DOES IT INVOLVE?

The Master of Health Sciences (Rehabilitation) is an option for selected students who wish to pursue a higher academic level of study. The MHealSc (Rehabilitation) comprises a taught component and a research component, to a total value of 240 points. There are two options:

- (a) 120 points of taught papers and a 120-point thesis
- (b) 240 points of papers (including 30 points of research methods and a 30 point research project).

To receive the endorsement in rehabilitation you would normally be expected to complete a minimum of three rehabilitation papers; one of these must be REHX701 (30 points). Most MHealSc (Rehabilitation) candidates begin by completing the Postgraduate Diploma in Rehabilitation. There are some instances where, with the approval of Board of Graduate Studies for Health Sciences, a Master's candidate can substitute up to two alternative papers for the required rehabilitation papers. It is best to discuss individual cases with the Master's coordinator.

With regard to the research component of the degree, the University gives the following guidelines about the amount of work/time required for thesis:

- a *thesis* embodies the results of *one year of full-time* or equivalent part-time supervised research.

The research project (REHX780, 30 points) is usually completed over one year (rather than in a single semester), and it is expected you will need no less than 300 hours to complete the paper.

Places on the Master's programme are limited in order to ensure students receive appropriate levels of supervision. The RTRU has a preference for thesis candidates and the thesis pathway is strongly

encouraged. If admission is competitive (i.e. there are more students applying for admission to the degree than the RTRU can adequately supervise) the RTRU is likely to prefer thesis candidates.

## HOW IS THE MHEALSC (REHABILITATION) TAUGHT?

Research supervision uses principally email, audio and face-to-face contact. To enable the face-to-face contact students undertake to attend two research student seminars (of one to two days duration) in Wellington per year.

## WHAT CAN IT LEAD TO?

The master's graduate is research able, has a comprehensive understanding of the four core themes of the RTRU (the person in context, interdisciplinary rehabilitation, ICF as a conceptual framework, and rehabilitation process and outcome), and models excellence in evidence-based rehabilitation. The MHealSc (Rehabilitation) graduate may continue on to a PhD; PhD admission is considered on a case by case basis, but if you are seriously considering progression to a PhD you are strongly encouraged to consider the thesis pathway.

## WHO SHOULD I CONTACT FOR MORE INFORMATION?

Dr Jean Hay-Smith is the Master's Coordinator and can be contacted for more information.

Phone: 03 474 7007 ext 8568 or email:

[jean.hay-smith@otago.ac.nz](mailto:jean.hay-smith@otago.ac.nz)

# PHD

## OVERVIEW

The degree of Doctor of Philosophy is awarded on the basis of the submission of a thesis. The thesis should give evidence of the candidate's ability to carry out research, that the candidate has shown originality and independence and that the candidate has made a significant contribution to knowledge in the particular field. It is expected that some of the work in the thesis would be worthy of publication. The research should be of a kind that a diligent and competent student might reasonably be expected to complete within three years of full-time study.

## REQUIREMENTS

Every candidate must be a university graduate with:

1. A Bachelor's degree with first or upper second class honours or equivalent (including research component); OR
2. A Master's degree (including appropriate research component); OR
3. Appropriate research experience.

## STRUCTURE OF THE PHD PROGRAMME

### ADMISSION

- Before formally applying for admission, candidates need to find a supervisor and topic.
- The following information is required for admission:
  - Certified copy of full academic record
  - Curriculum Vitae
  - Name and qualifications of supervisors and department in which the research will be undertaken.
  - Research topic and proposal - 500 words

**A candidate may apply to register as a full-time or part-time candidate.**

## DURATION

A candidate must be enrolled for a minimum period equivalent to 2.5 EFTS consumption (2.5 full-time years) and a maximum period equivalent to 4 EFTS consumption (four full-time years). The course of study may not exceed eight calendar years from the date of first admission.

## SUPERVISION

At least two supervisors, or one supervisor supported by a departmental advisory panel, are appointed to oversee the work of the candidate.

## FURTHER INFORMATION

For further information and a variety of resources relating to the PhD degree, including all administrative forms (which can be downloaded), please see [www.otago.ac.nz/study/phd](http://www.otago.ac.nz/study/phd). An electronic copy of the current "Handbook for PhD Study" is also available here. This contains all relevant information about the PhD degree.

For general information about enrolling for a Master's or PhD at the Wellington School of Medicine and Health Sciences you should contact:

**Trevor Williams**

Postgraduate Liaison Officer

University of Otago, Wellington

PO Box 7343, Wellington 6242, New Zealand

Tel 64 4 385 5543

Email: [trevor.williams@otago.ac.nz](mailto:trevor.williams@otago.ac.nz)

If you wish to talk to someone in the RTRU about the possibility of undertaking a PhD in rehabilitation then contact one of the following staff:

Associate Professor Will Taylor ([will.taylor@otago.ac.nz](mailto:will.taylor@otago.ac.nz))

Dr Jean Hay-Smith ([jean.hay-smith@otago.ac.nz](mailto:jean.hay-smith@otago.ac.nz))

Dr William Levack ([william.levack@otago.ac.nz](mailto:william.levack@otago.ac.nz))

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# FEES AND ENROLMENT PROCEDURES

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## FEES

The fees for 2010 were \$2,060.75 per 30-point REHX paper. We are hopeful that this will remain the fee for 2011. However we cannot guarantee this due to factors beyond our control. This fee covers tuition and audio-conference costs, e-mail, seminar registration, Course Workbook, access to Medline, the Distance Library, overheads and GST.

## APPLYING

If you wish to apply for the Certificate or Diploma programmes you need to:

1. Complete and return one of the **Application Forms** included with this prospectus. Ensure that you are completing the correct application form for the course you want to study - e.g.:
  - PGCertHealSc(Clinical Rehabilitation) OR
  - PGCertRehab OR PGDipRehab
2. Go to [www.otago.ac.nz](http://www.otago.ac.nz) and scroll down to the “Online Registration 2011” button to complete an **Online Enrolment**. **This needs to be done by 10<sup>th</sup> December 2010.**

## CLOSING DATE FOR ENROLMENT

**10 December 2010** is the close off date. Applicants will be advised of their admission once approval procedures are completed. A fee of \$87.00 is payable for candidates who are considered for entry ad eundem statum. (This is required if the candidate is gaining university entrance with a qualification from another country).

## LATE ENROLMENTS

Late enrolments may be accepted subject to availability but may incur a late fee. (The late fee was \$87 in 2010).

## PAYMENT OF FEES

In order to confirm your enrolment in the course, all candidates must pay their total fees by **10 February 2011**. Fees not paid by the due date will incur a late fee.

## ACADEMIC STAFF

<b>Tutor</b>	<b>Professional Background</b>	<b>Clinical Interests</b>	<b>Research Interests</b>
<b>Elliot Bell</b>	Clinical psychology and Neuropsychology	Mental health rehabilitation, cognitive behavioural therapy and clinical neuropsychology	Social cognition and cognitive neuropsychology
<b>Bennett Friedmann</b>	Clinical psychology, Family therapy	Child, adolescence, family systems	Family therapy, service evaluation
<b>Fi Graham</b>	Occupational Therapy	Development therapy, learning disability, caregiving for children with disabilities	Cognitive and environmental interventions, rehabilitation with children and families
<b>Dr Rebecca Grainger</b>	Rheumatologist	Gout, scleroderma, inflammatory arthritis	Gout including inflammatory mechanisms & outcome measures.
<b>Dr Rob Griffiths</b>	Occupational physician, public health policy and ACC	Return to work issues generally, policy frameworks, ageing and employment	Ageing, shift work, occupational mental health
<b>Dr Jean Hay-Smith</b>	Physiotherapy	Continence management, women's health	Continence management, systematic review of health care interventions, qualitative and quantitative research methods, self-efficacy

<b>Dr Sheena Hudson</b>	Educationalist, Psychologist, Counsellor	Psychology perception of illness, relationships & systems	Qualitative research
<b>Dr William Levack</b>	Physiotherapy	Stroke, traumatic brain injury, rehabilitation systems	Brain injury, goal theory, ethics, qualitative methods
<b>Assoc. Prof. Will Taylor</b>	Rheumatology and Rehabilitation Medicine	General rheumatology, psoriatic arthritis	Psoriatic arthritis, outcome measurement, clinical epidemiology, Quality of Life measurement
<b>Assoc. Prof. Mark Weatherall</b>	Geriatrician	Orthopaedic rehabilitation	Urinary incontinence, orthopaedic rehabilitation

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## CONTACTS FOR FURTHER INFORMATION

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For further information about the academic aspects of the course, contact the appropriate tutor by email as listed below.

### PGCERTHEALSC(CLINICAL REHABILITATION) PAPERS

Fi Graham                      [fi.graham@otago.ac.nz](mailto:fi.graham@otago.ac.nz)

### DIPLOMA PAPERS

REHX701

William Levack                      [william.levack@otago.ac.nz](mailto:william.levack@otago.ac.nz)

REHX703

Rebecca Grainger                      [rebecca.grainger@otago.ac.nz](mailto:rebecca.grainger@otago.ac.nz)

REHX704

Mark Weatherall                      [mark.weatherall@otago.ac.nz](mailto:mark.weatherall@otago.ac.nz)

REHX706

Robin Griffiths                      [rob.griffiths@otago.ac.nz](mailto:rob.griffiths@otago.ac.nz)

REHX707

Mark Weatherall                      [mark.weatherall@otago.ac.nz](mailto:mark.weatherall@otago.ac.nz)

REHX709

Bennett Friedmann                      [clinpsycprac@paradise.net.nz](mailto:clinpsycprac@paradise.net.nz)

REHX712

Will Taylor                      [will.taylor@otago.ac.nz](mailto:will.taylor@otago.ac.nz)

REHX713

William Levack                      [william.levack@otago.ac.nz](mailto:william.levack@otago.ac.nz)

REHX714

Elliot Bell                      [elliot.bell@otago.ac.nz](mailto:elliot.bell@otago.ac.nz)

REHX715

Rebecca Grainger                      [rebecca.grainger@otago.ac.nz](mailto:rebecca.grainger@otago.ac.nz)

### MASTERS PROGRAMME

Jean Hay-Smith                      [jean.hay-smith@otago.ac.nz](mailto:jean.hay-smith@otago.ac.nz)

REHX780  
Will Taylor

[will.taylor@otago.ac.nz](mailto:will.taylor@otago.ac.nz)

HEAD OF RTRU  
Will Taylor

[will.taylor@otago.ac.nz](mailto:will.taylor@otago.ac.nz)

GENERAL INFORMATION ABOUT ARRANGEMENTS FOR COURSES  
MAY BE OBTAINED FROM

Trudy Murrell  
Programme Administrator  
Rehabilitation Teaching and Research Unit  
University of Otago, Wellington      tel (04) 385 5591  
PO Box 7343                                      fax (04) 389 5427  
Wellington 6242                                email: [rtru@otago.ac.nz](mailto:rtru@otago.ac.nz)

ANY QUESTIONS ABOUT FEES & ENROLMENT SHOULD BE DIRECTED TO

Tony Cooper  
Head, Admissions and Enrolments  
Student Administration  
University of Otago                      tel (03) 479 5926  
PO Box 56                                      fax (03) 479 8186  
Dunedin                                        email: [tony.cooper@otago.ac.nz](mailto:tony.cooper@otago.ac.nz)

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# REQUEST FOR FURTHER INFORMATION

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Surname: .....

First name: .....

Preferred Title: .....

Address:.....

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Email: .....

What information would you like to be sent (please tick)

An application form for PGCertHealSc(Clinical Rehabilitation)

An application form for the PGCertRehab, the PGDipRehab, or to enrol in a single paper

(These options are all on one form.)

Another copy of the RTRU Prospectus

CUT OUT AND RETURN TO

Programme Administrator  
Rehabilitation Teaching and Research Unit  
University of Otago, Wellington  
PO Box 7343  
WELLINGTON SOUTH 6242